Transforming Classroom Practices Programme

The School Based Teacher Development (SBTD): Transforming Classroom Practices (TCP) is one of the dimensions UNRWA’s Reform Strategy. The programme aims at improving the teaching and learning practices of teachers in the classroom by developing active learning pedagogies that will support effective engagement of the students. It will be the basis for an in-service training programme for all UNRWA teachers.

The programme adopts a blended learning approach and consists of 6 modules. Each module focuses on one of the aspects of the teaching-learning process. Collectively, the programme materials are the backbone of providing quality teaching and learning practices in UNRWA schools.

The modules are built interactively where the teacher is requested to reflect on his/her practices and to try the use of a variety of learner-focused strategies.
programme support handbook for school principals and education specialists

School Based Teacher Development: Transforming Classroom Practices Programme (SBTD: TCP)
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Welcome to the School Based Teacher Development: Transforming Classroom Practices Programme (SBTD: TCP) which is a key dimension of the UNRWA Education Reform (2011-2015). As a School Principal or Education Specialist your role in ensuring quality education for the UNRWA students is crucial. The commitment and skills of UNRWA education staff has been the foundation of the successful system that has operated across UNRWA’s five Fields over the last sixty years.

The UNRWA Education Reform does not only recognise the key role of teachers. The Reform also clearly identifies the essential role School Principals and Education Specialists play as the support cadre, towards the provision of quality education in the 21st century. The vision of the Education Reform is to realise the potential of each and every UNRWA student, for themselves as individuals and to enable them to contribute fully to their local community and to the wider regional and global communities.

This Handbook is written to provide you, as School Principal (SP) or Education Specialist (ES), with information and guidance as to how to support the teachers in your school or area as they undertake the SBTD: TCP Programme.

The SBTD: TCP is aimed at improving the quality of primary education through addressing teaching and learning in the classroom. The SBTD: TCP Programme, which has been developed by UNRWA staff from Headquarters (HQ) and all five Fields, is an Open and Distance Blended Learning programme that enables all teachers to strengthen their professional practice as they teach, through reflecting on their teaching, trying out new ways of working and evaluating their impact.

It is intended that all teachers of Grade 1–6 in your school will undertake the SBTD: TCP Programme at the same time so that while they study and carry out classroom based activities, they can share ideas with their colleagues. It will also help facilitate more targeted support from the School Principals and Educational Specialists.

As well as reading the material and trying out activities in the classroom, there are six support sessions led by you, the School Principal and Educational Specialist. These sessions will help colleagues consolidate their own individual learning and discuss their experience of SBTD: TCP in a supportive environment.

We 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 we would like to thank you, the School Principal and Education Specialist, for your
contribution to date and for your time and efforts in supporting the SBTD: TCP Programme in order to ensure that UNRWA continues to provide their students with an education of the highest quality.

Dr Caroline Pontefract
Director of Education
28th July, 2012
overview

This Handbook has been prepared to help you, as a School Principal or Education Specialist, to understand the principles and practice of the School Based Teacher Development (SBTD) Transforming Classroom Practices programme. This will enable you to play a key role in supporting it. The SBTD programme is a key dimension of UNRWA’s Education Reform Strategy, seeking to improve teaching and learning practices in the classroom through comprehensive, high-quality, relevant, in-service training for the UNRWA teachers.

the purpose of the handbook

This Handbook is designed to provide guidance for you, as School Principal or Education Specialist, in terms of understanding your role in leading and supporting the SBTD programme in school.

The key features of the support you will provide are:

- supporting the teachers on a daily basis (SP);
- running three support sessions for your staff (SP);
- running three support sessions for teachers in your group (ES);
- monitoring the progress of the teachers throughout the program (SP);
- carrying out classroom observations (SP and ES);
- confirming successful completion of the programme (SP and ES).

To carry out these roles successfully will require a high degree of professional commitment from you. However, it should be an interesting and rewarding experience. You will see the teachers grow professionally, notice changes in the students in class, and the programme will also contribute to your own professional development. The nature of support you will provide will vary depending whether you are School Principal or Education Specialist.
what does the handbook cover?

