



دبي العطاء
Dubai Cares



TWFF

TEACHERS WITHOUT FRONTIERS

استادان تاحد

Professional Development in Blended Learning

Cycle – II Training

Bahawalpur – Kasur – Sukkur

Karachi – Lasbella - Swat

A Social Movement of
Professional Development for Teachers



Disclaimer

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Welcome

Dear TWF Trainee

On behalf of Idara-e-Taleem-o-Aagahi (ITA), we congratulate you for being selected for **Cycle II of Teachers Without Frontiers as a TWF Fellow**, the transforming and inspirational experience of becoming Learning Leaders. You are going to assume a different role in your professional life; the role is demanding, challenging, and exciting. You will be required to work diligently on the development of your personal and professional portfolio.

The Cycle II is an extensive training spanning over 04-05 weeks. Virtually speaking, it is a life time engagement where you are the owners of what you invest in. TWF is your program, fully supported, owned and implemented by YOU! It demands you to totally immerse yourselves in the comprehensive experience and stages of becoming an extraordinary teacher-citizen committed to lifelong learning and quality.

It creates opportunities for your social, emotional, personal and professional growth. It is an arena for collaboration but not for competition. Collaboration encourages innovation and competition undermines creativity.

The Cycle II training aims to inspire you to work meticulously on every aspect of teaching, learning and training. It is a perfect lab time where you are to experiment, and create products based on your ingenuity. **Creativity based on your intuition, and ingenuity, openness, critical thinking, challenge, question, acceptance, flexibility and willingness are the norms of Cycle II. Learn, Unlearn and Relearn is our motto.**

In the last, I am excited to share that the trainees of cycle II will be rewarded for their endeavours with a present of computer tablet. Most importantly, we have now our formal online platform, Learning Management System (LMS) is functional, and will be used as the active online collaborating and communication tool.

I thank you for expressing interest in the professional development program.

Warm Regards,

Muhammad Aamir
Program Manager
Learning Innovations

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Introduction

Idara-e-Taleem-o-Aagahi (ITA) with the support of Dubai Cares and in collaboration with federal and provincial ministries of education has launched a new initiative, a blended learning professional development for teachers.

Teachers Without Frontiers (TWF) is a social movement of professional development for teachers in Pakistan. This initiative aims to change the mind-set of the teachers by instilling passion for professional development and growth, consciously developing strong urge for owning the process of professional development as an inevitable need. The need and desire which is felt within and does not depend on external nudge.

The professional development program of TWF is a step towards creating a community of professionals inspiring them to revisit their teaching beliefs and reflect on their classroom practices. The 04-week long journey can transform all of us if we all contribute meaningfully and proactively.

The course primarily draws upon content from brain and learning sciences, pedagogical philosophies, blended learning, academic leadership and communication for change and assessment. This intensive but rich pack of training affords you the opportunity to nurture your potential.

Aims & Goals of Cycle II

Goal

The professional development program aims to inspire teachers to actualize their potential and to tap it to its full and best use to attain excellence as classroom practitioners and learning leaders

Aim

To groom the participants as mentor by capacity building initiatives

Objectives

The cycle II will enable the trainees;

- To develop critical thinking skills by modelling and using critical thinking and analytical tasks and effective questioning techniques in order to facilitate them design, implement and adopt in their classroom practices.
- To enable teachers to tap resources via online, accessing libraries and learning from peers to improve quality of teaching
- To innovate teaching practices by introduction them to rich instructional strategies
- To create inner urge and self-actualization for professional growth by leading them through the avenues to attain professional development, and become independent learning leaders

We want to groom you as trainers who can conduct trainings in their districts and regions designed by them and /or designed by TWF. We see you as Lead trainers who demonstrate sound level of understanding and competency in conducting trainings by displaying a positive and exemplary attitude as knowledge leaders and moderators for learning and anchoring exchanges.

Disposition

Attitude expected to instil in you as TWF Fellows are;

- Understand and evince that trainer is to moderate, anchor knowledge but not feed only.
- Understand, realize and reflect non-judgemental behaviour
- Flexible in their talk and statements
- Actively and positively listen to trainees' comments and opinions
- Gently and humbly disagreeing and refuting opinions of their trainees
- Respect and regard trainees' experiences, knowledge and skills
- Ability to build session on trainees' experiences

Level of Knowledge

The trainees should be able to understand, realize and demonstrate a reasonable level of

Disclaimer: The research materials are collated from web based resources.

- Learning psychology
- Learning sciences
- Teaching methodologies
- Use of technology and online tools for self-growth and development
- Role of a trainer, objectives of trainings, constraints and challenges of implementation phase
- Variety of aspects of teaching learning such as, assessment, instructional strategies and classroom management

Expectations

- Collaboratively work, encourage diversity , be willing to step out of your comfort zones, work with unfamiliar faces and form new professional buddies.
- To eagerly embrace technology, explore innovations in learning and prepare content for the portal LearningChowk.org as your own knowledge creation space.
- Form study groups for post class discussions, assignments and tasks.
- To attend all the sessions
- To report on time in the morning and post lunch and tea sessions.
- Display positive and exemplary behaviour
- Maintain high level of personal hygiene in general and particularly at the training venue
- Help the staff and ITA personnel in keeping the place organised and well arranged
- Facilitate assist your colleagues during the training
- Please consume things wisely
- Job titles are left behind the training venue; work as a member of a group and team with least interest in the rank and position
- Technical, vocational and language proficiency are added value and facet of your personality, do not let them intrude in your way of expanding horizon of learning and new experiences

Code of Conduct

Difference in language, life style, culture adds value, thus, they shall be celebrated but not despised of. Maintain harmony during the sessions.

Do not leave training venues, accommodations, and invite relatives without any prior written intimation to the designated staff of ITA.

Damage to the property of the place where you stay, breaching their regulations, inappropriate behaviour, and indulgence in unlawful and socio-culturally unacceptable activities, visits of unidentified people shall result in the immediate expulsion from the course.

Use of offensive language or non-verbal either implied, ethnic and racial jokes, remarks and discrimination shall call for strict action which may be of an extreme extent.

Consent Form for TWF Fellows

Perks and Privileges

The TWF Fellows will be recognized as the first - option trainer by ITA for conducting trainings in their districts and regions.

The TWF Fellows will be acknowledged as the First Official Practitioner of blended learning mode.

They will be provided maximum support from the Learners' Support Centre (LSC), and they can avail complete facilities available at the venue. TWF Fellows will be treated as the core member of the center. Gradually, they will be included in the advisory committee of the centres.

They will be given a certificate endorsed by renowned institutions and experts.

Expectations

The TWF Fellows shall view themselves as *Learning Leaders, Reflective Practitioners* and *academic companions of their peers*.

Spare days from your professional work for the training programs.

Demonstrate positive and exemplary behaviour.

Discharge duties professionally

TORs

The TWF Fellows will be required to design, implement, conduct, assist and monitor training programs.

Each TWF Fellow will spare 10-12 days for planning, travelling and conducting training programs for 100 teachers in need (majority females) .

Each TWF Fellow is required to attend meetings as and when they are scheduled.

Liaise and coordinate with TWF team members, LSC staff and personnel of ITA for the logistics and management of the training programs.

Maintain record of all the conversations, training programs, and details of the participants and other essentials aspects of the programs.

Develop report of the events.

During the Training

You are required to

- ✓ Regularly maintain your portfolio; in the portfolio, record proceedings, your learning, the work you have produced, plans you have created, etc.
- ✓ Complete all the assignment both online and offline
- ✓ Create products, training framework, course plans, activities and tasks

Formal Consent

I agree to accept the position of TWF Fellow. The position is non-paid, and is not an employee or contract based position. With all the conditions and TORs, I formally accept the position and agree to attend the training of Cycle II.

Name:

Father/Husband Name:

CNIC

Institute:

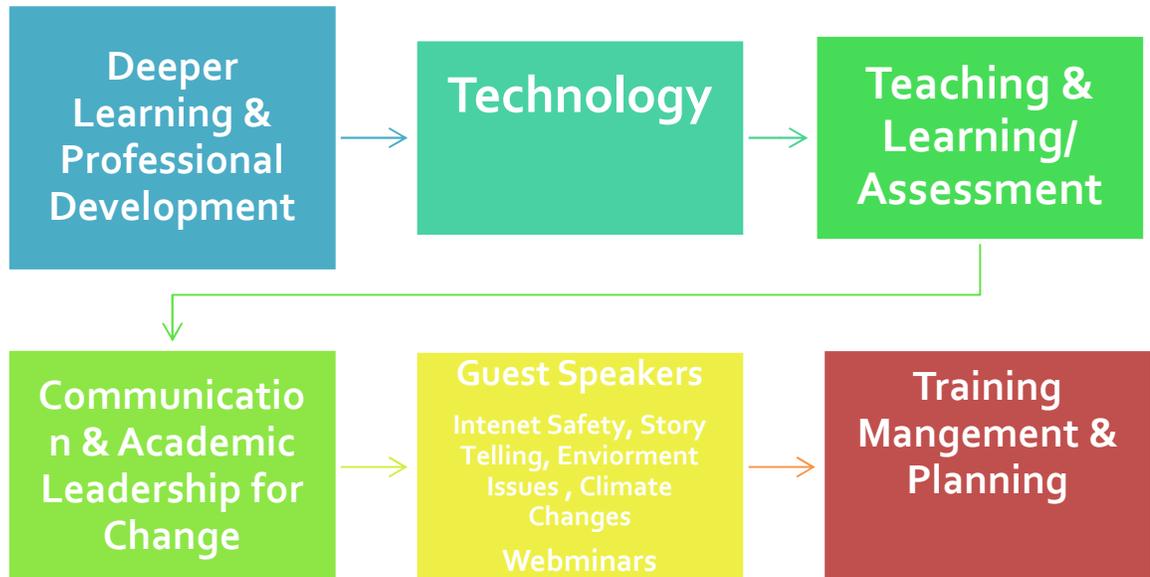
Phone:

Email:

Postal Address:

Signature:

Areas for Cycle II Training



Cornerstone 1

Coaching & Mentoring

- The trainees will be engaged to work with classroom teachers, observing their lessons and holding a post-lesson conference. Each bit of the session is documented in the form of reflection, recommended course of actions, documenting discussion and developing a model lessons. This task will be supervised by the coach assigned to each group. The coach will build next session around the mentees' work.

Cornerstone 2

Workshops with Real Audience

- As part of their final assignment, the trainees will be asked to design, develop and conduct a workshop for teacher - the real audience. The sessions will afford opportunity for peer coaching and mentoring, and reflective practices. The trainees will be provided full support by their coach in the designing and implementation of the session, and the sessions will be observed and by the coach with post-session conference.

