

MENTORING MANUAL

Teacher Mentoring Program in Nepal



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Message from the Director General, CEHRD



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Context: Introduction to the Program

Developing teacher capacities to facilitate classroom learning is one of the most pertinent challenges of most education systems. Research indicates that Continuous Professional Development (CPD) that is tailored, practical, focused and ongoing yields the best results in terms of improving teacher practices and ultimately student learning. One of the most effective modalities that exemplify these four characteristics is the one-on-one mentoring model, where teachers receive regular classroom observations and tailored feedback based on those observations. Figure 1 provides a summary of the program and the key steps:

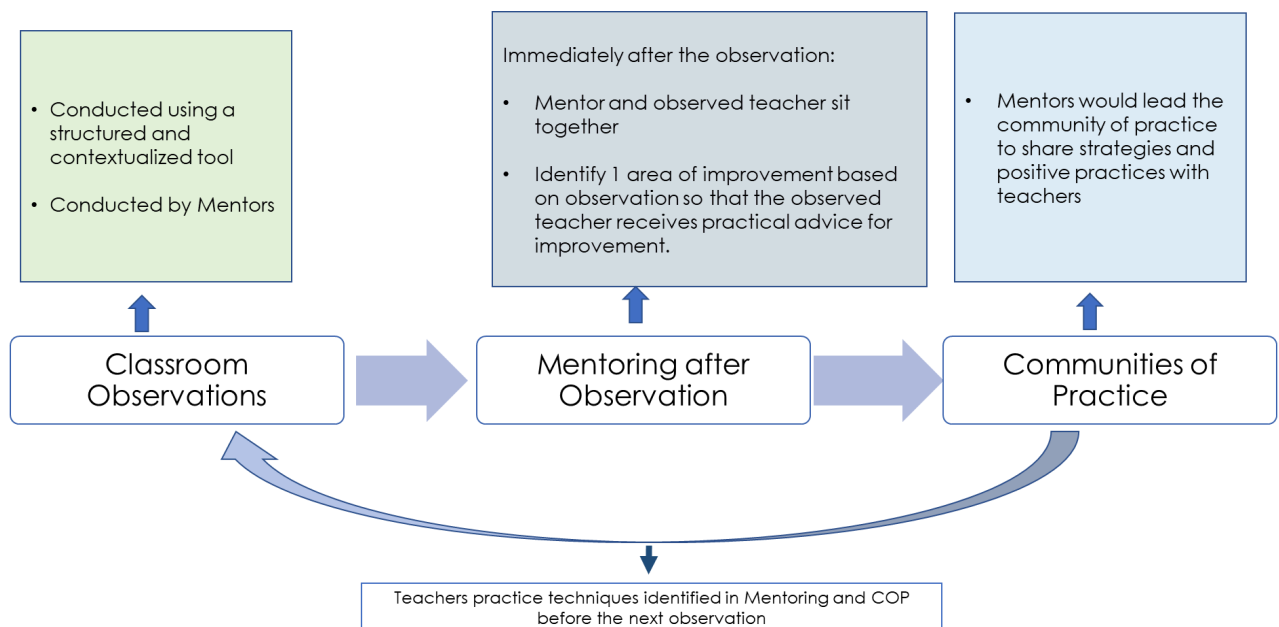


Figure 1: Key steps of the program

Each of the steps defined in the figure above are designed to help the teachers to improve on the selected teaching practice. Based on the findings of the classroom observation, the Mentor will do a 30-minute-long Mentoring session and then once a month the Mentor will lead a 1-hour long Teacher Learning Circle. The three steps need to be conducted to ensure teachers have the support to improve on the teaching practices:

- 1) Step 1: Classroom Observation
- 2) Step 2: Mentoring after observation
- 3) Step 3: Community of Practice Session



Key Roles and Responsibilities

Role of Head Teacher:

The role of head teacher in conducting the teacher mentoring as a teacher professional support system shall be as follows:

- (a) Assisting teachers for their professional development through mentoring
- (b) Permitting teachers to participate in mentoring course
- (c) Observing the mentees' classroom performance and providing constructive feedback

Role of Mentor

- (a) Conducting start-up meetings with the relevant stakeholders including the mentees to orient them about the details of mentoring support system
- (b) Planning jointly about the mentoring schedule
- (c) Organizing demonstration class as per the need
- (d) Providing pedagogical support to the mentees
- (e) Observing mentee's classes and provide necessary feedback
- (f) Facilitating in forming community of practices (CoPs)
- (g) Providing opportunities to the mentees to reflect and share their experiences
- (h) Encouraging mentees to continue their professional development activities

Role of Mentee

- (a) Attending start-up meetings with the mentor
- (b) Agreeing on the planned schedule



- (c) Getting engaged in planned activities
- (d) Performing and reflecting on his or her own classroom activities and its impact on students' performance
- (e) Collaborating with other mentees and mentor
- (f) Participating actively in CoPs

Introduction to the Manual

This manual provides a step-by-step guide on how a Mentor can conduct classroom Observation based on five foundational learning skills.

The manual will enable its users to understand:

- The design and key steps of the CPD program being implemented in Nepal.
- What are the key teaching practices in the observation tool and how to measure each teaching practice in the classroom
- What are the key steps of impactful Mentoring. The manual also provides detailed mentoring guides for five key teaching practices which the Mentors can use to conduct a session with teachers after every observation



Step 1: Classroom Observation

The Classroom Observation Tool for Nepal was designed taking on account global research and international best practices, the country's teaching standards, and inputs from key stakeholders at all levels of the system. The observation tool was developed by following a structured process of contextualization that involved key steps highlighted in Figure 2:



Figure 2: Steps to develop the classroom observation tool

The Mentoring program in Nepal will focus on the following key foundational learning skills:

- Maximizing the learning time of students
- Creating a conducive learning environment for students
- Promoting positive behaviors within the classroom
- Ensuring that students can learn key concepts of a lesson
- Developing Critical thinking skills of students

This section provides the classroom observation tool with the selected teaching practices and the scale that the Mentor will use to observe and score how each teacher is performing against each teaching practice. This is important because based on the results of the classroom observation, the Mentor will select the teaching practice on which he/she will provide Mentoring to the teacher. The Mentor will:

1. First, do the observation using the observation tool
2. Second, use the scale of each teaching practice to give the teacher the score
3. Third, the Mentor and the teacher will sit together for the Mentoring session focusing on the teaching practice where the teacher needs the most support.

