REORIENTING REVIEW AND FEEDBACK PRACTICES
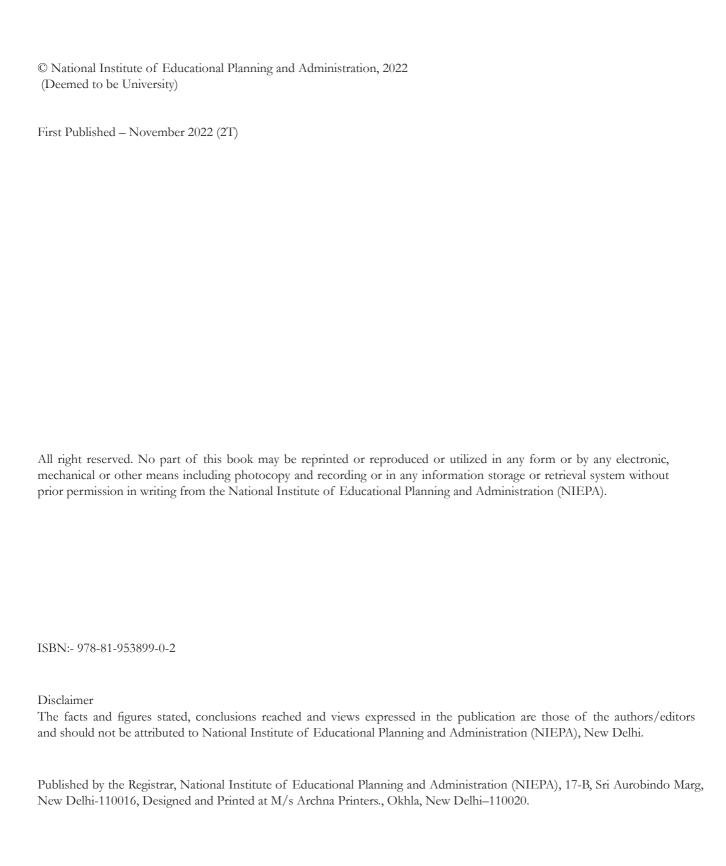
Foregrounding Teaching-Learning

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4

REORIENTING REVIEW AND REVIEW AND FEEDBACK PRACTICES

Foregrounding Teaching-Learning

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SECTION I

Theoretical Underpinnings

4.0 A Word to the School Leaders...

The fundamental purpose of any kind of review, assessment or evaluation; be it for students or teachers, is to encourage and assist learners to identify gaps and gain insights to overcome them so as to grow personally and professionally. Further it has been observed that teachers who grow professionally do not do so under the influence of any bureaucratic or psychological controls, namely of inspection, monitoring or accountability mechanisms, rather they grow through their involvement in the process of reflection on their own practice. NCFTE (2009) also recommends reflective practice to be the central aim of teacher education and calls for opportunities for self-learning, self-reflection, and ability to think, be critical and to work as a collective.

The undergirding argument in this module is that if teachers are to innovate and improve pedagogically then there should be less not more control of teaching, there should be assistance not surveillance, there should be internal rather external reviews with proactive involvement of the teachers. The module proposes to reorient the teachers and leaders at all levels to engage in a reflective dialogue and dare to have difficult conversations that support behavioural change and improvement. By introducing different models on instructional supervision, it actually questions the conventional 'one size fits all' approach to instructional supervision wherein the supervisor is in the role of an 'expert' with an authority to direct the teacher and this remains true for teachers at all levels and phases in their academic career. The module calls for supervisors and school leaders to move from the role of an expert to that of a facilitator and engage with the teachers so as to enable them take ownership for their own growth and development and shares strategies for engaging in learning conversations, reflective dialogues and work as communities of practice. It is about developing a moral purpose and commitment in every teacher through engaging them in reflective practice than simply engaging in administrative inspections that follow authoritative designs. The module is designed to enable leaders at the institution (School head), cluster (CRCC, CRP) and block (BRCC, BRP, BEO/BPEO) level to support the learning for all through the process of modelling and encouraging reflective practice and dialogue leading towards learning conversations.

4.1 Objectives

1. To challenge the myths around instructional supervision and feedback

2. To understand different approaches to instructional supervision and feedback and their role in strengthening teaching learning processes.

3. To match approaches to instructional supervision with stages of teacher growth and development.

4. To enable school leaders to engage in learning conversations and reflective dialogues for improving the quality of education in their school/cluster/block/district.

5. To empower school leaders to develop an annual plan of reviewing instructional practices and strengthen in-house teacher professional development.

4.2 Concept Box

1. **Monitoring:** Monitoring largely about using the system level processes for seeking school-based information about the composition, organization and functioning of schools and comparing this data with the project/program objectives or expectations in terms of overall school achievement.

2. **Inspection:** It is formal site visit to schools by authorities higher up in the ladder of hierarchy with a mandate from a national/state/district authority. Regular visits to schools are an essential part of the school inspections to collect information about the quality of the school, check compliance to legislation and/or evaluate the quality of students' work as also overall performance of the school on pre-designed formats and indicators of success.

3. **Classroom Observation:** Classroom observation is one of the supervisory practices. It includes recording minute detail of the classroom processes like teaching, students' participation and learning, classroom interactions, the classroom environment, the content and pedagogical focus and such others through descriptive records of behaviors.

4. **Instructional Reviews:** Instructional reviews include critical examination of any event, project or product in order to decide what changes, if any, need to be made.

5. **Instructional Supervision:** Instructional supervision is a process by which one person or group of people engage in a very professional, continuous and cooperative manner for the improvement of instructions. It is characterized by guidance, assistance, sharing of ideas, or facilitation to help teachers improve learning situation and quality of learning in the schools. It is neither a fault-finding mechanism nor a bureaucratic exercise of ensuring functionality; rather a collaborative exercise into self-assessment and reflection for improving practice.

6. **Instructional Feedback:** It refers to the process of engaging in a reflective dialogue post instructional supervision where the priorities for improvement are jointly set and communicated for individuals and/or schools and schedule for subsequent follow-up and actions is also planned.

7. **Instructional Leadership:** It is the ability to involve colleagues in a collaborative exercise of mutual learning and development with an intense moral purpose focused around promoting deep student learning, professional inquiry, developing trusting relationships and creating a structure within schools that promotes learning above all other things.

8. **Learning Conversation:** Learning conversations are highly focused coaching sessions wherein an instructional coach or a school leader focuses the teacher's attention not only on learning and mastering particular topics, behaviours and skills but also on the process of learning itself-meta-learning or learning to learn. It is designed to expand capacities for learning and leadership.

9. **Reflection:** Reflection is a process of paraphrasing, restating and mirroring the feelings, words and actions of the teachers so as to enable him/her to think about his/her thinking and actions. It is about developing the capacity to evaluate one's own actions and set priorities for improvement and change.

10. **Collective Inquiry:** It is a process whereby teachers work together to identify common challenges, analyze relevant data and test instructional approaches further refining practice to improve learning outcomes for all students. It builds shared knowledge by clarifying questions that the group explores together.

4.3 Introduction

Effective teaching and supervision are both complex processes. It is not the competencies or practices alone that matter, but the manner in which these are combined to directly or indirectly affect student learning that makes it truly successful. This becomes possible in school cultures that inspire teachers to experiment, innovate and learn and students to grow to their full potential (Peterson, 1999, Urban, 1999). Instructional Supervision, Collective Inquiry, Reflective Dialogue, Learning Conversations, Mentoring and Coaching are some of the critical components of such supportive school cultures (Bulach, Booth and Michael, 1999). In this module we would dwell on some of these concepts and see how these practices could be imbibed to transform our school cultures to learning cultures. Further, through the initiation of such democratic practices refine and redefine the way instructional supervision is conceptualized and posit as a collaborative exercise of engaging teachers in the reflective process of analysing and theorising about their own teaching, its social antecedents and possible consequences. Through the struggle of discovering and reconstructing their own histories and realities in which they are embedded, teachers

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acquire the capacity to understand, challenge and ultimately transform their own practices. Thus moving from a culture of monitoring, inspection, accountability fixing and mistrust to a culture of connection, collaboration and commitment to developing self, others and overall organization.

4.4 Instructional Supervision: Conception and Some Misconceptions

School supervision is largely divided into two; instructional supervision and administrative supervision. The former focuses on improving teaching learning while the latter on management of resources, book keeping and timely discharge of regular responsibilities. What we see off late in schools is largely administrative supervision with classroom observation as one of the components of administrative supervision; thus, making it of little significance to the teacher concerned. Our key focus is instructional supervision.

Instructional Supervision is not a new term to most of us in the field of education. In fact, at different points in our professional journeys we would have either been supervised or would have supervised instructions. Let us recall

Pause and Ponder…

- Do you think supervisors have any influence on teacher's in-class teaching behaviours and learning?
- Do you recall any feedback during your teaching practice that influenced your current practice?
- Would you be able to attribute your teaching competencies to the instructional supervision and feedback you received?

If answer to any of these questions is 'Yes', it calls for an acknowledgement of the supervisor's efforts. However, if majority of your responses are 'No' it certainly indicates major lacunae in the process of supervission.

Decades of efforts on instructional supervision and feedback has failed to significantly change the classroom teaching behaviours as pointed out in different researches owing to its historical affiliations with the pragmatic scientific management era of the 1920s where the predominant concern was with inspection, control and efficiency. Eventually we moved from the industrial managerial model to the human relations model and cooperative

models; however, as Baker (1977) notes that while the terms and the language used changed, the ethos still remained the same. It is still intertwined with values related to efficiency and productivity. Instructional supervision thus has a long history as a method of social control in school albeit in the guise of enhancing efficiency. According to Withall and Wood (1979) instructional supervision still evokes feelings of an impersonal hierarchical process of inspection and domination that does little to ignite teacher's self-reflection.

Zepeda and Ponticell (1998) conducted a study to determine what teachers "need, want, and get from supervision" and the research highlighted that in most cases what the teachers got was only the supervisory power dominating the teacher. Sullivan and Glanz (2000) stated that this supervisory dominance is rooted in the bureaucratic inspectional-type of supervision. Blumberg (1980), in Supervision and Teachers: A Private Cold War, described the negative relationship between supervisors and teachers, describing the resentment teachers felt toward supervisors which continues to be a major barrier in achieving benefit from the practice of supervision. Teachers' perceptions of supervisors were negative, and the teachers believed that supervisors were not of any valuable assistance. Blumberg asserted that supervision was used as a means to control and to exert power. Sharma, Yusoff, Kannan and Baba (2011) conducted study in three Asian countries i.e; Thailand, Malaysia and India at different times over a period of three years. Majority of teachers (n=89) from three Asian countries believed that purpose of supervision by principals or other heads was largely inspectoral and mainly to serve the bureaucratic needs of regulating than improving. This claim is made in light of comments made by teachers:

Some quotes from the research data (Sharma, Yusoff, Kannan and Baba, 2011) …

"If instructional supervision is to help the teachers in improving their teachings, then their role should not be neglected from beginning to end. Sudden appearance of principal in ongoing class with papers and continuously writing comments are indicative of paper work not improving instructions".

"For the last two years, I have been supervised only three times and the same type of complaints I receive from the principal on my teaching methodologies but there hardly is any dialogue".

"I don't understand the purpose of supervision. Principal comes to class, observes, comments and leaves. There is no follow up. We can't even predict if principal is pleased with our teaching or not or what sense do we make of what is told without actually talking to."

Online interactions with 32 teachers (TGTs and PGTs) and 60 school principals across the Navodaya Vidyalayas also revealed similar response both from teachers and school principals. The teachers reported a palpable difference in the enthused efforts made by them in the beginning of the term to profile students' abilities, interests and personalized

needs and the year end run of the mill efforts made to achieve norm referenced results for the entire student cohort. They further questioned the rating of teacher performances on the year end normative results so achieved. This was also mirrored in the responses of the school heads, cluster heads and Block Resource Centre Coordinators from 20 different states (n=128) on the nature of instructional supervision and feedback practices and its impact on improving teaching learning processes. School and cluster heads reported that while they regularly engaged in the supervision activities, it largely included the filling up of the data formats, uploading it online, creating an evidence and key focus remained on the detailing and accomplishing the target of number of school visits per week and updating data than on improving the teachers or teaching-learning. While many states have taken lots of positive steps through improving the instructional formats, digitizing review mechanismsetc., majority of school and cluster heads reported lack of training and time for creating professional interactions and engaging in learning conversations or any kind of dialogue for reflection and improvement.

All these researches and the comments made by the teachers, school heads and the supervisors themselves highlight some of the misconceptions in the basic conceptualization and purpose of Instructional Supervision. These could be seen as follows:

MYTH	FACT
Misconception 1: Instructional Supervision as a summative process.	Instructional Supervision is rather a continuous and formative process for learning and improvement.
Misconception 2: Instructional Supervision is same as monitoring and inspection.	Inspection focuses on evaluation and seeks to answer the question: 'how well is the school performing relative to set standards'. It is normative. While supervision focuses on improving performance. It answers the question: 'what are the schools or individual teacher's strength and limitations and how can the latter be improved?'
Misconception 3: Instructional Supervision is to evaluate the performance and focused on spotting gaps.	While instructional supervision focuses on minute observation, it is not intended to evaluate or judge. Rather through intense engagements, it supports the developmental journey of the teacher.
Misconception 4: Only surprise visits to classrooms give authentic data on instructional supervision.	Unlike policing, supervision intends to support the teacher in improving teaching competencies which can best happen when teachers are not only well informed but also involved in their development at all stages of instructional supervision
Misconception 5: Instructional Supervision is about fixing accountability, usually by an external agent or someone in authority position from the education department.	Unlike inspection instructional supervision is usually carried out by an internal agent (either school principal or subject heads) and is intended at changing the instructional practice, methods and techniques affecting teaching and learning and improving academic results.
Misconception 6: Feedback should always be positive.	Fedback is neither positive nor negative. It is reflective and supports learning. It needs to mirror the in-class teaching behaviours so as to help reflection and improvement.

