

**A3/Continuing professional development of teachers (CPDT)
(School clustering and Teachers Learning Circles Program)**

Date Developed	19th July 2021
Expected User/s	Professional Development Managers of all levels
Length of Training	3 days (7 hours/ day)

Table of Contents

HOW TO USE THIS DOCUMENT.....	2
AIM.....	2
OBJECTIVES.....	2
COMPETENCY FRAMEWORK ALIGNMENT.....	3
DAY 1.....	9
CONCEPT 1: OVERVIEW OF CONTINUOUS TEACHER PROFESSIONAL DEVELOPMENT, NEED & PURPOSE.....	9
CONCEPT 2: COLLABORATIVE PROFESSIONAL DEVELOPMENT.....	13
DAY 2.....	15
CONCEPT 3: DESIGNING PROFESSIONAL DEVELOPMENT TRAININGS.....	15
CONCEPT 4: LEARNING CIRCLES DESIGN.....	17
DAY 3.....	28
CONCEPT 5: DESIGNING AND IMPLEMENTING PD.....	28
COMPETENCY SELF-ASSESSMENT RUBRIC.....	32

How to use this document

This document is main training guide for the **Continuous Professional Development of Teachers (CPDT)** training. Spread over three days, it describes the basics of teacher professional development theory on Day 1, Introduction to Learning Circles on Day 2, and on Day 3 participants will spend the day designing and implementing Learning Circles on their chosen topics. Trainers (also called facilitators in this training guide) are expected to go through this document at least two weeks prior to delivering the training to prepare for the session that they will conduct.

This document highlights the skillsets that trainers need, materials required for training sessions, and the types of discussions and activities to be conducted. It is highly recommended that the trainers go through the Further readings suggested so as to build a deeper understanding of the topics presented in this training. It is suggested to refer to the slides parallelly while going through the training guide document. It will help the trainers build familiarity and connection with the training material.

Structure of the document is described next. First, the aim, objectives, and competency alignment with this training are presented. They highlight the key skills and takeaways for the participants from this training. Rest of the document explains training pertaining to each day, presentations of new ideas and skills, and reflection activities for participants. The last part on notes, has been intentionally left blank for training participants to take notes and make the training their own.

Aim

At the end of the training participants (or any entity that has professional development of teachers as one of its functions) would be able to discuss the theoretical basics of learning by doing theory (constructivism), develop the key skills and perspectives around supporting teacher professional development activities, especially with regards to learning circles. They would understand the role of inclusive practices and equity in teacher professional development. They would also be able to train teachers on conducting Learning Circles from start to finish for continuous professional development.

Objectives

The participants will be able to:

1. Demonstrate understanding of the theory of professional development and the need for continuous professional development of educators.
2. Lead learning circles for educators.
3. Observe educators learning circles and provide data insights based feedback.

Competency Framework Alignment

The table below maps how each of the modules presented in this training align with the existing competency framework.

Module	Core Competency	Sub Competency	
Need for continuous professional development (CPD)	1.Education expertise	1. Evaluating & assessing	
		2. Coaching and Mentoring	
		3. Develop Self and Others	
		4. Continuous Professional Development (CPD)	
	2.Developing self and others		1. Coaching and Mentoring
			2. Setting learning and growth plan
			3. Training
			4. Appraising staff
			5. Learning
	3.Working effectively with others		1. Teamwork
			2. Effective oral communication
			3. Active listening
4. Building community relationship			
5. Adaptability			
6. Empathy			
7. Flexibility			

	8. Influencing
	9. Sociability
4.personal learning and growth	1. Learning from environment and peers
	2. Observing
	3. Active listening
	4. Getting feedback
	5. Self-esteem and confidence
5. Problem solving	1. Logical and Critical Communication
	2. Risk Management
	3. Self-Awareness & Management
	4. Social Awareness and Management.
	5. Analytical Skills
	6. Negotiation Skills
	7. Active listening
	8. Troubleshooting
6.Communicating effectively and with impact	1. Communicate and interact effectively
	2. Listen Actively
	3. Inspire others

		4. Collaborate with others.
		5. Sustain relationship with others
		1. Ability to generate ideas
		2. Problem-Solving
	7.Creativity and innovation	3. Critical thinking
		4. Enquiry
		5. Curiosity
Learning Circles Design and Evaluation	1. Working effectively with others	1. Teamwork
		2. Effective oral communication
		3. Active listening
		4. Building community relationship
		5. Adaptability
		6. Empathy
		7. Flexibility
		8. Influencing
		9. Sociability
	2. Problem solving	1. Logical and Critical Communication
		2. Risk Management