Cycle II – Details

Duration: 04-05 Week - Face2face Duration: 22 Days Online: 08 Days

Dates:

August 01 -12, 2015 in Sukkur

August 04-15, 2015, in Karachi

August 20-September 02, Swat

Venue:

Sukkur: ECED Section, Public School, Military Road, Sukkur

Karachi: KYSN, Clifton, Karachi.



Teachers Without Frontiers							
Sukkur - Schedule							
Cycle II							
Face to Face Engagement							
Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 01	8/1/2015	Saturday	Deeper Learning & Professional Development	Brain Sciences		ITA	Baela Raza/ M.Amir
Day 02	8/2/2015	Sunday	Deeper Learning & Professional Development	Reflective Practices & Professional Development		ITA	Baela Raza/ M.Amir
Day 03	8/3/2015	Monday	Technology	basics of LMS/ICT			
Day 04	8/4/2015	Tuesday	Technology	Online Tools			
Day 05	8/5/2015	Wednesday	Teaching & Learning	Philosophy and Spirit of Teaching		TDC	Abbas Hussain
Day 06	8/6/2015	Thursday	Teaching & Learning	Philosophy and Spirit of Teaching		TDC	Abbas Hussain
Day 07	8/7/2015	Friday	Teaching & Learning	Instructional Strategies		NDIE	Fouzia Nawaz
Day 08	8/8/2015	Saturday	Teaching & Learning	Instructional Strategies		NDIE	Fouzia Nawaz
Day 09	8/9/2015	Sunday		Communication		SOL	
Day 10	8/10/2015	Monday		Communication		SOL	
Day 11	8/11/2015	Tuesday		Training Management		DPS/ITA	Muhammad Amir
Day 12	8/12/2015	Wednesday		Training Management		DPS/ITA	Muhammad Amir
Virtual Engagement							
Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 13	8/15/2015	Thursday					
Day 14	8/16/2015	Friday					

Disclaimer: The research materials are collated from web based resources.

Day 15	8/17/2015	Saturday					
Day 16	8/18/2015	Sunday					
Day 17	8/19/2015	Monday					
Day 18	8/20/2015	Tuesday					
Day 19	8/21/2015	Wednesday					
Face to Face Engagement							
Day 20	8/23/2015		Teaching, Learning & Assessment	Assessment	Enhancing teaching and learning with alternative assessment strategies	ITA	Muhammad Amir
Day 21	8/24/2015		Teaching, Learning & Assessment	Assessment	Enhancing teaching and learning with alternative assessment strategies	ITA	Muhammad Amir
Day 22	8/25/2015		Communication & Academic Leadership for Change	Facilitation		SOL	
Day 23	8/26/2015		Deeper Learning	Coaching and Mentoring	Peer Coaching to develop insight into training	TDC/ITA/NDIE/Freelance Trainers	
Day 24	8/27/2015		Deeper Learning	Coaching and Mentoring	Peer Coaching to develop insight into training	TDC/ITA/NDIE/Freelance Trainers	
Day 25	8/28/2015		Technology	Online Tools			
Virtual Engagement							
Training Day	Dates	Day	Themes	Duration & Time		Themes	Duration & Time
Day 26		Session 1	Social Media & Security		Session 2		
Day 27		Session 3	Storytelling		Session 4		
Face to Face Engagement							
Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 28		9/8/2015	Trainees will design, develop and conduct training sessions for real audience facilitated and supervised by coaches.				
Day 29		9/9/2					

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		015					
Day 30		9/10/2015					
Day 31		9/11/2015	Training Management	Developing Plans		ITA	
Day 32		9/12/2015	Conclusion/Certificate distribution	reflection			

Teachers Without Frontiers**Karachi - Schedule****Cycle II****Face to Face Engagement**

Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 01	8/4/2015	Tuesday	Deeper Learning & Professional Development	Brain Sciences		ITA	Baela Raza /M.Amir
Day 02	8/5/2015	Wednesday	Deeper Learning & Professional Development	Brain Sciences		ITA	Baela Raza /M.Amir
Day 03	8/6/2015	Thursday	Technology	basics of LMS/ICT			
Day 04	8/7/2015	Friday	Technology	Online Tools			
Day 05	8/8/2015	Saturday	Teaching & Learning	Philosophy and Spirit of Teaching		TDC	Abbas Hussain
Day 06	8/9/2015	Sunday	Teaching & Learning	Philosophy and Spirit of Teaching		TDC	Abbas Hussain
Day 07	8/10/2015	Monday	Teaching & Learning	Instructional Strategies		NDIE	Fouzia Nawaz
Day 08	8/11/2015	Tuesday	Teaching & Learning	Instructional Strategies		NDIE	Fouzia Nawaz
Day 09	8/12/2015	Wednesday		Communication		SOL	
Day 10	8/13/2015	Thursday		Communication		SOL	
Day 11	8/14/2015	Friday		Training Management		DPS/ITA	Muhammad Amir
Day 12	8/15/2015	Saturday		Training Management		DPS/ITA	Muhammad Amir

Vitual Engagement

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Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 13	8/17/2015	Thursday					
Day 14	8/18/2015	Friday					
Day 15	8/19/2015	Saturday					
Day 16	8/20/2015	Sunday					
Day 17	8/21/2015	Monday					
Day 18	8/21/2015						
Day 19	8/21/2015						

Face to Face Engagement

Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 20	8/24/2015		Communication & Academic Leadership for Change	Facilitation		SOL	
Day 21	8/25/2015		Teaching, Learning & Assessment	Assessment	Enhancing teaching and learning with alternative assessment strategies	ITA	Muhammad Amir
Day 22	8/26/2015		Teaching, Learning & Assessment	Assessment	Enhancing teaching and learning with alternative assessment strategies	ITA	Muhammad Amir

Day 23	8/27/2015		Deeper Learning	Coaching and Mentoring	Peer Coaching to develop insight into training	TDC/ITA/NDIE/Freelance Trainers	
Day 24	8/28/2015		Deeper Learning	Coaching and Mentoring	Peer Coaching to develop insight into training	TDC/ITA/NDIE/Freelance Trainers	
Day 25	8/29/2015		Technology	Online Tools			
Virtual Engagement							
Training Day	Dates	Day	Themes	Duration & Time		Themes	Duration & Time
Day 26		Session 1	Social Media & Security		Session 2		
Day 27		Session 3	Storytelling		Session 4		
Face to Face Engagement							
Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 28	9/2/2015		Trainees will design, develop and conduct training sessions for real audience facilitated and supervised by coaches.				
Day 29	9/3/2015						
Day 30	9/4/2015						
Day 31	9/5/2015		Training Management	Developing Plans		ITA	
Day 32	9/6/2015		Conclusion	Reflections			

Disclaimer: The research materials are collated from web based resources.

Teachers Without Frontiers**Swat - Schedule****Cycle II****Face to Face Engagement**

Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 01	8/20/2015	Thursday	Deeper Learning & Professional Development	Brain Sciences		ITA	Baela Raza Jamil/M.Amir
Day 02	8/21/2015	Friday	Deeper Learning & Professional Development	Reflective Practices & Professional Development		ITA	Baela Raza Jamil/M.Amir
Day 03	8/22/2015	Saturday	Technology	basics of LMS/ICT		ITA	Afshan Huma
Day 04	8/23/2015	Sunday	Technology	Online Tools		ITA	Afshan Huma
Day 05	8/24/2015	Monday	Teaching & Learning	Philosophy and Spirit of Teaching		TDC	Abbas Hussain
Day 06	8/25/2015	Tuesday	Teaching & Learning	Philosophy and Spirit of Teaching		TDC	Abbas Hussain
Day 07	8/26/2015	Wednesday	Teaching & Learning	Instructional Strategies		NDIE	Fouzia Nawaz
Day 08	8/27/2015	Thursday	Teaching & Learning	Instructional Strategies		NDIE	Fouzia Nawaz
Day 09	8/28/2015	Friday		Communication		SOL	
Day 10	8/29/2015	Saturday		Communication		SOL	
Day 11	8/30/2015	Sunday		Training Management		DPS/ITA	Muhammad Amir
Day 12	8/31/2015	Monday		Training Management		DPS/ITA	Muhammad Amir

Disclaimer: The research materials are collated from web based resources.

Virtual Engagement							
Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 13	9/3/2015						
Day 14	9/4/2015						
Day 15	9/5/2015						
Day 16	9/6/2015						
Day 17	9/7/2015						
Day 18	9/7/2015						
Day 19	9/7/2015						

Face to Face Engagement							
Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 20	9/12/2015		Technology	Online Tools			
Day 21	9/13/2015		Teaching, Learning & Assessment	Assessment	Enhancing teaching and learning with alternative assessment strategies	ITA	Muhammad Amir
Day 22	9/14/2015		Teaching, Learning & Assessment	Assessment	Enhancing teaching and learning with alternative	ITA	Muhammad Amir

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					assessment strategies		
Day 23	9/15/2015		Communication & Academic Leadership for Change	Facilitation		SOL	
Day 24	9/16/2015		Deeper Learning	Coaching and Mentoring	Peer Coaching to develop insight into training	TDC/ITA/NDIE/ Freelance Trainers	
Day 25	9/17/2015		Deeper Learning	Coaching and Mentoring	Peer Coaching to develop insight into training	TDC/ITA/NDIE/ Freelance Trainers	

Virtual Engagement

Training Day	Dates	Day	Themes	Duration & Time		Themes	Duration & Time
Day 26	9/4/2015	Session 1	Social Media & Security		Session 2		
Day 27	9/5/2015	Session 3	Storytelling		Session 4		

Face to Face Engagement

Training Day	Dates	Day	Themes	Topic/Area	Session Title	Organization	Trainer
Day 28		10/3/2015	Trainees will design, develop and conduct training sessions for real audience facilitated and supervised by coaches.				
Day 29		10/4/2015					
Day 30		10/5/2015					
Day 31		10/6/2015	Training Management	Developing Plans		ITA	

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Day 32		10/7/2015	Conclusion/Certificate distribution	reflection			
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Guidelines for the Participants

To ensure safe, smooth and productive sessions, you are expected to comply with the guidelines, TORs and code of conduct set by ITA.

