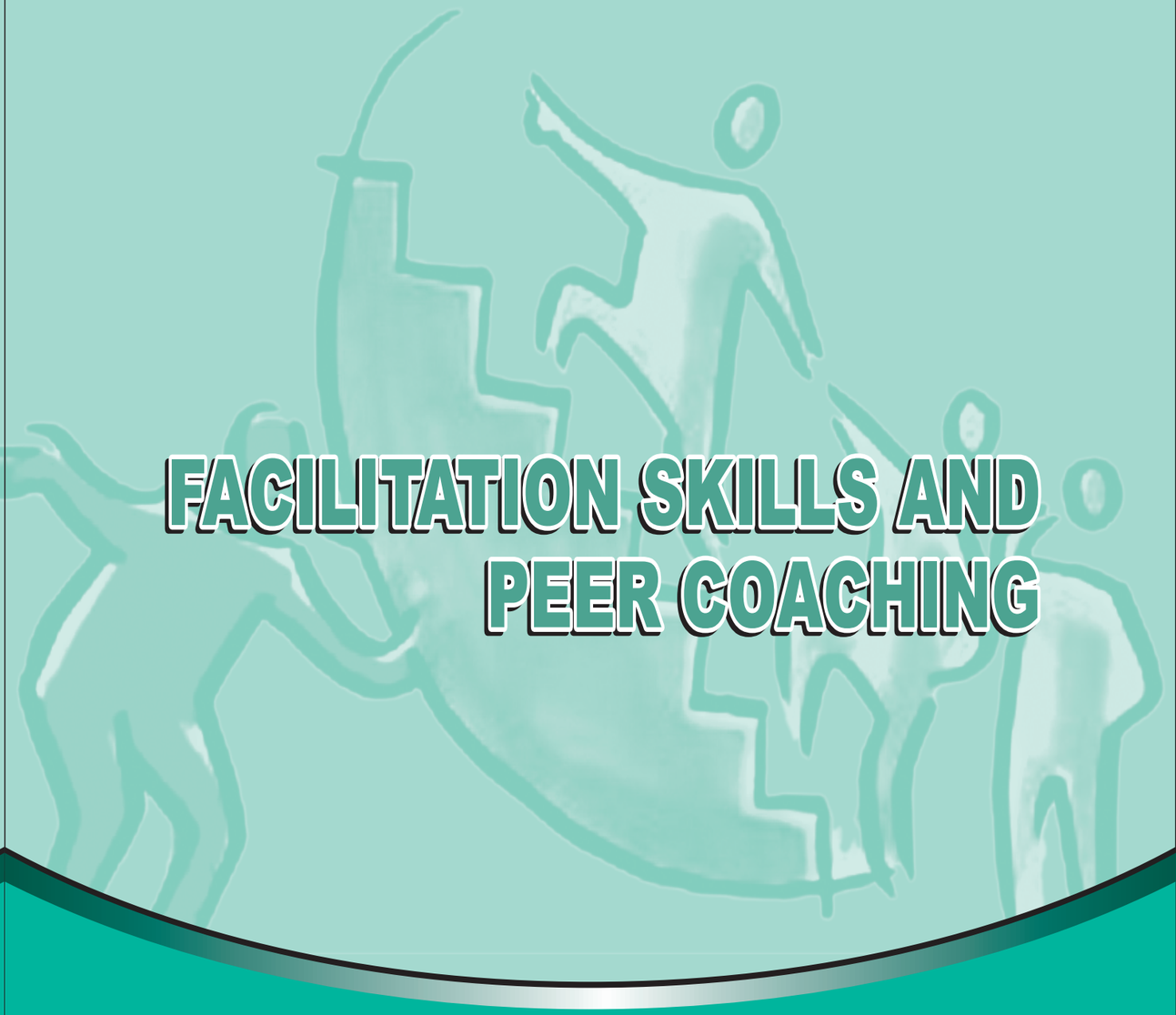
VVOB Vietnam Office
Address: Rm 307, A3, Thao Vien Guesthouse,
1B Bac Son, Ngoc Ha, Ba Dinh, Hanoi
Tel: 84-4 3.848 9394
Fax: 84-4 3.734 7290
Website: www.vvob.be/vietnam

FACILITATION SKILLS AND PEER COACHING



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FACILITATION SKILLS AND PEER COACHING

ASSOC. PROF. LE HUY HOANG (Ph.D.)

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FOREWORD

As an important means of updating and improving education quality, professional qualifications and competencies are considered one of the key determinants to the success of each educational institution.

As such, educational authorities, projects, and institutions in recent years have paid significant attention to regular in-service training to raise professional and on-the-job skills for almost all teachers at the local level. This has led to the gradual improvement of general education.

Numerous models and measures have been taken to develop and raise professional qualifications among teachers. They take the form of training courses, workshops, seminars, class observations, etc. In this document, we will introduce a model for professional development – The Peer-Coaching Program – that has been deemed fairly effective when applied in the classroom. The Peer-Coaching Program is currently being used in many countries across the world through Microsoft Partners in Learning.

For the successful implementation of this model, the coach must have not only high professional qualifications and prestige with peers but also have a full set of facilitation skills.

This document will cover two main topics:

The first will be a collection of facilitation skills in general and support skills in peer coaching in particular;

The second will be the peer-coaching model.

The material in this document was developed to improve the training to lecturers of teacher training colleges/universities and teachers of lower secondary schools. Each training course should take place over 2-3 days. Subject to the qualifications of participants, trainers can either conduct independent oversight or work with trainees in several activities to help expose them to facilitation skills and experience alike in the training process.

As this is the first English edition, we are aware there may be room for improvement and look forward to your comments and feedback. Your comments can be sent to:

Tran Nu Mai Thy: thytranvietnam@gmail.com or thytran.vvobvn@gmail.com

Le Huy Hoang: hoanglh@hnue.edu.vn

PART 1:

ACTIVITIES

Activity 1 – OVERVIEW OF FACILITATION SKILLS

Time: 45 minutes

Objectives: After the activity, trainees will be able to:

- Present the concept of a facilitation activity;
- Compare characteristics of a facilitation activity with that of presentation activity.

Materials:

- Appendices 1a, 1b, 1c; 2 video clips about presentation and facilitation activities.
- Equipment: Projector, wallboard (whiteboard or blackboard) and chalk/markers.

Steps:

1. Trainees watch 2 video clips: one showing a presentation activity, the other a facilitation activity, and compare the two.
2. Working in pairs, trainees do the exercise *(Appendix 1a)* in order to compare characteristics of a facilitation activity with that of a presentation activity
3. Groups report on their results, discuss and give comments.
4. Trainer raises the question: What is a facilitation skill? Trainees respond.
5. Trainer sums up and recapitulates the concept, characteristics and roles of facilitation skills *(Appendix 1b)*.

Assessment: Discuss the results

Notes: Facilitation skills are very broad, and used in many different contexts, areas and manifested in separate skills. These are studied in the later sections.
Supplementary reading: Introduction to facilitation skills (Appendix 1c)

Activity 2 – GROUP MANAGEMENT SKILLS

Time: 30 minutes

Objectives: After the activity, trainees will be able to:
- Present the role of group management activity
- Exercise several techniques regarding group management

Materials:
- Appendices 2a, 2b, 2c, 2d.
- Equipment: Projector, wallboard and chalk/markers.

Steps:

1. Trainees work in groups of 4 (use counting technique for grouping and tablecloth technique for discussing), and complete the following assignment: "List everything that needs to be done in group management in sequence from beginning to end". Present discussion results on A0-paper.
2. Trainer raises the question: "What are the different ways of arranging groups?" After the trainees respond, trainer introduces and explains several types of grouping *(Appendix 2a)*.
3. Trainees work in groups (same as Activity 1) to explore the correct sequence of group management *(Appendix 2b)*.
4. Trainees work in pairs to explore and discuss several grouping techniques *(Appendix 2c)*.
5. Trainer sums up and recapitulates main areas of issues of interest.

