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

handbook for teachers
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foreword

Welcome to the School Based Teacher Development II (SBTD II) programme for teachers from Grades (7-12) of Arabic, English, Maths and Science. This Handbook is written to provide teachers undertaking the SBTD II programme with information, support and guidance. Like SBTD I, the programme aims to deepen teachers’ subject knowledge and enhance their pedagogic practices. It recognises the teachers’ central role within an effective education system. It seeks to further support and strengthen teachers in their day-to-day work towards quality education for Palestine refugee students of UNRWA in the 21st century.

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

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

I would like to thank the colleagues from the five Fields and HQ who have been involved from the beginning in the development of this programme but especially to thank the teachers for their time and efforts in undertaking the SBTD II programme. Our aim is to raise the achievement of all Palestine children in our schools. The role of teachers is central to this, and we hope that you find the SBTD II experience enriching.

Dr. Caroline Pontefract

Director of Education
overview

This Handbook has been prepared to help you, as a teacher, in understanding the principles and practices of the School Based Teacher Development II (SBTD II) programme, and how to get the most out of it. The SBTD II programme for teachers of Grades (7 – 12) follows the earlier SBTD I programme for teachers of Grades (1 – 6). Together these programmes are key dimensions of UNRWA’s Education Reform Strategy, which seeks to improve teaching and learning practices in the classroom through comprehensive, high-quality and relevant in-service training for UNRWA teachers.

how will the handbook help me?

This Handbook has been written for you, to support and guide you through the different stages of the programme. It will explain what the programme is about, suggest ways of studying, provide clarity on the assessment requirements and describe the support that is available to you throughout the programme.

what will I be expected to do?

During the programme you will:

• work through the SBTD II Modules and materials;
• undertake Activities in the Units and keep records of your experiences and reflections in your Programme Notebook and Portfolio;
• work together with your colleagues in school, sharing experiences and ideas;
• meet with other teachers in neighbouring schools who are studying the same programme;
• present your completed Portfolio for assessment.

how will I benefit from the programme?

By studying the programme you will:

• gain new knowledge about your own teaching and your students’ learning, which will enable you to become a better and more effective teacher;
• become a more effective subject teacher – you will deepen your knowledge of the subject and extend your range of teaching strategies;
• gain support and encouragement from colleagues and be able to share your experiences and grow together as a community of learners with other teachers;
• gain a Certificate of Completion that will form part of your Performance Evaluation Report.

what materials do I need?

You will have been supplied with:

• the six core Modules;
• this Handbook;
• your Programme Notebook;
• your Portfolio and Templates.
During the SBTD II programme, it is expected that you and your school colleagues will work together but also, importantly, work on your own in your classroom with the support of others. Your local Education Specialist (ES) and your School Principal (SP) will support you as you participate in the programme during their normal interaction with the school and your classroom, and each of them will lead support sessions to help you study. These support sessions will be explained later.

**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,’ a key element in UNRWA’s striving for more inclusive, equitable and quality education. This term refers to realising the importance of the way learners engage with a task, and learn, and particularly the extent to which language helps to develop and deepen their understanding.

Active learning is not a new concept. It does require us, however, to think about the opportunities that students have to engage practically with tasks. For example, a student can learn in theory about the problems of the environment, but it becomes much more meaningful for them if they walk around a community with their peers and teachers and identify the issues being faced. They can also listen to an explanation of how the Earth rotates around the Sun, but it becomes much clearer for them if they have to build a working model of this and then verbalise their understanding. This approach holds true for the teaching of all subjects.

*Active learning requires you to think about a variety of tasks that will engage your students.*
Although understanding of 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 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 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.

The second area of research is that there is increasing evidence that, in terms of a teacher’s professional development, learning is most effective when carried out in the context of daily practice. In other words, research shows that teachers appear to change and improve their practice in subject teaching when they can see the immediate relevance of new ideas to their work in the classroom.

