



## SUPPORTING SCHOOL BASED TEACHER PROFESSIONAL DEVELOPMENT

A practical source book for TPD facilitators

**1**

INTRODUCTION AND WHAT IS EFFECTIVE IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT AND AN ENABLING ENVIRONMENT?



## SUPPORTING SCHOOL BASED TEACHER PROFESSIONAL DEVELOPMENT

A practical source book for TPD facilitators

**2**

HOW TO GET STARTED WITH SCHOOL BASED TPD?



## SUPPORTING SCHOOL BASED TEACHER PROFESSIONAL DEVELOPMENT

A practical source book for TPD facilitators

**3**

HOW TO MAKE OUR EXISTING TPD PRACTICES MORE EFFECTIVE?



## SUPPORTING SCHOOL BASED TEACHER PROFESSIONAL DEVELOPMENT

A practical source book for TPD facilitators

**4**

FACILITATOR'S TOOLBOX



Designed by jcomp Freepik

# **SUPPORTING SCHOOL BASED TEACHER PROFESSIONAL DEVELOPMENT**

**A practical source book for TPD facilitators**

**1**

**INTRODUCTION AND WHAT IS EFFECTIVE  
IN-SERVICE TEACHER PROFESSIONAL  
DEVELOPMENT AND AN ENABLING ENVI-  
RONMENT?**

# CONTENT

<b>Introduction</b>	<b>01</b>
<b>Acronyms</b>	<b>04</b>
<b>CHAPTER I: WHAT IS EFFECTIVE IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT AND AN ENABLING ENVIRONMENT?.....</b>	<b>06</b>
1.1. What is effective in-service Teacher Professional Development?.....	06
1.2. What makes in-service TPD effective?.....	08
1.2.1. Need based (individual, school, system).....	09
1.2.2. Focused.....	10
1.2.3. Based on reflection.....	10
1.2.4. Process oriented.....	11
1.2.5. Experiential.....	13
1.2.6. Collaborative.....	13
1.2.7. Differentiated.....	14
1.2.8. Ownership.....	14
1.2.9. Integrated.....	15
1.3. How to create an enabling learning environment?.....	17
1.3.1. What are the key elements of an enabling environment? .....	17
1.3.2. How can the school leader, BOET and DOET create an enabling learning environment?.....	18
1.4. Annexure.....	22

# INTRODUCTION



## A story to get started

*Imagine you want to learn to swim. You register for a course. The first lesson is on Thursday evening. You arrive well in time. You are a bit nervous.*

*All the course participants are together in a big hall. You count more than 30 people! The trainer comes to the front and welcomes you. The trainer uses a PowerPoint presentation. In 2 hour's time, you hear all about the history of swimming, about swimwear, swim styles and strokes, about open water and pool swimming, about records in swimming, health benefits and common injuries. It is quite interesting. The trainer shows a video demonstrating each of the swimming styles. At the end, the trainer concludes: "Now you know all about swimming. Later this week you can go to the beach and swim in the sea."*



## Points for reflection:

1. Would you recommend this course to others? Why or why not?
2. What would you want to add to the training?

## Teacher Professional Development

Quality teachers play the most important role in improving children's learning outcomes. It is therefore important to give attention to their needs and growth or professional development.

Teacher Professional Development consists of a pre-service and an in-service component. Pre-service TPD is the initial training or qualification, which takes place via a teacher training college or university. However, learning should not stop after graduation. Professionals engage in life-long learning when in-service. This is called in-service TPD or Continuing Professional Development. This source book focuses on in-service TPD.

In literature different forms of in-service TPD are described: there is *professional training* (e.g.: training workshops and short courses, cascade trainings and self-learning via distance or online, ...), *professional education* (e.g. upgrading qualifications from 2 year to 3 year qualification; obtaining a masters degree, ...) and *professional support*. The latter refers to school based TPD such as professional teacher meetings, mentorship, exposure, shadowing, class observation and demonstration lessons.... Research shows that professional support or school based TPD has most effect on change in the classroom.

This source book will mainly focus on school based in-service TPD (in short "TPD"). This is TPD which takes place close to the teacher, in the work place, at the school. All practices, models and approaches described in this book are applicable to all forms of in-service TPD, whether it takes place at cluster, district, provincial or national level, but it will focus mostly on professional training and support taking place at school level.



## TPD in Viet Nam

In Viet Nam, there is a lot of support for TPD. Circular No. 19/2019 / TT-BGDĐT provides regulations on regular training of teachers, leaders of preschool, general education institutions and continuing education centres. This Circular provides guidance on the purpose of regular training, forms, training materials.... vCircular 26/2018/TT-BGDĐT promulgates the standards for early childhood education teachers, which gives a reference for organising TPD. Other circulars and plans (such as 33/QĐ-TTg 2019) provide continuous in-service training programmes and provision. Decision 1065/QĐ – BGDĐT also refers to teacher professional development as part of the implementation of the project "improving early childhood education in the period of 2018-2025".

The circulars and decisions all recognise the importance of in-service TPD and give space to school-based TPD. They also identify the roles played at different levels: the individual teacher, the school and school leader, the BOET, the DOET and the MOET.

## Back to the story

Participants remained quiet at first. But as the trainer left the stage, a first person stood up and asked: "When will you now actually teach us how to swim?" The trainer turned around and said: "But I told you everything I know about swimming". "Yes, you did, but we want to learn how to do it." The trainer went back to the stage and asked the participants what they expected from a swimming course. Here are some of the answers:

- We want you to show a model.
- We want to find out how it goes by actually doing it.
- We want you to help us overcome our fear for water.
- We want to try out.
- We want you to support us when we try out.
- We want you to save us if something goes wrong.
- We want to practice in the pool first, because that is safer than in the sea.
- We want to get feedback on our progress.
- We want you to help us with our individual needs.
- Can we first practice the arm movements? It is overwhelming to do all at once.



### Points for reflection:

1. Look at the TPD activities in your school, in your district, in your province. Look at the story of the swimming class.
2. Do you see linkages?
3. Do you see points for improvement?

## Why this source book?

School based TPD aims at improving the quality of education. This entails knowledge, but also skills and attitudes. Professional development does not stop after the training workshop. The actual learning takes place in the classroom when teachers are working with children. Does the system provide support for this part of the learning journey? Does TPD answer the needs of teachers and is it anchored in the vision of the school, district, province and nation?

*“How can partners improve their capacity development of teachers?” is a central question in the programme ‘Mitigating Preschool Children’s Barriers to Learning in disadvantaged and ethnically diverse districts in Central Vietnam’ (BaMi). As part of the capacity development trajectory offered by VVOB in Vietnam, education officers engaged in deep reflection on the effectiveness of their teacher professional development system and took steps to improve it. They identified points for improvement. They experimented with new approaches. These points and experiences, as well as literature are collected in this source book.*

## Who is this source book for?

This source book primarily targets school leaders and education officers (BOET and DOET. It is also a useful resource for teachers, NGOs, Teacher Trainers or anyone who is involved in or responsible for school based TPD or any Teacher Professional Development.

This source book refers to preschool education. However, the content can be applied to any level of the General Education Programme.

## What is the content of this source book?

This source book offers an introduction to effective school based TPD and serves as a practical guide that can be adapted to any context and the related needs. The source book guides reflection on existing TPD practices. It is a source of ideas that teachers, school leaders and education officers and managers can put to immediate use in their schools, districts, provinces.

### The source book comprises of 4 chapters.

The first chapter gives a framework for in-service (school based) TPD. After understanding what TPD is, we will look at what makes TPD effective. Nine **criteria** will give immediate guidance on how to get more out of TPD activities. The chapter also explores the concept of an enabling environment for teachers to learn and grow.

The second chapter guides on how to get started with effective school based TPD, via a plan, do, act, check process.

The third chapter takes a closer look at existing school based TPD activities and formulates recommendations on how to make them more effective.

The fourth chapter is a Facilitator’s toolbox, building skills for presentation, participatory facilitation and coaching and support.

The annexure provides a handy set of ready to use tools and frameworks for the TPD facilitator to use when being on the road.

## How to use the source book?

It is not necessary to read the source book from the beginning to the end. Readers can select the parts that are most relevant to them. While sharing good practices and hints and tips, the source book always guides the reader to reflect on the current practice and formulate clear actions for improvement.

## ACRONYMS

BOET	Bureau of Education and Training (District office)
DOET	Department of Education and Training (Provincial office)
DTEA	Department of Teachers and Educational Administrators (part of national ministry MOET)
ECE	Early Childhood Education
M&E	Monitoring and Evaluation
MOET	Ministry of Education and Training
POM	Process-Oriented Child Monitoring
PTM	Professional Teacher Meeting
TPD	Teacher Professional Development
VVOB	VVOB Education for Development

## Glossary

Process Oriented Child-Observation and Monitoring

To know whether children are learning or not, teachers can use the Leuven scale to observe each child's well-being and involvement level. When observing well-being and involvement, teachers can make learning visible and enhance the educational context through the integration of learning through play

Well-being

High well-being refers to a state in which the child feels like a fish in the water. The child adopts an open, receptive & flexible attitude towards its environment, demonstrates a fair amount of self-confidence and self-esteem that results from being in close contact with their inner selves. The child has the courage to be and to stand up for itself and knows how to handle life with all his unexpected happenings.

Involvement

High involvement refers to a human condition that brings about (deep level) learning. Children with a high level of involvement are highly concentrated and absorbed by their activity. They show interest, motivation and even fascination. When there is involvement, we know children are operating at the very limits of their capabilities.

Barriers

When teachers systematically observe children's well-being and involvement through child monitoring, they increasingly gain understanding of the needs and interests of each child in the class. They will then analyse the barriers to learning, i.e. what keeps children from learning.

Action points

After identifying and understanding the barriers to learning children experience, teachers can investigate how they can change their classroom environment, their interactions, their activities and materials to improve well-being and involvement of children. These concrete changes are called action points.

Facilitator	In this TPD source book TPD facilitators are all people who are involved in or responsible for any TPD activities. This can be a school leader, a lead or core teacher, a BOET or DOET officer or anyone else from NGOs or education institutions.
Coaching	Coaching is a method used in TPD. Instead of giving direct instructions, a coach aims to unlock a person's potential to maximise their own performance. It is helping them to learn rather than teaching them. A coach doesn't need to give the answers, nor solutions or advice. The coach actually helps the coachee to find answers and a way forward. (see Chapter 4.8.).
Practice(s)	Practice is the actual application or use of an idea, belief, or method, as opposed to theories relating to it. It refers to any actions or activities that are implemented regularly by teachers (with children) or by facilitators (with the participants).



## CHAPTER 1

# What is effective in-service Teacher Professional Development and an enabling environment?

In this chapter we will explore in-service Teacher Professional Development. After identifying key aspects of TPD and the reasons why TPD is important, we will look at what makes TPD effective and how TPD facilitators (such as school leaders and BOET officers) can create an enabling environment for professionals to grow.

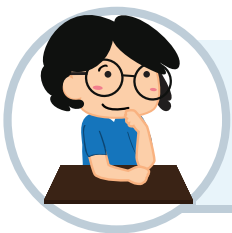


### Purpose of the guide

This chapter aims to:

- Give you a better understanding of effective school based TPD.
- Refer you to some basic insights on in-service TPD.
- Create opportunities for reflecting on your current practices and identifying points for improvement.
- Give you a better understanding of an enabling environment for professional learning.
- Unpack the role of school leaders, BOET and DOET officers in creating a supportive and enabling environment.

