



Continuous Professional Development Certificate in Educational Mentoring and Coaching for STEM Teachers (CPD-CEMCMT)

Student Manual

Module 1

5th Edition

COACHING, MENTORING AND COMMUNITIES OF PRACTICE

March 2022

Module code: PDM1141



UNIVERSITY of
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MODULE 1

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE AND GENDER IN STEM EDUCATION (PDM1142)

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LIST OF ACRONYMS

ACEITLMS	African Centre of Excellence for Innovative Teaching and Learning Mathematics and Science
CBC	Competence Based Curriculum
CoP	Community of Practice
CPD	Continuous Professional Development
DCC	District Continuous Professional Development Committee
DDE	District Director of Education
DHT	Deputy Head Teacher
DP	Development Partner
ESSP	Education Sector Strategic Plan
GRROW	Goal Reality Resources Options Will (coaching model)
HOD	Head of Department
HT	Head Teacher
NT	New Teacher
NAT	Newly Assigned Teacher
PCK	Pedagogical Content Knowledge
PP	Policy Priority
PDSI	Plan Do See & Improve
REB	Rwanda Education Board
SBI	School Based In-service Training
SBM	School Based Mentor
SBMP	School-Based Mentorship Program
SEI	Sector Education Inspector
SSL	School Subject Leader
TDMP	Teacher Development and Management Policy
TTC	Teacher Training Centre
UR-CE	University of Rwanda – College of Education
VVOB	Flemish Association for Development Cooperation and Technical Assistance (see: https://www.vvob.be/en)

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MODULE 1

COACHING, MENTORING AND COMMUNITIES OF PRACTICE

Introduction

This module focuses on the competences needed to coordinate and implement CPD with your colleagues (mathematics and science teachers). It focuses on three key methods of school-based professional development: coaching, mentoring and communities of practice.

There are three units in this module. The first unit, **teacher continuous professional development**, unpacks the concept of continuous professional development (CPD) in education and discusses what makes CPD effective. The second unit, **coaching and mentoring**, introduces coaching and mentoring in an education context. Starting from the GRROW model for coaching and mentoring and related key skills, it shows how to engage in meaningful coaching and mentoring conversations. The third unit, **communities of practice (CoPs)**, explores how CoPs can be useful in schools. It looks at the advantages of CoPs and the conditions to make them successful. It further discusses how STEM SSLs can start and sustain CoPs within their schools.

Module Learning Outcomes

By the end of this module, you should be able to:

- Explain the concept of continuous professional development (CPD) in education;
- Analyse effective ways for CPD in education;
- Demonstrate understanding of current policies, programmes, and plans related to CPD for teachers in Rwanda;
- Identify stakeholders involved in CPD for teachers and their respective roles;
- Understand how adults learn;
- Describe the professional development cycle of teachers;
- Explain the rationale behind coaching and mentoring in education;
- Conduct coaching conversations by applying the GRROW model;
- Support fellow teachers in CPD towards improving the teaching and learning of science and mathematics.
- Explain the concept of induction of new teachers;
- Identify stakeholders involved in teacher induction and their respective roles;
- Explore the importance of new teacher induction;
- Establish strategies for effective new teacher induction;
- Explain the concept of a community of practice;
- Identify advantages of a CoP for CPD of teachers;
- Motivate STEM teachers to participate in a CoP;
- Establish an effective CoP of STEM teachers in your school;
- Facilitate a CoP session successfully.

UNIT 1: TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT

Introduction

Quality education depends on many factors, but teachers and school leaders are the two most critical actors in improving it (Glewwe & Muralidharan, 2015; Hattie, 2009; Leithwood et al., 2008; Robinson et al., 2008). Evidence shows that teachers' professional development improves student achievement and teachers' practice (Guskey, 2003).

“Probably nothing within a school has more impact on students in terms of skills development, self-confidence, or classroom behaviour than the personal and professional development of their teachers” (Barth, 1990, p. 46).

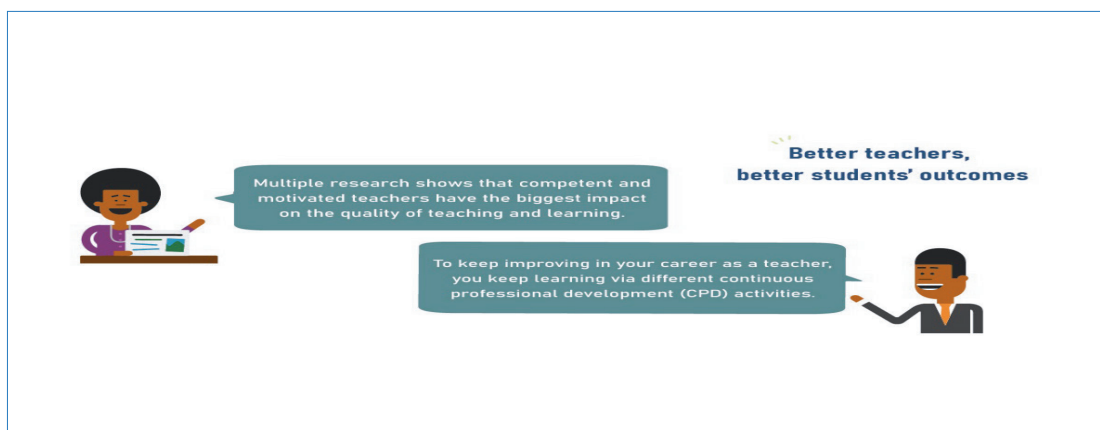


Figure 1: Importance of CPD for teachers

The following key questions form the themes of this unit:

- What is the most effective time for teacher professional development or learning?
- How does professional development take place?
- What do we know about best professional learning practices?
- What is the most helpful environment for professional development?

Unit Learning Outcomes

By the end of this unit, you will be able to

- Explain the concept of continuous professional development (CPD);
- Analyse effective ways for CPD in education;
- Understand how adults learn most effectively;
- Understand your role as a School Subject Leader (SSL) for STEM;
- Describe the professional development cycle of teachers;
- Organise and conduct an effective school-based STEM CPD activities;
- Value the importance of lifelong learning by teachers.

Section 1: Key concepts

This section will present you the main concepts which include: CPD in education, induction, coaching, mentoring, reflection and community of practice.

1.1.1 Continuous Professional Development

Activity 1

What do you do to grow in your teaching career?

There are different definitions of CPD in education. Broadly speaking, CPD includes all formal and informal learning that enables individuals to improve their own practice; a process of continuing growth of a professional. Rwanda Basic Education Board (REB) defines CPD as follows: *“CPD is a continuous process. It’s about working together, by advising each other, by being respectful and supportive and not critical, by reflecting on our own practice. CPD is based on needs – what we need to learn as teachers to improve the quality of teaching and learning in school”.*

CPD includes all **formal, non-formal and informal professional learning experiences** over the duration of a teacher’s career. In other words, it is about opportunities for adult learning with the purpose of enhancing the quality of education. Non-formal and formal professional learning experiences are organised CPD activities. The difference between them is that formal activities lead to a certification. Informal CPD activities are activities by which teachers learn less consciously e.g. a teacher learning how to use a given teaching aid just because they have seen it. There are no formalities; it is not organised.

1.1.2. Induction

In line with the draft Teacher Development and Management (TDM) policy in Rwanda, we consider induction as a complete, well-organised, and long (at least one school year) professional development process that is organised by the school, sector and district to develop, support, and keep new teachers in their job (Harry et al., 2005). In other words, the support and guidance to New Teachers (NTs) is about strengthening their professional competences, keeping them in the profession and integrating them in a learning community that is focused on continually improving teaching and learning.

1.1.3. Coaching

Coaching in education can be defined as ongoing professional learning relationship in which an education practitioner with appropriate competencies supports another education practitioner or a group of education practitioners in need to maximize their professional capacities through initial and follow – up conversations (Whitmore, 1995; Tolhust, 2006).

The aim of coaching is to support practitioners to learn rather than teaching them. It builds on a shared understanding on effective teaching, learning and leadership.

1.1.4. Mentoring

Mentoring is a professional relationship in which an experienced person (the mentor) assists another less experienced person (the mentee) in developing specific skills and knowledge that will enhance the less experienced person’s professional and personal skills. The ‘mentor’ is someone with a solid expertise in the specific field, not necessarily an older person.

Mentoring in education is a planned professional relationship in which a (selected) experienced education practitioner provides support to a (new) education practitioner (mentee) or a group of (new) practitioners (mentees) with the purpose to acquire best practices and grow in their profession. Mentoring builds on a shared understanding on effective teaching and learning.

1.1.5. Reflection

Reflection means thinking about something you experienced individually or as a group and learn from the experience. Reflection does not occur in isolation but fits within a wider process composed of three elements (Jasper, 2003):

- 1) A situation (experiences) that happened;
- 2) The reflection that enables you to learn from those experiences;
- 3) The actions taken as a result of what you learned from those experiences;

These three elements can be summarised as Experience – Reflection – Action (ERA) as indicated in the “cycle of reflection” in Figure 2 below:

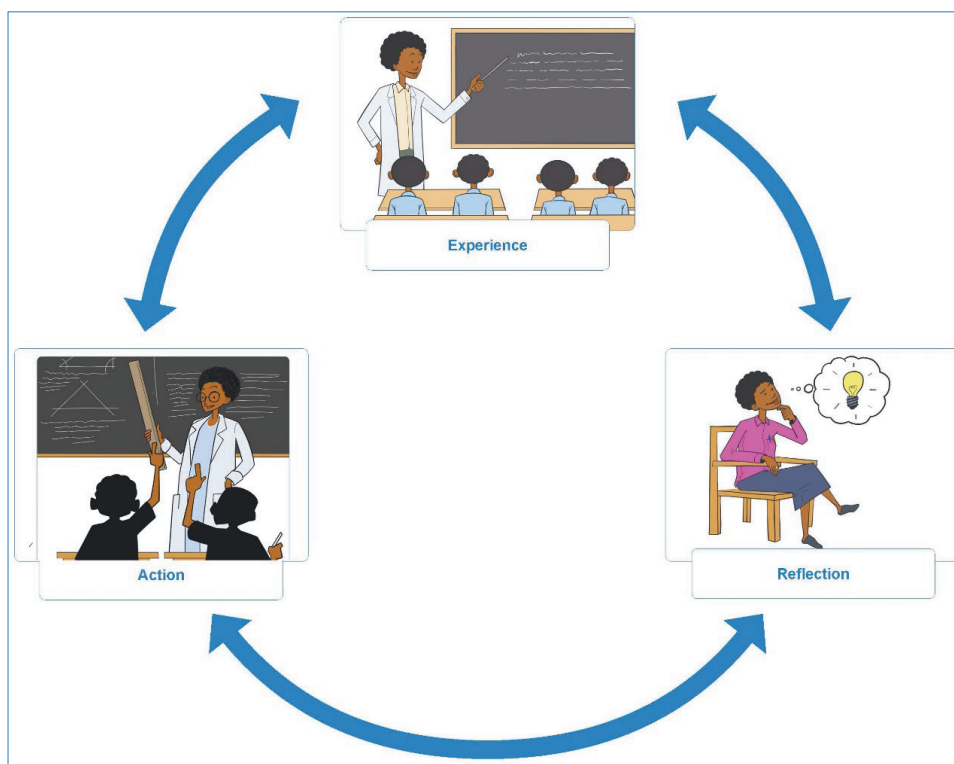


Figure 2: ERA cycle (Bassot, 2016)

Reflection is also called self-review, self-awareness, self-critique, self-appraisal and self-assessment. Reflection is focused on self-development.

1.1.6. Communities of practice (CoP)

While definitions of what makes a community of practice vary, in this guide, we use the definition of REB: *“Community of Practice is a group of colleagues who meet regularly to discuss their work. They think of solutions to challenges and share good practice”* (REB, 2017). CoPs are not staff meetings. The major difference is that the objective of a CoP is professional development. This is done by questioning and reflecting on one’s practice together. Also, CoPs are instruments where the agenda is set by members, not school leadership.

Community of Practice can also be called: learning community, professional learning community (PLC), professional learning network (PLN) and School Based In- Service Training (SBI).

Section 2: Types of Continuous Professional Development

When thinking about CPD, many people think automatically about trainings. However, there are many different CPD activities. Depending on the needs of your fellow teachers, other methods of CPD may be more effective. Examples of CPD methods are:

- participating and contributing to workshops/seminars/conferences (in-house/outdoors),
- short courses (distance, online, face-to-face),
- study tours and field visits,
- listening to specialist expertise,
- professional development items in meetings,
- communities of practice,
- (informal) discussions with colleagues or students to reflect on practices,
- action research,
- case study discussion,
- lesson study,
- reflective diaries and keeping professional portfolios,
- action research,
- coaching,
- mentoring,
- team teaching,
- job shadowing,
- peer observation,
- developing and adapting instructional/learning materials,
- rotating roles/jobs,
- structured feedback from students,
- self-study (internet, books, journals, magazines...).

Activity 2

Review the above list of CPD methods and write in your notebooks, which methods do you have experience with? Use the table below to sort the methods into 3 categories.

Category 1: I have experience with this in my school	Category 2: I know what it is, but I haven't any experience with it in my school	Category 3: I'm not sure what the method means

Next, reflect on the question below:

- Out of the CPD activities that you have experienced (either because you organized it or because you participated in it) in your school, which ones were very beneficial and how?
- After classifying the methods, read the definitions of the methods that you put in category 3. For one method that you put in category 3, try to formulate how it could be used in your school.

Table 1 below lists the CPD methods and their definitions.

Table 1: Types of CPD activities

CPD method	Definition
Peer lesson observations	A peer is a colleague who is at the same professional level. Teachers observe a lesson taught by a peer and engage in a feedback conversation afterwards.
Discussions	Teachers talk about their work with their colleagues.
Giving feedback	Giving comments on a teacher's strengths and weaknesses in a supportive way which helps the teacher to improve their work.
Reflection/self-evaluation	A teacher thinks about their own teaching practice. They think about what they have done well and what they need to do to improve.
Communities of Practice	A group of colleagues who meet regularly to discuss their work. They think of solutions to challenges and share their practices.
Self-study	Studying individually, not directed by a teacher or supervisor.
Job shadowing	Spending time following a professional in a job. Observing the life of the professional from a few hours to a week gives a sense of what that job really is like. This can be a great way to learn what a job includes.
Formal training	Professional development that leads to an accredited degree.
Workshop	Participants learn about practical skills to help them in their work. There is usually a concrete output such as a manual, lesson plan, teaching resources etc.
Lesson study	Lesson Study is a CPD method in which a group of teachers work together to target an identified area for development in their students' learning. Using existing evidence, participants collaboratively research, plan, teach and observe a series of lessons, using ongoing discussion, reflection, and expert input to track and refine their interventions. A good introduction to lesson study can be found in this video: https://www.youtube.com/watch?v=VvOHJ-ftOAU
Action Research	Action research refers to a wide variety of research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help teachers develop practical solutions to address them quickly and efficiently.

Source: REB (2017), adapted by VVOB

Section 3: Characteristics of Effective CPD

Unfortunately, not all CPD that is organized for teachers is effective (Bertram, 2011; Cole, 2004; Ingvarson, Meiers, & Beavis, 2005). In this section, we will explore what makes a CPD effective.

Activity 3

Write after the prompt below:

The last professional development I recently participated in was (not) effective because ...

After a few minutes, read your writing and highlight some keywords.

1.3.1. Outcomes of effective CPD

We call CPD effective when it results in demonstrable, desirable and sustained changes in competences among school staff:

- **Demonstrable change:** What has changed? Demonstrable change can be a change in behaviour, but can also be changes in thinking, knowledge (cognitive change) and attitudes (affective change). How can we tell? Do we see changes in classroom practice and at school level? This shows the need for monitoring and evaluation.
- **Sustainable change:** The change should be integrated in the school culture and organisation. A sustained change means that the change does not disappear after the CPD activity or after a few months. The sustainability of change can be improved when there is a strong supportive environment in the school and teachers are encouraged to try out new practices in their classrooms.
- **Desirable change:** The change needs to be desirable. People need to be aware, informed and convinced that the change will contribute positively to the quality of teaching and learning. Not all changes are desirable, and the needs of individual teachers are not always the same as those from the school. Ultimately, for a change to be sustainable, it needs to be desirable by those who will implement it. They need to be ready and willing to implement the change.

1.3.2. Criteria for effective CPD

Activity 4

Think about following question and write your answer in a notebook:

Can you give an example of a CPD activity that was effective for you? Why was that CPD effective for you?

Below, we list **criteria for effective CPD**, based on educational research (Cole, 2004; Darling-Hammond, Hyler, & Gardner, 2017).

1. Team and school focused

Professional development and school development go hand in hand. Professional development can be initiated by individual needs, organisational needs (of the school) or institutional needs (of MINEDUC), but always with the intention to improve teaching and learning. A school could request some teachers to learn more about questioning techniques in a STEM course, so they can mentor and coach other teachers afterwards. Professional development that is focused on stimulating teachers in a school to work and learn together is more effective than CPD for every teacher separately (Hargreaves & Fullan, 2012).

Professional development can be initiated by needs that are identified in policy documents or strategic plans such as the School Improvement Plan (SIP). Needs analysis must go beyond asking individual teachers “what they need”. Also, note that “you don’t know what you don’t know”, which means people may not always be aware of their needs.

2. Process oriented

Since **learning is a process**, CPD should cater for all the steps between awareness and reflection (Figure 2). Effective CPD is more than developing awareness and building knowledge and understanding. In order to create real and sustainable change, CPD needs to pay attention to all components of the learning cycle. It also needs to focus on translating knowledge into practice, applying new knowledge and creating opportunities to reflect. The reason why these stages are often neglected in CPD is that trainings and workshops are less suitable methods in these stages. Methods that are more effective in these stages are coaching, mentoring, shadowing (the fact of following/observing someone during their work with opportunities to ask questions and joint reflection) and working together in Communities of Practice.