Global interest in teacher learning 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 classroom. The phrase ‘community of learners’ is used to describe how the more successful professional development programmes allow learners, in this case teachers, to work cooperatively together to improve practice.
The SBTD II programme is therefore built around the concept of active and inclusive learning, is situated in the context in which teachers work and allows teachers to work within a community of practice made up of their peers, as well as experts from within and outside the school. In particular, we want you to identify and share good practice and good ideas in the curriculum of the subject you teach. Remember you are very knowledgeable about your subject. You know how different concepts and skills link together. You carry in your head a mental map or model of the subject. When your students begin studying a subject, they do not have this map or model. Your task is not only to teach the ‘facts’ of a subject, but also to provide the teaching and learning that assists the student in building their own internalised map or model of how things fit together.

Identifying and sharing good practices of the subject you teach is a crucial part of the SBTD II programme.

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

SBTD II, like SBTD I, uses an open learning approach, which means the materials are written to you as the learner and are interactive, requiring you to undertake tasks, many of which will be carried out in your classroom. This way of working may be new to you and you may find the interactive nature of the materials a different and challenging way of working. This Handbook will help you to understand the approach and how to work through the Modules.

**Introduction to the programme**

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

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

Working together with colleagues may change and improve classroom practices.

Teacher development, like professional development in any profession, is a continuous process. The sorts of activities and reflections involved in the SBTD II programme replicate the ways that teachers, at any stage of their career, can improve practice.

The core of being a good teacher is being open to new ways of working and new research findings, as well as having a passion for helping students learn more effectively. Good teaching supports effective learning and effective learning enhances students’ life chances. The wider community expects professionals such as doctors, health workers, lawyers and architects to keep up to date with the latest ideas and methods; teachers should be no different.

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

- have in-depth knowledge of the skills and content of their subject. This is more than having a qualification on the subject – it means keeping up to date about the way the subject is evolving and developing;
• have thought deeply about the way subject knowledge is understood and interpreted for students at different grades. For example, graduate level Science, may have the same syllabus headings as Grade 7 Science but the nature of the content is different – teachers need to be aware and thoughtful of the differences;

• have understood which are the most effective pedagogic strategies for each aspect of the subject curriculum. Here, experienced teachers have an important role in sharing ideas with teachers new to the subject-teaching task.

aims and objectives of the programme

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

• achieving attainment levels that meet and go beyond international standards;

• preparing for the social and economic conditions (life skills and employability) of the 21st century;

• developing a positive approach to learning as a life-long 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.

The main aim of the SBTD II programme is to contribute to the development of UNRWA students.

Throughout the programme, teachers will reflect on their own experience, interact with new ideas, and plan and implement new approaches.

The objectives of the SBTD II programme are to:

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

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

structure and content of the programme
The SBTD II programme comprises six Modules, a reflective Programme Notebook in which you will write your comments, thoughts and reflections, and a Portfolio where you can record your active participation and evidence of learning and reflection. Ongoing support from peers will be available to you throughout the programme, while two scheduled lesson observations and three support sessions will be conducted and led by either your School Principal or Education Specialist. Below, each of these programme elements are discussed in further detail.

On successful completion of the programme, you will be given a Certificate of Completion. This will form part of your Continuing Professional Development and career progression and be used in the Human Resources system; Performance Evaluation Report (e-PER).

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

You will be provided with:
• six core Modules;
• a Programme Notebook;
• a Portfolio and Templates;
• this Handbook.
modules

The six programme Modules – for each subject – look at different aspects of teaching and learning in the environment in which UNRWA schools operate. Module 4 focuses specifically on the teaching of your subject. We recommend that as you receive the Modules you look quickly at each to gain an impression of what is to be covered and the Activities you are expected to undertake. An overview of the six Modules and the four Units within each Module is shown below.

