school based teacher development II: school principal and education specialist support sessions
school based teacher development II (SBTD II) for teachers of english, arabic, maths and science

support sessions
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support session 1
modules 1 and 2: developing active pedagogies and learning-focused classroom practices
support session 1
modules 1 and 2: developing active pedagogies and learning-focused classroom practices
approximate time – 2 hours

preparation before the session

Decide on a room to hold the meeting in. Check that there are enough tables and chairs for all the teachers attending, and that the tables are arranged in groups so that teachers can easily talk to each other when you set group tasks. Make sure you have all the materials and equipment you need, including related Modules, flipchart, DVD player, PowerPoint presentation, pens and sticky notes.

You need to prepare for the session by:
• writing the session objectives on the flipchart;
• writing the statements about learning on the flipchart;
• informing teachers to bring Modules 1 and 2, their Programme Notebook and Portfolio;
• preparing the videos that you are going to use (videos 1 and 2 of SBTD I). We suggest that you watch the videos before the session in order to know where to start and where to stop (writing notes about the period of each scene will help you);
• preparing the PowerPoint presentation that is already on the programme CD. We suggest that you go through it before the session in order to know the suitable time to show each slide. Note that some information for the flipchart is already provided on the PowerPoint presentation which will help you save time during the session; setting up your seating plan, maybe numbering your tables and deciding whether you want the teachers to be grouped by subject or mixed disciplines;
• marking up the Activities in Modules 1 and 2 for your own reference during the session. You will find the numbers of these Activities while you are reading through this document.

Note: Teachers may not have finished studying Module 2 at the time of the support session; therefore, you will be expecting them to share real experiences from the part that they have completed and expected practices for the part that is not yet completed. You will need to guide them and give them more support regarding the part they have not yet completed.
welcome

As individuals arrive, welcome them and make them feel comfortable about the session. Get them to register. When everyone has arrived, call them together and explain very briefly what the objectives of the session are. These are:

- developing understanding of the overall approach to SBTD II programme;
- developing knowledge and understanding of the content of Modules 1 and 2: developing active pedagogies and learning-focused classroom practices;
- developing understanding, knowledge and skills in using active teaching and learning strategies, such as pair and group work, employing the local environment as a learning resource, using students’ displays as a tool for the learner-centered approach, expectations as the key to effective teaching and learning, and celebrating learning success;
- sharing experiences on understanding the Activities in Modules 1 and 2.

part 1:
what is learning?

Start the session by asking each person to complete the following statements about learning in their Programme Notebook individually. (You should have written them on the flipchart).

- I learn best when..........................................................
- I find learning easy when...........................................
- I find learning difficult when.....................................
- I find learning fun when............................................
- I find learning with others........................................
- Learning by myself is................................................

When they have finished, ask them to work in groups for about 8 minutes to discuss their responses and list the responses different from theirs. Explain that the purpose of the exercise is not to produce a collective answer, but to engage in discussion about what learning is like for each of them. When they have finished, have a whole-group discussion eliciting feedback from them. Encourage the teachers to think about what all these statements say to them about learning and its nature.

For example, for the first statement there maybe answers such as:

I learn best when………. (I am interested, I see a need, I know what I am trying to learn, I am not hungry, the teacher is enthusiastic, the lesson involves doing things).

Remind them that learning is a much more active process where the learner is motivated and engaged in constructing their own learning. Therefore, it is important to bear this in mind when planning learning experiences for the classroom. Just because something has been ‘taught’ by the teacher, does not necessarily mean that the class has learned anything.
part 2:

ways of learning in the classroom

Explain that you want to move on now to explore some of the strategies that they could try or have already tried in their classrooms, and to consider what impact these could have or have had on learning.

Show the first film with concentration on scene one which is about what research has told us about the active nature of learning. Ask the teachers to make any comment on what they have just watched, relating that to the previous discussion about learning.

Now ask them to work in their groups to come up with three bullet points describing three aspects of active learning – what active learning means to them from their study of Module 1. List their responses on the flipchart and in order to add the aspects they have not come up with, refer them to their initial responses to the checklist in Activity 1 in all subjects ‘Teacher Self-Assessment’. Teachers are to reflect on how their practices, in terms of implementing active learning techniques, have changed as a result of studying SBTD II so far. Accept all the responses and try to turn the negative ones into positive.

Emphasise that the teachers are not expected to change their practices overnight, but that SBTD II will help them to think about how they currently work. Then, gradually, through doing the Activities and reading the Case Studies in the programme materials, they will begin to think about how they can adapt the way they work and how they could strengthen this to interact more effectively with their learners in the classroom.

Before moving to the third part of this session, which tackles Module 2, spend about 10–15 minutes asking the teachers about the impact of implementing the Activities where they had to use the local environment and learners’ displays and how they felt that their practices enhanced the students’ learning these Activities are: 5 and 8 in Arabic, 5 and 7 in English and Maths, and 3 and 7 in Science, respectively.

part 3:

making judgments and teacher expectations

Show the second film and ask the teachers to focus on the first scene and work in their groups for 5 minutes, discussing what factors they think influence how they themselves and other teachers react to students in their class. Ask them to list their ideas, and then ask each group for their response and write the factors they suggest on the flipchart. The responses might include:

- the student’s gender;
- the student’s IQ;
- the student’s standardised test results;
- the student’s behaviour;
- the student’s appearance;
- the student’s background and family;
- the student’s attendance record;
- the teacher’s experience of the student’s older siblings.
Now ask the whole group to comment on how they think a reaction could be negative or positive in the core of these responses. Note down their ideas in positive and negative lists.

You may want to bring out some of the following ideas:

- We all make judgments and this can limit what we expect of a student. We have to be careful that we do not make false assumptions. We must not assume that students from certain geographical areas or certain backgrounds are less likely to achieve than others.

- As teachers, we have the responsibility to have the highest expectations of all the students we teach and it is our duty to help them achieve their potential. It may be that some students do not have the same support at home as others, but it is the teacher’s role and responsibility to find out what they can do and to build up each and every child’s skills. It is not the student’s fault if they have not had appropriate support before. Teachers must have high expectations to help all children fulfill their potential.

Show the film again and ask the teachers for their thoughts about the way the teacher was working with the student in scene 2. Then refer them to the Activity on teacher’s expectations, which is **Activity 13 in Arabic, English and Maths and 12 in Science**. The activity asked them to think about teaching strategies they implemented and the impact these had on particular learners. Ask the groups if any of them have tried this Activity and, if so, what was the impact on their students?

Explain to the groups that having high expectations from students increases their self-confidence and self-esteem which will affect their engagement and make learning successful. Definitely, self-esteem will be enhanced in a supportive environment where students feel safe in taking risks in their learning. Group work is one technique that helps teachers achieve such environment.