Observation Tool

Page 1: Recording of the observation

Classroom Observation Tool/Record of Mentoring Visit																		
General Information																		
School name																		
Teacher name																		
Mentor name											Date of Observation							
Mentor designation (circle one)	Retired Teacher				Headteacher													
About the lesson you observe (complete this section before the lesson starts)																		
Grade(s) taught during the lesson					Total children in class for the lesson					Boys								
Subject																		
Topic																		
Main Student Learning Objective																		
Expected sequence of activities during lesson (Write before the start of the Lesson in consultation with Teacher)																		
1																		
2																		
3																		
4																		
5																		
1	TIME ON LEARNING				1st				2nd				3rd					
1.1	Students are engaged on given task				L	M	H		L	M	H		L	M	H			
Teaching Practices to observe														Score				
2. Positive expectations														Low	Low-Medium	Medium	Medium-High	High
2.1 The teacher acknowledges positive student behaviour.														1	2	3	4	5
2.2 The teacher redirects unexpected behaviour and focuses on the expected behaviour.														1	2	3	4	5
3. Creating High Expectations and Inclusive Learning Environment																		
3.1 The teacher treats all students respectfully.														1	2	3	4	5
3.2 The teacher responds to students' needs.														1	2	3	4	5
3.3 The teacher acknowledges students' efforts, rather than focusing only on results, students' intelligence, or natural abilities.														1	2	3	4	5
3.4 Teacher uses additional learning materials effectively														1	2	3	4	5
3.5 Teacher Manages the Physical arrangement of the classroom to allow all students to learn														1	2	3	4	5
4. Effective and Engaging Learning Strategies																		
4.1 The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives.														1	2	3	4	5
4.2 Teacher is teaching using Student-centered activities														1	2	3	4	5
4.3 The teacher makes connections in the lesson that related to other content knowledge or students' daily lives.														1	2	3	4	5
4.4 The teacher uses questions, prompts or other strategies to ensure students' level of understanding.														1	2	3	4	5
4.5 The teacher asks open-ended questions. (Critical Thinking)														1	2	3	4	5
5. Assessing learning																		
5.1 The teacher monitors most students during independent/group work.														1	2	3	4	5
5.2 The teacher adjusts teaching to the level of the students.														1	2	3	4	5
5.3 The teacher provides specific comments or guiding questions to help students clarify misunderstandings														1	2	3	4	5

Page 2: Recording of the key discussion points from Mentoring

Here you should record evidence to justify the score that you assigned to the teacher on practice.													
1.1(a)													
1.1(b)													
1.1(c)													
2.1													
2.2													
3.1													
3.2													
3.3													
3.4													
3.5													
4.1													
4.2													
4.3													
4.4													
4.5													
5.1													
5.2													
5.3													
Key Points to be discussed with the Teacher post observation													
Action discussed													

INSTRUCTIONS FOR USE									
Before the visit									
Refer to the materials provided during training to remind yourself how to proceed with the observation									
Before the lesson									
Ask the teacher to describe the key intended Student Learning Outcomes for the lesson.									
Ask the teacher to give you a <i>verbal description</i> of the session that you are going to observe. Share prompts such as 'Then what will happen...' or 'What will you do next?'. Try to get the teacher describe the sequence of teaching and learning that you are going to observe. If she has a lesson plan take a look at that too.									
Ask the teacher how long she thinks the lesson will be. Make a note of that and plan the timing of the three 'time on learning' snapshots accordingly.									
Make sure you have everything you need BEFORE you start the observation - hard copies of the form, the scoring rubric provided in training, a pencil and eraser, a pen and a watch or phone to monitor the time.									
Sit near the back of the classroom so that you can see what is happening and switch your phone to silent.									
During the observation									
The duration of the lesson will vary considerably. The mentors will observe one complete lesson of 45 minutes.									
Start the observation when the lesson starts.									
Don't interfere in the lesson, or help the teacher or speak to children. Be a quiet observer.									
Make a note of evidence in a separate notebook and copy it over later.									
Use a pencil to record scores so that you can change them if you see a new piece of evidence.									
After the lesson									
Find a quiet place away from students and other teachers to have a conversation about what you observed.									
Use the Mentoring script provided in the observation Mentoring Manual									
Conclude by helping the teacher summarise the action she is going to take to improve her teaching practice.									
Take a few minutes to make sure you have completed the form. Leave a copy with the teacher and school.									

Observation Tool Measuring scale

Scoring Rubric for the Classroom Observation Tool			
	Low	Medium	High
TIME ON LEARNING			
1.1 Students are engaged on a given task	<p>Most students are not working</p> <p><i>In a class of 40 student or less, 6 or more children not working</i></p> <p><i>In a class of 41-65 children, that means 10 or more children not working</i></p> <p><i>In a class of 66-85 children, that means 15 or more children not working</i></p> <p><i>In a class of 86 or above children, that means 20 or more children not working</i></p>	<p>Some students are not working</p> <p><i>In a class of 40 student or less, 2-5 children not working</i></p> <p><i>In a class of 41-65 children, that means 5-8 children not working</i></p> <p><i>In a class of 66-85 children, that means 8-15 or more children not working</i></p> <p><i>In a class of 86 or above children, that means 10-20 or more children not working</i></p>	<p>All students are working or only one or two students are not working</p> <p><i>In a class of 30 students 1-2 children not working</i></p> <p><i>In a class of 41-65 children, that means 1-5 children not working</i></p> <p><i>In a class of 66-85 children, that means 1-8 children not working</i></p> <p><i>In a class of 86 or above children, that means 1-10 or more children not working</i></p>

Note: Students not working include students who are not participating in the learning activity provided by the teacher either because they are distracted, or because they are disrupting the class. For example, distracted students may be looking out the window, resting their head on the desk, looking down to the floor or at the observer, or sleeping. Students disrupting the class may be passing notes, whispering, talking to another student during an activity that does not require talking, moving around the class or shouting, among others. If a student is observed as not working for 30 seconds or more than he is considered to be distracted.