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

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

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

Module 4: Subject-specific modules – see titles below

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

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

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

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

Module 5: The inclusive approach to teaching and learning

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

Module 6: Engaging parents in raising achievement

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

units

Each Module is broken up into four Units. To make it easier to access the materials, each Unit has the same structure:

• Introduction – provides an overview and introduces the ideas to be explored.
• Teacher Development Outcomes – the key learning outcomes of the Unit.
• Case Studies – there are approximately two Case Studies 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 necessarily for you to copy, but are examples of practices and approaches to think about. They may help you extend your repertoire of subject teaching strategies to use in the classroom.
• Activities – involve you working alone, or with colleagues, trying out new ideas in planning, teaching and organisation within the classroom and sharing experiences. The Activities are written to stimulate you to consider different ways of teaching your subject and ask you to reflect on what happened. It is important to think about what worked well and why this is so, so that you can repeat your successes. It is crucial also to consider the impact on students’ engagement with the Activities and the effectiveness of their learning. Reflecting on what did not go quite as well as expected and the unexpected will also give you insights into how you could adapt your teaching in the future.
• Explanatory linking text – provided between Case Studies and Activities. The text sets the Activities and Case Studies in context by providing insights into current theories about best practice. This is for reading and reflecting upon.
• Summary – a conclusion to the ideas and learning outputs for each Unit together with self-reflection questions.

Each Unit is approximately 3,000 to 3,500 words. You will be given guidance on how long you have to complete each Module at the outset of the programme.
programme notebook

To help you as you work through the weekly Units, you will be provided with a Programme Notebook to record your reflections as required within each Unit. Your Programme Notebook will not be assessed as such, but it will be submitted as evidence of your participation in the programme and therefore contribute to the award of the Certificate of Completion. The Programme Notebook has been introduced to help you develop further as a reflective teacher (a teacher who thinks about their own teaching). You can also reflect on your teaching by gathering views from your students and colleagues before, during and after teaching any lesson to help you think about your own teaching effectiveness. Perhaps you already think about your teaching every day and work to develop and extend your skills. It is hoped that this programme will extend further your thinking about your teaching and the following questions can help you evaluate what you do. For example, the programme encourages you to consider:

- Did I involve the students actively in the lesson?
- Did I have enough resources? Were they suitable?
- How did I use the time and was this effective?
- Did I achieve my lesson objective? How do I know this?
- What did the students learn? How do I know this?
- What could I do to improve my lesson?

Reflection and planning will help you enhance your professional development.

portfolio

The programme will not be assessed by formal examination but you will be required to complete a Portfolio, which will include completed Activities, reflections and examples of work carried out with students.
studying the programme

This school-based 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. You will need to be organised and plan for your studying. Much of this study will be part of your normal duties in school. 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. This would be a good example for them – seeing you working and studying.

working through the modules and their four units

The best way to work through the material is to read through the Unit for that week. As you read, think about your classroom as it is now and how what you are reading could impact what you do or how you organise your classroom. Symbols are used in the text to flag up the common parts of the Unit. These are given below:

- **Professional Development outcomes**
  These represent the professional learning we expect you to achieve.

- **Activity**
  The tasks we ask you to carry out, most of which can take place as part of your daily teaching.
Case Study

An example of key practices in the SBTD II programme, provided using an example of a teacher and their classroom.

Comment

A reflection on a part of the programme.

Summary

An overall comment that identifies key issues.

As you read the text and Case Studies, think of what you already do in your classroom and how you could modify and adapt the way you work in order to apply some of the ideas being explored. The purpose of the programme is, as has been said earlier, to develop a more interactive way of working that will enhance the learning of the students in your classes. You are not expected to actually do the Case Studies yourselves, just read and reflect!

When you come to an Activity, read it, perhaps a couple of times, and think about how you could carry out the Activity in your own classroom. When you are clear about what you are going to do, make notes of the key points and gather any resources you will need.