This Handbook supplies all the information you need to give focused support, advice and guidance to the 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 Open and Distance Learning (ODL) students;
- the content of each support session;
- the way the programme is assessed.

During the SBTD programme, it is expected that you, the School Principals and Education Specialists, will work with each other to support teachers in successfully
completing the programme. The Education Specialists will support teachers participating in the programme during their regular visits to schools and lead three out-of-school sessions during the programme, as well as confirming teachers’ successful completion of the programme (in liaison with School Principals). The School Principals will support teachers within school as they work through the Units and lead three in-school 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 (SP) and Education Specialists for the aim of developing their competencies to carry out their supportive roles throughout the program. 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 preparatory training sessions).

The teachers participating in the SBTD programme will be – perhaps like you – new to distance 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 of all 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 programme. The first is very familiar to you, it 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. The second area of research concerns the 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.

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. 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. A student can 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 of how the planets revolve around each other.

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 or 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 that has been seen in schools. We all recognise how much more interesting it is to become involved in a debate about a new idea than to just listen to an expert telling us about it.

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 ‘communities 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 Transforming Classroom Practices programme is 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 staff of the school as a whole, and it enshrines, in the structure and activities of the programme, whole school development.

**introduction to the programme**

As we have said, the SBTD Transforming Classroom Practices programme is built around the concept of active learning; it is situated in the context in which teachers work, the school, and it allows teachers to work within a community of practice of their peers, as well as experts from within and outside the school.

The programme draws extensively on international evidence and it focuses on:

- the importance of teachers having high expectations about what students can achieve;
- the importance, for the student’s 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.

Teacher development, like the professional development of any profession, is a continuous process. The sorts of activities and reflection involved in the SBTD 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 about how the brain works, and having a passion for helping children learn more effectively are at the core of being a good teacher. Good teaching supports effective learning and effective learning enhances children’s 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 to this.
aims and objectives of the programme

The main aim of the SBTD programme is to improve teaching and learning practices and to contribute to the development of UNRWA students in respect of:

- achieving attainment levels that meet 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 ongoing 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.

Figure (3)

The objectives of the SBTD programme are to:

- develop an understanding of the personal and collective professional development processes;
- ensure that teachers use active pedagogical methods in educationally engaging classroom environments;
- promote the use of a variety of learner-focused assessment strategies, in-
including formative and summative approaches;

- build a repertoire of teaching strategies to enable the effective teaching of literacy and numeracy;

- create an understanding of the contemporary inclusion agenda and develop classroom and school strategies and practices to meet diverse needs;

- be fully aware of the importance of engaging parents in their child’s education, and implement strategies to do this in order to raise achievement.

All UNRWA teachers have a sense of mission to improve the life chances of Palestinian 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**

**overview**

The SBTD Transforming Classroom Practices programme comprises six Open and Distance Learning (ODL) Modules, six short videos linked to each Module to support the six face-to-face support sessions led by either a School Principal or an Education Specialist, a reflective Programme Notebook and a Portfolio. There will also be ongoing support from peers and two lesson observations one conducted by School Principal and another by an Education Specialist to provide evidence of active participation throughout the program. The next Section provides details about each part.

**open and distance learning (ODL) education materials**

The written materials in the SBTD programme are written in an interactive style that talks directly to the reader (the teacher). This is very different from the usual textbook style. The writers have tried to write clearly and to explain fully any key concepts. They were very aware that the teacher might be studying under difficult circumstances and have made every attempt to make the teacher feel comfortable in their reading and 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 Handbook for Teachers also gives advice about techniques for studying ODL materials. You, too, may find this useful to read.

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. It is worth noting that three Modules of the six have what we call ‘double’ Units. This is to allow for more thorough investigation of the topic addressed in that Unit. It is envisaged that each Unit will take a teacher one week to complete. The double Units will thus take two weeks.