## 1.1. What is effective in-service Teacher Professional Development?



### Points for reflection:

What is in-service TPD according to you?

In-service TPD is:

“Any professional development activities engaged in by teachers which enhance their knowledge, skills, and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process” (*Bolam, 1993*).

“An on-going process encompassing all formal and informal learning experiences that enable all staff in schools, individually and with others, to think about what they are doing, enhance their knowledge and skills and improve ways of working so that pupil learning and well-being are enhanced as a result. It should achieve a balance between individual, group, school, and national needs; encourage a commitment to professional and personal growth, and increase resilience, self-confidence, job satisfaction and enthusiasm for working with children and colleagues” (*Bubb & Early, 2005*).



### Points for reflection:

What are according to you keywords in these definitions?

### Key words:

- Lifelong learning; ongoing,
- Skills, knowledge, values (attitudes),
- Reflect (think about what you do),
- Formal and informal,
- Preferably collaborative (learning together),
- To improve the quality of education,
- Based on individual, school and national needs,
- Give confidence and job satisfaction.

TPD activities are never organised without an objective. They always fit in a process of change and improvement with a clear education objective in mind. You organise TPD because you want to see a change in the quality of the preschool education. The education objective can be very specific: e.g. get children more actively involved in learning; ask more open-ended questions; ...

Effective TPD is TPD that helps teachers and school leaders to reach that change.

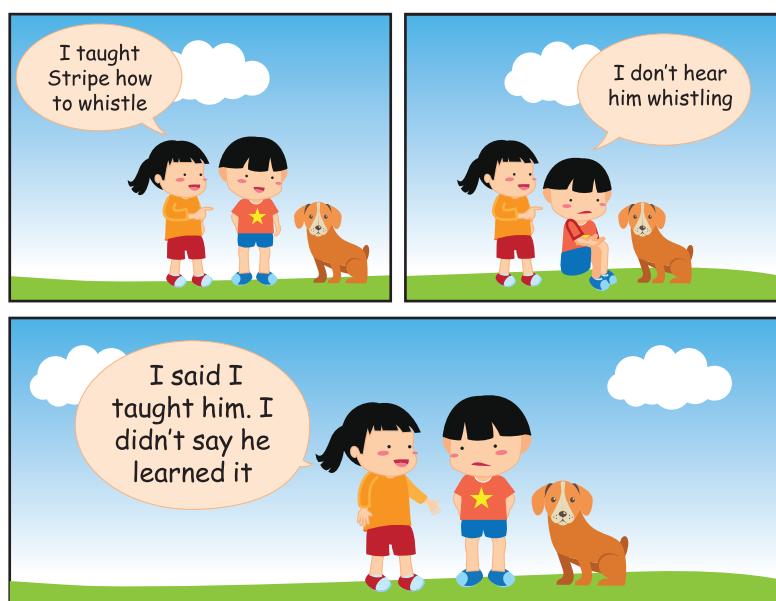


Figure 1: The story of Stripe, the dog



### Points for reflection:

1. Read the story of the boy and his dog.
2. What was the objective of the boy?
3. Did the boy teach the dog how to whistle?
4. Could the dog whistle?
5. What can we learn from this?
6. As facilitators of TPD we need to think carefully about the objective of a session:
  - a. is the objective realistic?
  - b. is the focus on what participants will learn?



Figure 2: What is effective in-service TPD?

Quality preschool education is the ultimate goal. To reach this, TPD can help teachers and schools to make changes in the classroom.

Effective in-service TPD lead to changes in the knowledge, understanding, skills, attitudes, behaviour and competences among school staff to provide quality preschool education. It leads to changes in the way they organise learning activities and materials, and in the way they interact with children in their classes. This will improve the well-being and involvement of children and thus the quality of the education.

When organising TPD activities we need to be clear on what change we wish to see. Maybe we want the teacher to ask children more open-ended questions? Maybe we want the teacher create opportunities for children to take more initiative? Maybe we want more exciting materials in the building corner?

TPD needs to answer a real need. The TPD should help teachers really make changes in the classroom, changes which you can see. We need to make sure the change is sustained, and integrated in school culture and policies, guidelines or regulations, and further gets improved.



**Points for reflection:**

1. Select one of the TPD activities that happens in your school, district or province (e.g. cluster PTM, school PTM, class observation SL and Teacher, class observation between Teachers, class demonstration).
2. What is the objective? What result do you want to see? Why?
3. Does this activity actually lead to change? Can you see change in the classroom?
4. Is the change sustained e.g. by embedding it in procedures, policies or culture?

## 1.2. What makes in-service TPD effective?



**Points for reflection:**

1. Think about a TPD activity you engaged in as a participant in the last year.
2. Was it effective (did it lead to desirable, sustained and demonstrable change)? Yes or no?
3. Why was it effective? Why was it not effective?

We can identify 9 criteria which make TPD effective:

- 1** Need based (individual, school, system)
- 2** Focused
- 3** Based on reflection
- 4** Process oriented
- 5** Experiential
- 6** Collaborative
- 7** Differentiated
- 8** Ownership
- 9** Integrated

Each of these criteria need to be in place for TPD to be effective. We will discuss these criteria below.

### 1.2.1. Need based (individual, school, system)

Professional development can be initiated by individual needs but also by school needs. The intention is always to improve the quality of education, with a focus on the well-being, involvement and participation in learning of children. A school could for instance request certain teachers to learn more about certain action points of Process-Oriented Child Monitoring because the school intends to become the leader in learning through play. Or, a teacher or group of teachers might want to learn more about a certain topic after they attended a TPD activity in their school, district or province.

Professional development can also be initiated by needs that are identified in policy documents and strategic plans from national, provincial and district departments.

#### *Note:*

- A needs analysis is not just identifying what teachers need, but also what the school and district need.
- A needs analysis is not just asking teachers what they need. If they have limited knowledge about a topic, it will be difficult for them to identify their needs. You can identify needs also from observations and assessments.



#### **Points for reflection:**

1. Select one existing TPD activity at your school or district (same as above).
2. Which need does the activity want to answer?
3. Whose need is this?
4. How does this need relate to other needs? Are the needs of the teacher, school and district aligned?



### 1.2.2. Focused

Effective in-service TPD needs to have a clear focus. There must be clear objectives. The facilitator and the participants need to know exactly where they are going to and why. What do we want to reach? What do we (as professionals) want to learn? Why do we want this?

This objective must be clearly linked to improved education and the impact on children.



#### Points for reflection:

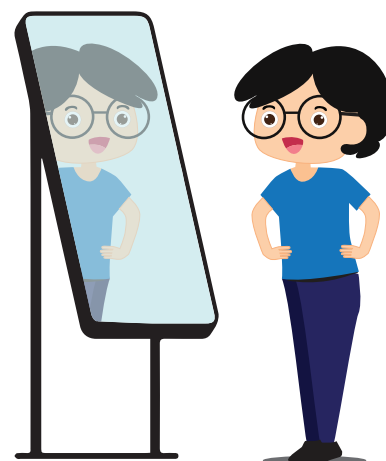
1. Select one existing TPD activity at your school or district (same as above).
2. What is the objective of your TPD activity? Why is this your objective?  
(See 2.1.1. Figure 6: Golden Circle)
3. How does it relate to your dream and vision?
4. What exactly do you want the participants to learn?
5. Which method will work best to make sure you reach your objective?

### 1.2.3. Based on reflection

In-service TPD is more than training of knowledge and skills. It should be informed by current practice and evidence.

The starting point of professional development is reflection: What are we currently doing in our class or school? How are we doing this? Is it the right thing to do?

This can be an individual or school or even a national self-evaluation. One can also use the results of existing tools and evaluations and research reports. Looking at what you are doing well and finding out what can improve, helps learning.



**Points for reflection:**

1. Select one existing TPD activity at your school or district (same as above).
2. Does this TPD activity start with or includes reflection on current practices? How?
3. Does the TPD activity include assessment of progress (what was the starting situation, what has changed, what is the new situation, what can still be improved?)

### 1.2.4. Process oriented

**Learning is a process**, not a once off event. Effective in-service TPD creates opportunities for try-out in a safe environment, for reporting, feedback and reflection. The learning activities are spread out in time to allow the learning to take ground and grow.

Since learning is a process, in-service TPD should cater for all steps of the learning (see Figure 3).

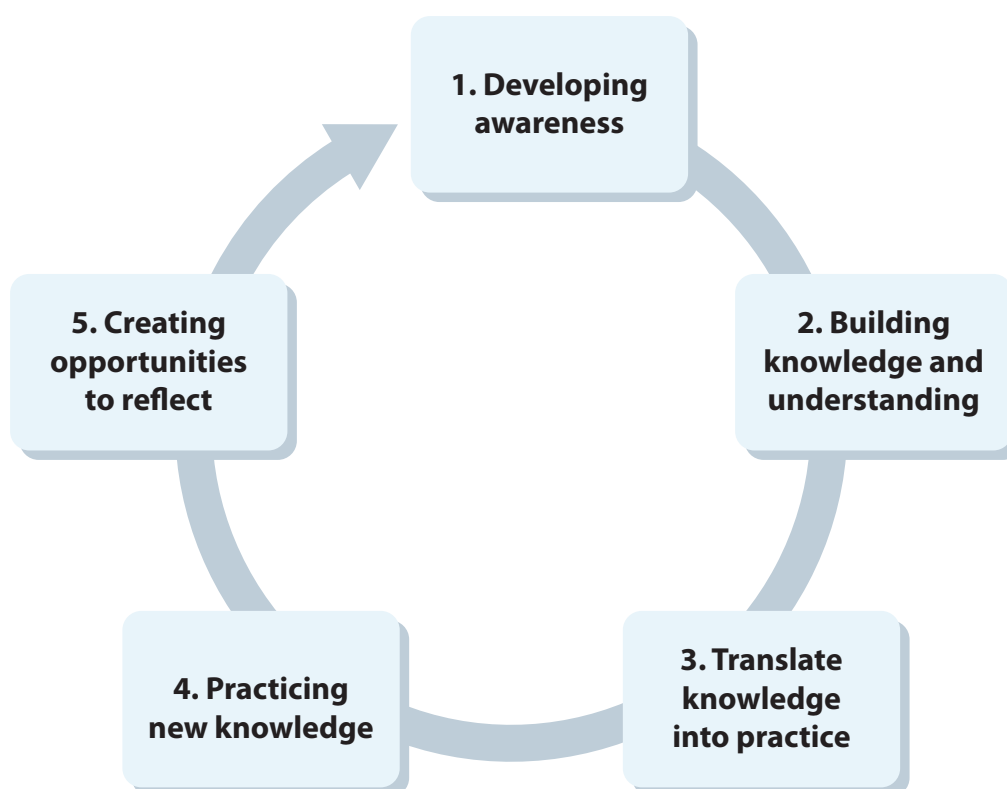


Figure 3 Change and learning are processes (Timperley et al., 2007)

Traditional ways of professional development often focus only on creating awareness and building some knowledge and understanding. But at the end of the training, the new knowledge is not yet translated into practice. Teachers have not had the opportunity to practice new knowledge and to reflect on the learning. Often the participants are then asked to “go and cascade” what they have learnt. Since they themselves haven’t gone further than just understanding the new knowledge, the cascading may not raise enthusiasm in the schools, nor lead to any change at all. On the contrary, it might lead to confusion, and even resistance.

