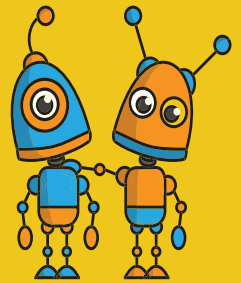


TEACHERS FOR FUTURE

A Leo & Mike Teacher Empowerment Program for 21st Century Learning



LEO & MIKE

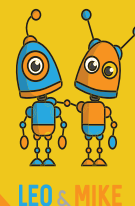


“Super skill of the future: learning how to learn or optimizing our own learning.”

– Kevin Kelly, Futurist and Founding Editor of Wired Magazine

Research across the world has shown that for our children to be future ready, they must be equipped with skills that help solve their own problems, work with others, and learn how to learn.

In a world where our children are more conversant with emergent technologies than our teachers, the role of the teacher can no longer be the same. One must not think that the teacher has become irrelevant. Indeed, the role of the teacher is never been this crucial in the development of a child: the teacher is now a mentor and a facilitator, someone who learns with children and helps them find their strengths and work on their weaknesses. The teacher's role is to be a lighthouse - a stable structure that can guide children across the ocean of information that is available to them and help them find their own paths.

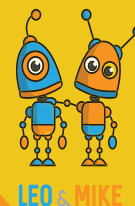


OVERVIEW

The goal of Leo&Mike's week long Teachers for Future Empowerment Program is simple: equip our teachers with what it takes to deliver an authentic 21st century learning.

Empowerment Program at a glance - Teachers will learn:

- Different methods in which student centric learning can be delivered: Project-based Learning, Experiential Learning, Design Thinking
- Learning taxonomies: Pedagogy to prepare the learners for the future and equipping them with 21st century skills
- Building project-based, experiential and design-based curriculum modules
- Facilitation of brainstorming, ideation and problem solving session within classroom
- Classroom management: Managing 21st century ready classrooms
- Gamifying classrooms: Introducing rewards and consequences in order to achieve behavioural and learning outcomes



HIGHLIGHTS

All training modules are hands-on, project-based and experiential.

All programs end with tangible takeaways – frameworks, tools and/or strategies – that can be implemented in classrooms.

The training is internally gamified with systems that enable self-reflection in the participants.

Training Program Stages:

Stage 1: Pre-training

Part 1: Teacher interviews

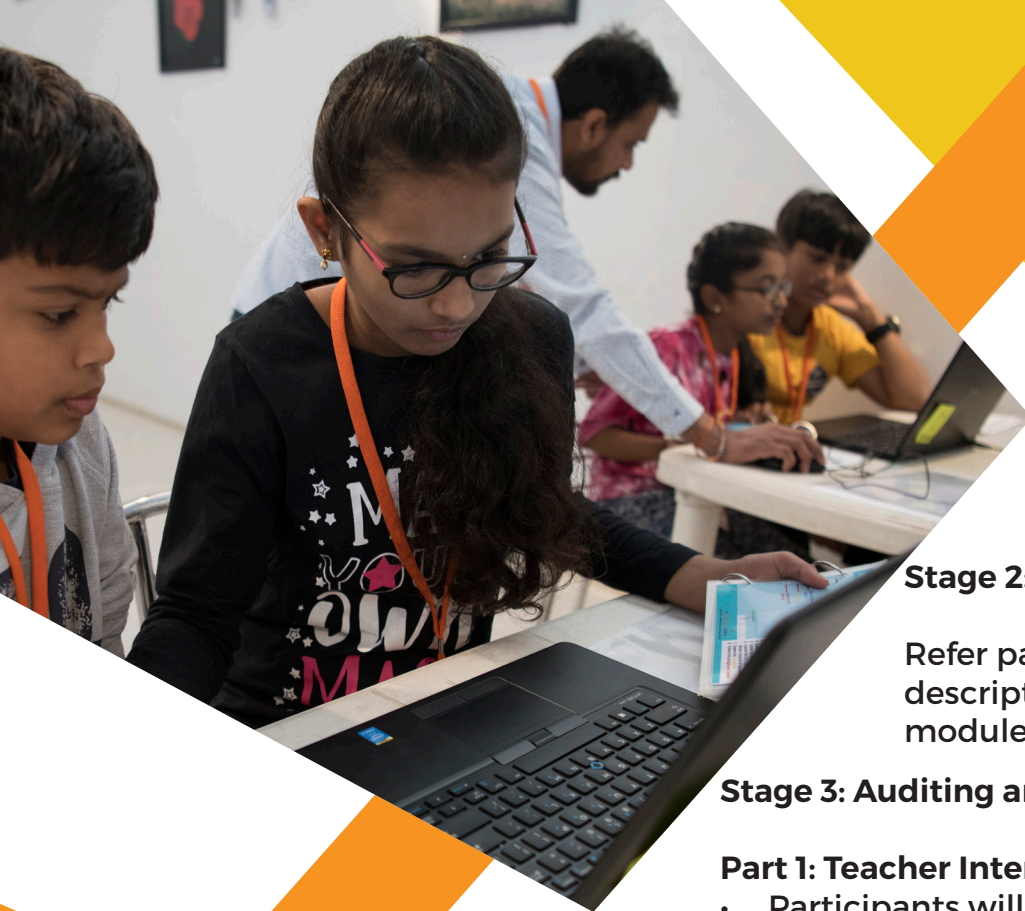
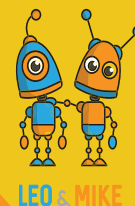
- Participants will be interviewed upon signing up, with regards to their teaching experience, classroom pain-points and their own goals
- Participants will fill in a 'teacher-effectiveness evaluation form'