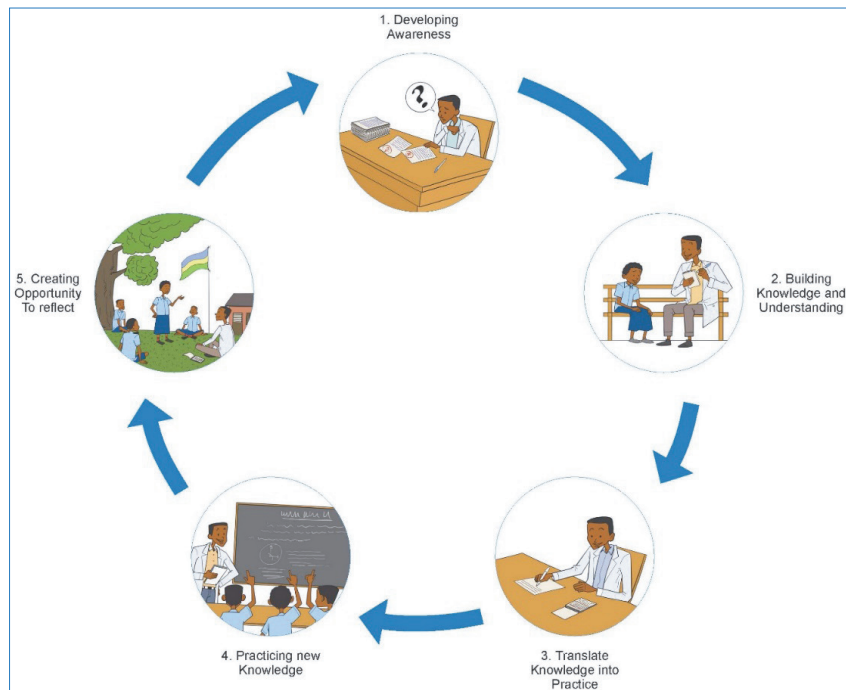


Figure 3: The Learning Cycle (Timperley, Wilson, Barrar, & Fung, 2007)– Illustrated by VVOB Rwanda

Effective CPD takes the individual through four stages:

Stage 1: unconscious incompetence: This is when someone is doing something wrong, and he/she does not know he/she is doing it wrong

Stage 2: conscious incompetence: when someone is doing something wrong, but he/she knows he/she is doing it wrong.

Stage 3: conscious competence: it is when someone is doing something right, but he/she has to consciously focus on doing it in the right way; and

Stage 4: unconscious competence: it is when the individual has enough experience with the skill that he/she can perform it so easily they do it unconsciously.

In short, unconscious incompetence says, “I was not aware that I should do this”, and conscious incompetence says, “I know I should do this, but I cannot”, while conscious competence says, “When I pay attention, I actually can do it” then ultimately reach the level of unconscious competence that says, “I do this right, almost automatically” (Figure 3). Real change requires that the person moves from comfort (ignorance) over insecurity (resistance) to confidence with the new practice (Howell & Fleischman, 1982).

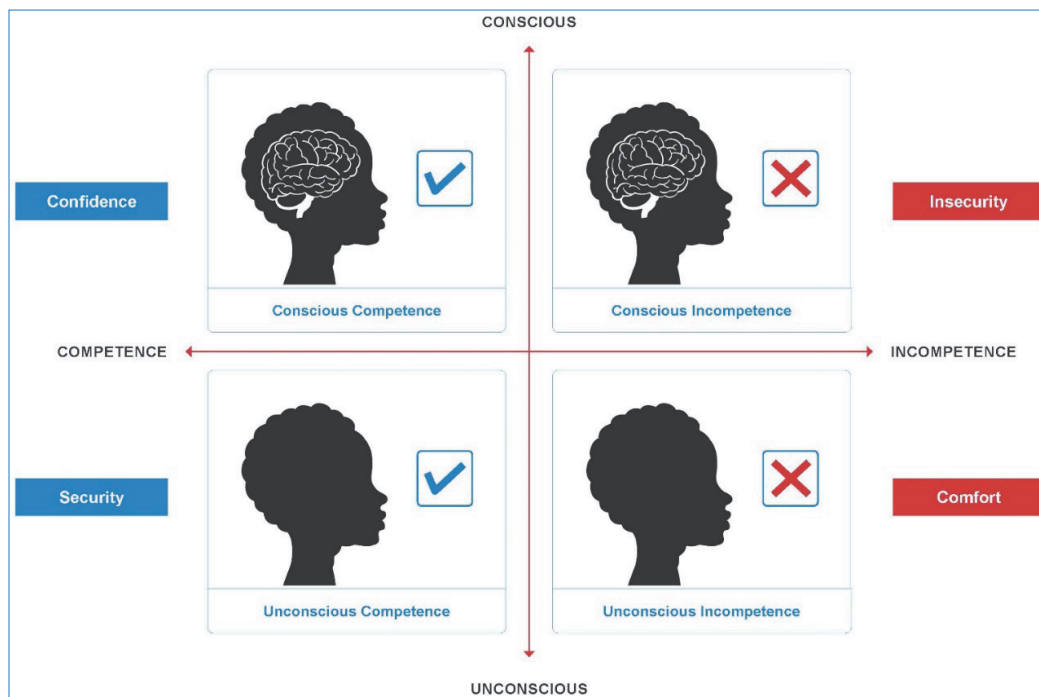


Figure 4: From unconscious to conscious learning (Howell & Fleishman, 1982)

For example, imagine a child that learns to swim. First, the child is not aware of what swimming entails, the moves, the techniques etc. (**unconscious and incompetent**). The child is comfortable, but s/he is not aware of swimming. You cannot worry about something you are not aware of. Next, s/he learns about swimming and how to do it, but s/he cannot yet swim (**conscious and incompetent**). The next step is that the child learns to swim. S/he is very focused on getting the moves right and in the correct order (**conscious and competent**). S/he acquires the confidence to swim. In the final stage, the child masters the technique of swimming. S/he doesn't need to think any more about the different moves but practices them automatically (**unconscious and competent**). These 4 stages are a typical sequence in which we learn things. Through practice, we can move from conscious to unconscious competence. Unconscious competence is more durable than conscious competence.

3. Rooted in reflection

CPD is more than training of skills, it is a practice informed by theory and evidence and vice versa. The starting point of professional development is individual, institutional (school) and/or systemic (province, national) self-evaluation. Reflection means that you consciously and explicitly look back at your behaviour as a teacher within the complex context of education. Reflection is about critically interpreting the evidence in connection to one's own practice.

4. Experiential

Effective CPD takes the context of participants into account. It builds on participants' experiences and addresses actual problems that participants experience in the classroom. It creates opportunities to try out what has been learnt and provides immediate feedback. It is important to give participants hands-on experiences (Kolb, 1984).

5. Collaborative

CPD is more effective when it is done together with colleagues. Research (OECD, 2013) found that teachers who collaborate regularly with their colleagues – teaching jointly in the same class, observing and providing feedback on each other’s classes, engaging in joint activities across different classes and age groups, and taking part in collaborative professional learning – report a greater sense of self-efficacy. Self-efficacy means that they feel more confident to do their work and have a higher self-esteem.

6. Differentiated

Every teacher has different CPD needs. Effective CPD takes a variety of prior knowledge, preferences, contexts (such rural vs. urban), needs and mental models into account. Effective CPD uses suitable CPD strategies that allow participants to differentiate in content, process and assessment (Nicol, 2007).

Activity 5

Think back to your starting days as a teacher. How were your learning needs different from the learning needs you have today?

Teacher professional development cycle

Therefore, it is important that teachers can continually learn throughout their careers. This ongoing process of professional development, teacher collaboration and lifelong learning starts in pre-service education as shown in Figure 5.

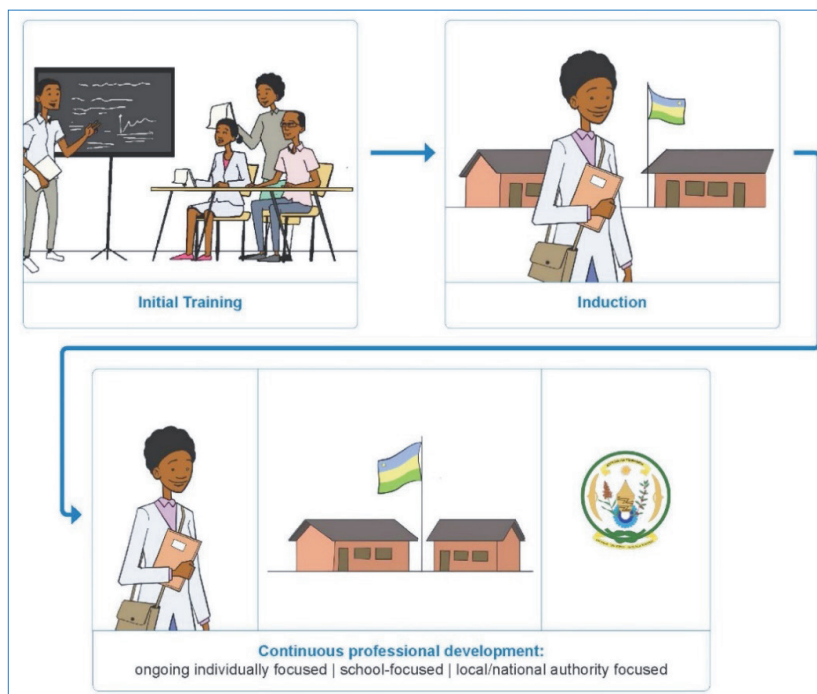


Figure 5: Teacher CPD continuum (Jones, 2003) – Illustrated by VVOB Rwanda

Teacher professional development takes place in stages. A new teacher has other learning needs than an experienced teacher. It's important to know this in order to identify appropriate CPD activities. Figure 6 shows the evolution of teachers throughout their career in terms of skills acquired per stage.

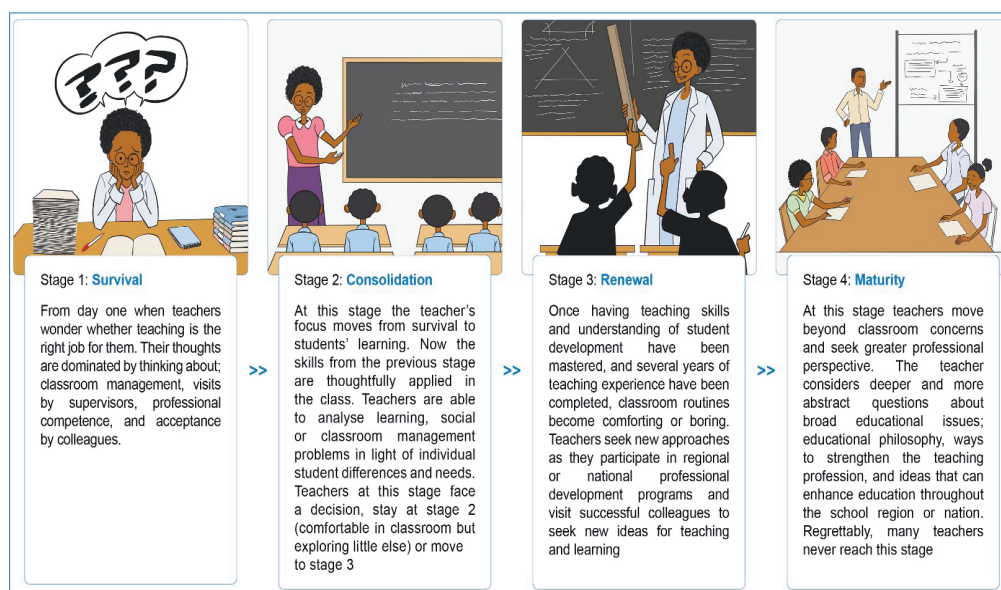


Figure 6: Stages of teacher development (Steffy & Wolfe, 2001) – Illustrated by VVOB Rwanda

Figure 6 shows that teachers have different professional development needs depending on their stage in their professional cycle. Starting teachers need concrete support in pedagogical content knowledge (how to teach the subject), class management and subject matter knowledge.

They also need to feel welcomed at the school, time, opportunities to build up routines and a mentor who can give concrete support. More experienced teachers benefit from professional development that helps them discover and try out new approaches to increase their impact on their learners. Teachers who have achieved expert or mastery level have again different CPD needs. They want to be useful to others within their school or in neighbouring schools. By helping other teachers, they also gain skills and question their own practice. As a School Subject Leader (SSL) in STEM, it is important to realize that **STEM teachers have different CPD needs** and that a one-size-fits-all approach is not suitable.

7. Involves producing and constructing

It is important to realise that knowledge and skills are not passed on by the teacher to the learners, but that they are acquired by participants. It is not because you teach something, that students have learned it. No one can do the learning for them. Participants need to actively work on a product to ensure sustainable learning. Learning takes place through a production process. This also provides motivation.

8. Ownership

Effective CPD involves participants in such way that they take charge of one's own learning. Participants develop and implement because they are owners of the process.

Activity 6

Think individually about the question below. After a few minutes, record your answers in your notebook.

What can you do to make CPD in your school more effective?

In summary, effective CPD – activities are learning opportunities that:

- engage and motivate teachers
- Support teachers to reflect upon and develop their own practice
- Create opportunities that satisfy the teachers' desire to develop professionally and improve
- Reflect and promote the growth mindset
- Empower the colleagues to prepare for change
- Consider different contexts (settings) in which learning takes place (vertical and horizontal dimensions)
- Consider interests, personality, self- esteem, and your fellow teachers' roles outside the school
- Develop a culture of continuous improvement: teachers take initiative, search for, and try out new ideas and strategies, and discuss their work openly (awareness to reflect on implementation); and
- Take the individual through the four stages of competence as explained in figure 5 above.

Section 4: Stakeholders involved in CPD in education in Rwanda

Activity 7

Read about the roles and responsibilities of these stakeholders in CPD education: School Based Mentors (SBMs), School Subject Leaders (SSLs), Head teachers (HTs), and Deputy Head Teachers (DHTs) in Table 2 and answer the following questions in your notebook:

- Is there anything that is new for you specifically on your roles as SSL?
- Do you have any questions about your role as SSL?
- How would you improve your collaboration with SBM and DHT for the improvement of the CPDs at your school?

Drawing on the policy framework for CPD (appendix 1), organising and facilitating CPD in schools is not only the responsibility of (deputy) head teachers. SBMs and SSLs also have a role to play. What is your role as a STEM SSL in the professional development of teachers? REB's key strategy to deliver CPD at the school level is through the School-based Mentoring Programme (SBMP). This framework describes your responsibilities and those of other stakeholders involved in school based CPD as shown in table 2 below and in the official Gazette n° 48 of 28/11/2016 (Presidential Order establishing special statutes governing teachers in nursery, primary and secondary education).

Table 2: Responsibilities of stakeholders for CPD

Responsibilities in SBMPF	Responsibilities in induction of NTs
Teachers	
<ul style="list-style-type: none"> ▪ Keep personal record of training received. ▪ Actively Participate in CPD -training/sharing good practice with peers. ▪ Implement new teaching methods learned in training. ▪ Seek support from peers, SSLs and SBMs when needed. ▪ Improve skills in English as medium of instruction. ▪ Monitor learners' progress through formative and summative assessment. 	<ul style="list-style-type: none"> ▪ Provide support and guidance through CoPs. ▪ Conduct peer lesson observations and model lessons.
School Subject Leaders	
<ul style="list-style-type: none"> ▪ Provide suggested CPD Action Plan for the term supported by SBM to Deputy HT. ▪ Report CPD activities conducted during the term to Deputy HT. 	<ul style="list-style-type: none"> ▪ Experts in teaching.

<ul style="list-style-type: none"> ▪ Work with SBM to assess CPD needs, especially for subject matter knowledge. ▪ Collaborate with SBM to facilitate CPD sessions for their subjects. ▪ Work with SBM to help improve subject specific English for teachers (e.g. vocabulary) ▪ Support teachers to develop teaching and learning materials, give model lessons, develop teaching aids. ▪ Conduct model lessons under the direction of Deputy HT. 	<ul style="list-style-type: none"> ▪ Are informed of innovations and stimulate learning from each other by organizing team teaching, lesson observations and discussions on good practices. ▪ Give special attention to NTs teaching the same subject. They express belief in their professional growth and stimulate to try out new approaches. ▪ Support NTs in lesson planning and coach them to improve their teaching. ▪ Give special attention to improve the language capacities of NTs in teaching. ▪ Stay in contact with the SBM for effective mentoring of NTs.
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School Based Mentors as a ...

coach in English:

- Assist all teachers to improve the quality of their English for use as a language of instruction.
- Facilitate teachers' use of English self-study materials to assist peers to improve their English.

expert in teaching and learning:

- Are informed and inspired by innovations in education.
- Show personal leadership in professional development, which makes them role models for other teachers.

guide and organiser of school based CPD:

- Promote the development of teachers to improve learning and to develop the school as a learning organisation.
- Organise CPD in the school and set up CoPs to share and encourage good practices.
- Provide support to NTs to facilitate their integration in the school community and to support their growth as a teacher. Therefore, SBMs connect NTs to colleagues, who can take an active role in mentoring NTs.

promoter of reflective practice:

- Stimulate reflection and facilitate giving of feedback on the quality of teaching and learning at school.
- Encourage teachers to reflect on their teaching. Teachers can improve their teaching practices by focusing on building on strengths and overcoming weaknesses.