	Low	Medium	High
2. POSITIVE EXPECTATIONS			
2.1 The teacher acknowledges positive student behavior.	<p>The teacher does not acknowledge student behavior that meets or exceeds expectations.</p>	<p>The teacher acknowledges some students' behavior, but is not specific about their expected behavior.</p> <p><i>For example: If a group is following behavioral expectations, the teacher says, "This group is working well together" or "This group is doing a good job," without clarifying why or how.</i></p>	<p>The teacher acknowledges students' positive behavior that meets or exceeds expectations.</p> <p><i>For example: A teacher says to the class, "I just noticed that members of Group A are taking turns to speak and are proactively working on the next assignment."</i></p>
2.2 The teacher redirects unexpected behavior and focuses on the expected behavior.	<p>Redirection of misbehavior is ineffective and focuses on misbehaviors, rather than the expected behavior.</p> <p><i>For example: If s/he notices a distracted student, the teacher stops lecturing and calls out the name of the student, asking her, "Why are you not paying attention in class?" Alternatively, the teacher continues</i></p>	<p>Redirection of misbehavior is effective but focuses on misbehaviors rather than the expected behavior. Alternatively, redirection of misbehavior is somewhat effective and focuses on the expected behavior.</p> <p><i>For example: Upon noticing that three students are not working on the assigned problems, the teacher says, "You three need to stop talking now, you are making</i></p>	<p>When a problem arises, redirection of misbehavior effectively addresses the problem at hand and focuses on the expected behavior.</p> <p><i>For example: If students are talking loudly and being disruptive during a lesson, the teacher says, "Remember to use quiet voices," and the students quiet down.</i></p>

	to ignore the student who is distracted, but the distracted student begins to tease and argue with the peer sitting next to her. This shifts the focus of the entire class away from the lesson and onto those two students	too much noise.” This statement focuses on the disruptive students’ negative behavior, rather than on what is expected of them. Consequently, the disruptive students quiet down. In another scenario, the teacher redirects the students by asking them to “Focus on the task at hand.” Even though the teacher focuses on the positive behavior expected from the students, for the most part, they continue to talk.	<i>* Alternatively, the teacher is not observed redirecting students’ behavior, but the students are well-behaved throughout the lesson.</i>
3. CREATING HIGH EXPECTATIONS AND INCLUSIVE LEARNING ENVIRONMENT			
	Low	Medium	High
3.1 The teacher treats all students respectfully.	<p>The teacher does not treat all students respectfully.</p> <p><i>For example: The teacher may shout at some students, shame them, or use corporal punishment to discipline them.</i></p>	<p>The teacher treats all students somewhat respectfully.</p> <p><i>For example, the teacher does not treat students disrespectfully (e.g., s/he does not yell at or make fun of students), but does not show clear signs of respect toward students either (e.g., call students by their names, say “please” or “thank you”).</i></p>	<p>The teacher treats all students respectfully.</p> <p><i>For example: The teacher uses students’ names, says “please” and “thank you”</i></p>

3.2 The teacher responds to students' needs	<p>The teacher is not aware of students' needs OR does not address the problem at hand.</p> <p><i>For example: A student may not have the required supplies for the lesson, and the teacher does not notice or sees it and ignores it. Another example is that a student may be upset because of a bad grade or a personal problem, and the teacher ignores the student or the problem (e.g., the teacher tells the student to "get over it" or "pull yourself together").</i></p>	<p>The teacher responds to students' needs but may not address the problem at hand.</p> <p><i>For example: A student may be upset because s/he does not have a pencil, and the teacher asks another student to share his/her pencil, but s/he refuses. The teacher carries on with the lesson without solving the problem.</i> *If there is no student need visible then this is scored as Medium</p>	<p>The teacher quickly responds to students' needs in a way that solves the problem the child is facing</p> <p><i>For example: If a student does not have a pencil, the teacher allows the student to borrow one from his/her extra pencil box.</i></p> <p><i>Similarly, if a student in the classroom is upset for some reason the teacher goes to the student and asks why he/she is upset. The teacher then talks to the student and offers advice to solve the issue.</i></p>
	Low	Medium	High
3.3 The teacher acknowledges students' efforts, rather than focusing only on results, students' intelligence, or natural abilities.	<p>The teacher does not acknowledge student efforts. Although the teacher may praise students for "being smart" or "intelligent," the teacher does not focus on students' efforts or work.</p> <p><i>For example: The teacher says, "Very good! You're the smartest student in the class" or "Well done! You're so smart!"</i></p>	<p>In this classroom, the teacher sometimes acknowledges student efforts, but most praise is focused on outcomes or student intelligence.</p> <p><i>For example: When a student does well on a test, the teacher says, "I know you put so much hard work into this!," but most times, the teacher praises students by saying they are "smart" or "intelligent."</i></p>	<p>In this classroom, the teacher frequently acknowledges students' efforts toward mastering new skills or concepts and identifies these efforts explicitly.</p> <p><i>For example: When students solve a difficult problem they had been struggling with, the teacher praises and highlights the efforts they made to solve the problem. The teacher says, "You have progressed so much on our multiplication problem sets! I'm glad you asked me for help. If you keep practicing and using the strategies we learned in class, you'll master them all very soon!"</i></p>

3.4 Teacher uses additional learning materials effectively	<p>Low:</p> <p>The teacher does not use additional learning materials. Or may use one learning material but does not contribute to support the lesson objective.</p> <p><i>For example, teacher asks students to work on page x from the workbook, about the solar system. Or copy definitions from the board.</i></p>	<p>Medium:</p> <p>The teacher uses one learning material that supports the objective of the lesson. OR the teacher uses more than one learning materials but these do not clearly contribute to the lesson objective.</p> <p><i>For example, the teacher shows a video, or an image that is related to the topic of the lesson or reads a book that is complementing the lesson.</i></p> <p><i>Alternatively, in a lesson about the solar system the teacher reads a definition from a book and shows a model of a solar system, “here is the solar system”. The teacher does not explain or help students understand the model. The teacher may ask students to memorize planets’ names.</i></p>	<p>High:</p> <p>The teacher uses two or three different learning materials that clearly support the objectives of the lesson. Some of the materials are not only shown to students but they can manipulate/(interact with/touch) them.</p> <p><i>Example of materials include: reading material, videos, photos, balls, playdough, sticks, rulers, etc.</i></p> <p><i>Example: The teacher reads of a book about the solar system, and then gives students cards with pictures of plantes to sort, and then students are asked to write on their notebooks and explain the sorting rationale for organizing planets (materials: book, cards -interactive effective-, notebook -interactive effective-).</i></p>
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3.5 Teacher Manages the Physical arrangement of the classroom to allow all students to learn	Low: Setting is arranged in a way that it doesn't facilitate students interactions and/or collaborative work. <ul style="list-style-type: none"> • Whole group individually or groups facing forward 	Medium: Setting is arranged in a way that somewhat facilitates students interactions and/or collaborative work. <p><i>For example, the teacher allows the students to move their chairs so they can interact but the original classroom arrangement is not supportive of student collaborative work.</i></p> <p><i>Or original classroom arrangement allows for some interactions. For example:</i></p> <ul style="list-style-type: none"> • <i>In pair (two per table) facing forward</i> • <i>small groups facing each other, but might not all be able to see the front of the classroom</i> • <i>Seating on the floor facing forward</i> 	High: Setting is arranged in a way that facilitates students interactions and collaborative work, such as as the examples given below. <ul style="list-style-type: none"> • <i>Whole group individual setting facing the center of the classroom (half half)</i> • <i>Whole group as a semi-circle facing the center of the classroom</i> • <i>In pairs or small group facing each other</i> • <i>Seating on the floor in a circle or small circles</i>
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4. EFFECTIVE TEACHING AND ASSESSING LEARNING			
	Low	Medium	High
4.1 The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives.	<p>The teacher does not state or write the lesson objective(s)/topic, nor you can understand the objective/topic from the lesson activities.</p> <p><i>For example: The teacher asks students to take turns reading a text about planting and harvesting crops. S/he then spends the rest of the lesson discussing farming and the specific processes involved. The teacher does not state what is the lesson objective, and it is difficult to work out what is the lesson objective from the activities (in this example, the objective could be developing oral reading fluency, developing vocabulary, or learning about agriculture).</i></p>	<p>The teacher either clearly states and/or writes a broad lesson objective/topic OR the objective/topic is not clearly stated and/or written but by looking at lesson activities you can tell what is the objective/topic of the lesson</p> <p><i>For example: The teacher says, “Today we’re going to learn about multiplication,” but does not specify that the lesson is about multiplying fractions. Another example might be that the lesson activities may clearly focus on how to divide whole numbers, but the teacher does not specify it (s/he says “we will learn multiplication”).</i></p>	<p>The teacher clearly states and/or writes a specific lesson objective/topic (e.g., a learning goal) and keeps repeating lesson objectives during the entire class.</p> <p><i>For example: Near the beginning of class the teacher states, “Today we’re going to learn to multiply fractions.” Each lesson activity is clearly related to the objective of multiplying fractions.</i></p>