In a nutshell instructional supervision is a continuous and formative process of gathering instructional evidences so as to improve the teacher's in-class teaching behaviours. Just as in education teachers' wish to improve students' behaviour, achievement, and attitudes; in instructional supervision supervisors wish to improve teachers' behaviour, achievement, and attitudes (Glickman et al. 1998).
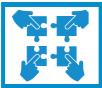
Supervision thus could be seen as a mechanism that:

Supports Teachers...
In the revision of educational objectives, materials for instructions, pedagogical practice and age and grade-wise competencies.
In achieving the educational goals and improve school standards.

Empowers Teachers...
With befitting and amicable techniques to bridge the gaps in teaching and improve learning
Through supporting professional growth and development (Dodd, 1968 and Ogunsanya 1985).

Improves Teachers...
By focusing on changing behaviours and environment for promoting effective teacher performance.
By working on improving relationships, developing climate of trust and collegiality (Glickman, 1992)

While all these definitions talk about bringing a positive change to the in-class teacher behaviours they still do not take into account agency/ability of the teacher to develop. Instead, they continue to emphasize on the primacy of the role of the supervisor.

Sergiovanni and Staratt (2002), Hoy and Miskel (1991), Goldhammer (1969) and Cogan (1973) in their work emphasized the agency of the teacher and advocate the involvement of the teachers in the process of instructional supervision at all phases from planning to pre-conference, conference and post-conference. Fullan (1998) also suggested suggested a shift in mindset from giving "packaged solutions" to empowering the teacher towards self-growth.

Goldhammer (1969) advocated self-supervision and suggested that supervision should increase teachers' willingness and ability to supervise themselves and their colleagues. Zepeda, Wood, and O'Hair (1996) coined the term, "auto supervision," to describe the ability of teachers to supervise themselves. Beach & Reinhartz (2000) emphasized that supervisors should be mentors and friends in relationships to support teachers and provide support in a relaxed atmosphere for improving learning environment in the classroom.

The following figure depicts the process of instructional supervision:

Process of Instructional Supervision

Planning
Setting goal for teaching

Pre Observation Conference

During Observation
• Recording classroom interaction anecdotes, events, description

• Identifying gaps
• Revising goals
• Reflective dialogue
• Learning conversations

Post Observation Conference

Follow-up Visits
• Re-Plan
• Re-Execute
• Re-Assess

Thus, supervision as best practiced stresses work with teachers on specific teaching and learning strategies, in which instructional dialogue is encouraged for the purpose of engaging teachers to consider effective strategies to promote student learning

4.5 Instructional Supervision, Instructional Competencies, Teacher Professional Development and Student Learning: Drawing Linkages

MacKenzie (1983) stated, "Schools that link their instruction and classroom management with professional development, direct assistance to teachers, curriculum development, group development, and action research under a common purpose achieve higher academic goals". Perhaps the most important role that instructional supervisor does-irrespective of the title or position within the hierarchy, is to work with the teachers to encourage lifelong learning skills like inquiry, reflection, collaboration and dedication to professional growth and development; thus, impacting what happens in the classrooms. What happens in the classroom in turn is influenced by the instructional competencies, professional commitment to responsibilities and relationships within and amongst schools. It is the unity of purpose in teacher assessments, instructional supervision, teacher professional development and support through cycles of continuous review and feedback that influences classroom processes leading to better learning outcomes. The following figure demonstrates this unity of purpose and linkage between instructional supervision, teacher professional development and improved classroom processes in turn impacting students' learning.

Inter Linkages: Instructional supervision, Teacher Professional Development and Teaching Practice

Instructional Supervision
- Continuous assessment of instructional competencies, professional responsibilities and teaching-learning gaps through classroom observation and reflective dialogue

Teacher Professional Development
- Promoting lifeling learning skills like Collective Inquiry, Learning Conversations
- Using data for evidence based reflections and continuous learning

Transforming Teaching-Learning processes to improve Student Learning
- Strengthening relationships and trust
- Improving professional responsibilities and commitment
- Increasing Instructional competencies

The hallmark of schools that work towards being an effective learning organization is that teachers are continually learning and working interdependently in a Professional Learning Community (PLC) to achieve a common goal and desired results for which members hold themselves mutually accountable (Dufour, 2006). The core purpose of instructional supervision is to eventually lead every school to this vision of cooperation, collaboration and collegiality; wherein professionals work as a community of practitioners, collectively analysing and reflecting on their professional practices in order to improve student learning. This would mean that for instructional supervision to actually bring a change in the classroom processes it has to be desired and valued by the teachers, led by the teachers and aim at self- improvement of the teachers. Thus, instructional supervision is a province of the teachers, for their growth and development and anchored on the principles of teacher support, mutual trust and responsibility. Let us reflect…

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- What approach to instructional supervision does your school follow?
- Are teachers consulted prior to classroom observation in your school?
- Is the agency of teacher valued in terms of their insights, reflections, and views on teaching?
- Is there a post-observation interaction inviting the teachers' reflections on the evidence generated from the classroom teaching?
- Does the demand for instructional supervision come from the teacher or you think it is only the school heads' prerogative to decide when and whom to observe?
- What is the level of mutual trust, support and responsibility between the supervisor and supervisee in your school?

Perhaps these questions would help you reflect if instructional supervision in your school is a mechanized activity to meet the administrative demands or a well-planned activity for on-job continuous professional development of teachers.

Now that we sufficiently understand what instructional supervision is and what is its core purpose let us look into the different approaches to instructional supervision so as to develop lifelong learning skills in all staff members and transform schools to learning organization.

4.6 Approaches to Instructional Supervision

While we understand the principle of personalized learning, reinforcement, active involvement of the learner for enhancing learning in case of students, we do not operate on similar principles when it comes to teachers. Dealing with teachers becomes more bureaucratic and comes from trust deficit and a sense of doubt on the commitment and sincerity of efforts. Hence, the instructional supervisory practices also largely emphasize fulfilling the standard norms of what qualifies to be effective teaching than about what impacts learning in different contexts for different groups. Instructional supervision remains limited to the conventional 'one size fits all' approach as against differentiated support and assistance required to improve teaching and learning.

All teachers, depending on their strengths and limitations, stage and phase in teaching career, need differentiated assistance to improve teaching and learning. The different approaches to supervision that could be used to address the diversity of the supervisory

need of teachers could be grouped under three simplified categories: The Directive, The Collaborative and the Non-Directive or Self-Directive Supervision.

Directive Supervision: In the Directive model the instructional supervisor is the determiner and enforcer of the standards of teacher behaviours by modelling, directing and measuring proficiency levels.

Collaborative Supervision: In the Collaborative model the instructional supervisor is equal to the teacher and collaborates for planning, presenting, interacting, reflecting on the mutually planned changes and redesigning and reassessing the modifications in classroom processes and its impact on learning.

Non-Directive or Self-Directive: In the Non-Directive/Self-Directive model the instructional supervisor is a listener, a non-judgmental observer, a clarifier, inquirer and a promoter of the teachers' decision and actions with regards to the planning and execution of teaching.

4.6.1 Matching Approaches/Models of Instructional Supervision to Stages of Teacher Growth

After gaining knowledge about the typology of Instructional Supervision, the questions that remain unanswered are…

Whether the type of Instructional Supervision undertaken can be the same for all?

If not, do you decide which teacher requires what type of instructional supervision and support?

Mapping teacher growth stages based on their instructional competence, professional responsibilities and phases in the teaching career and accordingly choosing the appropriate instructional models is the skill of an instructional supervisor. The following is a table depicting the stages in teacher career, pedagogical competence, teachers' focus and concern and the supervisory style that could be most appropriate and empowering:

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Stage in career	Pedagogical competence	Teachers' Focus	Questions of concern	Supervisory style
Stage I – Adequacy stage Beginner or inexperienced or experienced but diffident	■ Difficulty in teaching, need intensive guidance on classroom or pedagogical innovations. ■ Need help in pedagogical skills and understanding teaching-learning environment. ■ Reluctant to try any new teaching method. ■ Feels confident with conventional teaching methods (Burden, 1982).	■ Self-survival ■ Teacher concerns for self-adequacy ■ (Glickman, 1980) ■ Teacher is still looking out for a '*bag of tricks*' for everyday survival.	■ Will I make it till tomorrow? ■ What can I do differently to actively engage students? ■ How do I manage class?	Directive Supervision
Stage II – Responsibility stage ■ Teacher feels confident and relaxed ■ Moved from concern for self to concern for students	■ Has learnt initial teaching skills and methods ■ Prepared to share ideas, seek out knowledge, skills and resources. ■ Gets involved in tasks that refine and expand learning opportunities. ■ Explores or wants to explore multiple options to reach out to improvise learning for every child	■ Feels responcible for improving learning environment for self, students and the collective growth. ■ Focus is on creating a learning community.	■ How do I reach out to all students in my class? ■ What alternative pedagogies could I use to make a constructive class and improve learning levels?	collaborative supervision

Stage III – Altruistic Stage	■ teacher knows a lot of teaching methods; is able to choose between different methods based on students' needs.	■ Focus is on enriching the profession	■ How do we share and learn as a community for improving learning at school?	The non-directive or self-directive model
■ Moved from concern for self and students to concern for the school and the profession.		■ Supporting students, peers and institution grow	■ What could we do as a collective to improve the teaching of STEM/ languages?	
	■ have enough self-confidence to try new teaching methods always ready for new experiences	■ Contributing to larger pedagogic and subject challenges	■ What could we do as a collective to improve student learning?	
	■ independent and advanced, clear about his/her competencies, knows where to seek resources and feedback and		■ What could we do as a collective to support self, school and society?	
	■ desires to help other teachers and students in the community to improve the quality of education.			

Source: Glickman, C.D. (1990) Supervision of Instruction: A Developmental Approach, (2nd edn) Boston, MA: Allyn & Bacon.

Instructional supervisor in stage I is expected to take up role of an expert and support in arriving at solutions while in stage II is required to be peer participating in the collaborative exercise of learning and improvement and in stage III is expected to be a good listener, observer, clarifier, inquirer, provide technical resources where expected, and motivate the teacher in the attainment of the plans. The following figure represents the simplified journey of teacher growth and development from being egocentric to altruistic.

Simplified Stages of Teacher Development

Stage 1 → Stage 2 → Stage 3

Egocentric
Self-Adequacy

Intermediate
addressing student needs

Altruistic
strengthening school
and profession

Source: Developmental Supervision, Glickman(1980)

Addressing teacher diversity and needs requires flexibility of approach, a nurturing environment of mutual respect and trust, shared responsibility and accountability and professional growth for greater teacher autonomy and competence. The shift of the supervisory approaches from one to another depends on the need and the context of the teacher as also the skill of the instructional leader. Anchored on the foundation of teacher support, mutual trust and accountability instructional supervisors may use differentiated approaches to ultimately build Professional Learning Communities (PLC) in every school across the country. In this manner review and feedback of instructional practice becomes the common ground for effective dialogues on teaching-learning in a PLC. It could be a point where school staff comes together to discuss learning and such regular collaborative engagements could also be a factor in strengthening and sustaining PLCs. The questions then are…

Pause and Ponder…

- How does one modify instructional supervision to modify instructions?
- What changes do we make in its intent and purpose, terminologies and language, processes and practices so as to develop enduring and trustworthy supervisory relationships that nurture life-long learning skills in teachers?
- How to restrict ourselves from going on expert, authoritative or suggestive roles and rather take up the inquirer's role that promotes reflection?

4.7 Modifying Instructional Supervision to Modify Instructions

Instructional Supervision the way it is practiced across schools in the country is actually school supervision with classroom observation being just one of the components. Structured formats are largely used with a purpose of ensuring regularity and operations than contributing to teacher growth. Formats reviewed across 20 states and interactions with 120 cluster, block, zonal and district level officers on their supervisory experience,

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the nature, the structure and its impact on strengthening classroom processes revealed that most of them were overloaded with the collection and collation of data on implementation of different government programs and schemes and concentrated on teacher and student regularity, punctuality, retention and learning. However interacting with teachers to understand their technical needs, teaching gaps and provide feedback was hardly possible. There was hardly space to account for the classroom and school context, culture and situation.

> Eliyahu Goldratt, an Israeli management expert says
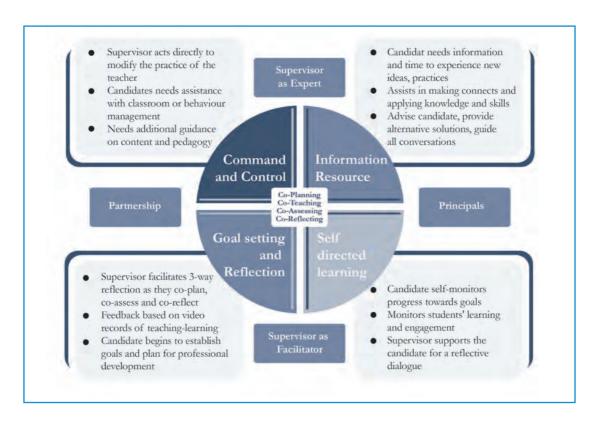> 'tell me how you measure me and I will tell you how I behave'

Feedback was mostly oral and corrective in nature without engaging in the process of dialogue. In most cases both the supervisor and the teacher were clear on this being a regular administrative activity with no significant contribution to the improvement of classroom instructions

This demands re-visiting our educational beliefs, teaching philosophies, supervisory beliefs and accordingly the role of the instructional supervisor, the supervisor-teacher relationship and redefining supervisory practices of classroom observation and feedback. But before we do that let us first decide on what change do we wish to see in our educational beliefs and accordingly what kind of change would be expected in the supervisory practice so as to change the teaching practice. The following table represents a change from the existing practices in instructional supervision to practices that involve teacher participation and support teacher growth and development.

