# TEACHER PROFESSIONAL DEVELOPMENT
## GUIDELINES

**Department of Education, CTA, Dharamsala**

**March 2020**

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**TPD Guidelines Review Committee**

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# foreword

Congratulations on bringing out this revised edition of TPD Guidelines! This essential document will not only facilitate and support effective implementation of the various TPD programs but also sustain and strengthen its quality in our schools. Both school leaders and teachers have equally important roles to shoulder, individually and collectively.  Each individual must contribute to this collective responsibility so that all can learn together and from each other in a learning community.

Teachers are professionals and they need to be responsible for their own professional learning and growth. Professional learning is not a destination but a journey that a professional undertakes throughout his or her professional life. A successful journey requires not only the head but also the heart to carry on the journey. School leaders should create a supportive culture where teachers believe in the professional expertise of their colleagues and view each other as resourceful, caring, cooperative, and intellectually curious, which in turn will sustain and enhance professional learning.

Teachers must have the willingness to share, the courage to take on criticism positively and give constructive feedback to enhance professional growth and learning. Mutual sharing of professional learning results in profound transformation of instructional practices. As a member of professional learning community, educators need to create a healthy environment of mutual learning and engage in dialogues centered around professional practices and student learning. Such an environment is critical for successful implementation of the key TPD activities.

I urge both school leaders and teachers to gain a thorough understanding of this document which will not only enhance the quality of School-based TPD programs but also contribute towards a more robust implementation of TPD activities.

Best wishes

Dr. Pema Yangchen
Kalon for Education

# 01

# introduction

The Department of Education (DOE), CTA introduced School-based Teacher Professional Development (TPD) Program in 11 Tibetan schools as a pilot project in the year 2014. A document titled *Teacher Professional Development - Framework and Guidelines* was developed to facilitate and support the effective implementation of the program and professional growth of all educators in Tibetan schools. Over the last six years, the program was gradually expanded and it's now being implemented in 58[1] out of 64 Tibetan schools in India and Nepal.

In 2019, the DOE constituted a four-member TPD Guidelines Review Committee to revise the document. The committee revised the document based on the DOE's experience of implementing the program and feedback for improvement received from school leaders. This revised document (**Teacher Professional Development - Guidelines**) aims to facilitate and strengthen the quality of TPD programs in Tibetan schools.

In this document, all TPD programs are classified under three models viz., **centralized, site-based and individual TPD**. It provides a practical guideline to implement some of the key TPD activities such as **lesson study, peer observation, reading professional literature, classroom action research, reflective writing** and **teaching portfolio.** Four sample **professional growth plans** are included as examples. The strategies suggested here can be adapted to meet the needs of individual teachers and schools.

> " The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives.
> — **Robert John Meehan** — "

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[1] Currently, CTSA-administered schools are not included in the DOE's school-based TPD program
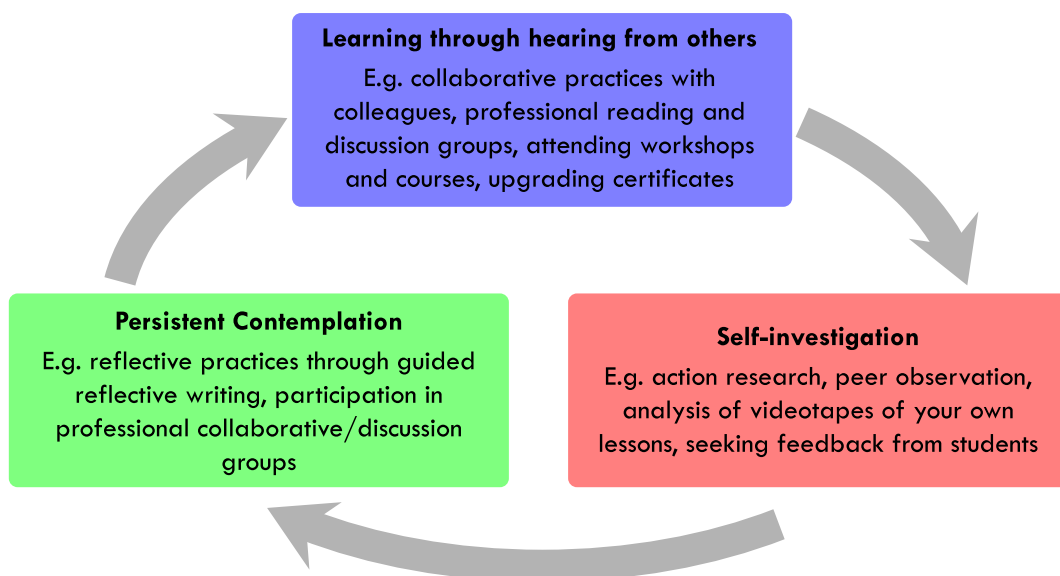
# 02 foundational principles

The foundational principles of TPD are based on the premise that educators must follow a life-long learning career to improve themselves in order to support their students and community more effectively. The *Basic Education Policy (BEP) for Tibetans in Exile* supports professional growth and development of educators, and establishment of educators as models of lifelong learning. Its clause 2.2 states:

*Education is not to be recognized as merely grasping what is heard from others. Instead, it is to be recognized as realization of what is heard through power of self-confirmation and actualization of what is realized through persistent contemplation. It is, thus, a process of learning through hearing from others, self-investigation and persistent contemplation.*

The above clause describes the nature of learning and points to strategies and action plans that educators may employ as they strive for excellence. It could be applied to the professional development of educators as the following model suggests:

**Learning through hearing from others**
E.g. collaborative practices with colleagues, professional reading and discussion groups, attending workshops and courses, upgrading certificates

**Self-investigation**
E.g. action research, peer observation, analysis of videotapes of your own lessons, seeking feedback from students

**Persistent Contemplation**
E.g. reflective practices through guided reflective writing, participation in professional collaborative/discussion groups