<p>4.2 Teacher is teaching using Student-centered activities</p> <p><i>*Forms include: Reading or explaining a text, writing on board, additional material, physical demonstration, videos</i></p>	<p>Low:</p> <p>The teacher does not teach with students at the center. The teacher explains content using only one form of representation OR content is simply not explained.</p> <p><i>For example: The teacher states, “A fraction is a combination of a numerator and denominator,” without providing any written or other visual representation of a fraction during the lesson segment. Alternatively, the teacher may not provide any explanation of content, uses too many technical terms without explaining what s/he means, and/or may explain ideas without a logical order or connection. Moreover, the teacher may say, “A fraction is a combination of a numerator and denominator,” without defining those terms. Alternatively, the teacher may not provide any explanation of content.</i></p>	<p>Medium:</p> <p>The teacher somewhat teaches with the student at the center by explaining content using two forms of representation.</p> <p><i>For example: The teacher states, “A fraction is a combination of a numerator and denominator,” and writes an example of a fraction on the board. In a language arts lesson, the teacher states that a verb is an action word and writes a sentence which contains a verb which is underlined on the board.</i></p>	<p>High:</p> <p>The teacher teaches with the student at the center, being aware of multiple types of learning and different levels of students’ skills and understanding. The teachers demonstrates this by explaining content using three or more forms of representation, or types of activities.</p> <p><i>For example: The teacher states, “A fraction is a combination of a numerator and denominator,” and writes the example of 1/4 on the board. Later in the lesson, the teacher uses a visual aide as part of his/her explanation of content by folding a piece of paper into quarters and coloring in one square. In a language arts lesson, the teacher states that a verb is an action word and writes a sentence which contains a verb which is underlined on the board. The teacher then mimes a series of actions and asks students to identify these examples of verbs.</i></p>
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	Low	Medium	High
4.3 The teacher makes connections in the lesson that related to other content knowledge or students' daily lives.	<p>The teacher does not connect what is being taught to other content knowledge or students' daily lives. The teacher may use examples that may be related to other content or students' lives, but the teacher does not attempt to connect it to the learning activity.</p> <p><i>For example: During a lesson on fractions the teacher uses a picture of a cake and divides it into fourths but does not make a connection to students' experience with slicing cake. Alternatively, the teacher says, "Remember, yesterday we learned about whole numbers? Today, we are going to learn how to add fractions."</i></p>	<p>The teacher may attempt to connect the lesson to other content knowledge or students' daily lives, but the connections are superficial, confusing, or unclear.</p> <p><i>For example: When introducing a lesson on fractions, the teacher says, "When we cut a cake, we use fractions," and goes on to explain fractions. The connection to students' lives is superficial and nonspecific. Alternatively, the teacher says, "Remember yesterday we learned the rules for adding whole numbers? Now we are going to use those rules and apply them to adding fractions." However, when explaining how to add fractions, the teacher does not link the rules back to the rules for whole numbers</i></p>	<p>The teacher meaningfully connects the lesson to other content knowledge or students' daily lives.</p> <p><i>For example: When teaching a class on fractions, the teacher relates the content to students' experiences by asking, "Who has had to slice a cake? How did you make sure there were enough slices for everyone? Learning about fractions can help us divide a cake between people." The teacher also connects the lesson to a prior lesson by saying, "Remember yesterday when we learned about halves? We learned that when we cut a cake in half, two people can share it equally. Today we will learn how to divide the cake into fourths, so four people can share it. When we were forming halves, we made sure we had two halves of identical size. The same is true when we are forming fourths: we have to keep slices the same size." The connection between the current lesson and other content knowledge and/or students' daily lives is clear</i></p>

	Low:	Medium:	High:
<p>4.4 The teacher uses questions or other strategies to make sure that students' are understanding.</p>	<p>The teacher does not ask questions from students at all</p> <p>OR Teacher asks simple questions after teaching and all the students in the class respond at the same time and the teacher does not check whether all or just some students are understanding.</p> <p><i>For example, after explaining a concept, the teacher asks, "Have you all understood?" The students in the class respond all together, "Yes, we have."</i></p>	<p>The teacher asks questions, or gives tasks to the students that are effective at determining the level of understanding of only a few students.</p> <p><i>For example: In a math class, the teacher asks, "What is $7+8$?, only a few students raise their hand, and the teacher asks 1 or 2 students to answer without seeing if the rest of the class understood.</i></p> <p><i>OR, the teacher asks the question but does not ask students to raise their hands. Instead, the teacher allows students to shout their answers.</i></p>	<p>The teacher asks questions, or gives students tasks that are effective at checking most students' level of understanding.</p> <p><i>For example: The teacher says, "Please put your thumb up if you agree or down if you disagree with this: Equilateral triangles have equal angles."</i></p> <p><i>The teacher can also use other ways to have all students share their answers, such as:</i></p> <ul style="list-style-type: none"> - <i>Giving the students the task to write the answer in their notebooks and checking the answer;</i> - <i>Asking students to write a sentence by themselves using a verb and then asking each student to read out the sentence s/he wrote</i>