Assessment: Discuss the results

Notes: Group management skills are very broad, consisting of many individual skills, and used in many different contexts, areas, and manifested in separate skills. These are studied in the later sections.
Supplementary reading: Introduction to group management skills (Appendix 2d)

Activity 3 – QUESTION-RAISING SKILLS

Time: 60 minutes

Objectives: After the activity, trainees will be able to:
- Present the role of raising questions in teaching and peer coaching
- List and categorise different types of questions and their meanings
- Present effective techniques for raising questions, common mistakes in raising questions, etc.
- Raise some types of questions commonly used in teaching

Materials:
- Appendices 3a, 3b, 3c, 3d.
- Equipment: Projector, wallboard and chalk/markers.

Steps:

1. Trainer sets the background for different situations in real-life questions, in order to highlight the significance of formulating and developing question-raising skills.
2. Each trainee raises a question on the topic "peer coaching". These questions are noted on the board.
3. Trainees work independently to discuss different types of questions in *Appendix 3a* and categorise the "peer coaching" questions just noted. Trainees raise additional questions.
4. Trainees work in pairs to carry out *Appendix 3b* and identify 5 roles of a question.
5. Trainer divides the class into 5 groups. Each group assigns a person to facilitate, a note-taker/recorder, a person playing the role of raising questions, and a person playing the role of responding. All practice raising questions according to their roles. Consult *Appendix 3c* for additional information about raising questions.
6. Pick groups to present their results to the whole group.
7. Trainer concludes by discussing several key aspects in question-raising skills, especially their role in facilitation activities.

Assessment: Discuss results of various activities, comments and reflections made by trainees.

Notes: Trainer works with trainees to discuss and make improvements after each activity.
Supplementary reading: Introduction to question-raising skills (Appendix 3d)

Activity 4 – FEEDBACK SKILLS

Time: 45 minutes

Objectives: After the activity, trainees will be able to:

- Present the concept of feedback and analyse its role in education and pedagogy
- Summarise techniques and principles of feedback in a "Sandwich" manner

Materials:

- Appendices 4a, 4b, 4c, 4d, 4e.
- Equipment: Projector, wallboard and chalk/markers.

Steps:

1. Trainees work independently to give feedback on the training content of question-raising skills and record feedback on the learning form *(Appendix 4a)*.
2. Trainees work in pairs to finalise concepts of feedback and rank the level of importance of its functions *(Appendix 4b)*.
3. Several pairs of trainees present. Trainer summarises the concept and role of feedback.
4. Trainees study material in *Appendix 4c* regarding feedback in a "Sandwich" manner and the principles for effective feedback in *Appendix 4d*.
5. Trainees review the feedback in Activity 1 and restructure it in a Sandwich style.
6. Trainer sums up and recapitulates relevant knowledge.

Assessment: Review findings.

Notes: There is no absolute and uniform way of giving feedback. During training, the trainer may encourage trainees to add content to feedback skills.

Supplementary reading: Introduction to feedback skills (Appendix 4e)

Activity 5 – POSITIVE LISTENING SKILLS

Time: 45 minutes

Objectives: After the activity, trainees will be able to:

- Present and analyse the concept of listening
- Apply techniques for effective listening during training

Materials:

- Appendices 5a, 5b, 5c, 5d.
- Equipment: Projector, A0-sided paper and markers.

Steps:

1. Trainees work in pairs to differentiate between "hearing" and "listening".
2. Trainer provides additional analysis on the difference between "hearing", "listening" and "active listening" *(Appendix 5a)*.
3. Trainer introduces and explains the term "listening" in the Chinese language, and presents factors related to listening, including different body postures and gestures *(Appendix 5b)*.
4. Trainees work in groups of 4 to categorise active learning into 4 different factors *(Appendix 5c).*
5. Trainer gives comments and summarises key points.

Assessment: Discuss results of various activities, comments and reflections made by trainees.

Notes: The term "listening" in the Chinese language is explained in English and Vietnamese languages. If some trainees are conversant with Chinese, encourage them to share any additional knowledge.
Supplementary reading: Introduction to active listening skills (Appendix 5d)

Activity 6 – OBSERVATION SKILLS

Time: 30 minutes

Objectives: After the activity, trainees will be able to:

- Describe the process of observations
- List and apply body postures and gestures and meanings of the same in observation
- Recognize several typical facial expressions

Materials:

- Materials: Appendices 6a, 6b, 6c, 6d, 6e.
- Equipment: Projector, wallboard and chalk/markers.

Steps:

1. Trainees work in pairs to carry out the observations and answer questions on purpose, audience and method of observation *(Appendix 6a)*.
2. Trainer summarises factors that should be clarified in observation *(Appendix 6b)*.
3. Trainees work in groups of 4 to observe images and select the mood of the people in the mages *(Appendix 6c)*.
4. Trainer asks groups of trainees to read the "expressions and meanings in observation" in *Appendix 6d* and compare the same with the group activity above.
5. Trainer discusses, sums up and recapitulates various issues related to observation skills.

Assessment: Discuss results of various activities, comments and reflections made by trainees.

Notes: Observation skills in this section are focused primarily on observation of people.
Supplementary reading: Introduction to observation skills (Appendix 6e)

Activity 7 – PRESENTATION SKILLS

Time: 75 minutes

Objectives: After the activity, trainees will be able to:

- Present and analyse 6 steps in creating a presentation
- Plan and show a simple presentation
- List factors required for an effective presentation

Materials:

- Appendices 7a, 7b, 7c, 7d.
- Equipment: Projector, A4 and A0 papers, pens.

Steps:

1. Trainees work in groups of 4 to study the process of designing a presentation *(See Appendix 7a)* and prepare a presentation on the topic "Active teaching" (or another topic as determined by each group).
2. Trainer asks two groups to show their presentations. Other members observe and assess them using the evaluation form in *Appendix 7b*. Trainees may consult additional information in *Appendix 7c* for assessment.
3. Groups exchange, discuss and share ideas.
4. Trainer summarises key aspects.

Assessment: Discuss results of various activities, comments and reflections made by trainees.

Notes: While groups are working on their presentations, trainer gives them evaluation forms and some notes to be taken, for reference.

If time allows, trainees are asked to produce the structure of a presentation, based on their experiential learning.
Supplementary reading: Introduction to presentation skills (Appendix 7d)

Activity 8 – NEGOTIATION SKILLS

Time: 60 minutes

Objectives: After the activity, trainees will be able to:

- Present the concept of negotiation skills
- Analyse factors leading to success or failure in negotiating
- Describe different stages of the negotiation process
- Present the win-win negotiation and two commonly seen forms of negotiations

Materials:

- Appendix 8a, 8b, 8c, 8d, 8e, 8f.
- Equipment: Projector, wallboard and chalk/markers.

Steps:

1. Trainees share negotiation experiences in life and work. Trainer introduces and explains the concept of negotiation (*Appendix 8a)*.
2. Trainees work in pairs to differentiate the factors leading to success or failure in negotiating *(Appendix 8b)*.
3. Trainees work independently *(Appendix 8c)*. Afterward, trainees discuss and name various phases of the negotiation process.
4. Trainees and trainer analyse the win-win negotiation model *(Appendix 8d)*.
5. Trainer presents a particular situation and negotiates with trainees.
6. Trainer sums up and recapitulates key points.

Assessment: Discuss results of various activities, comments and reflections made by trainees.

Notes: Negotiation skills in education are primarily soft negotiation skills.
Supplementary reading: Two types of negotiation (Appendix 8e) and introduction to *negotiation skills (Appendix 8f)*

Activity 9 – SKILLS FOR WORKING WITH DIFFICULT PEOPLE

Time: 45 minutes

Objectives: After the activity, trainees will be able to:

- Recognize and describe several types of difficult people commonly seen in teaching
- Present a code of manners for handling difficult people
- List ways of reducing conflict when working with difficult people

Materials:

- Appendices 9a, 9b, 9c, 9d, 9e.
- Equipment: Projector, wallboard and chalk/markers.