General Expectations

- To attend all the sessions
- To report on time in the morning and after lunch and tea breaks
- Display positive and exemplary behaviour
- Maintain high level of personal hygiene in general and particularly at the training venue
- Help the staff and ITA personnel in keeping the place organised and well arranged
- Facilitate assist your colleagues during the training
- Please consume things wisely
- Job titles are left behind the training venue; work as a member of a group and team with least interest in the rank and position
- Technical, vocational and language proficiency are added value and facet of your personality, do not let them intrude in your way of expanding horizon of learning and new experiences

Classroom Norms

- Decent and culturally appropriate dress code
- Respect your peers and listen to them attentively and sincerely
- Take Turns
- Participate actively and give your valuable input in all activities of the sessions
- No early-leave passes are allowed
- Respect and take good care of the property, material and valuable of your and others
- Avoid use of mobile phones for text and calls unless you are hard pressed for
- Take notes and record classroom proceedings for spending quality time and turn this opportunity as a meaningful experience
- Bring all the material (handout, manual, stationery, notepad, etc.) responsibly in the sessions.
- Stay on the topic; not all the things and topics can be completed, shared and talked about in a day or two.
- Encourage your peers by passing one positive feedback and comment about their work and progress
- Share your classroom experiences and practices with colleagues; ready to listen to others and extend welcoming gesture in return.
- No comment or question is silly or childish; each time it opens up new avenues

Program Requirement(s)

- Maintain Portfolio regularly in compliance with the instructions given in the portfolio.
- The title of TWF Fellows will only be conferred on the successful completion of all the assignments given both in face-t-face and online instruction time.
- Your participation, quality of input both oral and written, level of relationship with peers, ability to work with others, follow instructions, time management, submission of tasks and activities, behaviour and aptitude towards training are deeply observed, analysed and assessed to mark your strengths for next level training program.
- You are required to participate in all kinds of tasks and activities set during the sessions. Further, tasks set for groups and/or individuals are your professional responsibility, hence you are committed to fulfil them in due course of time.

About Gadgets

You are encouraged to bring your smart phones, laptops and/or other gadgets for purposeful use of them, and are used only for the tasks set and asked by the trainer. If your gadgets and devices become source of distraction due to undue and uncalled for use, they would not be allowed to bring in the sessions

Photography and video

The trainees must seek permission for photography and video recording of their peers, and shall not be used for social sites without their consent.

TWF SUPER LEADERS



Dr. Afshan Huma

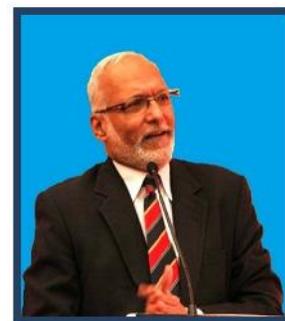
Dr. Afshan Huma is currently in charge of Department of Educational Planning Policy Studies and Leadership at Allama Iqbal Open University. She holds PhD in curriculum instruction and teacher education from Michigan State University. Her areas of expertise include researching, work on innovative models of constructive approach to teaching and learning in twenty first century, especially changing role of teachers in the days to come.

Fouzia Nawaz

Ms. Fouzia Nawaz is a teacher educator and science lecturer at NDIE. She holds 15 years of teaching and professional development experience based in community schools of Karachi. She has vast experience in teaching pedagogies of science at secondary and tertiary level. She specializes in the areas of curriculum development, school management, ICT integration, lesson /unit planning and classroom assessment.



Abbas Hussain



There is hardly a forum in Pakistan's education scene where the name of Abbas Husain is not recognized as a dedicated teacher trainer and educator. He is perhaps the only trainer with experience of primary secondary school level teachers training along with HEC based University level teacher training. His expertise in "soft skills" and interest in Islamic spirituality gives an excellent ambiance to all his workshops. He is committed to the exploration of each participant's voice, and is known for his highly interactive facilitating style. He is known as an articulate advocate of the intellectual authority of teachers in society.

He holds a Master's Degree in English Literature from **University of Karachi** and an M.Ed. TESOL from **University of Manchester**. He has also received professional training from **the Universities of Pittsburgh, Toronto, Louisville** and **Chicago**. He has presented papers at the **UNICEF Regional Conference, Khatmandu, Nepal**. His lectures and talks have been appreciated at **Houston, Dallas, London, Boston** and **New York**.



Urooj Mazhar

Urooj is not a usual trainer. A facilitator by nature, she makes audiences believe in themselves; they draw answers from within themselves in her sessions, resulting in greater effectiveness. She is mostly sought for her forte in communication, creativity, content design and connections. A businessperson by education, Urooj has worked in the corporate, youth and development arena closely in both local and global settings. A very 'human' being, Urooj is quick in opening up and quicker in opening others.

Urooj is currently on assignment as a consultant to IBL group where is leading and assisting the management toward a strategic overhaul for their company Habitt focusing on developing a Learning and Development department.

A businessperson by education, she has made her mark in the business of training by interacting with a diverse set of audiences on a variety of subjects. From UNDP to WWF and from Multinational FMCGs to local banks, teacher to students, she has had a taste of all training battles.

Her forte is strategy, communication, creativity and team building. Who, why, what & how, who else, why not, what more & how better ~ these are her basis for designing programs. Energy, joviality, passion, soul, integrity, humor, and flexibility are her mediums while delivery them. She is a student for life and of life, and her favorite teachers are her multitude of travels, training across a variety of cultures and her relationships.

Uzair Ausaf

Uzair Ausaf brings to the development sector soul, spirit, frustrations and speed – a combination that infects and upsets the status quo. In a short span, he has created a brilliant reputation for himself having worked with more than 25,000 participants both nationally and internationally as a Lead Facilitator & Trainer at School of Leadership (SoL), School of Leadership Foundation (SoLF), Torque and BE.



His content is backed by studies, research and personal experiences. Uzair's favorite trainings are on Conflict resolution, Peace building, Citizenship, Communication, Grooming and Presentation. He is currently a Master Facilitator of DOSTI – building peace through sports, British Council initiative and a facilitator for Active Citizens Program, which has reached to over 100,000 people across 30 countries.



Waqar Ali

The very personification of consistency and determination, Waqar nurtures a deep desire to inspire the youth with his optimistic approach. Waqar's journey as a trainer started in 2012 when he developed the thirst to deviate from the oft-trodden path. His passion was fuelled when he organized a workshop at his university with Umair Jaliawala. Having conducted some sessions as a student, he went on to formally acquire the Train the Young Trainer certification from School of Leadership (SoL) with a Certificate of Achievement. His first experience at a full-scale conference was as a Youth Facilitator at JLC. He went on to embrace the challenge of leading SHYLC within a month and then in 2014, the jewel in the crown – Young Leaders Conference. Despite never having been a participant at YLC and with the challenging deadline of four months, he immersed himself wholeheartedly into the task organizing, leading, improvising & ensuring every problem was met with a solution. Waqar has been involved in various training programs that allowed him to interact, facilitate and enrich his experience of working with teachers. During his tenure with School of Leadership and its Foundation, Waqar has also worked with teachers in more than 10 schools and facilitated them on different modules that helped them apply for International School Awards.



Muhammad Aamir

Muhammad Aamir is leading *Teachers Without Frontiers (TWF)* program as the program manager, Learning Innovations, ITA. He has been involved in a number of teacher training initiatives across Pakistan. He has led sessions for SPELT, Sindh Education Foundation, Gaba Education, and AFAQ for teacher educators, teacher trainers, and teachers. He has been associated with The School of Writing (TSW), Fidem Education Network, SPELT and other leading organizations and institutes. His experience includes, designing of professional development programs, material development, author and editor for course books, training and development and writing courses for youth.

Baela Raza Jamil Profile

Course Area: Deeper Learning & Professional Development

Session Title: Brain & Learning Sciences

Unlocking the Power of Learning

Material Collated

By

Baela Raza Jamil & Muhammad Aamir

<p>Abstract/Concept Note/Brief:</p>	<p>Brain and Learning Sciences have become the center of discussion in all educational discourse. Most often, brain has been taken less serious in the teacher education and in classroom teaching; it is treated as a part of human body. The best treatment we give is by discussing intelligence considering it synonymous to mind, cognition and capacity to learn. However, intelligence is an outcome or the product of brain's functions.</p> <p>Recent researches with the advancement in the field of neuron-sciences have unleashed an amazing level of power a brain is capable of if trained and given a due environment. Further, plasticity has completely revolutionized the understanding and belief we had about how brain works and learns.</p> <p>The session elaborates on the processes and functions of a brain. Moreover, it will discuss the capacity of a brain and our attitude and tendency towards learning. In this session, besides the theoretical and philosophical discussion, the trainees will be engaged in meaningful discussion and provided opportunity to learn strategies for whole brain engagement approach in teaching and training.</p>
<p>Key Areas Covered:</p>	<p>Brain – functioning & Processes Learning & Neuroplasticity Strategies for Whole Brain Engagement</p>
<p>Goals</p>	<p>The session aims to develop knowledge and understanding of brain and its role in creating strong learners by incorporating brain based learning and whole brain engagement strategies.</p>
<p>Objectives</p>	<p>The session will help trainees to;</p> <ul style="list-style-type: none"> • Recognize the value of knowledge and understanding of brain and learning sciences in teaching and training • Understand brain and learning sciences • Acquire skills for using brain based techniques in their teaching and training

Reading Material

Principles of Brain-Based Learning

Developed by the Combined Elementary Task Forces of the Metropolitan Omaha Educational Consortium (MOEC), Omaha, NE: University of Nebraska at Omaha, 1999

Source:

<http://www.itari.in/categories/brainbasedlearning/PrinciplesofBrainBasedLearning.pdf>

Introduction

The emerging brain research is obviously of interest to anyone concerned with learning. Researchers caution about making sweeping changes without thoughtful consideration, but the information and its implications are too important to ignore. The following are principles of brain-based learning formulated by Regate and Geoffrey Caine, who have consolidated much of the brain research referenced later in our discussion. The implications for educators are particularly valuable.

In keeping with brain-based theory, the committee attempted to provide just enough information to interest, but not overwhelm the reader. We offer a sample of the research via the principles. The additional resources allow you to choose how you best make sense of information; through reading the additional resources, and/or by viewing the sites practicing brain-based learning, or by talking and listening to those engaged in practice.

If we truly care about what "works" for quality teaching and learning, we must include the following in our dialogue.

1. The Brain Is A Parallel Processor.

Thoughts, emotions, imagination and predispositions operate concurrently and interactively as the entire system interacts and exchanges information in the environment.

Teachers need to use a variety of strategies and techniques to engage the students' brains. No one method or technique can adequately encompass all the variations possible. Good teaching so orchestrates the learner's experience that all aspects of brain operation are addressed.

2. Learning Engages The Entire Physiology.

Learning is as natural as breathing, but it can be either inhibited or facilitated. Neuron growth, nourishment, and interactions are integrally related to the perception and interpretation of experiences. Stress and threat affect the brain differently from peace, challenge, boredom, happiness, and contentment. In fact, some aspects of the actual wiring of the brain are affected by school and life experiences.