Our next activity will let teachers share their experiences about group work.

Give the groups 10 minutes to discuss the differences between group work and whole class learning. Ask the teachers to write their ideas on a flipchart. After they finish discuss their responses and change all the negative ones into positive responses.

Now ask them to read **Activity 15 in Arabic and Maths and 14 in English and Science** and discuss their experiences in implementing group work. Give them the following prompts to encourage them:

- How did the activity go and what difficulties did they encounter?
- How did they overcome the difficulties?
- What was the impact on students learning and the achievement of the learning objectives?

Give teachers 10 minutes to finish their work, and then ask each group to present their ideas.

After you finish the discussion, explain to them that any classroom with students seated in groups allows for both group work and whole class learning. Raise the idea of how important is group work for student since it allows them to learn social skills and empathy from being able to see each other and engage in learning together. If they have raised the issue of students being distracted, suggest that this is only when either the students are not used working like this or the group task is not clearly structured and meaningful.
If the teachers highlight that assessment is challenging in both group work and whole class teaching, tell them that Module 3 will help them develop their assessment skills.

Finish by asking the teachers to consider what their role is in making teaching and learning more interactive. This might include such things as:

- preparing activities that require students to work together;
- organising students in different ways;
- using varied teaching strategies;
- being clear about what is to be learnt;
- knowing the best way to learn the chosen work;
- being organised;
- planning lessons well;
- asking students to summarise the learning by sharing their ideas on how they do a task and what they learn from it.

It is important to encourage all the teachers to reflect more on the strategies they have implemented while studying Modules 1 and 2 and try to think in ways which such strategies can be integrated in their classroom daily practices.

To end the session, ask the teachers to say what they have gained from the session.

Conclude by saying that working in different ways and understanding how students learn helps teachers to get to know each learner better and provide lessons that are better matched to their needs, which will help them achieve more.

Thank the teachers for coming to the session and wish them well with their studies and their work in the classroom.

Close the session.
support session 2
modules 3 and 4: assessment for quality learning and issues specific to teaching and learning
support session 2
modules 3 and 4: assessment for quality learning and issues specific to teaching and learning

approximate time – 2 hours

preparation before the session

Decide on a room to hold the meeting in. Check that there are enough tables and chairs for all the teachers attending and that the tables are arranged in groups so that teachers can easily talk to each other when you set group tasks. Make sure you have all the materials and equipment you need, including related Modules, flipchart, DVD player, Powerpoint presentation pens, sticky name labels and sticky notes.

You need to prepare for the session by:

• writing the session objectives on the flipchart;
• having a copy of the assessment brainstorm and the linking of terms with you for your own use (see pages 10 and 11, diagrams 1 and 2);
• informing teachers to bring Modules 3 and 4, their Programme Notebook and Portfolio;
• writing out the definition of ‘assessment for learning’ (see page 13) to use at the end of the first part of the session;
• preparing the video that you are going to use (video 3 of SBTD I). We suggest that you watch the video before the session in order to know where to start and where to stop it (writing notes about the period of each scene will help you);
• preparing the PowerPoint presentation that is already on the programme CD. We suggest that you go through this before the session in order to know the suitable time to show each slide. Note that some information for the flipchart is already provided on the Powerpoint presentation which will help you save time during the session;
• setting up your seating plan, maybe numbering your tables and deciding the way you want the teachers to be grouped. In this session, we expect all participants to be teaching the same subject from different schools;
• marking up the Activities in Modules 3 and 4 for your own reference during the session. You will find the numbers of these activities while you are reading through this document.

Note: Teachers may not have finished studying Module 4 at the time of the Support Session; therefore, you will be expecting them to share real experiences from the part that they have completed and expected practices for the part that is not yet completed. You will need to guide them and give them more support regarding the part they have not yet completed.
welcome

As individuals arrive, welcome them and make them feel comfortable about the session. Get them to register and, since they are from different schools, ask them to write their names on sticky labels. When everyone has arrived, call them together and explain very briefly what the objectives of the session are. These are:

• developing knowledge and understanding of the various techniques that can be used to assess students’ progress on daily basis to plan the next steps in learning;
• developing skills in using assessment techniques in the classroom;
• developing skills in using different techniques and practices in relation to their subjects;
• sharing experiences on understanding the Activities in Modules 3 and 4.

part 1:
assessment for quality learning

Start the session by saying that you are going to explore how to assess and monitor students’ progress when working in a more interactive classroom environment.

Write the word ‘assessment’ in the middle of the flipchart and ask the teachers to call out any thoughts or words that come to mind when you say the word ‘assessment’. (This is a ‘word association’ type of game.) Write their answers randomly over the flipchart until there are no more new responses from the teachers. If they call out more negative words, such as ‘tiring’, ‘difficult’ or ‘time-consuming’, include these but encourage them to think more positively about why assessment is important and what that involves.

Hopefully you will get some responses similar to those shown in the diagram below. If you do not get many responses, you might like to add one or two words that you feel should be there (for example ‘summative’, ‘formative’, ‘test’, ‘exams’ etc.).
Next, ask the teachers to discuss, in groups, how they could link some of the words and phrases together to help someone who did not know much about assessment and its place in the teaching and learning cycle. Give each group a sheet of flipchart paper and a pen to write their suggestions on the sheet. See the sample below, which shows one way you can link terms together.

![Assessment diagram 2](image)

After about 10 minutes, ask each group to stick their sheet up on the wall and ask someone from the group to act as spokesperson to explain their responses. Ask them not to just read the charts, but focus on explaining their thinking about what assessment is and how they reached their phrases.

Listen carefully to all the groups as they feed back and note how much reference – if any – is made to formative assessment or assessment for learning practices. When all the groups have reported back, give them praise for the results and say you would like to explore more the role of assessment in helping learners learn, which is the focus of Module 3.

Next, using some of their phrases from the flipchart sheets that focus more on assessment for learning (such as ‘knowing where students are at the end of the lesson’ or ‘giving feedback to help them learn more’), ask each group to talk about the first Activity in Unit 9, which is Activity 21 in Arabic, 19 in English and Science and 20 in Maths, which was an audit of their current assessment practices. Encourage them to share which practices they use and why, and also what new practices they used in their class when doing this Activity.

Ask them to discuss in their groups how these practices help them understand what their students know and can do. What other skills would they like to develop? Ask the groups to share one or two ideas and comments out loud with the rest of the groups. Note down on one side of the flipchart any practices they use. Keep adding to this list as the session progresses. (This will give all the teachers ideas they could use.)
Assessment and feedback

Explain to the teachers that three of the most important aspects of assessment for learning are:

- the skill of using questions to assess understanding and promote higher order thinking skills;
- the skill of giving feedback to students about their learning;
- helping students to be able to assess their own learning and identify ways to improve.