TPD processes are both individual and collaborative efforts. Individuals take initiative to work toward achieving their personal professional goals, with the support of their colleagues and school leadership teams.
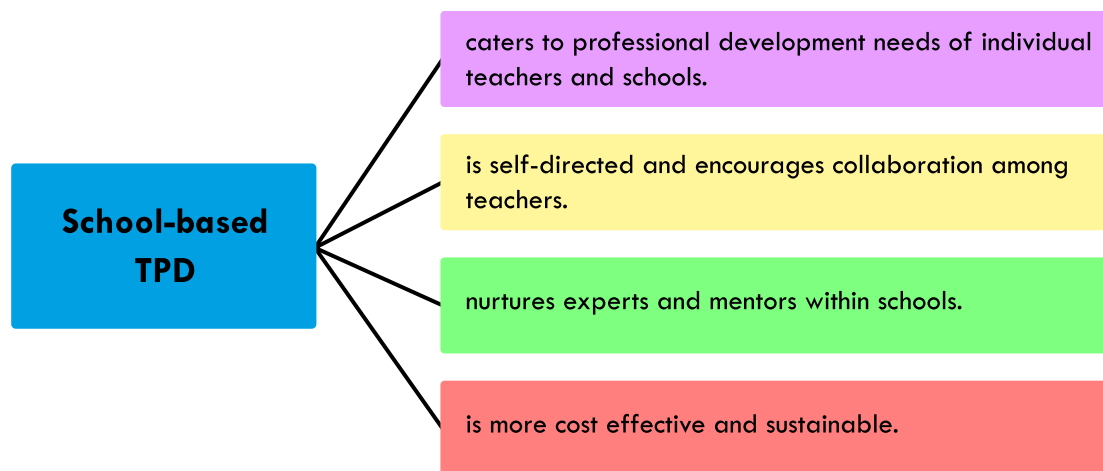
# 03
# why school-based tpd?

Researches in education have consistently shown that **classroom teaching** is the most important factor in improving student learning. Teachers confront great challenges every year, including changes in curriculum and textbooks, new instructional methods, advancement in technology, changes in assessment and evaluation, and most importantly meeting the learning needs of students. As such, teachers need to expand their pedagogical content knowledge and instructional skills regularly.

Within the Tibetan education system, professional development opportunities have typically been centrally organized and facilitated by the DOE and school system head offices in the form of trainings and workshops. These have their own merits and purposes but are insufficient to meet professional development needs of all teachers. The school-based TPD strategies address this gap by empowering teachers to take charge of their professional growth.

**School-based TPD**

- caters to professional development needs of individual teachers and schools.
- is self-directed and encourages collaboration among teachers.
- nurtures experts and mentors within schools.
- is more cost effective and sustainable.

# 04

# realm of responsibility

**(a) Roles of school leaders:**

School principals and headteachers play a critical role in teachers' professional growth and development. They lead the school's professional development programs, model behaviors, provide scaffolding, and create enabling environment for professional development of teachers. Absence of proactive school leaders severely undermine the effectiveness of school-based TPD programs. Their roles are indispensable, particularly in the following domains.

Maintaining teacher's portfolio and keeping an updated record of each individual teacher's professional development participation, needs and interests, and accordingly providing support and guidance

Spearheading the planning and implementation of annual TPD activities

Participating in teachers' collaborative practices like lesson study group or book discussion and offering feedback and support

Collecting individual teacher's Professional Growth Plan (PGP), offering feedback and monitoring the progress

Providing orientation on TPD programs to new teachers

## (b) School's TPD Committee/Coordinator:

School's TPD Committee/Coordinators are the second in command when it comes to leading TPD programs. As per need of the individual school, TPD Committee/Coordinator should be formed or appointed. They act as liaison between teachers and school leaders. The following are their key responsibilities.

Organizing and facilitating meetings of teachers to discuss TPD activities in consultation with school leaders

Drafting and submitting annual TDP plan to school leaders

Preparing school's TPD calendar for the year and sending reminders to teachers as and when needed

Providing guidance and help to teachers, especially those who are new to the school-based TDP approach

Networking and sharing of ideas with other TPD coordinators

Preparing TPD activity reports

> " A teacher can never truly teach
> unless he is still learning himself.
> A lamp can never light another lamp
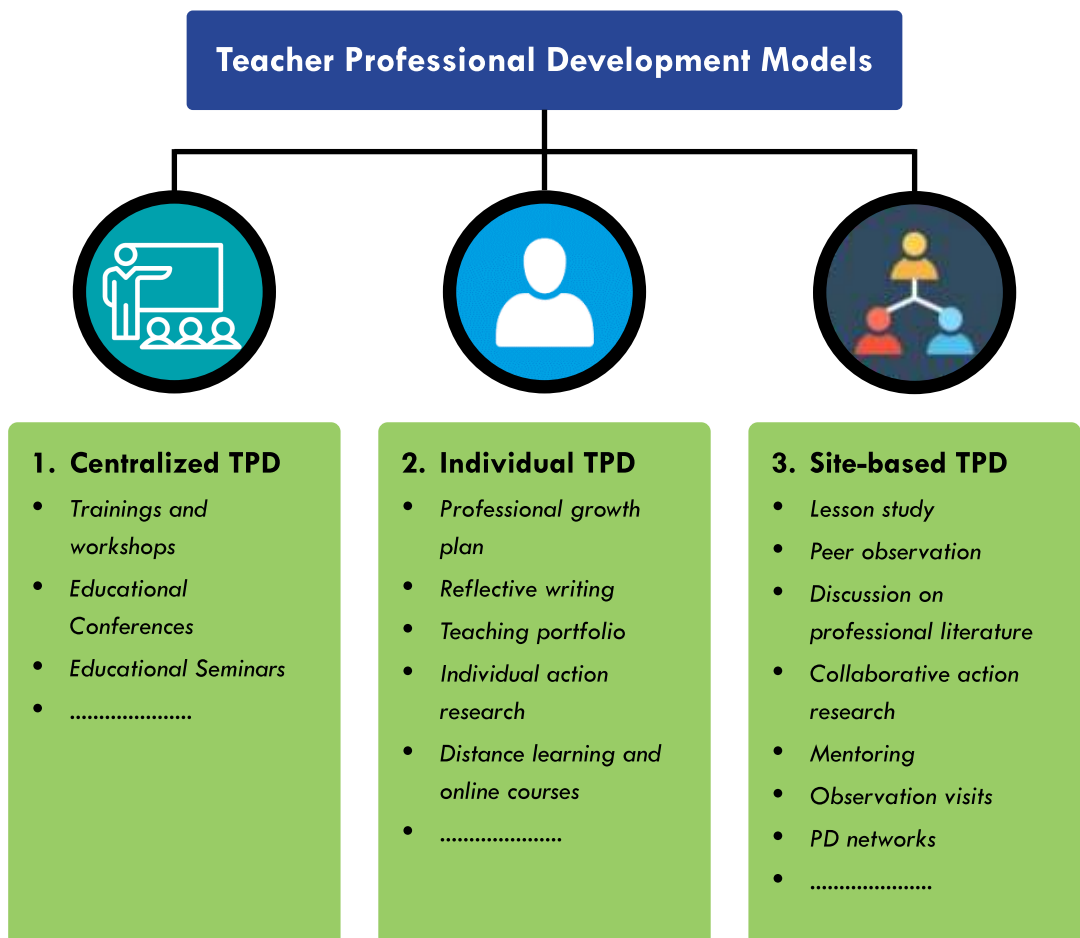> unless it continues to burn its own flame.
> The teacher who has come to the end of his subject,
> who has no living traffic with his knowledge
> but merely repeats his lesson to his students,
> can only load their minds,
> he cannot quicken them. "
>
> **- Rabindranath Tagore -**