Implications for educators:

Everything that affects our physiological functioning affects our capacity to learn. Stress management, nutrition, exercise, and relaxation, as well as other facets of health management, must be fully incorporated into the learning process. For example, students should drink six to eight glasses of water during the day to properly hydrate the brain. Start time of school is an important factor to consider especially in adolescence who biologically have difficulty going to sleep early enough to ever receive adequate rest with start times set at seven or eight a.m.

Additionally, expecting equal achievement on the basis of chronological age is inappropriate. Healthy children may differ by as many as five years in their natural acquisition of basic skills.

3. The Search For Meaning Is Innate.

The search for meaning (making sense of our experiences) and the need to act on our environment is automatic. The search for meaning is survival oriented and basic to the human brain. The brain needs and automatically registers the familiar while simultaneously searching for and responding to novel stimuli. The search for meaning cannot be stopped, only channeled and focused.

Implications for educators:

The learning environment needs to provide stability and familiarity; this is part of the function of routine classroom behaviors and procedures. At the same time, provision must be made for students to satisfy their curiosity and hunger for novelty, discovery, and challenge. Lessons need to be generally exciting and meaningful and offer students an abundance of choices. The more positively lifelike such learning, the better. Most of the creative methods used for teaching gifted students should be applied to all students.

4. The Search For Meaning Occurs Through "Patterning."

Patterning refers to the meaningful organization and categorization of information. The brain is designed to perceive and generate patterns, and it resists having meaningless patterns imposed on it. "Meaningless" patterns are isolated pieces of information unrelated to what makes sense to a student.

Learners are patterning, or perceiving and creating meanings, all the time in one way or another. We cannot stop them, but we can influence the direction. Daydreaming is a way of patterning, as are problem solving and critical thinking. "Time on task" does not ensure appropriate patterning because the student may actually be engaged in busy work while the mind is somewhere else. For teaching to be effective, a learner must be able to create meaningful and personally relevant patterns. Thematic teaching, integration of the curriculum, and life-relevant approaches to learning are those that most recognize this tenant.

5. Emotions Are Critical To Patterning.

We do not simply learn things. What we learn is influenced and organized by emotions and mind sets based on expectancy, personal biases and prejudices, degree of self- esteem, and the need for social interaction. Emotions and thoughts literally shape each other and cannot be separated.

Implications for educators:

Teachers need to understand students' feelings and attitudes will be involved with and will determine future learning. Students' beliefs about the support that they receive from teachers and administrators further affect their learning. For example, day-to-day classroom encounters affect learning, as does the everyday communication involved with meeting a student in the hall or cafeteria. These chance encounters affect students' beliefs about the level of teacher/administrator support and respect which in turn, affect learning.

6. The Brain Processes Parts And Wholes Simultaneously.

There is evidence that there are significant differences between left and right hemispheres of the brain. However, in a healthy person, both brain hemispheres interact in each and every daily experience. The "two brain" notion is most valuable as a metaphor that helps educators acknowledge two separate but simultaneous tendencies in the brain for organizing information. One is to reduce information into parts; the other to perceive and work with it as a whole or series of wholes.

Implications for educators:

Good teaching necessarily builds understanding and skills over time because learning is cumulative and developmental. Thus vocabulary and usage are best understood and mastered when incorporated in genuine experiences. Similarly, equations and scientific principles should be dealt with in the context of living science.

7. Learning Involves Both Focused Attention And Peripheral Perception.

The brain absorbs information with which it is directly involved, but also pays attention to information outside of the direct involvement field. This means that the brain responds to the entire sensory context in which teaching or communication occurs.

Implications for educators:

All aspects of an educational environment are important. Art exhibits should be changed frequently to reflect changes in learning focus. The use of music has also become important as a way to enhance and influence more natural acquisition of information. Teachers need to engage the

interests and enthusiasm of students through their own enthusiasm, coaching, and modeling, so those unconscious signals appropriately relate to the importance and value of what is being learned. In effect, every aspect of a student's life, including the community, family, and technology, affects student learning.

8. Learning Always Involves Conscious And Unconscious Processes.

Much of our learning is unconscious and below the level of awareness. We learn much more than we ever consciously understand. Our experiences become part of our prior knowledge in both conscious and unconscious ways.

Implications for educators

Much understanding may not take place immediately and may occur later, some understanding coming much later. Processing time, reflection, and metacognition are vital to the learning environment. Thus, much of the effort put into teaching and studying is wasted because students do not adequately process their experiences, nor are they given time to reflect upon them.

9. We Have At Least Two Ways Of Organizing Memory: A Spatial Memory System And A Set Of Systems For Rote Learning.

We have a spatial/autobiographical memory that does not need rehearsal and allows for "instant" recall. It is always engaged, inexhaustible, and motivated by novelty. The two ways of organizing memory are stored differently.

Implications for educators

Sometimes memorization is important and useful, such as multiplication tables. In general, however, teaching devoted to memorization does not facilitate the transfer of learning and probably interferes with the subsequent development of understanding. By ignoring the personal world of the learner, and the preferred learning style of the learner, educators actually inhibit the effective functioning of the brain.

10. We Understand And Remember Best When Facts And Skills Are Embedded In Natural, Spatial Memory.

Our native language is learned through multiple interactive experiences with vocabulary and grammar. It is shaped both by internal processes and by social interaction. That is an example of how specific items are given meaning when embedded in ordinary experiences. All education can be enhanced when this type of embedding is adopted.

Implications for educators

Teachers need to use a great deal of real-life activity, including classroom demonstrations; projects; field trips; visual imagery of certain experiences; stories; metaphors; drama; and interaction of different subjects. Grammar can be learned in process, through stories or writing.

Success depends on using all of the senses and immersing the learner in a multitude of complex and interactive experiences. Lectures are not excluded, but they should be part of a larger experience.

11. Complex Learning Is Enhanced By Challenge And Inhibited By Threat.

The brain makes maximum connections when risk taking is encouraged and supported; however, it "downshifts" (helplessness) when under perceived threat.

Implications for educators:

Creating a safe place to think and risk, or relaxed alertness, is essential for optimum learning. The threat of failure and/or low grades may inhibit rather than encourage learning.

12. Every Brain Is Uniquely Organized.

All humans have the same set of systems, yet we are all different based on genetic endowments, differing prior knowledge, and differing environments. The more we learn, the more unique we become.

Implications for educators:

Learners are all different and need to be empowered to make choices and allowed to understand the world from their own unique intelligences. Providing choices that are variable enough to attract individual interests may require reshaping of schools so that they exhibit the complexity found in life. In sum, education needs to facilitate optimal brain functioning.

Used with the permission of Renate Numela Caine and Geoffrey Caine, authors of: *Unleashing the Power of Perceptual Change: The Potential of Brain-Based Teaching* (1997) Alexandria, VA: Association for Supervision and Curriculum Development.

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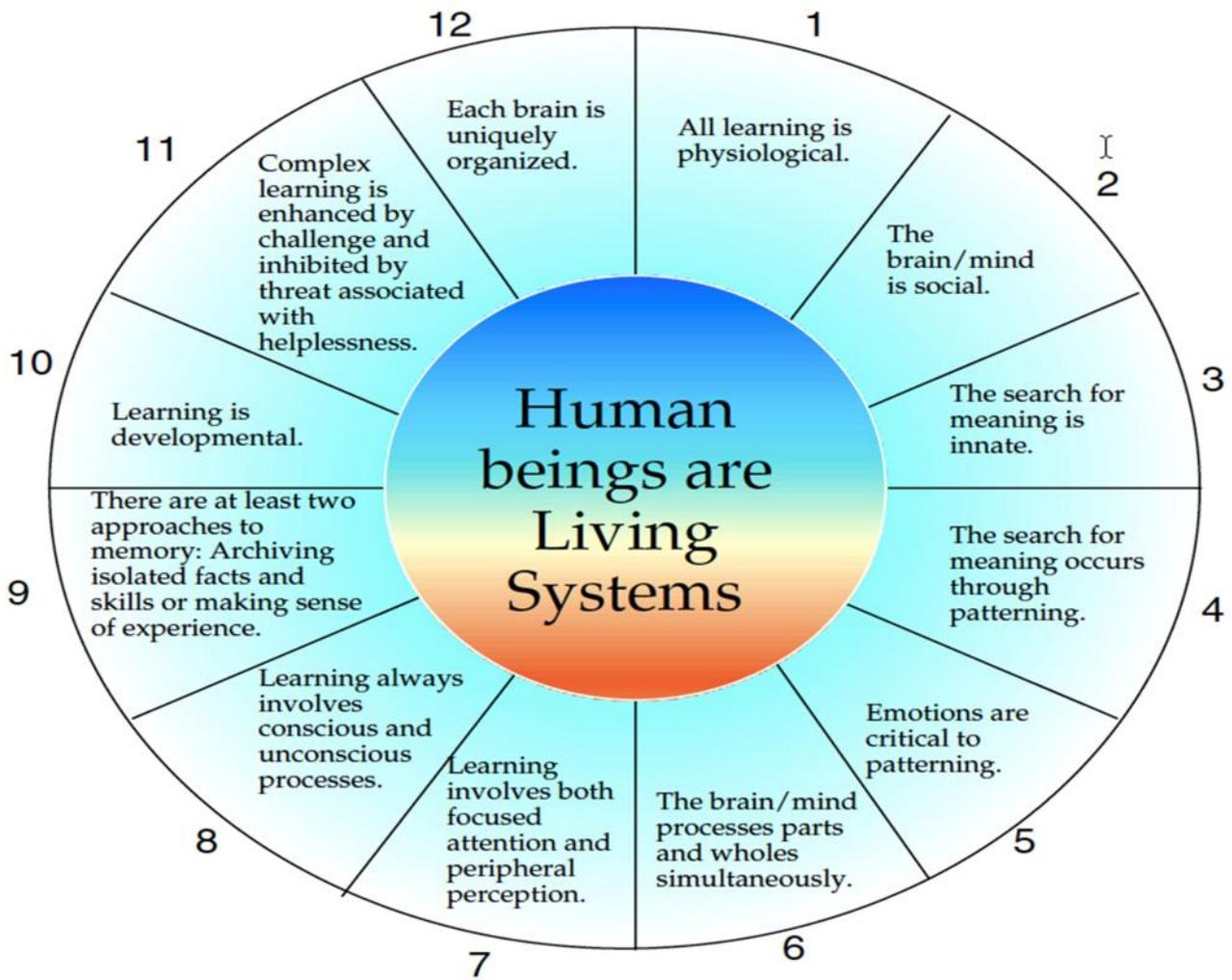
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Source: <http://www.cainelearning.com/wp-content/uploads/2013/08/Principles-Wheel.png>

Using the Principles of Brain-Based Learning in the Classroom How to Help a Child Learn

By Audrey Prince, M.Ed

Source:http://www.superduperinc.com/handouts/pdf/81_brainpdf

Knowing how the brain works best allows educators to create an environment that gives the student a higher probability of success in learning. Using the following brain-based learning principles can improve your students' performance in class.