Effective professional development takes the learner from “I don’t know that I cannot do this”, first to “I am aware I cannot do this”, then to “When I pay attention, I can do it” to ultimately “I can do this automatically” (see Figure 5).

If TPD wants to lead to changes in the way teachers organise learning activities and materials, and in the way they interact with children in their classes, a single activity will not be enough. We need to design a combination of activities and methods which allow participants to move from step 1 to step 5 (Figure 3). Such a series of TPD activities is called a **learning trajectory**.

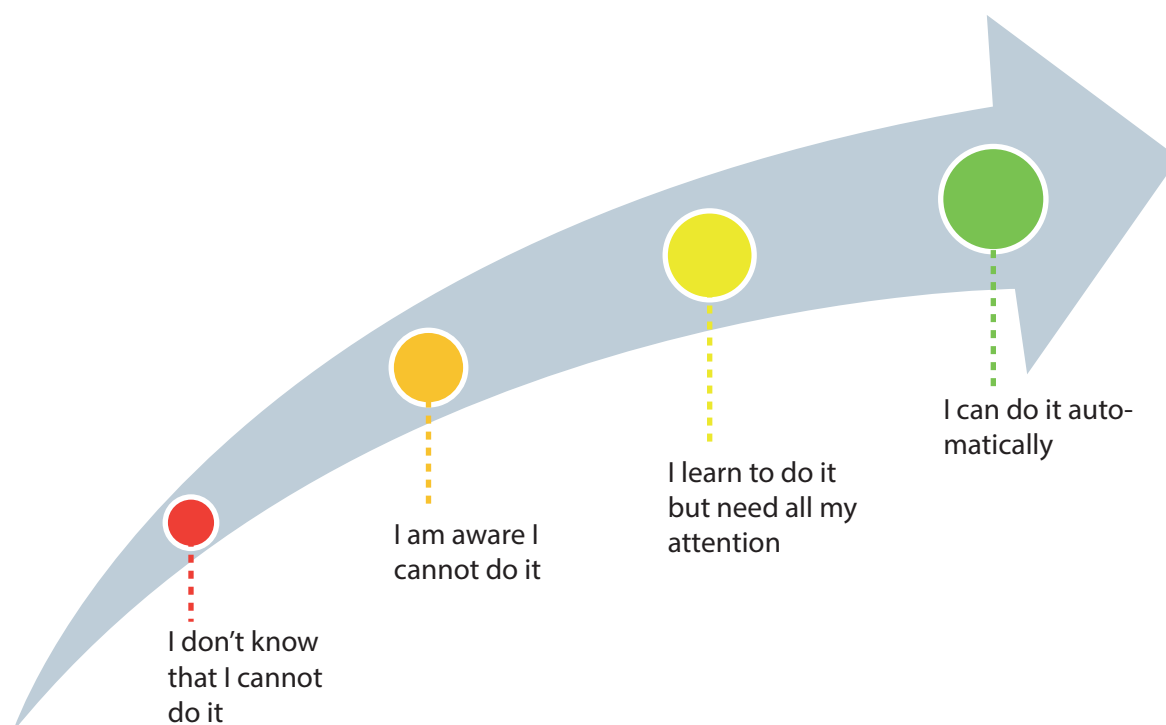


Figure 4: From unconscious to conscious learning (Maslow; Howell & Fleischman, 1982)



**Points for reflection:**

1. Select one existing TPD activity at your school or district (same as above).
2. Which step of the learning process does it focus on?
3. How can you take care of / plan for the following steps?

### 1.2.5. Experiential

Effective in-service TPD is not only sharing of theory. It starts from the participants' experience and context. It addresses the actual problems that participants experience in the classroom. Effective in-service TPD creates opportunities to immediately **try out** what has been learnt. It is important to let participants experience the new skill in the real context.



#### Points for reflection:

1. Select one existing TPD activity at your school or district (same as above).
2. How do you help participants with step 3 and 4 of *Figure 3*?
3. Can participants try out new skills during the TPD activity or after?
4. How do you support them when they are trying out?
5. What happens when they make a mistake?

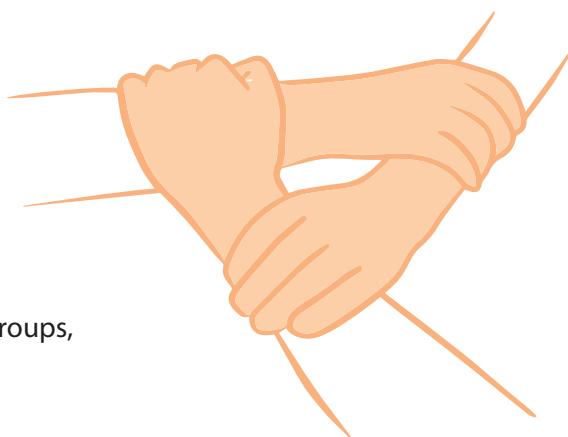
### 1.2.6. Collaborative

In-service TPD is more effective when participants learn from and with each other.

The facilitator must encourage collaboration among peers. Research finds that teachers who collaborate more with their colleagues, have a higher level of confidence and satisfaction.

Teachers can learn from each other by:

1. teaching jointly in the same class (co-teaching),
2. observing and providing feedback on each other's classes,
3. engaging in joint activities across different classes and age groups,
4. taking part in collaborative professional learning.



#### Points for reflection:

1. Select one existing TPD activity at your school or district (same as above).
2. Does the TPD activity allow and encourage participants to work together?
3. Do participants learn from and with each other? How?
4. What is the added value of collaboration in your TPD activity?
5. Do you encourage peer-support after the TPD activity, during the implementation phase? How does that look like?



### 1.2.7. Differentiated

Every person learns in a different way. Some are quicker, some are more experienced. Effective in-service TPD takes into account different interests, contexts (such as rural versus urban), needs and mental models. Effective in-service TPD uses a wide variety of in-service TPD strategies. Examples are:

- Observe colleagues,
- Give and receive feedback to and from colleagues,
- Coach each other,
- Work with a portfolio,
- Plan lessons together,
- Discuss Process-Oriented Child Monitoring or any other educational topic together,
- PLCs,
- Find a good (external) critical friend,
- Action research,
- Mentor novice teachers,
- Reflect together with colleagues.

You will find more examples under *Chapter 3*.



#### Points for reflection:

1. Select one existing TPD activity at your school or district (same as above).
2. Does the TPD activity cater for or answer participants' different learning paces?
3. How do you support teachers/school leaders who have not yet learnt the new practice?
4. How do you provide extended learning opportunities for those who have made good progress?
5. Can participants choose how they will implement, what support they need and what to try out first?

### 1.2.8. Ownership

Effective in-service TPD involves participants in such way that they take charge of their own learning. When TPD answers clear **needs**, participants will actively engage in the learning. Participants develop and implement because they are owners of the process and because they see how useful this can be.

Participants have to actively work to learn the new skills. No one can do the learning for them. It is a process which takes time and effort. Celebrating little successes along the way gives motivation and satisfaction.

**Points for reflection:**

1. Select one existing TPD activity at your school or district (same as above).
2. Are all participants clear on how the objective of the TPD activity links to their needs, the school's needs or the district's needs?
3. Does the TPD activity create ownership with the participants? How?
4. Are participants' initiatives encouraged? How?
5. How do you document and track progress? Do you celebrate progress?

### 1.2.9. Integrated

Effective in-service TPD starts from the existing knowledge, skills and structures and leads participants to new insights and change.

It is important to embed all TPD in the school/district development plans and professional development plans.

**Points for reflection:**

1. Select one existing TPD activity at your school or district (same as above).
2. How does the TPD activity link to other activities and processes in your school and district? Does it relate to the bigger plan/dream for the future of the school/district/province/nation? How?
3. How will you embed new improved practices in the (school/district/province) system? How to make sure the new change becomes the new standard?
4. Apply the Plan-Do-Check-Act cycle (see Chapter 2)

In Annexure you will find a reflection sheet. With this reflection sheet you can assess your TPD processes, activities and plans. How effective are they?

## Test yourself

Below are the 9 criteria of effective school based TPD. For each criterion there is one example or statement. Combine each example with the correct criterion.

Need based (teacher, school, system) <b>1</b>	<b>A</b> As a BOET officer I help teachers to look at their current practices. We look at the effect of applying action points on the well-being and involvement of children. We discuss and see how we can improve.
Process oriented <b>2</b>	<b>B</b> As a BOET officer I make sure there is a clear objective in each TPD activity. It needs to be clear what will be learnt and why.
Based on reflection <b>3</b>	<b>C</b> As a BOET officer I know that training is only a first step in the learning of child observation and action points. I offer coaching and other support strategies and opportunities for teachers to practice their new knowledge.
Experiential <b>4</b>	<b>D</b> As a school leader I encourage my teachers to take charge of their learning. I link their learning to our school vision. I am proud of their progress in a new skill and celebrate this. I encourage them to share their learning with others. I want them to feel responsible and proud.
Focused <b>5</b>	<b>E</b> All participants have different ways of learning. Some are quicker in learning certain skills. Others have more experiences. I need to cater for all.
Collaborative <b>6</b>	<b>F</b> As a school leader I work with BOET to align the district TPD plan to our school's needs. I make sure that new approaches, such as child observation, are embedded in our school procedures and policies. For example, in our school every PTM meeting starts with a teacher who shares her experiences -success and challenges- with applying an action point.
Differentiated <b>7</b>	<b>G</b> As a school leader I like to bring teachers together to learn from and with each other.
Ownership <b>8</b>	<b>H</b> We have a school-development plan. This plan includes priorities and guidelines from BOET. However, as a school leader I see that my teachers struggle with implementing the guidelines. They found it difficult. We organised a school based TPD on the topics that were difficult.
Integrated <b>9</b>	<b>I</b> All my TPD relates to challenges teachers experience in their class. I make sure teachers can try out new things. When they try out, they are allowed to make mistakes. I believe that they will understand better and learn by doing.

	1	2	3	4	5	6	7	8	9
Fill in the corresponding letter									

Solution: 1h, 2c, 3a, 4i, 5b, 6g, 7e, 8d, 9f

### 1.3. How to create an enabling learning environment?

Although new knowledge and skills can be introduced during a training or workshop, the actual learning takes place at school, in the class room, where teachers try to implement what they have learnt (see Figure 3).

People who organise in-service TPD, must not only prepare the training or workshop. They should plan how they will facilitate and support the whole learning trajectory. They need to create a powerful learning environment with rich learning content. They need to give attention to the full learning process (all steps as discussed above) to ensure learning and thus change is taking place in the classroom. They need to make sure that teachers can try their new skills in a safe environment and feel they own the change.

An environment where teachers feel safe to try out, where they can take initiative and own the changes they are making, where they feel supported and motivated, is called an enabling learning environment.



*"...You cannot force a plant to grow by pulling its leaves .... What you can do is create the infrastructure in which it can prosper"*

**Etienne Wenger**  
1999



#### **Points for reflection:**

What makes an enabling learning environment for you?

#### 1.3.1. What are the key elements of an enabling environment?

As TPD facilitators, school leaders, BOET and DOET officers, must create an enabling environment and hence offer teachers the support they need to grow. Such an environment has the following elements:

##### **1. Trust, safety and respect:**

Teachers trust their leadership and colleagues. They dare to share their challenges. They feel safe to try out new things and make mistakes. Their attempts to improve are recognised and appreciated. Successes, even when they are small, are celebrated.