Now show them the video film and ask them to focus on the second scene and think about what feedback the teacher is giving in the exchange about counting birds’ wings. After they have watched the video, ask for their responses on whether they think that the feedback was useful to the students, especially Ali? If we could see how Ali responded to the last question, we would know. Encourage the teachers to share their thoughts about what the teacher was doing. Perhaps you might suggest that if Ali was now able to do the next sum, then the feedback must have helped him. The student has to find feedback useful so that it helps them to tackle similar problems in the future. Tell the teachers that the more constructive and useful feedback they provide to the students, the more successful students’ learning will be.

Next focus on the third scene of the video film and ask them whether any of them use student self-assessment or peer assessment. If some say they do, ask them what they think are the benefits. Are there any problems with using these kinds of assessment? If no one has used self- or peer assessment, ask them to think about the strengths of the techniques used in the video scene. How do the teachers think that such strategies or techniques can help them support learning?

Listen to their responses and encourage them to think positively. At the end of the discussion, tell them that self-assessment is one of the most important ways that will help students take responsibility of and manage their own learning and identify ways of improvement.

Now ask the groups to read Activity 28 in Arabic, 27 in English and Science, and 29 in Maths, which is about setting clear outcomes and sharing them with the students at beginning of the lesson. If they have carried this Activity out in their classrooms, ask them to think about the impact of telling the students what they are going to learn on their participation in the lesson and the outcomes. (If they have not done this Activity, ask them to think about how they would plan and do it.) List any useful strategies they give with your other strategies at the side of the flipchart. They may give some or all of the following answers.

- made the lesson more interesting;
- focused their attention;
- gave them ideas about what they had to do.

Next show the fourth scene of the film again, which talks about the impact of good feedback and good learning outcomes. Ask them to list strategies for assessing and giving feedback. Use the list to remind them that as teachers they make judgments/assessments about what students can do all the time and it is their role to use this information to help plan more focused lessons to better match the learning needs of their students.
End this part of the session by showing the teachers the definition of ‘assessment for learning’ (below) that you have written on the flipchart and relate it back to their brainstorm about assessment. It summarises what assessment for learning is about.

‘Assessment for learning involves assessing, through using various interactive strategies, where students are at the end of an activity or lesson so that feedback from both teacher and student is used to decide what to do next to improve and extend student’s learning.’

**part 2:**
**issues related to subject-specific teaching and learning**

This part of the session focuses on Module 4 which is a subject-specific Module in Arabic, English, Maths, and Science. This part tackles the four subjects in a way that helps you, as facilitator, provide the necessary support for teachers who teach these subjects.

Since Module 4 focuses on pedagogies as well as teaching and learning issues to each subject, this part of the session covers these aspects. It is expected to reach a detailed analysis of the mentioned issues and practices in Module 4 for each subject; you, as a facilitator, are going to discuss teachers’ reflections on their practices while studying the Module and implementing its Activities inside the classroom.

1. **english**

Use a whole group technique for discussing Unit 13. Draw an empty table on a flipchart with the following headings:

<table>
<thead>
<tr>
<th>Unit (1)</th>
<th>Outcomes (2)</th>
<th>Key practices in the unit (3)</th>
<th>Examples from teachers on practices and challenges they encountered (4)</th>
</tr>
</thead>
</table>

Lead a discussion using the below prompts to make it easier for teachers to follow:

a. What challenges may students face during listening?

b. What advice is given to teachers to deal with these challenges?

c. What actions have teachers taken already to develop the listening skills?

d. Did teachers focus on the three phases of teaching listening skill in their implementation?

You will notice that these prompts will help teachers fill in columns 3 and 4. Let the teachers share their ideas and write them on sticky notes and stick in the examples area of the table (columns 3 and 4). You will find a table with full analysis of each unit for your reference as facilitator after the next activity.

Now that they have finished Unit 13, move to the next activity.

Divide the teachers into three groups. Ask each group to work as per the following:

**Group 1:** Refer to Unit (14) and discuss the activities related to developing reading.

**Group 2:** Refer to Unit (15) and discuss the activities related to developing speaking.

**Group 3:** Refer to Unit (16) and discuss the activities related to developing writing.
You need to draw their attention that they need to use the same headings they have used for Unit 13 and write the product of their discussion on a flipchart. Let teachers discuss and share ideas. You may support by providing the following prompts:

a. What challenges may students face during (reading/writing/speaking)? Each group will focus on one skill.

b. What advice is given to teachers to deal with these challenges?

c. What actions have teachers taken already to develop (reading/writing/speaking)? Each group will focus on one skill.

d. Which practices that are mentioned in the unit have the teachers focused on or they are going to focus on in their lesson implementation?

Once the discussion is done, the outcomes of each group work will be similar to one unit/part of the table presented on the next page. Teachers should have provided the examples related to column 4 during their discussion and written them on sticky notes.

Collect the charts and stick them next to each other. Ask the teachers to move and read the ones they were not involved in preparing. When teachers finish reading, let them go back to their groups. Each group should write two additional examples from their experience (one example per each unit they were not involved in discussing during group activity). These examples should be also different from the ones listed on flipcharts. Let them share the examples orally.

Once finished, remind them of the need to have two Activities in the portfolio on Module 4.

Close the session.

The table on the next page has been prepared for your reference as a facilitator to guide teachers during discussions. The numbers of Case Studies and Activities are listed if you wish to direct teachers to look at them during group work. This will make time management easier. These tables may be shared with teachers at the end of the session if you find this necessary.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcomes</th>
<th>Key practices in the unit</th>
<th>Examples from teachers on practices and challenges they encountered</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>1. Ability to be explicit about what strategies students can employ to support them in listening comprehension.</td>
<td>Understanding of challenges students face in listening comprehension and ways of supporting students overcome these challenges. <strong>Case Study 26 and Activity 30</strong></td>
<td>Examples to be provided by the teachers</td>
</tr>
<tr>
<td></td>
<td>2. Practice in devising a range of listening tasks.</td>
<td>Using strategies that lead to positive impact on improving students’ listening skills. <strong>Case Study 27 and Activity 31</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>1. Supporting learners of English become better readers by being explicit about reading strategies.</td>
<td>By understanding and utilizing the reading strategies, students reading skills improve. (Part of <strong>Case study 28</strong> - reading strategies checklist)</td>
<td>Examples to be provided by the teachers</td>
</tr>
<tr>
<td></td>
<td>2. Using of a variety of reading resources including English language newspapers.</td>
<td>Exposure to English Language authentic varied resources enhances reading skills. (Newspapers is provided as example in <strong>Case study 29</strong>)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1. Increasing students’ ability to be spontaneous in English.</td>
<td>Using games to enhance fluency. <strong>Case study 30 and Activity 34</strong></td>
<td>Examples to be provided by the teachers</td>
</tr>
<tr>
<td></td>
<td>2. Developing ideas which promote fluency.</td>
<td>Strategies learners and speakers incorporate in communication to enhance fluency in English. <strong>Activity 35</strong></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1. Stimulating students’ writing in English and encouraging students to redraft their written work.</td>
<td>Understanding writing as a process with focus on redrafting as one of the stages of the writing process. Enhancing redrafting through group work activities. <strong>Case study 32</strong></td>
<td>Examples to be provided by the teachers</td>
</tr>
<tr>
<td></td>
<td>2. Encourage students to write within the limits of their own developing English.</td>
<td>Developing creative writing activities to be used with students (Throughout the unit).</td>
<td></td>
</tr>
</tbody>
</table>