Students have different learning styles.

- 50% are visual learners and prefer pictures, charts, and written text over lectures.
 - 30% are kinesthetic learners and need more tactile (hands-on) and movement-based activities.
 - 20% are auditory learners and do best when they talk about what they are learning.
-
- The brain performs better in a positive emotional state. Students must feel physically and emotionally safe before their brains are ready to learn. Teachers can create a positive environment by encouraging and praising their students' efforts.
 - The brain learns new information in chunks. Brain research states that children between the ages of 5 and 13 learn best when given chunks of 2 to 4 pieces of information. Children ages 14 and older can learn up to 7 chunks at a time. Teachers should plan for these limits and teach material in small chunks.
 - The brain also works on a time schedule. Children ages 5 to 13 learn best in 5 -10 minute increments. Children 14 and older learn in increments up to 10 – 20 minutes. Sometimes, teachers may extend time limits through positive reinforcement.
 - Children learn best when teachers teach new material first and review previously learned material at the end of instruction.
 - It is best for teachers to teach in short units (1 to 2 segments at a time) and then provide a student led activity time. Students need time to practice the skills they are learning.
 - Students need a moment to "rest their brain" from a task. Allowing off-task time between lesson segments often increases a student's focus. For example, allow students to take time to stand up and stretch, provide a 2-minute talk break, etc. By providing these moments, the brain will be more ready to stay on task and store information.
 - Allow students to drink water during learning time. Research shows that dehydration causes higher salt levels in the blood which in turn raises blood pressure and stress. Dehydration also causes a loss in attentiveness and lethargy. Ideally, students should drink 6 to 8 glasses of water a day to be properly hydrated.
 - Take advantage of students' high energy time. There is a high-low energy level cycle that occurs during the school day. For example, most students have lower energy in the morning

(especially during adolescence) and higher energy levels after lunch. A higher energy level correlates to an increased level of attention. Teachers should take advantage of the times during the day when the students' energy levels are higher by teaching the most important material during these times.

- Provide adequate personal space for the student. More personal space reduces stress for a learner.
- Provide time at the end of a lesson to think about and discuss the topic. Understanding may not take place immediately, it may occur later. Processing time and reflection are vital to the learning environment.

Course Area: Deeper Learning & Professional Development

Session Title: Reflective Practices & Professional Growth

Grooming trainees as lifelong learners

Material Collated

By

Muhammad Aamir

Program Manager, Learning Innovations, ITA

**Abstract/Concept
Note/Brief:**

Reflection is not merely a theme, topic or a course but it is a life changing process for professionals. It deepens and enriches instructional practices and impact positively both on the practitioner and practices. Reflection practices mirror the activities and actions executed for the accomplishment of certain goal(s) as they put a teacher into retrospective mood to review and analyse the process employed during a certain course of action.

Reflective teachers use high level thinking and problem solving skills so necessary for the development of learners in the process of teaching and learning (Main, 1994). Plethora of research studies have documented that reflective practices encourage self-actualization and increase self-efficacy in the teachers.

The module/session is designed to instil the habits of analysis, evaluate and retrospection in the trainees to empower them to become creative professional and lifelong learner.

Key Areas Covered:

Reflective Practices
Experiential Learning
Strategies to build reflective practice
Avenues to attain Professional Development

Goals

To enable trainees to become reflective practitioner so as they can groom themselves as lifelong learners by practising analytical and critical thinking skills

Objectives

By the end of the session, the trainees will be able to;

- Explain reflection as a process for growth and development
- adopt and apply variety of strategies of reflective practice
- Review, evaluate and analyse activities, actions and events

Outcome

The session aims to achieve:

- Grooming trainees to become reflective practitioner
- Use reflective practices for their own growth and development
- Record, document and reflect their own learning, performance and progress

Manual

Reading Material



What is Reflective Practice?

Joy Amulya

*Center for Reflective Community Practice
Massachusetts Institute of Technology*

From © The Center for Reflective Community Practice at MIT | 617.253.3216 | crpc@mit.edu

Reflection: the foundation of purposeful learning

Reflection is an active process of witnessing one's own experience in order to take a closer look at it, sometimes to direct attention to it briefly, but often to explore it in greater depth. This can be done in the midst of an activity or as an activity in itself. The key to reflection is learning how to take perspective on one's own actions and experience—in other words, to examine that experience rather than just living it. By developing the ability to explore and be curious about our own experience and actions, we suddenly open up the possibilities of purposeful learning—derived not from books or experts, but from our work and our lives. This is the purpose of reflection: to allow the possibility of learning through experience, whether that is the experience of a meeting, a project, a disaster, a success, a relationship, or any other internal or external event, before, during or after it has occurred.

Certain kinds of experiences create particularly powerful opportunities for learning through reflection. *Struggles* provide a window onto what is working and not working, and may often serve as effective tools for analyzing the true nature of a challenge we are facing. Some struggles embody a *dilemma*, which can provide a rich source of information about a clash between our values and our approach to getting something done. Reflecting on experiences of *uncertainty* helps shed light on areas where an approach to our work is not fully specified. Positive experiences can also offer powerful sources of learning. For example, *breakthroughs* in action or thinking are helpful in revealing what was learned and what our theory of success looks like. Breakthroughs can also instruct on an emotional level. By locating when and why we have felt excited or fulfilled by an experience, we gain insight into the conditions that allow our creativity to flourish. Now we can become more purposeful—not just about our learning but about how to work in more creative and sustaining ways.

Practicing Reflection: how often, how much and why

Reflective practice is simply creating a habit, structure, or routine around examining experience. A practice for reflection can vary in terms of *how often*, *how much*, and *why* reflection gets done. At one end of the spectrum, a work group could go on an extended retreat after a long period and could spend a great deal of time documenting and analyzing the learning that has emerged since it last took the time to stop and deeply examine its work. At the other end, a person could reflect very frequently, bringing a high level of awareness to her thoughts and actions, but rarely stopping to look across what she has noticed to consider what could be learned by exploring her patterns of thinking across different situations.

This spectrum hints at the many diverse ways that reflective practice can be structured. Reflection can be practiced at different frequencies: every day, at long intervals of months or years, and everything in between. Reflection can also vary in depth—from simply noticing present experience to deep examination of past events—as well as in the numerous purposes it can serve, such as examining patterns of thinking, documenting learning, realigning daily activity with deeper values, developing shared thinking, and many other objectives.

Designing a practice of reflection means both clarifying the purposes it needs to serve and identifying opportunities to locate reflection in our work that are realistic and yet occur at the right intervals and with sufficient depth to be meaningful. Maintaining a practice of reflection, however it is structured, transforms the possibility of learning from our work into a reality.

Collective vs. individual reflective practice

If reflective practice “illuminates what the self and others have experienced” (Raelin, 2002), is this an individual or collective activity? It can be either; individuals and groups alike can engage in reflective practice around their work. Whether you choose to learn from experience at the individual or on a group level depends on your learning agenda. Is an organization interested in documenting the learning embedded in its work over the past several months? If so, the experiences its members focus on and the questions they pursue in their reflection process will be about their collective practice. Is an individual needing to make sense out of a week’s worth of meetings, frustrations, and turning points in order to decide how to proceed with a project? Then she might explore her experience of the significant moments and key issues that are connected to the decision she needs to make.

Individual and collective reflection need not be sequestered from one another—in fact, they can be mutually supportive of each other inside of the same learning process. For example, in a reflection group focused on individual practice, each person takes a turn recounting a key event and getting feedback on analyzing it, naming assumptions, making connections, and formulating critical questions that emerge. In one version of an organizational learning process, each person identifies significant events from the perspective of their role, allowing the group to craft collective learning through exploring the connections across those multiple perspectives.

Each of these reflection processes is oriented differently according to the aim of the specific learning needs, yet each relies on retaining the complexity of the differences in the group. And although both processes are oriented around inquiry into experience in order to learn, each will yield different types of questions. The kinds of questions that emerge from reflection aimed at

individual experience tend to relate to the development of practitioner thinking, whereas reflection oriented around collective work often yields questions connected to aligning actions with organizational values and goals.

Reflective practice is driven by questions, dialogue, and stories

Reflective practice is fundamentally structured around inquiry. We tend to recognize the importance of allocating time to reflection when we can see it as a means for gaining visibility on a problem or question we need to answer. To gain visibility, we examine experiences that are relevant to this problem or question. The most powerful "technologies" for examining experience are *stories* (narrative accounts of experience) and *dialogue* (building thinking about experience out loud). Journaling is similar to dialogue in the case of individual reflection.

Stories and dialogue can be effective technologies for the reflective process because they provide cognitively complex and culturally potent systems for conveying the way we think about, feel about, and make connections in experience. By examining the way we have constructed a narrative account about a significant event, it suddenly becomes more possible to observe the meaning we have taken from that experience and to excavate the underlying qualities that made it significant. By engaging in collective dialogue about a story or a question, we build our understanding of it and locate the significance of that story or question in the larger context of our work. Even when there is not a clear problem or question driving reflection, it is through the exploration of stories and the practice of dialogue that we can unpack the richness of experience, and evaluate which issues emerging from that experience we need to pursue. In deeper forms of reflection, it becomes possible to identify *learning edges*, those questions or issues that an individual or group is seeking to understand in order to advance their work.

Why name reflection; why not let it just happen

In the world of work, there are enormous opportunities to learn, yet relatively few structures that support learning from experience, particularly in adulthood. Every adult reflects to some degree, and everyone, no matter their field, hypothesizes and draws conclusions from the "data" of their experience. Nevertheless, most fields of work do not provide the infrastructure of methods, practices, and processes for building knowledge from practice.

For many practitioners, doing swallows up learning. Even staying aware of what we are doing does not itself create learning. Learning is a purposeful activity, although not a complicated one.

Recognizing the necessary role of reflection in excavating learning from experience and becoming familiar with the basic elements of a reflective practice will allow practitioners to begin to act on the notion that knowledge is embedded in the experience of their work, and to realize the importance of this knowledge in furthering their practice.

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Reflection on Task and Activity

The task/activity/action was

It included (description).....

It worked/did not work because

It could have worked better.....

It will/might work if.....

I will use/incorporate in my

Reflection on the session.