	3. Self-Awareness & Management
	4. Social Awareness and Management.
	5. Analytical Skills
	6. Negotiation Skills
	7. Active listening
	8. Troubleshooting
3. Communicating effectively and with impact	1. Communicate and interact effectively
	2. Listen Actively
	3. Inspire others
	4. Collaborate with others.
	5. Sustain relationship with others
4. Creativity and innovation	1. Ability to generate ideas
	2. Problem-Solving
	3. Critical thinking
	4. Enquiry
	5. Curiosity
5. Education expertise	1. Evaluating & assessing
	2. Coaching and Mentoring

		3. Develop Self and Others
		4. Continuous Professional Development (CPD)
	6. Developing self and others	1. Coaching and Mentoring
		2. Setting learning and growth plan
		3. Training
		4. Appraising staff
		5. Learning
	7. Effective oral and written communication	1. Communicate and interact effectively
		2. Listen Actively
		3. Inspire others
		4. Collaborate with others.
		5. Sustain relationship with others
Learning Circle Implementation	1. Education expertise	1. Evaluating & assessing
		2. Coaching and Mentoring
		3. Develop Self and Others
		4. Continuous Professional Development (CPD)
	2. Developing self and others	1. Coaching and Mentoring
		2. Setting learning and growth plan

-
- | | |
|--|---|
| | 3. Training |
| | 4. Appraising staff |
| | 5. Learning |
| 3. Communicating effectively and with impact | 1. Communicate and interact effectively |
| | 2. Listen Actively |
| | 3. Inspire others |
| | 4. Collaborate with others. |
| | 5. Sustain relationship with others |
| 4. Working effectively with others | 1. Honesty and Integrity |
| | 2. Teamwork |
| | 3. Effective oral communication |
| | 4. Active listening |
| | 5. Building community relationship |
| | 6. Negotiation and conflict management |
| | 7. Adaptability |
| | 8. Empathy |
| | 9. Flexibility |
| | 10. Influencing |
-

11. Sociability

Participants will be given a rubric to self-assess their capabilities in the above mentioned competencies at the beginning and end of the training.
(Rubric present on last page.)

Training Module Outline is presented below.

Day	Sub-topic	Concepts	Pedagogy	Time
Day 1	Need for Continuous Professional Development	Concept 1: Overview of continuous teacher professional development, need & purpose. Concept 2: Collaborative Professional Development	<i>Competency Developed: Education Expertise, working effectively with others, Problem Solving, communicating effectively and with impact, creativity and innovation, Developing self and others, Personal Learning and growth</i>	
			Community Building Activity	30 mins
			Competency self-assessment	20 mins
			Intro to learning by doing.	45 mins
			Small Break	15 mins
			Activity 1: Setting background	30 mins
			Facilitation vs Telling	45 mins
			Lunch	60 mins
			Activity 2: Practicing Facilitation	90 mins
			Small Break	15 mins
			Designing for professional development	45 mins
Structured reflection for the day	25 mins			
Day 2	<i>Competency Developed: Working effectively with others, problem solving, communicating effectively and with impact, creativity and innovation, Education expertise, developing self and others</i>			

	Learning Circles Design and Evaluation	Concept 3: Designing Professional Development Trainings	Community Building Activity	30 mins
			School clustering and teacher PD- school based PD and subject based PD.	30 mins
			Activity: how do you choose a topic	45 mins
			Small Break	15 mins
			Intro to learning circles	30 mins
			Workshop: Design template	45 mins
		Concept 4: Learning Circles Design	Lunch	60 mins
			Presentation: Implement a learning circle on a topic chosen from the earlier training	30 mins
			Evaluating professional development trainings/ learning circles?	45 mins
			Small Break	15 mins
			Activity: Evaluation of training	45 mins
			Structured Reflection	25 mins
Day 3	Learning Circles Implementation	Concept 5: Designing and implementing PD.	<i>Competency Developed: Working effectively with others, communicating effectively and with impact, Developing self and others, education expertise.</i>	
			Community Building Activity	30 mins
			Field Expert	75 mins
			Small Break	15 mins
			Workshop: Designing a learning circle	90 mins
			Lunch	60 mins
			Activity: Implementing learning circles	80 mins
			Small Break	15 mins
			Discussion and Evaluation	30 mins
			Structured reflection for the day	25 mins

DAY 1

CONCEPT 1: OVERVIEW OF CONTINUOUS TEACHER PROFESSIONAL DEVELOPMENT, NEED & PURPOSE.

Guidelines for the trainers: The following section contains details about skillsets and teaching aids required to conduct the training session along with references for further reading.