**2. Shared leadership:**

Teachers can take the lead in the topics they have expertise in. They are given responsibility to help other teachers to grow. Teacher initiative is encouraged.

**3. Cooperative culture:**

There is a habit of working and learning together. All team members need each other to get to the intended outcome.

**4. Shared meaning, vision and mission**

All teachers have the same understanding of new concepts. There is common vision and mission: they know where the school is going and why. (See Chapter 2, Figure 6 Golden Circle)

**5. System embedding**

Changes are embedded in systems at the institution. E.g. Each PTM starts with a case study presented by one teacher. Then all staff members discuss and formulate suggestions. E.g. New approaches become part of the district guidelines.

**6. Removing barriers**

It is important to provide time and infrastructure for the learning to take place. E.g. Provide time in the time table for teachers to observe each other's classes.

**7. Clear communication:**

Change is difficult. It is important to communicate clearly about it.

**8. Support the whole process**

The change will not happen after one workshop. TPD organisers need to develop learning trajectories. Continued support needs to be planned for each step.

**9. Clear procedures and policy**

Once new practices have been learnt and changes have been made, it is important to sustain them by including them in existing or new plans, procedures, guidelines and policy. The new approach becomes the new normal.



**Points for reflection:**

Use the checklist in Annexure to review the enabling learning environment in your school, district or province.

**Note:**

Chapter 4, especially the part on coaching (4.8), will give you some further inspiration on how you can engage in a coaching dialogue with teachers which results in learning and change.



### 1.3.2. How can the school leader, BOET and DOET create an enabling learning environment?

#### 1.3.2.1. The role of the school leader



##### Points for reflection:

1. Read this story:

Teacher Nhung of school x in district y has just attended a training workshop on process-oriented child monitoring. She has learnt about how she can improve the well-being and involvement of children by applying action points. She is eager to try out some new things in her classroom.

But the school leader is very worried about Nhung's new approaches in the classroom. The school leader prefers the same activities and materials in all classes. The school leader wants to make sure all guidelines of BOET are followed. The school leader is not sure children can learn through play.

The school leader is afraid of giving too much autonomy to Nhung as the school leader is accountable towards parents and BOET. In this set up, Nhung is not taking initiative. She is afraid of making mistakes.

2. Describe the learning environment of Nhung. Is this an enabling environment? Will it support Nhung's learning?

We already discussed that the real learning and changes in in-service TPD take place in the classroom. This means that the school leader plays an important role. If the school leader does not support the teachers in their learning, no change will take place.

It is the Points for reflection of the school leader to establish an enabling environment as described above. The school leader can organise and support different teacher development activities as described under *Chapter 3 (TPD activities)*.

1. Which school leader (see pictures) will create the best enabling environment? Why?



2. What can Nhung's school leader do differently?

3. How can you (BOET/DOET) help Nhung's school leader?

What can a school leader do?

- TPD activities are never organised without a reason. They always fit in a process of change and improvement. Where do you want to go as organisation (school/district/province)? Develop a school wide vision on preschool education, quality education and a joint responsibility for children's holistic development (see Chapter 2.1.1. Figure 5 Golden circle).
- Integrate school based TPD in planning and monitoring (e.g. via identifying TPD needs as part of school monitoring).
- Identify learning and support needs of teachers.
- Create a learning culture which is conducive to collaborative learning, promoting enquiry and building capacity; teachers learn from and with each other. The SL supports learning by facilitating professional reflection (bring teachers together to jointly reflect on the teachers' classroom observations of learners and subsequent actions) and problem solving. This can include learning from peers across schools, districts, provinces.
- Space for teacher's initiative; autonomy for teachers to try out new approaches and adapt existing plans and methods.
- Create a safe environment where teachers can share their worries, challenges and opinions and where teachers can try out, make mistakes, and improve.
- Targeted monitoring of class practice (environment, materials, interactions, activities), document and celebrate successes towards higher well-being, involvement and participation in learning of all children.
- Create practical conditions to implement TPD by providing resources, materials, space and time for teachers to learn and develop.

### 1.3.2.2. The role of the BOET

BOET creates an enabling environment for schools and teachers by doing the following

- To encourage schools to develop a clear vision on preschool education, guidelines with links to the policy. School leaders and teachers need to feel safe when implementing changes towards quality preschool education.
- To identify learning and support needs of schools, school leaders and teachers.

- To develop capacity of teachers and school leaders on identified needs via effective (school based) TPD:
  - Encourage sharing of good practices during cluster PTM, professional training and other inter-school exchange.
  - Facilitate reflection and improvement via analysing existing practices and find opportunities for more child-directed activities.
  - Support with resources and expertise (inspiration guides, videos, ...).
- To ensure that all TPD offered to schools and teachers is in line with early childhood education approaches and policies (e.g. child-centred education).
- To ensure that all TPD offered to schools and teachers is of high quality and effective. This means that all criteria for effective TPD (see Chapter 1.2.) are applied.
- To support/develop capacity of school leaders in how they can support their teachers as learning professionals.
- To monitor, document and harvest practices in the district. Analyse and learn from it. Formulate conclusions and recommendations for provincial and national level.

### 1.3.2.3. The role of the DOET

DOET creates an enabling environment for districts, schools and teachers, By doing the following:

- To encourage BOET and schools to engage with preschool methodologies via a clear vision on preschool education, guidelines with links to the policy. BOET, school leaders and teachers need to feel safe when implementing changes towards quality preschool education.
- To identify learning and support needs of BOET, schools, school leaders and teachers.
- To, in collaboration with BOET, develop capacity of teachers and school leaders on identified needs via effective (school based) TPD.
  - Encourage sharing of good practices during provincial education networks and cluster PTM and other inter-school exchange.
  - Facilitate reflection and improvement via analysing existing practices and find opportunities for more child-directed activities.
  - Support with resources and expertise (inspiration guides, videos, ...).
- To ensure that all TPD offered to schools and teachers is in line with early childhood education approaches and policies (e.g. child-centred education).
- To ensure that all TPD offered to schools and teachers is of high quality and effective. This means that all criteria for effective TPD (see Chapter 1.2.) are applied.
- To support/develop capacity of school leaders, via BOET, in how they can support their teachers as learning professionals.
- To monitor, document and harvest practices in the district. Analyse and learn from it. Formulate conclusions and recommendations for national level.
- To function as a hub for exchanging effective preschool and TPD practices within the province.
- To develop synergies between national, provincial and district on preschool learning.

## 1.4. Annexure

### Reflection sheet Criteria effective in-service TPD

With this reflection sheet you can assess your TPD processes, activities and plans. How effective are they?

	<b>Comments:</b> <i>Answer the reflective questions. Formulate challenges and opportunities, next steps, ...</i>
<b>1. Need based (teacher, school, system)</b>	
Which need does the activity want to answer?	
Whose need is this?	
How does this need relate to other needs? Are the needs of the teacher, school and district aligned?	
<b>2. Focused</b>	
What is the objective of your TPD activity? Why is this your objective?	
How does it relate to your dream and vision?	
What exactly do you want the participants to learn?	
How will you reach this objective? What are your methods?	
Which method will work best to make sure you reach your objective?	

<b>3. Based on reflection</b>	
Does this TPD activity start with or includes reflection on current practices? How?	
Does the TPD activity include assessment of progress (what was the starting situation, what has changed, what is the new situation, what can still be improved?)	
<b>4. Process oriented</b>	
Which step of the learning process does it focuses on?	
How can you take care of/plan for the following steps?	
<b>5. Experiential</b>	
How do you help participants with step 3 and 4 of the Learning Process <i>Figure 3</i>	
Can participants try out new skills during the TPD activity or after?	
How do you support them when they are trying out?	
What happens when they make a mistake?	
<b>6. Collaborative</b>	
Does the TPD activity allow and encourage participants to work together?	

Do participants learn from and with each other? How?	
What is the added value of collaboration in your TPD activity?	
Do you encourage peer-support after the TPD activity, during the implementation phase? How does that look like?	
<b>7. Differentiated</b>	
Does the TPD activity cater for or answers different learning paces?	
How do you support teachers/-school leaders who have not yet learnt the new practice?	
How do you provide extended learning opportunities for those who have made good progress?	
Can participants choose how they will implement, what support they need and what to try out first?	
<b>8. Ownership</b>	
Are all participants clear on how the objective of the TPD activity links to their needs, the school's needs or the district's needs?	
Does the TPD activity create ownership with participants? How?	



Are participants' initiatives encouraged? How?	
How do you document and track progress? Do you celebrate progress?	
<b>9. Integrated</b>	
How does the TPD activity link to other activities and processes in your school and district? Does it relate to the bigger plan/dream for the future of the school/district/province/nation? How?	
How will you embed new improved practices in the (school/district/province) system? How to make sure the new change becomes the new standard?	
Apply the Plan-Do-Check-Act cycle (see Chapter 2)	
<b>Conclusions and way forward:</b>	
<p><i>Formulate priorities to work on. What will you do? How? When?</i></p>	

## Checklist Enabling environment

With this checklist you can assess yourself. Are you creating the conditions where teachers (and school leaders) can grow, where they can take initiative and lead their own learning, where they feel supported?

	Yes	No	Can improve	Comments: Formulate challenges and opportunities, next steps,...
<b>1. Trust, safety and respect:</b>				
Teachers trust their leadership and colleagues.				
Teachers dare to share their challenges.				
Teachers feel safe to try out new things and make mistakes.				
Teacher's attempts to improve are recognised and appreciated.				
Successes, even when they are small, are celebrated.				
<b>2. Shared leadership:</b>				
Teachers can take the lead in the topics they have expertise in.				
Teachers are given responsibility to help other teachers to grow.				
Teacher initiative is encouraged.				
<b>3. Cooperative culture:</b>				
There is a habit of working and learning together.				
All team members need each other to get to the intended outcome.				

<b>4. Shared meaning, vision and mission:</b>				
All teachers have the same understanding of new concepts.				
There is a common vision and mission: they know where the school is going and why. <i>See Figure 5 Golden Circle.</i>				
<b>5. System embedding:</b>				
New approaches become part of the district guidelines.				
Changes are embedded in systems at the institution. E.g. each PTM starts with a case study presented by one teacher. Then all staff members discuss and formulate suggestions.				
<b>6. Breaking down barriers:</b>				
Time and other support for the professional learning of teachers is provided. E.g. provide time in the time table for teachers to observe each other's classes.				
<b>7. Clear communication:</b>				
There is clear communication about expectations, innovations and change.				
<b>8. Support the whole process:</b>				
TPD activities are part of a trajectory, a learning line.				
Continued support needs to be planned for each step.				

### 9. Clear procedures and policy:

Once new practices have been learnt and changes have been made, they are sustained by including them in existing or new plans, procedures, guidelines and policy				
------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

### Conclusions and way forward:

*Formulate priorities to work on. What will you do? How? When?*

**2nd edition, published on September 2020, by:**

© 2020 VVOB

Julien Dillensplein 1 bus 2A, 1060 Brussels, Belgium

Telephone: +32 2 209 07 99; Website: [www.vvob.org](http://www.vvob.org)

Some rights reserved.

This work is a product of the staff of VVOB, based on the collaboration, findings and experiences of VVOB and its partners in the 'Mitigating Preschool Children's Barriers to Learning in disadvantaged and ethnically diverse districts in Central Vietnam' (BaMi) programme and complemented by relevant literature. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of VVOB, its Board of Directors, or the funding donors. VVOB does not guarantee the accuracy of the data included in this work.