	Low	Medium	High
4.5 The teacher asks open-ended questions that require reasoning, explanation, or generalization or have more than one correct answer	<p>The teacher does not ask open-ended questions OR asks only one open-ended question. The teacher may ask closed-ended questions that have a predetermined answer.</p> <p><i>For example: The teacher asks, “Who is the main character in this story?” or “Which is greater, -2 or -6?”</i></p>	<p>The teacher asks students at least two open-ended questions but does not build on student responses, OR the teacher asks 2 open-ended questions and 1 of them is a follow-up to a student response.</p> <p><i>For example: The teacher asks, “Why was the character unhappy? What makes you think that?” OR “Why is -2 greater than -6?” And then asks, “How do you use the number line to determine if -8 or -4 is greater?”</i></p>	<p>The teacher asks students 3 or more open-ended questions AND at least 1 of them builds upon student responses by asking students to justify their reasoning, further explain, or clarify their ideas.</p> <p><i>For example: The teacher asks, “How do you think the main characters in the story would prepare for the competition?” After a student responds, the teacher then follows up by asking, “What facts or ideas make you think that?” Then s/he asks another student, “What do you think happens next?” In a math class, the teacher asks, “How do you know -2 is greater than -6?” After the student responds, the teacher follows up by asking, “What would happen if the numbers were positive?” Later in the lesson, the teacher asks, “How do you use the number line to determine if -8 or -4 is greater?”</i></p>

	Low	Medium	High
5. ASSESSING LEARNING			
5.1 The teacher monitors most students during independent/group work	<p>The teacher does not monitor students when they are working independently or in groups.</p> <p><i>For example: The teacher sits at his/her desk or remains standing in front of the class when students are working.</i></p>	<p>The teacher monitors some students to check their understanding.</p> <p><i>For example: The teacher observes the work of students in front of the class and sees if its right, clarifies concepts, or asks questions.</i></p> <p><i>*If there is no Group or independent work then this is scored as medium</i></p>	<p>The teacher monitors most students by circulating in the classroom and approaching individual students or groups to check their understanding.</p> <p><i>For example: When students are working, the teacher walks around the classroom, and gets close to most students or groups to see if they are following the task, if they are having issues, and answering questions.</i></p>

	Low	Medium	High

<p>5.2 The teacher adjusts teaching to the level of students</p>	<p>The teacher does not adjust teaching for students.</p> <p><i>For example: The teacher may notice that many students are getting the wrong answer but does not explain the concept again. Instead, the teacher continues with the next lesson in the curriculum.</i></p>	<p>The teacher slightly adjusts teaching, but this adjustment is brief and not very clear.</p> <p><i>For example: When solving the multiplication problem 7×3, a student confuses the process with addition and answers '10'. In response, the teacher reminds the student that they are doing multiplication and not addition.</i></p> <p><i>*If the teacher keeps teaching and there is no apparent need for adjustment, then this is scored as Medium</i></p>	<p>The teacher greatly adjusts teaching for students by giving students more opportunities to learn the concepts that they missed. The teacher may also present information in a different way to help students better understand the concept being taught. The teacher may also provide more challenging tasks for those who already have an advanced understanding.</p> <p><i>For example, The teacher writes 7×3 and $7 + 3$ on the board and then asks different students to explain what is the difference. Then the teacher explains the difference him/herself and gives another similar example for students to answer.</i></p> <p><i>Or if the teacher notices that a student has already completed the worksheet, s/he may give that student another activity to complete while waiting for the rest of the class.</i></p>
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	Low:	Medium:	High:
5.3 The teacher provides specific comments or guiding questions to help students clarify misunderstandings	<p>The teacher either does not provide students with comments/prompts about their misunderstandings OR the comments provided are simple, evaluative statements (e.g., “That is incorrect”).</p> <p><i>For example: When a student answers a teacher’s question incorrectly, the teacher responds by saying, “That is not the correct answer,” and moves on.</i></p>	<p>The teacher provides students with general or superficial comments/prompts about their misunderstandings.</p> <p><i>For example: In a math class, the teacher says, “You forgot to include the negative sign,” without providing further information or prompts</i></p>	<p>The teacher provides students with specific comments/prompts that contain substantive information that helps clarify students’ misunderstandings.</p> <p><i>For example, the teacher says, “Do you remember what happens when we multiply a positive and a negative number? Let’s look at your notes. Now, let’s look at your answer. What do you need to change to find the correct answer?”</i></p>



Step 2: Mentoring to provide support to teachers

Post-observation, the Mentor should conduct a Mentoring session with the teacher based on the observation. The Mentor will look at how the teacher has performed in the different teaching practices and conduct the Mentoring session accordingly.

Protocols for Mentoring

During the Mentoring session, the Mentor should:

1. *30-minute long mentoring session*

After the classroom observation, the Mentor and the teacher will sit together for a 30-minute-long Mentoring session. The mentoring session will follow the key steps of mentoring as explained in the manual

2. *Only give 1 improvement area at a time.*

The Mentor should focus on one teacher practice per Mentoring session (e.g., a session should only focus on helping the teacher use questions or other strategies to make sure that students' are understanding).

3. *Be specific and concrete in your feedback.*

When teachers get vague feedback, like “You need to engage students more,” it is difficult for them to know what to **do** differently. Instead, give them specific actions they can try.

4. *Conduct the 1-1 Mentoring session in a quiet place in school*

Please make sure that the Mentoring session is done in a place in school where there is less noise and fewer people.



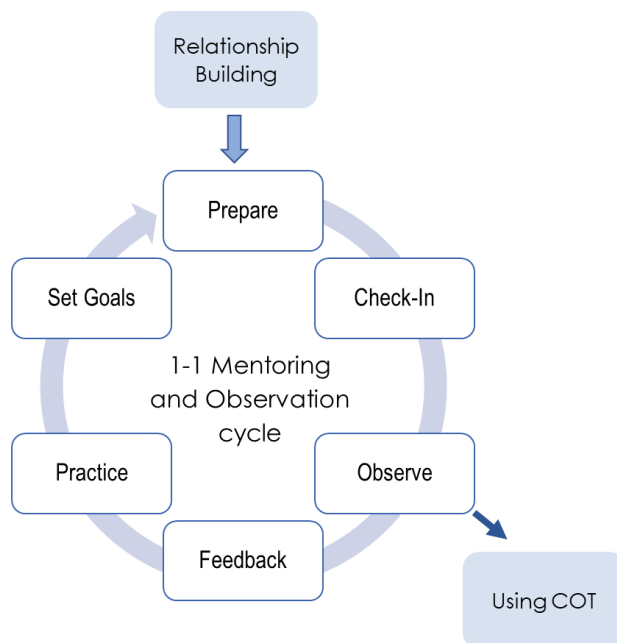
Mentoring Process

The process of mentoring is designed based on the process defined in the Coach Program by the World Bank. The process follows key steps as defined in the figure 3. The figure highlights the key steps of the feedback cycle. The key first step is building a strong relationship with the mentee. This is important as the mentor and the mentee should have a relationship based on trust and the mentee should not feel forced or like they are being monitored.