<p>Required trainer skillset:</p> <ul style="list-style-type: none"> ● Knowledge of teacher professional development ● Knowledge of challenges to schooling in the context. ● Knowledge of Afghan laws and policies. ● Experience in conducting trainings 	<p>Expected Outcome:</p> <ol style="list-style-type: none"> 1. Understand the basics of facilitation 2. Understand the importance of different roles and stake holders.
--	--

Sub-topic	Concepts	Pedagogy	Time
Overview Of Continuous Teacher Professional Development, Need & Purpose.	Concept 1: Overview of continuous teacher professional development, need & purpose. Concept 2: Collaborative Professional Development	Community Building Activity	30 mins
		Competency self-assessment	20 mins
		Intro to learning by doing.	45 mins
		Small Break	15 mins
		Activity 1: Setting background	30 mins
		Facilitation vs Telling	45 mins
		Lunch	60 mins
		Activity 2: Practicing Facilitation	90 mins
		Small Break	15 mins

		Designing for professional development	45 mins
		Structured reflection for the day	25 mins



Community Building Activity (30 mins)

Materials needed: Flip Chart + Marker.

The facilitator will ask all the participants to introduce themselves and answer the prompt, “*What would make this 3 day training session pleasant and meaningful.*” The facilitators will note down the answers mentioned by the group on a flip chart/ blackboard so that everyone can see them. Facilitator will push into the participants’ thinking about learning outcomes from this session. The idea is that this activity would help create a shared sense of community.



Competency Self-Assessment Rubric (20 mins)

Materials needed: Day 1 Competency Presentation

The trainer will present the competencies addressed in this training using the competency framework. After that, he/she will guide the participants to individually fill in the self-assessment rubric for the competencies addressed in this training session. This self- assessment would serve as the baseline for the participants. It also presents an opportunity for the participants to build their understanding of the competency framework and have a conversation around the same. Thus, it is critical that the trainer is familiar with the competency framework to be able to answer participants’ questions.



Intro to learning by doing (45 mins)

In this first presentation, trainers will introduce the participants to the idea of learning by doing. It is a hands-on approach to learning where learners must interact with their environment in order to adapt and learn. Same as learning for students, adults also learn best by doing.

Why is Continuous professional development for teachers essential? Teachers need to understand subject matter deeply so that they can help students understand and master the content, relate ideas to one another, and solve doubts. Teachers need to see how ideas connect across fields and to everyday life. Teachers learn best by “studying, doing, and reflecting”; by collaborating with other teachers; by examining students and their work; and by sharing what they see.

Collaborative learning groups allow for problem-solving by acknowledging and validating the field expertise of the teachers and professional development managers. Several general characteristics—being based on teachers’ needs, on-going, participatory, school-based, and collaborative—ensure programs are more effective, though each program should be designed with the local context and needs in mind.

Designing for CPD is essential for all professional development managers, at all levels, district, province, and national levels. As all professional development managers need opportunities to continuously upgrade their skills.

Facilitators will also focus on the question of does all training need to acquiring of new knowledge? Participants will share their opinions. The basic idea behind this question, is to get the participants to realize that sometimes their reflecting on and discussing their existing knowledge is also valuable in helping them acquire valuable skills.

-----Small Break-----



Activity 1: Setting background (15 mins + 15 mins)

Depending on the number of participants in the training, the facilitators will choose to conduct this activity in small groups or as a whole group activity. Participants will be asked to reflect on the professional trainings that they have attended in the past and select the one that they liked the most. They will then share with each other, what made this training special for them, focusing specifically on the actions that were taken. The facilitator will keep notes of their answers.

In the second half, participants will reflect on the trainings that they have conducted, and which choose the training that they liked the most. They will share the actions that they took, that made this training special for them. The facilitator will take notes as the participants share their experiences with the whole group.

These examples can be referred to throughout the training to make ideas more relatable to the participants.



Facilitation vs Telling (45 mins)

The facilitator act out 1 example each of facilitation and telling. First one will show the trainer going through the topic in a lecture format without making the content engaging for the audience. In the second acting example, the trainer makes the session interactive by engaging with the participants. Using these examples as conversation starter, the facilitator will start the discussion around facilitation and lecturing, and their roles in training.

In facilitation, participants are introduced to content and then ask questions while the trainer fosters the discussion, takes steps to enhance the experience for the learners, and gives suggestions. They do not, however, do the work for the group; instead, they guide learners toward a specific learning outcome. The role of the facilitator is to guide the group to work together more efficiently by creating synergy, generating new ideas, and arriving at consensus and agreement.

Skills required to be an effective facilitator: Active listening, Questioning , problem solving, encouraging participation, empathizing, keeping the conversation focused on the topic, and accepting diverse opinions.