From Instructional Supervision as…	To Instructional Supervision as…
Assessment and Evaluation	Teacher Support and Development
Being summative and corrective	Formative and engaging in developmental criticism
Subjective, opinionated observations	Objective description of the event
Judgmental and Directive	Non-judgmental and Reflective
Performance focussed	Learning focussed
Strengthening Individual	Strengthening School and Profession
An independent individual efforts	Combined collective efforts
An expert advice	A facilitation exercise
One size fits all supervisory approach	A flexible, differential approach mapping to teacher growth stage and needs
Hierarchical and power centric; operating from fear	Collegial; operating from mutual trust and respect
Being	Becoming

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Successful supervision could therefore be described as cultivating a "colleagueship"; a relationship, where the teacher is free to improve instructional practice through innovation and the supervisor provides formative support and advice. This is a professional, academic relationship where both learner and supervisor develop mutual trust and respect for each other. It is not about one being superior to another, rather both become learners in the process of uncovering the nuances in pedagogy and content areas based on learners' needs. Throughout the process, the supervisor and teacher attempt to develop shared perceptions to ensure that the teaching, and not the teacher, is tested. The following figure depicts the change of supervisory practices depending on the growth stage and need of the teacher.

Supervision and Instructional Leadership: A Developmental Approach

Source: Strieker, Dooley, Lim, Habbard, Adams and Stephen (2015) adapted from Glickman, Gordon, Ross-Gordon (2014)

4.7.1 From Subjective Classroom Observations to Objective Description of Classroom Processes

Lesson observation is a great way to realize the potential of colleagues and raise the quality of learning and teaching throughout the school. Effective classroom observation and the dialogue that follows can contribute substantially to teachers' professional development and the unlocking of every child's potential. This would entail classroom observation to be seen as a collaborative approach to learning about teaching-learning and not as something 'done to a colleague'. Therefore the role of the instructional supervisor or school leader is very vital in this process. There are a number of ways to engage in lesson observations.
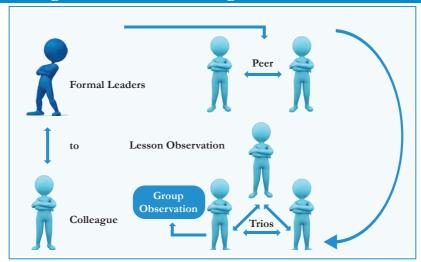
Formal Expert/Leader and Colleague Observation: In this the school leader and the teacher decide on the focus of the observation and plan for the class. The leader tries to build up trust through being a part of the teachers' journey and makes a substantial difference to how children learn through the process. The experience of receiving effective feedback after lesson observation can lead to substantial changes and a feeling of empowerment from the observed teachers.

Peer Observation: Observing teaching in each other's classrooms helps break down the isolation often experience by teachers. It lets them see the practice of different colleagues and how children are learning in different situations. When properly structured, the conversations that follow can be powerful platforms for new learning and improved teaching.

Trios: Trios watch each other teach and then come together for a discussion about their learning and next steps. This can be a particularly powerful approach when introducing a new piece of curriculum. Here the individuals concerned split into pairs to watch each other's approach to delivering the new material. On-going discussions following observations can then lead to changes to the content and teaching approaches. The observations can be repeated as required.

Group Observation: Group observation could be done in variety of ways. Groups of staff observe classes together and then discuss what they have seen. These observations are all about the learning of the observers, particularly in the discussion that follows demonstration lessons, criticism lessons, learning rounds and/or learning walks. Common to all of these practices is the rich professional discussion that follows.

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Deprivatizing Practice: Conducting Classroom Observations

In all of these observations; whether formal, with peers, in trios or in group it is important to understand that observation is not about what you want to see. Rather observation is an objective description of what you see with an exact record of teacher-student dialogues. Further observation records should not be tainted with personal opinions, expectations or judgments making the teacher defensive about his/her practices resulting into failure of the post observation conversations and reflection. The lesson observation exercise can be fraught with difficulty even in case of an observer being in a formal leadership role wherein it becomes quite natural that the teacher being observed perceives lesson observation as a threat. To avoid this, lesson observation needs to be a part of the everyday school exercise, engaging teachers in the exercise of learning from practice thus developing a culture of reflective practice.

Schools that commit to the learning for all engage not only in teaching but also in learning how to teach better each day. American researcher Judith Little (1982) schools are successful when the following four things happen:

- teachers talk about teaching

- teachers observe each other teach

- teachers plan, organise, monitor and evaluate their teaching together

- teachers teach each other

In schools where the leader contributes to the above process there is a real momentum to discover what it means to move from good to great schools.

4.7.2 From Conventional Praise-Criticism-Praise Approach (PCPA) to Unconventional Ask-Describe-Ask Approach (ADAA) to Feedback

Often when we talk of feedback, we say it needs to be positive, it should reinforce the teacher and the criticisms should be suggestive in the form of recommendations for reinforcing positive changes. However, whether feedback is positive, negative, suggestive or advisory; it comes as a top-down approach where the teacher concerned is being told about how good or bad he/she is and what needs to be done to improve. In either of the cases the teacher is neither involved in his/her progress nor empowered to reflect on his/her practice so the need for change has not come from within. Such 'tell approach' to feedback fails in developing teachers' insight. Moreover, the Praise-Criticism-Praise Approach (PCPA) to feedback has a tendency to be either too strict or too lenient, or simply confusing for the person receiving the information. The following example from one of the teacher diaries exemplifies the issue:

Example 1

"You did well, and I felt that your lesson was quite organized. However, I thought you could not explain the concept well, also I observed some children were distracted and you were limited and very biased towards the first few rows. I think you should have used a teaching aid. Overall, I enjoyed the lesson."

This comment gives a bit of praise, a bit of criticism and ends again with a bit of praise. It is the archetypical Praise-Criticism-Praise sandwich. The challenge for the teacher is in trying to unpack what is really being said here. Positive words or adjectives like good, well done, excellent also do not tell us anything about what is good or excellent in us nor do critical words like biased, poor, ineffective tell us anything about which behaviour was poor or ineffective and what needs to change. A teacher, who is a keen learner and enjoys a relationship of trust with the observer, may simply resolve the problem by asking the observer to explain more clearly. But for many, they would simply leave thinking that it was an average class and needs to be improved but what is to be improved and how is still not clear. So the improvement depends upon the interpretation and meaning making by the observed and may still not improve the lesson. This style of feedback is judgemental and not effective at creating the conditions for the observed colleague to learn. In this situation, the observed teacher is often marginalised or less involved in their own learning.

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The challenge for both the observer, in the role of coach, and the observed colleague is to create the conditions for a rich dialogue around learning that supports both colleagues in a reflection process based on evidence. Solid foundations for this process can be established by the use of a descriptive language as follows:

Example 2

"*The stage and the angle in which you positioned yourself closer to a particular child or children limited your focus to first few benches only. The explanation given was largely in the language of the text than soaked into the real life experience of the child. I saw 4 of the 5 questions asked were to the children in the first three rows and the children in the middle and the last benches were less engaged in the discussion.*

I'm interested in your thinking on this?"

The second example subtly shifts from a top-down approach as shown in the first example to an approach that is between two individuals involved in a joint learning enquiry. There is no judgement here. The observer gives descriptive feedback quoting evidence from the observation and has designed it to stimulate reflective thought and is part of a formative process to help the teacher develop deeper understanding. The observation ends in a question; so the teacher observed has a choice and chance to go back, recall the event and think about the behaviour and reasons for engaging in it. Here the observer is asking the teacher observed, his/her reflections on the observations and the improvement journey. This approach is deeply empowering, as teachers develop confidence in their own ability to improve, are not intimidated and able to reflect on their practice.

The discussion might reveal that the teacher was actually focusing on first few rows for a particular reason, or that text book language was largely being used since it was a new and difficult topic and relating it to real life was challenging. Or it might be that the teacher was simply unaware of the focus on first three rows or on use of textual language, and this stimulates the direction of the learning conversation. The key here is the dialogue between the two colleagues that emphazises a coaching style as opposed to a telling style.

Effective classroom observation and the dialogue that follows is an essential part of the leadership of learning or instructional leadership as we call it and can contribute substantially to teachers' professional development and the unlocking of every child's potential.

Lesson observation and the feedback that follows, when done well, can be a liberating process for both observer and the observed, deepening understanding and expertise,

and creating the conditions for high quality pupil learning. This is about moving from a conventional observation process, overly reliant on a judgemental 'tell' approach that has the observer 'telling' the observed what and how to improve, to one where the observer and the observed jointly learn in a learning conversation based on descriptive information or evidence. For effective learning conversations, the conventional sandwich of Praise-Criticism-Praise needs to be replaced with the Ask-Describe-Ask Approach. This 3-stage process is as follows:

Stage 1: Ask

The observer begins by giving the observed teacher a chance to give his/her reflections. The questions in this round could be recall type or inquiry type which will tell the observer more about the observed teacher's thoughts, plan and actions. The idea behind this is to start a dialogue, make the colleague feel heard and based on his/her goals around the focus area tailor make your feedback; thus putting the focus on the learning of the colleague. So questions like

- What were your goals around the chosen focus area?

- What went well and what could have gone better according to you?

Stage 2: Describe

At this stage the observer describs what she/he saw, heard or felt in the classroom. This descriptive information is to help the colleague recall any behaviour or event that has been missed out. It is like a fact sheet and responds to the self-assessment presented by the teacher observed and invites his/her reflections. One can use phrases like "I observed ..." or "The following evidence is ..." or "The pupil said ..." to create a description of that you saw and lay the platform for a reflective dialogue. So questions like…

- What is your reflection on the evidences generated from classroom observation?

- How would you want to take this discussion forward?

- Could you chalk out some gaps in the teaching-learning process?

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Stage 3: Ask

The observer at this stage seeks to understand the next steps through questioning. Interaction could be on consolidating the learning, the common understanding and what needed improvement. In this stage the purpose is to help colleague initiate and sustain change without any external support. To help the teacher reach to this stage the observer may have to replay parts of the lesson plan and encourage reflection for example, "show me how you did that" and explore learning for both and commit to next steps and improvement.

- Could we make a list of pedagogical modifications that we are looking at for improving teaching?

- How do you plan to improve the identified gaps?

- What support are you looking at to help you become better?

5 Things to remember about Feedback

01
DON'T ADVICE

Feedback is not advice praise or evaluation. Feedback is evidence - based data on how we are doing our efforts to reach a goal.

If teachers know that school is a safe place to make mistakes, they are more likely to use feedback for learning.

02
FEEDBACK IS FOR LEARNING

03
FEEDBACK IS GOAL FOCUSED

Feedback should be goal oriented and focused on mastery of skills or else it is just someone telling you 'what to do.'

Feedback is neither positive nor negative. It is reflective focused on improvement

04
FEEDBACK IS REFLECTIVE

05
FEEDBACK IS DIALOGIC

Effective feedback occurs during learning, it is a learning conversation between the observer and the observed.

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4.8 Learning Conversations at the Heart of a Learning Organization

'Privacy of practice leads to isolation and isolation is enemy of improvement' while this was said by Richard Elmore, Professor of Educational Leadership at Harward Graduate School; I think all of us at some point in our careers have felt this isolation. We may as also have experienced the benefit of engaging in fruitful conversations with colleagues. This has been an experience across professions; it is not uncommon to see a group of doctors discussing a medical case or a group of lawyers discussing histories of their clients for better decision making.

Sports has ample examples of players watching video recordings of their game, discussing their weaknesses as

In 2004 Brad hogg took Sachin's wicket, At the end hogg gave that ball to Sachin for his autograph Sachin puts his signature with one sentence.. **"It will never happen again.."** After this incident both came face to face 21 times....but hogg could never take his wicket again.. This is Sachin Tendulkar for you ..!!!!

It will never happen again." Is not spoken with ego or vengeance rather with a firm determination and commitment to improving one's game. Sachin Tendulkar is said to have watched his shot for a minimum of 50 times to identify his mistake and work on Hogg's balling so as to master it.

also understanding the game of other players. It is strange that none of these professions have any emancipatory goals, yet they engage consistently and honestly to sharpen their edges and contribute to their professional growth. It is important beyond measure for the teaching fraternity to be reflective, open to learning and collaboratively engaged for their own professional advancement which in turn is going to impact the posterity. Learning conversations is about this openness to learning – learning about one's own thinking and using this information for better planning of learning. It is about developing a shared and common language for people working together. This perhaps would set a culture wherein learning is valued thus transforming into a Learning Organization.

Teaching can often be an isolated activity. Talking together in structured ways can help reduce feelings of isolation and relieve stress and frustration. Further it could resolve a number of content and pedagogy related issues through in-house discossions thus, develop individual self-esteem as well as build staff cohesion. While it is a very structured and goal focused activity, it should not be taken as a forceful and top-down activity. Centralized agenda being pushed down to teachers for discussion cannot be claimed to be a learning

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conversation. The willingness and participation of all the engaged members is very important. Social interaction, where 'teaching talk' and 'social talk' become intertwined, helps the process of conversation. Learning conversations may take place with a fellow teacher, an inspiring manager/school leader or with a pupil. Most commonly, they take place when teachers observe other teachers teach or through mentoring or coaching. A learning conversation is a planned and systematic approach to professional dialogue that supports teachers to reflect on their practice.

4.8.1 Precursors to Learning Conversations

Trusting Relationships

At the heart of a learning conversation is a trusting relationship. It is the leader's ability to genuinely invest in the development of staff, describe problematic situations and behaviours, detect and challenge their own and others' assumptions, invite alternative views, give and receive critical feedback, deal with conflicts constructively and manage difficult issues with poise and respect that develops a climate of trust wherein people become open to engage in learning conversations.

Describing facts not opinions or judgments

Conversations about quality of performance often get difficult due to the power and relationship dynamics involved in it. This may further worsen if observations are subjective and mixed with opinions and judgements about what is and what should be. Further opinions and judgments trigger discomfort and makes one defensive. In the face of such threat openness to engaging in a learning conversation gets reduced. Hence limiting observations to facts and recording them as; I observed…I saw…I noticed…reduces the insecurities of the teacher and make them feel safe contributing towards developing a culture of mutual trust and respect.