Deputy Head Teachers	
<ul style="list-style-type: none"> ▪ Supervise and support the work of SBM and SSLs. ▪ Approve the CPD plan submitted by SBM and SSLs, and forward it to the HT. ▪ Assist SBMs to find resources for CPD activities. ▪ Assist the HT in preparing and analysing monthly reports. ▪ Conduct lesson observations, CPD meetings, model lessons and trainings as part of the school's CPD plan. ▪ Teach classes (6 periods or 340 minutes per week) to allow SBM a reduced teaching load. 	<ul style="list-style-type: none"> ▪ Give NTs a warm welcome and introduce them to the SBM, SSLs, the colleagues, the parents and the children. ▪ Collaborate with SBM and SSLs and the school community to demonstrate their belief in the capacity and growth of the NTs.
Head Teachers	
<ul style="list-style-type: none"> ▪ Organise academic staff to select a mentor ▪ Make time for CPD and mentoring activities on the school timetable ▪ Discuss CPD training needs of school staff ▪ Work together with SBM, teachers and Deputy Head Teacher/ DOS to develop a CPD plan for school ▪ Work with Deputy HT to supervise SBM activities ▪ Monitor SBM and CPD activities and send reports to SEO each term ▪ Motivate teachers to improve quality of education in their school ▪ Provide necessary resources Teach classes (6 periods or 340 minutes per week) to allow SBM reduced load 	<ul style="list-style-type: none"> ▪ Give NTs a warm welcome and present them to the SBM, SSLs, the colleagues, the parents and the children ▪ Collaborate with SBM and SSLs and the whole school community to demonstrate their belief in the capacity and growth of the NTs
Sector Education Officers	
<ul style="list-style-type: none"> ▪ Communicate information from district to school and vice versa ▪ Regularly collaborate with Head Teachers to monitor SBM work ▪ Report on CPD activities 	<ul style="list-style-type: none"> ▪ Ensure that school leaders are focused on the professional development of NTs by effectively implementing an induction programme ▪ Are involved and take their responsibility in the recruitment of teachers

<ul style="list-style-type: none"> ▪ Co-ordinate and implement SBMP and CPD activities at the sector level: e.g. sector level communities of practice for peer learning between SBMs and teachers 	<ul style="list-style-type: none"> ▪ Pay attention to NTs wellbeing by advocating for timely payment of salaries and guaranteeing medical insurance by the district
District Directors of Education & District Education Officers	
<ul style="list-style-type: none"> ▪ Ensure that every public school in the district has a SBM ▪ Through DCC, select qualified Mentor Trainers based on REB guidelines ▪ Facilitate and support SBMP and CPD activities in the district 	<ul style="list-style-type: none"> ▪ are responsible for facilitating, organizing and scheduling the process of recruitment and for the deployment of the NTs ▪ ensure quality of the NTs' induction programme ▪ are attentive to NTs well-being i.e. by paying the teachers' salaries on time, supporting accommodation and guaranteeing health insurance
<ul style="list-style-type: none"> ▪ Ensure every school has resources necessary to carry out effective SBMP and CPD activities 	<ul style="list-style-type: none"> ▪ coordinate all educational activities at district level in relation to NTs through the DCC, District Continuous Professional Development Committee
Development Partners	
<ul style="list-style-type: none"> ▪ Support trainings for SBMs and SSLs, school leadership, district education stakeholders ▪ Assist in developing CoPs within and between schools. ▪ Provide financial and technical support for the development of teaching and learning materials. 	
University of Rwanda College of Education (UR-CE)	
<ul style="list-style-type: none"> ▪ Partner with REB to provide CPD Diploma and Certificate Programmes. ▪ Oversee monitoring and evaluation for the Diploma and Certificate Programmes and deliver certificates. 	<p>NT mentors from URCE:</p> <ul style="list-style-type: none"> ▪ Monitor the performance of NTs during their first year of teaching (induction period). ▪ Stimulate reflection and give feedback (on teaching activities). ▪ Set up trainings for SBMs and SSLs. ▪ Monitor the induction process of NTs.

Rwanda Education Board	
<ul style="list-style-type: none"> ▪ Produce and distribute training materials for teachers. ▪ Coordinate and plan training of SBMs through Inspectors, support and collaborate with schools in monitoring of the SBMP. ▪ Collect and analyse monitoring reports from districts. ▪ Provide training to district, sector, and school education leaders to enable them to take up their roles and responsibilities. 	<p>Support and monitor induction of NTs through:</p> <ul style="list-style-type: none"> ▪ development of a policy and long-term strategy for strengthening the induction system for NTs ▪ development of competence frameworks for teachers based on professional standards ▪ development of operational manuals on various topics related to effective teaching and learning.
TTC tutors as NT mentors	
	<ul style="list-style-type: none"> ▪ Monitor the performance of NTs during their first year of teaching (induction period). ▪ Stimulate reflection and give feedback in an appreciative way (on teaching activities). ▪ Set up trainings for SBMs and SSLs on mentoring with a focus on reflective practice and coaching techniques. ▪ Monitor the induction process of NTs.

Source: REB, 2016

UNIT 2: COACHING, MENTORING AND INDUCTION IN EDUCATION

Introduction

In unit 1, we discussed key concepts related to CPD in education. In this unit, you will discuss in depth the concepts of coaching, mentoring and induction.

Unit learning outcomes

Upon completion of this unit, you will be able to

- explain the concepts of coaching, mentoring and induction in education;
- conduct effective coaching and mentoring conversations;
- identify stakeholders involved in new teacher induction and their respective role;
- explore the importance of new teacher induction;
- organize effective new teacher induction at your school;
- appreciate the importance of coaching and mentoring in contributing to a conducive learning environment.

Section 1: Defining and Understanding Coaching

1.1 Understanding Coaching

Activity 8

Watch the video of the fox and the owl: <https://www.youtube.com/watch?v=Esh75mbmucY>. Write down the key elements you notice that make this coaching conversation different from any other conversation you might have with a colleague/friend/family member.

Coaching is one way of improving teachers' competences and morale to enhance student learning. It is an ongoing professional learning relationship in which an educator provides support to one or a group of educators in the process to understand and solve problems by the educators themselves with the aim to improve their performance or practices in their profession. Coaching is done through initial and follow up conversations. Coaching is a structured way of working through conversations. The role of a coach is to help coachee to find solutions for the challenges s/he faces. The coach does not provide solutions but supports or leads the coachee to find him/herself solutions.

Before starting coaching conversations there are some **coaching principles** to keep in mind:

- In coaching, both parties (coachee and coach) are equal;
- The coaching relationship is based on truth, openness and trust;
- A coach is non-judgemental;
- A coach always addresses their coachee as a 'whole' person, meaning that the coach does not focus on specific elements of the coachee's behaviour or attitude;
- The coachee sets the agenda of the conversation;
- A coach has a growth mindset and believes the coachee is capable.

Let's explain the concept of **growth mindset**. Effective coaching starts from a positive mindset, focusing on what is possible, rather than what is going wrong (Figure 6). Therefore, believing in the potential of the coachee to improve and learn is a **key attitude for a successful coach**. Carol Dweck calls this a growth mindset, as opposed to a fixed mindset (Dweck, 2006). Having a fixed mindset means that you believe that someone's ability is unchangeable.

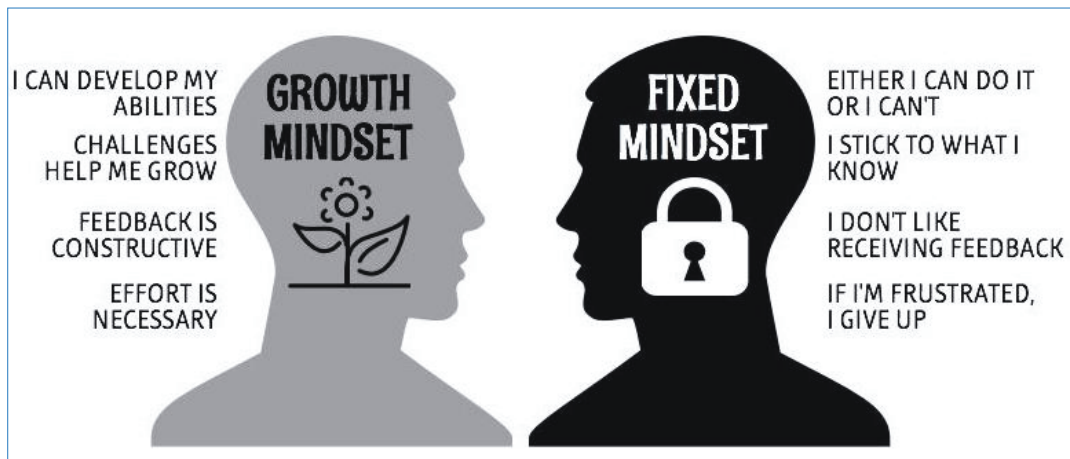


Figure 7: Growth Mindset versus Fixed Mindset (Dweck, 2006)

A recent meta-analysis found only small effects of the growth mindset on learning outcomes (Sisk, Burgoyne, Sun, Butler, & Macnamara, 2018). However, the study recognized that disadvantaged learners might benefit more from growth mindset interventions. They also note that the intervention is quite small and does not cost much, so even a small effect is a valuable gain.

Having a growth mindset does not mean giving only praise (Dweck, 2015). It is about setting high expectations for all learners and teachers and believing that, with hard work, all can achieve great results. As Dweck (2015) wrote: *“The growth mindset was intended to help close achievement gaps, not hide them. It is about telling the truth about a student’s current achievement and then, together, doing something about it, helping him or her become smarter.”*

1.2 The GRROW Coaching Model

Activity 9

Watch this video of a coaching conversation: <https://www.youtube.com/watch?v=sYG0uZwuuj0> . While watching the video, take notes about the following questions:

- What steps can you recognize in this coaching conversation?
- What skills does the coach use in his conversation with the coachee?

Effective coaching requires structuring and shaping coaching conversations.

There are many models that can be used for this. This module introduces you to the GRROW model which is the most used model in educational coaching. The GRROW model, developed by Clement (2017), builds on the GROW model which was originally described by Whitmore (1994) and Landsberg (2015). GRROW stands for Goal, Reality, Resources, Opportunity and Will (Figure 8):

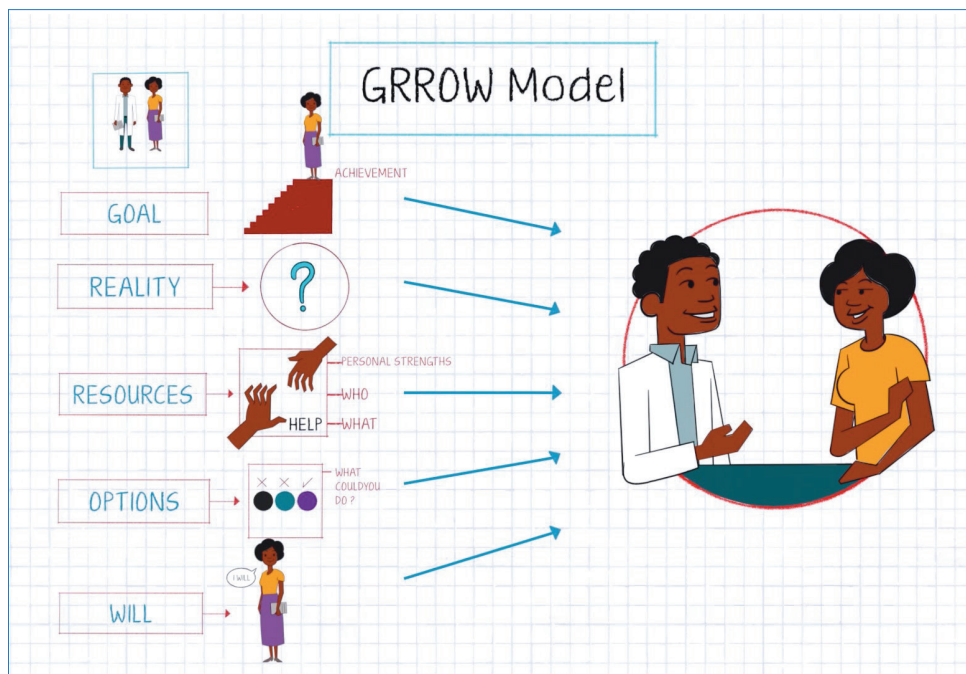


Figure 8: The GRROW model developed by Whitmore (1994), with the addition of the 'R' by Clement (2017)

In the GRROW model the coach does not have to be an expert in the coachee's situation. The coach is a facilitator in helping the coachee to choose the best option. A coach can also give advice, but always needs to relate it to the coachee. It is the coachee who learns and comes to solutions, rather than the coach telling the coachee what to do.

The role of the coach is to stimulate the coachee's learning by asking the right questions.

The **GRROW model** consists of five steps / elements (Clement, 2017; Ramakrishnan, 2013). The order of the 5 elements is not fixed. The model is flexible, and the coach moves freely between the 5 elements in the conversation:

i. **Goal – explore the objective: what do you want to achieve?**

First, the coach and the coachee look at the challenge the coachee faces. This can be a question, or a problem related to a specific situation. Questions could be, "How can I use more experiments in my lessons?", "How can I change this misconception about fractions that students have", or "How can I involve my students more in my lessons?" A situation refers to the practice of the coachee where they were challenged. For example, the desire to use other resources to make sure that all students reach the

goals of a given lesson. Another example of a situation could be the ambition to avoid an irritated reaction when a student is not behaving well. In either scenario, the coachee struggles with something and doesn't know what to do. Therefore, they need to identify the behaviour they want to change and then structure this change as a goal to achieve. It is always about the coachee's behaviour. Not someone else's behaviour. As a coach you need to **find out what the coachee really wants**. You need to help the coachee to get their goal very clear; because it may happen that a coachee identifies a goal and that there is another goal behind this goal. This process of reaching a concrete goal together requires attention and searching for good wording. Sometimes it is good to go back to the reality to understand what the goal is about. A **goal needs to be positively stated** (not *'I don't want to be or do this and that anymore'* but *'I'd like this or that'*).

Some questions to help the coachee to find a goal:

- What would you like to accomplish?
- What do you want to change or to do differently?
- What would the benefits be if you achieved this goal?
- When will you really be satisfied?
- Describe what the ideal situation looks like.

A SMART goal should be:

- **Specific:** Well defined, clear, and unambiguous. Raised questions are who, what, where, when and why to make a goal specific.
- **Measurable:** with specific criteria that measure your progress toward the accomplishment of the goal.
- **Achievable:** attainable and not impossible to achieve
- **Relevant:** determining if what you are trying to achieve is a priority focus to you
- **Timely:** With a clearly defined timetable, including a starting date and a target date

Questions to make your goal SMART can include:

- What do I want to accomplish? (Specific)
- Why do I want to achieve this goal? (Specific)
- How will I know if I have reached my goal? (Measurable)
- What is my indicator progress? (Measurable)
- Do I have the resources and capabilities to achieve the goal? If not, what am I missing? (Achievable)
- Have others done it successfully before? (Achievable)
- Does the goal align with my responsibilities? (Relevant)
- Is the goal reachable given the time and resources? (Relevant)
- Am I able to commit to achieving the goal? (Relevant)
- By when do I want to achieve my goal? (Timely)

Activity 10

What can be a coaching goal in the following situations? Discuss in pairs or small groups.

Starting from each situation, think about what you, as a coach, could do to help in these situations.

1. My students are lazy and have bad results on their tests.
2. My students seem to be afraid to tell me personal stories, but I do think it's important that they can tell me their problems.
3. I have a problem. My colleague always arrives too late at work. How can my boss punish him for this?
4. My head teacher is really a difficult person. My colleagues and I do not like him, and we are afraid of him. Can he be fired?
5. My students just memorize the content, they can't apply what they have learned.
6. The parents are not interested enough in their children's homework.
7. I am always nervous at the first days of the school year: new kids, new classes.
8. My problem is that my students are not motivated to do the English assignment I give them.
9. I never can start my lessons on time because my students always arrive too late.
10. I don't like the school system in Rwanda. We should change it.

Discussion

Not every question can be addressed through coaching. Coaching can help the coachee to learn about the challenge and identify possible solutions. This means that coaching is about what the coachee him/herself can do, rather than blaming or relying on external parties.

Some challenges above can be **reformulated as a personal challenge** for the coachee. For example, students being lazy and performing bad on tests can be reformulated as a challenge for the teacher: *What can I do to make them study harder?* The observation that parents aren't interested enough in their children's homework can be turned into a coaching question as well: *what can I do to get parents more involved in the education of their children?*

ii. Reality – explore the problem, the current reality and its context: what is happening now?

In this phase the coachee is asked to **describe their current reality**. This helps to **get some key information that is needed in order to reach the goal effectively**. When exploring the reality, the questions should most often be initiated by the words like "what", "when", "where", "who" and "how". It is also important that the coach does this in a non-judgmental way to ensure honesty and accuracy. As a coach you will spend

quite some time exploring the reality, but as you do this, keep in mind to concentrate on possible ways to develop solutions for the future. Stay positive!

Some questions to explore the reality are:

- What progress have you made so far?
- What strategies have you tried already?
- What bothers you the most?
- How do others experience the problem?
- What is working well?
- How are things going now?
- Where do you think that things are going wrong?
- How does that all fit together?
- What is missing?

These questions are usually much more revealing than the question “What is wrong?”. The answers from the coachee may (in)directly indicate possible options and resources.

iii. Resources – explore the available talents, skills and means: Who or what can help?

In this phase, the coachee is asked to **think about possible resources** already available that could help him/her in achieving their goal; resources **in the environment** and resources **within the coachee**. People often find it difficult to ask for help. As a coach, you need to stimulate your coachee to ask for help; to look at the possibilities where the coachee can find help. A coach is not expected to do something on behalf of the coachee. A coach always encourages their coachee to do it on their own. The basic question in this phase is: what resources can you (coachee) use to overcome your challenge?

This question can be asked in many ways:

- What could help you?
- Where could you find this help?
- Who could help you?
- What can be helpful for you?
- Where can you find information?
- What are you good at that could help you in this situation?
- What skill of yours has helped you before in similar situations?
- What competence have you seen other people use in similar situations?
- How do your colleagues react in a similar situation? What lesson can you learn from this situation?

iv. Options – explore what can help the coachee to solve their problem and reach their goal: What could you do?

The purpose of this stage is to **create and list possible solutions**. It's not yet about finding the "right" answer. At this stage, no answer should be rejected. The **quantity of options is more important than their quality or feasibility**. It is from this broad range of creative possibilities that specific action steps can be selected. The coach needs to create an environment in which the participants feel safe enough to express their thoughts and ideas without inhibition or fear of judgment from the coach.

Questions in this phase can include:

- What steps can you take?
- Can you think of an original approach to this situation?
- What are the options?
- What do you need to stop doing in order to achieve this goal?
- What do you think you need to do to get a better result (or closer to your goal)?
- What else could you do?
- If there were no restrictions, what could be done?
- What are the options outside of your comfort zone?
- What options would your mentor/role model think of?
- If it wasn't your brain that delivered the solution but your heart, what would the solution be?
- What would you do if you were the head teacher?

v. Will –take decisions and agree on actions: What will you do?

The purpose of this phase is to invite the coachee to make a choice; to **decide which of the options is most likely to help the coachee to reach their goal**, and to transform this into a **concrete action plan**. It's important that the coachee formulates the plan, not the coach. As a coach, you need to hear that the coachee is sincere and expresses what they will do. In other words, the coachee needs to make their own choices, without any pressure. The coaching conversation must end with a SMART (Specific, Measurable, Achievable, Relevant and Timely) plan.

Useful questions include:

- *What will you do now, and when? What else will you do?*
- *Will this action meet your goal?*
- *What could stop you from moving forward? How will you overcome this?*
- *How can you keep yourself motivated?*
- *How satisfied are you with your chosen way forward?*
- *What would make you even more committed to reach your goal?*
- *How will you know if you're successful?*

Finally, both the coach and the coachee should fix a date to review the coachee's progress. This will provide accountability and allow for a change in the approach if the original plan isn't working.

To conclude, the purpose of a model is to remind you about what is important in a coaching conversation. The order of the different steps is not fixed. For example, in some conversations a coachee can start by raising a problem which needs to be explored before an effective goal can be set. In the beginning, when you first start using 'coaching', it might feel uncomfortable or difficult. Just keep practicing! The main thing is to focus on the goal of your coachee, show interest and stimulate reflection. So, do not be discouraged or worried if you skip an element/phase during the conversation.

