school based teacher development II: handbook for school principals and education specialists
school based teacher development II: for teachers of arabic, english, maths and science

handbook for school principals and education specialists
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Welcome to the School Based Teacher Development II (SBTD II) programme, for teachers of Grades (7-12) for Arabic, English, Maths and Science. Like SBTD I, the programme aims to deepen teacher’s subject knowledge and enhance their pedagogic practices. It recognises the teachers’ central role within an effective education system. It seeks to further support and strengthen teachers in their day-to-day work towards quality education for UNRWA Palestine refugee students in the 21st century.

SBTD II was developed by UNRWA staff from Headquarters (HQ) Amman and the five Fields and is based on the latest research about effective teaching and learning and how best to support teachers. UNRWA has been successfully implementing such blended learning programmes since 2012.

This Handbook is written for School Principals (SP) and Education Specialists (ES) engaged in SBTD II and recognises the important role played by ES and SP in supporting and guiding teachers in completing the programme. Included in this Handbook is information and guidance to assist them in fulfilling their role of supporting teachers in their school or area.

In addition to reading the programme material and trying out activities in the classroom, there are three support sessions which will be led by either the School Principal or Educational Specialist. These sessions will help teachers consolidate their own individual learning and discuss their experiences of the programme in a supportive environment.

I would like to thank the colleagues from the five Fields and HQ who have been involved from the beginning in the development of this programme and I would like to thank School Principals and Education Specialists for their time and efforts in supporting the SBTD II programme.

Dr Caroline Pontefract

Director of Education
overview

This Handbook has been prepared to help you, as a School Principal (SP) or Education Specialist (ES), in understanding the principles and practices of the SBTD II programme for teachers of Grades (7–12) in Arabic, English, Maths and Science and to help you in playing a key role in supporting it. SBTD II, following SBTD I, is a key dimension of UNRWA’s Education Reform Strategy, seeking to improve teaching and learning practices in the classroom through comprehensive, high-quality and relevant, in-service training for the UNRWA teachers.

the purpose of the handbook

This Handbook is designed to provide guidance for you, as a School Principal or Education Specialist, to increase understanding of your leadership and support role in the SBTD II programme. The key features of your role are to:

- support the teachers on a daily basis (SP);
- run two support sessions for your staff (SP);
- run one support session for teachers in your group (ES);
- monitor the progress of the teachers throughout the programme (SP);
- carry out classroom observations (SP and ES);
- confirm teachers’ successful completion of the programme (SP and ES).

Carrying out these roles successfully will require a high degree of professional commitment. However, it will be an interesting and rewarding experience. You will see teachers grow professionally, notice changes in the students of varied classrooms, and the programme will contribute to your own professional development. The nature of support will vary depending whether you are a School Principal or an Education Specialist.

Support is crucial for teachers to enhance their professional development.
what does the handbook cover?

This Handbook provides all the information you need to give focused support, advice and guidance to teachers. This Handbook covers:

• the background to the programme;
• the international context of the programme;
• the aims and objectives of the programme;
• the structure and content of the programme;
• the support structure of the programme;
• how to support the school-based open learning approach;
• the way the programme is assessed.

During the SBTD II programme, it is expected that you, the School Principals and Education Specialists, will work with each other to support teachers to successfully complete the programme. The Education Specialists will support teachers participating in the programme during their regular visits to schools and lead one support session focused on the development of subject teaching expertise. The School Principals will support teachers within schools as they work through the Modules and their Units and lead two support sessions, as well as being involved in the confirmation of teachers’ successful completion of the programme (in liaison with Education Specialists).

There will be joint preparatory training sessions in each Field for both School Principals and Education Specialists aim at developing your competencies in carrying out your supportive roles throughout the programme. It will also be possible to contact HQ and Field staff, who have been involved in the design and development of the programme, if you have any questions (information about this will be provided during the SBTD II Introduction Session).

Teachers participating in SBTD II may be new to school-based open learning. They may find the interactive nature of the materials a very different and challenging way of working as compared to their habitual way of teaching, and they may feel quite lonely at times. This Handbook will address how you can support them as they work through the Modules. First, however, we examine in more detail the background of the programme and its international and UNRWA specific context.

background to and context of the programme

There are two complementary fields of research that have informed the development of this and the original SBTD I programme. The first is very familiar to you; and relates to the emphasis being placed in all parts of the world on the concept of ‘active learning’. This term refers to realising the importance of the way learners engage with a task and learn, and particularly the extent to which language helps to develop and deepen their understanding.
Active learning is not a new concept. It does require us, however, to think about the opportunities that students have to engage practically with tasks. For example, a student can learn in theory about the problems of the environment, but it becomes much more meaningful for them if they walk around a community with their peers and teachers and identify the issues being faced. They can also listen to an explanation of how the Earth rotates around the Sun, but it becomes much clearer for them if they have to build a working model of this and then verbalise their understanding.

Active learning requires teachers to think about a variety of tasks that will engage their students.

Although understanding the processes of active engagement and verbalisation has been long known, school and classroom systems do not always reflect this. The need for order and the temptation to regiment everything in institutions, especially with large classes, can lead to student passivity, which is not conducive to the best learning. This programme, building on contemporary understandings of learning, will show how active learning and good order are related, not opposing, concepts.

Professional learning and teacher development should also be active in style and method. The international evidence about learning is as applicable to adults, such as teachers, as it is to students. In the past, however, much pre-service and in-service education has reflected the same passivity seen in schools. We all recognise how much more interesting it is to become involved in a debate about a new idea than to listen to an expert telling us about it.

The second area of research is that there is increasing evidence that, in terms of a teacher’s professional development, learning is most effective when carried out in the context of daily practice. In other words, research shows that teachers appear to change and improve their practice when they can see the immediate relevance of new ideas to their work in the classroom.
Additionally, there is a global interest in teacher learning, which builds on evidence about the importance of context. The phrase ‘situated learning’ is used to describe how much more effective learning can be if it is ‘situated’ in the practical context where change and improvement are needed – for a teacher, that means the school. And the phrase ‘community of learners’ is used to describe how the more successful professional development programmes allow learners, in this case teachers, to work cooperatively together to improve professional practice.

The SBTD II programme is therefore built around the concept of active learning – it is situated in the context in which teachers work and it allows teachers to work within a community of practice made up of their peers, as well as experts from within and outside the school.

The programme is a core component of the Education Reform being introduced in UNRWA schools. Importantly, it is built around the school and its staff as a whole, and it enshrines, in its structure and activities, whole school development.

The SBTD I and SBTD II programmes, along with other important initiatives within the Education Department, are a primary means of achieving UNRWA’s goal of providing inclusive, equitable and quality education for all Palestine refugee children.

Successful professional development programmes allow teachers to work cooperatively to improve their professional practice.

introduction to the programme

The SBTD II programme is built on the earlier SBTD I programme, and draws on the concept of active learning; it is situated in the context in which teachers work – the school. It allows teachers to work within a community of practice of their peers, as well as experts from within and outside the school. The key feature of the SBTD II programme, however, is its focus on providing subject-specific content for the higher grades, with a separate pack of six Modules for teachers of Arabic, English, Maths and Science.
The SBTD II programme draws extensively on international evidence and focuses on:

- the importance of teachers having high expectations about what students can achieve;
- the importance, for students’ learning, of active pedagogic approaches on the part of the teacher;
- the growing understanding of the increased effectiveness of school-based teacher development, whereby teachers work with their colleagues in their schools to change and improve classroom practice over time;
- subject-specific pedagogies.