Both the Case Studies and the Activities will often have a comment after them. The comment section provides you with insights into what you have just read, as well as present alternatives and suggestions to challenge your thinking and further develop your practice. There are no right or wrong answers, but it contains ideas and concepts that will help you to improve your teaching methods in order to develop the learning of your students to the maximum extent. At times, you will be asked to write your responses to Case Studies and Activities in your Programme Notebook.

support structure for teachers

Throughout this programme, other Grades (7 – 12) teachers of Arabic, English, Maths and Science in your school and area will be doing the same, and support sessions are built in to help all the teachers in your school successfully complete the programme. The materials, your colleagues, your School Principal and Education Specialists, will provide support to you throughout the programme.
Support from colleagues undertaking the same programme can be very helpful.

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

in-school support

The Modules will be your first support in helping you to explore recent developments in teaching and learning around the world that have been shown to impact markedly on students’ learning and achievement. The Modules ask you to try things out in your classroom, to reflect on your experiences and to consider in depth questions that challenge your thinking about classroom practices. The Modules 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.
Each Unit focuses on a particular aspect of teaching within the subject, such as how students learn best or different ways of organising the classroom, but all Units are focused on enhancing the learning of the students you teach.

Organising the classroom in an effective way will enhance the learning of your students.

peer support
As you work through the programme, other Grades (7–12) teachers in your school will also be working through the material, so there is great opportunity for you to share your experiences in the classroom with your peers. It will be important to share experiences with other teachers of your subject, and it is also valuable to talk with teachers of other subjects. The principles of active learning and quality classroom practices are common across all subjects. By sharing your successes and also the things that did not work as well as you had hoped, you and your colleagues can learn together. It is true that a problem shared is a problem halved and a success shared is very affirming and rewarding. Take the initiative in sharing such experiences, be open and ask for help when you feel you need it.

programme notebook
The Programme Notebook is your documentation of what you did throughout your study of the SBTD II programme and what happened for your individual practice, in your classroom and for your students. Throughout the programme, you will be asked to write in your Programme Notebook as evidence of your work, but – more importantly – it is also a place for you to capture your own thoughts and reflections on the ideas and concepts presented in the Units. You may also want to record students’ comments about some of the Activities you have tried with them, to provide evidence of their success, or to help with your 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. Its main purpose, though, is to help you think about and reflect on the ideas presented in the SBTD II programme materials.

**School principal support sessions**

Your School Principal will introduce all Grades (7–12) teachers to the programme before you start and then conduct two support sessions to help extend your understanding of the key concepts and ideas in Modules 1, 2, 5, and 6. Each session will normally be held towards the middle or end of the two Modules, and it is a time for you as a group to share ideas, ask questions and discuss any issues.

In order to gain maximum benefit from these sessions, you should do some preparation beforehand. Be sure you have read through the Modules, tried some of the Activities, and made notes of any questions you have and any ideas that you would like to discuss further, even if the session will be conducted before you finish studying those particular Modules.

Your School Principal will guide the session and help any individuals who have particular concerns.

*Discussions with colleagues and School Principal in the support sessions will help you strengthen your understanding.*

*In order to get the most benefit of the support sessions, you should be prepared even if they are conducted before you finish studying both Modules for that session.*

*You are asked to read and reflect on both Modules beforehand. You should attend with questions to raise and ideas to share effectively.*
education specialist support session

Your local Education Specialists will be there to help you as you study the programme and they will also run the support sessions for Modules 3 and 4. These will be arranged at the Field level. As with the School Principal support sessions, you should prepare for these sessions beforehand so that you can get the most out of them.

classroom observation

UNRWA’s baseline study of classroom practices (2014) observed the teaching and learning practices in (361) lessons and (56) elementary schools across UNRWA’s five Fields. Its findings suggested the need for UNRWA elementary teachers to broaden their pedagogic repertoire to include ‘high quality dialogue and discussion as a class, group based and individual activities where students are expected to play an active role by asking questions, contributing ideas, explaining their thinking to the teachers and peers’. To change current pedagogical practices, the study recommended bringing teachers together in professional learning communities within, and beyond, the school, which are informed by external expertise from support staff and other educators with regular follow-up in the classroom. This is where the SBTD II programme classroom observations are critical.