**Rights and Permissions**

Responsible Editor:

Sven Rooms

© 2020 VVOB vzw



This work is available under the Creative Commons Attribution-NonCommercial Share-alike 4.0 International license (CC BY-NC-SA 4.0). Under the Creative Commons Attribution license, you are free to copy, distribute, transmit, and adapt this work, only for noncommercial purposes, under the following conditions:

**Attribution**—Please cite the work as follows: VVOB (2020). Supporting school-based Teacher Professional Development - A practical source book for TPD facilitators. Da Nang, Vietnam.

License: Creative Commons Attribution-NonCommercial Share-alike 4.0 International license (CC BY-NC-SA 4.0)

**Translations**—If you create a translation of this work, please add the following disclaimer along with the attribution: This translation was not created by VVOB and should not be considered an official VVOB translation. VVOB shall not be liable for any content or error in this translation.

**Adaptations**—If you create an adaptation of this work, please add the following disclaimer along with the attribution: This is an adaptation of an original work by VVOB. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by VVOB.

**Distribution**— Licensees may distribute derivative works only under a license identical to the license that governs the original work.

**Third-party content**—VVOB does not necessarily own each component of the content contained within the work. VVOB therefore does not warrant that the use of any third-party-owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner. Examples of components can include, but are not limited to, tables, figures, or images.

All queries on rights and licenses should be addressed to VVOB, Julien Dillensplein 1 bus 2A, 1060 Brussels, Belgium - Telephone: +32 2 209 07 99; E-mail: [info@vvob.org](mailto:info@vvob.org); Website: [www.vvob.org](http://www.vvob.org)

**Disclaimer**

This publication contains references to other publications and websites. VVOB cannot be held responsible for current or future content of these publications and websites, nor for the content of external publications and websites that refer to this publication of VVOB.

This publication was produced with the financial support of the Governments of Belgium and Flanders. Its contents are the sole responsibility of VVOB and do not necessarily reflect the views of these actors.

The Governments of Belgium and Flanders cannot be held responsible for the content of this publication.

**Co-funded by:**







**Belgium**  
partner in development



**Flanders**  
State of the Art



VVOB in Viet Nam  
3-5 Nguyen Binh, Hai Chau, Da Nang, Viet Nam  
+84 (0)236 3923332  
<https://vietnam.vvob.org>  
<http://www.vvob.org>





# SUPPORTING SCHOOL BASED TEACHER PROFESSIONAL DEVELOPMENT

A practical source book for TPD facilitators

**2**

## HOW TO GET STARTED WITH SCHOOL BASED TPD?

# CONTENT

<b>CHAPTER II. HOW TO GET STARTED WITH SCHOOL BASED TPD?</b> .....	<b>01</b>
2.1. Before the activity (Plan).....	<b>01</b>
2.1.1. From a vision on preschool education to TPD activities.....	<b>01</b>
2.1.2. Identifying the objective.....	<b>02</b>
2.1.3. Target group: nature and number of participants.....	<b>03</b>
2.1.4. Prepare the content and methods.....	<b>03</b>
2.1.5. Prepare and inform the participants.....	<b>04</b>
2.2. During the activity (Do).....	<b>05</b>
2.3. After the activity (Check).....	<b>05</b>
2.4. Revise, link, and next step (Act).....	<b>06</b>

## CHAPTER 2

## HOW TO GET STARTED WITH SCHOOL-BASED TPD?

School, district and provinces have many TPD activities. In the previous chapter we looked at how effective these activities are. We learnt that the 9 criteria can help us to improve the impact the activities have on learning and change.

But how do we get started? In this chapter we will look at each step to prepare and implement effective TPD activities. We will look at key considerations the facilitators need to look at before, during and after the activity.

### *Note:*

\* We will call all people who implement TPD activities the facilitator. This can be a school leader, a lead or core teacher, a BOET or DOET officer.



### Purpose of the guide

This chapter aims to:

- Give you a better understanding of essential steps in the preparation and implementation of effective TPD.
- Help you prepare and implement effective TPD activities.
- Help you reflect on each step of the current practices (before, during, after).
- Help you to further improve each step of the current practices (before, during, after).

## 2.1. Before the activity (Plan)

### 2.1.1. From a vision on preschool education to TPD activities

TPD activities are never organised without a reason. They always fit in a process of change and improvement. There needs to be a shared idea about where you want to go as an organisation (school/district/province). That is a vision.



#### Points for reflection:

1. Take time as organisation to draw your Dream for the future for preschool education in your school, district or province.
2. Identify actions that need to be taken.
3. Identify professional learning needs.

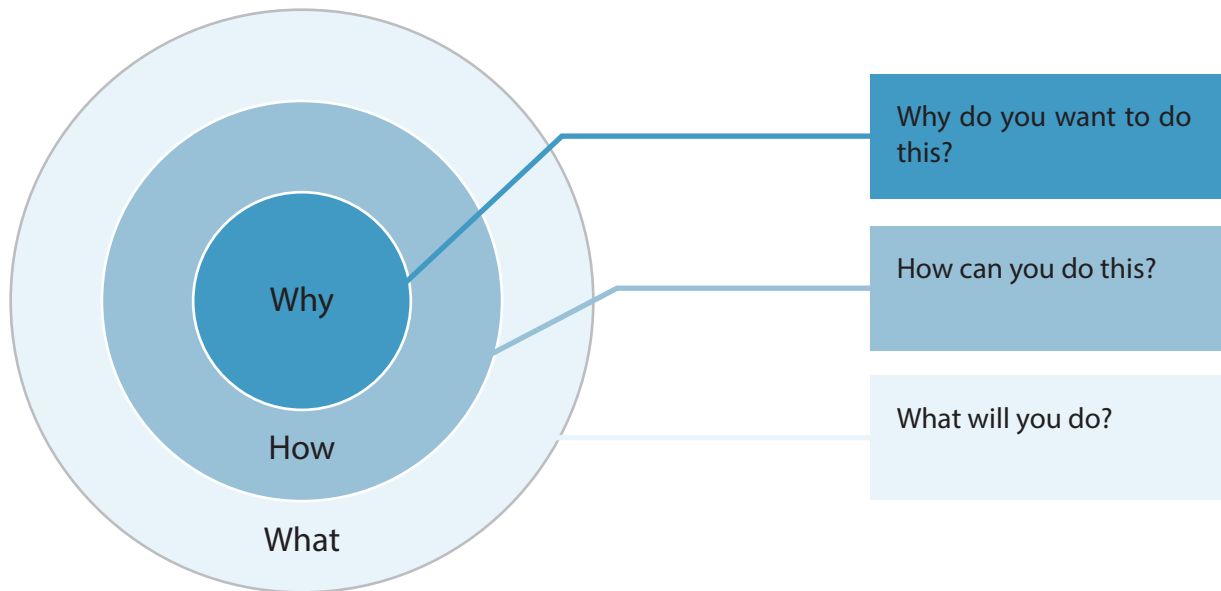


Figure 5: The golden circle (Sinek, 2009)

The golden circle of Simon Sinek will help you do this exercise. Once you are clear on the Why, How and What, it is easier to define which support and TPD activities are needed.



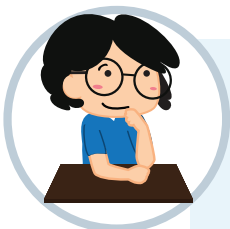
**Points for reflection:**

1. Why do you want to do this?
2. How can you do this?
3. What will you do?

### 2.1.2. Identifying the objective

It is very important to have clear objectives for the upcoming activity. The objectives are closely linked to a shared understanding of the reasons for the activity (see vision above) and the expected outcomes.

The objectives for this activity need to be linked to the vision and the bigger process.



**Points for reflection:**

1. Why do we want to have the activity/workshop? What is the rationale of this activity?
2. What do we want to achieve? What changes are we expecting as a result of this activity?
3. Why do we have this activity now? What makes this the right time?
4. What came before this activity? Is it a part of a process?
5. Has this been tried in the past? Is there any lesson learnt in the past that we can refer to or use for this activity?

### 2.1.3. Target group: nature and number of participants

To be able to prepare the content of the TPD activity and the methods, the facilitator needs to know way in advance who the participants shall be.



#### Points for reflection:

1. Who are the participants? How many are they? What are their roles?
2. How many years of experience do they have? Are the participants novices, experienced or senior teachers/professionals?
3. Are they men, women, or both?
4. Do they know each other or are they meeting for the first time?
5. What experience do they have on the subject of the activity?
6. What is their professional context? Do they work in urban or rural contexts? In mono- or multi-lingual contexts?
7. What language do they prefer/understand?
8. What are the specific needs of the target group in relation to the objective?

### 2.1.4. Prepare the content and methods

Once the facilitator is clear on the objectives and the target group, the preparation of content and methods can begin.

Content and methods depend on the objective:

- what must participants say, know and understand?
- what must participants be able to do (skills)?
- what must participants believe and show (attitudes)?

When identifying content and methods, facilitators should design the activity in such way that:

- it triggers engagement and active participation of all participants, via individual and collective brainstorm sessions, reflective questions, ...
- it actively uses the expertise and experience of participants via sharing success stories, sharing challenges and collectively finding solutions,
- it stimulates collaboration,
- it is authentic and relevant via using real cases to discuss and apply the new knowledge,
- it allows easy transfer to the classroom via activities during the session, follow-up activities and support.

Facilitators should also reflect on their own role. How can they reduce their speaking time in favour of interactive and collaborative methods?

Facilitators can prepare this together or even share the preparation with peers who could give critical feedback.





### Points for reflection:

1. What content needs to be shared? How will it be shared? Is a powerpoint the best way to share content? Remember: less is more! Make sure you own the content and are well prepared.
2. What is the timing for your TPD activity and each of its components or tasks?
3. How to actively involve all participants? What questions will you ask? What assignments and tasks will you involve the participants in?
4. How can you help participants to learn from and with each other?
5. How will you group participants and why? How much time is spent on group assignments and how much time on plenary sessions? How to get a meaningful sharing session after group work?
6. How and why is the activity done in this way? How efficient and effective are the methods contributing to the objectives?
7. What materials (handouts and stationery) is needed for this activity?
8. What is your role as facilitator at each stage of the process?
9. How will you move from learning in the TPD activity to implementation after the activity?
10. What support will you provide for participants to implement after the TPD activity?
11. How will you capture the learning from the discussions and tasks for further use (monitoring & evaluation., needs analysis, report writing, ...)?

### Note:

Besides the content related preparation, the facilitators also need to prepare the logistics (date, venue, budget and costs), materials (Stationery, documentation, handouts, diagrams, projectors, screens, PCs, tables, markers, masking tape, Post-It notes, and any other materials).

## 2.1.5. Prepare and inform the participants

All of the participants invited to the activity should be made aware of the objectives, the scope and the expected deliverables of the activity. This should ideally take place at least about one week before the activity. This can be done through invitation letters/memos or announcements during staff meetings, or, by putting up notices at strategic points. This helps participants to have clear expectations, to prepare if that is expected (e.g. bring a case study to the TPD activity) and to fully engaged in the activity.

## 2.2. During the activity (Do)

Even when a TPD activity is well prepared, reality sometimes turns out differently than expected.

During the TPD activity, the facilitators keep their focus on the objective. If the facilitators think a task or session will not give the desired outcome, the preparation should be adjusted.