**module 1: developing active pedagogies**

*Unit 1: Creating a variety of active teaching and learning strategies*

*Unit 2: Exploiting the local environment as a learning resource*

*Unit 3: The learner centred, educationally stimulating, classroom environment*

*Unit 4: Developing professional knowledge and skills*

**module 2: learning focused classroom practices**

*Unit 5: Expectations as the key to effective teaching and learning*

*Unit 6–7: Building successful communities of learning (double Unit)*

*Unit 8: Celebrating learning success*

**module 3: assessment for quality learning**

*Unit 9: Strategies for developing learner centred assessment practices*

*Unit 10–11: Questioning techniques to promote formative assessment practice for student learning (double Unit)*

*Unit 12: New ways of recording progress in learning*

**module 4: the teacher’s role in promoting literacy and numeracy**

*Unit 13: Literacy across the curriculum*

*Unit 14: Strategies for reading and responding to information texts*

*Unit 15: Numeracy across the curriculum*

*Unit 16: Practical educational games to promote numeracy*
module 5: the inclusive approach to teaching and learning

Unit 17–18: Inclusive schools and classrooms (double Unit)

Unit 19: Identifying the diverse needs of learners

Unit 20: Supportive teaching and learning strategies

module 6: engaging parents and professional development

Unit 21: Strategies for engaging and working with parents in the learning process

Unit 22: Establishing an achievement dialogue with parents

Unit 23–24: Professional development and looking ahead (double Unit)

structure of a unit

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

- An Introduction – which 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 – of which there are up to four in each Unit. These 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 – these 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 learn best.

- Explanatory linking text – is provided between Case Studies and Activities. The text sets the Activities and Case Studies in a context by providing insights into current theories about best practice. This is to read and reflect upon.

- Summary – of the Unit and questions for self-reflection.

Each Unit is approximately 3,000 to 3,500 words and it is expected that one Unit will take one week for a teacher to complete. One Module will therefore take four weeks. To help teachers as they work though the weekly Units, they will have a Programme Notebook in which they are asked to record their experiences and reflections at different stages in the programme.
Another dimension of the programme is that there will be, over time, a range of multimedia resources that will offer different approaches to consolidate the teacher’s learning and challenge thinking.

Finally, the SBTD 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 children. The Programme Notebook will also be used as evidence of the teacher’s active participation in the programme but will not be formally assessed.

On successful completion of the programme, 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 Evaluation Scheme in UNRWA schools.

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**studying the programme**

This Open and Distance Learning (ODL) programme will actively engage you in your studying through the questions, Activities and Case Studies that encourage reflection on what you do as a teacher. The studying focuses on educational professional issues, rather than traditional subjects. This means that you are not learning something totally new. Instead, you are learning to reflect on your own experience.
so far and think how you could extend and develop your teaching strategies. This should make it less like studying and more like having a professional conversation with another teacher. But you will also be able to talk with your school colleagues about your experiences, as you will all be participating in the programme at the same time.

You will, however, still need to be organised and plan for your studying. Each Unit should take you one week to complete (double Units should take two weeks) and much of this study will be as part of your normal duties in school. However, you will need to read through the Unit beforehand so you can plan your work for the week, including SBTD tasks. You need to tell your family you are working on this programme and it will involve some extra time in preparation and writing up your experiences. You may also like to let your students know about the programme you are undertaking and the studying you will be doing, sometimes in school. This would be a good example for them – seeing you working and studying.

**support structure of the programme**

Throughout the six months of studying the programme, all Grade 1–6 teachers in the school will be involved and as a School Principal or Education Specialist, you will play a particularly important role in facilitating the teachers’ learning. Characteristics of this combined support you will provide include the following:

- Ongoing informal support for teachers throughout the programme.

- School Principals will lead in-school support sessions every two months (months 2, 4 and 6), which will focus on Modules 2, 4 and 6 respectively. School Principals will also lead one meeting before the beginning of the programme in order to induct teachers in their school into the programme and its aims and intentions.

- Education Specialists will lead three out-of-school sessions (in months 1, 3 and 5), which will link with Modules 1, 3 and 5 respectively. These meetings will enable teachers to meet with colleagues from other schools and to share experience and ideas with them.

- 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 given in the diagram below.
The School Principals and Education Specialists who are 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. As School Principals and Education Specialists, you 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.

Let us now look in more detail at the dimensions of the SBTD Transforming Classroom Practices programme.