# 05
# tpd models

TPD programs follow a variety of patterns ranging from activities that involve an individual or small group of teachers within a single school to clustering of schools for mutual activities and support. The content also varies from informally arranged programs such as collegial conversations to structured programs like online certificate courses and DOE-organized in-service trainings and workshops. Ways to develop professional learning communities and support professional learning could be broadly classified under three models, namely, centralized TPD, individual TPD and site-based (collaborative) TPD.

## Teacher Professional Development Models

### 1. Centralized TPD
- *Trainings and workshops*
- *Educational Conferences*
- *Educational Seminars*
- *.....................*

### 2. Individual TPD
- *Professional growth plan*
- *Reflective writing*
- *Teaching portfolio*
- *Individual action research*
- *Distance learning and online courses*
- *.....................*

### 3. Site-based TPD
- *Lesson study*
- *Peer observation*
- *Discussion on professional literature*
- *Collaborative action research*
- *Mentoring*
- *Observation visits*
- *PD networks*
- *.....................*

# 1. Centralized TPD

This includes *trainings, workshops, educational conferences and seminars organized* by the DOE and school systems. This approach is best used to disseminate new information and skills to large teacher populations. To make centralized TPD programs more effective, **cascade model** should be adopted in which teachers who participate in centralized TPD programs support their peers at school level as master teachers or champion teachers. Otherwise, one-time TPD events in a central location without follow up actions rarely result in effective changes to teaching and learning.



## Cascade Model

Trainer

Master Teachers

Teachers
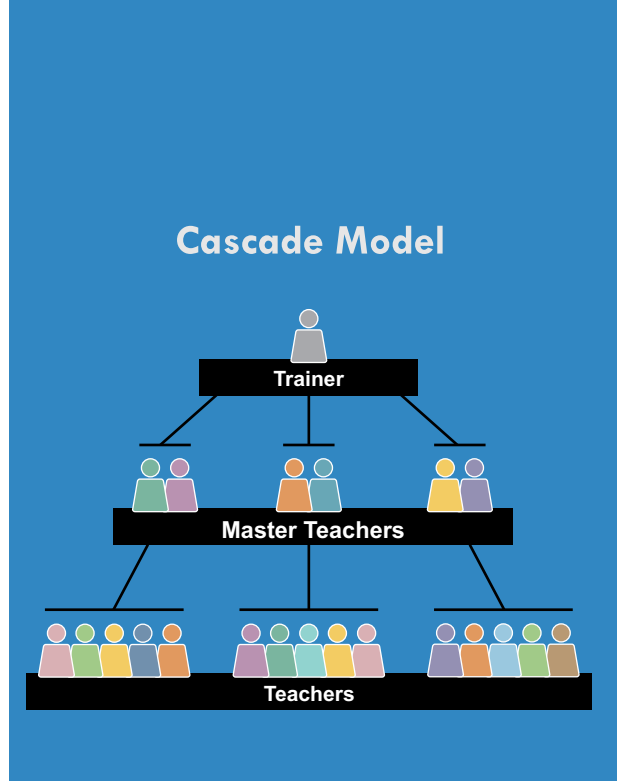
# 2. Individual TPD

This includes independent learning often initiated at the learners' discretion using available resources such as educational literature, computers and internet. In this approach, educators are involved in designing their professional development plan, sharing materials/ideas, and discussing challenges and solutions with peers. Individual TPD strategies include *professional growth plan (PGP), reflective writing, teaching portfolio, individual action research, distance learning and online courses.*

# 3. Site-based (collaborative) TPD

This model includes intensive learning by groups of teachers in school or region to promote profound and long-term changes in instructional methods. The site-based approach may assume a variety of forms including *lesson study, peer observation, discussions on professional literature, collaborative action research, mentoring, observation visits to neighboring schools, and forming professional development networks.* **Taking into account teachers' limited free time, schools could create one-hour weekly schedule during regular school time for teachers to engage in site-based collaborative TPD activities.**

# 06

# individual strategies

## 1. PROFESSIONAL GROWTH PLAN

The Professional Growth Plan (PGP), akin to an action plan, is a tool that can help teachers:

- ■ reflect upon their current practice,
- ■ develop strategies for improving their professional practice,
- ■ develop strategies for monitoring and making sense of outcomes.