*Table 1/English*
2. science

Use a whole group technique for discussing Unit 13. Draw an empty table on a flipchart with the following headings:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcomes</th>
<th>Key practices in the unit</th>
<th>Examples from teachers on practices and challenges they encountered</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Lead a discussion using the below prompts to make it easier for the teachers to follow:

a. What challenges may students face in relation to understanding the 'nature of Science'?

b. What advice is given to teachers in dealing with different opinions regarding the 'nature of Science'?

c. What actions have teachers taken already to develop students' competencies in Science classrooms?

d. Did teachers focus on cross-curricular themes in the Science classroom?

You will notice that these prompts will help teachers fill in columns 3 and 4 in the table. Let teachers share their ideas and write them on 'post it' stickers and stick in the example area (columns 3 and 4). You will find a table with full analysis of each unit for your reference after the next activity.

Now that they have finished Unit 13, move to the next activity.

Divide the teachers into three groups. Ask each group to work as per the following:

**Group 1:** Refer to Units (14/15) and discuss the activities related to the purposes of practical work and making your own apparatus.

**Group 2:** Refer to Units (14/15) and discuss the activities related to ways of organising practical work.

**Group 3:** Refer to Unit (16) and discuss the activities related to cross-curricular skills in Science.

You need to draw their attention to use the same headings they have used for Unit 13 and write the product of their discussion on a flipchart. Let teachers discuss and share ideas. You may support by providing the following prompts:

a. What challenges may students face regarding (benefits of practical work/ways of organising practical work/cross-curricular skills/making your own apparatus)? Each group will focus on one/two skills as assigned to them.

b. What advice is given to teachers to deal with these challenges?

c. What actions have teachers already taken to develop their understanding and skills regarding benefits of practical work/ ways of organising practical work/ cross-curricular skills/ making your own apparatus)? Each group will focus on one/two skills as assigned to them.

d. Which practices that are mentioned in the Unit have the teachers focused on or they are going to focus on in their lesson implementation?
Once the discussion is done, the outcomes of each group work will be similar to one unit/part of the table presented on the next page. Teachers should have provided the examples related to column 4 during their discussion and written them on sticky notes.

Collect the charts and stick them next to each other. Ask the teachers to move and read the ones they were not involved in preparing. When teachers finish reading, let them go back to their groups. Each group should write two additional examples from their experience (one example per each Unit they were not involved in discussing during group activity). These examples should be also different from the ones listed on the flipcharts. Let them share the examples orally.

Once finished, remind them of the need to have two Activities in the Portfolio from Module 4.

Close the session.

The table on the next page has been prepared for your reference as a facilitator to guide teachers during discussions. The numbers of Case Studies and Activities are listed if you wish to direct teachers to look at them during group work. This will make time management easier. These tables may be shared with teachers at the end of the session if you find this necessary.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcomes</th>
<th>Key practices in the unit</th>
<th>Examples from teachers on practices and challenges they encountered</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
</tbody>
</table>
| 13   | • Awareness of how an approach to the science curriculum that reflects the nature of scientific study relates to the UNRWA Curriculum Framework.  
     • Understanding of how your planning and teaching of science can help to develop students’ scientific skills, attitudes and understanding of how scientists work.  
     • Understanding of how your planning and teaching of science can promote the aims of the UNRWA Curriculum Framework. | Understanding views about science.  
   Activity 29  
   Linking the agenda of “how science works” with student competencies identified by UNRWA curriculum framework.  
   Case study 26 and Activity 30  
   Understanding the importance of investigation in practical work in science.  
   Case study 26 and Activity 30  
   Linking teaching of science to cross curricular themes (listed in Module 4 page 10).  
   Supporting students’ competencies in science classroom. e.g. citizenship, communication, critical and creative thinking.  
   Case study 27 and Activity 31 | Examples to be provided by the teachers |
| 14/15 | Understanding the main benefits of practical work/activities.  
Activity 32  
Planning a practical work by teachers not only cover the specified topic but also to develop a variety of skills e.g. observation, measurements, inquiry. etc.  
**Case study 28 and Activity 33**  
Planning and carrying out different ways of organizing practical work e.g. demonstration, and structured practical work.  
**Case study 29 and Activity 34**  
Planning, preparing and implementing group practical work.  
**Case study 30 and Activity 35**  
Managing limited equipment and crowded classes in the school e.g. making homemade equipment.  
**Case study 31 and Activity 36** | Examples to be provided by the teachers |
|---|---|
| 16 | Planning for improving the use of ICT in teaching.  
**Activity 37**  
Understanding the importance of supporting numeracy and literacy in science classroom.  
Using strategies to support numeracy in science classroom.  
**Activity 38**  
Using strategies to help students be familiar with scientific language.  
**Case study 31 and Activity 39**  
Supporting four language skills in science.  
**Case study 32** | Examples to be provided by the teachers |

*Table 2/Science*
3. maths

Use a whole group technique for discussing Unit 13. Draw an empty table on a flipchart with following headings:

| Unit (1) | Outcomes (2) | Key practices in the unit (3) | Examples from teachers on practices and challenges they encountered (4) |

Lead a discussion using the below prompts to make it easier for the teachers to follow:
- **a.** What are the challenges in engaging students in the nature and purpose of Maths?
- **b.** How can you make your students feel proud to be learning Maths?
- **c.** Why do you think teaching Maths is important?
- **d.** How can you link Maths with the UNRWA Curriculum Framework?

You will notice that these prompts will help teachers fill in columns 3 and 4 in the table below. Let teachers share their ideas and write them on ‘post it’ stickers and stick in the example area (columns 3 and 4). You will find a table with full analysis of each unit for your reference after the next activity.