Steps:

1. Trainees reflect upon the behaviour of some people that makes them difficult and awkward to work with professionally, and address ways to deal with the situation.
2. Trainees work in pairs, matching types of difficult people with their behaviour *(Appendix 9a)*.
3. Trainees list proposed solutions for dealing with difficult people and name four commonly seen types of behaviour *(Appendix 9b)*.
4. Trainees do a role-playing exercise to practice interacting with difficult people in specific situations *(Appendix 9c)*.

Assessment: Discuss results of various activities, comments and reflections made by trainees.

Notes: There are many kinds of people, often in different contexts. This activity focuses on several common types of difficult people, and is not exhaustive.
Supplementary reading: Introduction to skills for working with different people (Appendix 9f; Appendix 9d; Appendix 9e)

Activity 10 – PEER-COACHING MODEL

Time: 60 minutes

Objectives: After the activity, trainees will be able to:

- Present and highlight the meaning of several current models of professional development
- List signals for assuring efficiency in professional development
- Answer the following questions: What is a peer-coaching model? Why is it necessary to use a peer-coaching model? What are ways to coach peers effectively?

Materials:

- Appendices 10a, 10b, 10c, 10d.
- Equipment: Projector, wallboard and chalk/markers.

Steps:

1. Trainees work as a whole class and, based on their experiences, reflect upon strategies to improve their qualifications, and discuss the best possible strategy, giving reasons.
2. Trainees work in pairs to name and pair the model of professional development with the meaning of each respective model *(Appendix 10a).*
3. Trainer gives feedback and additional explanations for three professional models. Trainer helps trainees work on their own peer-coaching model.
4. Trainees work in groups based on their institution to discuss techniques that lead to effective professional development *(Appendix 10b).*
5. Trainees work in pairs to finalise the concept of peer coaching, list the meanings of peer coaching and explain why it is necessary to apply the peer-coaching model *(Appendix 10c).*
6. Trainer recapitulates key aspects.

Assessment: Discuss results of various activities, comments and reflections made by trainees.

Notes: The main characteristics of the peer-coaching model are adapted from Microsoft's Peer Coaching, so that teachers can apply them in the classroom after a professional development activity.
Supplementary reading: Introduction to the peer-coaching model (Appendix 10d)

Activity 11 – PEER-COACHING PROCESS

Time: 30 minutes

Objectives: After the activity, trainees will be able to:

- Present and analyse the peer-coaching process;
- List specific tasks in the process of peer coaching.

Materials:

- Appendix 11a.
- Equipment: Projector, wallboard and chalk/markers.

Steps:

1. Trainees work in pairs, based on their level of experience, and reflect upon and suggest a process for peer coaching in school.
2. On the basis of these suggestions, trainer records and summarises several procedures in peer coaching.
3. Working in groups of 4, trainees arrange the steps in the process of peer coaching in the right order (*Appendix 11a*).
4. Trainer recapitulates key points.

Assessment: Discuss results of various activities, comments and reflections made by trainees.

Notes: The trainer should alert trainees to the fact that this activity goes hand-in-hand with the following activity i.e. planning for peer coaching.

Activity 12 – PLANNING FOR PEER COACHING

Time: 90 minutes

Objectives: After the activity, trainees will be able to:
- List characteristics of a successful and effective peer coach
- Produce a plan for peer coaching

Materials:
- Appendices 12a, 12b.
- Equipment: Projector, wallboard and chalk/markers.

Steps:

1. Trainees work as a whole group to, based on their experiences, reflect upon and talk about the characteristics of a successful peer coach. Trainer notes down these reflections on the wallboard.
2. Trainees work in groups of 4 to divide into two the characteristics that a successful peer coach 'must have' and 'it is good to have' *(Appendix 12a).*
3. Trainees work in institution-based groups to plan for peer coaching based on a template plan *(Appendix 12b).*
4. Groups report on their results of planning for peer coaching. Trainer leads, raises questions and shares plans among the groups.
5. Trainer sums up and recapitulates key aspects.

Assessment: Discuss results of various activities, comments and reflections by trainees.

Notes: Trainer works with trainees to discuss and make additions to relevant aspects after each activity.

PART 2:

APPENDICES

APPENDIX 1 OVERVIEW OF FACILITATION SKILLS

Appendix 1a: PRESENTER OR FACILITATOR?

Study and divide the following into two lists:

1. *Characteristics of a presenter*
2. *Characteristics of a facilitator*

A. Success depends on creating, sustaining and enabling an effective learning environment
B. Focuses on learners
C. Participants are members of a group currently undertaking some task
D. Takes the initiative in controlling and leading
E. No management of content, but focuses on leading the discussion
F. Shares control and direction
G. Success depends on knowledge, skills, experiences and implementation approach
H. More oriented towards answering than raising questions
I. Uses questions to motivate individual activities within a group
J. Focuses on the presenter
K. Participants come and receive previously-prepared information
L. The content is unilaterally transmitted

Characteristics of a presenter	Characteristics of a facilitator
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Appendix 1b: CONCEPT AND ROLES OF FACILITATION ACTIVITIES

Concept of a facilitation activity:

A facilitation activity is one in which the facilitator works with learners to encourage learning and equip them with skills for self-development and lifelong learning.

Roles played by a facilitator:

- Directed towards learners
- Works with learners, not as an observer
- Makes the learning process happen
- Encourages and creates opportunities for learners to share
- Defends and confirms ideas
- Creates a convenient and safe learning environment
- Removes obstacles in the learning process

Appendix 1c: INTRODUCTION TO FACILITATION SKILLS

Facilitation is not the same as making a presentation. The word *facilitate* comes from the Latin *facilis*, and means, 'to make easy' (Bently, 1994). As learning facilitators, your job is to guide your learners – in other words, to make their learning easy. More specifically, the facilitator must undertake the following roles:

Group leader: As a leader, you create and sustain the environment for learning, and strengthen interaction among participants, so they can acquire new knowledge and skills;

Manager of the agenda: Maintaining the agenda is a task-focused facilitator role. Starting on time and staying on time may be difficult, but it is important to complete all the content and fully experience the learning strategies;

Role model for active behaviour: Good facilitators model the behaviour they are teaching, as they have a large impact on learners' activities. As the learning facilitator, you must always maintain a positive and professional demeanour;

Content expert: being an expert in your material is critical. Participants expect you to speak beyond the generic script of your guide and make the content relevant to them. You can do that by asking and answering questions that take them deeper into the content and by sharing experiences;

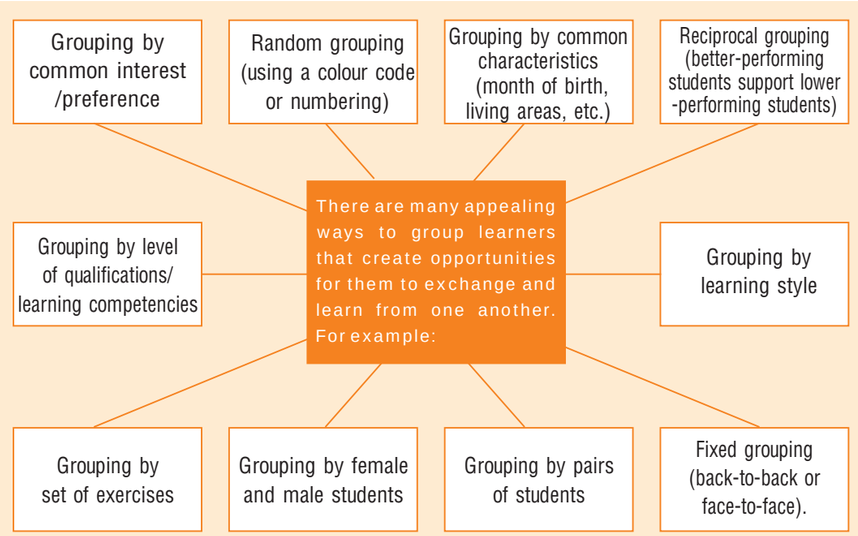
Consultant: As a consultant, advisor or coach, you can help participants make sense of the concepts and apply them to their jobs within the context of their environment.