**Sample PGP Templates**

There are a variety of ways in which PGP can be framed. Two sample formats are shown below. Typically, the written plan is a few paragraphs in length (maximum of one page). It does not have to be detailed, but it should specify and summarize the key issues and ideas that the teacher is concerned about.

### PGP Template 1

- ■ **Goal:** What I want to work on
- ■ **Rationale:** Why I want to work on it
- ■ **Model:** Whom I will work with
- ■ **Action Plan:** How I will achieve my goal
- ■ **Timeline:** When I will accomplish my plan
- ■ **Signs of Success:** How I will know if my goal has been achieved

### PGP Template 2

- ■ Area(s) of instruction that I intend to emphasize this year
- ■ Specific objectives within each area
- ■ Planned activities for collaboration and feedback
- ■ Indicators of success of the plan

# Sample PGPs from Tibetan Schools

**Goal:**

> I want to learn how to apply dialectics in revising concepts learnt in the science classes.

**Rationale:**

> As a science teacher, I need to help my students develop scientific temperament and reason out things on rational basis rather than accept facts blindly.

**Model:**

> I will work on my own and will seek help from other science teachers and the philosophy teacher to understand how dialectics can be applied in revising science concepts learned by students.

**Action Plan:** I will

- identify science concepts which can be learned by applying dialectics method.
- join the students during their dialectics classes after the school.
- network with other science teachers to understand how they are applying it in their schools.
- hold class debates on science topic based on dialectics and include the same as a tool for formative assessment.

**Timeline:**

> I will work on this plan throughout the year and evaluate my progress and students' involvement after every month.

**Signs of success:** I will know that my goal has been achieved

- if I find my students asking more questions in the class rather than believing in everything that is taught.
- when my students start debating amongst themselves more often on their own.

# Sample PGPs from Tibetan Schools

**Goal:**

> I want to learn strategies for encouraging greater student participation in class.

**Rationale:**

> I noticed some students always do not participate in classroom activities. I want to understand why they remain passive in my class and develop strategies to enhance their participation.

**Model:** I will

- collaborate with other primary teachers at my school.
- involve the students themselves.

**Action Plan:** I will

- meet once every 2 weeks with my teaching colleagues to share ideas and strategies for encouraging in-class participation of primary class students. We will either have this meeting during our lunch break together, or after school for 30 to 40 minutes.
- seek students' suggestions on how I could make my teaching more interesting to increase their participation.

**Timeline:**

> I will work on this plan throughout the school year.

**Signs of Success:** My ideal hoped-for outcome is that:

- all students will be participating actively in the lessons and complete the assigned work.
- student understanding, enthusiasm, and achievement will increase.

# Sample PGPs from Tibetan Schools

**Area(s) of instruction that I intend to emphasize this year:**

Differentiated instructional strategies.

**Specific objectives within each area:**

I have a wide variety of levels of learning in my class which is hard to address with "traditional style" of classroom instructions. I want to know: What is differentiated instruction? How does it help children learn? And how to implement it in a classroom teaching?

**Planned activities for collaboration and feedback:**

I plan to

- read the following books in the month of February and March:
  (1) How to Differentiate Instruction in Mixed Ability Classrooms by Carol Ann Tomlinson
  (2) Differentiated Instructional Strategies: One Size Doesn't Fit All by Gayle H Gregory
- observe few differentiated classroom teaching of my colleagues in March and talk to them about using differentiated instructional methods.
- seek help from two colleagues in planning three lessons using differentiated instructions. I will then request them to observe my class in April to obtain feedback.
- share my lessons with other teachers to seek their feedback.
- request school headteacher to observe one of my classroom instructions in August and seek feedback on it.

**Indicators of success of the plan:** If the plan is successful I will have

- created and implemented three lessons using differentiated instructional methods by the end of the year.
- my students deeply engaged during my classroom instructions.
- positive feedback from my colleagues and headteacher on my lessons.

# Sample PGPs from Tibetan Schools

**Goal:** I want to improve my classroom observation skills to better support my teachers in improving their classroom teaching.

**Rationale:** As the principal, it is my professional responsibility to observe teachers' classroom teaching and offer feedback, and support them in improving their teaching. Conducting lesson observation and offering feedback are considered as central features of instructional leadership. Over the years, I have felt the need to improve my lesson observation skills. I am struggling with two main issues - where to focus during the lesson observation and how to record my observation. Because of this, I couldn't offer helpful support to my teachers.

**Model:** I will work with my mentor, who is an experienced principal of our neighboring school.

**Action Plan:**

Step-1: I will read professional literature on conducting classroom observation. In particular, I will read "Classroom Observation: A guide to the effective observation of teaching and learning" written by Matt O'leary, and summarize key learning from it. I will also seek help from my mentor.

Step-2: Over the span of a few months, I will observe five classes and apply the classroom observation skills I have learned. After each lesson, I will reflect on my learning.

Step-3: After the five classroom observations, I will reflect on the data gathered to see the improvement, and summarize my learning.

**Timeline:**

- March to June: Read and reflect, and discuss with my mentor. In the end, key learning will be summarized.
- July to September: Conduct five lesson observations, apply the skills learned from the reading and discussion, and seek help from my mentor.
- October: Reflect and summarize my learning from this PGP and identify the next steps.

**Signs of success:**

- I know where to focus during a lesson observation.
- I know how to record my observation.
- I feel confident going into teachers' classrooms to observe.

## 2. REFLECTIVE WRITING

Reflection is an important part of teacher professional growth. Writing reflections provide important opportunities for teachers to make sense of what they are reading, listening or observing in relation to their work. There is no right or wrong way of writing reflections, but, ideally, this should be a space for deep thinking rather than simply reporting facts. Writing prompts given below are only suggestive in nature. Some of them are relevant for reflecting on observations whereas others are useful for reflecting on professional reading, etc.

**a)** **Journal writing:** The teacher may keep a journal reflecting on what they are seeing, doing, hearing, reading in relation to their classroom teaching.