Pre-observation, the mentor should spend significant time preparing for the observation and the mentoring session.

Once at the school, the mentor should check in with the mentee to make sure

they are having a good day and are prepared to teach the lesson. Then the observation session is conducted using the observation tool. Post-observation, the mentor and the mentee sit together for a 30-minute-long mentoring session which is defined based on the observation. Post-mentoring, the teachers should be given at least 3-4 weeks to practice the strategies shared during the mentoring session. The mentor should also support the mentee in setting up goals that they should aspire to achieve in a set period.



Instructions for mentors

- Read the observation tool and keep this Mentoring manual with you
- The mentoring session should be 30 minutes long and should happen in a quiet place. After the observation is complete, take 15 minutes and do the scoring using the scale of teaching practices present in the Manual.
- Make sure that the Mentoring session does not disturb the teachers' other tasks.
- The mentoring session should not disturb other activities in the school
- If you have done observation and feedback of the teacher before, review the observation form of the previous mentoring session before going to the class.



Mentoring Session

The mentoring session should follow the following key steps:

Step 1: Check-in (5 mins)	<p>At the start of the session, ask the mentee about their lesson. The mentor should ask the mentee to do some self-reflection.</p> <p>Example:</p> <ul style="list-style-type: none"> • How are you doing today? • How do you think today's lesson went? • Are you happy with how the lesson went? • Do you think there are any areas you can improve? • What do you think you did very well in the classroom? (Hint: manage students, write on board, have students read etc.) <p><i>Note: If you have had a previous coaching session with the teacher, then recall some of the points from previous observation and also ask the teacher to share if the previous coaching helped them improve a little in the teaching. What were the areas that were helpful?</i></p>
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Step 2: Positives (10 min)	<p>After the check-in, the mentor should provide positives to the mentee. The Mentor should highlight at least 2-3 positives to the mentee.</p> <p>How to identify the positives: The Coach should look at the observation scores and pick the teaching practice that the teacher scored highest on. Let the teacher know which teaching practice they scored highest on and read the description of that teaching practice from the manual.</p> <p>Example:</p> <ul style="list-style-type: none"> • You treated all students equally today • You explained the objectives of the lesson very clearly today. • The students were mostly working in today's class.
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Step 3: Area of improvement (10 Mins)	<p>The mentor should then highlight the one area of improvement that the mentee should focus on before the next observation.</p> <p>Examples:</p> <ul style="list-style-type: none"> One teaching practice that I wanted to discuss in detail with you today is ‘Teacher uses positive language with students. This is a very important teaching practice so let’s focus on it in detail. <p>Tell the score to the mentee; Say ‘<i>You scored X (can be L, M, or H) on this teaching practice.</i>’</p> <p>You can also show the rubric to the mentee so they know how the practice is defined and what is the Low, Medium and High level of this practice</p> <p>The mentor should highlight the importance of improvement and the mentee should start doing things that are higher on the scale in the manual on this teaching practice.</p>
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Step 4: Next Steps (5 min)	<p>The last step of the session is to ask the mentee to note down the key next that they can practice in their teaching practice before the next observation.</p> <ul style="list-style-type: none"> <i>Mutually agree with the teacher on the key next steps: The steps that the teacher must take to improve on the given practice:</i> <p>Example:</p> <ul style="list-style-type: none"> The teacher remembers the names of the students and call the students by their name. The teacher will say thank you every time a student answers a question or comes to the board or stands up to ask a question. The teacher will say please while giving instructions to students on the task or while asking them to stand up. The teacher will speak to the students in a soft voice. <ul style="list-style-type: none"> Confirm the next observation time.
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	<ul style="list-style-type: none"> ● Explain to the teacher that you will use the Lesson Observation Tool again in the next session and will select a Teaching practice based on that observation.
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Example Rubric

Example Rubric (7 Mins)	<p><i>The Coach and the teacher collectively look at the example rubric to see the example of the low, medium, and high of the teacher treats all students respectfully. And discuss the examples from the lesson</i></p> <p>When you are calling students during the lesson then you should call them using their names, this shows that you are treating the students with respect. Also, you should say please while talking to the students or giving them instructions and thank you when students do something or answer a question. This makes the students feel respected and they will want to work more in class. You can use any other word of sign to give respect to the students.</p>
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Example Rubric: Teacher Treats all students respectfully

Applicable to all subjects		
Low	Medium	High
Teacher scolds and shouts at students in the classroom	The does not shout at students but also does not call them by their name	The teacher calls students by their name.
The teacher beats students.	The teacher does not beat or shouts at students. But the teacher is also not very respectful to them.	The teacher calls students as sir or madam or any other cultural way of calling them with respect.
The teacher calls students by disrespectful or insulting words	The teacher doesn't use insulting words but also doesn't use respectful words	The teacher uses words that are very respectful. Such as thank you and please.



Example Rubric: Teacher uses positive language with the students

Applicable to all subjects		
Low	Medium	High
Teacher uses negative words in the classroom that are demotivating for students.	The teacher uses some positive language such as saying “good job” to the students.	The teacher constantly uses positive language and motivates students during the entire class.
During the math lesson, the teacher calls students to the board and if they are not able to do the sum, the teacher doesn’t say anything to motivate them.	During a math lesson, the teacher calls students to the board and if they are not able to do the sum the teacher tells them to ‘keep trying’ and ‘you are smart.’	During a math lesson, the teacher calls students to the board and if they are not able to do the sum the teacher tells them to ‘keep trying and remember you were able to do this before’.
The teacher gives students classwork to read a few lines from the story. One student is unable to read some words and teacher tells him that he is always bad at reading.	The teacher gives students classwork to read a few lines from the story. One student is unable to read some words and teacher tells him to keep trying.	The teacher gives students classwork to read a few lines from the story. One student is unable to read some words and teacher tells him to keep trying and remember that he can do this. The teacher also reminds him how he is a good student and always does his work.
The teacher conducts a test after the lesson and during the test sees that some students are not able to answer the questions. The teacher starts to scold them.	The teacher conducts a test after the lesson and during the test sees that some students are not able to answer the questions. The teacher tells the student to try and do their best and reminds them that they are good students.	The teacher conducts a test after the lesson and during the test sees that some students are not able to answer the questions. The teacher tells the student to try and do their best. The teacher reminds them how far they have come over the year and that he is very proud of them.