Your effectiveness as a facilitator relies on your knowledge, skills and individual characteristics and behavioral competences. Specifically, the facilitator:

Needs to have knowledge and understanding of:	Needs to have skill competencies in:
- Learning theory and adult learning principles - Formative and summative assessment strategies in the facilitation process - Teaching and producing a teaching plan - Diversity awareness related to participants' differences in learning - Group tactics - Tactics for coaching and feedback - Training evaluation	- Verbal communication - Non-verbal communication (observation, body postures, gestures, facial expressions, etc.) - Thinking in terms of systems - Planning learning activities - Operating equipment used in training - Listening actively and effectively - Summarising and paraphrasing participant input - Providing coaching and feedback - Working with a diverse group of people

APPENDIX 2: GROUP MANAGEMENT SKILLS

Appendix 2a: TYPES OF GROUPING



Appendix 2b: GROUP MANAGEMENT

Study the list and put the process of group management in the correct order

- Produce a work plan
- Identify group tasks
- Groups present results
- Introduce topics
- Address the tasks
- Divide group/prepare a working space
- Assess results
- Discuss working principles

PROCEDURE

Stage 1: Start to assign tasks

- .....
- .....
- .....
- .....

Stage 2: Work in groups

- .....
- .....
- .....
- .....

Stage 3: Present and assess results

- .....
- .....
- .....
- .....
- .....

Appendix 2c: GROUPING TECHNIQUES

Type of grouping	Particulars
Group Face *Used to form small group*	First, all trainees stand around in a circle. Trainer raises a number; trainees move quickly and find partners to form a group of that. Trainer raises additional numbers from low to high until the number of trainees is sufficient for an intended group.
Birthday Groups *Used to form small group*	The trainer divides up the group, based on the trainees' month of birth. Depending on the number of trainees, it is possible to group by month, a block of several months, or quarterly. Note: It is possible that groups may have an unequal number of trainees.

Group By Season *Used to form 4 groups*	Based on the season of their birth, divide trainees into 4 groups corresponding to four seasons of the year (i.e. spring, summer, autumn, winter). Like birthday groups, it is possible that groups may have unequal number of trainees.
Birds of a Feather *Used to form small group*	Each trainee will receive a card, on which a bird is drawn or printed. Members with the same cards form a group. It is possible to change the image on the card to another animal or theme.
Take a Number *Used to form small group*	Ask trainees to quickly form a group of 3-5 people. Within each group, members will in turn count from 1 to the end. Members with 1s will form a group; with 2s will form another group, etc.
Back to Back *Used to form two groups*	Ask trainees to stand with their backs to each other in pairs and use one of the following options to form two groups: - Based on age of the two members - Size of the legs - Height of the two people
First Name *Used to form paired group*	Ask trainee to count the number of characters in his or her name, then find another member with the same number of characters and pair together. Those trainees who can't pair by names will pair together.
Personalized Index Cards *Used to form small group*	Distribute a card to each trainee and ask them to record full name and draw an interesting image onto the card. Collect all the cards and mix them up. Divide the set of cards into portions with equal numbers (each portion will represent a group). Turn the cards over in each of the portions and announce names of members in each group.

Appendix 2d: INTRODUCTION TO GROUP MANAGEMENT SKILLS

The organization and management of group-based student learning is built on the theory of collaborative learning. Accordingly, learners are grouped in a certain way and work in a controlled environment, displaying their individual roles through discussion, exchange, and debates oriented towards a common task. In this environment, tasks for each individual must be clearly assigned and carried out in compliance with proposed rules. Activities within small groups also encourage others to share knowledge, a new theory of cognition growing in popularity in recent years.

To make best use of the advantages of group activity, group management in the course plays a central role. Tasks must be clearly stated, creating interest for learning; structured purposefully with diverse, lively and appealing techniques; and roles of members must be clearly assigned, especially for the leader, note-taker, and time-keeper. Finally the reporting, self-evaluation, peer evaluation, and evaluation by teachers must be well organised. Within the group, the teacher or facilitator must manage, monitor, observe, support, encourage and resolve conflicts.

During the group activity, it is possible to use many different techniques for discussion, such as building a mindmap, the tablecloth technique, brainstorming skills, etc. These techniques do not fall within the scope of this training material.

APPENDIX 3: QUESTION-RAISING SKILLS

Appendix 3a: SOME TYPES OF QUESTIONS

There are many ways to classify questions, according to purpose, form of expression and level of difficulty. Below are 7 types of questions commonly seen in education. They are:

1. **Open-ended questions:** usually have many acceptable answers. This type of question usually helps identify and address issues and different situations.
2. **Close-ended questions:** require simple, clearly defined responses. Usually used to collect and check information.
3. **Clarifying questions:** used to collect additional information to clarify understanding between speaker and listener. This type of question helps motivate active listening.
4. **Extended questions:** these encourage interpretation and broader and more reflective answers.
5. **Comparative questions:** used to compare two or more subjects. This type of question is useful in promoting high-level thinking skills.
6. **Assumption questions:** based on an assumed situation. This type allows issues to be explored in a theoretically safe environment.
7. **Summary questions:** used to remind the listener of issues already mentioned, decided or agreed upon.

Appendix 3b: ROLES OF A QUESTION

Read the following content and summarise them into 5 key roles of a question

- Encourages, inspires and challenges the recipient
- Used to check prior knowledge
- Stimulate recollection and uses existing knowledge and experiences
- Orients the thinking into the most important concepts and issues
- Extends and develops thinking from specific and practical factors to analysis and assessment
- Leads specific activities to understanding
- Encourages critical thinking, problem-solving, assessment and ways of proposing a hypothesis
- Encourages practical application
- The form mostly frequently used in an interaction between teacher and learner
- A main method of creating situations and challenging students' learning
- A popular tool for assessing learning
- An important component of various forms of virtual learning
- A factor with significant impact on motivating learning progress.

RESULT:

Role 1:.....

Role 2:.....

Role 3:.....

Role 4:.....

Role 5:.....

Appendix 3c: BEST WAYS TO RAISE A QUESTION

To raise a question effectively, apart from setting correct objectives and selecting the appropriate question, it is advisable to pay attention to the following:

- Encourage participants to raise questions at any time
- Review all questions properly; don't avoid any questions raised by trainees
- Distribute questions to all participants
- Raise questions on side issues people tend to neglect
- Ask for full responses
- Don't allow an individual or a group to dominate the activity
- Use open-ended questions
- Limit the use of questions that can be answered by guessing
- Use W-questions to ask: Why, When, Where, What and How
- Ask for loud and clear responses so that everyone can hear
- Use correct terms and grammar for the question
- Keep the question related to topic and objective
- Prepare questions in advance
- Add spontaneous questions in some situations (subordinate questions)

In addition, it is advisable to avoid the following situations:

- Too many close-ended questions
- Yes/No questions
- Too many short prompt questions
- The 'guess what I am thinking' question
- Starting all questions with a premise
- A question that is not oriented towards objectives
- Giving ineffective feedback to wrong answers
- Focusing only on some people and not the whole class
- Making the order for raising questions too rigid
- Not allowing enough time for thinking, responding or raising questions
- Using a question when an alternative method would be more appropriate

Appendix 3d: INTRODUCTION TO QUESTION-RAISING SKILLS

Question-raising is one of the crucial skills in education and training. In a facilitation activity alone, question-raising can help the facilitator learn more about the level of awareness in learners, and stimulate and extend and discussions. Question-raising is also useful in guiding, giving insight and assessing learners' performance.

There are many types of questions including, for example: open-ended, close-ended, clarifying, comparative, summary, assumed, etc. Each type of question has a different aim and requires a different level of thinking among learners.