Activity 11

Watch again this coaching conversation: <https://www.youtube.com/watch?v=sYG0uZwuuj0>. Next, think about the following questions:

- Can you find evidence of each step of the GRROW model?
- Which skills can the coach still improve upon?

Discuss your ideas with colleagues.

Activity 12: Case story on instructional coaching in St Augustine's Primary School (Australia)

Ms Scott is a leader of pedagogy at St Augustine's Primary School. She has started a programme of instructional coaching in her school. This programme gives teachers opportunities for one-to-one conversations about their teaching based on a focus that they identify. Conversations are not time-bound and follow loosely the structure of the GRROW model. However, the process of instructional coaching may include modelling of practice by the coach and observing other teachers. These observations can serve as eye-openers for the coachee and help to reflect on their practice. Results of instructional coaching are shared with other school members including the school leadership.

A video of the case story is available on: <https://www.aitsl.edu.au/tools-resources/resource/instructional-coaching>

Discuss the case story in small groups using following guiding questions:

- Could you start such a programme of instructional coaching in your school?
- How would you start with such a programme?

Section 2: Skills for Effective Coaching

In the previous section, we discussed the importance of structuring your coaching conversations. But this is not enough. A good coach also needs the skills to facilitate conversations. This section describes seven basic skills of the GRROW model for coaching (Clement, 2017).

2.1. Seven Skills of the GRROW Model

Activity 13

What skills should a good coach possess? From the list you made, choose any three most important skills.

Coaching through the GRROW model can only become an inspirational process if it is built on a foundation of seven skills (Figure 9):

- 1) explore
- 2) appreciate and reinforce
- 3) confront and stay connected
- 4) challenge
- 5) inspire
- 6) allow and give space
- 7) relax and keep your sense of humour

These skills are presented separately, but keep in mind that they are all connected with each other. For example, the skill to appreciate and reinforce forms the basis for connected confrontation, challenge and inspiration.

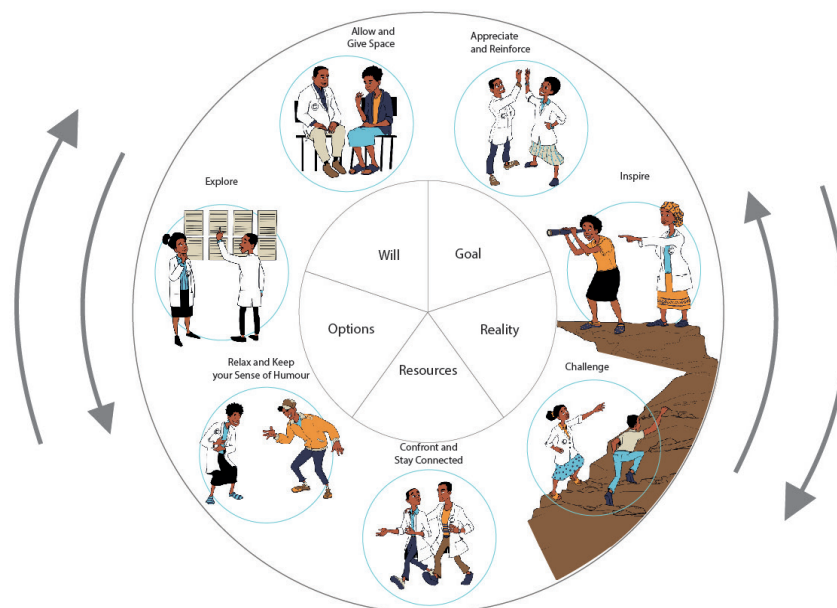


Figure 9: Seven coaching skills within the GRROW Model (Clement, 2017)

1. Explore

A key skill of a coach is the ability to help others to explore their situation. Coach and coachee explore the origins and nature of the challenge. They discover together the key questions. They listen actively to the other person's comments and look carefully at the topic under discussion. They explore the circumstances, the possibilities, the expectations and wishes.

The basic attitude of a coach should be: "I am curious" (Clement, 2017, p. 30). Exploring is a skill which can be used at almost any point in a conversation. It's an important tool for learning. True learning starts with careful exploration. This process of exploration is contrary to our natural desire to remove a problem as quickly as possible and therefore providing instant advice. To explore, a coach can use techniques such as active listening and asking questions. Throughout the process coach shares feelings and invites the coachee to do so too. These techniques and approaches are described below.

Explore



Active listening

Activity 14

Think individually about the following question. Discuss your ideas with your neighbour.
How can you recognize when someone is actively listening?

Active listening is an essential part of a constructive conversation. You need to really listen to what your coachee is saying and to how they are saying things. So, you need to listen to the pitch, tone and rhythm of your coachee's talk. In addition, you need to be interested in what your coachee is *not* saying because people don't always say everything that is happening. Therefore, it is important to listen for subtle changes in voice, avoidance of questions or a change in subject. So, let your coachee know what you are really hearing and ask if there is more they want to say.

The **essence of active listening** is to:

- 1) Listen attentively and remove all distractions: give your coachee your complete attention. Avoid interruptions, distracting behaviour and keep anything distracting out of view. Phones can be a distraction, so make sure that you will not be disturbed by your phone;

- 2) Paraphrase or give feedback that you have understood correctly: test your understanding by summarising or paraphrasing what you have heard before you respond. It is important, however, to only paraphrase major points in the conversation. Summarising or paraphrasing is not only to prove that you have been listening attentively, but it is also part of the process by which coach and coachee create a mutual understanding (Clement, 2017);
- 3) Check perceptions and acknowledge feelings. This is about what your coachee expresses through the tone of the voice. As a coach you can easily miss many of the emotional dimensions of a conversation if you are not listening to what is not being said. Feelings will help you to sort out information, organize it, and use it effectively as you shape and share relevant feedback. Furthermore, give your coachee the opportunity to confirm or disagree with your reflections on their feelings.
- 4) Acknowledge what the person is saying with verbal and nonverbal responses. Respond with “yes” “yes,” “really?”, “mmh”, “OK” or “I see” and make appropriate eye contact (REB-VVOB, 2016). This demonstrates to your coachee that you are following what they is saying. You need to listen carefully to know when to use those cues.

Active listening does not mean that you must agree with everything the coachee says. It can be a challenge to listen to and explore someone’s situation when you are not in agreement. In that case, you still need to try to understand what the coachee is thinking and feeling. What is s/he experiencing? What is her/his perspective? When you don’t agree with your coachee, it is best to say so. In such case, it is good to say that you have a different opinion, while at the same time you show that you are interested to learn more about the coachee’s viewpoint. We call this a **multiple message**. For example, “I don’t share your opinion, even so, I am interested in your conclusions and how you reached them. Tell me about it...” (Clement, 2017, p. 38). This opens the way for real discussion which also makes it easier to listen actively. Comparing and evaluating different points of view will enable you to reach clearer conclusions about the situation.

In addition to those skills, you should also be **emphatic** and **non-judgmental**. When you value your coachee and accept their feelings you will be able to empathise more. Ultimately your judgements and opinions are about yourself and your own life journey. Active listening requires you to put your own concerns, attitudes and ideas to one side and focusing on those of your coachee. This demonstrates to the coachee that you are giving her /him undivided attention. Therefore, it is essential as a coach that you allow your coachee to present the whole picture so that s/he shows the level of her/his understanding and the extent of her/his ideas on how to address the issue facing her. In other words, as a coach you need to make sure you don’t rush in with suggestions and solutions.

As an SSL, you need to guide your colleagues to reflect on their teaching. By allowing several seconds of silence before asking a question or giving feedback, you will ensure that your coachee has said all they want to. **Moments of silence are moments of thinking.** Moreover, active listening will enable you to give reasoned and constructive feedback during the coaching process. But while listening is an essential part of coaching, you don't need to keep listening when a coachee gets stuck in their dilemmas. Skilful interruption can help your coachee to move out of distress. So, this is not a lack of respect but showing you are interested and focused on the goal.

Asking questions

Asking questions is a key instrument in the process of exploring. It allows you to explore problems and goals. Questioning is important to get a full understanding of the situation and the challenge. Don't allow a first answer from the coachee to pass by unchallenged (Clement, 2017). There are two common types of questions you can use: closed and open questions.

Closed Questions

There are two types of closed questions. A first type is a question that can be answered with either a single word or a short phrase. So, 'How old are you?' and 'Where do you live?' are closed questions. Another type of closed question is a question that can be answered with either 'yes' or 'no'. 'Are you happy?' and 'Is Kigali the capital of Rwanda?' are closed questions. REB defines closed questions as questions that have short, fixed answers.

Closed questions **stimulate focus and clarity.** Some examples of good closed questions in a coaching conversation:

- Do you agree with that?
- What gets your preference, this one or that one?
- Can you imagine yourself doing this?

Open Questions

Open questions invite the coachee to **give a descriptive answer.** REB defines an open question as a question that has **more than one answer and can produce a lot of information.**

Open questions have the following characteristics:

- They ask the coachee to think and reflect;
- They ask for opinions and feelings of the coachee;
- They hand control of the conversation to the coachee.

Open questions begin usually with what, why, when, where, who, how? Keep in mind that why-questions may be counterproductive. The word "why" seems to trigger our self-justificatory defence mechanisms. This is usually related to the manner and tone in which "why" questions are asked. A good alternative is a question that invites the coachee to describe, rather than forcing him/her to analyse or defend himself/herself (Clement, 2017, p. 44).

Open questions often begin with a verb:

- describe how ...,
- tell me in more detail what ...
- explain what you were thinking when ... take me through it step by step ...
- I would like to know more about ... (Clement, 2017, p. 42).

So, open questions are commonly used to encourage the coachee to speak so that the coach can collect the necessary information. Good open questions are:

- Questions which stimulate more precise observations and descriptions:
 - How did you react to these comments?
 - How did you decide to intervene?
 - What was the result of your intervention?
- Questions which naturally flow from what the coachee has experienced:
 - What exactly is it that makes you so enthusiastic?
 - What conclusions did you draw from all this?
 - How did you do it last time?
- Questions that are focused:
 - How did that meeting go today? (Instead of: How did the things go today?)
- Questions on facts and feelings:
 - What happened exactly?
 - What did they do?
 - How did that affect you?
 - What exactly provoked your resistance?
- Questions for clarification:
 - I don't understand you fully, tell me more about it?
 - That surprises me. What makes you think like that?
- Questions that build on previous answers:
 - If a coachee says "But that's not really the point", you can ask "So, what is the real point"?
 - If a coachee says "I am certain", you can ask "Tell me what makes you so certain?"
- Questions that ask for concrete examples:
 - If a coachee says "Nothing much happened" on your question "How was the meeting?", you can ask "What do you mean? What was decided? ...
 - If a coachee says "There is still no clear agreement" you can ask "What kind of agreement did you expect?"

You can use exploring **in each stage of the GRROW model**. Table 3 gives some examples of questions that you can use during the exploration stage of a coaching conversation.

Table 3: Questions for exploring for each stage of the GRROW Model

Goal	<ul style="list-style-type: none"> ▪ What would you like to have reached by the end of this coaching session? ▪ If that seems to be a bit too ambitious from where you are now, can you give me some steppingstones along the way?
Reality	<ul style="list-style-type: none"> ▪ Aside from the day-to-day frustrations, what is it about your work that gives you the most (dis)satisfaction? ▪ What concern lies behind your (dis)satisfaction?
Resources	<ul style="list-style-type: none"> ▪ What actions have you done so far? ▪ Who/what could help you with that?
Options	<ul style="list-style-type: none"> ▪ How could you reach this goal? ▪ Are there other ways possible to reach your goal? ▪ What are the alternatives?
Will	<ul style="list-style-type: none"> ▪ How are you going to deal with it? ▪ Which steps are you going to take first? ▪ Can you see yourself doing that?

Source: Artevelde University College, 2017

Activity 15

Practice a coaching conversation, focusing on the exploring stage (asking questions and active listening).

In groups of three, two of you discuss and the third person observes:

- Two participants select a topic which is good for discussion (preferably a subject that you don't agree upon);
- They discuss this topic according to the following rules:
 - One person speaks and before the other person react, they first must summarize what the other person has said and check whether the summary was correct (You just said ... and ..., is that correct?);
 - Only if one person agrees, the other one can speak.
- The role of the observer is to intervene when the rules are broken.

Rotate the roles in the group, so that each member plays each role.

Afterwards, with the whole group, discuss the exercise:

- What was difficult?
- How does it feel when the coach summarizes your ideas?

2. Appreciate and Reinforce: giving feedback

If you want to get the best out of your fellow teachers, you need to **reinforce what is going well and appreciate every improvement**. You need to **create a supportive learning climate** to increase their willingness to learn and change. Appreciation, confirmation and support are the basis of trust into a working and learning relationship. They are the foundation of coaching. In other words, if teachers feel supported, if they receive confirmation, if they are appreciated for their efforts, a climate is created in which they are prepared to give the very best of themselves. This kind of environment **increases people's readiness to take risks and makes them more receptive for corrective feedback**.

Appreciate and Reinforce



So, if people can build a basis of appreciation and reinforcement then critical, demanding and direct feedback become all the stronger.

To conclude, the skill to appreciate and reinforce has many advantages in supporting professional development:

- stimulate the learning process;
- work on a relation of trust;
- encourage self-confidence;
- strengthen engagement;
- stimulate to move out of the comfort-zone;
- create openness for feedback.

If you wish to promote a supportive learning environment, you should **be generous (frequently) and authentic (meaning what you say)** with your appreciation and reinforcement. Moreover, to be effective your appreciation or reinforcement should be **concrete, small** (do not use big words as 'always' and 'the best') and **given immediately** (direct related to a specific event). You might not find this easy in the beginning. So, you will need to pay some extra attention to it and practice. Don't forget that an appreciation is given about someone's behaviour which is changeable. It's not about the person.

Appreciating and reinforcing is a skill that you can use in each stage of the GRROW model. The table 4 below shows some questions that you can use in each stage.

Table 4: Questions for appreciating and reinforcing during each stage of the GRROW Model

Goal	<ul style="list-style-type: none"> • I think that the goal you aim at is very good.
Reality	<ul style="list-style-type: none"> • This is a very interesting suggestion you bring here.
Resources	<ul style="list-style-type: none"> • You sure can think out of the box. • I notice that you are aware of the resources you could use.
Options	<ul style="list-style-type: none"> • You sure can think out of the box. • You are very creative in thinking about your options.
Will	<ul style="list-style-type: none"> • I see that you are enthusiastic! • Your eyes are shining when you are talking about the steps you are about to take.

Source: Artevelde University College, 2017

Activity 16

In this exercise, you will practice the coaching skills of appreciating and reinforcing. Make groups of 3 (coach, coachee, observer):

- For each member of your group, write down a few elements that you have appreciated about that person during the workshop.
- Think about the best way to formulate your appreciation to these people.
- Share your appreciation with each other.

Reflect briefly on the activity:

- Was it easy to give appreciation? Was it easy to receive appreciation?

3. Confront and Stay Connected: confrontational feedback

Activity 17

As a coach, what would you do if the following situations occur during a coaching conversation?

- The coachee tells you something that you know will irritate his colleagues if told them in the same manner.
- You think that the coachee's approach is ineffective.
- You notice that the coachee is not prepared to take a risk.
- Your coachee has a highly unrealistic idea in mind.

As a coach, you may notice certain things during a coaching conversation which cause concern. You can keep silent if you are sure that the coachee is so upset by the matter in question that it would be disruptive to the entire coaching process. In all other circumstances it is better to immediately tell the coachee what you are thinking, even though this might come as a shock. If you fail to do this, you run the risk that you are no longer able to give open attention to the coaching conversation. Moreover 'difficult' messages that are not communicated may become a source of gossip.

So, confrontational feedback and criticism give the coachee the **opportunity to learn from external observations, emotional reactions and interpretations associated with their behaviour.**

People are open for this kind of feedback when they experience appreciation and support; if people feel appreciated and valued, they get even curious about the comments and criticism of others. Furthermore, giving feedback is not about “being right” or “being wrong”. To conclude, expressing disagreements in a constructive way is important to continue the conversation and to ensure an engaged authentic relationship.

Confront and Stay Connected



It is not easy to accept or give criticism, as it is often seen as a personal attack. Therefore, it is **important to ‘depersonalize’ criticism.** As every criticism is a hidden wish, expressing things as wishes or desires often makes it easier to find options and solutions. Keep also in mind that critical feedback is a gift, even it is not always experienced as such.

Why do we keep our critical comments to ourselves?

We are concerned about the person, their reaction (e.g. afraid that they might criticize us in return) and hope to preserve our relationship. Not giving feedback can lead to inner conflict and frustration that harms the

relationship even more. Formulating a **multiple message** (and... and...) can help: a message about the relationship and a confrontational message based on concrete facts (Figure 9). For example: “I don’t want to hurt your feelings or lose your trust, but I don’t think that this way of doing will work. We call this type of feedback **“connected confrontation”**: we confront the coachee with our criticism, but we **stay connected with their feelings and concerns.**

Multiple Message

1. A message about the relationship

I don’t want to discourage you but...

2. A confrontational message relating to facts or actual behaviour

I don’t think that approach is the right thing to do because...

3. Always give your thoughts back to the coachee

What do you think/feel about this?

Figure 10: Structure of a multiple message to confront and stay connected (Clement, 2017, adapted by VVOB)

Key elements of giving confrontational feedback are:

- do it immediately and stay connected (show interest in the reaction and the feelings of the coachee);
- be concrete: focus on the process, the product or the actions but not on the person;
- avoid words such as always and never. Be specific (give examples);
- express your own feelings and doubts about expressing critical feedback;
- do not formulate feedback as a question if it is meant as a message. For example: “Do you not think it might be better to look for a different way of doing this?” instead of “My fear is that things will go wrong if you carry on like this.”
- do not enter a discussion. Many people defend themselves immediately when they receive critical feedback. Give space to the objections of your coachee. Keep in mind that most people don’t want to be right but want to be heard.



Figure 11: Confrontational feedback should be specific

Activity 18

Individually:

Think about a situation in the past where you wanted to give confrontational feedback but for some reason you didn't. Write down the feedback you would have given.

Note that:

- It can help to start with saying why you were afraid to give that person feedback.
- You only give feedback when you truly believe the other would benefit.

In **pairs** (role-play):

Tell the other the feedback you have prepared. The other person is playing the one who receives the feedback.

- How does it feel to receive this feedback?
- What can be helpful in receiving feedback?
- Deliberate together in finding a good way to formulate the message (use a multiple message).