Now that they have finished Unit 13, move to the next activity.

Divide the teachers into three groups. Provide a small card to each group with one of the below prompts:

**Group 1:** Prompt for Unit 14
- **a.** What challenges may students face regarding investigation and problem solving and exploring mathematical concepts through practical activities?

**Group 2:** Prompt for Unit 15
- **b.** What challenges may students face regarding developing, sequencing and scaffolding mathematical skills?

**Group 3:** Prompt for Unit 16
- **c.** What challenges may students face regarding problem solving using modelling and visualising, and integrating issues related to local communities?

On a flipchart sheet write these two questions to help the groups while working on each unit's prompt:
- **a.** What advice is given to teachers to deal with these challenges?
- **b.** Which practices that are mentioned in the Unit have the teachers focused on or they are going to focus on in their lesson implementation?

You need to draw their attention to use the same headings they have used for Unit 13 to and write the product of their discussion on a sheet of paper from the flipchart. Let teachers discuss and share ideas. Once the discussion is done, the outcomes of each group work will be similar to one unit/ part of the table presented on page 22. Teachers should have provided the examples related to column 4 during their discussion and written them on sticky notes.
Collect the charts and stick them next to each other. Ask the teachers to move and read the ones they were not involved in preparing. When teachers finish reading, let them go back to their groups. Each group should write two additional examples from their experience (one example per each unit they were not involved in discussing during group activity). These examples should also be different from the ones listed on the flipcharts. Let them share the examples orally.

Once finished, remind them of the need to have two Activities in the Portfolio from Module 4.

Close the session.

The table on the next page has been prepared for your reference as a facilitator to guide teachers during discussions. The numbers of case studies and activities are listed if you wish to direct teachers to look at them during group work. This will make time management easier. These tables may be shared with teachers at the end of the session if you find this necessary.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Outcomes</th>
<th>Key practices in the unit</th>
<th>Examples from teachers on practices and challenges they encountered</th>
</tr>
</thead>
</table>
| 13   | • Awareness of how the nature of Maths relates to the UNRWA Curriculum Framework.  
• Understanding of how your planning and teaching of Maths can help to develop students' mathematical skills, attitudes and understanding.  
• Understanding of how your planning and teaching of Maths can promote the aims of the UNRWA Curriculum Framework. | Inducting students into the nature of Maths and connecting this nature to the UNRWA curriculum framework and supporting students skills to conduct online activities and production of posters.  
**Case Study 25 and Activity 32**  
Enhancing student's skills in investigation.  
**Case Study 26 and Activity 33** | Examples to be provided by the teachers |
| 14   | • Understanding of how higher-order thinking skills (HOTS) can be developed through appropriate planning for regular classroom teaching.  
• Awareness of a range of different activity types and how to include them in your lessons.  
• Understanding of how your teaching and classroom management can allow your students to develop as independent learners. | Embedding investigation and problem solving into the teaching of a standard curriculum topic.  
**Case Study 27 and Activity 35**  
Exploring mathematical concepts through practical activities.  
**Case Study 28 and Activity 36** | Examples to be provided by the teachers |
| 15   | • Awareness of a wide range of open and exploratory mathematical investigations.  
• Understanding of how to set up investigational working in your classroom and to support students as they develop their problem-solving skills.  
• Understanding of the range of skills that can be developed through investigations and how to help your students to develop these systematically. | Introducing Mathematical skills need to be developed among mathematicians.  
**Case Study 29 and Activity 37**  
Sequencing and scaffolding mathematical skills.  
**Case Study 30 and Activity 38** | Examples to be provided by the teachers |
<p>| | | |</p>
<table>
<thead>
<tr>
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</table>
| **16** | • **Awareness of a range of opportunities for applying Maths through modelling that can occur across the school curriculum.**  
 | • **Understanding of the modelling skills involved in applied Maths and how to develop these systematically in your students.**  
 | • **Awareness of how to develop literacy, ICT and numeracy skills strategically through cross-curricula problem solving.** | **Understanding challenges in problem solving in Maths due to differences between mathematical solution and real solution**  
 | **Activity 40 & Activity 41** | **Problem solving using visualizing graphs.**  
 | **Case Study 31** | **Investigating problems and issues relevant to your local and regional communities that can be engaged with mathematically.**  
 | **Activity 42** | **Solving a practical problem using a modelling process.**  
 | **Case Study 32** | **Working with colleagues to plan for problem solving tasks that could be investigated across each subject and reflection on the process of discussing cross cultural issues.**  
 | **Activity 43** | **Examples to be provided by the teachers**  

*Table 3/Maths*
لغة العربية

افتتح الجامعة بنقاش جماعي حول الوحدة (13). قم برسم جدول فارغ على اللوح القلاب.

الجملة التالية:

| الوحدة | الممارسات الرئيسية 

الموجودة في الوحدة | النتائج |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>أ. أمثلة من المعلمين على الممارسات والتحديات التي واجهوها.</td>
<td></td>
</tr>
<tr>
<td>ب. الممارسات التي يمكن أن يقوم بها المعلم من أجل التغلب على هذه التحديات.</td>
<td></td>
</tr>
<tr>
<td>ج. الإجراءات التي يمكن أن يقوم بها المعلم لتطوير مهارة القراءة لدى الطلبة بناءً على ما ورد في الوحدة الثالثة عشرة؟</td>
<td></td>
</tr>
</tbody>
</table>

قم بإثارة نقاش مستخدمًا الأسئلة التالية:

أ. ما التحديات التي يواجهها الطلبة في مهارة القراءة؟
ب. الممارسات التي يمكن أن يقوم بها المعلم من أجل التغلب على هذه التحديات؟
ج. الإجراءات التي يمكن أن يقوم بها المعلم لتطوير مهارة القراءة لدى الطلبة بناءً على ما ورد في الوحدة الثالثة عشرة؟

قدم بثريين إجابة كل مجموعة على وحدة من الوحدات الثلاث المتبقية في المجتمع الرابع. وجه اتباع كل مجموعة إلى الأسئلة التالية التي سيقومون بالإجابة عليها وتسوية الإجابات على اللوح القلاب.

أ. ما التحديات التي يواجهها الطلبة في كل من (التعبير، دراسة النحو والصرف، التحليل وال النقد الأدبي)? تركز كل مجموعة على واحد من الموضوعات حسب الوحدة بين يديها.
ب. الممارسات التي وردت في الوحدات التدريبية والتي تساهم في دعم المعلم للتغلب على التحديات المذكورة أعلاه؟
ج. شارك زملائك بتقديم أمثلة على ممارسات قمت بها أو ستقوم بها من خلال دراستك للوحدة التي بين يديك.