The main questions to be used in a facilitation activity should be prepared in advance, geared toward learning objectives and stated as clearly and coherently as possible, avoiding repetition. To be more effective, the facilitator can introduce a context or create a situation or use subordinate questions to lead to the main questions.

It is important to distribute questions equally to all members; allow them some time to reflect upon and answer the question; use subordinate questions to clarify and reorient; and provide some prompts to different situations in teaching.

Assessment of the responses also plays an important role in question-raising skills. This should be done skillfully to stimulate the right responses and correct unclear or incorrect responses. Also, through the assessment of responses, the facilitator is able to adjust various activities.

APPENDIX 4: FEEDBACK SKILLS

Appendix 4a: GIVING FEEDBACK

Provide feedback on the training content of question-raising skills

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Appendix 4b: CONCEPT AND ROLE OF FEEDBACK

Complete the following concept of feedback:

- "Feedback is information from _____to _____ on their performance towards strengthening and adjusting actions of _____ in the future" (Veniga, 1975)

Read carefully the following roles of feedback and arrange from 1 to 6 in order of descending importance:

- Provide new and important information to learners
- Encourage and extend learning activities
- Keep learners informed of the extent to which they have achieved their targets
- Show learners their weaknesses and shortcomings
- Evaluate the progress in learners
- Create confidence and orient efforts of learners

Result:

1.....

2.....

3.....

4.....

5.....

6.....

Appendix 4c: GIVING FEEDBACK IN A "SANDWICH" MANNER

There are many ways to provide feedback. The "sandwich" feedback is one popular method used all over the world in two main ways, the old and the new. These are:

Old version:	New version:
Starting with positive statements (lots of appreciation, praise, consensus, etc.); followed by statements and comments on those aspects that require adjustment; concluding with positive statements.	Starting with questions asking learners to conduct a self-assessment of aspects in objectives, what they have achieved and what could be improved. Next, teacher comments on these observations. Finally, the teacher raises questions asking for additions and adjustments for improvement in the future.

Appendix 4d: PRINCIPLES OF EFFECTIVE FEEDBACK

Effective feedback entails compliance with the following principles:

- Create an open, friendly and mutually respectful atmosphere
- Think and thoroughly reflect prior to providing feedback
- Don't provide feedback in a judgmental manner
- Only focus on behaviour and evidence that you have observed
- Provide moderate feedback
- Propose suggestions for improvement

Appendix 4e: INTRODUCTION TO FEEDBACK SKILLS

Feedback is regularly given by teachers during teaching and training. The aim is for learners to realise their strengths and shortcomings, receive updated and additional information on issues facing them; and to understand their teachers' expectations in the future.

Feedback is a way to achieve the above requirements without hurting learners. Teachers need to make sure that learners wish to receive feedback instead of feeling nervous or worried. They need to ensure that learners appreciate feedback and make more progress afterward.

There are many ways deemed useful, including the "sandwich" feedback with two versions, the 'old' and 'new'. This content is summarised in *Appendix 4c*.

APPENDIX 5: POSITIVE LISTENING SKILLS

Appendix 5a: HEARING AND LISTENING

HEARING	LISTENING
Is a physiological process where sound waves transmit to the ears, causing mechanic vibration to vibrating sounds, transferring to the inner ears, causing impulses and then transferring to the hearing zone of cerebral cortex to recognize the sound.	"Is a physiological process, starting with the cognition by a person, drawing his or her attention to the noise or the speech and finishing with an understanding of the message." Source: Xuan Giap

Appendix 5b: LISTEN (IN CHINESE)

Source: Pat Ashton, 2006

Appendix 5c: TECHNIQUES FOR POSITIVE LISTENING

Study the following list with regard to manifestations of positive listening and categorise them into 4 groups.

- Leans the body forward
- All the content is important
- Focuses on listening and not judging
- Interpretation
- Patient
- Communicates through eyes
- Open and comfortable body posture
- Clarifies
- Focuses on main ideas
- Explores
- Nods the head
- Avoids thinking confusingly while listening
- Shows respect and sympathy with the speaker
- Thinks before speaking, especially when disagreeing or criticizing
- Takes brief notes
- Focuses at a deep level
- Summarises
- Understands the objective of the presenter

4 groups of factors when it comes to positive listening

LISTENING POSTURE

- .....
- .....
- .....
- .....

LISTENING MINDSTATE

- .....
- .....
- .....
- .....

LISTENING APPROACH

- .....
- .....
- .....
- .....
- .....
- .....

FEEDBACK APPROACH

- .....
- .....
- .....
- .....
- .....
- .....

Appendix 5d: INTRODUCTION TO LISTENING SKILLS

Listening is an indispensable skill for everyone, but especially the teacher. Good listening helps the listener master substance more quickly and accurately. Besides, good listening also helps the presenter become more confident and enthusiastic while making a presentation. Listening is also a way to show respect and mutual understanding between the presenter and listener.

Positive and effective listening is not only manifested externally but also within the state of mind, way of listening and the feedback given after the listening process.

APPENDIX 6: OBSERVATION SKILLS

Appendix 6a: MAKING OBSERVATIONS

Observe and identify the 6 differences in the two pictures below and answer the following questions:

1. *What is the purpose of the observation?*
2. *What is the subject of observation?*
3. *Which method and technique of observation should be used?*

Appendix 6b: BEFORE AN OBSERVATION

When carrying out an observation, the following factors should be clarified beforehand:

One is the key purpose of the observation. This impacts both subject and method of observation alike. The key purpose must be clearly defined before an observation.

The second is the key subject of the observation. The observer should clarify who/what is the subject to be observed and also make clear which key factors will be observed, according to the objectives.

The third is the key method of observation. This is the way of collecting the maximum amount of information on the subjects to meet the original objective.

Appendix 6c: PRACTISING OBSERVATION

Look at the pictures below and indicate the mood of each person.

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Source: *Internet*

Appendix 6d: GESTURES AND MEANING OF OBSERVATION

Gestures through speaking voice

- LOUD: able, enthusiastic, confident
- SOFT: worried, unconfident, indifferent
- HIGH: ebullient, touchy, angry
- LOW: Sad, lose temper, doesn't care
- DIVERSE: dynamic, focused
- QUICK: confident, worried, lively, hurried
- SLOW: unconfident, indifferent
- MONOTONOUS: unenthusiastic, cold

Behavioural gestures

- LOOKING AROUND OR AT OTHERS: can't understand, fed up
- QUIET AND TAKING NOTES: concentrating
- QUICKLY PUTS MATERIALS AWAY: understanding the lesson or fed up
- EXCITED TO SPEAK: confident, enthusiastic
- LOOKING AROUND: can't understand, worried to participate
- SLEEPING: can't understand, disappointed or fed up

States and gestures

- CONFIDENT: comfortable, looking straight ahead, tense body, sitting upright, arms wide, chin raised, leaning forward.
- WORRIED: nervous, lowered eyebrows, wrinkling brows, arms and legs keep moving, stop speaking, quivering voice, quick and deep voice.
- ANGRY: eyebrows lower and wrinkled, grinding teeth, hands held tightly, head down, speaking voice high or low, and muffled.

- DEFENSIVE: looking down, bending over, glancing, arms and legs crossing, looking around, laying head on the arm.
- DISCOURAGED: looking around, looking down, curling up, covering the face with hands, low, monotonous speaking voice.
- UNCOMFORTABLE: wrinkling eyebrows, looking down, glancing, strained eyes, arms and legs keep moving, putting hands on head.
- HAPPY: laughing, comfortable, eyebrows at normal level, relaxed, nodding, leaning forward, lively, loud and quick speaking voice.
- EXCITED: looking straight ahead, raising eyebrows, leaning forward, relaxed, nodding, raising two fingers, speaking loudly and fast.
- CAN'T UNDERSTAND: scowling, biting lips, glancing, looking around, leaning backward, hand on forehead, stirring, hesitating, low and monotonous speaking voice.