The session

I feel these area(s) contribute in the success/failure.....

(A. *Linkages and connections among the tasks, activities* B. *sequencing, order and steps.* C. *Time/Duration*
D. *Tone/voice* E. *Language* D. *Instructions* F. *Group formation, group size, group)*

As

As a trainer/teacher, I should/should not

I learnt/picked/acquired

Reflection on situation / incident/event

Most memorable day/time/event/situation/incident was.....

Actually, it happened like.....

I feel I did good/well/best.

I think I did not do good/well/best

As/because

If I would have.....

In future, in such situations/course of events, I should/will

This would improve/help/bring positive/ make Better

REFLECTING ON ... USING DATA

REFLECTING ON ... USING DATA

Peters' (1994) **DATA** process, as a means of helping critical reflection, and it is well worth trying out. **DATA** is a problem-solving approach which stands for **Describe; Analyze; Theorise** and **Act**.

NOTE: THE APPROACH CAN BE USED TO REFLECT ON WHAT WORKS WELL, IN ADDITION TO HELPING SOLVE PROBLEMATIC AREAS.

YOU DO NEED TO BE HONEST WITH YOURSELF IN ORDER TO GET THE BEST FROM THIS RESOURCE.

QUESTIONS TO ASK

Describe

What is the area of practice which you feel needs improvement or change?
What is it which is working really well?

Analyze

What are the factors contributing to the problem / success?
You should dig deep here, and consider the assumptions and underlying beliefs and motives involved.

Theorize

What are the possible ways to improve the practice?
How could you use some of the success factors in your teaching?
What ways forward are there?

Act

Try out the new practice to see how it works.

Trying DATA out

(1) Your teaching

Think of an area of your teaching which you would like to reflect on more critically. It doesn't have to be a problematic area, and indeed it may be a good idea to reflect on an area you feel is going very well. Use the **DATA** process to ask yourself questions about it. This can be carried out alongside formal evaluation procedures.

Here are some suggestions:

- Keeping to time, and covering everything you need in your teaching sessions, is a constant problem. Why?
- You use group activity a lot of the time, but rarely give direct input to a group as a lecture or mini lecture. Why?
- You rarely use learning technology in your teaching. Why?

Work one or two examples through the DATA process, and see how the results work out.

(2) Someone else's teaching

You can use any example of someone else's teaching, either by visiting another colleague, watching video clips, or asking the DATA questions when you are being taught yourself.

You can also use this perhaps more objectively to identify what is particularly good, and how you could learn from someone else's teaching.

Here are some suggested points to look out for:

- How effectively does the teacher communicate with the whole group of students / individuals / subgroups?
- Is equality and diversity embedded in the teaching?
- Are there examples of effective or ineffective management of behaviour?
- Are there good examples of ways of using learning technology?
- How well has the teaching been planned?

Add your own

REFLECTING ON – USING DATA
THE SITUATION / INCIDENT / ACTIVITY A few words to explain what you are applying DATA to
DESCRIBE What is the area of practice which you feel needs improvement or change? What is it which is working really well?
ANALYZE What are the factors contributing to the problem / success? (You should dig deep here, and consider the assumptions and underlying beliefs and motives involved.)
THEORIZE What are the possible ways to improve the practice? How could you use some of the success factors in your teaching?

What ways forward are there?

ACT

When you try out the new practice, note here to see how it works.

Course Area:	Blended Teaching and Learning
Session Title: Sub-title (s) / Captions:	Use of ICT with Constructivist Approach: Using technology for blended teaching & learning and professional development

Material Collated

By

Afshan Huma

Designing your unit for blended learning

<p>Abstract/Concept Note/Brief:</p>	<p>This module is developed for the purpose of teachers' professional development to meet the needs of teaching and learning in the twenty first century. It is designed to introduce blended learning through a constructive approach to teaching and learning. Within this module the trainee teachers will experience blended learning by going through it themselves so that they may construct their own sets of knowledge and skills. The module will help them begin from simple integration of technology to the level of flipped classrooms.</p>
<p>Key Areas Covered:</p>	<p>Introduction to the Constructivism Classrooms in twenty first Century Conceptual Framework of Blended Learning Instructional Technology Technology based teaching and learning inside classroom Virtual Presence Ubiquitous Classrooms Simulations Gamification Online learning tools Flipped classroom Social Networking (group interaction) Learning Management System Unit planning for blended teaching and Learning Using LMS for teaching and continuous professional development</p>
<p>Goals/Learning/Training Objectives/ Outcome:</p>	<p>By the end of this module the trainee teachers will be able to:</p> <ol style="list-style-type: none"> 1. Espouse constructive approach in classroom instruction 2. Identify useful blended learning techniques for teaching at elementary level 3. Adopt and practice blended model of teaching and learning 4. Use an LMS and Social Networking tools for teaching and learning

Where to begin?

Good practice in blended learning involves using a few tools in effective ways to achieve quality learning outcomes. When designing a unit for blended learning start first with the learning outcomes and consider what supports students will need to achieve successful learning outcomes. This planning process includes the integration of blended learning in your unit and designing the learning activities.

The blended learning activity is planned in advance, as something that the student does.

A blended learning activity is designed as a learning process which the student does. Typically, it involves the student in doing something more than just reading on-screen. The sequence of what the student will do in the blended learning activity is mapped out in advance. The resources and supports that students will need, and when they will need these are also mapped out in advance. Resources and supports include: task instructions, learning guide, online tools, and appropriate FAQs, web links, media files, etc.

All the components of the activity are ready (but not necessarily available) before the student starts the activity.

Online tools are set up in the appropriate part of the vUWS site. The resources that students will use in doing the activity (eg instructions, content materials, online tools etc) are written/created and linked into the appropriate part of the vUWS site before the student starts the activity. Pointers to resources and supports are provided.

The activity leads students towards achieving the learning outcomes and/or completing assessment for the unit.

An effective blended learning activity is designed as an integral component of the unit. The activity may help students achieve the learning outcomes for the unit, for example, by practising written communication skills and critical thinking in an online discussion (if these are learning outcomes, or implicit in the learning outcomes for the unit). Or it may help students prepare for an assessment task, for example by doing practice quizzes which allow multiple attempts. Blended learning activities extend learning opportunities beyond the classroom.

The activity takes account of students' incoming level of expertise in online learning/independent learning.

Students who have not experienced online learning may find it challenging, at least initially, to do a blended learning activity. Blended learning places more emphasis on individuals to learn independently including monitoring their own progress. Blended learning activities, particularly for first-year students, should build students' confidence in themselves as online and independent learners. This doesn't imply making blended learning activities trivial, but it does imply careful design so that the activity is both challenging and achievable, with support. Although mature students may initially be more apprehensive about blended learning, there is some evidence that older learners may be better equipped than younger students to study independently. [Hartley, J. (1998) Learning and

Studying: A Research Perspective. London: Routledge.]

Students are provided with clear guidelines/expectations about what they are to do, where, and within what time frame.

Before beginning the blended learning activity, students are provided with an overview of what they will do in the activity. As well, students are provided with information about the components of the activity, where they will do these, in what sequence, with what support, and within what timeframe/s. This information is provided online so that students can refer back to it, at will. Usually this information is also discussed in class. When preparing guidelines, it's a good idea to ask someone else to trial these, aiming to identify any gaps or information that could be misinterpreted by students.

The rationale for the activity is made clear to students.

Students are informed about why they are doing the particular blended learning activity. Explain how the activity will help them to achieve the learning outcomes for the unit, and/ or complete assessment task(s) for the unit. Remember too, to explain how the blended learning activity will help them develop professional skills for the workplace. For example, blended learning activities can help students enhance their independent learning skills, writing skills, collaboration skills, investigation skills, etc.

Students get feedback on their performance as part of doing the activity or following completion of the activity.

An advantage of blended learning is that it can enable students to receive immediate feedback on their performance (eg automated feedback on quizzes). It can also enable students to receive more feedback (eg feedback from multiple students and the teacher/ guest presenter in an online discussion). Feedback provided in online discussions is also "persistent" in the sense that the student can return to the feedback and re-read it, thus increasing the likelihood of learning.

The activity is manageable by staff.

When designing a blended learning activity, keep in mind what it is feasible for you to do during semester. If the blended learning resources and task components are in place in vUWS before semester starts, your blended learning teaching time during semester will be mostly related to monitoring. A built-in feedback process can reduce your blended learning teaching time. To keep your workload manageable, you could also create a Frequently Asked Questions resource so that you don't have to answer any task-related questions multiple times. Remember to tell students how frequently you will be monitoring the site and responding to questions, posts etc. One final word: as with anything new, it is wise to expect to devote a little more time to an activity the first time you run it.

Blended learning standards

& frameworks

The Basic Standards for E-Learning Sites have been designed to be applicable to the diverse ways in which blended or e-learning sites are used and to enable all designers, regardless of their familiarity with designing e-learning environments, to review and improve unit and course sites.

The Basic Standards for E-Learning Sites consists of the following:

1. **Organisation and appearance.** This Standard focuses on principles that support clear structure and presentation of the site (e.g. 'Site design promotes ease of navigation').
2. **Consistence and compliance.** This Standard emphasises legal and institutional aspects such as copyright, privacy, compliance with policies and consistency in documentation (e.g. 'Information in the site is consistent with the Unit Outlines and Learning Guides').
3. **Appropriate use of tools.** This Standard promotes using tools with clear purpose and responsible management (e.g. 'Expectations about use of communication tools are clear to students').
4. **Learner resources and support.** This Standard focuses on ensuring students have access to appropriate supports and resources in the site (e.g. 'Links to learning supports are contained in the

Course Area:	Learning & Teaching
Session Title: Sub-title (s) / Captions:	Project based learning (PBL): A Multi-disciplinary Approach <i>(The integrative approach is an emerging approach to education that fosters collective action across many types of boundaries in order to achieve the common good. It is fusion of person's personality and needs - integrating the affective, behavioural, cognitive, and physiological systems within one person, as well as addressing social and spiritual aspects)</i>

Brain Sciences

Material Collated

By

NDIE

Abstract/Concept Note/Brief:	<p>The project based learning approach to education is integrative in nature. It is integrated with other activities such as reading, forum discussions, interactive lectures, quizzes, concept mapping, self reflection and collaborative assignment will provide an opportunity to develop the basic skills and enhance already acquired skills to embark on the 21st century education. Besides it encourage deeper understanding of the content being focused. Access to a broad range of online and printed resources, course participants will enhance understanding of project based learning as an integrative paradigm through hands on and minds on learning experiences.</p>
Key Areas Covered:	<ul style="list-style-type: none"> ✚ Understanding 21st Century learning (Charles Leadbeater: Education innovation in the slums http://www.ted.com/talks/charles_leadbeater_on_education?language=en) VIDEO 1 & Salman Khan: Let's use video to reinvent education http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education (VIDEO 2) ✚ Project based learning (http://bie.org/about/what_pbl) (http://bie.org/about/why_pbl) &PBL Research file (pgs 2 -9) ✚ Essential elements of PBL (Essential project design element, Gold standard PBL) ✚ Technology vs collaboration (Collaboration Fluency Video, <ul style="list-style-type: none"> ○ Rachel Botsman: The case for collaborative consumption http://www.ted.com/talks/rachel_botsman_the_case_for_collaborative_consumption?language=en#) (VIDEO 3) ✚ Develop projects for elementary school students (Select any one video from http://www.edutopia.org/project-based-learning and after watching it write a video review that explain your understanding of the PBL. Upload on the portal) ✚ Post test at the end of the module
Goals/Learning/Training Objectives/ Outcome:	<ul style="list-style-type: none"> ✚ Demonstrate understanding of 21st Century education through forum discussion and videos ✚ Demonstrate the knowledge and understanding of Project based learning through reading , self reflection using metaphors and presentation ✚ Enhance skills to develop innovative and technology based projects for elementary school students. ✚ Practice collaboration through engagement in forum discussions and developing a project plan

Reading Material

Essential Project Design Elements Checklist

Whatever form a project takes, it must meet these criteria to be Gold Standard PBL.