في تقييمهم إلى ضرورة استخدام نفس الجدول الذي تم إستخدامه عند مناقشة الوحدة (13) لتدوير أفكارهم على نموذج القناب، أطلق من المعلمين منافسة أفكارهم وتبادلها عند إنهاء النقاش يجب أن تكون نتائج عمل كل مجموعة مشابهة للمعلومات الموجودة في الجدول الموجودة في الصفحة التالية. يجب أن يكون المعلمون بإسعاف أمثلة (عمود (3) وعندما يكونوا على ملخصات صغيرة في الوحدة (13) وضعوا في المكان الشفاف. قم بجميع أوراق اللوح القلاب التي أعدتها أفكارهم وتبذلها على جداراً بخريطة من ثم أطل بجميع المجموعات قراءة أفكارهم الأخرى بحيث تقوم كل مجموعة بكتابة مثالي إضافيين (مثل على كل وحدة لا تذكر أثراً على ملخصات المجموعات الأخرى) شرط أن لا تكون الأمثلة مذكورة أصلاً على ورقة اللوح القلاب. أطلق منهم المشاركة هذه الأمثلة مع الجميع بشكلً.

بعد الإنتهاء من النشاط قم بذكر المعلمين أنه يجب عليهم وضع نشاطات من المجموعات التدريبية الرابع في ملف الإجابات/البورتيفوليو.

أغلق الجلسة.
تم إعداد الجدول التالي لك كمدير حتى تتمكن من الرجوع إليه لتقديم المعلومات أثناء النقاش، ووضع عدد من الأنشطة ودراسات الحالة حتى تتمكن من إرشاد المعلمين إليها أثناء عامل المجموعات إذا تطلب الأمر. سيؤدي هذا إلى تسهيل إدارة وقت الجلسة. يمكن أن تزود المعلمين بأحدث تطورات في نهاية الجلسة إذا وجدت ضرورة لذلك.

<table>
<thead>
<tr>
<th>الوحدة</th>
<th>الملاحظات الرئيسية الموجودة في</th>
<th>النتائج</th>
<th>الملاحظات مثلث المعلمات</th>
<th>أمثلة يقدمها المعلمون</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>1</td>
<td>تطوير مهارات الطلاب في تلخيص النص من خلال: • الفصل الزمني</td>
<td>تطوير الفهم عن موضوع القراءة ومنهجه، ومنها التلخيص.</td>
<td>أمثلة يقدمها المعلمون</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>آداء النظرة العامة للتعامل (النقطة (1))</td>
<td>تطوير الفهم عن علاقة القراءة، ومنها التلخيص.</td>
<td>أمثلة يقدمها المعلمون</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>مراجعة الوضع العام للتعامل (النقطة (1))</td>
<td>إدراك العلاقة بين العلاقة باللغة العامة، والعربية.</td>
<td>أمثلة يقدمها المعلمون</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>تطوير الفهم عن موضوع القراءة ومنهجه، ومنها التلخيص.</td>
<td>تطوير المخزون اللغوي للطلبة باستخدام استراتيجية كرة الثلج.</td>
<td>أمثلة يقدمها المعلمون</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الوحدة</th>
<th>الملاحظات الرئيسية موجودة في</th>
<th>النتائج</th>
<th>الملاحظات مثلث المعلمات</th>
<th>أمثلة يقدمها المعلمون</th>
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<td>(1)</td>
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<td>(3)</td>
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<td>(5)</td>
</tr>
<tr>
<td>1</td>
<td>تطوير فهم الطلاب لخصائص اللغة العربية الخاصة بالمفاهيم، والصرف وال نحو (النقطة (1))</td>
<td>تطوير استراتيجيات وطرق مختلفة في تدريس الصرف وال نحو (النقطة (1))</td>
<td>أمثلة يقدمها المعلمون</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>تطوير أساليب التلخيص باستخدام استراتيجيات كبيرة (النقطة (1))</td>
<td>تطوير الفهم في النص السري، والتحري، معالجة المعلومات من الصرف، والجمل تفاعلات الفهم، والذكاء...</td>
<td>أمثلة يقدمها المعلمون</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>تطوير فهم الطلاب مزيدًا من مهارات التعلم المفاهيم، والنقل، بواسطة عدم استخدام الاتجاه (النقطة (1))</td>
<td>تطوير الفهم في الرسم السري، والتحري، معالجة المعلومات من الصرف، والجمل تفاعلات الفهم، والذكاء...</td>
<td>أمثلة يقدمها المعلمون</td>
<td></td>
</tr>
</tbody>
</table>
- تطوير مهارة التعبير الوظيفي من خلال:
  - الحضور على عناصر الرسالة كمثال على أنواع التعبير الوظيفي.
  - محاور الاستراتيجيات والتطوير.

- انظر دراسة الحالة (14) والنشاط (30)

- تطوير مهارة التعبير الإبداعي بالتركيز على:
  - الصور التراكيبية والتعبيرات الراقية.
  - توظيف أساليب تحسن التعبير الإبداعي.

- انظر دراسة الحالة (12) والنشاط (31)

أمثِلة يقدمها المعلَمون

- تطوير مهارة التحليل الأدبي لدى الطلاب من خلال:
  - توظيف الخرائط الذهنية واللوحات المفاهيمية للاتصال من الجزء الأولاق بهؤلاء كل مجموعة وصولاً إلى الهدف النهائي وهو خليل نص أدبي.

1- تحديد منطلقات مدارس التحليل الأدبي من خلال:
  - توظيف الخرائط الذهنية واللوحات المفاهيمية للاتصال من الجزء الأولاق بهؤلاء كل مجموعة وصولاً إلى الهدف النهائي وهو خليل نص أدبي.

- تشجيع على مناهج التفكير التأليفي ودفتر أفكار عن أسس التحليل الأدبي.

- مناهج التحليل الأدبي.

- تشجيع على مناهج التفكير التأليفي ودفتر أفكار عن أسس التحليل الأدبي.

- تشجيع على مناهج التفكير التأليفي ودفتر أفكار عن أسس التحليل الأدبي.

- توظيف ورقاً معاير التقويم عند انسة دراسة الحالة (13) والنشاط (31)

- انظر دراسة الحالة (12) والنشاط (31)

- تحضير مهارة النص النموذجي الأدبي من خلال دراسة:
  - الخطوات التي تبناها في نهج نص أدبي.

- كيفية التخطيط لدراسة نموذجية؟

- العلاقة بالكاتب ومعرفة خلفيته الاجتماعية والثقافية.