Notes: *These research findings are a reflection of the most typical gestures and not absolutely true in all cases.*

Appendix 6e: INTRODUCTION TO OBSERVATION SKILLS

Observation is an important skill in obtaining information about the attitude, behaviour and other aspects of learners. Good observation can help the teacher collect information quickly and accurately. The teacher can then assess, address, adjust and provide feedback properly. A teacher with poor observation skills will fail to cover the whole class; to recognize different gestures of learners; or make proper assessments of the extent to which learners are acquiring knowledge and skills. As a consequence, that teacher lacks information to adjust his or her teaching approach.

From such gestures as speaking voice, facial expressions, behaviour, body postures, etc., the teacher can recognize the learner's attitude. During the observation process, it is imperative to clearly identify the purpose of observation (what is the observation for?); subject of observation (what/who and what behaviour is to be observed?) and observation approach (how to observe?) In some cases, the observation can be conducted indirectly (e.g. remotely) with the support of technical equipment.

APPENDIX 7: PRESENTATION SKILLS

Appendix 7a: PROCESS FOR DESIGNING A PRESENTATION

1. IDENTIFY OBJECTIVES

- Why is the presentation necessary?
- What reactions are expected from participants?
- After the presentation, what is expected?

2. ANALYSE THE PARTICIPANTS

- Who will be the participants?
- Why are they here?
- How much do they know about the topic you are presenting?
- How do they want to obtain information?

3. MAKE A PRELIMINARY PLAN

- Objectives of the presentation
- Information about the participants
- 3 - 5 main ideas covered under the presentation
- Practical information in support of main ideas

4. SELECT RESOURCES

- Stories
- Graphs, charts, images
- Films
- Other key supporting resources

5. DEVELOP THE PRESENTATION

- **Introduction**
  - Welcome participants
  - Introduce yourself in a friendly way
  - Topic of the presentation
  - Explain why you are there
  - Give experiences about the topic
  - Expected timeline
  - Introduction to main content
- **Main content**
  - Organize properly, concisely and briefly
  - Ensure logic
    - From general to specific
    - From the known to the unknown
    - From the acceptable to debatable
    - From cause to effect
    - From problem to solution
  - Enhance the presentation through practical examples
  - Use images, graphs, tables, animation, etc
  - Clarify the position of the content within the presentation
- **Conclusions**
  - Summarise the content
  - Make conclusions
  - Takeaways for reflection and application
  - Invite participants to ask questions
  - Say thanks

6. REHEARSE AND REVIEW

a. Practice as if it were real
b. Practice in front of the mirror or colleague
c. Adjust if necessary

Appendix 7b: EVALUATION FORM FOR THE PRESENTATION

-In respect of the presenter:

o Body posture, gestures

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o Expressions

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o Language

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-In respect of the presentation

o Opening

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.....

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o Main body

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.....

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o Conclusion

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Appendix 7c: PRESENTATION TIPS

+ Rehearse the presentation:

In order to ensure success, the presenter should rehearse beforehand. In theory, a presentation should be rehearsed 4 times. The presenter should come early and familiarize him/herself with equipment, form new ideas, get relaxed and control any anxiety.

+ Get started to draw attention:

This requirement is true in all teaching situations. When it comes to presentation, this activity will draw the attention of listeners.

+ Standing posture and instructions:

The presenter should practice the way he or she moves around, uses sticks and the pointer. While the presenter should not stand in a single position, he or she should not move around too much during the presentation. Keep a steady posture and avoiding swaying.

+ Don't simply read content presented on the slides:

The presentation will be counter-effective if the presenter reads exactly what is written in the slides. The slide information is just a snapshot for learners and acts as a reminder. On the basis of these reminders, the presenter will discuss and activate cognition of learners.

+ Use eye contact:

More often than not, it is advisable to express enthusiasm and interest through eye contact. This not only draws attention but also helps the presenter obtain informal feedback about the presentation activity. The presenter can then make adjustments and changes as necessary.

+ Use speaking voice and gestures:

These are important factors that make a presentation unique and more attractive. The speaking voice should be loud and clear and expressed in a conversational style, with a strong emphasis on main ideas. He/she should change tone and speed of speaking, and pause for emphasis. As well, it is important to express enthusiasm and interest during the presentation. The presenter should avoid using a monotonous speaking voice or speaking theatrically.

+ Use different measures to motivate people at the appropriate time:

The state of mind of learners, such as excitement, active cognition, etc., plays an important role in the success of the presentation. Many factors affect this, such as the structure, eye contact, speaking voice, and gestures of the presenter. In addition, the presenter should apply several techniques to arouse interest in learners. These might include stories, statistics, comparisons, imitation, something enjoyable and using special effects such as sound, animation, etc.

Appendix 7d: INTRODUCTION TO PRESENTATION SKILLS

For many people, presentation is an art. For a teacher, presentation is a skill, which can be formulated and developed. A good presentation often has: an appealing opening, which motivates learners, making them comfortable and confident; concise content (normally from 3 to 5 main ideas), arranged logically and supported by attractive and practical information and examples; a brief conclusion which summarises key points; and a section for open and extended exchange through questions raised by listeners.

Preparation plays a decisive role in the quality and success of the presentation. The presenter must have a good understanding of the listeners, their characteristics, knowledge base, prior experience related to the topic, etc. Using this knowledge, the presenter will more likely achieve the right objectives by selecting the most appropriate content and approach.

At the performance stage, presentation skills are also manifested through speaking voice, body posture, movement, eye contact and other measures that are appealing and attractive.

A presentation usually needs technical equipment and materials such as a flipchart, projector, transparencies, or PowerPoint slides. They help provide supportive information (brief, concise and visual) for increased effectiveness.

APPENDIX 8: NEGOTIATION SKILLS

Appendix 8a: CONCEPT OF NEGOTIATION

Is a process that occurs when two or more parties have different needs and objectives, and work together to find a solution of mutually acceptable interest. It often requires compromise by both parties.

Appendix 8b: SUCCESS OR FAILURE IN NEGOTIATIONS

Discuss the following factors and divide into 2 lists, with successes on the one side, and failures in negotiation on the other.

- Open, honest, straightforward, reliable
- Easily moved
- Expresses thorough empathy and understanding
- Show respect for other people's values
- Wish to win absolute
- Sees negotiation as an encounter
- Confident, comfortable
- Doesn't try to understand the other party
- Professional
- Focuses on negotiators and not the issue being negotiated
- Committed towards a win – win situation

Factors leading to success	Factors leading to failure
-.....	-.....
-.....	-.....
-.....	-.....
-.....	-.....
-.....	-.....
-.....	-.....

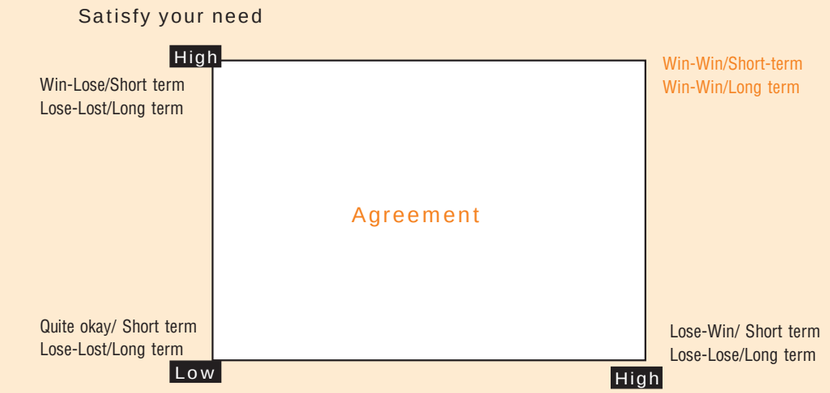
Appendix 8c: STAGES OF A NEGOTIATION PROCESS

Discuss and name the following stages of negotiation:

- Stage 1:.....
  - o Provide a full summary of main topics under negotiation
  - o Clearly define objectives which need to be realized in negotiation (i.e. like to achieve; desire to achieve; must achieve)
  - o Think about tactics, strategies and approaches to be applied in negotiations
  - o Estimate the objectives which need to be achieved by the partner
  - o Collect information related to people, balance of power, and attitude
- Stage 2:.....
  - o Parties try to understand the position and requirements of partner
  - o Raise many questions and spend time exploring and clarifying necessary information
- Stage 3:.....
  - o Shortly after parties set out their requirements, they move to negotiations
  - o Discuss the agreement
  - o Make constructive refusals: try to build a constructive atmosphere when making refusals
  - o Record the points of agreement
  - o Remain steady on major issues: flexible in specifics
  - o Look for signs of agreement: pay attention to term used, and gestures of the partner during negotiation
- Stage 4:.....
  - o List in detail the partner's points of agreement
  - o List points (provisions) which need to be further clarified
  - o Summarise the agreements reached
  - o Renegotiate if there is still debate regarding the agreement.