**b)** **3-2-1 protocol:** It involves writing down

- 3 key points from the text,
- 2 Aha moments (Wow! I didn't know that),
- 1 question.

**c)** **A4 framework:**

- **Assumption** – What is the key assumption of the author?
- **Agree** – What are the things you agree with the author?
- **Argue** – What are the issues you don't agree with the author?
- **Aspire** – What do you aspire to practice in your professional career?

**d)** **What, so what, then what format:**

- **What** – Summarize the main idea from reading/lecture,
- **So what** – Why is that idea important, compelling, disturbing, etc?
- **Then what** – What are broader implications of that idea, especially to classroom practices?
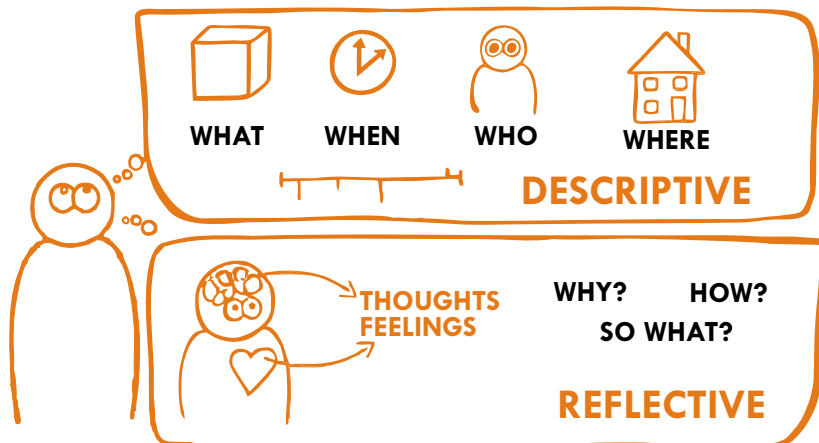
# 3. TEACHING PORTFOLIO

A teaching portfolio is a collection of material that depicts the nature and quality of your teaching and student learning. It provides evidence of:

- your teaching ideas and philosophy
- courses you teach
- methods and strategies you apply
- efforts to improve your teaching
- reflection on your teaching effectiveness

## How are teaching portfolios used?

As a **"process"** (for development - formative)

- to reflect and improve your teaching experiences over time

As a **"product"** (for decision making - summative)

- to evaluate and communicate your teaching experiences

## Developing a Teaching Portfolio

The following suggestive steps will guide you in the process of developing a meaningful teaching portfolio:

1) State your teaching ideas and philosophy
   - Your concept of teaching and learning, why and how you teach, your teaching goals, methods and strategies, etc.

2) Collect materials related to your teaching as evidence
   - Your teaching philosophy, strategies, courses, self-reflection, evaluation, students' work, feedback, honors and awards, etc.

3) Organize your evidence
   - Group your evidence into various contents and summarize the contents.

4) Reflective statements on your teaching and evidence
   - A summary that reflects on your teaching and evidence, and how you have used them to improve your teaching effectiveness.

5) Share and review your portfolio
   - Share your portfolio with colleagues and others to get feedback, and accordingly refine and edit your teaching portfolio.

# Components of Teaching Portfolio

There is no prescribed format for contents of teaching portfolios. Each portfolio is unique, but usually contains most of the following information:

1) Teaching philosophy statement
   - Your thoughts about teaching, strategies and objectives
   - Your teaching goals: short-term and long-term

2) Documentation of your teaching activities
   - Subjects taught and syllabus
   - Lessons and instructions planned
   - Exams, quizzes, handouts, worksheets

3) Evidence of teaching effectiveness
   - Summarized students' evaluation of teaching
   - Peer observation comments and feedback
   - Letters from school leaders, colleagues, students, etc.

4) Materials demonstrating student learning
   - scores on tests before and after instruction
   - students' paper, essays or creative works
   - graded work of students, with teacher's feedback

5) Evidence of professional development activities
   - Participation in collaborative strategies and individual PGP
   - Use of new methods of teaching, assessing learning, grading
   - Action research done
   - Publications of teaching journals/research papers
   - Work on curriculum and textbook revision or development

6) Honors, awards, or recognitions
   - Teaching awards from department, head office or school office, etc.
   - Invitation to consult, give workshops, talks, etc.

# 07 collaborative practices

## 1. LESSON STUDY

It is a professional development process in which a group of 3-6 teachers work together in systematic steps of planning, teaching, observing, refining and reviewing of specific lessons. The goal of lesson study is to improve the effectiveness of the experiences that the teachers provide to their students. It focuses on addressing an identified student learning need or pedagogical challenge.

### Why lesson study?

Lesson study fosters development of a common understanding of what a good teaching practice looks like by enabling collaboration with colleagues. It supports teachers to become more attuned to how they structure lessons in their class and the impact of their teaching on students.

### What are the different phases of lesson study?

A lesson study generally involves five phases. It is important to note that completion of a single lesson study could be time-intensive. Therefore, reviewing and revising school structures may be necessary to provide sufficient time to complete a lesson study.

```
Planning
   → Observation 1
        → Discussion 1
             → Observation 2
                  → Discussion 2
```
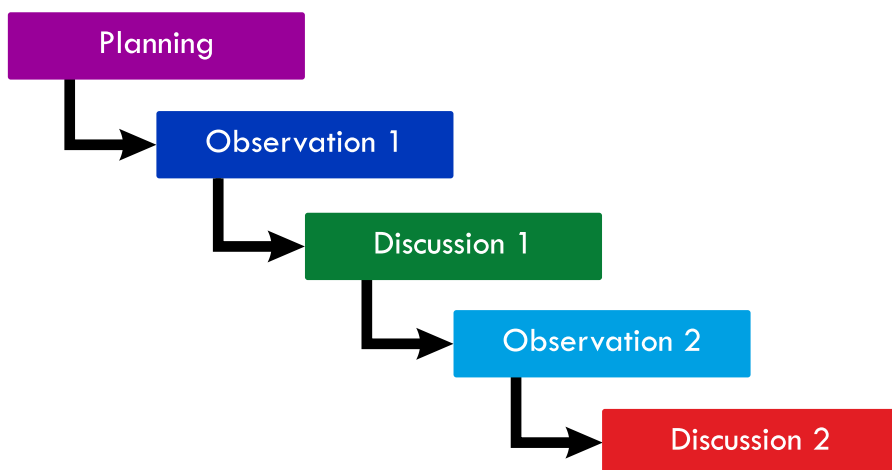
# PHASE 1: Planning

During the planning phase, teachers define the focus of the lesson study based on identified student needs and pedagogical challenges. They work collaboratively to draw up a detailed lesson plan. *Backward Design* strategy may be used starting with the clarification of learning goal, then designing instructional experiences that lead to the desired outcome.