-----Lunch Break-----



Activity 2: Practicing facilitation (90 mins)

Materials required: Role plays

Participants will be divided into 4 groups. If there are more participants, they can be divided into more groups and reuse the same roleplays. Each group will be given a roleplay activity, where some participants act as audience and one acts as a facilitator trying to navigate the conversation by practicing the skills mentioned earlier (Active listening, Questioning , problem solving, encouraging participation, empathizing, keeping the conversation focused on the topic, and accepting diverse opinions.) Each group will get 10 minutes to prepare for a 10 minutes roleplay). Ensure that each participants gets to act in the roleplay, and actually practice the skills, instead of just being passive observers.

Roleplay 1: Act out a training where the facilitator is actually doing one-way teaching and not using facilitation skills at all.

Roleplay 2: Act out a group meeting with a number of very shy people who will not speak.

Roleplay 3: Act out a group meeting with one dominant, knowledgeable member who wants to provide all the answers and interrupts anyone else who wants to speak.

Roleplay 4: Act out a group meeting where two individuals with existing tensions keep arguing with each other and disrupting the discussion.

Throughout the activity, participants will keep track of the following questions.

1. What was going on between the facilitator and participant?
2. What did the facilitator do in this situation that was effective?
3. What might the facilitator consider doing differently?
4. How well did the facilitator attend to the skills of Active listening, Questioning , problem solving, encouraging participation, empathizing, keeping the conversation focused on the topic, and accepting diverse opinions?

At the end of the activity, participants, actors, and facilitators will share their observations on the above questions with the whole group. If the activity ends early, shuffle the groups, and repeat the roleplays on a different topic.

-----Small Break-----

Concept 2: Collaborative Professional Development



Designing for professional development (45 mins)

In this presentation, the facilitators will focus on clustering of schools and organizing professional development around topics of interest. They will present different ways of collaborative professional development. Successful CPD activities focus on the specific needs of the trainees, such as building content knowledge, pedagogical knowledge, classroom management strategies, administrative strategies, etc. Professional development programs that happen in schools are effective as they focus on the teaching and learning process while being rooted contextually. Like any professional development activity, these programs need to be facilitated and monitored. Learning circles are one such example.

Another example is lesson study, where teachers design, teach, and critique lesson plans in groups. Lesson study works because it occurs in specific school contexts and focuses on the areas for improvement in that particular school.

Third example is of Mentoring programmes. These programs have similar advantages because the mentors are able to provide specific feedback related to the local school context. The mentors can be direct supervisors, or subject matter experts, or experts from the schools.



Structured reflection (15 mins + 10 mins)

The participants will end the day with the structured reflection session. Facilitator will ask them to list out two ideas/ skills/ strategies that were most useful for them in today's training, and one idea/ skill/ strategy that they need clarification on. + Multiple facilitators will answer questions in small groups for the participants, ensuring that everyone gets time to share in their groups.

All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them. It is up to the trainers discretion on how they want to proceed.



To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 4 days of training. Interactive diary is a strategy to include the participants' voice in the training. In interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two rationales to include interactive diaries in this training. First, it will include participants' voice in the training process. Second, it builds a transferable skill in the participants that they can use when they are working in the field with their supervisees. The facilitators will see trainees as valuable contributors in their development as participants, and for trainees get to actually comment on their training to make it their own.



Interactive diaries

Material required: Any notebook and a pen.

The diaries will be distributed to the participants along with the prompts for feedback on the training, such as,

1. Did you enjoy the activities?
2. What did you learn about in today's training?
3. What would you change about today's training? Etc.

Participants will write their notes for the facilitators in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the facilitators and the trainees.

Day 2

CONCEPT 3: DESIGNING PROFESSIONAL DEVELOPMENT TRAININGS

<p>Required trainer skillset:</p> <ul style="list-style-type: none"> • Knowledge of teacher professional development • Knowledge of challenges to schooling in the context. • Knowledge of Afghan laws and policies. • Experience in conducting trainings 	<p>Expected Outcome:</p> <ol style="list-style-type: none"> 1. Understand the basics of facilitation 2. Understand the importance of different roles and stake holders. 3. Have experience in conducting learning circles
--	---

Sub-topic	Concepts	Pedagogy	Time
Learning Circles Design and Implementation	Concept 3: Designing Professional Development Trainings Concept 4: Learning Circles Design	Community Building Activity	30 mins
		School clustering and teacher PD- school based PD and subject based PD.	30 mins
		Activity: how do you choose a topic	45 mins
		Small Break	15 mins
		Intro to learning circles	30 mins
		Workshop: Design template	45 mins
		Lunch	60 mins
		Implement a learning circle on a topic chosen from the earlier training	30 mins
		Evaluating professional development trainings/ learning circles?	45 mins
		Small Break	15 mins
		Activity: Evaluation of training	45 mins
		Structured Reflection	25 mins



Community Building Activity (30 mins)

Materials needed: Flip Chart + Marker

All the participants will be distributed in groups of 3 and asked to think about a specific challenge that they are facing with regards to their work. While one person acts as client and presents their challenge, other two act as consultants to offer solutions to that challenge after listening to the client. Everyone gets 10 minutes to present their challenges and takes turn to solve each other's challenges.