Teacher development, like the professional development in any profession, is a continuous process. The sorts of activities and reflection involved in the SBTD II programme replicate the ways that teachers, at any stage of their career, can improve practice. Being open to new ways of working and new research findings, and having a passion for helping students learn more effectively are at the core of being a good teacher. Good teaching supports effective learning and effective learning enhances students’ life chances. The wider community expects professionals such as doctors, health workers, lawyers and architects to keep up to date with the latest ideas and methods; teachers should be no different.

The SBTD II programme for teachers in Grades (7–12) gives a specific focus on subject teaching. In preparing the Modules, the writers have drawn on international evidence about what makes a successful and effective subject teacher. This suggests that teachers need to:

- have in-depth knowledge of the skills and content of their subject. This is more than having a qualification on the subject – it means keeping up to date about the way the subject is evolving and developing;
- have thought deeply about the way subject knowledge is understood and interpreted for students at different grades. For example, graduate level Science, may have the same syllabus headings as Grade 7 Science but the nature of the content is different – teachers need to be aware and thoughtful of the differences;
- have understood which are the most effective pedagogic strategies for each aspect of the subject curriculum. Here, experienced teachers have an important role in sharing ideas with teachers new to the subject-teaching task.

aims and objectives of the programme

The main aim of the SBTD II programme is to improve teaching and learning practices for teachers of Grades (7–12) in the subject areas of Arabic, English, Maths and Science, and to contribute to the development of UNRWA students in respect of:

- achieving attainment levels that meet and go beyond international standards;
- preparing for the social and economic conditions (life skills and employability) of the 21st century;
- developing a positive approach to learning as an on-going process;
- increasing respect for human rights, democratic values and diversity;
- building knowledge of, and pride in, the Palestinian identity, culture and heritage;
- participating in a socially responsive way in local communities.
Throughout the programme, teachers will reflect on their own experience, interact with new ideas, and plan and implement new approaches.

The objectives of the SBTD II programme are to:

- inform, develop and improve the teaching practices and professionalism of teachers of Arabic, English, Maths and Science of Grades (7–12) through reflection and collaboration;
- build a repertoire of teaching strategies to enable the effective teaching of literacy and numeracy across the four core subjects;
- ensure that teachers use varied pedagogical methods in educationally engaging classroom environments;
- promote the use of a variety of learner-focused assessment strategies, including both formative and summative approaches;
- create an understanding of the contemporary inclusion agenda and develop classroom and school strategies and practices to meet diverse needs;
- ensure that UNRWA teachers are fully aware of and implement strategies for engaging parents in raising student achievement.

All UNRWA teachers have a sense of mission to improve the life chances of Palestine children. To help realise this mission, teachers need to better understand the importance of working imaginatively and creatively to meet each child’s educational needs. They will also need to work as part of a team that is focused on raising the level of achievement of each and every student and across the school as a whole.

structure and content of the programme

The SBTD II programme comprises six Modules, a reflective Programme Notebook in which teachers document their comments, thoughts and reflections, and a Portfolio where they can record their active participation and evidence of learning and reflection. Teachers will also have access to on-going support from peers throughout
the programme, while you, as a School Principal or Education Specialist, will share in conducting two scheduled lesson observations, and three support sessions throughout the teacher’s completion of the six Modules. Below, each of these programme elements is discussed in more detail.

On successful completion of the programme, and submission of their Portfolio and Notebook, teachers will be given a Certificate of Completion. This will form part of a Continuing Professional Development File and be used in the Human Resources Performance system: Performance Evaluation Report (e-PER).

programme materials

The SBTD II programme materials are written in an interactive style that talks directly to the reader (the teacher). This is different from the usual textbook style. The writers have tried to write clearly and to explain fully any key concepts. They are fully aware that the teacher might be studying under difficult circumstances and have made every attempt to make the teacher feel comfortable in their reading, not needing to check words or refer to other texts for information. The Modules have also been written without gender or any other bias, in terms of language used, the illustrations and the examples or activities given.

The SBTD II programme materials for ES/SP comprise:

• six core Modules;
• for ES/SP;
• this programme Handbook (one specifically for School Principals and Education Specialists);
• Support Sessions (for both SPs and ESs);
• CD and Programme Model.

The programme Handbook for teachers also provides advice and techniques for studying the Modules. You, too, may find it useful to read.

modules

The six Modules look at different aspects of teaching and learning in the environment in which UNRWA schools operate. An overview of the six Modules and the four Units within each Module is shown below.

Module 1: Developing active pedagogies

• Creating a variety of active teaching and learning strategies
• Exploiting the local environment as a learning resource
• The learner-centred, educationally stimulating classroom environment
• Developing professional knowledge, skills and understanding

Module 2: Learning-focused classroom practices

• Expectations as the key to effective teaching and learning
• Building successful communities of learning: the development of active class and group teaching strategies (double Unit)
• Celebrating learning success
Module 3: Assessment for quality learning

• Strategies for developing learner-centred assessment practices
• Questioning techniques to promote formative assessment practice for students’ learning (double Unit)
• Recording progress in learning

Module 4: Subject specific modules – see titles below

Arabic: Issues specific to teaching and learning in Arabic

• Developing reading skills
• Teaching and learning syntax and morphology
• Teaching and learning creative and functional writing
• Developing students skills in literary analysis

English: Issues specific to teaching and learning in English

• Developing listening skills
• Developing reading skills
• Developing fluency in spoken English
• Developing writing beyond the English textbook

Maths: Issues specific to teaching and learning in Maths

• Teaching about the nature of Maths within the UNRWA Curriculum Framework
• Thinking mathematically: embedding exploratory Maths
• Investigating mathematically: developing mathematical thinkers
• Applying Maths: cross-curricular skills in Maths

Science: Issues specific to teaching and learning in Science

• Teaching about the nature of Science within the UNRWA Curriculum Framework
• Practical work in Science (double Unit)
• Cross-curricular skills in Science

Module 5: The inclusive approach to teaching and learning

• Inclusive schools and classrooms
• Identifying the diverse needs of learners
• Supporting teaching and learning strategies
• Planning for inclusive education

Module 6: Engaging parents in raising achievement

• Strategies for engaging and working with parents in the learning process
• Establishing an achievement dialogue with parents
• Professional development and moving forward (double Unit)

units

To make it easier to access the materials, each Unit has the same structure:

• Introduction – provides an overview of the Unit and introduces the ideas to be explored.
• Teacher Development Outcomes – these are the key learning outcomes of the Unit.
• Case Studies – give examples of how a teacher, or groups of teachers, approached a
particular issue, or implemented a particular teaching strategy or way of working in their classroom. These are not for the teachers to copy, but they provide examples of practice and approaches to think about.

- **Activities** – involve teachers working alone, or with colleagues, trying out new ideas in the classroom and sharing experiences. The Activities are written to stimulate the teacher to consider different ways of teaching and explore in more detail how children/students learn best.

- **Explanatory linking text** – provided between Case Studies and Activities. The text sets the Activities and Case Studies in context by providing insights into current theories about best practice. This is for reading and reflecting upon.

- **Summary** – a conclusion to the ideas and learning outputs for each Unit together with self-reflection questions.

Each Unit is approximately 3,000 to 3,500 words.

**programme notebook**

To help teachers as they work through the Units, they will have a Programme Notebook in which they are asked to record their experiences and reflections at different stages in the programme.

The Programme Notebook is a personal document for each teacher to detail their experience of the SBTD II programme and how their thinking and practice evolve. Throughout the programme, teachers will be asked to write in their Notebook as evidence of their work, but more importantly, the Notebook is also a place for teachers to capture their own thoughts and reflections on the ideas and concepts presented in the Modules/Units. Teachers may also record students’ comments about some of the Activities they have tried, or provide reflections and evidence of their success.