Firstly there are the written text Units, which will help teachers explore the recent developments in teaching and learning around the world that have been shown to impact markedly on children’s 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, such as how students learn best, different ways of organising the classroom or the role of a teacher, but all Units are focused on enhancing students’ learning. In the support sessions, you...
can help the teachers explore the ideas in more depth. These sessions will be supported by short videos linked to each Module that can be used to stimulate discussion. 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 modules. However, apart from your help, there are also other ways that teachers can be supported as they study the SBTD programme. We will discuss these below.

**peer support**

As individual teachers work through the programme, all the other Grade 1–6 teachers in the school will also be working through the same materials and so there is great opportunity for sharing with peers. By sharing their successes and also the things that did not work as well as they had hoped in the classroom, the teachers can learn together. However, your role as School Principal or Education Specialist here may be to link staff together and sometimes facilitate this sharing. It is true that a problem shared is a problem halved, and a success shared is very affirming and rewarding for anyone.

![Figure (6)](image_url)

**programme notebook**

The Programme Notebook is a personal diary for each teacher of what they did through their study of the SBTD programme and what happened. Throughout the programme teachers will be asked to write in their Programme Notebook.
as evidence of their work, but – more importantly – it is also a place for them to capture their own thoughts and reflections on the ideas and concepts presented in the Units. Teachers may also want to record students' comments about some of the activities they have tried with them, to provide evidence of their success, or to help with their reflections.

While the Programme Notebook is not assessed, it is submitted as evidence of participation in the programme to count towards the Certificate of Completion. As such, it should indicate 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 programme materials.

**school principal in-school support sessions**

As School Principal, you will introduce all the staff to the programme before they start and then conduct three sessions (Sessions 2, 4 and 6 in Diagram 1) in school to help extend the teachers’ understanding of the key concepts and ideas in Modules 2, 4 and 6. These support sessions will be for all the Grade 1–6 teachers 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 face-to-face session follows the same format and there will be short videos to help you visualise and discuss some of the approaches being described in the Modules. 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.

At the first staff meeting (the Induction Meeting), 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 Module, 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 out-of-school support sessions**

As Education Specialist, you will run the three out-of-school support sessions for Modules 1, 3 and 5 (Sessions 1, 3 and 5 in Diagram 1). These you can arrange locally with two or three schools so that teachers can share experiences with other teachers. You will also visit the 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 these observations. The nature of the classroom observation is discussed next.

**classroom observation**

The aim of classroom observation is to help teachers understand their own practice and to reflect on how well they are putting into practice some of the SBTD ideas. You will observe the lesson the teacher has planned, but prior to the lesson you will agree with the teacher what aspects they particularly want you to focus on as you observe. This, of course, must relate to the specific Unit or Module the teacher is currently working through.

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 to think about and try out 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 as a teacher.

There are three stages to observing in the classroom and each stage impacts on the next stage.
1. **planning the observation together with the teacher before the observation**

Agree the 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. 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 the specific aspect to observe, 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 an SBTD observation sheet, make notes of what you see and hear. Do not try to write everything down that you see and hear, but write down any significant incidents and actions that relate to the chosen focus. Note down 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 build their confidence in their own abilities more.

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 learnt from the experience;
- the learning outcomes for the session;
- agreed action and the way forward.
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 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. You, as School Principal and Education Specialist, will moderate these Portfolios and recommend teachers for award of the Completion Certificate.

**portfolio**

This is one document of the whole pack given to the teacher at the beginning of the program. It includes details on the paper work and evidence to be collected during the program. A teacher has to hand in the portfolio to their SP at the end as part of assessment for the program completion Certificate. As teachers complete each Module, they choose an Activity that they are going to submit for that Module. For these six 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 and the way they work and plan in the future. Teachers should fill out six reflection templates related to each activity. They may also want to include a sample of a student’s work or what the student said in order to show evidence of learning.

As well as their specially chosen Activity, teachers should also choose four additional Lesson Plans for each Module (24 lesson plans for all modules). These will show how they integrated elements of the SBTD: TCP 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 / a strategy. They ought to explain how these are related to what has been learned throughout the SBTD program.

**conclusion**

The SBTD programme 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 all teachers so that they enable students to achieve their full potential, gain worthwhile employment and become useful and confident 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 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.