In *chapter 4* you will find a toolbox full of facilitation techniques which will help you to facilitate in a triggering and collaborative way.



### Points for reflection:

1. How efficient and effective are the methods contributing to the objectives?
2. What is your role as facilitator at each stage of the process (guidance versus instructions)?
3. Is the content and method appropriate for the actual target group?
4. How can you actively involve all participants? What questions do you ask? What is the level of well-being and involvement of your participants?
5. How do you use examples and answers from participants for learning?
6. Are the participants working together and learn with and from each other? How can you stimulate this?
7. Is the grouping done appropriately? Does it need to be adjusted? How to get a meaningful sharing session after group work?
8. How will you move from learning in the TPD activity to implementation after the activity?
9. What support will you provide for participants to implement after the TPD activity?
10. How will you capture the learning from the discussions and tasks for further use (monitoring & evaluation., needs analysis, report writing, ...)?

## 2.3. After the activity (Check)

This is the level that is often forgotten. It is important that the facilitating team plans a reflection and learning moment after the activity. This moment can also be used to draft a report, which can be used to share findings with relevant stakeholders.



**Points for reflection:**

1. Were the objectives of the activity met? How efficient and effective were the methods contributing to the objectives?
2. How will you capture the learning from the discussions and tasks for further use (monitoring & evaluation, needs analysis, report writing, ...) Should you make a report? By when? For whom? What is the purpose of the report?
3. What follow-up actions emerge after this activity? What could be the next activity?
4. How can the report be used in the next activity?
5. How will you move from learning in the TPD activity to implementation after the activity?
6. What support will you provide for participants to implement after the TPD activity?
7. How can you adjust your way of facilitating in the next TPD activity to trigger more learning on the set objective?

In *Chapter 4.7*, you can find methods and techniques to collect feedback from participants and to reflect on the facilitation.

## 2.4. Revise, link, and next step (Act)

The results of the reflections after the activity will inform other TPD activities and also the bigger goal: the implementation of your shared vision. You will consider which are the next steps, what needs to be adjusted, ...

**Points for reflection:**

1. Link the results of your reflections after the activity to the objective and vision for change: Where are you now? Where are the participants?
2. What are the next steps in the learning of the participants? How will you support them? Make a plan.
3. What are the next steps towards achieving your vision (dream)?

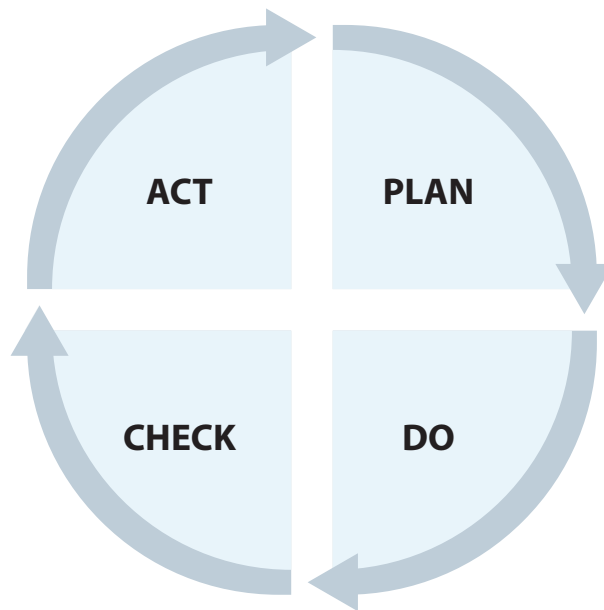


Figure 6: Plan, do, check, act cycle

By embedding the learnings and changes into the system (policy, culture, guidelines, regulations), the new approaches become standard. They are consolidated. The next cycle can move you on a higher level. By doing so, you, your team, school or district will continuously improve.

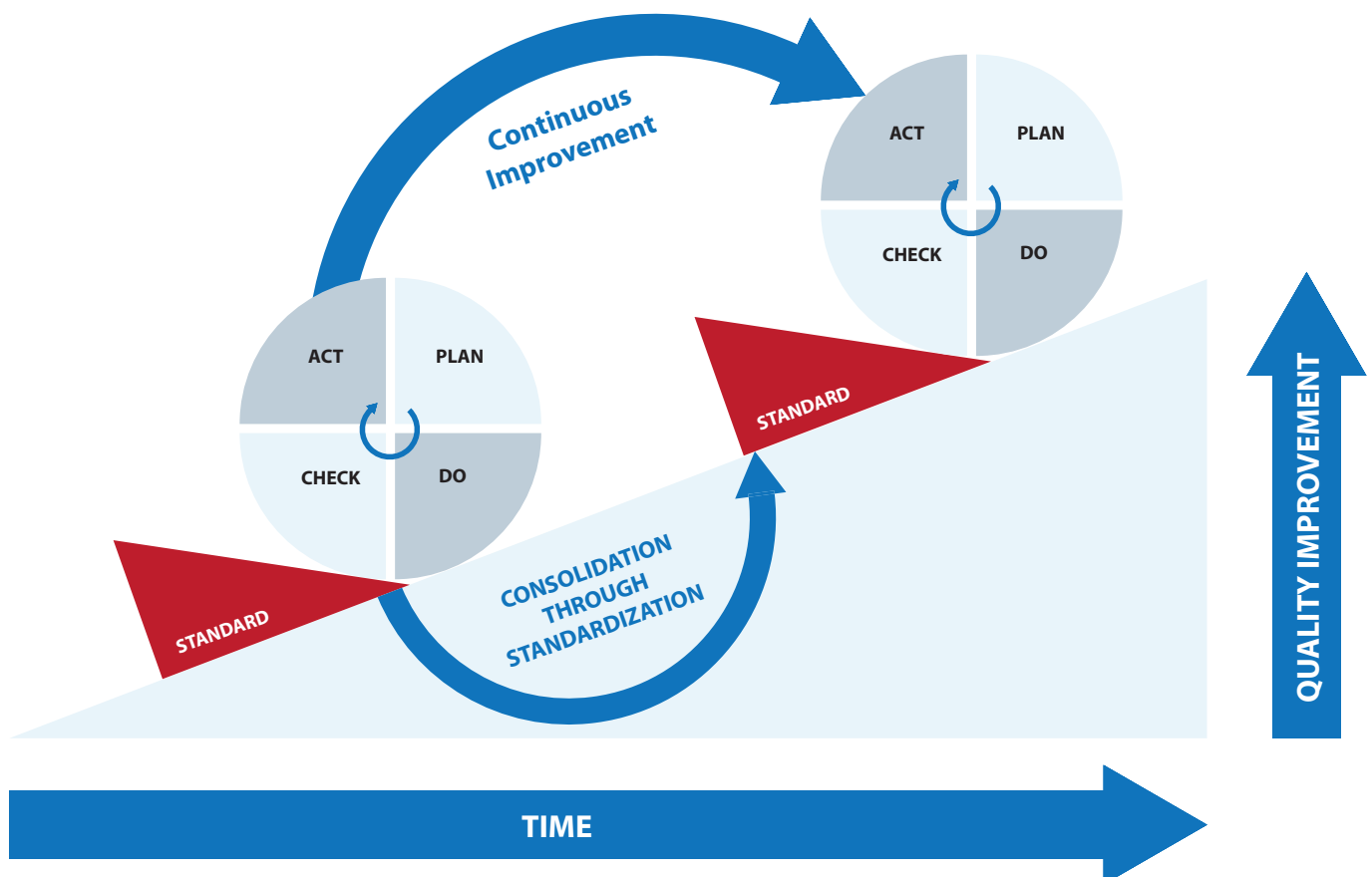


Figure 7: Plan, do, check, act cycle and continuous improvement  
(<https://www.conceptdraw.com/solution-park/management-plan-do-check-act>)

**2nd edition, published on September 2020, by:**

© 2020 VVOB

Julien Dillensplein 1 bus 2A, 1060 Brussels, Belgium

Telephone: +32 2 209 07 99; Website: [www.vvob.org](http://www.vvob.org)

This work is a product of the staff of VVOB, based on the collaboration, findings and experiences of VVOB and its partners in the 'Mitigating Preschool Children's Barriers to Learning in disadvantaged and ethnically diverse districts in Central Vietnam' (BaMi) programme and complemented by relevant literature. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of VVOB, its Board of Directors, or the funding donors. VVOB does not guarantee the accuracy of the data included in this work.

## **Rights and Permissions**

Responsible Editor:

Sven Rooms

© 2020 VVOB vzw



This work is available under the Creative Commons Attribution-NonCommercial Share-alike 4.0 International license (CC BY-NC-SA 4.0). Under the Creative Commons Attribution license, you are free to copy, distribute, transmit, and adapt this work, only for noncommercial purposes, under the following conditions:

**Attribution**—Please cite the work as follows: VVOB (2020). Supporting school-based Teacher Professional Development - A practical source book for TPD facilitators. Da Nang, Vietnam.

License: Creative Commons Attribution-NonCommercial Share-alike 4.0 International license (CC BY-NC-SA 4.0)

**Translations**—If you create a translation of this work, please add the following disclaimer along with the attribution:

This translation was not created by VVOB and should not be considered an official VVOB translation. VVOB shall not be liable for any content or error in this translation.

**Adaptations**—If you create an adaptation of this work, please add the following disclaimer along with the attribution:

This is an adaptation of an original work by VVOB. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by VVOB.

**Distribution**— Licensees may distribute derivative works only under a license identical to the license that governs the original work.

**Third-party content**—VVOB does not necessarily own each component of the content contained within the work. VVOB therefore does not warrant that the use of any third-party-owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner. Examples of components can include, but are not limited to, tables, figures, or images.

All queries on rights and licenses should be addressed to VVOB, Julien Dillensplein 1 bus 2A, 1060 Brussels, Belgium - Telephone: +32 2 209 07 99; E-mail: [info@vvob.org](mailto:info@vvob.org); Website: [www.vvob.org](http://www.vvob.org)

## **Disclaimer**

This publication contains references to other publications and websites. VVOB cannot be held responsible for current or future content of these publications and websites, nor for the content of external publications and websites that refer to this publication of VVOB.

This publication was produced with the financial support of the Governments of Belgium and Flanders. Its contents are the sole responsibility of VVOB and do not necessarily reflect the views of these actors.

The Governments of Belgium and Flanders cannot be held responsible for the content of this publication.

## **Co-funded by:**







**Belgium**  
partner in development



**Flanders**  
State of the Art



VVOB in Viet Nam  
3-5 Nguyen Binh, Hai Chau, Da Nang, Viet Nam  
+84 (0)236 3923332  
<https://vietnam.vvob.org>  
<http://www.vvob.org>



# **SUPPORTING SCHOOL BASED TEACHER PROFESSIONAL DEVELOPMENT**

**A practical source book for TPD facilitators**

**3**

**HOW TO MAKE OUR EXISTING TPD  
PRACTICES MORE EFFECTIVE?**



# CONTENT

<b>CHAPTER 3: HOW TO MAKE OUR EXISTING TPD PRACTICES MORE EFFECTIVE? .....</b>	<b>01</b>
3.1. Cluster professional meeting.....	01
3.2. School professional teacher meeting .....	03
3.3. Professional development per topic (at school level) .....	05
3.4. Class observation by school leader .....	06
3.5. Demonstration lesson .....	08
3.6. Other great school-based TPD activities .....	09
3.6.1. Peer-observation .....	09
3.6.2. Professional learning communities .....	10
3.6.3. Professional study visits .....	10
3.6.4. Internet and social media .....	10
3.6.5. Support visit to school .....	11
3.6.6. Other ideas .....	11
3.7. Annexure .....	12



## CHAPTER 3

# How to make our existing TPD practices more effective?

There are currently already many TPD activities and initiatives in our schools and districts. But do we have clear objectives in mind when we have a PTM or class observation? Do we make sure these TPD activities lead to learning for teachers? Do they lead to change and thus a higher quality preschool education?