With the **whole group**, briefly reflect on the exercise:

- How was it for you to do this exercise?
- Do you think it is possible to give this feedback "in real life"?

4. Challenge

Many people would like to realise more than what they are currently achieving. They are leaving a part of their potential and possibilities unused. Therefore, it's essential to challenge them. By challenging your coachee you can **stimulate him/her to cross boundaries**. By crossing these boundaries, the coachee develops new strengths.

The ability to challenge or stimulate people to cross new boundaries, to break through the limits which they have set for themselves, to encourage self-confidence, is one of the most powerful tools at the disposal of the coach. How can you realise this? **How can you challenge?**



You can challenge someone by:

- **Encouraging self-confidence** by supporting the coachee to separate the personal level from the behavioural level. People frequently interpret their difficulties as something personal: “I am not doing well” becomes “I am not good enough”. As a coach, you need to make it clear to the coachee that they as a person and their behaviour are not the same thing. The coachee is a good and capable person, but some decisions they made or how they acted can be changed. That’s what you are reflecting on, not the person. When you shift an issue from the personal level to the behavioural level, it becomes a practical issue and is just a matter of finding the right approach. To challenge, possible comments of the coach are: “I would also be frustrated if that happened to me, but how can we move forward? Maybe it’s your fault and maybe it isn’t, but that’s not the point: wouldn’t it be better to try out and find the most effective way out of the situation.”
- **Being on the look-out for signs of hidden resources** in your coachee. Often your coachee doesn’t see some of their own strengths and talents. As a coach you can recognise these hidden resources easier. Every time you see a hidden resource, point it out to your coachee, name it clearly and explicitly. For example: “I recognise you have a talent to bring people together...” or “From your stories I see you can handle stress well...” followed by “How could you use the same talents in this situation?”
- **Extending spheres of responsibility**, discussing the areas where the coachee would like to take more responsibility or have more influence. Help your coachee to activate and extend their ability to respond in given situations. For example: “What would you like to discuss with your head teacher?” or “What are you no longer going to allow?”

Keep in mind that if you want to challenge people, you will also need to give them appreciation and support them. Coaching achieves its maximum effect if the coach appreciates and reinforces, whilst at the same time daring to be confrontational and challenging.

5. Inspire



Coaching is inspirational. It is not just a “quick fix” for specific problems, but it is a starting point for new development and fresh perspective (Clement, 2017). Problems easily become persistent when people continue to look at a problem in the same way. **Changing the way people look at things** can be a starting point for a completely different approach and sometimes offer a much simpler way of solving the problem situation. How can you help people to open their eyes, to find new and creative ways of handling challenges, to explore unusual approaches... to conclude, **how can you inspire?**

- **Appeal to the coachee's enthusiasm:** ask inspiring questions, questions about what would challenge the coachee. Possible questions include:
 - What really interests you?
 - What would increase your enthusiasm?
 - How would you change things if you were in charge?
 - If there were no restrictions, what would you do?
 - When would you really be satisfied?
 - If it wasn't your mind but your heart deciding; what direction would you take?

- **Explore inspiring experiences:** help the coachee to focus on what went well, the coachee's successes, and their feelings related to those successes. Possible questions after the coachee has shared a successful experience (Clement, 2017, p. 100):
 - What did you feel? How did you experience it?
 - How was this experience different from others?
 - What skills and talents did you use then? Could you use these same skills and talents now?
 - How could you transfer this recipe for success to your current situation?

- **Reset the frame:** invite the coachee to look at the challenge, problem, situation, resources, solutions or actions from a different perspective. Questions may include (Clement, 2017, pp. 101–102):
 - How do you think the others will look at this?
 - How would other colleagues deal with this?
 - If we ask 'how can we solve this' instead of asking 'who is right', how might that change things?
 - This may seem like a disadvantage now, but what are the hidden advantages in it?
 - From which perspective is this problem not a problem at all?
 - What will all of this mean a few years from now?
 - Which choices require more courage, but could therefore be more rewarding?
 - What choices would you make if you were forced to decide on the basis of what is important rather than what is easy?

- **Encourage innovation and creativity:** invite the coachee to try out new solutions, to do something "out of the ordinary". It's also about giving support to the coachee to overcome their fear or other feelings in dealing with new approaches. Possible interventions include:
 - What would be a totally different approach in these circumstances?
 - What kind of things would your colleagues never expect you to say at the start of a meeting?

- Describe your objective to me and tell me about the things you associate with that objective.
- Let's try and find at least five different approaches to deal with this problem.

As a coach it is okay to **give inspiring advice when it is appropriate**. However, since coaching aims to strengthen the coachee's ability to respond by finding their own solutions, there are some rules when giving advice. First, ask your coachee if they are interested to hear your advice. Only provide it if they welcome it. Additionally, once you have provided your advice, reflect together with your coachee on the usefulness of that advice. Make sure that the coachee makes the advice their own. For example, by asking the coachee: "Do you find this advice useful? Which elements in this idea can you use in your own situation? Does it inspire you to any new ideas of your own?"

Side note: *to challenge and to inspire are skills that are often confused. The easy way to keep it apart:*

- a person constructs their own boundaries of what they can do ... as a coach you CHALLENGE the coachee to break through these self-made boundaries and be more confident.
- a person often sees their reality through his own fixed perspective ... as a coach you INSPIRE the coachee to see their reality from a different point of view and be more creative.

6. Allow and give space

Enthusiasm, creativity, self-confidence and many other qualities are not always immediately accessible. Sometimes feelings such as disappointment, fear, anger, resistance, indifference ... block the path.

How should a coach respond to such "obstructive" feelings?

Feelings are a normal part of life. In fact, there are no positive and negative feelings. The only difference is how (un)comfortable we feel when dealing with these feelings. It's important to keep this in mind and to think beyond the 'category' these feelings belong to. The relationship of feelings is more interesting: disappointment means that someone has positive expectations and struggling to take a decision means that someone cares a lot about the outcome.

So, although there are many feelings that make us feel uncomfortable, it doesn't work to reject feelings. Feelings do not disappear, simply because they are rejected. Therefore, it's important to allow them, to recognize their existence. **You don't need to accept or reject the feelings, just allow them.** By giving those feelings the necessary space, they will make room for new experiences. Once exposed, these uncomfortable feelings relax. So, as a coach, it's important that you **take time to explore the feelings that block the coachee.** To take time to listen carefully to the coachee's answer and explore further if necessary. **Keep repeating this process until you see that the uncomfortable feeling is gradually being reduced in a natural manner.**

Possible questions are:

- How do you experience this fear?
- What irritates you exactly?
- What options do you see for dealing constructively with your fear?
- How could you formulate your feelings in a manner that is constructive both for you and for the people around you?
- What desires lay hidden behind your anger?
- What makes it so difficult to accept the new approach?
- How could you better arm yourself to integrate the changes into your work?

The ability to explore and allow “difficult” feelings is a valuable coaching skill, but not easy to apply. If people become more skilled at expressing their underlying concerns and uncertainties, they will also become more confident about new ideas and more skilled in reconciling the differences between old and new approaches. So, the challenge is to give these feeling a proper place, so that the coachee has a room to express themselves more freely (Clement, 2017; pp. 126-127).

7. Relax and keep your sense of humour

Relax and Keep Your Sense of Humour



As a coach you need to create a relaxing learning environment. You don't do this by asking the coachee to relax but by being relaxed yourself. The degree of relaxation is contagious; people take over relaxation or tension from each other. That is also the case between the coach and coachee. **But how?** It is about:

- Showing encouragement and reinforcement:
 - belief in the potential of your coachee, focus on their strengths and find ways to build on these foundations (growth mindset).
- Nonverbal relaxing posture: looking at someone in an appreciative and supportive manner helps the coachee to relax.
- Breathing in deep and relax manner. Without saying a word for example, your relaxed breathing says to the coachee: “there is a problem, but we will find our way out of it. Let's look at how we can move forward”
- Humour breaks tensions and puts a different perspective on a situation.
- Allowing moments of silence

The creation of a relaxed atmosphere for the coaching conversation is a skill without words. You create a mental image of the other person as someone who is capable of success. And you inject lightness into the situation by breathing freely and deeply. The atmosphere you create this way, makes learning easier for the coachee.

Activity 19

How can you easily remember the 7 key skills of a coach? In small groups, brainstorm about a rhyme, song or story that you can use to remember them.

Activity 20

Conduct a coaching conversation following the GRROW model.

Step 1: individually (5 min.)

- Think about a concrete problem or challenge you are facing now in your work and write it down.

Step 2 (in groups of 3) (10 min.)

- Decide on the roles in your group: coach – coachee - observer
- Coachee: tell your story
- Coach: apply the five steps of GRROW & respect moments of silence
- Observer: make notes and do not make eye-contact nor interrupt

Step 3: Feedback on the coaching conversation (10 min.)

- Questions to be asked by the observer to the coach: What went well? What was difficult? Could you keep focus?
- Questions to be asked by the observer to the coachee: Did you feel understood? What have you felt as a good intervention?
- Feedback of the observer to the coach based on following questions: Did the coach explore well the situation? Did the coach use the 5 steps of the model? Which key skills did the coach use?

Switch roles and repeat the activity from step 2 (2 times).

Activity 21

In groups of 3, you will be assigned one of the scenarios below. Prepare a coaching conversation following the GRROW model for the assigned scenario.

Scenarios

1. Coachee comes to SSL with following complaint. "My students are lazy and have bad results on their tests in Mathematics." Help the coachee to formulate the complaint into a coachable question. Coachee is very defensive and keeps on blaming the attitude of the learners.
2. SSL observes new teacher and observes that many learners are chatting during the lesson. SSL suggests helping her to improve class management. New teacher is very unsure and doesn't believe she can improve. SSL observes a new teacher and observes that many learners are chatting during the lesson. During the post-lesson observation conversation, the SSL suggests helping her to improve class management. The new teacher is very unsure and responds that she would like to improve but that she believes she can't improve. The SSL suggests coaching her.
3. As part of an induction programme, an SSL coaches a new physics teacher. One thing the SSL observes is that the new teacher never uses any experiments during class. This is raised during coaching conversations in which the new teacher reflects on making his lessons more participatory and student-centred. However, when experiments are mentioned, the new teacher blames the lack of materials for never doing an experiment.
4. The SIP (School Improvement Plan) team of a school has decided to include the use of ICT in STEM teaching as a priority in the SIP. It states that each STEM teacher should develop three lesson plans using ICT for STEM in a learner-centred way during the school year. One older teacher who is close to retirement refuses to use ICT. He says that he is too old for learning new things.
5. A teacher comes to SSL with this concern: "Every time I am explaining some concepts in my Chemistry class, there is a group of students sitting at the back who continuously ask questions to challenge me. This makes me feel very bad and I think next time, I will put them outside". The teacher is sad and determined to send the learners outside the next time they ask questions.
6. After a lesson observation the DoS told the mathematics teacher that he needs to integrate more cross-cutting topics into his lessons. The mathematics teacher agrees with the DoS but doesn't even know how to start. He asks the SSL to have a talk about it.
7. A physics teacher was inspired by her colleague during the last CoP session. She felt that she didn't fully know how to follow-up and support slow learners in her lessons. She decided to seek the help of the SSL.

Section 3: Mentoring

3.1 Understanding Mentoring

Coaching and mentoring are often used together. The boundary between them is not always strict and the same people in schools often do or participate in both activities (Loftouse, Leat, & Towler, 2011). This section introduces mentoring.

Mentoring is a time-bound professional relationship in which an experienced educator supports one or more less experienced teachers with the purpose to acquire good practices and grow in the profession. It also builds on a shared understanding of effective teaching and learning. Whereas coaching can concern all categories of teachers, beginning and senior teachers, mentoring is often used in relation to new teachers and mentors are experienced teachers.

3.2 Importance of Mentoring in Education

Mentoring is an important CPD activity for the professional growth of the teacher. There are many advantages of mentoring in education and these include:

- Mentoring helps and supports NTs.
- It contributes to the smooth running of the school, because the faster the NT feels at home, the more productive they will be.
- It shows the school's priority in welcoming NTs and accepting them into the school community.
- Effective mentoring makes it likely that others will be inspired and take on the role of mentor in the future.
- A mentor widens their understanding of the school and the way it works. This is useful in itself and particularly useful if you have a management role or wish to prepare for one.
- It practises useful skills including tact, negotiating and making explicit agreements about relationships, on top of the coaching skills that a mentor also applies.

3.3 Comparing coaching and mentoring

Activity 22

Discuss the similarities and differences between mentoring and coaching by making a table. Then check your ideas with the content in the manual.

Coaching and mentoring are both activities that aim to support individual learning and development. They are activities associated with the support of individual learning and development. Both are likely to be a one-to-one relationship where the coach/mentor aims to support their coachee/mentee in their personal and professional growth.

Both coaching and mentoring concern (head) teachers, beginning and senior (head) teachers. We can also observe that coaching is a more structured way of working through conversations and that mentors have multiple roles. Mentors can be counsellors, problem solvers or help their mentees in finding solutions by themselves. Coaches on the other hand are more seen in the role of helping their coachees in finding solutions for the challenges they face. So, while mentoring you can also coach.

Table 5: Differences between mentoring and coaching

Mentoring	Coaching
<ul style="list-style-type: none"> • Mentoring is a time-bound professional learning relationship. • In mentoring an experienced education practitioner provides support to a (new) one (mentee) or a group of (new) practitioners (mentees) with the purpose to acquire best practices and grow in their profession. • In mentoring, the learning goals are set by both the mentee and mentor. • In mentoring the aim is to ensure that the mentee has all the required competences and know how to perform their best. • Mentoring is an essential component of new teachers' induction. 	<ul style="list-style-type: none"> • Coaching is also a time-bound professional learning relationship but over a longer time period. • In coaching an education practitioner with appropriate competences inspires another one or group of education practitioners in need to maximise their professional potentials through initial and follow-up conversations. • In coaching, the learning goals are set by the coachee. The coach only helps to get them very clear. • In coaching the aim is to support the coachee to find their own solutions to challenges rather than teaching them. The primary focus is to support the coachee to become a more capable problem solver.

Activity 23

In your daily practice, are you a coach, a mentor, a coachee or a mentee? Give concrete examples of your role(s).

Activity 24

In the table below, specify (with a tick) whether the activity refers to coaching, mentoring or both. Justify your answers.

Activity	Coaching	Mentoring
Supporting someone in their growth		
Supervising a teacher teaching		
Guiding and stimulating someone's learning process		
Conducting a pre/post-lesson observation conversation		
Understanding of good teaching, learning and leadership practices		

Guiding a new teacher on how to assess		
Guiding a teacher on how to integrate ICT in their teaching		
Helping individuals to find solutions to problems by themselves		
Supporting teachers to address crosscutting issues in CBC implementation		
Supporting a teacher to develop a lesson plan		
Supporting a teacher to solve a problem s/he has with parents of her/his students		

Activity 25: The story of Ms Jane

Ms Jane has graduated in Mathematics. After her acceptance to teaching Mathematics at Groupe Scolaire Nyarusange, she was visited by the Director of Studies (DoS) while teaching in senior two. The DoS observed that the lesson plan was not consistent. He recommended her to see Mr John, the Mathematics subject leader so that she will be helped on how to prepare a good lesson plan. John showed her how the lesson is introduced, developed, concluded and how to assess learners. The DoS visited her for the second time and she observed that Jane mastered the planning of the lesson.

At the end of the term, Jane prepared and submitted exam papers to the DoS. The DoS took his time to read and go through them to see whether they follow the Bloom's taxonomy. He noticed that Bloom's taxonomy was not respected. The DoS invited Jane in his office for a discussion.

DoS: Good morning Jane, how are you doing?

Jane: Good morning Sir, I am fine, thank you.

DoS: What do you refer to while setting an exam?

Jane: I usually refer to the content of the lesson.

DoS: what types of questions do you set?

Jane: two types of questions: open and closed.

DoS: Have you ever heard of Bloom's taxonomy?

Jane: Yes, I know

DoS: Do you know all levels of Bloom's taxonomy?

Jane: Yes, I know them.

DoS: if you look at the exam paper you have set, do you think that Bloom's taxonomy has been taken into consideration?

Jane: (After reading the paper) I realize that the exam paper focuses only on the three first levels.

DoS: Do you think the required standards are met?

Jane first thinks about it, then replied with a No.

DoS: what can be done?

Jane: I have to readjust the setting of questions. I will bring the revised question paper tomorrow.

DoS: Thank you very much. Have a nice day.

Jane: You are welcome Sir.

After reading the case story, discuss this question:

- is this case story an example of coaching, mentoring or both? Explain your answer.

3.4 Mentoring and Coaching in Rwanda

Mentoring aims at supporting the professional growth of the mentee(s). In Rwanda, mentorship applies to pre- and in-service teacher education. For instance, in Teacher Training Colleges (TTC) and UR-CE, students receive support from their tutors or lecturers, and class teachers during their internship. In schools, the SBM, Deputy Head Teacher in charge of Studies (DHTS) or a school subject leader (SSL) are assigned this responsibility towards new teachers (NT). Depending on the area of specialisation, an NT Mentor will be the SBM, the DHTS or the SSL (in-school mentor). It can involve one mentee or a group of mentees. For the other teachers and head teachers, there are no specific roles when it comes to mentoring.

In Rwanda, SEIs (Schools Education Inspectors) support head teachers in networks to overcome their challenges in leadership. The SBM and SSL can do the same by organising a community of practice (CoP) to support teachers in finding their own solutions to different challenges they encounter in their teaching and learning practices. (Head) Teachers can equally support each other by conducting individual coaching conversations.

Box: Counselling and Guidance

Guidance and counselling are terms, which are related to coaching and mentoring.

Guidance is a kind of advice or help given to an individual from a person who is an expert in the respective field. It is the process of guiding, supervising or directing a person for a course of action. Guidance assists the person in choosing the best alternative. Guidance can be given to an individual or group of individuals at a time. Therefore, **guidance is related to mentoring.**

Counselling is helping someone to see clearly the root of problems and identify the potential solutions to the issues. Counselling aims at finding problems, working over it and then resolving it. The counsellor focuses on changing the viewpoint of the person, to help him take the right decision or choose a course of action. counselling is provided by counsellors, who are highly skilled but are not necessarily experts in the specific field of the problem. Counselling is always one to one. Therefore, **counselling is related to coaching.**

3.5 Key Steps in the Mentoring Process

Activity 26

Think about one case of mentoring you experienced (either as a mentor or a mentee):

1. Write down the steps it went through from the beginning to the end.
2. Discuss the challenges you faced and how they were overcome.