While the Programme Notebook is not assessed, it is submitted as evidence of participation in the programme and counts towards the Certificate of Completion. As such, it should demonstrate whether the teacher is actively trying out the recommended Activities and strategies in their teaching and learning. Its main purpose, though, is to help teachers think about and reflect on the ideas presented in the SBTD II programme materials.
portfolio

The SBTD II programme will not be assessed by formal examination but teachers will be required to complete a Portfolio, which will include specified completed Activities, reflections and examples of work carried out with students. Details about the Portfolio are provided later under ‘assessment’.

support structure of the programme

Throughout the programme, Grades (7–12) teachers of Arabic, English, Maths and Science in the participating schools will be involved. As a School Principal or Education Specialist, you will play a particularly important role in facilitating the teachers’ learning. Characteristics of the combined support you will provide include:

• on-going informal support for teachers throughout the programme;
• School Principals will lead two support sessions linked to modules 1, 2, 5, and 6. School Principals will also lead one meeting before the beginning of the programme in order to induct teachers in their schools into the programme and its aims and intentions;
• Education Specialists will lead one support session linked to Modules 3 and 4;
• Education Specialists will also support teachers’ progress during their normal school visits (in liaison with School Principals).

The pattern and sequence of support that all teachers will receive is shown in the diagram below (see also annex 3).

School Principals and Education Specialists involved in the programme in the Field will themselves undergo a short face-to-face induction course. This will prepare them for the sessions they will lead. Since your support is crucial, you as a School Principal and Education Specialist, should work together as much as possible. Liaising and sharing ideas of what worked well during your respective support sessions will help to avoid problems and provide the opportunity for you to share your own successes too.
The materials of the SBTD II programme are considered the first shape of support provided to the teachers. The written text Units will help teachers explore the recent developments in teaching and learning around the world that have been shown to impact markedly on students’ learning and achievements. The materials are addressed to the teacher and ask them to try things out in their classroom, to reflect on their experiences and to dwell on questions that challenge their thinking about classroom practices. The materials do provide some responses to the questions raised, but this is not an issue of right and wrong answers. Many of the questions in the text are about interactive pedagogy and therefore can be answered in many ways. Your role may be at times to help teachers decide whether the responses that they have come up with are meaningful. For example, there are many ways to help students learn their number bonds and although the relevant Units will give some ways to do this, teachers may think of other ways. Teachers may need help in understanding how they can use the different ways in class, and perhaps here you will be able to offer support.

Each Unit focuses on a particular aspect of teaching, but with a focus on the subject areas such as how students learn best or different ways of organising the classroom. All Units are focused on enhancing students’ learning. In the support sessions, you can help the teachers explore the ideas in more depth. Through the questions you ask and the way you organise the session, you can model many of the techniques and strategies that are discussed in the SBTD II Modules. However, apart from your help, there are also other ways that teachers can be supported as they study the SBTD II programme. We will discuss these below.

There are different ways of organising the classroom that will enhance students’ learning.

**peer support**

As an individual teacher works through the programme, they will know that all the other Grades (7–12) teachers of the four subjects in the school are also working through the same materials. This is an important opportunity for sharing with peers. Ensure that you, as a School Principal, encourage teachers to take the initiative in sharing their experiences, to be open and to ask for help when they feel they need it.
By sharing their successes and also the things that did not work as well as they had hoped, the teachers can learn together. However, your role as a School Principal or Education Specialist may be to link staff together and sometimes to facilitate this sharing. It is true that a problem shared is a problem halved, and a success shared is very affirming and rewarding.

**school principal support sessions**

As a School Principal, you will introduce all staff to the programme before they start and then conduct two support sessions to help extend teachers’ understanding of the key concepts and ideas in Modules 1, 2, 5, and 6. These support sessions will be for teachers in the four subjects but, depending on the number of teaching staff you have and whether or not your school has a double shift, this may take more than one session. Each session follows the same format; you are given detailed guidance about how these sessions should run. The sessions provide an opportunity for your teachers as a group, to share ideas, to ask questions and discuss any issues. Your role, as School Principal, is to encourage and facilitate this. You will help guide the session and support any individuals who have particular concerns.

*Efficient support sessions require preparation beforehand.*

It is important to remember that you will not necessarily be knowledgeable of all aspects of the different subjects being studied by your teachers. However, the basic principles of active learning apply across all subjects. These support sessions also provide opportunities for teachers across different subjects to share their experiences and ideas. As School Principal you will be making judgments about the classroom practice of teachers of all subjects, irrespective of your subject specialisation. You will bring your experience and knowledge, to your support sessions and help to focus teachers of common key practices and ideas, relevant to best practice teaching for all disciplines.

In the programme introductory session, remind teachers that they should do some preparation before these support sessions so that they can get the most out of them. They should have read the Modules, tried some of the Activities, and made a note of any questions that they have or ideas they would like to discuss further.
education specialist support session

As an Education Specialist, you will run the support session linked to modules 3 and 4. Where and when these happen will be arranged at Field level. You will also visit teachers in the schools assigned to you, liaise with the School Principal and observe lessons as part of the gathering of evidence for awarding the Certificate of Completion. The School Principal will also undertake observations. The nature of the classroom observation is discussed next.

In order to get the most benefit of the support sessions, ensure that you encourage the teachers to come prepared even if you conduct the session before they finish studying both Modules of that session.

Ask them to read and reflect on both Modules beforehand. They should attend with questions to raise and ideas to share effectively.

classroom observation

UNRWA’s baseline study of classroom practices (2014) observed the teaching and learning practices in (361) lessons and (56) elementary schools across UNRWA’s five Fields. Its findings suggested the need for UNRWA elementary teachers to broaden their pedagogic repertoire to include ‘high quality dialogue and discussion as a class, group-based and individual activities where students are expected to play an active role by asking questions, contributing ideas, explaining their thinking to the teacher and peers’. To change current pedagogical practices, the study recommended bringing teacher together in professional learning communities within, and beyond, the school, which are informed by external expertise from support staff and other educators with regular follow-up in the classroom. This is where the SBTD II programme observations are critical.
The aim of classroom observation in SBTD II is to help teachers understand their own practice and reflect on how well they are putting into practice ideas and key practices of the SBTD II programme. You will observe the lesson the teacher has planned, but prior to the lesson observation you will agree with the teacher what aspects they particularly want you to focus on as you observe. It is preferable that these aspects relate to the specific Unit or Module the teacher is currently working on.

Observations can help teachers reflect on their classroom practices and grow in their professional understanding.

Classroom observation can be very intimidating for the teachers being observed and they are likely to feel nervous. Great sensitivity will be required to ensure that a good working relationship is established and that the experience is beneficial to both the teacher being observed and yourself as the observer.

Classrooms are complex places and what may work in one classroom and context may not be possible in another classroom. Your feedback and discussion will therefore have to recognise this and offer alternatives to the teacher, if necessary. Remember your role is to support, not to inspect. You are acting as a critical friend, i.e. you are watching and giving feedback and then asking the observed teacher to think how they might improve or develop their practice. Do not expect too many changes to happen at once, but do try to help the teachers think about and experiment with the techniques or strategies that they will find most useful and easy to use. Also, do not bombard a teacher with too many of your own ideas. Give them time to think for themselves and to respond to your questions about what they thought of the lesson and what they could do, so that they are in control of their own learning.

Make sure that you and the teacher have time to talk about the lesson as soon as possible after it is finished and help them to analyse the impact the lesson had on their students. You are not trying to catch the teacher out, but to help them grow in their professional understanding.
There are three stages to observing in the classroom and each stage impacts the next stage.