After the session, the trainer will explain that the idea behind this activity is to demonstrate that when colleagues come together to brainstorm solutions about common challenges, solutions can be procured easily, or if the challenge is particularly hard, then external help needs to be brought in, and steps need to be taken to bring in external help. This sets up rest of the day for designing around professional collaboration and learning circles.



School clustering and teacher PD- school based PD and subject based PD. (30 minutes)

Effective professional development includes opportunities for participants to collaborate with one another as well as with administrators and community members, and other stakeholders. Opportunities to share experiences, resources, lesson plans, and strategies can help participants deal with challenges in their own environments.

A common collaborative approach is to have learning communities within a school and across schools. Research suggests strong professional learning communities can improve school culture, student learning, the use of learner-centred pedagogy. Educators meet together as a professional learning community and discuss ideas about a common problem using reading material and stories from their classrooms. It is essential to have a non-judgemental attitude from everyone for candid sharing of ideas.

School wide learning communities can include teachers, administrators and community members to discuss challenges and topics related to the school. It can also include experts to present trainings on specific topics.

In across school learning communities, subject specific teachers come together from different schools to encourage collaboration among teachers who may be the only teacher of that subject in their school.

Learning circles are an effective strategy to get learning communities (school wide or cluster wide) to plan and discuss topics common to all.

In the next section, trainers will work with the participants to think about potential training topics for their audiences. Training topics must be need based, else they can act as demotivators by seeming irrelevant to the participants.



Activity: how do you choose a topic (45 minutes)

Identifying topics for professional development

- Get participants to list out all the topics they think are feasible
- Identify topics from the past trainings
- Use the data presented to them to identify weaknesses
- Use a Pro/ Con list to evaluate topics around feasibility
- Aligned with national and state policies
- Do a pilot test with intended audience to know if the PD is required.

Using the list presented above, the trainer will ask the participants to work in groups of 4 and reflect on their past trainings to make a list of the top three topics for next professional development. Trainers are encouraged to ask participants to use topics from the trainings that they have received earlier, like inclusive education, pedagogy or academic supervision. Trainers will choose a few topics from the participants' list and discuss What elements or steps would be the most important to designing these trainings successfully?

For district, province and national professional development managers, it is important to think about learning circles as a pedagogy for their own professional development as well. Since they are the experts in the field, having a dedicated peer led collaborative learning environment can create opportunities for them to improve their practice. Therefore if there are district, province, and national level professional development managers as participants, they will think about topics that they can benefit from if they have professional development training.

At the end of this training, the participants would have created a list of upto 10 training topics and can use these topics to design learning circles for Day 3.

-----Small Break-----

CONCEPT 4: LEARNING CIRCLES DESIGN



Intro to learning circles (30 mins)

What is a learning circle?

Learning circles are study group focused professional development activity where the participants are interested in a similar topic and can engage in open, collaborative learning. This creates a rich environment where everyone learns collaboratively (simultaneously teaching and learning). Learning circles are a common strategy for professional development. They are also by design, inclusive, meaning that everyone can participate.

First step to designing a learning circle is to arrange the seating in the room in a circular manner, so that all participants and the trainer are facing each other, and thus become equal load sharers for the ensuing conversation.

Before starting any professional development (as discussed above) knowing the audience knowledge is critical. Thus, even before starting a learning circle, it is imperative to ask the participants about their knowledge and understanding with the topic being discussed.

Comfort of participants is crucial to ensure that all participants participate and share freely in the circle. Hence, shared norms and community rules can be set up with participants to create a shared sense of community.

In the learning circles design, the trainer becomes a facilitator, where they share new information with the participants, but everyone constructs knowledge together.



Design template (45 minutes)

Here the participants and the trainer will work together to design the training on making schools more inclusive for girl students. First, use a What? So What? Now What?? To understand the problem, and then the course design template. After analyzing the challenges and opportunities using the earlier mentioned template, the trainer will share the following template:

Training topic:	Training Duration:
Objective of the training (What explicit skills will the participants get out of this lesson. Use ideas presented by Bloom's taxonomy in the pedagogy module)	

<p>How will this training support inclusive practices?</p>		
Time (break down the activities in terms of time required)	Activity to be performed (Note down the specific activities that need to be done here)	Resources required (What are the resources that are needed? Where will you get them from?)
	Introduction	
	Closing reflection	

The trainer will do a walk through of the sample learning circle activity on “making schools more inclusive for girl students”. While this presentation is directly useful for the school and district professional development managers, the practice of participating in a learning circle is necessary for all.