The aim of classroom observation in SBTD II is to help you understand your own practice better and reflect on how well you are putting into practice ideas and key practices of the SBTD II programme. Two lessons will be observed throughout your completion of the programme either by your School Principal or Education Specialist. Prior to your observation lesson, you will agree with the observer what aspects of the lesson you particularly want them to focus on as they observe. This focus will relate to the Unit or Module you will be working on at the time.

Being observed as you teach may be a new experience for you. The observations are designed to help you reflect on your classroom practice. While you may feel nervous at first, try to forget the observer is there and concentrate instead on what you are doing and the impact it is having on the students’ participation and learning in the lesson.
Your observers know that classrooms are complex places and what may work in one classroom and context may not be possible in another classroom. Your observation is designed to be accompanied with feedback and discussion that is relevant to you and your context. Remember the observer’s role is to support, not to inspect. Your School Principal and Education Specialists are acting as a critical friend, i.e. they are watching you and giving feedback and then asking how you might improve or develop your practice. The observer should try to help you to think about and try the techniques or strategies that you will find most useful and easy to use. They should give you time to think for yourself and to respond to their questions about what you thought of the lesson and what you could do, so that you are in control of your own learning. If you think they are not doing this, it is important to discuss it with them.

Make sure that you and the observer have time to talk about the lesson as soon as possible after the lesson ends, ideally schedule some time on the same day to have a discussion so that ideas are fresh in your mind and so that you have time to take on their advice, and your own reflections and implement changes in your coming lesson.

There are three stages to observing in the classroom and each stage impacts on the next stage.

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

   Agree on the focus of what is to be observed. You should lead in choosing the focus that is linked to the Unit or Module you are studying at the time of the visit, as you should have reflected and identified areas of your practice you wish to improve. Discuss what activities you have tried recently and your feelings about these. It may be that you want to focus on the types of questions you ask in the lesson or whether your instructions and organisation for group work are effective. Having agreed on the specific aspects you want them to observe, you will need to think together about what kind of evidence you want them to gather that will assist you in improving your practice.

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

   Using the SBTD II classroom observation template (see annex 2), the observer will take notes on what they see and hear. They will not write everything down, but they should write down any significant incidents and actions that relate to the chosen focus. Do not be intimidated by them sitting in class and writing, but concentrate on what you are trying to do in the lesson and focus on helping your students learn well. It won’t be easy, but try to forget they are there.

3. **A meeting after the observation**

   This should be a relaxed, friendly, but professional discussion in which you feel empowered and see the value of any feedback that you are given. Research into giving such feedback shows that it is only useful to the recipient if they see the feedback as relevant and understand how to use it. The observer, your SP or ES, should allow you time to reflect on your experience and think for yourself about how to develop and improve your practice, as this will build your confidence in your own abilities.

   It is important that the observer gives you a summary of the meeting by talking about:
   - the focus of the observation;
the learning outcomes for the session;
what you have learned from the experience;
actions and the way forward.

Feedback is only useful if the recipient considers it as relevant and understands how to use it.

A summary of these key points will be included in the classroom observation template that will form part of your evidence in your Portfolio. Evidence of two observations should be placed in your Portfolio.

**assessment of the programme**

The programme is not graded, but you will have to produce evidence of your active participation in it in order to obtain your Certificate of Completion. This will be awarded when you submit your completed Portfolio with your Programme Notebook. Your School Principal and Education Specialist will moderate these Portfolios and recommend you for award of the Completion Certificate.

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

In order to ensure programme stability, teachers should be engaged in professional learning and sharing of best practice with peers even after completion of the programme. Follow-up on the progress of teachers who have completed the programme will also be essential as completion of the SBTD II programme is linked to your e-PER outcomes.
assessment overview

The table below summarises your assessment requirements, including those included in your Portfolio and Programme Notebook.