Appendix 8d: WIN-WIN NEGOTIATION

Look at the diagram below and explain the technique embedded in win-win negotiation



Appendix 8e: TWO TYPES OF NEGOTIATION

Read the following information and decide which type of negotiation is usually used in the education field.

- "Soft" negotiation
  - o Tends to see the negotiation partner as a friend
  - o Sees the agreement reached as a compromise for establishing the relationship
  - o Willing to trust partner
  - o Ready to change what needs to be achieved
  - o Clearly articulates the "minimum objective" right at the start of negotiation
  - o Avoids debates about specifics
  - o Doesn't cause pressure
- "Hard" negotiation
  - o Sees the negotiation partner as a competitor, rival
  - o Sees winning as an objective
  - o Requests for a compromise to establish the relationship
  - o Tends to be doubtful, suspicious, distrustful of partner
  - o Reluctant to change positions or roles
  - o Unclear and purposely deceptive in "minimum objective" in negotiations
  - o Looks forward to victory in debates
  - o Causes pressure

Appendix 8f: INTRODUCTION TO NEGOTIATION SKILLS

Negotiation is a difficult skill. It requires intelligence, creativity, cleverness and sharpness on the part of the negotiator. Objectives of negotiation can be to win (i.e. hard negotiation) or establish a collaborative partnership (soft negotiation). In the field of education and training, soft negotiation skills are dominant.

To reach a successful negotiation, it is important to pay attention to many factors. Some of these factors include: having a clear understanding of the negotiation partner, their strengths and weaknesses, their background, the minimum acceptable objectives in negotiation; and the most appropriate outcome for negotiations.

In the field of education, it is advisable to apply the win-win negotiation model. This means that both parties win in both the short-term and longer-term. Otherwise, it might be that in the short-term one party wins and the other loses, but in the longer-term, both parties lose *(Appendix 8d)*.

APPENDIX 9: SKILLS FOR WORKING WITH DIFFICULT PEOPLE

Appendix 9a: RECOGNISING DIFFICULT PEOPLE

Discuss and pair the different types (i.e. in the left column) with the description of their behaviour (in the right column) and indicate the result in the lines below the table.

1	Hostile aggressive	a	Recognizing new idea is a challenge to them, but look as if they knew it already
2	Boastful/talkative	b	Doesn't react to questions or discussions
3	Complains easily	c	Speaks loudly, shouts or uses aggressive gestures. Can also use language which insults or looks down on virtues of other people
4	Patient	d	Agrees with all comments and requests alike from other people
5	Thinks that s/he knows everything	e	Seems to agree, but afterward speak negatively or unmercifully criticizes
6	Agrees with everyone	f	Seeks errors in everything and avoids responsibility
7	Conservative, prejudiced	g	Someone who wanders out of the subject, and quibbles a lot
8	Prevents activity	h	Speaks a lot, doesn't allow other people a chance to contribute to give feedback
9	Suddenly attacks	I	Seeks reasons to slow down or finish discussions or activities
10	Superficial	j	Shows weaknesses and shortcomings of everything, everyone. Always refuses to change.

1.....; 2.....; 3.....; 4.....; 5.....;

6.....; 7.....; 8.....; 9.....; 10.....;

Appendix 9b: SOLUTIONS FOR DEALING WITH DIFFICULT PEOPLE

Read the following solutions when encountering 4 commonly-seen difficult types of people in teaching and collaboration. Name each type:

Type of difficult person:.....

- Be patient
- Use warm-up activities, assign a new role to that person
- Directly raise questions on a topic the participant already knows
- Assign them to work as facilitator for a group
- Give hints to clarify issue

Type of difficult person:.....

- Establish a mechanism that limits discussion or comments raised by others. For example, each person is allowed to speak at most twice, with a total limit of 5 minutes.
- Designate the question to other members
- Use non-verbal signals such as avoiding eye contact, focusing on other participants in the room
- Don't assign this participant the role of group leader.

Type of difficult person:.....

- Use the reason of time, request this participant to present briefly
- Thank and remind participant of the main topic to be discussed
- Don't assign this participant the role of group leader
- Consider assigning the role of note-taking to this participant to neutralize their comments.

Type of difficult person:.....

- Build up consensus
- Strengthen provision of real-life information and evidence
- Join in to help members of the group
- Suggest other choices for this participant in a nice way

Appendix 9c: ROLEPLAY SITUATIONS

- What would you do when facing these two situations?
- **Situation 1:** When attending a training session on application of ICT in teaching, some people raise objections that "the application of ICT is good but very costly and time-consuming. Moreover, in our school, even if electricity is assured, teachers are poor, and can't familiarise themselves with computers. What should we do then? The trainer should provide us with advice before mentioning other content".
- **Situation 2:** In delivering a training session on active teaching, you have spent time designing diverse activities but a person proposes that "we are experienced teachers, a presentation is enough, and it is not necessary to make us do childlike and time-consuming activities. Please use the time to present main content and not contrive other activities".

Appendix 9d: STRATEGIES FOR MANAGING DIFFICULT PEOPLE

- The goal when working with difficult people is to reduce, change, or remove their complicated behaviour while not hurting their self-esteem or contributions. Therefore, it is advisable to never criticize or push them into an embarrassing situation in front of others and yourself as well.
- The first opportunity to adjust their behaviour comes during the work, when the facilitator can directly and politely ask him or her to give comments on contributions made by some other member.
- Another option is to speak separately with them in a frank manner about their behaviour.
- A third option is to use group leaders respected by other members within respective groups for their knowledge and experience. The group leader may then help you in adjusting their behaviour.
- Finally, it is possible to regularly request that groups conduct self-assessment of the work in progress and discuss negative behaviour in the respective group.

Appendix 9e: HINTS FOR AVOIDING CONFLICTS

Read and analyse the following suggestions, add if required:

- Think about the differences between people as a gift instead a difficulty. Through this, create a good relationship with other people.
- Arrive in a positive state of mind
- Communicate effectively, decisively while respecting opinions given by others.
- Openly receive comments, opinions from others to encourage them to participate in discussions instead of paying attention to the differences.
- Don't evade difficult-to-address behaviour and instead address the issue right away in order to avoid negative consequences in the future.
- Avoid repeating mistakes made by other people so that you don't create more conflict and ruin the conversation. Look to their future behaviour.
- Put yourself into other peoples' shoes and try to understand their opinions.
- Spend time getting to know different participants.
- Discover issues facing other people in order to avoid further conflict.
- Promote relationships based on mutual trust and respect and display this in your behaviour to encourage active dialogue.
- Avoid vague and general terminologies when describing behaviour by other people.
- Listen actively to feel and observe gestures and have a better understanding of their opinions.
- Clearly discuss expected behaviour.
- Discuss the consequences of unchanged behaviour.
- Agree with activities and plans after discussion.
- Conclude with a consensus.

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Appendix 9f: INTRODUCTION TO SKILLS FOR WORKING WITH DIFFICULT PEOPLE

In our life, we meet many different kinds of people. When encountering difficult people in education and training activities, teachers in general and facilitators in particular may find this a major hurdle. At times, they may become puzzled, and even uncomfortable and give up. However, if managed well, it is very possible that so-called difficult people can play an active role in the various activities.