-----Lunch break-----



Implement a learning circle on a topic chosen from the earlier training (30 minutes)

The trainer will implement a part of the learning circle shown below to actually facilitate a conversation around making schools more inclusive for education of students from marginalized communities.

Training topic: Making schools more inclusive for minorities		Training Duration: 2 hour
Objective of the training (What explicit skills will the participants get out of this lesson. Use ideas presented by Bloom’s taxonomy in the pedagogy module) In this training, participants will be able to identify challenges to students from marginalized communities not coming to school, brainstorm practices to solve these challenges, and learn from each other about best practices that worked in each others’ context.		
How will this training support inclusive practices? The topic of this training highlights inclusion by design. This question will focus on inclusive practices for other criteria of inclusion, like disability, linguistic minorities, regional minorities, vulnerable children etc.		
Time (break down the activities in terms of time required)	Activity to be performed (Note down the specific activities that need to be done here)	Resources required (What are the resources that are needed? Where will you get them from?)

10 minutes	<p>Introduction</p> <p>The training will start with the leader sharing some data about attendance of students from marginalized communities in schools.</p>	<ul style="list-style-type: none"> • Presentation on data about students from marginalized communities attendance in the district, disggregated by schools. • Flip chart and marker
20 minutes	<p>After this presentation, participants will be asked to brain storm challenges that exist in students from marginalized communities attending schools.</p>	
20 minutes	<p>Later, participants will agree on consensus, what is the easiest and most impactful challenge to solve right now. For example, data could show that schools don't have working toilets, because of which students from marginalized communities are not comfortable coming to schools.</p>	
30 minutes	<p>Participants will share stories from their experiences of how they got toilets built, and how ti encourgaed them to attend schools (only those participants will share, who have a story like this).</p>	
30 minutes	<p>Closing reflection</p> <p>Lastly, participants and the trainer will come up with action plan to work on this improvement in each of their district and plan a follow up for the next meeting.</p>	



Evaluating professional development trainings/ learning circles (45 mins)

The trainers will discuss the need for evaluation of professional development trainings. Why is measuring the success/ failure of professional development trainings necessary? It is so because:

1. Evaluating professional development trainings gives critical data to the trainers, that they can use to make future training decisions.
2. Asking the participants to evaluate the trainings allows the trainers to know how the program is continuing.

3. Evaluation allows the trainers to identify the areas of difficulties that the participants have, so that they can course correct before the training ends.
4. Evaluation also creates opportunities to demonstrate the success of the program to external stakeholders, such as funders, national professional development officers etc.

Shared below are 3 tools: first one is for participants to evaluate the training, second one is for the trainer to reflect on their activities, third one is for the external evaluator to evaluate the training.

Tool 1: Participants evaluation tool

Please respond to each item by selecting the number which best describes your opinion (5=excellent; 1=poor).					
A. Participant Satisfaction					
Question	Rating				
1. Training was well organized	5	4	3	2	1
2. Training objectives were clearly stated.	5	4	3	2	1
3. Training activities were relevant to the topic.	5	4	3	2	1
4. Necessary handouts/ materials were provided/ used.	5	4	3	2	1
5. How would you rate the overall instructor performance?	5	4	3	2	1
B. Impact on Professional Practice					
Question	Rating				
1. This training improved my content knowledge about the topic.	5	4	3	2	1
2. This training improved my skills level on the topic.	5	4	3	2	1

3. This training gave me strategies that I can implement in the classroom.	5	4	3	2	1
4. This training taught me how to use data driven decision making around the current topic.	5	4	3	2	1
5. This training taught me how to work with community members around solving problems.	5	4	3	2	1
6. This training was clearly aligned with the education policies.	5	4	3	2	1
7. This training gave me opportunities to bring in my own experiences around the topic and use them for contextualization.	5	4	3	2	1
8. This training gave me opportunities to reflect on my own practice.	5	4	3	2	1
9. This training taught me skills to be more inclusive.	5	4	3	2	1

Tool 2: Trainer Reflection Tool

Before the training/ during preparation
How does the content of the training relate to my own experience? Participants' experience? Have I built space for audience experience in the training?
What are the obstacles that participants can face while applying training ideas and how can they overcome them?