Does the Project Meet These Criteria?			?
KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.			
CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.			
SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.			
AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.			
STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.			
REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.			
CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.			
PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.			

GoldStandard PBL:

Project Based Teaching Practices

Buck Institute for Education 2015



Teachers who make Project Based Learning a regular part of their teaching enjoy their new role, although for some it might take time to adjust from traditional practice. It's fun to get creative when designing a project, instead of just using "off the shelf" curriculum materials. Most teachers like working collaboratively with their colleagues when planning and implementing projects, and interacting with other adults from the community or the wider world. And PBL teachers find it rewarding to work closely alongside students, tackling a real-world challenge or exploring a meaningful question.

remain, but are reframed in the context of a project.



When transitioning to PBL, one of the biggest hurdles for many teachers is the need to give up some degree of control over the classroom, and trust in their students. But even though they are more often the "guide on the side" than the "sage on the stage," this most certainly does not mean that teachers don't "teach" in a PBL classroom. Many traditional practices

Design & Plan

Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.

Align to Standards

Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.

Build the Culture

Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.

Manage Activities

Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.

Scaffold Student Learning

Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.

Assess Student Learning

Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.

Engage & Coach

Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.

Adapted from *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction*, by John Larmer, John Mergendoller, Suzie Boss (ASCD 2015).

Course Area:	Academic Leadership and Communication
Session Title:	Communication

Material Collated

By

SOL

Course Area:	Academic Leadership and Communication
Abstract/Concept Note/Brief:	Most passionate and dedicated teachers fail to produce student leaders because they fail to communicate the best of what they have/can offer. Being the most powerful and yet crucial element to successful survival, communication has always been ignored in the field of education which is why teachers do not understand and realize its importance in loves of the students
Key Areas Covered:	<ul style="list-style-type: none"> Communication barriers Empathy Perception Tools to effective communication Effective listening
Goals/Learning/Training Objectives/Outcome:	<ul style="list-style-type: none"> Involve trust and empathy in communication with students Be able to understand student needs during the class Be able to clearly transmit information and knowledge without any barrier Choose the right channel to communicate

Session	Leadership – Day 1
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Material Collated

By

SOL

Abstract/Concept Note/Brief:	<p>Teachers are Leaders, we have been saying and hearing all through-out. But how many teachers act as leaders? What is a leader in the academia? One who runs and leads a class of 30-60 students and dictates them what to do and how to do?</p> <p>At Teachers Without Frontiers, we define the role of a teacher as a leader. In day 1 of this series by School of Leadership, teachers will choose for themselves, the type of leader they would wish to be.</p>
Key Areas Covered:	<p>Leadership types Inspirational leaders around the world Leadership attributes</p>
	<p>Leadership is action; not words Observe great teachers leaders of the world Identify and discover your traits that can make you a teacher leader Understand behaviours and conditions of a leader Take your class along; help your students become leaders of tomorrow</p>

Reading Material

Concept of Leadership

Good leaders are **made** not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never-ending process of self-study, education, training, and experience. This guide will help you through that process.

To inspire your people into higher levels of teamwork, there are certain things you must *be, know,* and, *do*. These do not come naturally, but are acquired through continual work and study. The **best** leaders are continually working and studying to improve their leadership skills.

Before we get started, let's define leadership. Leadership is a complex process by which a person influences others to accomplish a mission, task, or objective and directs the organization in a way that makes it more cohesive and coherent. A person carries out this process by applying her leadership attributes (belief, values, ethics, character, knowledge, and skills). Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this *power* does not make you a leader...it simply makes you the *boss*. Leadership makes people *want* to achieve high goals and objectives, while, on the other hand, bosses tell people to accomplish a task or objective.

Bass' theory of leadership states that there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are:

Some personality traits may lead people naturally into leadership roles. This is the Trait Theory.

A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory.

People can choose to become leaders. People can learn leadership skills. This is the Transformational Leadership Theory. It is the most widely accepted theory today and the premise on which this guide is based.

When a person is deciding if he respects you as a leader, he does not think about your attributes. He observes what you *do* so that he can know who you really *are*. He uses this observation to tell if you are an honorable and trusted leader, or a self-serving person who misuses her authority to look good and get promoted. Self-serving leaders are not as effective because their employees only obey them, not follow them. They succeed in many areas because they present a good image to their seniors at the expense of their people.

The basis of good leadership is honorable character and selfless service to your organization. In your employees' eyes, your leadership is everything you do that effects the organization's objectives and their well being. A respected leader concentrates on what she *is [be]* (beliefs

and character), what she *knows* (job, tasks, human nature), and what she *does* (implement, motivate, provide direction).

What makes a person want to follow a leader? People want to be guided by those they respect and who have a clear sense of direction. To gain respect, they must be ethical. A sense of direction is achieved by conveying a strong vision of the future.

Two Most Important Keys of Leadership

Hay's study examined over 75 key components of employee satisfaction. They found that:

Trust and confidence in top leadership was the single most reliable predictor of employee satisfaction in an organization.

Effective communication by leadership in three critical areas was the key to winning organizational trust and confidence:

Helping employees understand the company's overall business strategy.

Helping employees understand how they contribute to achieving key business objectives.

Sharing information with employees on both how the company is doing and how an employee's own division is doing - relative to strategic business objectives.

So basically, you must be **trustworthy** and you have to be able to **communicate a vision** of where you are going. Notice how the "Principles of Leadership" in the next section closely ties in with this.

Factors of Leadership

The four major factors of leadership are the:

Follower - Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person with a poor attitude requires a different approach than one with a high degree of motivation. You must know your people! The fundamental starting point is having a good understanding of human nature: needs, emotions, and motivation. You must know your employees' *be, known,* and *do* attributes.

Leader - You must have an honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader who determines if a leader is successful. If a follower does not trust or lacks confidence in her leader, then she will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

Communication - You lead through two-way communication. Much of it is nonverbal. For instance, when you "set the example," that communicates to your people that you would not

ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees.

Situation - All situations are different. What you do in one leadership situation will not always work in another situation. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective.

Various forces will affect these factors. Examples of forces are your relationship with your seniors, the skill of your people, the informal leaders within your organization, and how your company is organized.

Attributes

If you are a leader that can be trusted, then the people around you will learn to respect you. To be a good leader, there are things that you must *be*, *know*, and *do*. These fall under the **Leadership Framework**:

BE a professional. Examples: Be loyal to the organization, perform selfless service, and take personal responsibility.

BE a professional who possess good character traits. Examples: Honesty, competence, candor, commitment, integrity, courage, straightforward, imagination.

KNOW the four factors of leadership - follower, leader, communication, situation.

KNOW yourself. Examples: strengths and weakness of your character, knowledge, and skills.

KNOW human nature. Examples: Human needs and emotions, and how people respond to stress.

KNOW your job. Examples: be proficient and be able to train others in their tasks.

KNOW your organization. Examples: where to go for help, its climate and culture, who the unofficial leaders are.

DO provide direction. Examples: goal setting, problem solving, decision making, planning

DO implement. Examples: communicating, coordinating, supervising, evaluating.

DO motivate. Examples: develop moral and esprit in the organization, train, coach, counsel.

Environment

Every organization has a particular work environment that dictates to a considerable degree how its leaders respond to problems and opportunities. This is brought about by a heritage of its past leaders and its present leaders. Leaders exert influence on the environment by three types of actions:

The goals and performance standards they establish.
The values they establish for the organization.
The business and people concepts they establish.

Successful organizations have good leaders who set high standards and goals across the entire spectrum such as strategies, market leadership, plans, presentations, productivity, quality, and reliability.

Values reflect the concern the organization has for its employees, customers, investors, vendors, and surrounding community. These values define the manner in how business will be conducted and what type of business the organization will engage in.

Concepts define what products or services the organization will offer and the methods and processes for conducting business.

These goals, values, and concepts make up the organization's "personality" or how the organization is observed by both outsiders and insiders. This personality defines the roles, relationships, rewards, and rites that take place.

Roles are the positions that are defined by a set of expectations about behavior of any job incumbent.

Each role has a set of tasks and responsibilities that may or may not be spelled out. Roles have a powerful effect on behavior because money is paid for the performance of the role, there is prestige attached to a role, there is a sense of accomplishment or challenge, etc.

Relationships are determined by a role's tasks. Some tasks are performed alone, but most are carried out in relationship with others. The tasks will determine who the role-holder is required to interact with, how often, and towards what end. Also greater the interaction, greater will be the liking. This in turn leads to more frequent interaction. In human behavior, it's hard to like someone whom we have no contact with, and we tend to seek out those we like. People tend to do what they are rewarded for, and friendship is a powerful reward. Many tasks and behaviors that are associated with a role are brought about by these relationships. That is, new task and behaviors are expected of the present role holder because a strong relationship was developed in the past, either by that role holder or a prior role holder.

There are two distinct forces that dictate how to act within an organization: **culture and**

climate. Each organization has its own distinctive culture. It is a combination of the

founders, past leadership, current leadership, crises, events, history, and size. This result in rites: the routines, rituals, and the "way we do things." These rites impact individual behavior on what it takes to be in good standing (the norm) and direct the appropriate behavior for each circumstance.