- انظر دراسة الحالة (13) والنشاط (32)

- تحضير مهارة التحليل الأدبي لدى الطلاب من خلال:
  - توظيف خلائط التحليلية والاستراتيجيات الادبية كجزء من تدريس مهارات خليل التقصى لدى الطلبة.

- تعزيز ملكات التذوق الأدبي لدى الطلاب.

- خطط להעביר الطلبة بنوعيه من خلال طرق نشاطية يمكن إدراجها معًا للنضج، ونالي النشاط.

- توظيف مجموعة من الممارسات والأساليب التعليمية داخل الغرفة التعليمية وخارجيًا، من شأنها أن تسهم في زيادة خبرات في تعليم أنواع التعبير.

- تحسين مهارة مهارة اكتشاف الخلفيات وتوزيعها، واستعراض الأمثلة التعليمية، والطرق أو التعبيرات لدلائل الغاملي التي يريدها.

- تحضير مهارة التحليل الأدبي لدى الطلاب من خلال:
  - توظيف الخرائط الذهنية واللوحات المفاهيمية للاتصال من الجزء الأولاق بهؤلاء كل مجموعة وصولاً إلى الهدف النهائي وهو خليل نص أدبي.

- تشجيع على مناهج التفكير التأليفي ودفتر أفكار عن أسس التحليل الأدبي.

- مناهج التحليل الأدبي.

- تشجيع على مناهج التفكير التأليفي ودفتر أفكار عن أسس التحليل الأدبي.

- توظيف ورقاً معاير التقويم عند انسة دراسة الحالة (13) والنشاط (31)

- انظر دراسة الحالة (12) والنشاط (31)

- تحضير مهارة النص النموذجي الأدبي من خلال دراسة:
  - الخطوات التي تبناها في نهج نص أدبي.

- كيفية التخطيط لدراسة نموذجية؟

- العلاقة بالكاتب ومعرفة خلفيته الاجتماعية والثقافية.

- انظر دراسة الحالة (13) والنشاط (32)

- تحضير مهارة التحليل الأدبي لدى الطلاب من خلال:
  - توظيف خلائط التحليلية والاستراتيجيات الادبية كجزء من تدريس مهارات خليل التقصى لدى الطلبة.

- تعزيز ملكات التذوق الأدبي لدى الطلاب.

- خططguide transferring the student to another class. من خلال طرق نشاطية يمكن إدراجها معًا للنضج، ونالي النشاط.

- توظيف مجموعة من الممارسات والأساليب التعليمية داخل الغرفة التعليمية وخارجيًا، من شأنها أن تسهم في زيادة خبرات في تعليم أنواع التعبير.

- تحسين مهارة مهارة اكتشاف الخلفيات وتوزيعها، واستعراض الأمثلة التعليمية، والطرق أو التعبيرات لدلائل الغاملي التي يريدها.
support session 3
module 5 and 6: inclusive schools and classrooms and working with parents to enhance learning
support session 3
module 5 and 6: inclusive schools and classrooms and working with parents to enhance learning

approximate time – 2 hours

preparation before the session

Decide on a room to hold the meeting in. Check that there are enough tables and chairs for all the teachers attending and that the tables are arranged in groups so that teachers can easily talk to each other when you set group tasks. Make sure you have all the materials and equipment you need, including related Modules, flipchart, DVD player, PowerPoint presentation, pens and sticky notes.

You need to prepare by:

- writing the session objectives on the flipchart;
- writing the information about handing in teachers’ Portfolios on the flipchart; make sure you know the date and time when – and the place where – teachers should hand in their completed Portfolios;
- informing teachers to bring Modules 5 and 6, their Programme Notebook and Portfolio;
- preparing the videos that you are going to use (videos 5 and 6 of SBTD I). We suggest that you watch the videos before the session in order to know where to start and where to stop (writing notes about the period of each scene will help you);
- preparing the PowerPoint presentation that is already on the programme CD. We suggest that you go through it before the session in order to know when to show each slide. Note that some information for the flipchart is already provided on the Powerpoint presentation which will help you save time during the session;
- setting up your seating plan, maybe numbering your tables and deciding whether you want the teachers to be grouped by subject or mixed disciplines;
- marking up the Activities in Modules 5 and 6 for your own reference during the session. You will find the numbers of these Activities while you are reading through this document.

Note: Teachers may not have finished studying Module 6 at the time of the support session; therefore, you will be expecting them to share real experiences from the part that they have completed and expected practices for the part that is not yet completed. You will need to guide them and give them more support regarding the part they have not yet completed.
welcome

As individuals arrive, welcome them and make them feel comfortable about the session. Get them to register. When everyone has arrived, call them together and explain that this session is divided into three parts and that the objectives are:

- exploring what an inclusive approach to education is;
- considering ways of making teaching more inclusive and effective;
- exploring issues around working with parents;
- reflecting on their own professional learning from studying the SBTD II programme;
- sharing any concerns they have about completing the Portfolio.

part 1:

inclusive schools and classrooms

Begin by telling the teachers that the move towards a fully inclusive approach to teaching and learning in every UNRWA school will take time, but that it is important to understand why it is so crucial to students’ personal and academic development. *Explain to the teachers that studying Module 5 requires referring to ‘Teacher’s Toolkit for Identifying and Responding to Students’ Diverse Needs’ (UNRWA, 2013). However, they will be able to do all the activities and gain the required skills even if they have not been trained yet on the Toolkit.*

Briefly remind them that Module 5 discusses the following ideas: (You can write these on a flipchart)

- Inclusive classroom practices aim to cater for the varied needs of all students in the class.
- Strategies to support the range of students may involve differentiation by resource, by task, by outcome or by support.
- Providing activities closely matched to the needs of every individual student in a class can pose practical difficulties.
- Varying the teaching and learning activities in the classroom is likely to cater for differing learning styles and reduce the chances of students being disadvantaged by continuous use of teaching approaches that don’t suit them.

Divide the teachers into four groups of different subjects; allocate one idea for each group. Teachers are to talk about the lessons they taught in the last two weeks and included activities that focused on an inclusive approach. After 10 minutes, ask a spokesperson from each group to present their ideas.

Allow a few minutes discussion after each group’s presentation.

Show film (5) with focus on the second scene, which is about ‘addressing barriers’. Then ask teachers to discuss in their groups their experiences of working with students who have specific learning difficulties. If they have also experienced students with physical disabilities, how did they accommodate the students in their classes? Ask each group to share the ways they helped the students. Make a list of the ways on a flipchart and give it the heading ‘Ways to support learners’. Put the sheet on the wall to come back to throughout the session, adding any new ways of helping students as they are mentioned.
Divide the teachers into groups of three or four. As far as possible, these groups should be made of teachers of the same subject. To each group, allocate one of these strategies:
• differentiation by resource;
• differentiation by task;
• differentiation by outcome;
• catering for a range of learning styles.