1. **Planning the observation together with the teacher before the lesson**

   Agree with the teacher on a focus of what is to be observed. Let the teacher lead on choosing this and only suggest ideas if they are not sure about their focus. It is preferred that the focus is linked to the Unit or Module that the teacher is studying at the time of the visit. Discuss what Activities they have tried recently and their feelings about these. It may be that the teacher wants you to focus on what types of questions they ask in the lesson or whether their instruction and organisation for group work were effective. Having agreed on the specific aspect for observation, you will need together to think about what kind of evidence you will gather to feedback the impact of their way of working in that lesson.

2. **The actual observation of the lesson**

   Using the SBTD II classroom observation template (see annex 2), make notes of what you see and hear. Do not try to write down everything you see and hear, but write down any significant incidents and actions that relate to the chosen focus – both positive and not so positive events.

3. **A feedback and reflective meeting after the observation**

   This should be a relaxed, friendly, but professional discussion in which the teacher is empowered and sees the value of any feedback that you give. Research into giving such feedback shows that it is only useful if the recipient, in this case the teacher, sees the feedback as relevant and understands how to use it. Allowing the teacher to reflect on their experience and think for themselves about how to develop and improve their practice will increasingly build their confidence in their own abilities.

   It is important that you as School Principal or Education Specialist summarise the meeting by talking about:
   - the focus of the observation;
   - what the teacher says they have learned from the experience;
   - the learning outcomes for the session;
   - agreed actions and the way forward.
Feedback is only useful if the recipient considers it as relevant and understands how to use it.

Also do give a summary of these key points on the observation sheet for the teacher to include in their Portfolio. Each teacher will need to have two observations in their Portfolio and these may be both by the School Principal, both by the Education Specialist, or one from each of you.

**assessment of the programme**

The SBTD II programme is not graded, but teachers do have to produce evidence of active participation in the programme in order to obtain their Certificate of Completion. This will be awarded when the teacher submits their completed Portfolio with their Programme Notebook and each component, including lesson plans reflections and Portfolio Activities. You, as School Principals and Education Specialists, will moderate these Portfolios and recommend teachers for awards of the Completion Certificate.

Activities suggested for teachers to complete in each Module have been chosen for their links to key teaching practices and approaches that have a direct impact on students’ achievement. These Activities are practical in nature, and ask teachers to undertake planning, implementation or reflection that link directly to their classrooms and students.

In order to ensure the programme stability, it is expected that School Principals will continue to provide support and enrichment for teachers even after completion of the programme. School Principals should dedicate effort to developing, collaboratively with teachers, activities and initiatives after the programme that will assist in ensuring the continuation of new practices and expand ‘best practices’ throughout the school. School Principals’ follow-up on the progress of teachers who have completed the programme will also be essential as completion of the SBTD II programme is linked to teachers e-PER outcomes.
assessment overview

The table below summarises the assessment requirements for teachers, including those included in their Portfolio and Programme Notebook.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Seven learning activities</td>
<td>One from Module 1, 2, 3, 5, and 6, and two from Module 4 (templates provided in the Portfolio)</td>
</tr>
<tr>
<td>2 Twelve lesson plans and reflections</td>
<td>One for each Module minimum, but selected as desired by the teacher (templates provided in the Portfolio)</td>
</tr>
<tr>
<td>3 Programme Notebook</td>
<td>Notes from teacher about the programme – thoughts/ reflections</td>
</tr>
<tr>
<td>4 Participation in 3 support sessions</td>
<td>Attendance at all 3 sessions required</td>
</tr>
<tr>
<td>5 Two Classroom Observations by ES/SP</td>
<td>Minimum of 2 classroom observations to be conducted. SP/ES to retain documentation. (Classroom Observation Template at annex 2)</td>
</tr>
<tr>
<td>6 Participation in 2 evaluation discussions</td>
<td>Conducted at mid and end of the programme between teachers and SPs and ESs, if needed</td>
</tr>
<tr>
<td>7 Final evaluation of teacher performance</td>
<td>ES and SP discussion of complete programme submission from teacher (Portfolio – Learning Activities, Lesson Plans, Programme Notebook, Support Sessions and Evaluation discussions)</td>
</tr>
</tbody>
</table>

portfolio

This is one element in the pack given to teachers at the beginning of the programme. It includes details on the paperwork and evidence to be collected during the programme. A teacher has to hand the Portfolio into their School Principal at the end of the programme as part of assessment to determine eligibility for the SBTD II Certificate of Completion.

Teachers must submit in their Portfolio:

- **Seven learning activities**: one from each of the programme Modules (two for Module 4). As teachers complete each Module, they will write up one Activity, with the exception of Module 4, where two Activities will be required. For these seven Activities, teachers should include their evaluation of the Activity, their reflections on its impact in the classroom, and the implications for their teaching and learning, including the way their new learning may impact their work and planning in the future. To complete this requirement, teachers should fill out the seven Activity reflection templates related to
each Activity. They may also include a sample of a student’s work or, evidence of what the student said in order to show evidence of learning.

Suggested learning Activities, from which teachers can select the seven Activities required above, are provided in the Portfolio. Suggested learning Activities have been differentiated by subject.

• **Twelve lesson plans and reflections**: linked to teaching and learning strategies and content from the Modules.
  For these 12 lesson plans, teachers should select key practices from each Module, create lesson plans using these practices, implement these lessons and document reflection on these lessons in the reflection templates provided in their Portfolio. Lesson plans will show how they integrated elements of the SBTD II training material in their lessons. Perhaps they tried out strategies that were discussed in the material. Maybe they tested some of the suggestions made in the Modules. Perhaps teachers build on an idea in a Case Study for their teaching. These lesson plans will form part of the package they submit for assessment of active participation in the programme. Teachers should fill out lesson plan forms in which they focus on an Activity, a Case Study or a strategy. They ought to explain how these are related to what has been learned throughout the SBTD II programme.

**quality evidence**

Teachers should collect quality evidence of their teaching practice, outcomes and students’ work throughout the SBTD II programme and in their normal teaching, as they are important for demonstrating changes and progress in teaching practice. Evidence will be necessary to show completion of the seven learning Activities, and may also accompany some of the teachers 12 lesson plans and reflections. Examples of evidence teachers could provide include:

• samples of students’ work;
• series of students’ work showing progress in a particular area/topic or skill;
• notes showing what a student or a group of students have said or done in a lesson;
• the notes of an observing teacher reflecting on classroom activity or outcomes;
• an annotated lesson plan showing reflection after having taught the lesson, how it went and how they might do it differently in the future;
• minutes/notes from a meeting with colleagues about a unit of work, subject or student.