There are 5 key steps in mentoring process. Both the mentor and the mentee can take initiative in any of these steps.

Step 1 — Understand what your mentee is looking for from you

The first part of the mentor's process is to try and understand how you can be of help to your mentee. This means you need to have a clear understanding of the mentee's goals and objectives and then finding the gaps where you as mentor can help.

Step 2 — Help your mentee shape their goal(s)

Mentors bring their experience to help the mentee. Mentors are valuable because they have navigated the mentee's path before. The mentor can look at their own experience in retrospect and understand where they could have responded better, smarter or different.

These insights should help shape the mentee's goal(s); making them more ambitious, less ambitious, or helping to help them understand exactly what they might be looking to do.

Step 3 — Keep your mentee accountable

Should a mentor be charged with holding the mentee accountable? The mentor doesn't need to act like a parent, nor be strict about it, but checking in with the mentee and focusing on how they are moving forward is an essential part of being a good mentor. After all, that is what separates a mentor from someone who just provides information.

Step 4 — Provide feedback and suggestions for progress

At every stage of the mentorship, the mentor should be looking to provide feedback and suggestions. This is the part of the process that makes the mentee take stock and shift their approach, which is what creates better results than what the mentee could have achieved alone.

Step 5 — Conclude the mentoring process

There comes a time in a mentorship when your experience, and advice is exhausted, for the time being. Remember that mentoring is usually a process over a shorter period than coaching. When this time comes, offer to be there when you are needed; and consider if there is another mentor who you could pass your mentee onto for even more progress.

A mentoring process that matches the needs of the mentee is the key to mentoring success.

Activity 27

Read the case story of the peer observation programme in Hillbrook Anglican School. Discuss following questions:

- What are the success factors of this programme?
- Could you implement such a programme in your school? What would you do differently?

Under the leadership of Mr Sharland, Deputy Head Teacher in Hillbrook Anglican School in Australia, teachers started with peer observations. The reason for starting the programme was the realisation that there was a lot of expertise available within the school. However, good practices and innovations usually stayed within one classroom.

However, he also realized that many teachers had not had any other teachers in their classrooms for most of their careers, except when they were formally evaluated. Mr Sharland introduced the programme slowly using small steps, really bringing people on board. Participation by teachers was voluntary. Teachers could sign up to the programme and approach other teachers to observe their lessons. Observations were limited to 10-15 minutes and no feedback was given initially in order to let teachers get used to having other teachers in their classrooms.

Teachers used the observations to reflect on their own teaching. Gradually, the school developed a stronger culture of support. 80% of the teachers currently take part in the programme. The next step is to expand the programme to all teaching staff.

A video about the case story (3'16") is available on: <https://www.aitsl.edu.au/tools-resources/resource/introducing-classroom-observation>

Extension: another video (5'41") on a peer observation programme in Ipswich Girls' Grammar School (Australia) is available on: <https://www.aitsl.edu.au/tools-resources/resource/peer-observation>

Section 4: Induction of New Teachers

4.1 Understanding Induction

The first years of teaching are special in a teacher's career, different from what has happened before and what comes after; everything is new for new teachers. This section introduces the concept of induction to support new teachers for building their professional career.

Teaching is complex work and pre-service teacher education is not sufficient to provide all the necessary competences for successful teaching (Feiman-Nemser, 2001). An important part can be acquired only on the job, such as assessing student's work, writing informative reports to parents about their children's progress and communicating with parents (Britton, Raizen, Paine, & Huntley, 2000). Hence, there is a necessary role for schools in providing an environment where new teachers can learn the craft and succeed as teachers. The goal of induction programs is to **improve the performance and retention of new teachers**, with the aim of **improving learning outcomes**. This is crucial as teaching faces a relatively high turnover rate compared to other professions (Ingersoll & Strong, 2011).

New teachers' professional learning needs are different from those of experienced staff. Their induction is an important first step in ensuring that they make an impact upon change and learning within their classrooms at the earliest possible opportunity (Hampton et al., 2004). Any induction system will be limited in time. Therefore, it is important that an induction system paves the way for continuous learning after the formal end of the induction period. Promotion of a culture of lifelong learning and teacher collaboration is therefore an important element of this trajectory. This section will explore the concept of new teacher induction, its importance and different approaches.

First, we need to define who new teachers are. According to the Teacher Development and Management (TDM) Policy in Rwanda (draft), New Teachers are defined as teachers in the first 3 years of their career: *"the key to retaining teachers, especially teachers in the early years of their career, is to provide a robust system of professional support that can quickly address job-related challenges and enhance commitment to teaching. All **beginning teachers – defined as teachers in the first 3 years of their career**, will receive systematic professional support from their head teachers, mentors and school inspectors specially trained for this purpose."* (MINEDUC, 2015). In other words, New Teachers (NTs) are Newly Qualified Teachers and Newly Assigned Teachers:

Newly Qualified Teachers (NQTs) are Teachers in the first 3 years of their teaching career.

Newly Assigned Teachers (NATs) are teachers teaching for a maximum three years in their new school.

4.2 Relevance of Induction

Activity 28

Think about your first professional experience in the school you are currently working in.

- What challenges did you face?
- What support did you receive to overcome those challenges?

In their first years of teaching, teachers face some specific difficulties or concerns (Table 5). Moreover, many teachers work largely in isolation from their colleagues. This isolation is again especially challenging for new teachers, who are often left to “sink or swim” within the walls of their classrooms (Ingersoll & Strong, 2011)

Table 6: Difficulties encountered by new teachers in Rwanda

<ul style="list-style-type: none">▪ Challenges in lesson planning and teaching▪ Administration▪ Challenge with classroom management▪ Fear of not being integrated in school community▪ Lack of experience▪ Lack of pedagogical documents▪ Cooperation with colleagues▪ Content mastery▪ Identifying learners' needs▪ Adapting to the system▪ Interpersonal relations▪ Managing time▪ Content and methodological approaches
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Source: Training Session TTC Tutors, April 2018

The first years of teaching are special in a teacher's career, different from what has happened before and what comes after; everything is new for new teachers: *where to put the desks, what to do on the first day and every day after that, who the students are, what their families are like, and what interests, resources and backgrounds students bring to the classroom, what to teach, how to test students, what the head teacher expects, how to manage students during lessons, how to deal with students' diverse learning needs and ensure that everyone is learning* (Feiman-Nemser, 2001). Therefore, they need to have an initiation process into the teaching profession.

Activity 29

In pairs, list in the table below (based on Cautreels, 2009):

- possible reasons and consequences of the three common difficulties new teachers face;
- possible strategies (in terms of activities) to overcome those difficulties based on the reasons and consequences listed.

Difficulties	Reasons	Consequences	Strategies

Afterwards, share your strategies with the whole group.

Research (Ingersoll & Strong, 2011; Wang et al, 2008) has shown that quality induction has not only a positive impact on retention of NTs but also on their classroom teaching practices and the learning outcomes of their students.

Induction programmes should be part of a school-wide strategy on teacher professional development, teacher collaboration and lifelong learning. Furthermore, induction presents an opportunity for experienced teachers to analyse and share their expertise, contributing to their own professional development.

Finally, the induction of new teachers is in line with the Education Sector Strategic Plan 2018/19-2022/23 that states that school-based mentoring must be provided to NTs: *“New teachers, trainers and lecturers will participate in school/institution-based coaching and mentoring schemes for the first two years of their career”* (MINEDUC, 2017).

4.3 Induction Approaches

The National Teacher CPD Framework (REB, 2019) calls for an approach to teacher induction that includes support, development and assessment. After ‘registration’, NTs enter a probationary period of one year during which they work under the mentorship of a New Qualified Teacher Mentor. During this probationary period, teachers will have to demonstrate that they are reaching the professional teacher standards. Upon successful completion of the probation, a teacher will have full entry to the teaching profession. The probation period is stipulated in Article 14 of the Teacher Statutes, Official Gazette n° 48 of 28/11/2016: *“Every newly appointed teacher is subjected to a probation period of twelve (12) months where their immediate supervisor evaluates their performance in terms of their professional capacities, qualities and behaviours.”*

4.4 Induction Programmes

Activity 30

In small groups, brainstorm and answer the following questions: What are the main services and activities you have to provide a NT in an effective induction programme? In plenary, share the answers of your group work.

There are different types of induction programmes depending on the context and the induction approach. An essential component of many induction programs is mentoring. This explains why those two terms, induction and mentoring, are often used interchangeably. Mentoring is an essential part of induction but not sufficient. It must be part of a broader range of support. In brief, **an induction programme is a range of services or activities provided to new teachers in order to support their learning and development.**

What are those different types of activities? Based on research evidence on means for effective CPD, elements and success factors of induction and aligned with the priorities and strategies of the Government of Rwanda, **five types of activities** are proposed for the induction programme in Rwandan schools: mentoring, communities of practice, seminars, trainings and coaching.

1. Mentoring

For the purpose of this programme, 2 forms of mentoring are considered at school level:

- **One-to-one mentoring:** one mentor (SBM, SSL or DHTS) meets with one NT at a time.
- **Group mentoring:** one “in-school NT mentor” meets with more than one NT at a time. This can be done when NTs have a common goal. Group mentoring is effective in situations where time and resources are scarce.

Examples of mentoring activities:

- joint lesson planning;
- observing mentor’s teaching, including a discussion before and after observation;
- observing fellow teachers, including a discussion before and after observation;
 - observing a teacher teaching the same subject or grade;
 - observing a teacher teaching another subject or grade;
 - observing another new teacher;
- observing NT’s teaching, including a discussion before and after observation;
- analysing student work and results on formative assessments;
- analysing marking and record keeping systems;
- discussing about teaching and learning issues, not focused on a specific lesson;
- suggesting and discussing teaching and classroom management techniques;

2. Community of Practice (CoP) sessions

NTs and more experienced teachers meet regularly to discuss their work. Members of CoPs can teach the same subject, but this is not necessary. A school can have a CoP that works on classroom management with teachers from various subject areas. Activities that can be done during a CoP session are:

- collaborative lesson preparation;
- lesson study/micro-teaching
- discussing lesson observations;
- case study discussions;
- analysing student work on formative and summative assessments;
- analysing marking and record keeping systems;
- developing strategies for teaching learners with learning difficulties.

3. Seminars and trainings for new teachers

Trainings can be organized at school, sector or district level. The content should be relevant to the specific needs of new teachers, which is usually different from the needs of more experienced teachers (See section on teacher life cycle).

4. Coaching

The NT receives coaching to discuss specific challenges they struggle with. Through coaching conversations, the NT will formulate solutions him/herself and build their confidence in the teaching profession.

Note: NTs may also have support from TTC tutors. This support includes following activities:

- observe NT's teaching;
- support in setting and reviewing the CPD plan for NTs;
- monitor the implementation of the induction programme.

Over a period of one school year, the following **induction activities** are suggested:

Suggested induction activities		
Activity		Responsible/Supervisor
1	Appointing a mentor to each NT	HT
2	Introduction to colleagues, learners, school and general assembly committee	HT
3	Providing or arranging for classroom materials including curriculum resources	in-school NT mentor ¹

¹ An in-school NT mentor can be a SBM, SSL, Head of Department or DHT.

4	Introduction to record keeping	in-school NT mentor
5	Sharing roles and responsibilities between mentor and NT	in-school NT mentor
6	Assessing NT learning/development needs	in-school NT mentor
7	Develop and review an individual CPD-plan (set goals and actions)	in-school NT mentor, (D)HT with in-school NT mentor
8	Approval of NT CPD-plan	(D)HT with in-school NT mentor
9	Participation in the Community of Practice (CoP)	SBM/SSL/DHT
10	Mentoring activity: lesson observation for formal evaluation	DHT
11	Mentoring activity: analysing students' work and results	NT mentor from pre-service and in-school NT mentor
12	Monitoring the induction programme	(D)HT and NT-mentors
13	Mentoring activity: review NT CPD-plan (review progress and set targets)	NT mentor from pre-service and in-school NT mentor
14	Approving reviewed NT CPD-plan	(D)HT with NT mentors
15	Coaching	in-school NT mentor
16	Mentoring activity: End-of-year review NT CPD-plan	NT mentor from pre-service and in-school NT mentor
17	Discussions/meetings with in-school NT mentor, NT mentor from pre-service, other colleagues and SEI	HT
18	Regular or supportive communication with head teacher	in-school NT mentor

Activity 31

In small groups, review the proposed induction programme. What activities/services are you already providing in your school? Which ones are missing? In plenary, share the ideas from your group work.

Literature (*Feiman-Nemser S. et al, 2012*) shows that induction of NTs has value when there is a clear assignment for the new teachers, and a professional learning community where management, teachers and parents share:

- a vision on the school's mission and good teaching practice;
- an understanding that teaching is a complex job and learning to teach well takes time, collaboration, and ongoing professional development;

- an understanding that the school must provide for teachers' learning just as it provides for students' learning;
- an understanding that all staff members are collectively responsible for the growth and development of colleagues and students.

Those shared understandings are not present in many schools. They must be grown and one way to do this is through induction. Having an induction programme opens conversations about how to improve the practice of new teachers. This gives experienced teachers an authentic reason to discuss teaching and learning, and at least initially a safe focus that is outside of their own practice (Feiman-Nemser et al., 2007; 2).

Key takeaways for a good induction programme:

- Induction contains a variety of activities and should involve several people in the school
- Induction is more than just orientation, it should take place over long period of time (1 whole school year)
- Induction should focus both on the content/ pedagogy and on the well-being of the new teacher (feeling at ease, forming part of the school community)

Activity 32

At your school, there is a new STEM teacher who has no experience in teaching and managing the class. Further in the new situation of Covid-19, the situation become more complicated, and s/he does not know how to start and organize teaching in such situation. As an experienced STEM teacher, how can you help this new teacher to overcome her/his fear and start teaching comfortably the lesson?

4.5 Stakeholders Involved in Induction

Administrative support includes supervision, implementation, financing, monitoring and evaluation of CPD. At the school level, school-based mentors (SBMs) and subject leaders report to the deputy head teacher (or head teacher, if no deputy is in place). School leaders provide supervision, financial support and an appropriate timetable for CPD. The District Education Office and Sector Education Office provide managerial and administrative support, as they do for teachers. REB coordinates all administrative support at the national level by providing clear guidelines for accountability.

Technical support includes training and development, provision of materials, and encouragement to participate in communities of practice. REB coordinates training and development of SBMs using a cascade model, with support from Development Partners (DPs) and UR-CE.

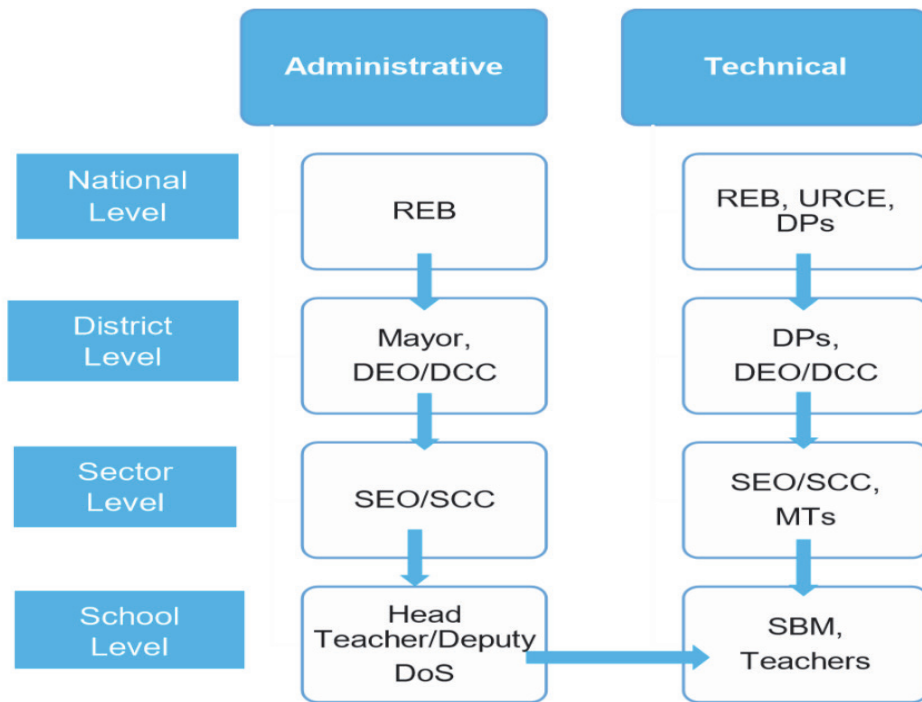


Figure 12: Summary of Administrative and Technical Support for NT induction (REB, 2019, p.28)

UNIT 3: COMMUNITIES OF PRACTICE

Introduction

CPD is more effective when it is done collaboratively (Brodie, 2013; Guskey & Kwang Suk Yoon, 2009). Research (OECD, 2013) shows that teachers who collaborate more with their colleagues – teaching jointly in the same class, observing and providing feedback on each other’s classes, engaging in joint activities across different classes and age groups, and taking part in collaborative professional learning – report a greater sense of confidence in their teaching skills and higher motivation. Teachers who work together also experience less isolation. Collaborative learning is an important instrument to build a school atmosphere where staff is willing to share and work together, where teachers are not only interested in their own class, but are also involved in learning at the whole school (Kools & Stoll, 2016).

This unit focuses on one method of collaboration within a school: Communities of Practice (CoPs). In this unit, you will discover the different conditions, functions and modalities to establish and lead a CoP. First, we will discuss the definition and concept of a CoP.

Unit learning outcomes

By the end of this unit participants should be able to:

- explain the concept of a CoP;
- identify advantages of a CoP for STEM teachers;
- motivate colleagues to participate in a CoP in their school;
- value CoPs as an effective method for in-school CPD;
- organize CoP sessions that improve the quality of teaching and learning in their schools;

Section 1: Meaning and Purpose of a Community of Practice

1.1 Understanding Communities of Practice

This section introduces the concept of a community of practice. A working definition is proposed, followed by discussions on the effectiveness of a CoP for the professional development of teachers.

Activity 33

In pairs, think about the following questions:

- Are you currently collaborating with other teachers in your school?
- If yes, what is going well and what can still be improved?
- If no, what keeps you from collaborating in your school?

Different terms are used to refer to a similar concept: community of practice; learning community; professional learning community and professional learning network. In the Rwandan educational context, there is a diversity in terms used to refer to a similar concept such as the Professional Learning Networks (PLN), Communities of Practice (CoP), School-Based In-service training (SBI) and Professional Learning Community (PLC).