The climate is the feel of the organization, the individual and shared perceptions and attitudes of the organization's members. While the culture is the deeply rooted nature of the organization

that is a result of long-held formal and informal systems, rules, traditions, and customs; climate is a short-term

phenomenon created by the current leadership. Climate represents the beliefs about the "feel of the organization" by its members. This individual perception of the "feel of the organization" comes from

what the people believe about the activities that occur in the organization. These activities influence both individual and team motivation and satisfaction. Such activities include:

How well does the leader clarify the priorities and goals of the organization? What is expected of us?

What is the system of recognition, rewards, and punishments in the organization?

How competent are the leaders?

Are leaders free to make decision?

What will happen if I make a mistake?

Organizational climate is directly related to the leadership and management style of the leader, based on the values, attributes, skills, and actions, as well as the priorities of the leader. The ethical climate then is the "feel of the organization" about the activities that have ethical content or those aspects of the work environment that constitute ethical behavior. The ethical climate is the feel about whether we do things right; or the feel of whether we behave the way we ought to behave. The behavior (character) of the leader is the most important factor that impacts the climate.

On the other hand, culture is a long-term, complex phenomenon. Culture represents the shared expectations and self-image of the organization. The mature values that create "tradition" or the "way we do things here." Things are done differently in every organization. The collective vision and common folklore that define the institution are a reflection of culture. Individual leaders cannot easily create or change culture because culture is a part of the organization. Culture influences the characteristics of the climate by its effect on the actions and thought processes of the leader. But, everything you do as a leader will effect the climate of the organization.

The Process of Great Leadership

The road to great leadership (common to successful leaders):

Challenge the process - First, find a process that you believe needs to be improved the most.

Inspire a shared vision - Next, share your vision in words that can be understood by your followers.

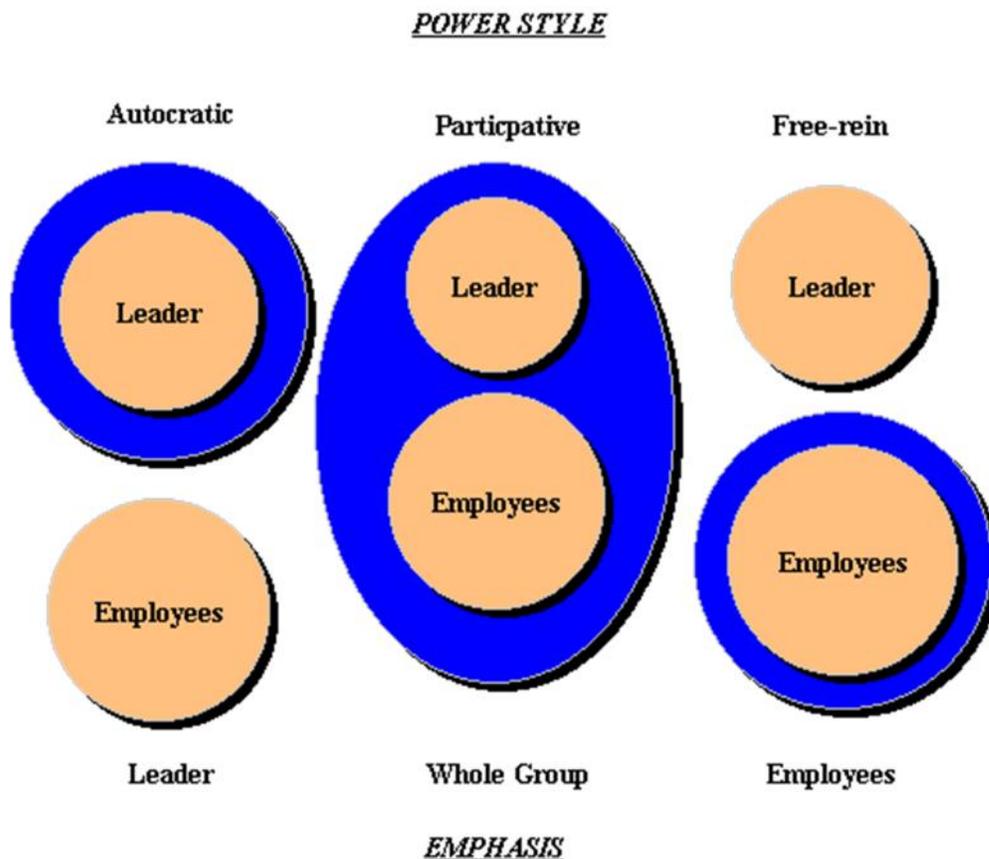
Enable others to act - Give them the tools and methods to solve the problem.

Model the way - When the process gets tough, get your hands dirty. A boss tells others what to do...a leader shows it can be done.

Encourage the heart - Share the glory with your followers' heart, keep the pains in your heart.

Styles of Leadership

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are three different styles of leadership: authoritarian (autocratic), participative (democratic), and declarative (free reign).



Although most leaders use all three styles, one of them becomes the dominate one.



Authoritarian (autocratic)

This type is used when the leader tells her employees what she wants done and how she wants it done, without getting the advice of her people. Some of the appropriate conditions to use it are when you have all the information to solve the problem, you are short on time, and your employees are well motivated.

Some people think that this style includes yelling, using demeaning language, and leading by threats and abuse of power. This is not the authoritarian style...it is an abusive, unprofessional style of leadership.

However, if you have the time and you want to gain more commitment and motivation from your employee, then you should use the participative style.



Participative (democratic)

This type of style involves the leader including one or more employees in on the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of

weakness; it is a sign of strength that your employees will respect.

This is normally used when you have some of the information, and your employees have some of the information. This allows them to become part of the team and allows you to make a better decision.

Delegative (free reign)



In this style, the leader allows the employees to make the decision. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

NOTE: Also known as *laissez faire* (or *lais-ser faire*) which is the noninterference in the affairs of others. [French: *laissez*, second person pl. imperative of *laisser*, to let, allow + *faire*, to do.]

Forces

A good leader uses all three styles, depending on what forces are involved between the followers, the leader, and the situation. Some examples include:

Using an authoritarian style on a new employee who is just learning the job. The leader is competent and a good coach. The employee is motivated to learn a new skill. The situation is a new environment for the employee.

Using a participative style with a team of workers who know their job. The leader knows the problem well, but he wants to create a team where the employees take ownership of the project. The employees know their jobs and want to become part of the team. The situation allows time.

Using a delegative style with a worker who knows more about the job than you. You cannot do everything! The employee needs to take ownership of her job. Also, the situation might call for you to be at other places doing other things.

Using all three: Telling your employees that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure

(participative). Delegating tasks in order to implement the new procedure

(delegative). Forces that influence the style to be used included a number of things

such as:

How much time is available?

Are relationships based on respect and trust or on disrespect?

Who has the information - you, your employees, or both?

How well your employees are trained and how well you know the task.

Internal conflicts.

Stress levels.

Type of task. Is it structured, unstructured, complicated, or simple?

Laws or established procedures such as OSHA or training plans.

Positive and Negative Leaders

There is also a difference in ways leaders approach their employee:

Positive:

Positive leaders use rewards, such as education, independence, etc. to motivate employees.

Negative:

If the emphasis is placed upon penalties, then the leader is using negative leadership. Although it has its place in a leader's repertoire of tools, it should be used carefully due to its high cost on the human spirit. Negative leaders act domineering and superior with people. They believe the only way to get things done is through penalties, such as loss of job, days off without pay, reprimand in front of others, etc. They believe their authority is increased by freighting everyone into higher level of productivity.

Also note that a leader is not strictly one or another, but is somewhere on a continuum ranging from extremely positive to extremely negative. Leaders who continuously work out of the negative are bosses while those who primarily work out of the positive are real leaders.

Leader Use of Consideration and Structure

Two other styles that leaders use are:

Consideration (employee orientation) - Leaders are concerned about the human needs of their employees. They build teamwork, help employees with their problems, and provide psychological support.

Structure (task orientation) - Leaders believe that they get results by consistently keeping people busy and urging them to produce.

There is evidence that leaders who are considerate in their leadership style are higher performers and are more satisfied with their job. Also notice that consideration and structure are independent of each other so they should not be viewed on opposite ends of the continuum. For example, a leader who becomes more considerate, does not necessarily become less structured.

Course Area:	Academic Leadership and Communication
Session Title: Sub-title (s) / Captions:	Facilitation – Day32

Material Collated

By

SOL

Abstract/Concept Note/Brief:	The new era of education and the global standards have now proved eradicate the conventional teaching practices. As much of what the teacher shares in the class is now a days available to students through one click on the internet. Be it a rural or urban set-up, today's teachers is entitled to help students discover and explore knowledge, information and opportunities by itself, with the teacher as a mentor, as guide besides.
Key Areas Covered:	<ul style="list-style-type: none"> Difference between teacher and a facilitator Understand the art of facilitation Need assessment Facilitation tools Handling difficult audience
Objectives	<ul style="list-style-type: none"> Understand when to choose the role from a teacher to a facilitator Learn to do a need assessment, which can be applicable in the class as well as in the community Be able to clearly transmit information and knowledge without any barrier Choose the right channel to communicate

Course Area: **Teaching, Learning & Assessment**

Session Title: **Enhancing teaching and learning with alternative assessment strategies**

Material Collated

By

Muhammad Aamir

Abstract/Concept Note/Brief:

Assessment adds meaning and value to learning. In education, assessment is a means to attain excellence but not an end in itself. Assessment aims at supporting and reporting learning by measuring the quality of instructions and the strategies employed in the process. Innovative and effective assessment techniques at frequent intervals ensure in promoting quality learning. Wide array of assessment strategies can sustain pupils' interest as their feedback reactions are solicited through a systematic process. Research highlights that use of effective assessment and feedback strategies affect on instructions and ultimately on students achievement.

Classroom assessment techniques are effective tools to determine how and how far pupils have successfully attained instructions. Innovative and effective techniques at frequent intervals guide teachers about pupils' thought process, learning, progress in the subject and conceptual understanding. Wide range of assessment strategies can sustain pupils' interest as their feedback and reactions are solicited through a systematic process. Research highlights that use of effective classroom assessment and feedback strategies promotes higher order thinking skills and ultimately affects on students achievement.

Key Areas Covered:

- **Role of assessment, its significance**
- **Feedback and classroom assessment**
- **Techniques to assess prior knowledge, transfer and application, memory and attention**
- **Pre, while and post lesson assessment strategies**

Goals

The workshop is designed to help the classroom practitioners create and use purpose driven, contextually relevant tools to regularly seek in pupils' feedback and measure learning. The participants will acquire wealth of classroom assessment techniques to assess their pupils' progress. The engaging session shares hands-on, learner-cantered, easy to use techniques.