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

portfolio

The Portfolio is included in your materials pack, and has the details of what you should include in it as you work through the programme. The Portfolio has to be submitted at the end of the programme to your School Principal as part of the assessment process to be awarded the Certificate of Completion.

Teachers must submit the following in their Portfolio:

- **Seven learning activities and reflections**: one from each of the programme Modules 1, 2, 3, 5, and 6 and two from Module 4.

  As you complete each Module (1, 2, 3, 5, and 6), you will write up one Activity, with the exception of Module 4, where you will be required to write up two Activities. Module 4 requires two Activities because, as the subject-specific Module, it has been written specifically with current best practice for Arabic, English, Maths and Science. For these seven Activities, you must also include an evaluation of the Activity, your reflections on the impact of the Activity on your classroom and students, and the implications for your teaching and learning. This includes the way your learning may impact your work and...
planning in the future. To complete this requirement, you should fill out seven Activity reflection templates related to each Activity you conducted. You may also want to include a sample of a student’s work or what the student said in order to show evidence of learning.

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

- **Twelve lesson plans and reflections**: linked to teaching and learning strategies and content from the Modules.
  
  For these 12 lesson plans, you should select key practices from each Module, create lesson plans using these practices, then implement these lessons and document your reflections in the reflection templates provided in your Portfolio. These lesson plans must show how you integrated elements of the SBTD II training material in the lessons. Perhaps you tried out strategies that were discussed in the material. Maybe you tested some of the suggestions made in the Modules. Perhaps you built on an idea in a Case Study and applied this in your teaching. These lesson plans will form part of the package you submit for assessment demonstrating your active participation in the programme. You should fill out the lesson plan templates and identify a focus Activity, Case Study or strategy that guided your lesson. You should explain how these relate to what has been learned throughout the SBTD II programme.

**quality evidence**

You should collect quality evidence of teaching practice, outcomes and student achievement throughout the SBTD II programme and in your normal teaching. Evidence is important for demonstrating changes and progress in your teaching practice and will be necessary to show completion of the seven learning Activities. It may also accompany some of your 12 lesson plans and reflections. Examples of evidence you could provide include:

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

All evidence that you collect and provide should clearly link to key practices and ideas in the SBTD II programme. It is recommended that you label your evidence, noting which Unit, Module or specific teaching practice it relates to, so it is clear why you have included it. You should be able to speak about how the evidence you have provided demonstrates changes or learning in your teaching practice. Evidence should be included because it demonstrates something about your teaching and learning practice, whether it is your learning, reflection on your practice or progress in your students’ achievement as a result of your efforts.
conclusion

The SBTD II programme, like SBTD I, is key to the overall UNRWA Education Reform Strategy. The aim of the programme is to challenge current thinking about the roles and responsibilities of Arabic, English, Maths and Science teachers so that they are better able to help students achieve their full potential, gain worthwhile employment and reflect on how to be more confident and competent members of society. Your role as a teacher is to be open to new ideas, build your confidence and self-esteem in trying out new ways of working in your classroom and continue to improve your skills as a teacher. The impact of trying out the different ways of working within the subject you teach and the resultant change in students’ attitudes to school and their learning outcomes will be motivation in itself, but if continuing professional development is seen as part of your being a good teacher, the benefits to students will increase even more.
annex 1
SBTD II guidelines
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### List of Abbreviations and Acronyms

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

1. introduction

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

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

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

2. structure of the programme

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

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

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

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

Module 4: Subject-specific Module

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

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

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

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

Module 5: The inclusive approach to teaching and learning
• Inclusive schools and classrooms
• Identifying the diverse needs of learners
• Supportive teaching and learning strategies
• Planning for inclusive education
Module 6: Engaging parents in raising achievement

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

3. materials

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

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

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

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

4. implementation

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

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

5. target audience

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

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

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

d. Daily paid, casual or volunteer teachers working in UNRWA schools are also encouraged to participate in the programme.