Example Rubric: The teacher responds to students' needs

Math		
Low	Medium	High
Teacher is not well aware of students needs, and if he does he doesn't address their problems. for example students sitting in the last row were not able to see white board clearly. But teachers didn't notice them.	Teacher knew the students sitting in the last were not able to see White board clearly, He noticed them but didn't call them in front rows or didn't manage in any other way. Just asked whether they could see the questions written on board or not.	Teacher asked the students sitting in the last row to come in front rows and ensure whether they could see the questions written on board clearly.
Teacher solved a question on board but one student can't see board properly teacher can't address student need	Teacher changed a seat of student with another student but not noticed that now the other student can't see board	Teacher arrange students in such a way that all students see board properly before starting to solve question on board
Teacher neither check that all students have geometry to solve the questions of geometry nor he/she check that all of the students are attentive or not and didnt give any response to full fill their needs.	Teacher recognized that some of the students in the class didn't have required geometry to solve the sum but he/she didn't provide the solution for that problem.	Teacher found out that some students didn't have geometry to solve the sums, so he/she helped the students by asking those students who had done their assignment to let their geometry to other fellows.



Example Rubric: The teacher does not treat any gender group unfairly in the classroom

Applicable to all subjects		
Low	Medium	High
All the girls are sitting at the back of the class and boys are sitting at the front of the class and teacher only stands at the front of the class during the lesson.	The seating arrangement in the class is not arranged gender wise and boys and girls are seated so that they are all able to see the teacher and the black board clearly.	The seating arrangement in class is such that students of both genders are engaged in class and are all able to see the teacher and the blackboard. The teacher moves around in the classroom. If s/he sees that girls are far behind or in a corner, the teacher actively asks them to move to the front.
The teacher only asks questions to the girls and ignores the boys in the classroom. OR the teacher only asks questions from the boys and ignores the girls.	The teacher asks most questions from the boys and only a few questions from the girls. OR teacher asks most questions from the girls and only a few questions from the boys.	The teacher asks an equal number of questions from both the boys and girls.
During a classroom activity at the board, the teacher only engages boys and ignores girls. OR the teacher only engages the girls and ignores the boys.	During the classroom activity at the board the teacher mostly invites the boys to the board and only a few girls. OR the teacher invites most of the girls and only a few boys.	During the classroom activity at the board the teacher engages boys and girls equally.
The teacher groups students by gender and during the activity, the teacher only supports the group with girls and ignores the boys OR the teacher only supports the group with the boys and ignores the girls.	The teacher groups students by gender but gives equal support to both boys and girls	The teacher makes mixed gender groups and then ensures that he/she provides support to all the groups.



Example Rubric: Teacher clearly states the objectives of the lesson and connects the objectives to the activities

Math		
Low	Medium	High
The teacher is teaching double digit addition. The teacher picks up a book and starts solving questions without telling students the objectives of the lesson. He takes pencils and asks the students to count them. This counting activity doesn't relate to the class objective.	The teacher tells students that they will learn about addition and solve the sums relating 2 digits addition. He doesn't explain the type or specification of double digits addition whether it is with carry or without carry. Somehow the activities elaborate the objectives of the lesson.	The teacher clearly explains the students that they are going to learn about 2 digits addition with carry and solve the sums relating it. All his activities during the lesson are closely and precisely related to the top and help in understanding the topic and its objectives.
The teacher starts teaching without saying the objective of the lesson. The objective of the lesson is not written on the board	The teacher writes the name of the topic on the board but does not explain it or connect it with the activities during the lesson	The teacher comes to the class and asks a question, ' <i>do you know what is a noun?</i> ' After taking a few responses the teacher says that today's topic is nouns and then writes the objective on the board.
The teacher starts teaching multiplication. He does not state the lesson objectives.	The teacher says that ' <i>today we are going to study multiplication</i> '	The teacher says ' <i>today we are going to learn multiplication</i> '. In addition, the objectives of the lesson can be easily judged by the activities performed in class.
Without any proper introduction or explanation of the topic, the teacher directly starts solving multiplication questions.	The teacher only tells students "today we are going to learn multiplication" or only writes that on board and then starts to solve a question related to it without any explanation or the details on that topic.	The teacher tells the topic and writes on board so that students may know that they are going to do multiplication of fractions. The teacher also explains multiplication of fractions during the group activity
Teacher gives no introduction to the topic	Teacher says, ' <i>Today our topic is subtraction.</i> '	Teacher says, ' <i>Today our topic is subtraction of two digits and we will do a group activity on it as well</i> '



English		
Low	Medium	High
The topic of the class is 'Proper Noun'. The teacher opens the book and starts reading without any explanation or articulation of the objective of the lesson. His activities are not clear and do not relate the class objectives.	The teacher asks names of different things and then tells students that they learn about Nouns without further specification. However, activities help understand the objectives of the lesson.	The teacher asks the names of different things and then explains common and proper Noun. Then, he says that the objective of the class is to learn about 'Proper Noun'. All of the activities are precisely aligned with the objectives of the lesson. They clearly make a sense of the objectives.
The teacher is teaching Verbs. During the lesson, s/he does not state the lesson objectives	The teacher is teaching Verb. During the lesson, s/he performs some activities relating to actions/verbs.	The teacher is teaching verb. During lesson, she states the objectives clearly and perform different activities that are clearly linked to verbs.
The teacher asks the students to open the book and start reading about "Noun" without specifying any objectives	The teacher only says, "today we are going to read about nouns". S/he does not explain if its countable or uncountable, noun types, or others.	The teacher clearly explains the objective of lesson by saying: "today we are going to read about noun, its types (countable or uncountable) and common examples.
The teacher gives no introduction to the topic	The teacher says, 'Today our topic is verbs.'	The teacher says, 'Today our topic is Verbs and we will study the different types of verbs. We will also do a group activity on it



Example Rubric: The teacher uses questions, or other strategies to ensure students' level of understanding.