# PHASE 2: Observation 1

One teacher uses the designed lesson to teach in a classroom. Other group members observe the lesson and take notes with the focus on what the students are doing and understanding.  It is important that observers do not obstruct while the lesson is being delivered.

# PHASE 3: Discussion 1

The group meets to discuss observations based on notes recorded. Accordingly, the group revises and amends the lesson.

# PHASE 4: Observation 2

A different group member teaches the revised lesson with a different class. Other group members observe the lesson and take notes with the focus on what the students are doing and understanding.

# PHASE 5: Discussion 2

The group meets again to discuss both observed lessons including differences, similarities and changes, and a report is produced outlining teacher learning and achievements in relation to identified learning goals. The outcomes of the lesson study exercise are shared with teachers within and outside the school.

> " Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence. "
> — Sheryl Sanberg —

# 2. PEER OBSERVATION

Peer observation is a powerful strategy for partner learning where teachers pair up to observe each other's lessons and provide constructive critiques. It can be used as a non-evaluative process by which school leaders may provide guidance and encouragement to teachers. The process of peer observation involves following steps all of which are interrelated:

Pre-conference → Observation → Post-conference → Reflective Summary
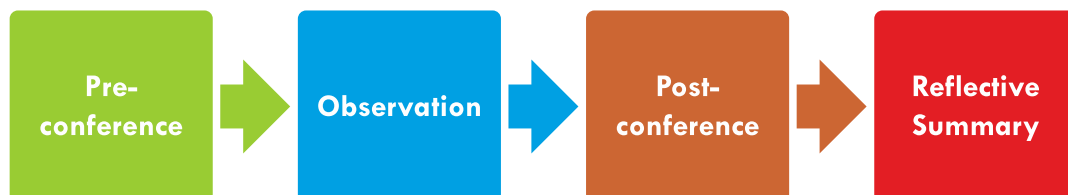
## Pre-conference

The pre-conference between the teacher and the observer provides an opportunity to build a relationship of trust and support. At the pre-conference:

- clarify the lesson objectives
- discuss the strategies and activities planned, assessment procedures, etc.
- determine the focus of the observation

It is helpful if the pre-conference can be held one day before the lesson observation to allow the teacher adequate time to reflect and make modifications if necessary. *The highlights of the pre-conference should be recorded on an observation sheet.*

## Observation

During the classroom observation:

- gather information on observation focus
- write down questions to consider
- identify areas of strength and needed growth

Some suggestive foci for lesson observations are given on page: 20

## Post-conference

The post-conference provides the opportunity for specific feedback, discussion, and reflection on what has occurred in the classroom.

- Analyze data gathered and discuss patterns
- Discuss two areas of strength and one area of improvement using "Two Stars and a Wish" format

It is usually best if the teacher who was observed shares their thoughts first, before the observer shares theirs.

## Reflective summary

Reflective writing is an important part of the lesson observation. The teacher being observed should write a "reflection" on the lesson, typically, in the evening of the day the lesson was observed or the next day. The teacher should summarize what s/he recall of the post-conference, and write about the plan to address the "wish" that emerged. The teacher should then share their reflection with the observer and celebrate their learning.

> " The mediocre teacher tells.
> The good teacher explains.
> The superior teacher demonstrates.
> The great teacher inspires. "
>
> **— William Arthur Ward —**

# Some Suggestive Foci for Lesson Observation

**Clarity of Instruction**

- Provides clear directions
- Demonstrates learning task
- Clarifies and explains

**Questioning**

- Connects to lesson objectives
- Assesses understanding
- Asks open ended questions

**Time Allocation**

- Transition from one activity to another
- Time spent with individual or groups
- Time spent getting lesson or class started

**Student Engagement**

- Responds to questions voluntarily
- Participates in collaborative activities
- Carrying out roles and responsibilities

**Resources Management**

- Availability and distribution of resources
- Resources are organized to support the flow of lesson
- Handouts are clear, meaningful and appropriate

**Classroom Arrangement**

- Arrangement of furniture and resources
- Visual supports on walls
- Ensures safety and accessibility

**Classroom Management**

- Models positive behavior
- Responds to misbehavior in a non-confrontational manner
- Manages classroom procedures effectively

**Differentiated Instruction**

- Designs lessons based on individual differences
- Assignments as per shared interest or ability
- Uses variety of teaching resources and assessment

**Assessment for Learning**

- Monitors student learning and progress
- Provides timely feedback to students
- Effectively uses formative assessment tools

**Pace of lesson**

- Too fast or too slow?
- Time spent in each lesson component

# LESSON OBSERVATION FORM (To be used by Observer)

Observer: _____     Teacher being observed: _____

Date: _____     Grade/Subject: _____

Time: _____     Topic: _____

**Pre-Conference Summary:** (summary of key ideas and issues discussed in the pre-conference)

- ■
- ■
- ■

**Observation Focus:** (one/two aspects of lesson on which the observer should focus and write comments)

- ■
- ■

**Observation notes:** (use the space below to record information related to classroom observation)

**Summation: (2 stars and 1 wish)**

**2 stars:** (two positive aspects of the lesson)

- ■
- ■

**1 wish:** (one aspect of the lesson and/or teaching method that may be improved upon)

- ■

## SAMPLE CLASSROOM INSTRUCTIONAL CHECKLIST

The **BEP** aims to raise individuals endowed with the principles of **Freedom, Altruism, Upholding the heritage,** and **Innovation.** Educators' efforts toward improvement of classroom instruction must be in alignment with the aforementioned principles for which the following checklist could be used.