Neither positive nor negative; Feedback is reflective

While engaging in feedback leaders go by either of the extremes; i.e., either being too lenient in approach, not revealing their evaluation and offering ceremonial congratulations for teacher motivation or being too hard and assuming that his\her evaluation is absolute and offering suggestions for improvements. In the first case the leader accords more importance to the possible threat of damaged relationship than the possible threat to the education of learners. While in the second case the relationship is risked in the interest of addressing the educational problem. However, in both the cases; the dilemma between

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concern for the person and the concern for the task is irresolvable because the leader leaves no room for a shared co-constructed evaluation or co-reflection. In neither of the arguments one can reach a principled agreement about the quality of the teaching-learning. Thus, when leaders seek to impose their views without checking for their validity, they not only risk creating negative emotional reactions but themselves remain closed to learning. Rather leaders should invite teacher participation in evaluation and reflection of his\her session, debate and co-construction and be open to learning and change; in turn promoting a learning environment.
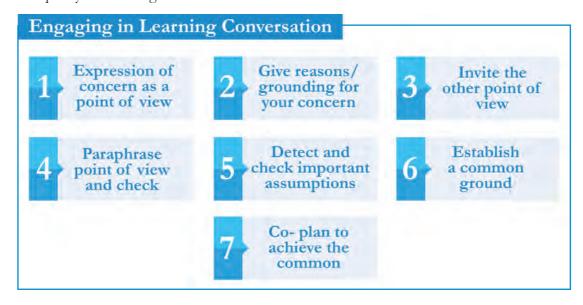
Mutual Respect and Commitment towards the growth of the other

For learning conversations to be a part of the school culture, it is important that leaders treat staff and students as well-intentioned individuals, interested in their own learning and capable of contributing to their growth. Further encouraging teachers for self-assessment and inviting their reflections is a step towards creation of transparent and shared processes that not only fosters ownership of decisions but also commitment to the goals.

Few other precursors which are indispensable for a learning organization are establishing common goals; willingness to share and collaborate and an urge to learn.

4.8.2 How to Engage in a Learning Conversation?

There cannot be pre-set guidelines or a step-by-step guide to learning conversation since engaging conversations are responsive to context, need, relationship, openness, and preparedness of the learner. Despite this having engaged in good conversations gives insight into some of the key components which could be used by a leader for improving the quality of teaching. These are as follows:

Engaging in Learning Conversation

1. Expression of concern as a point of view
2. Give reasons/grounding for your concern
3. Invite the other point of view
4. Paraphrase point of view and check
5. Detect and check important assumptions
6. Establish a common ground
7. Co-plan to achieve the common

Reorienting Review and Feedback Practices: Foregrounding Teaching-Learning

1. *Expression of concern as a point of view and not as absolute knowledge*

   This would entail the instructional leader sharing concerns about what he\she observed about the class. However, it is shared only as one's point of view and not as an absolute reality. For example: I see a possible concern…I think this may not be how you see it…

2. *Give reasons\grounding for your concern*

   Having factual evidence supporting your concern is very important since that helps the teacher observed to go back and reflect on what is said and why. It increases the chances of the observer and observed arriving at common evaluation and concerns.

3. *Invite the other's point of view*

   It is about inviting the teacher's reflection on the concerns raised by the leader. This ensures the commitment of the teacher for the desired change. Respect for others implies openness to their views. This could be ensured through statements like; I am sure there is more to what I've said… Tell me something more about your thoughts and situation…Do you see it differently? How do you feel about the results? Validity is increased if differences are treated as opportunities to learn about the relative merits of each view, rather than as opportunities for persuasion.

4. *Paraphrase point of view*

   This is to consolidate and confirm the views shared by the teacher observed and double-check if what you understood is same as what is being told. It is also about assuring that no points are missed in the process of consolidating. In conversations where issues are complex and uncertain, the ability to paraphrase, summarise and check for accuracy, keeps people emotionally connected and provides some structure to the conversation.

5. *Detect and check on the assumptions*

   Once the observation notes are agreed upon by both – the observed and the observer; it is important to confirm what leads them to believe what they believe; also seek examples to cross check their assumptions and look for possibilities if any. Since valid information is of key value to learning conversations.

6. *Establish common ground*

   This is a very important phase in a learning conversation wherein the instructional leader has to get the buy-in of the teacher on the observations, reflections, agreed upon concerns and a commitment to change and improve. It is about making the teacher commit to a common ground based on an agreed process for resolving

differences, a shared expressed dissatisfaction with the status quo, expressions of satisfaction with the conversation or relationship or a shared purpose or goal.

7.   *Co-plan to achieve common goals*

It is about co-planning the learning pathways for the teacher observed and agreeing on the goals, the options available, the way ahead, the support system required to achieve the goals and how to methods to assess how close we are to set goals.

Thus, Learning Conversations are dialogic engagements usually scheduled post classroom observations or learning walks or learning rounds to discuss on the teaching-learning concerns for individuals or across institution and agree to pathways for improvement and change.

4.9   Summary

Reorienting Review and Feedback practices to foreground teaching learning is necessarily written to enable school leaders and systemic officers (school inspectors, CRC/BRC coordinators, DEOs and commissioners at zonal levels) rethink on the existing practices of supervision and feedback and question its efficacy in transforming teaching learning processes at school and improving the teacher knowledge and competence. It also brings the knowledge from international research on observation, feedback and supports the reconceptualization and redesigning of the existing practices to transform teaching learning. The module builds capacity for conducting learning conversations and engaging in reflective diary writing and conducting dialogue.

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SECTION II
Facilitator's Toolkit

A. Blueprint

B. Session Manual and Resources

A. Blueprint

Sr. No.	Session Focus	Focal Points	Group Size	Session/Activity Title	Resource Required	Time
S1	Setting the Context	Identifying Educational Beliefs and teaching philosophy	Small group to Large Group Demonstration	D1S1.A1 Case Scenarios with Role Play exercise	Pens, Markers, Scenario Handouts, Chart paper	50 min
		Envisioning Effective classroom practices	Individual and Small Group	D1. S1. A2 Changing Pedagogical Models and Practices	Pens, Markers, Chart papers	40 min
S2	Assessing School based supervisory practices	Reviewing the existing supervisory practices: Understanding Linkages	Pair and Share	D1. S2..A1 Reviewing the existing supervisory practices	Power point with trigger questions, school self assessment tools	40 min
		Assessing Supervisory Practices	Individual exercise	D1.S2. A2 Assessing Supervisory Practices	Assessment worksheet	30 min
		Assessing Supervisory competence	Individual exercise	D1. S2. A3 Assessing Supervisory competence	Assessment worksheet	30 min

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Sr. No.	Session Focus	Focal Points	Session/Activity Title	Group Size	Resource Required	Time
S3	Understanding Instructional Supervision	Instructional Supervision: Myths and Facts	D1. S3. A1 Myths and Facts	Large group discussion	Myths and facts sheet	20 min
		Instructional Supervision: Concept	D1. S3. A2 Understanding Instructional Supervision	small group activity	Handout instructional supervision, worksheet	30 min
S4	Understanding Instructional Supervision	Instructional Supervision: Types, and pproaches	D1. S4. A1 Approches to instructional supervision	small group activity	Handout on types of instructional supervision	60 min
		Setting Common Instructional Goals	D1. S4. A2 Setting Common Goals	Large group discussion	White board, marker, pens	30 min

Sr. No.	Session Focus	Focal Points	Group Size	Session/Activity Title	Resource Required	Time
Day 2						
S5	Classroom Observation	Simulating Classroom Observation and Feedback	Large group discussion	D2.S5. A1 Classroom Observation and Feedback	White board, marker, pens	90 min
S6	Appreciative Inquiry	Learning Rounds	Large group discussion	D2. S6. A1 Learning Rounds	Handouts, marker, pens	45 min
	Feedback Practices	Understanding Learning Conversations	Small group activity	D2.S6.A2 Understanding Learning Conversations	Handouts, pens, A4 sheets	45 min
S7	Simulation Exercise	Engaging In learning Conversations	Small group activity	D2.S7.A1 Engaging In learning Conversations		90 min
S8	Consolidation Exercise	Appreciative Inquiry	Large group discussion	D2.S8.A1 Appreciative Inquiry	A4 sheets, Cellotapes, marker pens	40 min

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B. Session Manual and Resources

Day and Session	Session Title	Session Resources	
		Type	Title
D1. S1. A1	Education Beliefs and Teaching Philosophies	Role play Exercise	Case Scenarios on Educational Beliefs and Philosophy
D1. S1. A2.	Changing Pedagogical Models and Practices	Reading Exercise	Changing Pedagogical Models and Practices
D1. S2. A1	Reviewing the existing supervisory practices: Understanding Linkages	Worksheet	A Self-assessment Tool for Reviewing existing Practices
D1. S2. A2	Assessing Supervisory Practices at School	Worksheet	Assessment Tool for Reviewing supervisory practices
D1. S2. A3	Assessing Supervisory Competence of Instructional Leaders	Worksheet	Assessing supervisory competence of instructional leaders
D1. S3. A1	Instructional Supervision: Myths and Facts	Worksheet	Instructional Supervision: Myth and Fact Sheet
D1. S3. A2	Understanding Instructional Supervision	Reading Exercise	Reading on Instructional Supervision
D1. S4. A1	Types of Instructional Supervision	Reading Exercise	Handouts on Types of Instructional Supervision
D1. S4. A2	Setting Common Goals for Teaching-learning	None	None

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D2. S5. A1	Simulating Classroom Observation and Feedback	Mock Practice exercise	Simulating Classroom Observation and Feedback
D2. S6. A1	Learning Rounds	Reading Exercise	Learning Rounds
D2. S6. A2	Understanding Learning Conversations	Reading Exercise	Learning Conversation – The ADA Approach
D2. S7. A1	Engaging in Learning Conversation	Role Play Exercise	Engaging in Learning Conversation
D2. S8. A1	Appreciation as an effective feedback mechanism	None	None

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D1.S1.A1

Activity: Educational Beliefs and Teaching Philosophies

Time Required: 30 minutes

Objectives: Participants will be able to…

- list out different educational beliefs

- write their teaching philosophies

- draw linkages between educational beliefs, teaching philosophies and supervisory beliefs

Group Size: Individual and Large group discussions

Material Required: note pad, marker pen, and chart paper

Steps for Facilitation:

As a pre-workshop exercise each participant has already submitted their teaching philosophies and educational beliefs in writing. In this reflective exercise the group is going to see how one's educational beliefs, teaching philosophies and supervisory beliefs impact the choice of instructional strategies, the assessment of teaching practice as also how one defines effective teaching.

1. Ask for three volunteers from the group for taking up a role-play exercise.

2. Assign them the teaching philosophies of three different teachers (M4. S1. A1- from worksheets) depicting their educational beliefs.

3. Each participant has to assume identities of each of the teachers given in the case scenarios and bring them to life.

4. While the volunteer participants are preparing for their role-play instruct other teachers to take notes of what they observe during the role-play.

Points for Debriefing:

- Discuss how educational beliefs and teaching philosophies decide the instructional strategies and effectiveness of teaching. Further since every supervisor also has been a teacher; how their educational belief and teaching philosophy impacts their supervisory belief and practice.

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Key Takeaways:

Your behaviour is the result of your thoughts, beliefs and philosophy. As for a teacher it is therefore very important to formulate it carefully and keep revisiting its utility in the changing educational context.

Facilitator's Toolkit

Case Scenarios for Role Play Exercise:

Teacher 1

Jhamil believes that the purpose of education should be to transmit a prescribed body of basic knowledge, skills, and cultural values to students. To do this effectively, the teacher must exercise control over the classroom, lesson content, and students. Content should be broken first into discrete academic areas and then into small elements, and learning should take place in a series of small, sequential steps. All students should be expected to master the same content. Grades and other types of external motivation are necessary to ensure student learning.

Reflections:

1. What educational beliefs does the teacher in the case demonstrate?

2. Given the educational belief and teaching philosophy what could be the in-class teaching behaviour and instructional strategy of the teacher?

3. What is your view on the given educational belief and teaching philosophy and its impact on teacher growth and students' learning?

Teacher 2

Sudeshna believes that the purpose of education should be student growth, especially in inquiry and problem-solving skills. To promote such growth, the teacher conveys existing knowledge but also encourages students to experiment in order to test old ideas and find solutions to new problems. Sudeshna believes that since inquiry is most successful in a democratic environment, the teacher should share control of the learning environment with students. Because problem solving often takes place within a social context, students should learn social skills as well as academic content.

Reflections:

1. What educational beliefs does the teacher in the case demonstrate?

2. Given the educational belief and teaching philosophy what could be the in-class teaching behaviour and instructional strategy of the teacher?

What is your view on the given educational belief and teaching philosophy and its impact on teacher growth and students' learning?

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Teacher 3

Harshvardhan believes that each child is unique and that the primary purpose of education should be to meet students' individual needs. The teacher should foster the development of each student toward his or her fullest potential. This means addressing students as whole persons by fostering their physical, emotional, cognitive, moral, and social development. Such holistic education includes facilitating student self-inquiry. Harshvardhan believes that students should have as much control over their own learning environment as their maturity level permits. Teachers should base lessons on students' experience, concerns, and interests. Students should be allowed to participate in assessing their own learning.

Reflections:

1.   What educational beliefs does the teacher in the case demonstrate?

2.   Given the educational belief and teaching philosophy what could be the in-class teaching behaviour and instructional strategy of the teacher?

3.   What is your view on the given educational belief and teaching philosophy and its impact on teacher growth and students' learning?

Execution of Role-Play

The role play begins with the three teachers sitting at a table in the teachers' lounge. Each participant assumes the role of one of the three teachers, and each time they speak, what they say is consistent with the educational philosophy of the character they are playing as described in the exercise. For the next 30-40 minutes each one of them is expected to engage in a dialogue and take decision based on your teaching philosophy and educational belief.