Math		
Low	Medium	High
The teacher asks students a yes/no answer such as, “have you all understood the concept of one digit addition?”. The students respond at the same time.	The teacher asks, ‘Can anyone tell me what is "5+4"?' A few students raise their hands and answer.	The teacher asks students to make possible pair of digits whose sum must be 10. Most of the students participate in this activity
The teacher teaches about division but doesn't ask questions.	The teacher is teaching about division and asks students to solve some questions. However, the teacher doesn't give feedback to students.	Teacher is teaching about fractions. S/he draws different shapes and diagrams and asks students to make a fraction. Then, s/he checks student’s work and gives them proper feedback.
The teacher writes a long division question and its solution on the board without explanation. Then s/he tells students to copy the question on their notebooks	The teacher solves a long division problem on the board by explaining his process but doesn't explain in detail.	The teacher solves a long division problem on the board by enacting each step and saying out aloud his thinking process involved in each step
The teacher is giving demonstration on fractions. She explains the whole topic without checking if students are able to understand.	The teacher is explaining fractions. During the lesson she asks a student ‘what is numerator and denominator?’	The teacher is explaining fractions. During lesson, s/he uses different charts in which fractions of different kinds are named. She first asks ‘what do you understand about this chart?’ Then she individually goes to every student and asks them different questions. She explains again to those who were unable to answer correctly.



English		
Low	Medium	High
The teacher asks a yes/no answer such as: “Have you all understood what is noun?” All students respond at the same time.	The teacher asks students to give an example of a noun in classroom. Only few students respond by raising their hands.	The teacher asks students to make sentences using nouns.
The teacher teaches the lesson and asks or leaves no time for questions.	The teacher teaches about verbs and asks students to give examples from class.	The teacher teaches about verbs. The teacher first writes the definition of verbs on the board and explains that a verb is used to define an action. The teacher then performs an action and tells students that any action is a verb, like walking. The teacher then writes a few nouns and verbs on the board and ask students to select the ones which are verbs.
The teacher simply states nouns are the names of people, places, animals or things and gives some examples	The teacher explains nouns and their definition and also enacts the process of identifying nouns.	The teacher, along with explaining nouns, also explains the process of identifying nouns and thinks out aloud the entire process. They use different words of the English language and completely state the process in whether identifying them as nouns or not.
The teacher is giving lessons on vowels he/she just tells students what are the vowels. He/she writes them on board and tells that “Tomorrow, I will take a test on vowels”	The teacher is explaining vowels. She first writes the vowels on board, then she writes some words that start with vowels, and then asks 1 or 2 students to name a word that start with a vowel	The teacher is explaining vowels. She writes a few words on the board and randomly asks 4-5 students to identify the vowels in those words. The teacher then asks each student to write at least five words in their notebooks that start with Vowels. She goes around the classroom and randomly checks the answers of some students.



Example Rubric : Teacher Monitors Students during independent/group work

Applicable to all subjects		
Low	Medium	High
The teacher does not monitor the students at all while students are busy in doing the assigned task individually or collectively.	The teacher monitors a few students while students are busy in doing the assigned task individually or collectively (class work). OR if she monitors the majority of students, she does not help or assist the students if they are doing something wrong.	The teacher monitors the majority of the students while students are busy in solving assigned questions individually or collectively (class work). The teacher also helps students that are having difficulties or doing something wrong.
The teacher asks the students to identify common and proper nouns from the given story. She monitors the work of only 4-5 students from a class of 30.	The teacher takes round of class and checks the work of students. She points out the mistakes of some students but does not comment how to correct them.	The teacher monitors the whole class and points out that some students have written common nouns in place of proper nouns. She further explains the differences between common and proper nouns to help students to clarify their mistakes
The teacher monitors students by sitting on one place	The teacher just monitors a few students	The teacher monitors the whole class and asks students individually if they are facing any problems
The teacher gives instructions but doesn't monitor students during the activity	The teacher monitors some students and gives some instructions. However, mostly students are ignored	The teacher provides specific and clear instructions for activities and monitors almost all the students during activities



Example Rubric: Teacher Adjusts Teaching to the level of the students

Math		
Low	Medium	High
Teacher solved math questions by herself on board having no students involvement	Teacher solved math questions by involving students but did not asked questions.	Teacher solved math questions with the help of students step by step and involved mostly students
Teacher teaches one digit addition to students of grade 3. That will be potentially easy for most of the students.	While teaching students about two digit addition with carry teacher notices that some students are carrying incorrectly. Teacher orally explains the process involved in two digit addition with carry and moves on. That (approach) will be difficult for some students.	While teaching students about two digit addition with carry teacher notices that some students are carrying incorrectly. Teacher explains the concept of ones and tens followed by practical demonstration of whole process of two digit addition with carry on whiteboard. Alternatively teacher assigns high level questions to students who have already completed their worksheet earlier than other students.
SLO is Percentage. Used monotonic approach. No versatility at any step is observed, e.g. teacher totally ignored wrong attempts by students and stick to the way S/he planned. Like gave worksheet to solve 75% and student solved it wrong but teacher moved on without pausing and re-explaining.	SLO is Percentage. Teacher notices that many students are not correctly attempting question how to write 25/100 in percentage? S/he explained to few students but didn't correct whole class.	SLO is Percentage. Teacher attended whole class learner like slow learner to good learner, e.g. Teacher noticed that many of students have difficulty writing fraction of percentage s/he stops the activity in between and re-brief concept then continued. S/he might give extra questions to good learner.



Example Rubric: Critical thinking

Math			
	Low	Medium	High
	How many books do you have?	How many books are there in your class if one student has 5 books?	Two students play game of 17 parts. A student can pick 1 to 3 parts at the same time. The one who picks last wins the game. Devise a mathematical way to win this game.
	After explaining fractions teacher may say complete exercise of fractions from your book.	Teacher may say give examples of fractions from your classroom.	Teacher may divide students in groups and provide some flash cards to each group and ask them to separate fractions from them. And then each group will represent their "fractions".
	No thinking task given	Thinking task given somehow	Complete thinking task provided to students
	The teacher teaches the topic only.	The teacher explains and give students the practice.	The teachers not only explains, practices the topic but gives the student the challenge of creating something using that knowledge and enhance critical thinking in students
English			
	Low	Medium	High
	Teacher may write examples of SENTENCE on board and ask students to copy them on their notebooks and learn them.	Teacher may ask students to write down five sentences of their daily use on notebooks.	Teacher may ask students to write five sentences of their daily use and five phrases as well on their notebooks.
	The teacher teaches the topic only.	The teacher explains and give students the practice.	The teachers not only explains, practices the topic but gives the student the challenge of creating something using that knowledge and enhance critical thinking in students





Step 3: Community of Practice

The third step of the program is to do a Community of Practice (CoP) session. The purpose of the session is to ensure that teachers are able to sit in a group, focus on one key teaching practice, and learn from and with each other. The CoP sessions are led by Head Teachers as follows:

- 1) Once a month the Head Teacher conducts a Community of Practice session. The Head teacher can use the help of the Lead teacher in the school.
- 2) All the teachers in the school participate in the session.

Structure of the Session