All collected and provided evidence should clearly link to key practices and ideas in the SBTD II programme. It is recommended that teachers label evidence, noting its link to Units, Modules or specific teaching practices – so it is clear why it has been included. Teachers should be able to speak about how the evidence they have provided demonstrates changes or learning in their teaching practice. Evidence should be included because it demonstrates something about their teaching and learning practice, whether it is their learning, a reflection on their practice or a demonstration of their progress.
conclusion

The SBTD II programme, like SBTD I, is key to the overall UNRWA Education Reform Strategy. The aim of the programme is to challenge current thinking about the roles and responsibilities of Arabic, English, Maths and Science teachers so that they reflect on how best to enable students to achieve their full potential, gain worthwhile employment and reflect on how to become more confident and competent members of society. Your role, as support, is to enthuse teachers, to build their confidence and self-esteem in their profession and encourage them to want to continue improving their skills. The impact of trying out the different ways of working and the resultant change in students’ attitudes to school and learning outcomes will be motivation in itself, but if continuing professional development is seen as part of being a good teacher, the benefits to students will increase even more.
annex 1
SBTD II guidelines
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list of abbreviations and acronyms

AEO       Area Education Officer
CFEP      Chief Field Education Programme
CPD       Continuing Professional Development
DE        Director of Education / HQ (A)
EDC       Educational Development Center
ES        Education Specialist
e-PER     Electronic Performance Evaluation Report
Fields    Jordan, Syria, Lebanon, West Bank and Gaza
HR        Human Resources
PDC       Professional Development and Curriculum Unit
TDSE      Teacher Development and School Empowerment Unit
SBTD      School Based Teacher Development
SP        School Principal
UNRWA     United Nations Relief and Works Agency for Palestinian refugees in the Near East
school based teacher development II for teachers of grades (7–12): guidelines

1. introduction

The School Based Teacher Development (SBTD) programme is a key dimension of UNRWA’s Education Reform Strategy (2011–2015). UNRWA’s SBTD I programme is focusing on enhancing the learning of all students in Grades (1–6). It is designed to be undertaken in the context within which teachers work – the school and classroom. The programme enables teachers to work within a community of practice, made up of their peers and experts from outside the school. This community strengthens the teachers’ professional support system. Following the positive response to SBTD I and its impact on teaching practices, an SBTD II programme has been developed. SBTD II reflects the same principles and approaches, but targets the teachers of Grades (7–12) in four key and core curriculum areas: Arabic, English, Maths and Science. In this way SBTD II builds on the content of the previous SBTD I programme, further exploring how to support students’ learning in the four subject areas.

The programme asks teachers in the core subjects of Arabic, English, Maths and Science to reflect on their experience, interact with new ideas about teaching and learning and plan and implement new approaches in their classrooms and schools.

The specific objectives of the SBTD II programme are to:

- inform, develop and improve the teaching practices and professionalism of teachers of Arabic, English, Maths, and Science of Grades (7–12), through reflection and collaboration;
- build a repertoire of teaching strategies to enable the effective teaching of literacy and numeracy across the four core subjects;
- ensure that teachers use varied pedagogical methods in educationally engaging classroom environments;
- promote the use of a variety of learner-focused assessment strategies, including both formative and summative approaches;
- create an understanding of the contemporary inclusion agenda and develop classroom and school strategies and practices to meet diverse needs;
- ensure that UNRWA teachers are fully aware of and implement strategies for engaging parents in raising student achievement.

2. structure of the programme

There are 24 Units organised within six blended learning Modules, which teachers will study at their own pace. It is envisaged that each Unit will take a teacher around one week to ten days to complete. The double Units (see overview below) will take two weeks. Below is an overview of the six Modules and the four Units included in each Module.

Module 1: Developing active pedagogies
- Creating a variety of active teaching and learning strategies
- Exploiting the local environment as a learning resource
• The learner-centred, educationally stimulating classroom environment
• Developing professional knowledge, skills and understanding

Module 2: Learning-focused classroom practices
• Expectations as the key to effective teaching and learning
• Building successful communities of learning: the development of active class and group teaching strategies (double Unit)
• Celebrating learning success

Module 3: Assessment for quality learning
• Strategies for developing learner-centred assessment practices
• Questioning techniques to promote formative assessment practice for students’ learning (double Unit)
• Recording progress in learning

Module 4: Subject-specific Module
  Arabic: Issues specific to teaching and learning in Arabic
  • Developing reading skills
  • Teaching and learning syntax and morphology
  • Teaching and learning creative and functional writing
  • Developing students’ skills in literary analysis

  English: Issues specific to teaching and learning in English
  • Developing listening skills
  • Developing reading skills
  • Developing fluency in spoken English
  • Developing writing beyond the English textbook

  Maths: Issues specific to teaching and learning in Maths
  • Teaching about the nature of Maths within the UNRWA Curriculum Framework
  • Thinking mathematically: embedding exploratory Maths
  • Investigating mathematically: developing mathematical thinkers
  • Applying Maths: cross-curricular skills in Maths

  Science: Issues specific to teaching and learning in Science
  • Teaching about the nature of Science within the UNRWA Curriculum Framework
  • Practical work in Science (double Unit)
  • Cross-curricular skills in Science

Module 5: The inclusive approach to teaching and learning
• Inclusive schools and classrooms
• Identifying the diverse needs of learners
• Supportive teaching and learning strategies
• Planning for inclusive education

Module 6: Engaging parents in raising achievement
• Strategies for engaging and working with parents in the learning process
• Establishing a dialogue with parents
• Professional development and moving forward (double Unit)
3. materials

Teachers undertaking the SBTD II programme will receive the following materials:

- SBTD II Subject Modules 1 to 6;
- SBTD II Handbook for teachers;
- SBTD II Portfolio (including Activity and Lesson Plan reflection templates);
- SBTD II Programme Notebook for self-reflection.

The support cadre, the School Principals and Education Specialists, will play a crucial role in supporting the teachers and will receive a pack containing:

- SBTD II Handbook for SP & ES;
- SBTD II CD and Programme Model;
- SBTD II Subject Modules 1 to 6 (ES Modules of one subject, SP all subjects);
- Support Session Materials.

4. implementation

a. The programme will extend over approximately 9 months and will be presented in two phases. The first phase will be implemented over the academic year 2015–2016 (cohort 1). The second phase will start in September 2016 (cohort 2).

b. The programme will be implemented by geographical Area. This is important, as the programme not only trains the teachers, but also aims to strengthen the professional support system. It is therefore crucial that it is implemented by Area and not by school only. In this way, the teachers of Grades (7–12) and all the support cadre within one geographical Area will be engaged in the programme at the same time. This will enhance the impact of the programme.

5. target audience

a. The programme is aimed at Grades (7–12) teachers of Arabic, English, Maths and Science, regardless of their qualifications or years of service. The programme is designed in such a way that all teachers will benefit. It will professionally move all teachers forward and thus both inexperienced and experienced teachers will benefit. More experienced teachers are also encouraged to support less-experienced colleagues, establishing effective communities of practice.

b. Teachers of other subjects, i.e. Social Studies, Religion, ICT, Economics, can participate in the general SBTD I programme or may choose one of SBTD II programmes which they feel is closer to their subject. For example, French teachers can participate in the SBTD II programme for English teachers.

c. Teachers who participated in SBTD I are encouraged to participate in the SBTD II programme as well, but they may postpone their participation to the next school year upon request. Participating in SBTD II allows them to gain skills and pedagogies in subject-specific materials, to refresh and enhance current practices and to collaborate with other teachers, establishing communities of practice. In addition, the support sessions will provide teachers with additional resources and support. Participating in SBTD II is crucial to enhance teaching practices for Grades (7–12) teachers and to meet the learning needs of students in these higher grades.
d. Daily paid, casual or volunteer teachers working in UNRWA schools are also encouraged to participate in the programme.

e. Newly appointed teachers can participate in the programme, but teachers are required to have the necessary educational knowledge, i.e. being graduated from or currently undertaking the UNRWA EP course, the necessary basic skills and technical support to benefit more from the programme.

6. participation guidelines

a. Participation, progress and delays in the programme will be reflected in the teacher’s annual Performance Evaluation Report (e-PER), as taking SBTD II is part of the commitment to professional development.

b. All teachers who have successfully completed the programme will receive an UNRWA endorsed Certificate of Completion.

c. Their programme completion results will be forwarded to the Field HR Office for inclusion in the formal personnel file.

d. Completion of the programme is considered a prerequisite for possible future career advancement and placement opportunities.