| S.No. | Classroom Instructional Checklist | Yes | No |
|---|---|---|---|
| 1 | My classroom environment is free from fear. My students are always relaxed and happy. | | |
| 2 | I correct students' mistakes without being judgmental and abusive. | | |
| 3 | My lesson incorporates higher order thinking skills (opportunities to analyze, evaluate and create). | | |
| 4 | I provide adequate opportunities for students to express their ideas and viewpoints. | | |
| 5 | I provide adequate opportunities for students to do collaborative group-works. | | |
| 6 | I give equal attention to and opportunities for all children. | | |
| 7 | My students are not afraid of committing mistakes. | | |
| 8 | I can effectively use Tibetan as the medium of instruction wherever applicable. | | |
| 9 | I contextualize classroom lesson to my students' immediate environment. | | |
| 10 | I elicit and value my students' previous knowledge. | | |
| 11 | I use appropriate teaching and learning resource materials. | | |
| 12 | I create adequate opportunities for students to apply learning to new situations. | | |
| 13 | I try to make learning interdisciplinary by relating lesson with other subjects/arts (dance/music/drawing, etc.). | | |
| 14 | My classroom set up is conducive for student-centered learning. | | |
| 15 | My students' own works (writings, artwork, etc.) are displayed in plenty in classroom. | | |
| 16 | My students mostly remain engaged during classroom lesson. | | |
| 17 | I limit asking recall-based questions. | | |
| 18 | My lessons encourage deeper level learning rather than rote learning. | | |
| 19 | My students speak more in class than I do. | | |
| 20 | I can maintain order in classroom without resorting to punishments and threats. | | |

# 3. READING AND DISCUSSING PROFESSIONAL LITERATURE

Reading and discussing professional literature (books and articles on education and pedagogy) is an important part of enhancing professional competencies of teachers. Book clubs offer important learning space for teachers to read, reflect and discuss a range of educational issues collaboratively. The school may form teachers' book club in two primary ways:

1. **An open club** – to discuss a general book/article on education relevant to teachers of all subjects and grade levels.

2. **A subject/grade specific club** – to discuss subject/grade specific pedagogical books.

Steps involved in the book reading and discussion may include:

- Select the book or article
- Develop a timeline (see the table below for a sample) for reading chapters of the book or articles. Devote enough time so that members are able to finish the allocated reading on time. All teachers must finish the reading quota regardless of who is leading the discussion. Provide prompts for teachers to reflect on their reading.
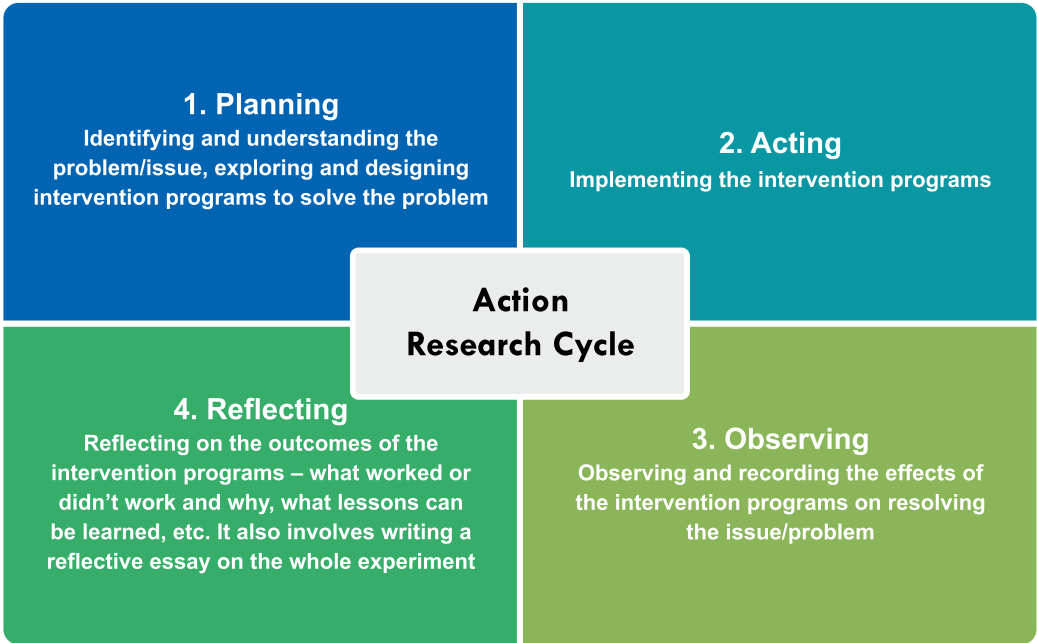
> **TEACHERS' READING CORNER**
>
> - *TRC is a collection of books, journals, magazines on education and pedagogy.*
> - *Install open bookshelf in the staff room for easy access.*
> - *Develop self-check-in and check-out system.*
> - *Enrich TRC by adding on to the collection.*

| Book title & author: What did you ask at school today? By Kamala V. Mukunda | | |
|---|---|---|
| **Reading quota** | **Discussion date/time** | **Discussion facilitator** |
| Chapter 2: Learning | Apr 30: 3:00 to 4:30 PM | Group 1 or Teacher A |
| Chapter 3: Memory | May 30: 3:00 to 4:30 PM | Group 2 or Teacher B |
| Chapter 4: Child Development | Jun 30: 3:00 to 4:30 PM | Group 3 or Teacher C |
| Chapter 5: Nature & Nurture | Jul 30: 3:00 to 4:30 PM | Group 4 or Teacher D |
| Chapter 6: Moral Development | Aug 30: 3:00 to 4:30 PM | Group 5 or Teacher E |
| Final meeting: Summarizing learning | Sep 30: 3:00 to 4:30 PM | Book club leader(s) |

- Schedule a meeting for discussion. Make sure the discussion is led by a group or a member on rotational basis, and that everyone gets opportunities to contribute to the discussion.