Ask them to discuss the lessons they thought about earlier and identify ONE specific lesson that they think illustrates the strategy they have been given. Give them a sheet of paper from the flipchart and ask them to prepare a brief outline of the lesson, showing how it links to the strategy they have been given. If time permits, each group could make a brief presentation of their ideas. Alternatively, the pages should be displayed for all to see.

Now refer the teachers to Activity 41 in Arabic, 44 in English, 46 in Maths, and 43 in Science. This Activity asked them to observe one of the classes they teach for a period of time, making a list of all the possible barriers to learning that they identified and the simple changes they made in their classrooms in order to overcome these barriers. Teachers are to work in their groups making a table on a sheet of paper that includes the barrier and the change they made and the impact of that change. After 8 minutes, choose a spokesperson from each group to present their ideas.

Close this part of the session by reminding the teachers that good teaching is inclusive. All teachers should do their best to help all the students they teach by modifying and adapting their teaching, their organisation, their language and their strategies to meet diverse needs.

part 2:
working with parents

Ask the teachers to think what, if any, contact they regularly have with parents. In the center of the board or flipchart write ‘Links with parents’ and then ask them to add their responses. You could put all positive ideas to one side of the chart and the less positive on the other side (see below). You may not get many ideas to start with, but keep the chart where you can add to it throughout the session.

<table>
<thead>
<tr>
<th>Sharing achievements</th>
<th>Sending information home</th>
<th>Having parents to help in school</th>
<th>Helping with sport</th>
<th>Making teaching aids</th>
<th>Parents’ evening</th>
<th>Complaining about no homework</th>
<th>Complaining about poor behaviour</th>
<th>Letters from Head for poor attendance</th>
<th>No payment of fees</th>
<th>Lack of uniform</th>
</tr>
</thead>
</table>

Possible comments from teachers with regards to ‘Links with teachers’:...
Explain to the teachers that, as the session progresses, you will add other possible ways of working with parents that arise from their discussions.

Now show video (6) through to the end. Ask the teachers to discuss in groups what they think are the advantages of having good links with parents. Again, if teachers have carried out some of the Activities in Units 21 and 22, they will be able to provide their own insights from their experiences to add to those in the video. Help them to think how they, as individuals, can start to establish or extend links with parents.

Next, ask them to think about Activity 51 in Arabic, 50 in English, 58 in Maths, and 55 in Science, which asked them to develop a dialogue about some students’ progress with the parents. If they have done this Activity already, ask them to share their ideas with their groups. After they finish, encourage them to talk about the impact of developing such dialogue on students’ progress regardless of their level.

As each group shares their ideas, add them to the ‘Links with parents’ list that you started at the beginning of the session. Suggest to the whole group that they write the list in their Programme Notebooks as a resource for future use. Give them a few minutes to do this.

part 3:
professional development and the portfolio

Ask the teachers to open Units 23–24 and also to open their Portfolios. Looking at the Activities in these two units helps the teachers to reflect on their professional learning throughout the programme.

Activity 54 in Arabic, 51 in English, 59 in Maths, and 56 in Science asked them to reflect on their own practices before they started studying SBTD II. It also asked them about the approaches that have had most impact on their teaching and learning practices through thinking about all the interactions and Activities they have been engaged in while studying the programme. Remind the teachers of the template they have filled at the outset of the programme regarding their professional needs; they may refer to it in their Portfolios. In their groups, ask the teachers to share their ideas, referring to their Notebook where they have already listed the most useful approaches with reflection on the changes that they have made. Then ask each group to share their ideas with other groups.

Next, tell them that the comment related to the above activity includes the following six areas of professional development:

- personal and professional qualities (such as reflecting on your practice);
- team-working qualities (such as listening to and sharing ideas with others);
- professionalism in practice (such as lesson preparation and marking);
- understanding students as learners and supporting that learning (such as differentiating activities to help those students who are at different stages);
- development of subject, school and pedagogic knowledge;
- partnership with parents (such as sharing successes and asking for help with students’ learning).
Refer them to the next **Activity which is 53 in Arabic, 52 in English, 60 in Maths, and 57 in Science** in which they were asked to explain what each area means to them with reflection in their Notebook on their responses. Encourage the teachers to think about which areas of professional development have made the most impact on them as a result of the SBTD II programme. Why do they think this? Ask them to share their ideas in their groups and then to share their thoughts with the whole group to find out if some areas have affected everyone.

Tell the teachers that in the next Activity they are going to look at the Portfolio, which is one of their professional development tools employed during SBTD II.

Continue with **Activity 54 in Arabic, 53 in English, 61 in Maths, and 58 in Science** and ask the groups to share what they thought were the most significant points of learning for them from this Activity in which they were required to reflect why the seven Activities they selected overall had such an impact on them as a teacher. Encourage everyone to join in the discussion and to think deeply about their role and responsibility as a teacher. You could list key points on the flipchart.

Next, talk about **Activity 55 in Arabic, 54 in English, 62 in Maths, and 59 in Science**, which asked the teachers to talk with their students about some of the different activities and strategies they have used. Ask those who may have already done this Activity to share the outcomes of what they did and what the students said. How useful did they find this exercise? Would they do it again with their students? What advice would they give to those who have not yet done this Activity to help them gain useful feedback from the student?

Ask all the teachers now to focus again on their own learning and **Activity 56 in Arabic, 55 in English, 63 in Maths and 60 in Science**, where they were asked to summarise their learning and to set themselves goals. Give them time to start or continue completing their Portfolio with respect to this Activity. As they work, go around and support individual teachers by asking and answering questions, helping them focus on three goals and helping them clarify their thinking.

Before the final farewells, remind the teachers that they need to submit their completed Portfolio by the end of June to the School Principal to be discussed in the final evaluation session. Remind them that part of the successful completion of SBTD II is filling in the second part of the ‘Professional Development Needs’ template that they started at the outset of the programme (teachers will find this in their Portfolio). Explain that a discussion with ESs and SPs is expected to take place based on these needs during the final evaluation session.

Finally, display the flipchart sheet on which you wrote information for the teachers about handing in their Portfolios so that they can write down the information. (The details may be different for different schools and Areas.)

As this is the final support session, make sure you end it on a really positive note. Thank the teachers for their participation in the support sessions and in the whole SBTD II programme. Wish them well with finishing the last parts of their Portfolio. Congratulate them for their efforts and encourage them to pursue the goals they have just identified!

**Close the session.**
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.