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

6. participation guidelines

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

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

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

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

7. support structure

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

Characteristics of the support structure:

• Handbook for Teachers provides an overview of the programme to help the teacher successfully participate in the programme.

• Handbook for SP and ES provides an overview of the programme to help the School Principal and Education Specialists in fulfilling their role as support cadre.

• Induction will be provided for School Principals and Education Specialists prior to SBTD II beginning.

• Introductory session will be provided for teachers prior to SBTD II beginning.

• School Principals will facilitate two support sessions with the SBTD II teachers during the programme; the first session will focus on Modules 1 and 2, the second session on supporting the implementation of Modules 5 and 6.

• Education Specialists will facilitate one subject specific-support session, providing support for subject teachers from different schools completing the programme, and enabling teachers to meet colleagues from other schools and share ideas and experience. This session will focus on Modules 3 and 4.
• Education Specialists will support SBTD II teachers’ progress during school visits by engaging in discussions with teachers about topics and practices presented in the Modules and discussed during the support sessions.

• In large schools, Deputy SPs can assist the SP in order to provide the necessary support. Any relevant information on progress and delays will be reflected in the e-PER.

As mentioned above, support cadre will receive a specific Handbook and support sessions materials to guide them and develop their practice in classroom observation and running tutorial sessions. The support role that SPs and ESs will play reflects their day-to-day role and in this way will contribute to their professional development.

8. management and monitoring of STBD II participation

8.1 opting out or cancellation

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

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

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

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

8.2 absenteeism

a. While SBTD II is a self-learning programme, there are three face-to-face sessions that teachers must attend in addition to an introductory session prior to the programme launch in the school:

   a) two support sessions facilitated by the SP;

   b) one support session facilitated by an ES.

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

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

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

8.3 delays

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

b. Teachers who, due to unforeseen personal circumstances (such as maternity leave, grave illness), incur a delay in the programme progression can apply for a dispensation. SPs will discuss with the ES, AEO, Head PDC, and Head EDC and communicate to the CFEP.
c. Any teacher who incurs a delay will be assisted in finding alternative ways to complete the programme (e.g. joining teachers who are studying in another school in another Area at a later stage). Compensation sessions can be organised at school, Area and/or Field level. This will be the decision of the CFEP.

d. Teachers, who for the reasons above, delay SBTD II have until the third year from the programme launch in their Field to finish the Programme. Not completing SBTD II will be recorded in the e-PER, and in the personnel file of the staff member, and will impact on career progression from Grade 10 to Grade 11.

8.4 completing in exceptional circumstances

a. In case of a teacher transfer, exceptional measures may be implemented. When teachers are more than half way through SBTD II, i.e. teachers have worked through three or more Modules and have attended the relevant support sessions, and they are transferred into:

• A non-educational post: they have the right to complete the programme. This needs to be discussed with the SP, ES, AEO, Head PDC, and Head EDC and communicated to the CFEP.

• Another UNRWA school where SBTD II is being implemented: they will complete the programme in their new school.

• Another school/Area where the programme is not implemented: teachers can still opt to continue the programme, attending the support sessions organised within the school/Area where they previously taught. This needs to be discussed with the SP, ES, AEO, Head PDC, and Head EDC and communicated to the CFEP.