Part 2: Classroom observation

- The Leo&Mike team will observe a at least one class of each of the participants and take down qualitative notes and observations.
- The goal of this exercise is to be able to make the program customized to the insights synthesized during the 'teacher interviews' phase.

Part 3: Pre-training student feedback

- Teachers will be evaluated based on the classroom experience and content engagement feedback provided by students



Stage 2: Training

Refer page 5 onwards for detailed description of the different modules in the training stage.

Stage 3: Auditing and reporting

Part 1: Teacher Interviews

- Participants will be interviewed post-training with regards to their training experience
- Participants will fill in the teacher effectiveness evaluation form

Part 2: Classroom observation

- Leo&Mike team will train the school's appointed academic coordinator/s on the following parameters:
 - Setting processes for continuous improvement, which includes
 - » Effective classroom observation that includes documentation with predefined template
 - » Providing effective feedback and document the same
 - » Reporting the observations to the school leadership
- Leo&Mike's program manager shall observe a minimum of 3 classes spread across 3 months. Each observation will end with optimized strategies for the academic coordinator/s to provide effective feedback to teachers for continuous improvement

Part 3: Post-delivery student feedback

- Teachers will be evaluated based on the classroom experience and content engagement feedback provided by students

Part 4: Reporting

- Students will be evaluated on their classroom experience and engagement with content

Stage 2: Training

Orientation

1

Description

The training is launched with an hour long activity where the participants are asked to reflect on 'who they are, why they are here and where they want to be'. Participants represent their reflection visually and put it up in a gallery for peer engagement

Activity

Everyone creates their own nameplate and holds a getting to know each other fair

Learning Outcomes

Getting to know each other

Design Thinking

2

Description

In this intense hands-on activity, participants take a deep dive into the world of design thinking by doing the Stanford D.School Wallet Project. They will gain an understanding of all the aspects of design thinking – empathize, define, ideate, prototype and reflect. Participants leave this session with tools that will directly help them in classroom delivery.

Activity

- Stanford D. School Wallet Project: Design a wallet for your partner
- Participate in each phase of Design Thinking
- Create strategies for implementing Design Thinking in the classroom

Learning Outcomes

- Design thinking
- Phases of design thinking
- Effective Ideation
- Facilitating design thinking with children
- Documenting design projects and building design portfolios

Training Orientation

3

Description

This module will help teachers understand what they can expect from the training, what is expected from them, and how they will maintain a documentation of their work, thoughts and experiences during the training.

Activity

- Discuss training goals and agenda
- Discuss internal reward system
- Discuss training journals

Learning Outcomes

- Introduction to the training agenda
- Discussion of the training reward system
- Discussion of the training experience journals

The Taxonomy of Learning

4

Description

How has research into learning and the education system evolved over time? This hands-on module will enable participants to break down what learning means, how learning takes place in a child, and how to achieve the ultimate goal of learning; metacognition. Participants learn about Marzano's Taxonomy of Learning, they will assess their own levels of metacognition and work with tools that help them develop metacognition in their students. They will exit this session after building their own Marzano-compliant curriculum module.

Activity

- Discuss Marzano's Taxonomy
- Assess Own Metacognitive Skills
- Build A curriculum module compliant to Marzano's Taxonomy

Learning Outcomes

- Setting goal of learning
- Introduction to the history of education
- Introduction to the brief history of research into learning
- Understanding Marzano's Taxonomy: deep dive
- Metacognition & classroom strategies for metacognition

Description

Project Based Learning (PBL) is one of the most effective forms of future-ready learning. This hands-on module gets participants to take an in-depth tour of the essential elements of project based learning. Participants articulate the driving question for their project, establish a need-to-know event for their students, and build their own project module that includes – 21st century skill development, student voice & choice, reflection & revision. Participants will exit this session with tools that help them to prepare and deliver project-based classes.