After the training
What did I do well?
What could I have done better?
How did this training content contribute to the participants' ability to meet the learning needs of their students?
How did this training focus specifically on inclusion?

<p>What will the participants have learned in this training? Did I deliver the training to meet my expectations?</p>
<p>What further professional development is needed to build on this training?</p>

Tool 3: External evaluator training evaluation tool

Part 1. Use the tool below to quantitatively evaluate the training.

Please respond to each item by selecting the number which best describes your opinion (5=excellent; 1=poor).	
A. Participant Satisfaction	
Question	Rating

1. Training was well organized	5	4	3	2	1
2. Training objectives were clearly stated.	5	4	3	2	1
3. Training activities were relevant to the topic.	5	4	3	2	1
4. Necessary handouts/ materials were provided/ used.	5	4	3	2	1
B. Impact on Professional Practice of Participants					
Question	Rating				
1. Improved participants' content knowledge about the topic.	5	4	3	2	1
2. Improved participants' skills level on the topic.	5	4	3	2	1
3. Strategies that participants' can implement in the classroom.	5	4	3	2	1
4. Focus on Inclusive and equitable practices					
5. Strategies to collect and use data driven decision making around the current topic.	5	4	3	2	1
6. Work with community members around solving problems.	5	4	3	2	1
7. Alignment with the education policies.	5	4	3	2	1
8. Opportunities to bring in participants' own experiences around the topic and use them for contextualization.	5	4	3	2	1
9. Opportunities to reflect on participants' own practice.	5	4	3	2	1

Part 2. Use the What? So, what?? And Now, what??? Template shared below to reflect on the training session.

During Observation

- In **what** column, put down notes about what you see
- In the **So What?** Column add your comments about the observation (Why did you notice a particular thing, what was interesting about it, what was the problem, what other questions do you have etc.)

Do during debrief

- In the **Now What?** Space, add the next steps after the observation during debrief with the participant.

What?	So what?
<p>Now what?</p>	



The trainer will walk the participants through the above three tools and in the next section, the participants will dissect the learning circle activity presented earlier.

-----Small Break-----



Activity: Evaluation of training (45 minutes)

Use the template share to evaluate the sample learning circle. Instruct the participants to choose a topic from the existing trainings for when they come back the next day, so that they can discuss the learning circle.



Structured reflection (15 mins + 10 mins)

The participants will end the day with the structured reflection session. Facilitator will ask them to list out two ideas/ skills/ strategies that were most useful for them in today's training, and one idea/ skill/ strategy that they need clarification on. + Multiple facilitators will answer questions in small groups for the participants, ensuring that everyone gets time to share in their groups.

All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them. It is up to the trainers discretion on how they want to proceed.



To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 4 days of training. Interactive diary is a strategy to include the participants' voice in the training. In interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two rationales to include interactive diaries in this training. First, it will include participants' voice in the training process. Second, it builds a transferable skill in the participants that they can use when they are working in the field with their supervisees. The facilitators will see trainees as valuable contributors in their development as participants, and for trainees get to actually comment on their training to make it their own.



Interactive diaries

Material required: Any notebook and a pen.

The diaries will be distributed to the participants along with the prompts for feedback on the training, such as,

4. Did you enjoy the activities?
5. What did you learn about in today's training?
6. What would you change about today's training? Etc.

Participants will write their notes for the facilitators in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the facilitators and the trainee.

DAY 3

CONCEPT 5: DESIGNING AND IMPLEMENTING PD.

<p>Required trainer skillset:</p> <ul style="list-style-type: none"> • Knowledge of teacher professional development • Knowledge of challenges to schooling in the context. • Knowledge of Afghan laws and policies. • Experience in conducting trainings 	<p>Expected Outcome:</p> <ol style="list-style-type: none"> 1. Understand the basics of facilitation 2. Understand the importance of different roles and stake holders. 3. Have experience in conducting learning circles
--	---

Sub-topic	Concepts	Pedagogy	Time
Learning Circles Implementation	Concept 5: Designing and implementing PD.	Community Building Activity	30 mins
		Field Expert	75 mins
		Small Break	15 mins
		Workshop: Designing a learning circle	90 mins
		Lunch	60 mins
		Activity: Implementing learning circles	80 mins
		Small Break	15 mins
		Discussion and Evaluation	30 mins
		Structured reflection for the day	25 mins



Community Building Activity (20 mins)

Materials needed: Flip Chart + Marker.

The facilitator will revise the content discussed in the past two days and answer questions asked by the participants around the same.

 **Field Expert (75 minutes)**

The trainer will bring in an expert from the field to share their experience of conducting and leading professional development for different stakeholders. The field expert will share practical examples of challenges faced in the field while implementing professional development and share stories about strategies they used to mitigate these challenges.