Topics that the three might discuss include:

1.   A lesson they taught earlier that day

2.   Dealing with a student who was having difficulty in their class

3.   Assessing student learning

4.   The types of progress they are hoping their students make by the end of the school year

5.   Expectation from the school leader on use of alternative pedagogies for teaching-learning?

D1.S1.A2

Activity: Changing Pedagogical Models and Practices

Time Required: 40 minutes

Objectives: Participants will be able to…

- make a list of effective instructional practices and processes

- see the role of schools in improving teacher growth and development

Group Size: Individual and small group discussions

Material Required: Note pad, marker pen, and chart paper

Steps for Facilitation:

We all agree that the goal of supervision is to improve instruction. It sounds nice, until we ask what type of instruction we wish to improve. In this exercise participants will be asked to pen down the ideal state they have in mind about effective teaching depending upon their educational beliefs and teaching philosophies.

1. Divide the large group into five small sub-groups and in each group visualize the ideal teaching learning practices and processes that you would like to see in your classrooms.

2. As a trigger to lead the discussion give the participants a table (Worksheets – D1.S1. A2) that depicts the current state of teaching-learning in schools

3. Against the current state ask the participants to fill in the ideal state in every row

4. After the table activity gets completed ask participants to share with all members in the group

5. Share the commonly agreed vision state in the larger group

6. Discuss in the large group the following:

   - Feedback and support system required to move from current state to ideal state

   - Processes the school would need to support teachers' growth and development

   - What changes in the school time-table would be required that gives teachers' time for self- improvement?

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Points for Debriefing:

■ This is a reflective exercise to enable school leaders to reflect on the instructional competencies of teachers in their school and the vision for which as a team they aspire for. While debriefing the facilitator may also help them see the relationship between supervisory belief, supervisory practice and effectiveness of classroom processes.

Key Takeaways:

Change is a factor of the clarity of goals, the pathways for reaching and assessment mechanisms

Changing Pedagogical Models

Effective teaching, to a large extent, depends on what you believe should be taught. Different educational beliefs lead to different instructional goals that require different teaching strategies. Consider the following examples:

- If the goal is for students to master basic skills, then effective teaching might involve explanation, demonstration, practice, feedback, and more practice.

- If the goal is for students to learn classical culture, then effective teaching might consist of reading the great works, lecturing, and fostering Socratic discussion.

- If the goal is for students to become problem solvers, then effective teaching might call for exposing students to real-world problems and actively involving them in testing possible solutions and reaching resolutions.

- If the goal is social development, then effective teaching might consist of structuring cooperative learning and community-building activities.

- If the goal is personal development, then effective teaching might mean facilitating students' self-directed learning and self-assessment.

- If the goal is critical inquiry, then effective teaching might require the teacher to challenge students' current values and assumptions and to ask students to critique dominant belief systems, social structures, and power relationships.

In the final analysis, what constitutes instructional improvement and successful teaching can be defined only within the context of particular educational beliefs, instructional goals, local learning environments, and individual students. This means that the search for a single instructional model—effective for all learning content, students, and situations—is futile. A more productive course of action is to identify various instructional strategies that are effective in relation to identified instructional goals and individual students. If this proposition is accepted, then the supervisor's role becomes one of assisting teachers to clarify school and classroom instructional goals, develop a variety of instructional strategies (e.g., direct instruction, constructivist teaching, cooperative learning, classroom dialogue, service learning), "mix and match" instructional strategies to learning goals and students, and assess the effects of instruction for the purpose of continuous improvement. With

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such a supervision emphasis, effective instruction is seen as the teacher's ability to use various ways of teaching according to the school's learning goals and students' learning styles.

In the following exercise each of you is expected to envision the kind of classroom practices and processes you would like to see in your schools. The phrases on the left hand side are simply triggers and the group could think beyond these as well.

From	To
Teacher/Curriculum-centred	
Acquisition of knowledge and skills	
Individual task	
Passive learning (listener)	
Printed media/textbook centric	
Grade focussed	
National perspective	
Independent individualized efforts	
Factual learning	
Rote learning (drill and practice)	
Paper-and-pencil tests (norm referenced)	
Discipline based	

Reflective Questions:

- Do you see relationship between your educational belief, teaching philosophy and vision about effective classrooms?

- Feedback and support system required to move from current state to ideal state

- Processes the school would need to initiate so as to support teachers' growth and development

- What changes in the school time-table would be required that gives teachers' time for self- improvement?

Source: Glickman, D. Gordon, S. and Ross-Gordon (2017). Supervision and Instructional Leadership: A Developmental Approach

Facilitator's Toolkit

Activity: Reviewing the Existing Supervisory Practices: Understanding Linkages

Time Required: 40 minutes

Objectives: Participants will be able to…

- Assess the supervisory practices in their schools in light of the vision they have for effective instructional practices

- Draw linkages between teachers' in-class teaching behaviour and instructional supervision

- Draw linkages between instructional supervision, instructional competencies, teacher professional development and students' learning.

Group Size: Discussion in pairs – Share in Large group

Material Required: power point with trigger questions

Steps for Facilitation:

The facilitator can make a power point depicting the following trigger questions:

1. What does the supervisory process look like in your school?

2. Do you think supervisors have any impact on teachers' in-class teaching behaviours and attitudes towards promoting student learning?

3. Does your school use student information, such as test scores to support change in classroom instruction?

4. What is the connection among instructional supervisory practices, teachers' in-class teaching behaviour, and levels of student achievement?

5. What is the connection between instructional supervisory practices, teacher professional development and student learning?

6. What does professional development look like in your school?

Ask the participants to discuss each question with their pair.

SECTION II

After each question invite the participants' reflections on the entire discussion in the large group.

Circulate a Self-Assessment Tool to all participants and seek the individual scoring on each of the statements.

Points for Debriefing:

■   Debrief on the linkages between the supervisory practices in schools, the teacher – school leader relationship, the teachers' in-class behaviour and impact on student learning

■   Also what you score or how you do is not as important as do you see worth in changing; would you want to plan for change around the practice of instructional supervision?

> **Key Takeaways:**
>
> "What gets measured, gets done. What gets measured and feedback, gets done well. What gets rewarded gets repeated". – John E. Jones

How Reflective am I? A Self-Assessment Tool by © Lawrence-Wilkes & A Chapman/ Businessballs 2015

If the action is rarely practiced in your school score each item: 0 = none; if practiced sometimes score / 1 = some; If it has been an almost regular practice score / 2 = a lot

Statements	Score
I make decisions about events as they happen.	
I change my behaviour or actions as events happen.	
I think about events and reasons for actions afterwards.	
I talk to others about events/behaviour afterwards.	
I think proactively after events to plan future action.	
I research/investigate issues to solve problems.	
I understand my 'self' views - subjective and objective.	
I empathise with colleagues'/others' viewpoints	
I seek standpoints of external theories and concepts.	
I look for relevant discussion (article, conference, etc).	
I look at research / evidence.	
I try to make objective sense of social media.	
I question my own ideas and beliefs.	
Other people's points of view.	
About task-related problems.	
How and why, I think the way I do (metacognition).	
Books, newspapers, TV, etc.	
Internet information.	
I have time or make time to reflect.	
I have necessary reflection knowledge/methods/tools.	
I overcome any self-imposed barriers, habits.	
I understand how/why I think as I do (metacognition).	
I am sufficiently empowered personally/at work.	
I am free of negative influence by others.	

D1.S2.A2

Activity: Assessing Supervisory Practices at School

Time Required: 30 minutes

Objectives: Participants will be able to…

■ Assess their school on its supervisory practices.

■ How school leaders and subject heads review and provide feedback.

■ Identify the gaps in their school's observation and feedback practices

Group Size: Individual Assessment of their respective school's practices

Material Required: Assessment Tool sheet

Steps for Facilitation:

1. Participants may be distributed the assessment tool sheet for self-assessment of their respective school's supervisory practices.

2. Participants may be sensitized that the self-assessment is to know the status quo for improving the existing practices.

3. Participants may reflect on the assessment and draw the consolidated understanding of their school's practices.

4. Participants may reflect on the impact of existing supervisory practices on classroom teaching and teacher learning.

Points for Debriefing

■ Debrief on how matching supervisory practices with teacher needs

■ Uncaging supervisory practices from the shackles of systemic hierarchies

Key Takeaways:

Instructional Supervision is a process of supporting the teacher through a journey of guided reflections

Facilitator's Toolkit

D1.S2.A2 : Resource

	Pre-Observation Conference Items	SA	A	DA	SDA
1	During the pre-observation conference, my principal and I discuss how I will assess students' prior knowledge				
2	During the pre-observation conference, my principal and I discuss how I will actively engage students in learning				
3	During the pre-observation conference, my principal and I discuss the objectives of the lesson				
4	During the pre-observation conference, my principal and I discuss my plan for remediation of students who struggle with content				
5	During the pre-observation conference, my principal and I discuss what will be my home-assignment for students				
6	During the pre-observation conference, my principal and I discuss what should be the focus of that day's observation for example; questioning, activity-based teaching etc.				
	During Observation				
7	During Observation, my principal is a non-participant observer in the classroom and silently records behaviours				

SECTION II

8	During Observation, my principal focuses on the agreed areas for observation and improvement				
9	During observation, my principal focuses on how far were the set objectives achieved.				
	Post- Observation Conference				
10	My principal and I identify performance strengths				
11	My principal provides meaningful feedback after observing my teaching				
12	During the post-observation conference, my principal and I analyze data collected during the observation				
13	During the post-observation conference, my principal and I discuss the things we agreed to focus upon during the pre-observation conference				
14	During the post-observation conference, my principal builds my capacity to reflect about my teaching				
15	During the post-observation conference, my principal and I identify areas in which I can improve				

Facilitator's Toolkit

D1.S2.A3

Activity: Assessing Supervisory Competence of Instructional leaders

Time Required: 30 minutes

Objectives: Participants will be able to…

■   Assess their competence on the use of supervisory practices.

■   Identify improvement areas for themselves as instructional leaders

Group Size: Individual Assessment

Material Required: Assessment Tool sheet

Steps for Facilitation:

1. Participants may be distributed the assessment tool sheet for assessment of supervisory competence.

2. Participants may be sensitized that the self-assessment is to know the status quo for improving the existing practices.

3. Participants may reflect on the assessment and draw the consolidated understanding of their competence and the learning areas.

4. Participants may reflect on the impact of existing supervisory competence on teacher relationship, teacher support and learning.

Points for Debriefing

■   Debrief on how supervisory competence impacts coaching and mentoring.

> **Key Takeaways:**
>
> Instructional Supervision is a two-way learning process wherein both; the supervisee and the supervisor learn and improve upon their competence as teachers and mentors and work collaboratively towards improvement of classroom instructions.

Assessment of Supervisory Competence of Instructional Leaders

Instructions: Put a checkmark in the box that describes your perceived level of competency for each of the overall knowledge and skills listed. At the end of the tool is space for you to plan any needed training in supervision that is based on your goals.

Rating Scale			
0	1	2	3
Not Yet	Just Starting	Getting There Consistently/	Got It!

I. Supervisory Process and Education	0	1	2	3
I possess knowledge of collaborative models of supervision.				
I possess knowledge of adult learning styles.				
I possess knowledge of teaching techniques (e.g., reflective practice, questioning techniques).				
I define the supervisor and supervisee roles and responsibilities appropriate to the setting.				
I adhere to research/evidence-based practice, convey that information/analysis to the supervisee.				

II. Relationship Development and Communication Skills	0	1	2	3
I develop a supportive and trusting relationship with supervisee.				

	0	1	2	3
I create an environment that fosters learning, and I explore personal strengths and needs of supervisee.				
I transfer decision-making and social power to the supervisee, as appropriate.				
I educate the supervisee about the supervisory process.				
I define expectations, goal setting, and requirements of the relationship.				
I define and demonstrate expectations for interpersonal and modes of communication.				
I define and demonstrate evidence of cultural competence and appropriate responses to different communication styles.				
I engage in difficult conversations when appropriate regarding supervisee performance.				
I demonstrate use of technology, when appropriate, for remote supervision.				

III. Establishment/Implementation of Goals	0	1	2	3
I develop goals/objectives with the supervisee that allow for growth in critical thinking and problem solving.				
I set personal goals to enhance supervisory skills.				
I observe sessions, and I collect and interpret data with the supervisee.				
I give the supervisee objective feedback to motivate and improve performance.				
I understand the levels and use of questions to facilitate learning.				

SECTION II

	0	1	2	3
I adjust supervisory style based on level and needs of supervisee.				
I review relevant paperwork and documentation.				

IV. Analysis and Evaluation	0	1	2	3
I examine collected data and observation notes to identify patterns of behavior and targets for improvement.				
I assist the supervisee in conducting self-reflections until independence is achieved.				
I assess supervisee performance.				
I determine if progress is being made toward the supervisee's goals.				
I modify or add to goals if needed.				

Plan for Improvement

What are your strengths and items needing improvement for each of the areas listed above?

What are your goals to improve your competencies in each of the areas listed above?

Source: ©2016 American Speech-Language-Hearing Association. From A Plan for Developing Resources and Training Opportunities in Clinical Supervision [Final report of the ASHA Ad Hoc Committee on Supervision Training], May 2016. Retrieved from www.asha.org.

Facilitator's Toolkit

Activity: Instructional Supervision: Myths and Facts

Time Required: 20 minutes

Objectives: Participants will be able to…

■ Assess the supervisory practices in their schools in light of the vision they have for effective instructional practices

■ Draw linkages between teachers' in-class teaching behaviour and instructional supervision

■ Draw linkages between instructional supervision, instructional competencies, teacher professional development and students' learning.

Group Size: Discussion in pairs – Share in Large group

Material Required: Power point with trigger questions

Steps for Facilitation:

1. Prepare a Myth and Fact sheet using following statements (M4.S1.A4 – Myth and Fact Sheet) on Instructional Supervision by using mentimeter app and share the link with all participants.