Activity

- Discussion about elements of PBL
- Prototype a PBL Module
- Peer Review
- Refine prototype

Learning Outcomes

- Understanding PBL
- Introduction to 8 essential elements of PBL
- Understanding 21st-Century Skills, In-Depth Inquiry, Driving Question, Need to Know, Student Voice & Choice, Reflection & Revision, Public Audience
- Creating PBL Modules
- Preparing for a Project-based classroom: ops and logistics

Description

Participants will learn about experiential learning and understand Kolb's Experiential Cycle. They will learn to design experiential modules out of different concepts, and explore the different kinds of learning styles as described by Kolb.

Participants will gain an understanding of their own learning styles and envisage how to identify the learning styles of their students.

Activity

- Discuss Kolb's Experiential Cycle
- Discuss Kolb's Learning Styles
- Identify own learning style
- Convert project-based module to experiential module

Learning Outcomes

- Kolb's Experiential Cycle
- Learning Styles

Description

The core of teaching is formed by projecting one's personality in an authentic manner to students. To achieve this, one must know the basis of their personality.

In this module, participants assess their own personality using the Big-5 personality inventory. They will reflect on the results and understand where they have to focus in their class preparation. By the end of this session the participant would have a good idea about the kind of personality the teacher needs to develop and how this will facilitate in their interaction with students.

Activity

- Discuss the Big 5 Inventory
- Assess own personality using Big 5 Inventory
- Create classroom strategies based on assessment

Learning Outcomes

- Identifying different personalities
- Understanding Big 5 Personality Inventory
- Understanding "Self"
- Developing and evolving one's unique classroom personality

Description

What goes on in a child's mind? How do children of different ages learn? What do children need to see in adults? Why are children so particular about fairness and consistency? What is the best way one can conduct themselves with children? Why do children misbehave?

This module helps participants understand the ultimate user and consumer – their students.

This module will empower the participants to understand the minds of children and engage with them effectively.

Activity

- Discuss learning at different stages of growth and development
- Discuss importance of fairness & consistency
- Discuss student misbehaviour
- Make a checklist of effective teacher behaviour strategies

Learning Outcomes

- Learning capabilities at different ages
- Child's expectation from adults
- Child's expectation from classrooms
- Understanding and dealing with misbehaviour in classroom
- Knowing the teaching techniques for adults to handle children effectively

Description

Classroom management is a definitive skill for any student centric classroom. Managing student behaviour forms the core of helping them learn, develop skills and overcome the hurdles they face in their learning. This module takes participants into a deep-dive of the essential elements of classroom management. Participants will learn the importance of setting rules and procedures, managing transitions in the classroom, and setting behavioural expectations with students. Participants will exit this module with strategies for addressing various aspects of their classroom.

Activity

- Discuss core elements of classroom management
- Video based case studies of classroom management strategies
- Practice strategies
- Build own strategies for various situations in class

Learning Outcomes

- The 6 elements of a Project & Design Based Class
- Rules-Procedures-Transitions-Instructions- Explanations- Questioning
- Creating and maintaining your own unique classroom presence
- Managing students in PBL classes
- Managing student behaviour and setting behavioural expectations
- Managing resistance to thinking and solving their own problems
- Managing resistance to group work and sharing time and materials

Description

Gamification is one of the latest innovation in education and education design.

This module shows participants what it means to gamify the classroom experience for students. From the core tenets of gamification to incorporating rewards and consequences in the classroom; participants learn how to achieve the ideal behaviour from their class.

Activity

- Discuss gamification
- Discuss core tenets of gamification
- Build a classroom gamification strategy incorporating rewards and consequences

Learning Outcomes

- Understanding goals of gamification
- Knowing core tenets of gamification
- Gamifying the classroom based on its unique needs
- Incorporating rewards and consequences within the classroom

Description

How does one assess learning in a student-centric classroom?

This module covers the various forms of assessment and assessment strategies that take place in a future-ready classroom.

From qualitative anecdotes to peer review to self review to quantitative rubrics — the goal of this module is to enable participants to assess their students holistically.

Activity

- Discuss student centric assessment
- Discuss skills to be assessed
- Discuss qualitative assessment
- Discuss quantitative assessment
- Build a holistic assessment system

Learning Outcomes

- Designing student centric assessment
- Understanding assessment strategies: Qualitative - Self, Peer and Anecdotal
- Understanding Assessment Strategies: Quantitative - Skill Rubric