For consistency and to avoid any confusion, REB suggests the use of the term “Community of Practice” and the following definition: “a group of colleagues who meet regularly to discuss their work. They think of solutions to challenges and share good practices” (REB, 2017). This can be expanded to include the learning aspect that CoPs are groups of people who share a concern or passion for something and learn how to do it better through regular interaction (Wenger and Trayner, 2015). CoPs are not staff meetings. The major difference is that the objective of a CoP is professional development. This is done by together questioning and reflecting on one’s practice. In CoPs, the agenda is set by the members.

1.2 Purpose of Communities of Practice

Activity 34

In pairs, what do you think could be the benefits of taking part in a CoP?

Research (Bolam, McMahon, & Stoll, 2005; Kools & Stoll, 2016; Vescio et al., 2008) has shown that CoPs contribute to the quality of teaching in a school.

- They bridge the gap between education theory, policy and practice, creating spaces for addressing practical issues and connecting pedagogical practice with subject content knowledge.
- They provide spaces where young teachers share innovative ideas with experienced teachers and where experienced teachers can in turn mentor young teachers.
- CoPs help to increase the capacity of the school to achieve sustainable improvement in the learning that takes place in the school. School-based CoPs not only aim to achieve

individual goals, but also aim at changing school culture which could become more collaborative and more focused on learning by all. Learning based on concrete needs, which is a key element of CoPs, ensures that development is truly relevant.

- They have a positive effect on teacher confidence, satisfaction, teaching quality and learning outcomes
- They promote learning from each other.
- They give opportunity to update knowledge and to improve teaching and research skills.

1.3 Conditions for successful CoPs: Key Enablers

Activity 35

In small groups, discuss the question: *What conditions need to be in place for a CoP to be successful?*

Establishing effective CoPs is more than just bringing teachers together. CoPs are not the same as staff meetings. CoPs are about **learning, growth and development**. Some conditions need to be in place to have a CoP. Those conditions for an effective CoP are called **Key Enablers** (Katz, Earl, & Jaafar, 2009). They are summarised in 3.



Figure 13: Key Enablers of CoPs (Brodie, 2013; Katz et al., 2009; Wenger, Trayner, & de Laat, 2011)

i. Shared vision and alignment of goals

A shared vision on high-quality teaching and learning is very important for a CoP. When teachers take ownership of this commitment, learning (and not teaching) becomes the focus. A vision needs to be translated into a concrete and realistic learning focus, which challenges teachers to question their current practice, make changes and inform their own learning needs. Teachers need to feel responsible for making sure that all learners in the school can learn to the fullest of their abilities.

For example, at the start of the school year, the members of a CoP decided to focus on conducting experiments in Physics on Forces, S2'. 'engaging S1 learners in Mathematics lessons', etc.

Indicators:

- During a set period, the CoP will focus on this chosen topic and is not distracted by other affairs
- Each session has a defined purpose; and
- At the end of each session, participants conclude and evaluate whether the objective was achieved.

ii. Mutual trust and respect

A CoP cannot be successful if members do not trust each other and don't respect each other's differences. A spirit where people are not afraid to talk about challenges they experience in their teaching, critically comment to others, avoid gender stereotyping and share their ideas on learning, is very important. Mutual trust and respect don't come automatically in a group. Time and effort are needed to create them, but once they are there, powerful learning can take place.

Indicators:

- CoP members do not hesitate to share information: best practices, failures, strengths, and weaknesses; and
- CoP members demonstrate trust and respect for each other: they speak honestly, create transparency, do not judge on right or wrong, do as they promise, keep commitments, and listen first.

iii. Collaboration

Preparing, teaching and assessing learners have long been individual tasks of every teacher. Effective CoPs change this and encourage breaking down silos and opening one's classrooms through peer learning, lesson study, team teaching, observations and mentoring. Improving learning in a CoP becomes a collective responsibility. Collaboration includes much more than cooperation. Cooperation is about sharing materials. Collaboration means intensive interaction that engages teachers in opening their beliefs and practices to investigation and debate.

Indicators:

- CoP members participate in a shared planning of the CoP, based on a shared vision to solve the issues the group focuses on
- CoP members work together and/ or divide labour
- CoP members expect that they will give help and advice, concern, and sympathy to one another while respecting each other's autonomy
- CoP members make aspects of their work accessible to others and expose their ideas and intentions to one another; and
- CoP members visit each other's class

iv. Inquiry (Asking questions about one's practice based on data)

Inquiry means that teachers collectively question their teaching, examine their ideas about teaching and learning, and engage in supporting one another's professional growth. Inquiry also means that data about teaching and learning are collected and used to analyse performance. In a CoP, teachers can decide to focus on one topic for a long time, using data and research to get to the bottom of the problem, implement solutions and evaluate them.

Indicators:

- CoP members carefully analyse issues before possible solutions are discussed;
- CoP members do not take the first answers for granted but try to go deeper;
- CoP members ask open questions; and
- CoP members apply listening and summarizing skills

v. Leadership

School leaders need to provide practical support to a CoP such as adapting teachers' timetables and providing a meeting space. Secondly, school leaders should encourage teacher leadership by motivating teachers to participate, monitoring the outcomes, creating a culture of collaboration and promoting enquiry. Teacher leadership means that not just one member is the leader of the CoP, but that many members, both males and females, take up leadership functions such as setting the agenda, developing resources, coordinating group activities, coaching and mentoring, induction.

Indicators:

- CoP members divide roles and responsibilities when organising and sustaining the CoP;
- CoP members divide roles and responsibilities related to specific expertise linked to the actual issue that is solved in that period of time; and
- Leadership and other tasks are assigned during CoP sessions

vi. Accountability

Having CoPs is not the goal. The goal is to improve teaching and learning and CoPs are means to achieve that goal. Accountability can be either internal or external. *Internal accountability* means that CoP members hold each other accountable for showing up on time, actively engaging in discussions and implementing what has been agreed upon in the CoP etc. *External accountability* means being accountable to others. For example, when school leaders can ask CoP members to identify goals and targets for the year. Members of a CoP may decide to focus on fractions. At the end of the year, they want to develop a set of lesson plans and 3 learning materials and they want to achieve a 20% increase in the examination results for the questions on fractions.

Indicators:

- CoP members, if needed or asked for, explain to each other why they act as they do; and
- CoP members hold each other accountable for complying with agreements that were made together

IMPORTANT NOTES:***Importance of diversity and openness***

Diversity within a CoP helps creating a stimulating learning environment. If everybody has the same expertise and always agrees with each other, you will learn not so much. It is better when each member has different ideas and interests to bring to the CoP. CoPs should be open to new members, such as new teachers. They should not discriminate according to gender or ability. Also, effective CoPs are not isolated communities, but form networks with other schools, invite external experts or members from other CoPs. In this way, expertise and alternative viewpoints can be brought into the CoP.

Role of the facilitator

The facilitator has a crucial role in CoPs. He or she needs to be able to motivate and build trust, understand group dynamics, facilitate discussion and guard outcomes. The role of the facilitator isn't to tell teachers what to do or to judge them. A facilitator also is not necessarily a content expert. Rather, a facilitator needs to support discussion, make sure all members can share their ideas, and step in when the discussion risks wandering off. In practice, the role and responsibilities of the facilitator may vary. He or she can take more initiative when there are many new members in the CoP. Gradually, as members become more experienced, the facilitator's role may evolve into a more hands-off role. Facilitators should make sure that all perspectives are valued and that all members can contribute to the discussions.

Section 2: Initiating and Facilitating a CoP

This section will help you to set up, organise and facilitate an effective CoP of STEM teachers.

2.1 Activities in a CoP

Activity 36

What activities can be done in a CoP?

In CoPs, teachers discuss, reflect and learn together about how to improve their practice. More concretely, STEM teachers can engage in activities such as:

- Developing expertise in the **analysis of exam or test results**. For example, a STEM teacher can't understand why learners always make similar mistakes. Perhaps the question is not clear, or perhaps the teaching strategy should be changed. By investigating the results from different classes, members of a CoP can suggest changes.
- Engaging in **lesson study**. In lesson study, teachers develop a lesson plan together. One teacher tries out the lesson plan while other teachers of the CoP observe and take notes. Afterwards, the lesson is discussed in the CoP and improvements are made. A good introduction to lesson study is available on: <https://www.youtube.com/watch?v=Vv0HJ-ftOAU>.
- **Curriculum implementation**. For example, activities to develop understanding of, and the ability to use, the Competence Based Curriculum; implementing the CBC in the COVID-19 pandemic (CoP can be organized to discuss how students can be supported to learn remotely (learning materials, tasks involving parents or graduated students; etc.) A CoP to discuss how STEM teachers can still teach interactive and engaging science lessons without using group work.
- **Developing learning materials**. Working together to develop teaching resources, experiment materials, games etc.
- **Implement crosscutting topics**. Teachers from different subjects or grades often face similar challenges with differentiation, gender, environmental awareness, class management or integrating ICT in their teaching. Some teachers may have more expertise than others in these topics. A CoP across subjects could focus on developing expertise in these crosscutting topics.

Activity 37

Reflect in small groups on the following question: how does the GRROW model help you to make your CoP successful?

The steps and skills of the GRROW model can help you to structure your CoP sessions and improve their productivity. Start with discussing and agreeing on a goal. What does every member want to get out of the CoP? What does they expect to improve upon? Secondly,

explore the current reality. How is the situation now and what is already being done? Next, members discuss and list resources that can be used to address the challenge. They explore options. These steps can take the form of developing a lesson plan or teaching resources. Finally, members agree on who will try out what and when, and who will provide support. Throughout the conversation, the 7 skills and guiding questions will be very useful to ensure all members are actively involved and contribute their ideas.

2.2 Modalities of Collaborating in CoPs

Activity 38

In small groups, discuss how a CoP would work in your school using the following guiding questions:

1. How can you motivate members to participate in a CoP?
2. How can you convince CoP members to share their challenges?
3. How can you maximize the impact of the CoP on teaching and learning?
4. How can teachers find the time to engage in CoP?
5. What should be the frequency of sessions?
6. Who is responsible for follow-up of action points made in the CoP?

Write your ideas on a flipchart and put them on the wall. Look at the flipcharts from other groups and discuss their ideas.

1. Who sets up CoPs and their agenda?

Ideally, CoPs should be voluntary structures, so teachers who are not motivated do not attend against their will. However, research (Hairon & Dimmock, 2012; Little, 2002) showed that teachers are often not capable to start CoPs in a self-regulating way. Therefore, CoPs need to be initiated and well-managed, in particular at the early stages (Brodie, 2013). In Rwanda, CoPs for teachers at school level have been initiated by REB. Those CoP sessions are known as SBI-sessions. The activities organized during those sessions are need-based. So, the agenda is set by the CoPs members.

CoPs at the school level can be organized per subject (e.g., CoP of maths teachers), per group of subjects (e.g., CoP of STEM teachers) or across subjects (e.g., CoP on LCP). Key roles in CoPs are for the subject leaders and the school-based mentor.

Role of School Subject Leaders

A school subject leader has the following roles to play in creating a successful CoP in the school:

- motivate teachers to participate in a CoP, especially new teachers;
- raise awareness about CoPs with peers and school leaders;
- coordinate the organisation of action-oriented cycles of CoP sessions;
- represent the CoP to the school leadership;

- facilitate CoP sessions, ensuring active participation of all members;
- report on the results of the CoP to school leadership and other teachers;

Role of the School-based Mentor

The SBM has the following roles to play in supporting CoPs:

- raise awareness about the potential of CoPs to improve school-based CPD;
- ensure alignment and exchange of good practices among CoPs;
- encourage teachers to be active in a CoP, in particular new teachers;
- coordinate reporting by SSLs about activities and results achieved in the CoP.

2. How can you motivate members to participate?

CoPs take time to become productive, as trust needs to develop among members (Katz et al., 2009). However, time and resources are very often limited. Some arguments to motivate people to engage in CoPs are:

- members discuss and work on what they think is relevant and important for them;
- members can deal with concrete issues related to classroom practice;
- they have a more flexible nature compared to regular staff meetings;
- working together saves time: lessons plan developed, resources developed, problems solved, assessments prepared...);
- lifelong learning is a part of your job as a teacher.
- collaborative learning is more effective and more fun than learning alone.

3. How can you convince CoP members to share their challenges?

It is not about convincing members to share their failings, but about building trust. As trust develops, members become more willing to adopt a vulnerable position, ask questions, admit challenges etc. Trust needs to be built and cannot be rushed. Creating a trustworthy environment is a skill of a good facilitator.

4. How often should you have CoP sessions?

Time for teachers to participate in CoPs should be scheduled in the school timetable. CoP sessions can take place during the immediate pre- and post-term periods. Teaching schedules can be organized in such a way that teachers have some time during the school week to have a CoP session. It is important to recognize that time spent in a CoP is not “lost” time. By sharing and working together, teachers will save time in preparing lessons, setting exams, making schemes of work etc.

5. Who is responsible for following up on resolutions made in CoP?

All CoP members are accountable to each other for the implementation of resolutions. As challenges in teaching and learning are analysed and possible solutions are discussed in the first CoP session, the try-out of these solutions is assigned to specific members of the CoP. These members try out the possible solutions and then report back in the next CoP session. Members ask each other questions and give recommendations about how other team members have implemented the resolutions.

Through coaching and mentoring, SSLs can support CoP members with the implementation of action points.

6. Who benefits from a CoP?

CoP should include **new and experienced teachers**, as both have their specific learning needs and expertise. New teachers can learn from experienced teachers on how to deal with specific learner difficulties and use tried – and – tested resources. Experienced teachers can benefit from these interactions, as it requires them to make their own thinking clear. This can help to reflect on their own teaching. Experienced teachers can also learn from new ideas, interest and technologies that new teachers bring into the CoP.

7. Gender responsiveness

CoPs should ensure the equitable participation of women and men. Therefore, facilitators should do this by (1) setting an agenda that includes both women’s and men’s interests, (2) using methods that increase the active participation of women and men, (3) ensuring that women and men can express their opinion and list and respect each other’s experiences and views, (4) creating an atmosphere in which both sexes feel respected, safe and encourage to share and to interact, (5) facilitating good communication practices in which misunderstandings, insults, criticisms and demands are accepted and resolved.

2.3 Action-Oriented Cycle for CoP sessions

Each school year, members of a CoP go through two or more CoP cycles together. **In the course of a CoP cycle, the members analyse challenges, find solutions and share their findings within their school. A CoP cycle is only completed once a solution has been found to the challenges that the members have set.**

Rwanda Basic Education Board (REB) has proposed a **spiral improvement model** based on the Plan, Do, See and Improve process as illustrated in 4.

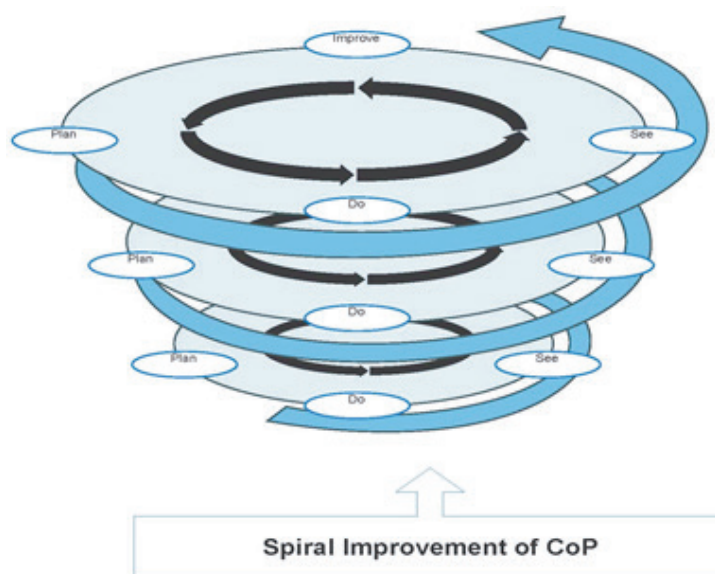


Figure 14: Spiral improvement process of a CoP (REB, 2016)

Each completed cycle in the CoP increases trust, cooperation and productivity among CoP members. As a result, by each cycle (represented by the black arrows), the quality of the CoP improves. In the figure above, this is represented by the increasing size of each circle and the blue arrow.

One completed CoP cycle consists of at least 3 sessions but can take as many sessions as necessary to find effective solutions for an identified priority challenge. The first and the last CoP session only happen once in a CoP cycle. The middle CoP session however can be repeated several times until an adequate solution has been found for the existing challenge. Each CoP session has specific outputs with concrete actions to be accomplished (e.g., lesson try-outs, lesson observations...) before the next session.



Figure 15: action-oriented cycle for CoP sessions

Below we describe in detail the identification and planning (session 1), reflection and consolidation (session 2), and dissemination and evaluation (session 3) stages of the CoP cycle. **Lesson try-outs take place in between sessions.**

1. First CoP session: identification, analysis and planning

During the first CoP session the members will identify all challenges they face in their teaching, the implementation of the CBC or their induction as new teachers. They will first classify these priorities into three areas:

- challenges they can directly control (direct control - linked to own behaviour)
- challenges they can control with the help of others (indirect control - linked to other people’s behaviour)
- challenges they can’t control (out of control - outside of their zone of influence)

Then they will prioritise the challenges that are in their direct and indirect control and select challenges that will be the focus of that CoP cycle. The members will analyse these prioritised challenges and discuss possible solutions, for example using the ideas from Module 2. After a discussion of potential solutions, the members will **plan activities** to overcome the challenges.

This may include creating teaching and learning materials, **developing lesson plans** and planning peer observations.

After the CoP session, each member will implement the planned activities to overcome the challenges. The members who are implementing will take notes on how their try-outs of activities went so it can be discussed during the next CoP session.

2. Middle CoP session(s): reflection and consolidation

During this CoP session, which should take place as soon as possible after the try-outs, the members will share results and discuss the tried-out approaches. Informed by evidence, the group discusses the pros and cons of the tried-out approaches and reflect on its effectiveness.

If try-outs were successful, the members will document the lessons learnt and will discuss how they can combine these lessons and make them visible and concrete for other colleagues. Once they decide on the actions to make the lessons concrete and visible, they will plan to implement them. Each member carries out the planned actions. Making lessons learnt visible can take on different forms such as developing teaching and learning materials, writing a case study, developing an assessment tool etc.

If the try-outs were not successful, the group will analyse the challenge. Following this analysis, they will discuss new solutions and plan for a second try-out, for example a revised lesson plan. As long as the tried-out approaches don't yield the expected results, the CoP members will repeat this middle session. Only when the members have found an effective solution for their challenges will they proceed to discuss and plan efforts to make their lessons learnt visible and concrete.

