Coaching for School Success (CFSS): 

Programme Deliverables

The Coaching for School Success programme aims to set up a coaching culture in the school. This will institute a culture of ongoing professional learning and development among the teachers leading to better student learning experience and outcomes by leveraging on the skills of teachers who have gone through the rigorous training as given below.

This programme runs over a period of 6 – 8 months with the participants attending 26 online sessions and 2 rounds of internship support. Each online session is of 2 hours each with clearly defined pre-session activities and post- session assignments. The internship involves one-on-one support with lesson planning, classroom observation followed by feedback, step-by-step guidance on how to give feedback and become an effective mentor of teachers.

1. Training: The programme includes the following modules

   1) **Teaching as Relationships (2 sessions)**

   Teachers must be able to ‘connect’ with children and young people if they are to make a difference in their learning, health and wellbeing

   The session will examine ways in which all teachers would be able to use simple strategies to enhance their relationships with each other and with students. We will build in role plays and detailed debriefs to clarify these strategies.

   We will also explore ways in which institutional checks can be put in place for fostering positive relationships.

   2. **Positive Behaviour Management (2 sessions)**

   The ability to manage the behaviour of a class effectively is one of the top skills that every teacher needs. Even the best planned lesson can go awry with disruptive behaviour. Positive Behaviour Management is a one day workshop that raises the key question: Do YOU as a teacher want to be responsible for your students’ behaviour or do you want THEM to be responsible for their own behaviour? In this workshop, teachers examine the factors that influence student behaviour as well engage with strategies to deal with inappropriate behaviour. It also enables teachers to reflect on the long term benefits of fostering a culture of self discipline, so that children develop self awareness and take accountability for their actions.

   3. **Communication Skills for the Classroom (4 sessions)**

   Teachers are engaged for at least 80% of their working time, using interpersonal communication! This module will help them improve the effectiveness of those interactions. They will review their current communication approach and use practical interpersonal skills for enhancing relationships in schools. This would include providing
feedback effectively to students or parents, building consensus within a group or even being able to respond to adverse situations effectively.

4. Brain-Based Learning (1 session)

This module provides teachers an overview of how to use the knowledge from the recent research on how the human brain learns, in day-to-day classroom transactions. Teachers will get an experiential understanding of the 12 principles of brain-based learning.

5. Power of Questioning (1 session)

Teachers learn to use different types of questions and consciously use them to promote deeper thought and more participation in class.

6. Learning in Groups (2 sessions)

This module aims at equipping teachers with techniques that foster collaborative learning in the classroom and encourage greater accountability for learning amongst students. They will be able to use group-work techniques like Think-Pair-Share, Snowballing, Envoying, jigsaw, Carousel to build in active learning in the classroom.

7. Dimensions of Learning (4 sessions)

The aim of this workshop is to use Marzano et al’s popular Dimensions of Learning (DOL) Model to equip classroom all teachers, especially middle and high school teachers with the knowledge, skills and attitudes to teach curriculum in ways that are coherent, engaging and rigorous. The Dimensions of Learning model is a practical teaching framework based on the premise that five types of thinking, what we call the five dimensions of learning are essential to student learning and academic performance. The DOL Model also offers very effective study skills strategies for students.

8. Assessment for Learning (2 sessions)

Assessment is a vital part of learning. The ultimate purpose of assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives. To achieve this, teachers need to know at the outset of a unit of study where their students are in terms of their learning and then continually check on how they are progressing through strengthening the feedback they get from their learners. This workshop will explore the principles of formative assessment and its powerful ability to improve learning outcomes.

9. Assessment of Learning (2 sessions)

If we test for rote learning and recall, that’s all that students will ever learn! This is called teaching to the test. When our aim is to teach for deeper understanding and critical thinking we must assess likewise! This module focuses on better questioning for developing higher order thinking, exploring a range of assessment methods, use of

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rubrics as alternative tools to ‘measure’ learning.

10. Lesson Planning (2 sessions)

This crucial session focuses on lesson planning to make sure that what students learn is an outcome of careful design rather than a random act. A good lesson plan begins with clearly articulated behavioural objectives. This module helps teachers to not only comprehend the significance of a well structured lesson plan but also attain a mastery in the ‘art’ of Lesson Planning. This module will also help ensure consistency in lesson planning across both the schools, despite the difference in curriculum.

11. Coaching and Mentoring (4 sessions)

Research has shown that no training actually gets implemented in the classroom, unless teachers are supported and developed in the school with a system of Coaching. Coaching must be an ongoing process and done within a safe and professional environment so that every teacher over time becomes a skilled reflective practitioner. The transfer of learning from training to the classroom depends on the skill and qualities of the Coach and the nature of the coaching process. The coaching module takes this into account and includes the following components:

This module will enable the heads and coordinators (mentors) to coach their colleagues. The workshop has been designed with actual classroom videos and participants get hands-on practice in Coaching to understand the process better. TTF will train the mentors to observe teachers in the classroom and give reflective feedback.

2. Coaching Internship : 2 Rounds of Internship

**First Round of Internship:** TTF mentor observes the lesson being taught (using Classroom Observation Checklist – COC) and gives feedback to the coaches. Peer coach to shadow the process and vice versa.

**Second Round of Internship:** Each coach looks at the lesson plan of two teachers(coachee) in school using the lesson plan checklist and then gives feedback during a joint lesson planning session. The reworked plans are mailed to the mentor. The mentor sends her feedback. The lesson of the coachee is observed by both the coaches and the TTF mentor. The coach then discusses the feedback to be given with the mentor and subsequently gives feedback to her coachee. The peer coach and the TTF mentor shadows the feedback session and gives feedback to the coach about how she has given feedback to her coachee and vice versa.

**Programme Fee: INR 29,500 per participant (inclusive of GST)**

For any clarifications write to us at harish.anand@teacherfoundation.org

To register please visit the following link: [https://bit.ly/RegistrationFormCFSS](https://bit.ly/RegistrationFormCFSS)