7. support structure

Professional support for the teachers participating in the SBTD II programme and for those supporting the teachers, is an integral part of the design of this blended learning self-study programme. School Principals and Education Specialists will play a key role in supporting teachers and this professional support will be aligned with the overall new Field professional development structures and strategies.

Characteristics of the support structure:
- Handbook for Teachers provides an overview of the programme to help the teacher successfully participate in the programme.
- Handbook for SP and ES provides an overview of the programme to help the School Principal and Education Specialists in fulfilling their role as support cadre.
- Induction will be provided for School Principals and Education Specialists prior to SBTD II beginning.
- Introductory session will be provided for teachers prior to SBTD II beginning.
- School Principals will facilitate two support sessions with the SBTD II teachers during the programme; the first session will focus on Modules 1 and 2, the second session on supporting the implementation of Modules 5 and 6.
- Education Specialists will facilitate one subject specific-support session, providing support for subject teachers from different schools completing the programme, and enabling teachers to meet colleagues from other schools and share ideas and experience. This session will focus on Modules 3 and 4.
- Education Specialists will support SBTD II teachers’ progress during school visits by engaging in discussions with teachers about topics and practices presented in the Modules and discussed during the support sessions.
- In large schools, Deputy SPs can assist the SP in order to provide the necessary support. Any relevant information on progress and delays will be reflected in the e-PER.
As mentioned above, support cadre will receive a specific Handbook and support sessions materials to guide them and develop their practice in classroom observation and running tutorial sessions. The support role that SPs and ESs will play reflects their day-to-day role and in this way will contribute to their professional development.

8. management and monitoring of STBD II participation

8.1 opting out or cancellation

There are circumstances whereby a teacher can opt out of the programme:

a. Teachers who are expected to retire within one year can choose not to participate in the programme.

b. Unforeseen personal circumstances which mean that a teacher can no longer take part in the programme will be discussed with the SP, ES, AEO, Head PDC, and Head EDC and communicated to the CFEP. The SP, ES, AEO, Head PDC, and Head EDC will endeavour to accommodate the needs of the teacher (see 8.3 delays).

c. If a teacher is expelled from their duties during the programme, they will not be allowed to continue the programme.

8.2 absenteeism

a. While STBD II is a self-learning programme, there are three face-to-face sessions that teachers must attend in addition to an introductory session prior to the programme launch in the school:
   a) two support sessions facilitated by the SP;
   b) one support session facilitated by an ES.

b. Participation in the three support sessions is one of the completion criteria for STBD II.

c. If a session is missed, it can be compensated by an alternative session with the SP or by attending a parallel session organised in a different school or on a different date.

d. Failing to participate in the three support sessions will result in the non-issuance of the STBD II Certificate (refer to certification requirement for further details).

8.3 delays

a. Newly recruited teachers who have missed the start of STBD II by no more than one month are still strongly encouraged to join the programme. Additional support from the SPs and the ESs will be available if requested to accelerate the process of catching up with peers. Colleagues are also encouraged to support these newly recruited teachers. Any decision by the newly recruited teachers not to participate in the programme will be reflected in the e-PER.

b. Teachers who, due to unforeseen personal circumstances (such as maternity leave, grave illness), incur a delay in the programme progression can apply for a dispensation. SPs will discuss with the ES, AEO, Head PDC, and Head EDC and communicate to the CFEP.

c. Any teacher who incurs a delay will be assisted in finding alternative ways to complete the programme (e.g. joining teachers who are studying in another school in another Area at a later stage). Compensation sessions can be organised at school, Area and/or Field level. This will be the decision of the CFEP.
d. Teachers, who for the reasons above, delay SBTD II have until the third year from the programme launch in their Field to finish the Programme. Not completing SBTD II will be recorded in the e-PER, and in the personnel file of the staff member, and will impact on career progression from Grade 10 to Grade 11.

8.4 completing in exceptional circumstances

a. In case of a teacher transfer, exceptional measures may be implemented. When teachers are more than half way through SBTD II, i.e. teachers have worked through three or more Modules and have attended the relevant support sessions, and they are transferred into:
   • A non-educational post: they have the right to complete the programme. This needs to be discussed with the SP, ES, AEO, Head PDC, and Head EDC and communicated to the CFEP.
   • Another UNRWA school where SBTD II is being implemented: they will complete the programme in their new school.
   • Another school/Area where the programme is not implemented: teachers can still opt to continue the programme, attending the support sessions organised within the school/Area where they previously taught. This needs to be discussed with the SP, ES, AEO, Head PDC, and Head EDC and communicated to the CFEP.

b. Teachers, who leave their post in an UNRWA school, except for teachers dismissed by UNRWA, can opt to complete the programme. This needs to be discussed with the SP, ES, AEO, Head PDC, and Head EDC and communicated to the CFEP.

8.5 refusal to participate

If a teacher refuses to participate in SBTD II, a discussion needs to take place with the SP, ES, AEO, Head PDC, and Head EDC so that both the teacher and the management fully understand the circumstances and consequences of the refusal. If the teacher persists, they need to provide a written statement to the CFEP detailing the rationale for the refusal. The CFEP, in consultation with HR, will respond in writing, outlining possible consequences for future career opportunities, and/or priority consideration for placements. The written statement of refusal will be recorded in their e-PER, teacher’s file and communicated to UNRWA’s HR Department for inclusion in the personnel file.

9. educational psychology (EP) course and SBTD II

Teachers who are currently taking part in the Educational Psychology (EP) Programme can choose not to participate in the SBTD II programme. However, they can opt to participate in both SBTD II and EP if they are in the second year of EP and feel they can do both at the same time.

10. assessment

10.1 assessment policy

a. The assessment will focus on teachers’ professional practices, rather than on any theoretical or formal examination.

b. Teachers will complete a “Professional Development Portfolio,” in order to do that
successfully, they have to collect evidence that reflect their effective participation in the programme so they will be eligible for receiving the programme certificate that will be rewarded to them once the portfolio contains all the documents mentioned below in section 10.2.

c. The Portfolio will not be marked as ‘pass’ or ‘fail’ but rather ‘complete’ or ‘not complete’.

d. The teacher will be deemed to have successfully completed the programme when the SP and ES endorse that the self-evaluation record accurately records the teacher’s progress.

e. All teachers who have successfully completed the programme will receive an UNRWA endorsed Certificate. Their completion results will also be recorded in the e-PER and forwarded to the Field HR Office for inclusion in the formal personnel file. Furthermore, data on SBTD II will be systematically collected and analysed in the Agency-wide Educational Management Information System (EMIS).

f. Schools where more than 80% of teachers have successfully completed SBTD II will be issued a School Certificate.

10.2 assessment activities and process

The following will form the basis of the assessment of programme completion and certification:

a. **Portfolio**

Once the teacher finishes SBTD II programme, they have to submit their professional development Portfolios in order to assess their participation in the programme. The Portfolio should include:

- evidence of preparation for, execution and reflection of seven learning Activities, one from each of the programme Modules (two from Module 4). For each Module, the teacher is asked to include evidence of their experience, learning and reflections on that Activity;
- evidence of 12 lesson plans and reflections linked to teaching and learning strategies and content from the Modules. The teachers should highlight the strategies and ideas in their lesson plans and explain briefly how they are linked to the SBTD II programme. Reflections on the lesson plans will be documented in the Portfolio and submitted to the School Principal at the end of the programme.