Each member will implement the activities agreed upon during the second session. The members will take notes for discussion during the next CoP session.

3. Third CoP session: sharing and evaluation

In the last CoP session, members will share and review the outputs of their lessons learnt. With these outputs they will discuss and plan how to share them with their colleagues beyond the CoP group and even the wider school community. As this concludes one CoP cycle, the members will reflect on the effectiveness of the CoP cycle and make plans for the next cycle. After the CoP session, the members implement the plan to share what they learnt.

See appendix 3 for a one-page overview of each CoP session. Additionally, in appendix 4, you will find a report template that will help you report different sessions in a CoP cycle.

2.4 Guidelines to establish and facilitate a CoP

This part provides you with concrete guidelines on how to conduct a CoP session based on the 6 key enablers (Katz et al, 2009). CoPs need to be well organized and facilitated. Simply bringing teachers together does not guarantee growth and development. It can also lead to a situation in which everybody agrees that the way things being done is satisfactory, in which case nothing will change.

Once the STEM SSL has identified the CoP members, he/she formally communicates to them to attend the first CoP cycle. This communication should be supported by the head teacher. The STEM SSLs communicates by using the available resources and explains the purpose of a CoP.

Every CoP session will go through the same five steps. These five steps to conduct a CoP session are provided below. An effective CoP session should not exceed 90 min. To capture the main points discussed during a CoP, you can use the report template in appendix 6.

Step 1: Introduction to a CoP session

- Welcome the members of the CoP
- Explain/ remind the purpose of a CoP
- Set/remind housekeeping rules



Step 2: Assign roles and responsibilities for leading the CoP session

- Members divide the roles among each other”
 - Facilitator
 - Note taker
 - Timekeeper



Step 3: Set the agenda of the CoP session

- Members agree on the priority topics in the agenda (max. 2 priorities)
- Members share their expectations
- The topics will be discussed until the challenges have been resolved, which close the cycle and start a new one
- The number of CoP sessions will depend on how difficult it is to solve priority challenges



Step 4: Discuss, analyse, and make resolutions to solve the priority challenges on the agenda

- Members discuss and analyse the priority challenges
- Members plan try-outs
- Members share, discuss and analyse the try-outs
- Members record lessons learnt and plan consolidation activities
- Members discuss and plan sharing activities



Step 5: Closing and reflection

- members share feedback on the CoP session
- Note taker summarizes the resolutions of the CoP session
- Members evaluate the session
- Members plan the date of the next session



Community of Practice in practice!

Watch this animation : <https://www.youtube.com/watch?v=207-UZgLjvo&list=PLeJNP8PdS1LsoND90jDi99Y-p666Pr1UA&index=3> to learn more the application of CoP concepts: CoP cycle, Steps of a CoP session and the use of the 7 key enablers for a successful CoP session.

Afterwards, reflect on the following question:

- Are there any steps applied which you are not using the CoP sessions you organize in your school?

2.5 Challenges when facilitating a CoP

Experience teaches us that facilitating an effective CoP is not easy and takes practice, for both the STEM SSL as the members of the CoP. These are common challenges/ mistakes you need to pay extra attention to when you start a CoP cycle for the first time:

- Not enough time is spent to fully analyse a challenge, the group too quickly moves to finding solutions and misses some important elements in understanding the challenge;
- A priority topic is chosen that is not within the content of the members (for example teachers who want to resolve a challenge regarding school feeding);
- Resolutions to try out are not specifically assigned to one of the members, so no one feels really responsible;

- There is no clear deadline or timing set for the different try-out and activities
- There is no time set for each of the five steps in a CoP session so the timekeeper can't follow up;
- The agenda is not set by the members but imposed by the school leadership or STEM SSL
- At the end of the session, the members do not evaluate how the CoP session went and therefore do not learn anything to improve in the next CoP session;
- Solving new challenges in every CoP session instead of finishing an entire CoP cycle where you analyse, try-out solutions, learn lessons, make these lessons visual and share them with your fellow teachers;
- A CoP is seen as a staff meeting and doesn't focus on challenges in teaching and learning, but on other issues such as administration.

Activity 39

In groups of 5, prepare a role play for a CoP session. Each member will play a role:

- one participant is the facilitator of the CoP
- three members are members of the CoP. Each will receive additional guidance about their role.
- one member is the observer. They will share observations and give feedback to the facilitator and members.

After each role play, discuss the following with the whole group:

- what went well in the CoP?
- what advice would you give to the facilitator and members to make the CoP more effective? Use the key enablers for your feedback.

Activity 40

In small groups, prepare your first or next CoP session in your school:

- who to invite?
- how to motivate teachers to join?
- your communication with the DHT and HT?
- arranging time and place
- agenda of the session
- intended outcomes of your CoP by the end of the school year.

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APPENDICES

Appendix 1: Relevant Rwandan Education Policies and Stakeholders for CPD

Rwanda Vision 2020

A pillar of Rwanda's Vision 2020 is to have skilled people for the socio-economic development of the country (MINECOFIN, 2012). This pillar underlines the importance of education and training for producing citizens who have the knowledge, skills and attitudes that enable them to be entrepreneurs in their own learning, thinking and doing. In this perspective, improving the quality of education and training is one of the overarching goals of the Government of Rwanda.

Education Sector Strategic Plan 2018/2019 – 2022/2023 (MINEDUC, 2017)

This strategic plan is structured around nine strategic priorities:

1. Enhanced quality of teaching and learning outcomes that are relevant to Rwanda's social and economic development;
2. Strengthened continuous professional development and management of teachers across all levels of education in Rwanda;
3. Strengthened STEM across all levels of education in Rwanda to increase the relevance of education;
4. Enhanced use of ICT in teaching and learning to support the improvement of quality across all levels of education in Rwanda;
5. Increased access to education programmes especially at pre-primary, TVET and higher education levels in Rwanda;
6. Strengthened modern school infrastructure and facilities across all levels of education in Rwanda;
7. Equitable opportunities for all Rwandan children and young people at all levels of education;
8. More innovative and responsive research and development to community challenges; and
9. Strengthened governance and accountability across all levels of education in Rwanda (p7).

Priorities 2 and 9 have a particular focus on CPD:

- Strengthened continuous professional development and management of teachers across all levels of education in Rwanda. This priority plans to introduce a comprehensive cluster and school-based CPD for all categories of teachers. The new approach of CPD for teachers will focus on enhancing the professional competences of the teachers required for delivering the new competence-based curriculum. The new curriculum is based on an active, constructivist approach to learning. Therefore, the key components of the CPD for teachers will include a focus on early grade literacy and numeracy; active learning and practicing of continuous assessment.

A sub-component of this strategic priority is also to improve teacher management practices. This includes the deployment, staffing norms, transfers, retention and incentivisation strategies (p40);

- Strengthened governance and accountability across all levels of education in Rwanda. This priority stipulates that head teachers will be trained and supported in school leadership to equip them with sufficient skills so that they can provide CPD to their teaching staff and plan for school improvement and development. Head teachers also need to be able to identify strengths and weaknesses of their teachers and provide support and advice on pedagogy, subject matter, inclusion and other cross-cutting issues. Therefore, districts will need to prioritise the oversight of schools to foster a continuous ethos of improvement in learning outcomes across all schools. This will include the school-based CPD of teachers through the establishment of district CPD committees. It is expected that stakeholders at all levels will be empowered to take responsibility for accountability, including community involvement in monitoring (pp.56-57).

Teacher Development and Management Framework (REB, 2017)

This framework states that teacher development (including initial teacher education and continuous professional development) has received much attention for its potential to improve educational quality. The assumption is that teacher development improves teaching, which increases children's learning engagement and achievement. Therefore, improving teacher development is a priority for the Rwandan government, civil society groups and development partners (p.6).

Teacher Development and Management Policy (MINEDUC, 2015)

This policy specifies that teachers will be encouraged to improve their knowledge skills, competences and qualifications upon completion of their initial training through a structured programme of CPD and distance learning. Professional support will be provided through professional development opportunities offered within the school, and by the teacher education institutions (in-service, outreach). The teacher support work of stakeholders including professional associations, parents, and NGOs, will complement the state provision of professional support within the parameters laid down in a national framework for CPD.

Three out of the six (6) policy priorities (PP) are directly related to CPD (3, 4 and 5):

- PP3: Introduce a high-quality induction year for newly qualified teachers, and other than in exceptional circumstances, require all teachers to be 'licensed' following the successful completion of their induction period;
- PP4: Require all teachers to undertake and record CPD, and ensure that an effective system for appraisal, mentoring, support, assessment, and re-licensing for all teachers is put in place to support it;
- PP5: Enhance school leadership quality and training;

Furthermore, this policy seeks to further professionalize teaching in Rwanda, based on *“the recognition of teaching as a distinct and valued profession within the public service, governed by its own code of professional ethics, and having clear pathways for professional and personal development”*.

Four principles of teacher development and management reflected in the TDM policy are;

- teacher development is a career long process;
- every teacher has diverse needs to be addressed;
- teacher development and management are a shared responsibility among teachers and employers at different levels;
- teacher development and management draw on all stakeholders’ creativity, proactivity, flexibility and resourceful planning.

School Based Mentor Program Framework (REB, 2016)

This framework underlines that teachers will need to learn new methodologies in order to increase the quality of their teaching, (and therefore the quality of learning) that takes place in their schools. Improving the quality of teaching cannot happen in one training session, but instead will happen throughout a teacher’s career. This ongoing process of improving teachers’ knowledge, skills, attitudes and values at school after initial training is known as CPD. In this framework CPD will have several forms at the school and sector level. For example, School Based In-service training (SBI), Communities of Practice (CoPs), peer lesson observations, model lessons, self-study, formal training from REB and other courses and workshops.

Appendix 2: Template for Coaching Conversations based on the GRROW Model

	EXPLORE	APPRECIATE & REINFORCE	CONFRONT & STAY CONNECTED	CHALLENGE	INSPIRE	ALLOW & CREATE SPACE	RELAX & KEEP SENSE OF HUMOUR
GOAL							
REALITY							
RESOURCES							
OPTIONS							
WILL							

Appendix 3: CoP sessions overview

First CoP session in cycle: Identification, analysis and planning

Objectives

- to identify all challenges from the CBC brought by CoP members, based on evidence (assessment results, lesson observation, lesson plan, lesson study, etc.). These challenges can be related to varying topics such as gender, use of ICT, inclusive education, school CPD plan, etc.
- to classify the challenges in categories of control
- to prioritise the listed challenges
- to analyse the prioritised challenges
- to discuss possible solutions for the priority challenges
- to plan activities to overcome the challenges in order to strengthen teaching and learning

Activities during the CoP

- discuss evidence and arguments leading to the identification of the challenges for the cycle in relation to teaching and learning
- classify the challenges into the categories: direct control, indirect control and out of control
- analyse the challenges to understand the dynamics and issues at hand
- discuss possible solutions and set goals to solve the challenges
- brainstorm about activities, experiments, questions, formative assessment to be conducted to reach the set goal... (using a CPD manual, Open Educational Resources (OERs), resources of the African Institute for Mathematics and Science (AIMS), etc.)
- draw a plan (including time and resources) for implementation of the activities

Resources to facilitate the session

- CBC syllabus
- REB textbooks
- CPD manual
- CPD plan of the school
- internet resources such as OERs
- evidence provided by CoP members (test results, learner's work...)

Follow-up (activities in between CoP sessions)

- implement the planned activities to improve teaching and learning
- the implementor takes personal notes on how the try-out went

Middle CoP session(s): Reflection and consolidation

Objectives

To reflect on the activities that have been tried out

If the try-out was successful:

- to document the lessons learnt from the try-out
- to discuss and plan consolidation efforts

If the try-out wasn't successful:

- to review (change, reset and readapt) the activities based on the reflection
- to identify additional resources that will make it possible to solve and meet these expectations
- to plan a second action/try-out

Activities

- members who tried out the activities share the results of the try-outs
- discuss the advantages and disadvantages of the tried-out approach

If the try-out was successful:

- document all the lessons learnt from the tried-out approach
- discuss what each member can do to put together all the lessons learnt
- plan consolidation efforts (e.g., develop learning materials, case study, assessment tool)

If the try-out wasn't successful:

- analyse the challenge on a deeper level (ALACT)
- discuss new possible solutions
- plan a second try-out

Resources to facilitate the session

- activity template (from REB or self-developed) e.g., a lesson observation tool
- CPD manual
- teaching and learning materials
- first try-out plan and report from the first CoP session

Follow-up

- facilitator of the CoP session documents the progress in the e-portfolio and e-monitoring tool
- if the try-out was successful: carry out the consolidation efforts
- if the try-out wasn't successful: implement the plan for the second action

Last CoP session: Dissemination (sharing) and evaluation

Objectives

- to review the consolidation efforts
- to plan for dissemination (sharing)
- to assess the effectiveness of the completed CoP cycle
- to reflect on how to make the next CoP cycle even more effective

Activities

- share the consolidation efforts that have been undertaken
- discuss and plan how to share the lessons learnt and the consolidation efforts
- identify lessons learnt (for all CoP members) at the end of the CoP cycle
- reflect on the effectiveness of the action-oriented CoP cycle and discuss how to make the next cycle even better

Resources to facilitate the session

- CPD manual
- consolidation outputs (video, lesson plan, assessment tool, story of change, case study, success story, etc.)
- report from the previous CoP session

Follow-up

- facilitator of the CoP session documents the progress in the e-portfolio and e-monitoring tool
- share the lessons learnt and consolidation efforts
- submit short report of the CoP cycle to (D)HT, including consolidation outputs
- teaching and learning resources are stored in the staff/teachers' room and/or school library

Appendix 4: Report template for a CoP cycle

REPORT: CoP cycle

FIRST CoP SESSION

Background information:

- District
- Sector:
- School:
- Date:

Chairperson of the session:

Timekeeper:

Notetaker:

Purpose of the session: write down the objectives of the CoP session:

1).....

2).....

Attendance: you should record the attendance of CoP members present and those absented

Names	Members present		Members absent	
	Male	Female	Male	Female

Housekeeping rules: Note the housekeeping rules that are set in the first CoP session. If in the following CoP sessions, no new rules are added or changes are made to the set rules, you can just refer to the rules in the first CoP session.:

Rule 1:.....

Rule 2:.....

Rule 3:.....

List of the challenges brough forward by the members: Note all the challenges that were brought forward by the members during the first CoP session, in order of their priority:

Challenge 1:.....

Challenge 2:.....

Challenge 3:.....

Challenge 4:.....

Challenge 5:.....

Key challenges: note 1-2 key challenges that were selected from the list of challenges to be discussed. (Remember, only challenges that are in the group’s area of control should be chosen) and resolved in this CoP:

Key challenge 1:.....

Key challenge 2:.....

After identifying and agreeing on key challenges of your group’s focus, you will record the key point of the discussion you have on each challenge, resolutions (what you will do to address the challenge), the resource (what will help you to implement the challenge. Remember the GRROW model, you should not just look for external but also internal resources) and the responsible person to implement the resolution.

Key challenges	Key discussion	chosen resolution	Resource	Timeline/ Deadline
		a)		
		b)		
		c)		
		a)		
		b)		
		c)		

MIDDLE COP SESSION

Main elements of the middle CoP session:

- Key challenges: Copy the key challenges from the first CoP session.
- Reflection pros: Note the positive elements of the tried-out resolution (what went well?).
- Reflection cons: Note the negative elements of the tried-out resolution (what didn't go so well?).
- Lessons learnt: Note what lessons you've learnt per challenge; the combined effect of the different resolutions to resolve the challenge.
- Consolidation actions: Note the actions your group will take to consolidate the lessons learnt.
- Responsible: Note the name of the person who is responsible to take the lead in each consolidation action.
- Timeline: Note the timeline/deadline for each consolidation action.
- Attendance: record the attendance of the CoP members using the table in the first CoP session

MIDDLE CoP SESSION						
Key challenges	Reflection: pros	Reflection: cons	Lessons learnt	Consolidation actions	Responsible	Timeline/ Deadline
	a)	a)				
	b)	b)				
	c)	c)				
	a)	a)				
	b)	b)				
	c)	c)				

LAST CoP SESSION

Main elements of the last CoP session:

- **Dissemination actions:** Note the actions your group will take to disseminate the consolidation efforts and the lessons learnt.
- **Responsible:** Note the name of the person who is responsible to take the lead in each dissemination action.
- **Timeline:** Note the timeline/deadline for each dissemination action.
- **Success factor:** Note what the measure of success for each dissemination action.
- **CoP cycle evaluation:** Note the key points of your discussion regarding the level of success of the entire CoP cycle. Reflect on the effectiveness of the action-oriented cycle, its practical organisation and its quality based on the key enablers. Conclude the evaluation with learning points for the next CoP cycle.

Guiding questions for this evaluation can be:

- Did all sessions take place as foreseen? Did they take place on the agreed dates?
- Did the sessions last for at least 90 minutes each time?
- Were 90% of the members present for the entire CoP cycle?
- Did every resolved challenge lead to several consolidated outputs (lesson plan, assessment tool, case study, guidelines, etc)?
- Are the teachers whose challenges were prioritised satisfied with the results?
- Did school management provide a private meeting room and allocated time for each CoP session?
- Was the communication regarding the organisation of the CoP sessions clear and sufficient?

Final CoP session			
Dissemination actions	Responsible	Timeline	Success factor
CoP cycle evaluation			

Self-assessment on how the CoP sessions went in reference to the key enablers:

As a group, give a score ranging from 0-10 for each key enabler for each CoP session, based on the guiding statements. Note down any remarks regarding the key enablers per CoP session.

- **Shared vision & Alignment of Goals:** The purpose of the CoP session was clear to all members and the group achieved that purpose at the end of the session.
- **Mutual Trust & Respect:** The members trust and respect each other and as a result, share successes and failures openly.
- **Collaboration:** The members collaborate as a team and feel a great collective and personal responsibility to resolve the challenges.
- **Inquiry:** The challenges are analysed in detail; solutions are considered extensively, and the try-outs are critically discussed.
- **Leadership:** All members are engaged in the CoP sessions, even without having a role assigned.
- **Accountability:** The members actively hold each other accountable but also feel accountable towards their school management and peers.

		Score from 0 - 10 (10 being the highest score)					Remarks
		Shared vision and alignment of goals	Mutual Trust & respect	Collaboration	Inquiry	Leadership	
First CoP session							
Middle CoP session							
Final CoP session							

! Please attach a photograph and the attendance list after each CoP session.

Signatures CoP sessions:

	First CoP session	Middle CoP session	Final CoP session
Chairperson			
Note taker			



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