-----Small Break-----

 **Workshop: Designing a learning circle (90 minutes)**

Depending on the number of participants in the training, the facilitators will choose to conduct this activity in small groups or as a whole group activity. Participants will be divided into groups of either subject expertise or administrative expertise.

In their groups, they will work on designing a learning circle for a professional development topic from either of pedagogy/ inclusive education/ or supervision module.

The goal of this activity is for the participants to actually get a hands-on experience of designing the learning circles. The trainer is expected to choose a few model topics from the earlier trainings so support the participants.

At the end of the activity, all groups would have designed learning circles on either a subject based topic or on an administrative based topic.

-----Lunch break-----

 **Activity: Implementing learning circles (80 minutes)**

Post lunch, participants will get a chance to implement their learning circles with the other audience members. The audience members will use a rubric to evaluate the learning circle and give feedback.

While all participants might not get an opportunity to present their module, they will however get an opportunity to go through the learning circle and evaluate the training.

-----Small Break-----



Discussion and Evaluation (30 mins)

The trainer will hold a whole group discussion to discuss the participant presented learning circles and share their reflections on the same. They will also present the evaluations conducted by the peers and discuss the evaluations. They will also present the next steps that need to be taken after this training.



Structured reflection (15 mins + 10 mins)

The participants will end the day with the structured reflection session. Facilitator will ask them to list out two ideas/ skills/ strategies that were most useful for them in today's training, and one idea/ skill/ strategy that they need clarification on. + Multiple facilitators will answer questions in small groups for the participants, ensuring that everyone gets time to share in their groups.

All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them. It is up to the trainers discretion on how they want to proceed.



To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 4 days of training. Interactive diary is a strategy to include the participants' voice in the training. In interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two rationales to include interactive diaries in this training. First, it will include participants' voice in the training process. Second, it builds a transferable skill in the participants that they can use when they are working in the field with their supervisees. The facilitators will see trainees as valuable contributors in their development as participants, and for trainees get to actually comment on their training to make it their own.

FURTHER READING AND REFERENCES

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession. *Washington, DC: National Staff Development Council, 12.*

Fahmi Dajani, M., & Yousef, M. (2014). Learning Circles: Promoting Collaborative Learning Culture for Teacher Professional Development. *Arab World English Journal*, 5(3).

<https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/supporting-in-service-teachers>

Lewis, C., Perry, R., & Murata, A. (2006). How should research contribute to instructional improvement? The case of lesson study. *Educational researcher*, 35(3), 3-14.

<https://sites.google.com/site/onlinelearningcircles/>

<https://tdtrust.org/what-is-lesson-study/>

Crowley, C. B. (2017). Professional development as product implementation training. *Teaching and Teacher Education*, 67, 477–486.

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199. <https://doi.org/10.3102/0013189X08331140>

Competency Self-Assessment Rubric

Please self-assess your capabilities for each of the following core competencies:

Core Competency	Highly Proficient	Mildly Proficient	Low Proficient	Not Proficient
<p>Education expertise:</p> <p>The knowledge, ability and a sound understanding of professional expertise in education policy, practices, curriculum design, effective learning, education assessments, educational management and leadership, and change.</p>				
<p>Developing self and others</p> <p>The ability to accurately report findings and observations and provide feedback for improvement of teachers' performance and school administration effectiveness and efficiency.</p>				
<p>Working effectively with others</p> <p>The ability and understanding of record keeping and documentation of work aligned with MOE records management policy, following all ethical and legal guidelines surrounding documentation, and sound understanding of digital record and documentation management and knowing what, when and how to record and document.</p>				
<p>Personal learning and growth</p> <p>The knowledge and understanding of Afghanistan's education system, strategic plans, policies, manuals, and changes in education system.</p>				
<p>Communicating Effectively and with impact</p> <p>The ability to effectively exchange information with teachers and schools' administrators. Communicates clearly and confidently with others to engage and influence; promotes dialogue and ensures timely and appropriate messages, building confidence and trust with others.</p>				

<p>Problem Solving Uses analysis, wisdom, experience, and logical methods to take effective, considered and timely good decisions by gathering and evaluating relevant information from within or outside the organization and make appropriate judgements and solve difficult problems with effective solutions; appropriately incorporates multiple inputs to establish shared ownership and effective action.</p>				
<p>Creativity and Innovation Develops and implements innovative solutions to adapt and succeed in an ever-changing, uncertain work and environment. Generates many new and unique ideas; makes connections among previously unrelated notions; is unafraid to use unorthodox methods; is seen as original and value-added in brainstorming settings.</p>				