It is the teacher’s responsibility to ensure that the Portfolio contains all the relevant documents and teachers are encouraged to consult with the SPs/ESs or liaise with peers if in doubt as to what is required. ESs will also check progress during school visits.

The Portfolio will be formally submitted by the teacher to the SP for review at the end of each semester (i.e. mid-term after completion of Modules 1, 2, and 3 and final after Modules 4, 5, and 6). The mid-term evaluation session will help the SP identify potential problems and will enable them to provide further assistance to the teachers who request it. At the end of the assessment process, the Portfolio will be returned to the teacher for future professional development purposes.
b. Programme Notebook

This Notebook which comprises reflections by the teacher, will form part of the assessment. Throughout their studies, teachers are encouraged to reflect on topics, practices, Case Studies and classroom Activities. While this reflective component is an important part of the programme design, it is also a personal one. Therefore, the SP will not assess the actual content of the Notebook as this will comprise individual reflections and considerations. The SP will, however, check that the teacher has utilised this Notebook as a tool for self-reflection. The Notebook will be submitted to the SP together with the Portfolio.

c. Attendance at the support sessions led by SPs and/or ESs

As outlined above, failure to attend the three support sessions, without any attempt to compensate, will result in non-issuance of the Certificate of Completion. SPs and/or ESs who lead the sessions will record attendance and follow up on absenteeism.

d. Classroom Observations

At least two formal Classroom Observation Reports by the SP and ES will be used in the assessment process.

e. Attendance at mid-term and final evaluation sessions

Teachers’ attendance of the mid-term and final evaluation sessions with the SP will also be taken into consideration to confirm the successful completion of the programme.

The diagram below reflects the components that will form the basis of the assessment of the programme completion and certification:
### Teacher Portfolio
Maintained by teacher and submitted to SP for assessment

- Evidence of 7 learning Activities, one from each programme Module (two for Module 4)
- Evidence of reflection on 12 lesson plans linked to the programme Modules

### Programme Notebook for self-reflection
Maintained by teacher and submitted to SP for follow-up

### Participation in the three Support Sessions
Records maintained by SP and ES

### Two formal Classroom Observation Reports
Records maintained by SP and ES

### Evaluation Session
Discussion between SP and ES about the teacher's submitted documentation and attendance

### Evaluation Sessions
Mid-Term and Final Evaluation session between the teacher and the SP and ES
annex 2

classroom observation template
classroom observation template

This classroom observation template has three parts. The first should be completed prior to the observation, the second contains details on the lesson observation itself, and the third provides guidance for the content and structure of your discussion post-observation, including planning for next steps.

Part 1: Pre-observation

General information:

Name of school: _______________________________________________________

Date of observation: ___________ Field: ___________ Area: ____________________

Teacher of subject (circle)           English               Maths                Science                 Arabic

Teacher’s name: ________________________ Teacher’s #:______________________

Class level: ___________ Subject/topic taught: _____________________________

Number of students present: _____________________________________________

Number of students absent: ______________________________________________

Lesson Topic: __________________________________________________________

Lesson objective(s):

1. _____________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________

Observation focus:

You should identify which aspects of teaching/learning will be the focus of the lesson observation. The foci should be the result of a discussion between the teacher and observer, they should, if possible, be linked to the Unit or Module the teacher is currently studying, and take into account previous observations and/or self-evaluation of areas for development and SBTD II focus area.

We suggest that you pick no more than three foci for observation, one or two is recommended. Tick the appropriate boxes below or add additional/different foci in the space provided.

<table>
<thead>
<tr>
<th>Elements of teaching practice that may be the focus of observation</th>
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<tbody>
<tr>
<td>Student participation</td>
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<td>Group work / peer work</td>
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<tr>
<td>Questioning</td>
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<td>Learning activities/strategies</td>
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<td>Lesson objectives</td>
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</table>
Part 2: Lesson observation

Record your observations throughout the lesson and use the guidance below to help you plan this.

**General guidance on observation:**

- Keep the observation focus in mind throughout the lesson.
- Only describe what is happening; do not make judgments.
- You may wish to use questions such as: ‘What is the teacher doing?’ (teaching focus) and ‘What are the students doing?’ (learning focus) to guide your note taking during the observation.
- Clearly identify any points you would like to discuss with the teacher later.

**What to include on your observation sheets:**

Be sure that each of the pages of notes created in the lesson observation, including the template provided, are clearly labelled and include:

- Time and date.
- Observation focus.
- Grade level of students.
- Topic of lesson.
- SBTD II key practice or focus area relevant to the observation.
### SBTD II Grades (7–12) Classroom Observation Template

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
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<tbody>
<tr>
<td><strong>Observation Focus:</strong></td>
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<tr>
<td><strong>Topic:</strong></td>
<td><strong>Grade:</strong></td>
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<tr>
<td><strong>Timing</strong></td>
<td><strong>What is the teacher doing?</strong> <em>(teaching focus)</em></td>
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<td>Timing</td>
<td>What is the teacher doing? (teaching focus)</td>
<td>What are the students doing? (learning focus)</td>
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Part 3: Post observation discussion and planning

The sections below are provided for you to record important elements of your discussion after the classroom observation. To make the lesson observation useful, take the time and effort to complete the sections below.

i. **Teacher reflection on observed lesson:** Feedback is a two way process. First ask the teacher to talk through how well they thought the lesson went.

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<th><strong>Teacher’s comments:</strong> What reflections / lessons learned does the teacher have from this observation experience?</th>
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</table>

ii. **Observer input on observed lesson:** In the space below, record your own observations and reflections on the lesson. Based on your observation, what recommendations would you make to the teacher in order to enhance his/her pedagogical practices?

<table>
<thead>
<tr>
<th><strong>Observer’s comments:</strong> What reflections/recommendations would you make to the teacher based on your observation?</th>
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</table>
iii. **Post observation dialogue questions:** The questions below are designed to prompt further reflective dialogue with the teacher so that they can take ownership (with your help) of any changes or practices agreed.

The questions are divided into core questions and supplementary questions. Use your professional judgment to decide which supplementary questions to ask, depending on the focus of the lesson—not all questions will be relevant. Remember that the objective is to help teachers to identify their areas of success and areas for development too.

### Core Questions (tick beside question if used in discussion)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Why did you choose this particular approach/activity to meet your intended learning objectives?</td>
</tr>
<tr>
<td>2</td>
<td>How did you share and clarify the learning objectives with students at the start of the lesson?</td>
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<tr>
<td>3</td>
<td>How do you think you achieved the learning objectives?</td>
</tr>
<tr>
<td>4</td>
<td>How do you know this? What evidence do you have? (relates to question 3)</td>
</tr>
<tr>
<td>5</td>
<td>How can you improve or sustain your current level of practice?</td>
</tr>
<tr>
<td>6</td>
<td>Would you use this method again? What if anything would you do differently and why?</td>
</tr>
</tbody>
</table>