## 4. CLASSROOM ACTION RESEARCH

Classroom action research (CAR) is a small-scale research that a teacher or a group of teachers can undertake in order to improve classroom practices. CAR begins with a question or questions about classroom experiences, issues or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change or improve. CAR involves following key stages:

**1. Planning**
Identifying and understanding the problem/issue, exploring and designing intervention programs to solve the problem

**2. Acting**
Implementing the intervention programs

**Action Research Cycle**

**4. Reflecting**
Reflecting on the outcomes of the intervention programs – what worked or didn't work and why, what lessons can be learned, etc. It also involves writing a reflective essay on the whole experiment

**3. Observing**
Observing and recording the effects of the intervention programs on resolving the issue/problem

> " Lifelong readers start with encountering great books, heartfelt recommendations, and a community of readers who share this passion. "
>
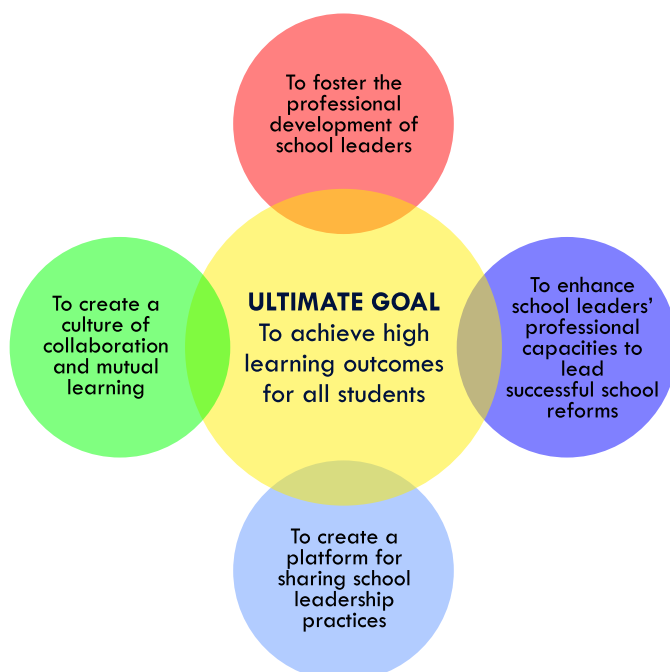> — **Donalyn Miller** —

# 08 tibetan school leaders' plc

## Introduction

Researches in education have consistently found that effective school leadership is a common characteristic feature of successful school turnover. School leadership is considered as the second most important factor determining student learning, coming only after classroom instruction. While teachers have the greatest impact on student learning, it is the school leaders who create and implement policies and practices that empower teachers to excel in their work. It is impossible to have successful school transformation without proactive and effective school leaders. They play critical roles in all aspects of school education, including:

- developing and communicating a sound vision for the school
- designing and implementing a long-term school development plan
- providing curricular and instructional leadership
- managing human and material resources of the school

Therefore, Tibetan school leaders' professional learning communities (PLC) could be created in areas where there is a cluster of Tibetan schools to support their continuous professional development. The goals of school leaders' PLC are encapsulated in the following figure:

To foster the professional development of school leaders

To create a culture of collaboration and mutual learning

**ULTIMATE GOAL**
To achieve high learning outcomes for all students

To enhance school leaders' professional capacities to lead successful school reforms

To create a platform for sharing school leadership practices

# Who can participate in PLC?

Department of Education's Education Officers and educators, school system's Director/Education Director/Officer, school principals, headteachers, assistant headteachers, subject department heads, etc.

# Suggested Activities

Each school leaders' PLC is advised to organize bi-monthly/quarterly meeting and discussion at a location convenient to most of the members. During such meetings, the PLC groups can conduct the following suggestive activities:

- *Reading and discussing professional literature*: Prior to some of the meetings, the group can engage in the reading of pre-selected professional literature, and hold discussion on it during the meeting.

- *Interactions with educationists*: The group can organize talks on a range of educational topics by inviting educationists and practitioners.

- *Interactions with CBSE/NCERT experts*: Occasionally, the PLC groups are encouraged to organize talks by CBSE/NCERT experts to keep themselves abreast of changing trends in CBSE policies and requirements or NCERT curriculum and textbooks.

- *School-wise best practices sharing*: Some of the meetings can be devoted to school-wise sharing of educational leadership or pedagogical best practices. School leaders who are conducting research can be given opportunities to share their findings.

- *Site visits*: The group can also conduct occasional visits to nearby exemplary schools to learn from their experiences.

# PLC Coordinators

Each school leaders' PLC should be led by one or two coordinators, selected annually by the members of the PLC group. The roles and responsibilities of the coordinator(s) include:

- leading the PLC group in planning the annual activity calendar collaboratively.

- sending notices to the members in relation to required reading or group meeting.

- inviting expert speakers to the group meeting.

- managing the PLC yearly budget and submitting activity report to the DOE.

## SUGGESTIVE TOPICS FOR TPD

TPD activities could focus on a wide range of educational topics. Following are some of the key suggestive topics for professional development.

Backward Design

Arts Integration

Brain-based Learning

Bullying Prevention Child Development

Classroom Management Collaborative Learning

Communication Skills

Community Partnerships Constructivism

Critical Thinking/HOTS

Differentiated Instruction

Flipped Classroom Formative Assessment

Parental Engagement

Growth Mindset ICT Integration

Learning Styles

Lesson Plans Inquiry-based Learning

Multiple Intelligences Mindfulness

Open Education Resources

Positive Discipline Project-based Learning

SEE Learning Rubrics

School Climate Student Engagement

Instructional challenges

Student learning

Evidence

Identify Gaps

Individual

Feedback and Reflection

Ensuring Quality Professional Development

Form Learning Team

Collaborative

Careful Implementation

Thoughtful Planning

Leadership support