The general principle when working with difficult people is to quickly recognize their differences; only pay attention to and adjust their behaviour and not their character without hurting their feelings. It is a matter of fact that different types of people require a different way of working. Other members can also be an important factor in helping the facilitator deal with difficult behaviour.

To avoid such situations, the facilitator should be honest, open, and altruistic while maintaining a proper distance – modest yet still firm.

APPENDIX 10: PEER-COACHING MODEL

Appendix 10a: PROFESSIONAL DEVELOPMENT MOD

Name the models, below left. Suggested names are: Self-Directed, Standardised, Site-Based. *Then, pair the model in the left with the meanings in the right column. Indicate results at the end of this table.*

1	Model: ..... Is a concentrated approach, related to training workshops and is usually implemented in a "cascade" manner (multi-level). This professional development model focuses on discovering new concepts, illustrations and forming necessary skills.	a	– This approach helps students become a role model for lifelong learning. – Solicits and learns from experienced teachers or other sources of information.
2	Model: ..... Occurs at the training institution, where teachers work with key teachers to develop teaching capacity. This professional development model focuses on specific issues and situations facing teachers when they deliver new ideas, methods and strategies in teaching.	b	– Seeks new ideas and approaches. – Provides teachers with pedagogical knowledge of approach within the region or nation. – Shows commitment of the country, organization, or project to some specific activities.
3	Model: ..... Teachers initiate and design their own program for professional development. They may share ideas, learning materials and discuss various solutions for implementation.	c	– Groups teachers so that they can work together to address needs and issues of the school at each specific stage. – Encourages individual initiatives and a cooperative approach to issues. – Allows professional development in a more flexible, sustainable and specialised manner. – Provides opportunities for continued professional development among a group of teachers.

1.....; 2.....; 3.....;

Appendix 10b: EFFECTIVE PROFESSIONAL DEVELOPMENT

Study the following and divide into two lists:

1. *Characteristics leading to effective professional development*
2. *Characteristics leading to ineffective professional development*

LIST OF CHARACTERISTICS:

- Carried out during work
- Carried out during holidays or weekends
- Topic is determined by lecturer
- Organized in a way that creates opportunities to learn from others
- Lecturers usually work in isolation
- Limited opportunity for reflection or feedback
- Long-term and continuous
- Concentrated on classroom-based activities
- Lack of opportunities for professional development
- In a strongly collaborative environment

EFFECTIVE	INEFFECTIVE
-.....	-.....
-.....	-.....
-.....	-.....
-.....	-.....
-.....	-.....
-.....	-.....

Appendix 10c: PEER-COACHING MODEL

Discuss and complete the following content:

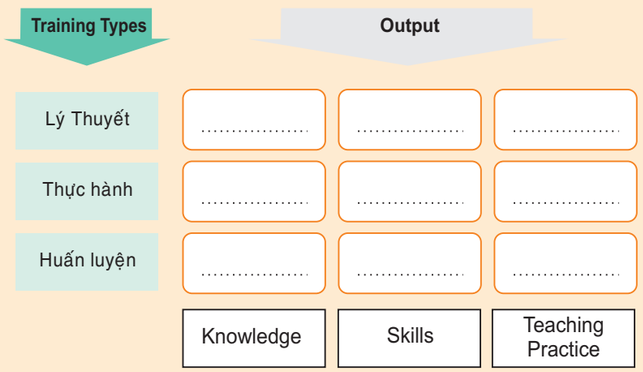
WHAT: *(Fill in the gap to complete the concept of peer coaching)*

Peer coaching is simply _____ (1) or many teachers _____ (2) roles and share in a discussion with a strong focus on thoughts and reflections from peers in respect of the process of _____ (3). This leads to an improvement of _____ (4) teaching.

FOR WHAT PURPOSE?

- .....
- .....
- .....
- .....
- .....

WHY: Fill figures (percentages) in the boxes to complete the following diagram and explain why

PROFESSIONAL DEVELOPMENT APPROACH	FIGURES
	- 85% (02) - 90% (02) - 80% (01) - 15% (01) - 5-10% (01) - 10-15% (01) - 80-90% (01)

(Source: Peer Coaching Program by Microsoft)

Appendix 10d: INTRODUCTION TO PEER-COACHING MODELS

Three models for professional development are frequently applied, i.e. Standardised Professional Development, Site-Based Professional Development, and Self-Directed Professional Development. Peer Coaching is a Site-Based Professional Development model.

The peer-coaching model is characterized by the fact that professional development is conducted through work of a long-term and continuous nature, meeting the demands of the facilitator. Therefore, its effectiveness is shown in the lessons – the ultimate goal of the teacher's professional development.

The peer-coaching model has the following implications:

- Ensures success for teachers and students
- Encourages professional development
- Creates a mechanism for professional development
- Creates a level playing ground for sharing success in teaching practices
- Create opportunities and commitments in dialogue on professional development.

In Vietnam, Microsoft has been implementing widely the Microsoft Peer Coaching Program. This program is within the scope of the Partners in Learning Project under Microsoft, conducted in many countries around the world. The content for peer coaching within this program integrates IT into teaching in the most effective possible manner.

APPENDIX 11: PEER-COACHING PROCESS

Appendix 11a: PEER-COACHING PROCESS

Arrange in the correct order the process for peer coaching. Afterward, convert this process into a mind map.

No	CONTENT	MEANING
1	Prepare	- Plan for the activity, project - Share lessons, resources - Compile, adjust learning materials -Review skills
2	Set goals	- Identify school objectives - Identify class objectives - Identify activities - Consider necessary skills
3	Assess	- Collect information about colleagues/peers - Identify the extent of preparation by teachers related to the coaching topic - Identify the starting point related to coaching activity
4	Reflect	- Examine efficiency - Produce plan for activities in the future
5	Implement	- Apply and adjust - Evaluate learning outcomes

The CORRECT order of the peer coaching process is as follows:

1.....

2.....

3.....

4.....

5.....

APPENDIX 12: PLANNING FOR PEER COACHING

Appendix 12a: COMPULSORY, NECESSARY, DESIRABLE CHARACTERISTICS

Analyse the following and divide into three groups

1. *Compulsory characteristics*
2. *Necessary characteristics*
3. *Desirable characteristics*

No	CHARACTERISTICS	COMPULSORY	NECESSARY	DESIRABLE
	Able to create trust and confidence in peers/colleagues			
	Able to encourage and inspire colleagues			
	Provide coaching based on what colleagues need			
	Ready to explore and apply new things			
	Communicate effectively and listen to colleagues			
	Know what and how the colleague is performing in the class			
	Show what the colleague could do better than at present			
	Able to present many options for colleagues to make decisions			
	Collaboration with colleagues is planned and closely organized			
	Understands that many relevant aspects require mutual support during the coaching			
	Creates a risk-free experimental environment, doesn't threaten or judge			
	Understands that there might be individuals who are not cooperative			
	There is wide understanding and experience			
	Seen by others as an individual with professional prestige.			

Appendix 12b: PLANNING FOR PEER COACHING

Complete the plan for peer coaching using the format below

PEER COACHING PLAN

Information about the coach:

Full name:.....

Specialty:.....

Number of working years:.....

Strengths:.....

.....

.....

Information about the coachee:

Full name:.....

Specialty:.....

Number of working years:.....

Preliminary assessment.....

of characteristics:.....

.....

Coaching objectives and content: *(clear, feasible, applicable for specific lessons)*

Objectives	Coaching content
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Particulars: *(detailed, specific, adhering to peer-coaching process)*		
Time	Characteristics	Content
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Support needed: *(in respect of policies, consensus, specialty, physical infrastructure, etc.)*	
Audience	How
Principal and vice principals	....
Non-management staff	....

Expected difficulties and how to address them: *(objective and subjective difficulties arising out of the peer-coaching process)*	
Difficulties	How to address
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

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