When we apply the criteria to our activities, we will find ways to strengthen them.

Below you will find some suggestions and ideas.



### Purpose of the guide

This chapter aims to:

- Apply the criteria for effective TPD in concrete existing TPD activities in your school or district.
- Help you reflect on and further improve the existing TPD activities in your school and district.
- Inspire and enrich your TPD activities with additional ideas.

## 3.1. Cluster professional meeting

### What?

This is a TPD activity organised by BOET for all or some schools in an area (e.g. low land/up land areas; east/middle/west clusters). Usually this kind of meeting will be organised at one preschool which is volunteering to host. The venue rotates. The topic for discussion during the meeting is identified by all schools in the cluster/districts or is based on the theme or educational topic that MOET/DOET is promoting at that moment. Participants are ECE officers from BOET, school leaders (often vice-principal who is responsible for professional development) and selected teachers, such as the head of professional group of the school. Often the host school will organise a demonstration lesson related to the selected topic for learning and then all participants will discuss this and jointly agree on how the lesson could be taught.



### Points for reflection:

1. What is the objective of your/this cluster/district PTM? Be specific (e.g. asking open ended questions, using symbols for classroom management, well-being of boys, develop play-based activities to learn about traffic, ...).
2. Can teachers express their needs, their expectations and their opinions before, during and after the session?
3. Does the PTM answer the needs of schools and teachers?
4. Does the professional meeting include deep professional reflection on the current practice, with a clear focus? (e.g. reflect on your questioning skills)
5. Does the PTM encourage participants to collaborate and learn together?
6. Does the PTM fit in a trajectory or learning process?
7. Have you got a plan to include teachers who did not attend the PTM in the learning process (afterwards)?

### Hints and tips:

- Have discussions with local education network to assess and address challenges.
- During training and other professional development sessions, create opportunities for participants to share their needs and worries, in order to adjust plan and focus for next cluster PTM.
- Depending on the topic of the meeting, consider including teachers as they can bring practices from the classroom to enrich the discussion. Encourage them to bring their stories, possibly supported with pictures or videos.
- Create a safe and respectful environment where participants can express and share their opinions
- Facilitate the interaction, and make sure reflection and learning is taking place. The facilitator does not instruct nor lecture. Adjust the questions you will ask to the specific learning objectives which you agreed upon. Link to the well-being, involvement and participation in learning of the children.
- During PTM, organise small group discussion to exchange ideas, to discuss what works well and what did not work well. The outcome of this discussion should not be seen as an assessment but as a starting point for learning.
- Create practical conditions for teachers and school leaders to engage in professional development and implement what was learnt during PTM such as time to try out, time to do peer observation, materials and inspiration, ...
- Allow participants to experiment after the PTM and share their experiences during the next PTM. Establish advisory groups to support schools implementing the identified early childhood education topic in the classroom.
- Use ideas from the Facilitator's toolbox in Chapter 4.

### Some ideas to try out

See Chapter 3.2. (School Professional Teacher Meeting) and Chapter 4.

## 3.2. School Professional Teacher Meeting

### What?

This is a regular whole staff meeting at a school, e.g every 2 weeks, to discuss certain issue occurred during past 2 weeks or it can be how to organise certain activity with children.



#### Points for reflection:

1. What is the objective of your/this school PTM? Be specific (e.g. asking open ended questions, using symbols for classroom management, well-being of boys, develop play-based activities to learn about traffic, ....)
2. Can teachers express their needs, their expectations and their opinions before, during and after the session?
3. Does the PTM answer the needs of the school and teachers?
4. Does the professional meeting include deep professional reflection on the current practice, with a clear focus? (e.g. reflect on your questioning skills)
- 5.. Does the PTM encourage teachers to collaborate and learn together?
6. Does the PTM fit in a trajectory or learning process? Is there support for teachers to try out and implement what was learnt in their classes?
7. Does the PTM create an opportunity for sharing and harvesting after teachers have tried out something?

### Hints and tips:

- Create a safe and respectful environment where teachers can express and share their opinions.
- Facilitate the interaction, and make sure reflection and learning is taking place. The facilitator does not instruct nor lecture. Adjust the questions you will ask to the specific learning objectives which you agreed upon. Link to the well-being, involvement and participation in learning of the children.
- Listen to and encourage teachers to share their strengths and challenges that they encounter in the class; to share their ideas and suggestions.
- During PTM, organise small group discussion to exchange ideas, to discuss what works well and what did not work well.
- Encourage and support teacher initiative.
- Create practical conditions for teachers to engage in professional development and implement what was learnt during PTM such as time, materials.
- Encourage teachers to continue their learning via peer-observations and other TPD activities.
- Allow teachers to experiment after the PTM and share their experience during the next PTM.
- Invite teachers to report their progress, compliment them and celebrate successes.
- Use ideas from the Facilitator's toolbox in Chapter 4.

## Some ideas to try out

### a. A **case** to discuss:

- 1) Invite a teacher to share a case from the classroom. The case is selected based on the objective of the PTM (e.g. asking open ended questions, using symbols for classroom management, well-being of boys, develop play-based activities to learn about traffic, ...).
  1. The teacher starts from the case, explains all steps:
    - a. What have you observed?
    - b. What barriers did you see?
    - c. What have you changed or tried?
  2. The teacher **asks** colleagues for additional ideas. "I have tried this, but I would like your ideas".
  3. Discuss challenges.
- 2) Ask colleagues to do the same in the same or the next meeting. Make this a standard item on the agenda of each school PTM/cluster PTM.

### b. Action point **inspiration** sessions:

- 1) Focus on one action point.
- 2) Ask all teachers to share examples of how they all have applied changes pertaining to this action point.
- 3) Have you thought of capturing some video or pictures to illustrate how the action point was done? Watch it together and discuss.
- 4) Challenge each other to come with more creative ideas!

### c. **Good practice** exhibition:

- 1) All participants prepare a poster (alone or in pairs):
  1. describe a successful change in your class,
  2. how it was initiated?
  3. what effect did it have?
- 2) All participants engage with the posters, ask questions and interact.

### d. **Challenge and solution session:**

- 1) Share a challenge on a well-defined topic.
- 2) Ask all your colleagues to generate solutions and ideas.
- 3) Select some possible ideas.
- 4) Discuss together how you can apply this in practice.

### e. The **"New PTM"** by Plan International:

The guideline developed by Plan International emphasizes the importance of observing and analysing the learning of children when doing a class observation. By looking at when children learn and when not, participants discover more about the learning of children and how they can influence it by adjusting their teaching. The "new PTM" is a process that takes 3 to 4 hours, including the class observation and discussion afterwards. There are 4 steps:

Step 1: Prepare the lesson (identification of objective, agree on who will teach the lesson)

Step 2: Teach the lesson and observe the class

Step 3: Discussion, reflection and sharing

Step 4: Apply lessons learned in daily teaching or redesign the lesson

The school leader can facilitate this process or support a teacher to facilitate. The school leader creates an enabling environment (*see Chapter 1.4*).

### 3.3. Professional development per topic (at school level)

#### What?

This is professional development per topic which can happen at school/district/provincial level. It often takes the form of a training on a specific topic e.g. child-centred preschool education, integrate Vietnamese or safety & transportation etc. In terms of content and scale (e.g. duration, activities) it is larger than a school PTM. Sometimes a demonstration can be organized for participants. They will then discuss how the topic was taught, how the activity can be improved.



#### Points for reflection:

1. What is the objective of your/this professional development? Be specific (e.g. class screening well-being and involvement, enrich interactions between teacher and children, ...)
2. Is it based on needs? Whose needs?
3. Can teachers express their needs, their expectations and their opinions before, during and after the session?
4. Does the professional development include deep professional reflection on the current practice, with a clear focus? (e.g. reflect on your questioning skills)
5. Is there an opportunity for teachers who have good experience to lead and share?
6. Does the professional development encourage teachers to collaborate and learn together?
7. Does the professional development fit in a trajectory or learning process? Are there any support and follow-up activities planned?
8. Is there support for teachers to try out and implement what was learnt in their classes?
9. Is there an opportunity for sharing and harvesting after teachers have tried out something?

#### Hints and tips:

- Identify a clear learning objective, based on capacities and needs perceived by participants and school/district. Communicate the objective clearly.
- Recognise the expertise of experienced teachers in the topic and invite them to lead, facilitate or co-facilitate the professional development session.
- Create a safe environment where teachers can express themselves and share their opinions.
- Be well prepared and knowledgeable on the selected topic.
- Facilitate the interaction, participation and make sure reflection and learning is taking place. Adjust the questions you will ask to the specific learning objectives which you agreed upon. Link to the well-being, involvement and participation in learning of the children.
- Use a variety of facilitation methods, including small group discussion to exchange ideas, to discuss what works well and what did not work well.
- Encourage and support teacher initiative.
- Create practical conditions for teachers to engage in professional development (self-study, study from peers, ...) and implement what was learnt during the PTM such as time, materials.
- Encourage teachers to continue their learning via peer-observations and other TPD activities.
- Allow teachers to experiment after the professional development session, support them during their try out and ask them to share their experience during the next meeting.
- Invite teachers to report their progress, compliment them and celebrate successes.
- *Use ideas from the Facilitator's toolbox in Chapter 4.*

### 3.4. Class observation by school leader

#### What?

As part of creating an enabling environment, school leaders can also observe teachers in class. By doing so, school leaders help individual or small groups of teachers in their professional development. This class observation is not part of teacher assessment, but solely for teacher professional development.



#### Points for reflection:

1. What is the objective of this observation? Have you, together with the observed teacher, agreed on the focus? Is it clear that this observation is part of professional development?
2. Is the observation based on needs? Whose needs? The objective can differ every time you do observations, depending on the needs of the observed person.
3. Do teachers feel safe? Can teachers express their needs, their expectations and their opinions before, during and after the session?
4. Have you jointly discussed and agreed on an observation tool or on some specific items to observe? The more specific, the richer the information will be.
5. Is there a discussion after the observation which helps the teacher:
  - to reflect on certain aspects of the current practice (e.g. reflect on your questioning skills)?
  - to identify successes and strong points?
  - to identify clear points for improvement or next steps, as well as ideas on how to do this?
6. Have you considered using video-coaching (i.e. a part of the lesson is recorded, and you and the observed teacher view the recording together)? (see Chapter 4.8.)
7. Is the observer acting like a coach during the discussion?
8. Is there a link between the class observation and school based TPD?
9. Is there support for teachers to try out and implement what was learnt in their classes?
10. Is there an opportunity for sharing and harvesting after teachers have tried out something?