2. Ask participants to click on the link and for each statements select 'True' if they feel it is a factual statement or select 'False' if they think it is a myth around instructional supervision.

3. Project the participants' responses on the large screen and discuss.

The Myth and Fact sheet is to tap the group's understanding about Instructional Supervision and how that impacts the process and subsequently improvement in teaching-learning processes.

Points for Debriefing:

Having differentiated the myths from facts debrief on the following:

■ How flawed understanding impacts our behaviours and action?

- Is the restraint towards instructional supervision as result of our flawed understanding?

- What do the instructional supervision practices in your school represent – Myths or Fact?

- Do you have mechanism for instructional feedback and follow-up exercises?

- What connection do you see between instructional supervision and professional development in your school?

Key Takeaways:

"Instructional Supervision is a continuous and formative process of gathering instructional evidences so as to improve the teacher's in-class teaching behaviours

Facilitator's Toolkit

Activity: Instructional Supervision: Myths and Facts

S. NO.	Statement	True	False
1.	Instructional Supervision is a summative process.		
2	Instructional Supervision is an evaluation of the teacher performance focused at identifying teaching gaps.		
3	Instructional Supervision is always internal and a formative process for growth and development.		
4	Only surprise visits to classrooms give authentic evidence on classroom teaching-learning.		
5	Instructional Supervision is about enabling the teacher in identifying improvement areas and plan changes.		
6	Instructional Supervision is supports fixing accountability and is usually by an external agent or someone in authority position from the education department.		
7	Instructional feedback should always be positive followed by suggestions and recommendations for improvement		
8	Instructional Supervisor is either an expert or a school leader in the position of authority.		
9	Involvement of the teacher at all the stages of instructional supervision is inevitable in sustaining the learning.		

10	A standard supervisory format maintains uniformity across the process of evaluation and best supports teacher professional development.		

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D1.S3.A2

Activity: Understanding Instructional Supervision

Time Required: 40 minutes

Objectives: Participants will be able to…

- ■ consolidate the learning on instructional supervision

- ■ understand the different types of supervisory practices

- ■ decide on the use of supervisory practices according to the needs of the teacher

Group Size: Small group activity - large group sharing

Material Required: Hand-out 1 on Instructional Supervision, Worksheet on consolidation

Steps for Facilitation:

1. Distribute the Hand-out 1 on Instructional Supervision to the participants.

2. Ask the participants to individually read the hand-out 1

3. Engage the participants in a dialogue on their understanding on instructional supervision

4. Substantiate this interaction with research-based inputs on instructional supervision, its purpose, its approaches and types.

5. Based on the discussions in the previous sessions and the understanding gained through reading fill the consolidation sheet

6. Ask participants to read out their conceptualization on instructional supervision

Points for Debriefing:

- ■ Debrief on some of the questions in the consolidation sheet.

> **Key Takeaways:**
>
> Instructional supervision is a formative process to support teacher growth and development and improve students' learning.

SECTION II

Handout 1: Additional Reading on Instructional Supervision

The Good's Dictionary of Education (1945) defined educational supervision as "all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction.

Reflect on the following questions based on the definition above:

1. Does instructional supervision in your school include the stimulation of teacher professional development (TPD)?

2. If yes; how do you engage teachers for their TPD? If No. How could you design TPD at school based on teachers' developmental needs?

3. How could learning from instructional supervision be used for revision of educational objectives, methods of teaching and evaluation of instructions?

To Dodd (1968) and Ogunsanya (1985) Supervision is perceived as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school.

Supervision is thus a combination or integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process. Educational supervision focuses on changing the behaviour of staff for an improved performance. In most cases, it is internally arranged by the school head and at times assisted by other agencies and stakeholders. Supervision pays more attention to personnel and instructional delivery more than the pupils in the school. In other to enhance instruction, the role of the

Facilitator's Toolkit

supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather directing.

Inspection focuses on monitoring and evaluating performance. It seeks to answer the question: how well is the school performing relative to set standards. The result of inspection is thus a normative statement about how well the school or the individual is doing. Supervision, on the other hand focuses on improving performance so as to produce or accelerate development. It seeks to answer the question: what are the schools or individual teacher's strength and weaknesses and how can the latter be improved? The results of supervision are changes in behaviour of personnel. The two concepts are similar in that they aim at:

1. Improving academic performance in schools.

2. Ensuring the achievement of the academic goals of the school through structural activities.

Inspection	Supervision
Formal	Less formal
Focuses on the monitoring and evaluation of performance	Focuses on maintaining and improving performance
Usually carried out by an external agent the inspection, departments, etc.	Usually carried out by an internal agent (the head teacher) and head of subject
Aims at changing all factors affecting the behaviour of the teacher	Aims at changing the instructional practice methods and techniques affecting teaching and learning.
Facilitates and reinforce teaching/learning activities.	Explores, encourages and supports teaching/learning activities
Less frequent	Frequent
Usually planned ahead	Sometimes not planned
Done as a team	Done individually or at times in teams

Source: Federal Ministry of Education, Inspectors' Manual, 2001.

Reorienting Review and Feedback Practices: Foregrounding Teaching-Learning

SECTION I

D1.S4.A1

Activity: Types of Instructional Supervision

Time Required: 50 minutes

Objectives: Participants will be able to…

- understand the different types of supervisory practices

- decide on the use of supervisory practices according to the needs of the teacher

- draw linkages between instructional supervisory practice, instructional strategies, teacher professional development and students learning

Group Size: Small group activity - Large group sharing

Material Required: Hand-out 2 to 6 on Types of Instructional Supervision

Steps for Facilitation:

1. Divide the entire group into five small groups

2. Distribute Hand-out 2 to 6 on Types of Instructional Supervision; one to each of the groups.

3. Ask the participants to individually read the hand-outs in their small groups

4. Discuss the reflective questions in the hand-outs in their small groups

5. Consolidate the understanding of the entire group on each of the supervisory practices.

6. Share the learning of the group with the participants in other groups

Points for Debriefing:

- Debrief on the relevance of each of the instructional supervisory practice in the context of your school and the needs of teachers in your school.

- Which supervisory practice could work the best for teachers in your schools?

- Would you need a combination of supervisory practices for supporting teacher growth and development?

Theoretical Underpinnings

> **Key Takeaways:**
>
> The choice of the Instructional Supervision practice depends on the stage of growth, the needs of the teacher, the educational and supervisory beliefs of the supervisor and the vision and goals of the institution.

Handout : Clinical Supervision

Clinical Supervision is a form of inquiry designed to encourage reflection and analysis of supervisory methods and to develop and test hypotheses about what is effective and why (Cook, 1996). Goldhammer, Anderson, and Krajewski (1993) and Cogan (1973) identified five major steps in clinical supervision. There are several procedures to follow within the five major steps that can help direct the instructional leader.

They are:

Planning conference: The planning conference is designed to inform the instructional leader of the objectives for the lesson. The teacher prepares a detailed lesson plan for the instructional leader to critique and provide a basis for suggestions (Cogan, 1973; Goldhammer et al., 1993).

Classroom observation/data collection: During the classroom observation/data collection step, the instructional leader observes the teacher teaching the lesson outlined in the lesson plan. The instructional leader should use an observation instrument to collect data on the lesson being taught (Cogan, 1973; Goldhammer et al., 1993). This procedure provides written information for the teacher in the post-observation conference.

Analysis/strategy: The analysis/strategy stage is the core of clinical supervision; the instructional leader conceptualizes what was observed in the classroom and converts the analysis into readable data for the teacher (Cogan, 1973; Goldhammer et al., 1993). The teacher then has a representation of how the instructional leader perceived the lesson.

Post-observation conference: The post-observation conference allows the instructional leader to dialogue with the teacher on the observed lesson (Cogan, 1973; Goldhammer et al., 1993) and allows the teacher to give input on the lesson. In addition, the instructional leader and teacher work together to establish goals to be met at the next observation date.

Post-conference analysis: The post-conference analysis is primarily for the instructional leader, who must analyse if the best supervisory practices were used with the teacher. This analysis provides a reflection exercise to help the instructional leader to improve the next supervisory conference (Cogan, 1973; Goldhammer et al., 1993).

Source: Fritz, C and Miller, G. (2003). Supervisory Options for Instructional Leaders in Education in Journal of Leadership Education. Vol.2 (I)

https://eric.ed.gov/?redir=http%3a%2f%2fwww.journalofleadershiped.org%2fattachments%2farticle%2f34%2fJOLE_2_2_Fritz_Miller.pdf

Facilitator's Toolkit

Handout: Conceptual Supervision

Conceptual Supervision emphasizes the need for instructional leaders to familiarize themselves with influences affecting the teaching process. The conceptual approach is supported by the organizational theory which emphasizes that individuals are unified by a common set of ethics and that they work together within a system of structure to accomplish specific goals and objectives (Beach & Reinhartz, 1989). The key to the conceptual approach is for instructional leaders to understand the system of structure which they are leaders for. The components of the school structure (environment, fellow colleagues, administrators, etc.) influence the performance of the teacher. The conceptual approach is based on the supervisory steps of clinical supervision and the collaboration established by the instructional leader and teacher. In addition, the instructional leader considers other factors that may affect teaching. Edmeirer and Nicklaus's (1999) conceptual approach outlines organizational factors (e.g., work load, classroom climate, support of colleagues, decision making, role conflict, and support from instructional leader via supervision) and personal factors (e.g., life stage, teaching assignment, interpersonal, intrapersonal, conceptual level, experience in education, and knowledge of subject) that can affect a teacher. These factors influence teacher commitment and trust in the teaching system as well as the performance quality of the teacher. An instructional leader should understand how factors a teacher can and cannot control might affect teaching effectiveness. The instructional leader and teacher set certain benchmarks based on personal and organizational factors influencing the teacher's performance. Changes in organizational and personal factors should be made when possible, and improvements toward the benchmarks evaluated in each supervisory visit. For example, if the teacher is preoccupied with the notion that other teachers do not like him or her, the teacher's teaching effectiveness may suffer. The instructional leader should help the teacher with these feelings, whether they are warranted or not, because in the teacher's mind they are reality. This type of approach builds on a relationship between the instructional leader and the teacher and is initially used to develop trust.

Handout: Developmental Supervision

Developmental Supervision is a specific approach to supervising practicing teachers in schools wherein the supervisor adjusts his or her communication and style of interaction with the professional needs, developmental levels, expertise and commitment of the teacher (Glickman et al., 2014). Inherent in developmental supervision is the assumption that because teachers operate at varying levels of conceptual understanding, ability, and effectiveness, they need to be supervised in ways consistent with their needs. The instructional leader operating in developmental supervision gives three types of assistance:

Directive: Teachers who have low conceptual thinking, expertise, and commitment to their teaching will be matched with directive assistance. Teachers at earlier stages of development often have problems making decisions and defining problems, and they have learned few ways of responding to problems. Directive supervision places the instructional leader as the expert in charge of writing goals for the teacher.

Collaborative: This approach is used with the teachers at moderate levels of abstract thinking, expertise, and commitment are best matched with collaborative assistance (Glickman et al., 2001). With this type of assistance, the instructional leader and teacher establish goals, identify how they will be achieved, and as a team note when the achievement should be noticed.

Nondirective: This approach is used with the teachers who think abstractly and demonstrate high expertise and commitment to teaching (Glickman et al., 2001). Nondirective assistance allows the teacher to be in control of how and when the goals will be achieved. The instructional leader is still involved, but takes a more passive role in the supervisory process. Glickman et al. (2001) identify the behaviours of the instructional leader in this role as listening, reflecting, clarifying, encouraging, and problem solving. Developmental supervisors use the nondirective approach (Glickman et al., 2014) to provide a safety net for teachers to engage in a series of interdependent activities: teachers establish professional goals, create self-improvement plans, conduct progress monitoring, and think critically about teaching and learning. With this recursive nature of the components of the non-directive approach, developmental supervisors are more reflective in their practice than supervisors in control groups (Siens & Ebmeier, 1996).

As the teachers become self-regulated and self-directed learners, developmental Supervisors naturally shift from an expert to a facilitator role, which is more collegial, cooperative, and nondirective.

Facilitator's Toolkit

Handout: Contextual Supervision

Contextual Supervision Contextual supervision matches supervisory styles with the teacher's development or readiness level to perform a particular teaching task (Ralph, 1998). Readiness levels are a function of the teacher's confidence and competence. Competence is the extent of the teacher's knowledge, skill, and ability to perform a certain task while confidence is the degree of self-assurance, willingness, motivation, interest, or enthusiasm to become engaged in the task (Ralph, 1998). Contextual supervision requires that the instructional leader have the ability to provide different leadership styles to match the teacher's developmental level of teaching. The contextual approach provides four quadrants for the instructional leader to use in determining the readiness level and confidence of the teacher (Ralph, 1998).

High confidence and low competence: This is the first quadrant. In this the teacher is energetic toward teaching but is not completely proficient with the material taught. The instructional leader establishes low support and high task for the teacher. Ralph (1998) refers to support as the amount of encouragement/ motivation given to the teacher and task is the amount of guidance provided in subject matter areas.

Low confidence and low competence: This is the second quadrant of contextual supervision. The teacher is neither energetic about teaching nor proficient in a particular subject area. The instructional leader provides the teacher with high support and high task.

Low confidence and high competence: This is the third quadrant of contextual supervision. In this quadrant, the teacher is not confident in his/her teaching abilities but is knowledgeable about the subject taught. The instructional leader would provide high support and low task to the teacher.

High confidence and high competence: This is the final quadrant of contextual supervision. The teacher is enthusiastic about teaching and is proficient in the subject area. The instructional leader merely provides feedback to the teacher if there were any immediate concerns.

Handout: Differentiated Supervision

Differentiated Supervision is particularly teacher-driven and allows the instructional leader to become more of a mentor to the teacher. Additionally, the instructional leader can focus efforts where they are needed most (Glatthorn, 1997). Glatthorn (1997) suggests four options for differentiated supervision:

1. Intensive development (a special approach to clinical supervision),

2. Cooperative professional development,

3. Self-directed, and

4. Administrative monitoring.

The clinical supervisory approach already discusses the intensive development and therefore we discuss the second option.