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

8.5 refusal to participate

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

9. educational psychology (EP) course and SBTD II

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

10.1 assessment policy

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

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

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

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

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

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

10.2 assessment activities and process

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

**a. Portfolio**

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

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

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

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

b. Programme Notebook

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

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

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

d. Classroom Observations

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

e. Attendance at mid-term and final evaluation sessions

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

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

- Evidence of 7 learning Activities, one from each programme Module (two for Module 4)

- Evidence of reflection on 12 lesson plans linked to the programme Modules

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

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

Two formal Classroom Observation Reports
Records maintained by SP and ES

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

Evaluation Sessions
Mid-Term and Final Evaluation session between the teacher and the SP and ES
annex 2
classroom observation template
classroom observation template

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

Part 1: Pre-observation

General information:

Name of school: __________________________________________________________

Date of observation: __________ Field: __________ Area: _____________________

Teacher of subject (circle)           English                 Maths                  Science               Arabic

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

Class level: ___________ Subject/topic taught: _____________________________

Number of students present: _____________________________________________

Number of students absent: ______________________________________________

Lesson topic: __________________________________________________________

Lesson objective(s):

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

Observation focus:

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

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

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

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

General guidance on observation:

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

What to include on your observation sheets:

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

- Time and date.
- Observation focus.
- Grade level of students.
- Topic of lesson.
- SBTD II key practice or focus area relevant to the observation.
<table>
<thead>
<tr>
<th>SBTD II Grades (7–12) Classroom Observation Template</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation Focus:</strong></td>
</tr>
<tr>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td><strong>Grade:</strong></td>
</tr>
<tr>
<td><strong>Timing</strong></td>
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<tr>
<td><strong>What is the teacher doing?</strong></td>
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<tr>
<td><strong>What are the students doing?</strong></td>
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**SBTD II Grades (7–12) Classroom Observation Template**

**Observation Focus:**

**Topic:**

**Grade:**

<table>
<thead>
<tr>
<th>Timing</th>
<th>What is the teacher doing? (teaching focus)</th>
<th>What are the students doing? (learning focus)</th>
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**Additional Keywords:** School community, Setting expectations, Reflection, Formative assessment, Constructive feedback, Problem solving, Parental engagement, Differentiated learning, Student centered, Peer support, Classroom organisation, School community, Setting expectations, Reflection, Formative assessment, Constructive feedback, Problem solving, Parental engagement, Differentiated learning, Student centered, Peer support, Classroom organisation, School community, Setting expectations, Reflection, Formative assessment, Constructive feedback, Problem solving, Parental engagement, Differentiated learning, Classroom organisation, School community, Setting expectations, Reflection, Formative assessment, Constructive feedback, Problem solving, Parental engagement, Differentiated learning, Classroom organisation, School community, Setting expectations, Reflection, Formative assessment, Constructive feedback, Problem solving, Parental engagement, Differentiated learning, Classroom organisation, School community, Setting expectations, Reflection, Formative assessment, Constructive feedback, Problem solving, Parental engagement, Differentiated learning, Classroom organisation, School community, Setting expectations, Reflection, Formative assessment, Constructive feedback, Problem solving, Parental engagement, Differentiated learning, Classroom organisation, School community, Setting expectations, Reflection, Formative assessment, Constructive feedback, Problem solving, Parental engagement, Differentiated learning.
<table>
<thead>
<tr>
<th>Timing</th>
<th>What is the teacher doing? (teaching focus)</th>
<th>What are the students doing? (learning focus)</th>
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Part 3: Post observation discussion and planning

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

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

<table>
<thead>
<tr>
<th>Teacher’s comments:</th>
<th>What reflections / lessons learned does the teacher have from this observation experience?</th>
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ii. Observer input on observed lesson: In the space below, record your own observations and reflections on the lesson. Based on your observation, what recommendations would you make to the teacher in order to enhance his/her pedagogical practices?

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

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

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

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

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

<table>
<thead>
<tr>
<th>Next Steps: How will the teacher make use of the findings of this observation in their future teaching?</th>
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</table>

A summary of the observation, and identification of targets for the next observation/discussion should be identified in the box below.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**display** to put something where it can easily be seen

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

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

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

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

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

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

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

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

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

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

**information questions** related eliciting certain facts and data from student

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

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

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

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

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

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

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

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

pedagogy  the method and practice of teaching

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

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

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

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

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

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

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

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

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