### Supplementary Questions (tick beside question if used in discussion)

<table>
<thead>
<tr>
<th>Timing</th>
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<tbody>
<tr>
<td>7</td>
<td>How do you feel you managed time in the lesson? What proportion of time were students on task? Could time be used more effectively?</td>
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<table>
<thead>
<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>8</td>
<td>What particular strategies did you use to ensure that the lesson was learner-focused?</td>
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<thead>
<tr>
<th>Classroom management</th>
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<tbody>
<tr>
<td>9</td>
<td>How effective was your classroom management using this approach/activity? Have you modified your previous approach? Why?</td>
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<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>10</td>
<td>How effective do you think the lesson resources were? What else could you have used/done?</td>
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<table>
<thead>
<tr>
<th>Assessment methods</th>
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<tbody>
<tr>
<td>11</td>
<td>How did you assess for learning during and after the approach/activity?</td>
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<thead>
<tr>
<th>Engagement</th>
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<tbody>
<tr>
<td>12</td>
<td>How did you ensure that the students engaged with the task at all times?</td>
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<thead>
<tr>
<th>Planning</th>
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<tbody>
<tr>
<td>13</td>
<td>How well did the approach/activity link with the rest of your plan? Why?</td>
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<tr>
<td>14</td>
<td>Can you highlight something that didn’t go so well and something that went well in the approach/activity?</td>
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<thead>
<tr>
<th>Inclusive practice</th>
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<tbody>
<tr>
<td>15</td>
<td>How inclusive do you think the approach/activity was? How did you ensure this?</td>
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<thead>
<tr>
<th>Literacy and numeracy</th>
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<tr>
<td>16</td>
<td>Did the approach/activity develop literacy and numeracy? How do you think this could be improved?</td>
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<tr>
<td>17</td>
<td>Would you be willing to share your experience of this and other methods with other colleagues?</td>
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</tbody>
</table>
iv. Next steps and action planning: After recording steps (i)-(iii) above you should draw up a plan of action based on your discussion.

These next steps should be clear and actionable for the teacher, allowing them to put into place a plan of action which takes into account the conclusions of the observation discussion and shows they have learned from it. The next steps should clearly link to the areas of practice they hope to improve.

<table>
<thead>
<tr>
<th>Next Steps: How will the teacher make use of the findings of this observation in their future teaching?</th>
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A summary of the observation, and identification of targets for the next observation/discussion should be identified in the box below.

<table>
<thead>
<tr>
<th>Summary and targets for next meeting: (written by observer)</th>
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Teacher's name and signature: ________________________________
SP or ES name and signature: ________________________________
Lesson observation date: ________________________________
Discussion date: ________________________________
annex 3
programme model
SBTD II programme model and support structure
annex 4

glossary
SBTD II Glossary

**active learning** a teaching/learning method that engages students in the learning process, as opposed to a method where students absorb information in a passive way.

**assessment for learning** the process of getting and interpreting evidence that shows where students are in their learning and where they need to go.

**assessment, formative** assessment that takes place, formally and informally, during the learning process.

**assessment, summative** assessment that takes place at the end of a period of study.

**baseline study** a study that analyses the situation at the start of a project or programme and against which that project or programme can be monitored.

**blended learning** a teaching/learning method that includes some instruction and content via digital and online media.

**brainstorm** a group discussion to produce lots of ideas.

**children’s rights** human rights specifically adapted to the child because taking into account his fragility, specificities and age-appropriate needs.

**classroom observation** observation of teaching taking place in a classroom or other learning environment, conducted by fellow teachers, School Principals or Education Specialists.

**classroom organisation** the way a teacher organises the classroom, for example how furniture and materials are arranged.

**closed questions** often answered with a ‘yes’ or ‘no’, or with a simple statement of fact.

**community of learning** a group of people who work collaboratively to share knowledge and experience towards common academic goals.

**community of practice** a group of people who work collaboratively to share diverse skills and knowledge.

**conceptual questions** related to certain key concepts and are initiated by classification-type activities that aim at knowing students understanding of these concepts.

**continuing professional development (CPD)** the means by which professional people gain and enhance skills, knowledge and experience throughout their career.

**cross-curricular themes** knowledge, skills and understandings from various subject areas providing connections between subjects and suggest ways in which subjects can be made relevant to students’ lives such as human rights Education, health and life skills, etc.

**cycle of reflection** the process of continually thinking and reflecting on practice in order to improve it, it includes knowing–in–action, reflection-in-action, and reflection-on-action.
demonstration a practical way of showing something

differentiation tailoring instruction to meet individual needs. Strategies for differentiation may take different forms: differentiation by resource (working with materials at different levels of difficulty), differentiation by task (tasks graded in difficulty and matched differing needs and abilities), differentiation by outcome (same task but differing end results), and differentiation by support (additional help/support in terms of time or extra materials)

differentiated learning a teaching/learning method where the teacher responds to the varying needs of the students in their classroom, for example by modifying what is taught or what students produce

display to put something where it can easily be seen

distance learning one particular form of open learning in which tutors and learners are separated by geographical distance in which many modes of communication are used

diverse learning needs the wide range of needs that students may have, including physical impairments, learning difficulties, social difficulties and exceptional intelligence

discuss empirical questions involve observation, recall of facts and possibly experimentation

feedback giving information about someone’s performance as a basis for improvement

group practical work a form of cooperative learning that aims to develop students’ knowledge and skills through collaboration on a practical task (for example a Science practical)

group work a form of cooperative learning that aims to develop students’ knowledge and skills through collaboration

higher-order thinking skills (HOTS) skills that require more complex levels of thinking, such as critical thinking and problem solving

information and communications technology (ICT) wide-ranging term that includes mobile technology, computer hardware and software, television, radio and satellites

inclusive education education that emphasises the right of all children, regardless of gender, abilities, disabilities, socio-economic status, health, and psychosocial needs have equal opportunity for learning and are supported to develop their full potential

individual education plans (IEPs) tool for teachers for outlining an individual student’s needs and planning and following up on support needed

information questions related eliciting certain facts and data from student

learning outcome statement that describes what a student will be able to do by the end of a period of study

learner-centred approach an approach to teaching/learning that shifts the focus from the teacher to the student and puts students’ interests first

learning-focused practices teaching and learning strategies that are learner-centered in order to effectively engage learners in the teaching and learning process
literacy ability to identify, understand, interpret, create, communicate, compute and use printed materials associated with varying contexts

managerial questions questions that have to do with equipment or the organisation of the classroom

numeracy a proficiency that is developed mainly in Maths, it involves developing confidence and competence with numbers and measures

open learning an approach to learning that gives students flexibility and choice over what, when, at what pace, where, and how they learn. Open learning often includes aspects of e-learning

open questions encourage a variety of responses. These questions prompt students to think more deeply about words and to suggest answers

pair work a form of cooperative learning where two people work together

pedagogy the method and practice of teaching

peer support help that people give to each other, for example knowledge, experience, emotional or practical help

reflective practice a way of thinking about experiences or how something is done in order to make improvements

resources documents and media that are useful for teaching, learning, and assessing

self-esteem a person’s sense of self-worth and confidence in their abilities

social constructivism a theory of knowledge that emphasises the collaborative nature of learning

student support team team to ensure that students with additional learning needs, psych-social needs and health needs are accommodated effectively and that teachers get the necessary guidance and support to help these students

UNRWA Curriculum Framework framework enabling UNRWA to analyse and enrich host country curricula, textbooks and other learning materials to ensure that they reflect UNRWA values and expectations

value questions relate to the values teachers may be exploring with the students
school based teacher development II: transforming teaching and learning practices

The School-Based Teacher Development II (SBTD II) programme is key to UNRWA’s Education Reform Strategy. The programme seeks to improve teaching and learning practices in UNRWA classrooms through developing interactive pedagogies (ways of teaching) that will engage students of Grades (7-12) more effectively in their learning. Together, the SBTD II programme for teachers of higher grades and SBTD for teachers of Grades (1-6), are paving the way for comprehensive in-service training for all UNRWA teachers. There are six Self-Learning Modules in the SBTD II programme. Each Module focuses on a different aspect of subject specific teaching and learning with a specific focus on the teaching of Grades (7-12). Together, the Modules, Units, Activities and Case Studies in the SBTD II programme provide an overview of many different approaches and ways of developing quality teaching and learning in all classrooms in UNRWA schools.