The second option, cooperative professional development, is a mutually respectful process in which a small group of teachers agree to work together to facilitate their own professional growth (Glatthorn, 1997). The teacher becomes part of a two – or – three teacher teams undergoing the mentoring process together. The teachers observe each other's' classes and give feedback on each other's' teaching. This type of supervision is less time consuming for the instructional leader because the teachers conduct the supervisory process, and the instructional leader serves only as a resource. Cooperative professional development can be used with more experienced teachers who seek collegiality (Showers & Joyce, 1996) or a beneficial mentoring experience.

It is also described as the collegial model by Glickman, Gordon, and Ross-Gordon (2006, p. 6) and provides a more specific link between leadership, supervision, and teacher growth. It emphasizes on:

1. A collegial rather than a hierarchical relationship between teachers and formally designated supervisors.

2. Supervision as the province of teachers as well as formally designated supervisors.

3. A focus on teacher growth rather than teacher compliance.

4. Facilitation of teachers collaborating with each other in instructional improvement efforts.

5. Teacher involvement in ongoing reflective inquiry (Gordon, 1997, p. 116).

It is a structured process in which two or more teachers agree to work together for professional growth, which is generally done by observing each other's classes, giving each other feedback about observations, and discussing their professions. Collegial supervision is the process of providing assistance to fellow teachers by working together, giving each other encouragement, guidance to improve their competence.

Collegial supervision is based on the assumption that besides being a function supervision is also a role. Collegial supervision is a structured process in which two or more teachers agree to work together for professional growth, which is generally done by observing each other's classes, giving each other feedback about observations, and discussing their professions. The important role of collegial supervision is improving teaching performance through an interactive process in which teachers have the right to speak in deciding who they work with, determine the supervisory team together, and carry out the structure of supervisory activities. Some of the techniques included in collegial supervision are teacher council meetings, upgrading, and class visits. Collegial supervision services can also be carried out and practiced in the form of team teaching, cross-subject supervision, and classroom action research-based supervision. Collegial supervision requires records to be submitted annually to members and makes efforts to provide the necessary and administrative resources to enable the collegial supervision team to function normally. In addition, this supervision requires individual meetings at least once a year with members of the collective supervision team to discuss their professional growth and to provide the necessary assistance and encouragement.

The third suggested option of differentiated supervision is self-directed. Beach and Reinhartz (2000) state that self-directed supervision enables the individual teacher to work independently on professional growth and allows the instructional leader to have a more relaxed supervisory role. In this case, the teacher develops and carries out individualized plans for professional growth with the instructional leader as a resource. This technique is specifically for the teacher who prefers to work alone, yet seeks the aid of the instructional leader as a mentor (Glatthorn, 1997). Glatthorn (1997) and Beach and Reinhartz (2000) state that the teacher self-evaluates his/her teaching using videotape, inventories, reflective journals, or portfolios to critique his or her teaching procedure. The instructional leader does not need to evaluate the lesson, but through individual conferences the instructional leader could provide feedback on improving the instruction if the teacher so desires.

The final option available to teachers utilizing differentiated supervision is administrative monitoring. Glatthorn (1997) defines administrative monitoring as a process by which the instructional leader monitors the teacher's classroom with brief, unannounced visits. This

option is used to monitor activity in the classroom and enables the instructional leader to be aware of any problems the teacher might be having.

Source: Strieker, T.; Adams, M.; Cone, N.; Hubbard, D.; & Lim, W. (2016) Supervision matters: Collegial, developmental and reflective approaches to supervision of teacher candidates,

http://dx.doi.org/10.1080/2331186X.2016.1251075

D1.S4.A2: Resource

Activity: Setting Common Goals for Teaching-Learning

Time Required: 30 minutes

Objectives: Participants will be able to…

- ■ Set common goals for instructional

- ■ Give feedback to their fellow colleagues

- ■ Identify the gaps in their observation and feedback practices

Group Size: Large Group Discussion

Material Required: White board, marker pens

Steps for Facilitation:

1. Participants may be divided into groups of six and instructed to stand at 10 ft distance in a circular fashion.

2. The members in the small group stand facing each other in such a way that there is one inner circle and one seemingly outer circle formed

3. Distribute chart papers to each group and ask them to paste them besides the wall where they are standing.

4. The chart papers may have one question written on it; "Which behavioural goals/ changes you wish to see in your instructional practice at school?"

5. The facilitator may blow a whistle and ask all members in the group to think of one change that they wish to bring in their instructional practice within 2 minutes.

6. Every group has to write only one common goal which they agree to on the chart.

7. After two minutes the facilitator blows the whistle and the members in the inner and outer circle move in a clock-wise direction to the next post becoming a part of another group.

8. The new group again discusses on one change that they wish to bring to their instructional practice and adds to the chart paper.

9. Continue this game of shifting and discussing until the group reaches to their original chart.

SECTION II

10. One volunteer from each group may read the number of points that have emerged on each chart.

11. In a large group negotiate on the changes and prioritize three that you would want to immediately work upon.

12. Write them on three sticky notes and paste them on the display walls for everyone to see

   # Sticky note 1

   #Sticky note 2

   #Sticky note 3

Points for Debriefing

■   Debrief on the significance of arriving at commonly agreed goals for change.

Key Takeaways:

Instructional Supervision is a process of supporting the teacher through a journey of guided reflections

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D2.S5.A1

Activity: Simulating Classroom Observation and Feedback Practices

Time Required: 30+30+30 minutes

Objectives: Participants will be able to…

- simulate observation technique

- give feedback to their fellow colleagues

- identify the gaps in their observation and feedback practices

Group Size: Large Group Discussion

Material Required: White board, marker pens

Steps for Facilitation:

1. Invite 3-4 participants as volunteers and give them 5 minutes to prepare themselves for giving a 10-minute simulated teaching practice

2. Instruct all other participants to observe and take notes of their observations for each of the candidates.

3. Invite the participants to share their observations for each of the candidates.

4. Record all the observations on a white board.

5. Ask participants to give feedback on the basis of the observations.

6. Instruct the volunteers to record their feedback seriously.

7. Indicate those statements from the observations which have an element of judgment, opinion or expectation.

8. Indicate those statements from the feedback which are suggestive, advisory or judgmental in nature.

9. Ask the volunteers who had given lessons whether they agree on the observations made and the feedback given

10. Ask them to give reasons for their views.

SECTION II

11. Discuss what is observation in the context of scientific experiments and how do we redefine in case of classroom observations.

12. Further discuss how suggestions or advises hardly support improvement and feedback either positive or negative does little in terms of enabling one to introspect on the process and initiate change.

13. Redefine feedback as neither positive nor negative rather a reflective exercise that feeds the data back to the teacher; thus enabling introspection, insightful learning and improvement.

14. Discuss the need to move from the Praise-Criticism-Praise Approach (PCPA)to the Ask-Describe-Ask Approach (ADAA)

Points for Debriefing:

■ Discuss how observations mixed with opinions and expectations make the listener defensive and closed to any kind of supervision. Also discuss how neither appreciations nor criticisms give any clarity on the problematic behaviours and on the pathways to improvement owing to their subjectivity.

> **Key Takeaways:**
>
> Observation is to see, hear and feel through one's senses without being carried away by the biases of one's expectations, opinions or judgments. Similarly, feedback is neither positive nor negative rather reflective.

Facilitator's Toolkit

D2.S6.A1

Activity: Learning Rounds

Time Required: 45 minutes

Objectives: Participants will be able to…

- ■ know about different pathways to engage in whole school review and feedback exercise

- ■ learn specifically about conducting learning rounds

- ■ practice learning rounds in their school

Group Size: Large group interaction and simulated learning rounds

Material Required: Handout 7 on Learning Rounds

Steps for Facilitation:

1. The facilitator will explain to the participants what learning rounds are through a power point presentation

2. Facilitator may also distribute additional reading on learning round and learning walk to the participants for further clarification.

3. To check the understanding of the participants on the conduct of 'learning rounds' facilitator may ask any one of the participants to act as an instructional leader; treat the entire group as their school staff and engage them in a learning round.

4. Ask the participants to agree on any one focus area that all of them as faculty of one school would like to work towards.

5. For example, the group agrees to work on the 'skill of inquiry or questioning' in this month's learning round.

6. The entire school team (in this case all participants) is divided into two halves, 50% staff take up the role of observers while the other 50% takes up the role of the ones to be observed and plan their lesson plans focussing on the skill of inquiry.

7. The conditions in learning rounds for the observers are as follows:

- ■ Observation is always in pairs

- ■ At no point, there are more than two observers in a classroom.

- ■ Every pair observes one class for a maximum period of ten minutes and then moves to the next class

- ■ Every observer has a tabular format with three columns as follows:

I saw few	I saw more…	I saw most…

- ■ Each observation begins with phrases like… I saw or I observed… to avoid any kind of judgments or opinions

8. Once all classes are observed, all observers gather at the teachers' common room or hall for discussion.

9. Teachers come together in small groups to collate all the observations of one class, in this manner observations from all classes are collated.

10. Group leader from each small group shares the commonly agreed observations to the large group

11. All the observations are then recorded on a white board or flip chart.

12. The observations are no more personal or restricting to any one individual or class rather they represent the performance of the entire school on the 'skill of inquiry or questioning'

13. The entire school gets engaged in the process of reflections on the observations and chalks out a plan for improvement through engaging in a learning conversation.

Points for Debriefing:

- ■ Discuss with the participants on how did they find the entire exercise and could this be tried out in their school.

Key Takeaways:

Learning rounds is about engaging the entire school community in a learning exercise and thus align all members towards whole school review, assessment, inquiry and improvement.

Facilitator's Toolkit

Handout: Learning Rounds

Learning Rounds programme involves teachers and formal school leaders observing teaching practice as a group in a series of volunteers' classes. The purpose is to develop effective system wide improvements in Learning and Teaching across a school or schools.

The observation is always done around a focus area in Learning and Teaching. This focus area is usually identified as being problematic and something that the school finds difficulty in addressing effectively. For instance:

■ the level of intellectual challenge for students in terms of academic work;

■ a concern that 'less able' children are not having their learning needs effectively met;

■ the use of higher and lower order questions by teachers;

■ issues of pace and levels of challenge

All focus areas must be identifiable by classroom observation and teams of observers will typically spend a morning observing in 30-minute segments around the chosen theme.

During the afternoon discussions evaluative comments are not allowed. Instead, observers use descriptive language to build up a shared lens of what they saw around the chosen theme. They then use this lens to develop 'next steps' to improve learning and teaching in both their own practice and/or across the school. Staff within a school and/or observers from outside a school can use Learning Rounds. For instance:

A group of teachers using Learning Rounds to develop their own professional learning. Here the participants explore the evidence and reflect on what it means for their own practice. Together teachers interrogate the descriptive evidence, looking for patterns and discussing what the next steps should be for themselves. In this safe and secure environment individuals move from the question of "What have we seen today?" to the even more important question of "On the basis of our descriptive evidence what are our next steps"? For instance, one teacher during a 'Learning Rounds' discussion was clear that he was not challenging his children enough but was not sure about what he should do next. He used the 'Learning Rounds experience to work with other colleagues to improve his own practice.

This process of joint reflection around agreed evidence is essential to the learning of all the teachers involved, developing their shared learning and identifying next steps from the agreed evidence in their own practice.

A group of teachers and school leaders using Learning Rounds to develop change at the level of a department, grade/year group or across the school. In these discussions following observations the key question is, "If this description from our observations is accurate and reflects what is happening on a regular basis, what must we do to change things effectively and sustainably across our classes?" Here the discussions can be challenging as the group looks at the next steps that are required if improvements are to be successful in the year group, department or across the school.

A group of visiting educationalists using Learning Rounds to support a school's improvement process. A good example of this stage is demonstrated by a head teacher and his staff who invited a group of local government education department personnel, local head teachers and university personnel in to their school to use the 'Learning Rounds' format to look at an issue of practice. Some school representatives joined the group.

The list of descriptive evidence generated then gets presented at the end of the day by the visitors to the school management team and some staff volunteers. The visitors, along with the school representatives who joined them, question on what they have seen. They may add some additional descriptive information but notably make no evaluative comments or suggestions about what should be considered for change. The team's evidence is solely based on what had actually been observed.

In response to the evidence the school draws up a list of next steps, which is presented on a return visit of the team. In this joint forum, visiting group members with the host school colleagues discuss the next steps and offer evaluative opinions on the plans.

This critiquing process is designed to be a significant driver for change and can lead to an amended and innovative next steps programme. This programme can continue to engage the visiting team and can be modified in the light of new evidence though further optional 'Learning Rounds' visits.

A group of head teachers from several schools. In one education district the head teachers from several schools came together to observe teaching practice with a focus on a theme that was of concern for all of them. They visited a number of schools over several months and used their discussions around the evidence generated to make both recommendations for district wide change across the system as well as taking ideas back to their own schools for implementation.

Whatever the particular context of the 'Learning Rounds' observation, this second stage encourages evaluation as regards the proposed next steps. It stimulates those involved to think deeply about what changes might have impact in school/s and the implantation challenges and problems involved. This evidence-based process is designed to improve the practice of learning and teaching.

The discussions following a Learning Rounds observation can be rich. For many teachers and school leaders it is the first time that they have been involved in a joint collaboration around lesson observation. Often, in the immediate post observation discussion, groups struggle to find a common language. People use different terms to describe similar events. However, as the discussion progresses, agreement develop around what people were seeing and a common language develops to describe this. In one discussion, where the focus was on higher order and lower order questions, observers used the data to explore next steps in terms of impacting effectively on the learning of all children.

At the heart of the Learning Rounds process is that everyone is learning in a joint enquiry. The expectation isn't that the group will solve a particular problem, but that the observers will come away with a clearer picture and new ideas about next steps in addressing the issue.

They can use the data in terms of identifying next steps for individual observers. For instance, one teacher was clear that he was not challenging his children enough after a Learning Round discussion and used the experience to work with other colleagues to change his practice. Increasingly schools and districts are using Learning Rounds for system wide change improvements. On the basis of the descriptive evidence schools staff or groups of staff from different schools, often with district representatives, are using the agreed descriptive information to question deeply why a particular change process has not impacted significantly on student learning. The descriptive data generated by Learning Rounds around Learning and Teaching enables them to explore ways of implementing new and more effective next steps.

By putting an emphasis on the learning of the observers rather than those observed, a 'safe' environment is created that uses the collective expertise of all involved to take responsibility for their own development. The result is significant as improvements in Learning and Teaching impact positively on student outcomes.

Activity: Understanding Learning Conversations

Time Required: 45 minutes

Objectives: Participants will be able to…

■ conceptualize learning conversations

■ see the relevance of engaging in learning conversations for developing a learning culture

Group Size: small group reading and Large Group sharing

Material Required: Handout 8- Engaging in Learning Conversation

Steps for Facilitation:

1. Facilitator may divide the large group into five small sub-groups

2. Distribute Hand-out 7 amongst all the sub-group

3. Ask each participant to read the entire hand-out highlight key points of discussion

4. Discuss the key points within the group

5. Discuss on the relevance of engaging in learning conversation

6. Discuss the barriers if any in engaging in a learning conversation

7. Discuss the strengths and limitations of the ADAA to learning conversations

8. Ask participants to discuss on the preparations required if learning conversations were to be initiated in their schools.

9. Change in KSAs (Knowledge, Skills and Attitudes) required if the school heads were to initiate learning conversations in their schools.

10. Could you make learning conversations a part of your daily school time-table?

Points for Debriefing:

■ Compare the conventional monologic engagement in the top-down practices of the conventional feedback approaches as against the dialogic engagement

Facilitator's Toolkit

in A-D-A-A and how involving the teacher at every stage of his/her growth empowers the teacher and develops a culture of learning and reflection.

> **Key Takeaways:**
>
> Learning conversations is about engaging in a continuous process of action – reflection through active engagement in a dialogic inquiry.

SECTION II

Handout: Understanding in Learning Conversations using the Ask-Describe-Ask Process

There are 3 key steps in the Ask-Describe-Ask process.

    a.   Pre-observation planning conference

    b.   In-class Observation

    c.   Post-observation conference

        Stage 1 Ask: Ask the colleague to recall on his or her performance and self-assess

        Stage 2 Describe: Describe what you observed without any subjective judgments

        Stage 3 Ask: Ask about understanding and strategies for improvement

a.   Pre-observation conversationhey are:

Both colleagues should meet beforehand to develop a common understanding of the Ask-Describe-Ask process and identify the theme for the observation.

For instance, in one pre-observation conversation the teacher to be observed was interested in the level of 'challenge for every child' during her lesson. Research indicates that the lack of challenge in classrooms to children of all 'abilities' is a major factor in pupil underachievement.

During the discussion the observer and observed can explore questions around this theme. For instance, if every child is being challenged to the level of his or her ability, what would we see? Answers ranged around:

- Every child answering questions

- Pupils initiating questions

- Children dealing with higher order questions

- Activities used to stretch each child in terms of knowledge and understanding skills

Facilitator's Toolkit

The purpose of this part of the conversation is to create a commonly agreed view on what effective practice in the area might look like. The one to be observed can go into the class with a clear idea about what is wanted and the observer can go into the class with a clear idea of what to look for.

At this meeting observer and one to be observed agree how information will be collected. Most commonly this will be simple descriptive statements of what the observer sees in the chosen focus area. However, use can be made of information collecting processes such as transcripts, movement patterns, symbol charts and audio and video recordings. The rule of thumb is that whatever system is used it should be agreed beforehand and kept simple.

This meeting is a good opportunity to develop trust and common understanding around the process. It is also useful to acknowledge at this meeting that sometimes defining an observation in strictly descriptive terms can be difficult and that observed and observer may have to discuss what exactly is meant in descriptive terms as the observer tries to convey what was seen.

b.   Lesson Observation around focus area

The one to be observed is instructed to try to teach as normally as possible. This is not a 'criticism' lesson and is certainly not a 'showcase' event. Its purpose is to improve the learning of both observer and observed around a chosen theme. The observed may be trying out some new work in very different conditions from normal and looking for some formative feedback from the observer.

The role of the observer is to generate descriptive information on the observation theme. The observer can make descriptive notes or use whatever system has been agreed to collect descriptive information. The key question for the observer is.

c.   The follow-up learning conversation

The follow up learning conversation should ideally take place in the observation location or alternatively in a location chosen by the observed. This is not a formal review process and the emphasis should be on informality and learning. Enough time should be allocated to allow the conversation to develop. The learning conversation is always split into a feedback sandwich of **Ask-Describe-Ask.**

Reorienting Review and Feedback Practices: Foregrounding Teaching-Learning

The Learning Discussion using the Ask-Describe-Ask Process

> **Stage 1 Ask: The observer asks the observee for his or her reflections:**
> • What were his or her goals around the chosen focus area?
> • What went well and what could have gone better?
> We do this because it:
> • starts a dialogue
> • ensures the colleague is heard
> • is useful for tailoring feedback
> • puts the focus on the learning of the colleague

Commentary

It is vital that the one observed is able to voice at the very beginning of the conversation as this ensures it is anchored by his or her thinking. The role of the coach is to help the colleague give his or her first reflections on how the lesson went in the context of the focus area. This gives further information to the coach to go with the descriptive data that has been gathered through the observation process. The colleague's insights will determine the approach adopted by the observer and help tailor the observer's questions and feedback.

Role of the observed at this stage: honest self-reflection on what went well and what could have gone better. Respond to questions from observer. Help put observer at ease.

Role of observer at this stage: ask questions to help the observed reflect. Listen carefully and actively. Help put the one observed at ease.

> **Stage 2: Describe: the observer describes what he or she saw:**
> • give descriptive information to the colleague on the chosen focus area
> • respond to the colleague's views on the lesson
> • give feedback on the observee's own self-assessment
> Use phrases like "I observed ..." or "The following evidence is ..." or "The pupil said ..." to create a description of that you saw and lay the platform for a discussion about learning and teaching.

Commentary

Describe: here the observer describes what was seen as regards the chosen theme as well as giving feedback on the observed teacher's view of the lesson.

Facilitator's Toolkit

They key here is to use phrases like "I observed ..." to create a description of what was seen and lay the platform for a discussion about learning and teaching. This does not mean that the observer cannot tell but it does mean that the discussion has descriptive information at its centre. This is at the heart of the process. It is this descriptive information, stripped of all evaluation, which both colleagues can use for a learning conversation as the following report from an observer of a primary teacher demonstrates:

"Not content with my descriptive feedback, the teacher asked me to show him how he had run a particular sequence of interaction with the group of pupils.

Together we stood where he had positioned himself and talked through the interaction between himself and the pupils."

In this section both the observed and the observer explore the descriptive information for learning and ideas that may provide the basis for possible next steps.

Role of the observed at this stage: help the observer in the process of giving descriptive feedback. Ask for clarification and further detail when necessary. Try to tease out exactly what is being conveyed in terms of the descriptive information. Encourage the observer as your critical friend to interrogate and explore the descriptive information. Make connections between your self-assessment and the descriptive data. Look for area that might suggest some next steps. Look for learning for yourself and observer.

Role of observer at this stage: give clear descriptive information. Explore with observee what the evidence means. Make connections between the observee's self-assessment and the descriptive data. Look for areas that might suggest some next steps. Look for learning for yourself and the observed.

> **Stage 3: Ask (again): the observer asks about understanding and next steps:**
> What is our learning, what new understandings have we developed and what could the observed colleague do differently?
> - give your own suggestions if appropriate but remember your challenge is to help the colleague sustain change without your support
> - go over the evidence again, if necessary, even replay parts of the lesson, for example, "show me how you did that"
> - identify together next steps and commit to monitoring improvement together
> - explore the learning for both of you

Commentary

Here the observer, with the colleague's permission, asks about understanding and next steps for improvement. These next steps come from the deeper understanding generated by the learning conversation. A key question here might be: "Given our discussions, what learning might you explore or apply?"

The context and the level of the colleague's expertise will determine the approach adopted by the observer. However, the key for improvement is to lay the foundation for a joint learning enquiry with much more emphasis on a non-evaluative approach.

However, the observed teacher should always feel free to ask for more directive information if wanted. This is demonstrated by another comment by an observer during a learning conversation with a primary teacher:

"The teacher invited me to give my own ideas. This is an area fraught with difficulty for an observer, as the overall role is to help the colleague to initiate and sustain change on their own without having to rely on observer suggestions.

However, where there is mutual respect and a joint commitment to learning, it can be appropriate. The teacher concerned proved this again and again by taking the ideas we generated to use them as a catalyst for next steps."

At the end of the conversation both colleagues should reflect on what has been the learning from the conversation.

Role of the observed and observer at this stage: this is the key stage in the process and both colleagues need to take responsibility for teasing out meaning from the descriptive information, developing joint learning and understanding and identifying some next steps.

Facilitator's Toolkit

Activity: Engaging in Learning Conversations

Time Required: 30+60 minutes

Objectives: Participants will be able to…

■   conduct a mock exercise on learning conversations

■   understand the role of learning conversations in developing a culture of inquiry and learning

■   develop healthy professional relationships through regular engagement in learning conversations

Group Size: Large Group Discussion

Material Required:

Steps for Facilitation:

1. Invite participants to volunteer for a simulation exercise on 'Learning Conversations'

2. There will be three volunteers who act as instructional coaches or supervisors and three others who volunteer as the teacher with an instructional problem

3. Each of the coaches is expected to use the Ask-Describe-Ask Approach (ADAA) and engage the observed in a learning conversation. Or all the participants together could also engage in a learning conversation

4. Let us imagine that the educational problems that the teachers have come up with are as follows:

   ■   Improving the level of intellectual challenge for students in terms of academic work;

   ■   Concern that 'less able' children are not having their learning needs effectively met;

   ■   Use of higher and lower order questions by teachers;

   ■   Ensuring the attention and participation in online classes especially for pupils of grades 9 to 12.

SECTION II

5. The team could choose any one area for discussion and demonstrate a learning conversation between an instructional coach/supervisor and the teacher

6. At the end of the exercise the participants should be able to indicate the improvement areas and define commonly agreed goals.

7. In case the volunteers are not able to demonstrate an ideal learning conversation, the facilitators may demonstrate one and instruct the participants to observe.

Points for Debriefing:

Compare the conventional monologic engagement in the top-down practices of the conventional feedback approaches as against the dialogic engagement in A-D-A-A and how involving the teacher at every stage of his/her growth empowers the teacher and develops a culture of learning and reflection.

> **Key Takeaways:**
>
> Learning conversations is about developing a habit of engaging in a collective inquiry through reflective dialogues resulting into a climate of trust and collegiality

Facilitator's Toolkit

Activity: Appreciation as an effective feedback mechanism

Time Required: 60 minutes

Objectives: Participants will be able to…

- Appreciate the contribution of fellow participants and facilitators
- Identify key informal learning and express gratitude
- Recognize the role of appreciative inquiry as a feedback tool

Group Size: Large Group Activity

Material Required: 5-7 comment sheets with stems written on it, A4 sheet of paper for each participant and facilitator, pre-printed with his or her name on it and some visual image that is appropriate for each person. (These should be hung around the room before the activity is announced.), Cello-tape

Steps for Facilitation:

1. It is important to reflect on what you learned from one another during this leadership program and let them know through our expression of gratitude. let's also celebrate the experience."

2. Distribute slips of paper, each with a different sentence stem.

3. Participants can also write their own stems in case they do not find something that they wish to express.

4. Fill out one slip of paper for each person who impressed you, touched you, or left you with a good memory.

5. Fill out these comment slips throughout the remaining hours together.

6. On the wall is a comment sheet for each participant. Tape each comment slip, one for each of your fellow participants, to each person's sheet.

7. Throughout the day, remind participants of this task.

8. Complete closing tasks, including evaluations.

9. Ask each person to go to their "place" at the wall.

10. With quiet music in the background, ask them to silently read and absorb what others have said about them.

11. When everyone is done reading, gather people into a circle.

12. Ask participants to silently look at each person's face and express thanks with their eyes and heart.

13. End with a cheer, such as "Lead on!" or "We can do it! We have done it! We will do it!"

Note for Facilitator

Too often we rush the end of a program, tacking on the evaluation and hurrying through the goodbyes. This activity focuses on what individuals have learned and gained from one another, participant-to-participant and facilitator-to-participant. The slips of paper with sentence stems need to be distributed several hours before the close of the workshop, but after the participants and the facilitators have been together long enough to gather perceptions about one another. As you plan the ending of your program, put the evaluations and other housekeeping tasks first, so that you can end on a high note. This activity will ensure that participants leave with positive feelings about their experience.

Facilitator's Toolkit

Sent to…

👍

You really made a difference by…

Sent to…

👍

I am impressed with…

Sent to…

👍

Thank you for…

Sent to…

👍

Being with you was…

Sent to…

👍

I just wanted to let you know…

Sent to…

👍

One of the things I most enjoyed was…

Facilitator's Toolkit

FACILITATOR'S MANUAL

SCHOOLS AS LEARNING ORGANIZATIONS: Nurturing Reflective Mindsets — 1

TRANSFORMING SCHOOL ETHOS: Developing an Inspiring Work Space — 2

PROFESSIONAL LEARNING COMMUNITIES: Forging Teacher Collaborations — 3

REORIENTING REVIEW AND FEEDBACK PRACTICES: Foregrounding Teaching-Learning — 4

NURTURING BELONGINGNESS: Strengthening Socio-emotional Connectedness — 5

PROMOTING MENTAL HEALTH: Enabling a Whole School Approach — 6

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