#### Hints and tips:

- Create a comfortable, safe and friendly atmosphere, that focuses on sharing, interaction and learning.
- Work with teachers to identify their critical needs for support and coaching. Use this as a starting point for the observation and learning. The observation can also lead to identification of learning needs.
- The objective can differ every time you do observations, depending on the needs of the observed person. Adjust your questions based on the specific objective.
- Jointly agree on a clear learning and observation focus. Use a tool to observe. Relate this focus to the well-being, involvement and participation in learning of the children.
- After the observation, invite teachers to self-assess and state what they are satisfied with and what they are not satisfied about, pertaining to the selected objective.
- Help teachers to keep focus and reflect deeply on what was observed. Be specific and concrete.
- Discuss jointly what could be the next step. Let teachers suggest how to change/adjust. Coach this discussion towards a specific and feasible way forward.
- Create opportunities and timing for teachers to try out/practice new approaches.

- Link the observation to further opportunities for professional development:
  - o share and jointly discuss support materials such as videos, lesson plans, ...
  - o teachers get the opportunity to try out the suggested adjusted approaches
  - o teachers can observe a good practice of a peer (in school or district) who is more experienced in this area (e.g. this teacher is good in asking open ended questions)
  - o teachers can collaborate with other teachers to jointly learn more about selected topics
- Follow-up implementation of what was agreed upon. Encourage and celebrate teachers' achievement.
- *Use ideas from the Facilitator's toolbox in Chapter 4.*

### **A coaching conversation after a class observation, an example\***

#### Phrase 1: Looking back in an appreciative way

- How happy are you about your class/lesson?
- Describe the strongest moment, especially in relation to the identified focus area (objective).
- Why was this a strong moment?
- What was your role in this moment? What role did you play in making this happen?
- How would you rate your lesson on a scale from 1 to 10 (1= objectives not achieved and children not involved, 10= successful and effective lesson, objectives achieved and children highly involved)?
- How could other people (colleagues, school leader) see that this was a successful experience?
- In which part of the lesson could you use your talents/strengths most optimally?
- Can you describe a part of the lesson where you feel you were a real added value to the learning of the children?

#### Phrase 2: Picturing improvement

- According to you, what are points for improvement?
- Describe a situation during your lesson which you would want to handle in a better way
- What would you like to do differently?
- How would you do that?
- Who can help you with this?
- What is the easiest thing you can start changing tomorrow?

#### Phrase 3: Designing the future

- What do you want to work on the coming period?
- Formulate a concrete point for action (something you want to improve)
- How does it look like?
- If your dream is to....., where do you want to be in ...weeks/months?

#### Phrase 4: From plan to implementation

- Which concrete actions are you going to take?
- What do you need? Who do you need?
- Do you feel the energy to get started?

#### After the conversation:

Ask the teacher how the coaching conversation was experienced. Can something be improved in your approach? "What should happen during the next observation and discussion, to make it a more worthwhile learning experience for you?"

### **Note:**

Adjust the questions above to the specific learning objectives which you both agreed upon.

\* Adapted from De Mets, J., (2015), Windkracht 4, rijke verhalen voor duurzame schoolontwikkeling. Retrieved from [www.kbs-frb.be](http://www.kbs-frb.be).



### 3.5. Demonstration lesson

#### What?

A teacher is requested to prepare and deliver a lesson. Others observe and are expected to learn from it and apply this approach in their classes. This can be part of or additional to the cluster or school professional teacher meeting.



#### Points for reflection:

1. What is the objective of the demonstration and observation? Have you, together with the observed teacher, agreed on the focus? Is it clear that this observation is part of professional development?
2. Is the demonstration based on needs? Whose needs?
3. Do teachers feel safe? Can teachers express their needs, their expectations and their opinions before, during and after the session?
4. Have you jointly discussed and agreed on an observation tool?
5. Is there a discussion after the observation which helps the teachers
  - to reflect on certain aspects of the current practice?
  - to identify successes and strong points?
  - to identify challenges and jointly find solutions, points for improvement or next steps, as well as ideas on how to do this?
6. Is there a link between the class demonstration and school based TPD?
7. Is there support for teachers to try out and implement what was learnt in their own classes?
8. Is there an opportunity for sharing and harvesting after teachers have tried out something?

#### Hints and tips:

- Create a comfortable, respectful, safe and friendly atmosphere, that focuses on sharing, interaction and learning.
- Select the focus of the demonstration lesson based on needs of teachers and school. Ideally this is a joint staff decision. Group teachers with similar needs for this activity. The process can also lead to identification of learning needs.
- The demonstration class should be part of a TPD plan with a clear focus (What do we want to learn?) and learning objective.
- Support the teacher who will demonstrate before the lesson will take place.
- Use a tool to observe. Use this as a starting point for the discussion afterwards and for learning.
- After the observation, facilitate a learning discussion based on what was observed with the intention of collaborative learning on the selected objective. Adjust the questions to the specific learning objectives which you both agreed upon.
- Link the observed practices to the observer's own practices. Link to the well-being, involvement and participation in learning of the children.
- Help teachers to keep focus and reflect deeply on what was observed. Be specific and concrete.
- Discuss jointly what could be the next step. Let teachers suggest how to change/adjust. Coach this discussion towards a specific and feasible way forward.



- Link the observation to further opportunities for professional development:
  - o share and jointly discuss support materials such as videos, lesson plans, ...
  - o create opportunities and timing for teachers to try out/practice new approaches.
  - o the demonstration teacher can support, e.g. via peer-visits to other teachers, observe and discuss possible points for improvement.
  - o teachers can collaborate with other teachers to jointly learn more about selected topics
- Follow-up implementation of what was agreed upon. Encourage and celebrate teachers' achievement.
- *Use ideas from the Facilitator's toolbox in Chapter 4.*

## 3.6. Other great school based TPD activities

There are already many TPD activities in our districts and schools. How can we further stimulate collaboration between teachers?

Below there are some additional ideas to enrich professional development in any school or district. It can fit in any of the activities above.

### 3.6.1. Peer-observation

#### What?

Colleagues can learn from each other by visiting each other's class. Sometime the observer has a clear learning need which the observer wants to see in the observed class. Sometime the teacher in the observed class has a learning need and asks the observer to help. Both ways are great peer-learning.

#### Some ideas to try out

These ideas are additional to what was already discussed under *Chapter 3.4. Class observation by school leader and 3.5. Demonstration class.*

- a. The observer is the learner:
  - 1) Do you like **what a colleague is doing** in her classroom? Ask her if you may come and visit her class.
  - 2) Identify a clear learning goal first: what is it you want to observe and learn?
  - 3) Observe how she is applying a specific action point.
  - 4) Check how it impacts on the well-being, involvement and participation in learning of the children.
  - 5) After the observation, discuss with your colleague what you have learnt.
- b. The observed teacher is the learner:
  - 1) Would you like your colleague's input on what you are doing? Ask her to come and observe you in your class.
  - 2) Discuss with her what she should observe for you. A specific action point? Your interaction with children? The effect of you as a teacher on the well-being, involvement and participation in learning of some specific children?
  - 3) After the observation, discuss with your colleague what she has observed. What can you learn from this? Can she inspire you with some next steps?

The school leader can create opportunities for teachers to do peer-observation and encourage this. A school leader can also be the observer, not to assess the teacher, not to inspect, but to jointly learn something about an identified challenge. The school leader creates an enabling environment.

*Use ideas from Chapter 3.4. Class observation by school leader and 3.5. Demonstration class and the Facilitator's toolbox in Chapter 4.*

### 3.6.2. Professional Learning Communities

#### What?

A professional Learning Community is a group of professionals who learn with and from each other via regular interaction and meetings.

#### Some ideas to try out

- Do you know some teachers in your school or cluster who just like you want to learn more about (e.g. class screening and action points; play based learning, using symbols in the corners)?
- Create a group and meet regularly.
- Together you can decide what the agenda of your meeting is. Maybe you want to help each other to do all 3 steps of process-oriented child monitoring? Maybe you want to reflect and see how to further improve your class practice? You want to inspire each other?
- How? You can do the same activities as described under “school PTM/Cluster PTM”. It is all about **learning from and with each other!**

The school leader can create opportunities for teachers to meet and encourage this. A school leader can be part of a PLC or form a PLC with school leaders. This will allow the school leader to discuss specific challenges related to leading a preschool.

### 3.6.3. Professional study visits

#### What?

A study visit is a visit of professionals to another school or district to observe different approaches and interact with peers to enrich their own practice.

#### Some ideas to try out

- Do you know about a school where great class practices are applied?
- Is this school prepared to host you? Go and have a look. The different approach of the hosting school might inspire you to tackle challenges that you also experience.
- Prepare your visit well in advance and be clear on what you want to learn. This will create the best learning opportunities.
- Don't forget to ask the school you visit how they learn with and from each other.
- Embed the learning from the visit in your own TPD and school improvement plan.

The school leader can create opportunities for teachers to visit another school. Help identifying learning goals and make sure that the learning from the visit is used by sharing, adjusting, discussing.

### 3.6.4. Internet and social media

Have you thought of getting inspiration from the rest of the world? On YouTube and Pinterest there are many examples of preschool activities, lesson plans, classroom set up and materials. There are great resources and toolkits out there.

Have you considered discussing and sharing ideas with other teachers, all over Vietnam or the world? Use Zalo, Twitter or Facebook to connect and relate.

### 3.6.5. Support visits to schools

TPD facilitators (core teachers, school leaders, BOET officers) can help schools and teachers to implement new practices via supporting them on site, at the school. This can be a follow up of the cluster PTM or a professional training. It is not meant as an assessment, but as further professional development. The visit can include a calls observation, a meeting with one or more teachers, with the school leaders. It all depends on the learning needs of the school.

The same hints and tips as described under *Chapter 3.1.-3.5* can be applied.

As Annexure to this Chapter you will find an example (example 1) of how they can stimulate reflection and dialogue during a support visit about the observation of well-being and involvement as part of the process-oriented child monitoring.

Also in Annexure, you can find an example (example 2) of a form which can be completed by core teachers, school leaders and BOET officers after visiting a school to help the school with the implementation of process-oriented child monitoring. You will see that this form serves different purposes. It helps the TPD facilitator or visitor to the school to:

- identify the objective, learning focus,
- collect good practices,
- stimulate input and reflections from teachers,
- stimulate input and reflections from school leaders,
- reflection by the TPD facilitators who do the support visit.

### 3.6.6. Other ideas

- participating and contributing to conferences,
- engage in online or face-to-face short courses,
- partnerships with expert organisations,
- networks with other schools in your cluster or district,
- action research, action learning,
- lesson study,
- professional portfolio which collects evidence and reflection,
- coaching,
- mentoring,
- critical friendships,
- team teaching,
- job shadowing,
- developing and adapting new instructional/learning materials,
- rotating roles/jobs,
- self-study (Internet, books, journals, magazines, video's, DVDs),



#### Points for reflection:

1. Look at all the different TPD activities, strategies and ideas.
2. Select a strategy which you don't use yet, but which you could use easily. How can you go about this?

#### *example 1*

#### **Guiding reflection on observing well-being and involvement**

**Observing the well-being and involvement** of those children who were at risk of not learning/participation. This can be done during specific activities where action points have been applied.

The questions below are only suggested questions which could stimulate reflection and dialogue. It is not necessary to ask or answer them all. The objective of the session is that teachers have a better understanding of well-being and involvement and how to observe the signs. TPD facilitators do not need to correct their scoring of levels of wellbeing and involvement. Rather engage in reflection about the scoring.

a) Child observation

- If teacher(s) were planning to observe children, then ask which children they will observe today. Observe the same children;
- If teacher(s) were not planning to observe children, we observe well-being and involvement of all children.

b) Discussion with teachers

- How are your children today?
- What were the objectives of the activity with the children?
- How did the activity go? Did it go according to plan? Are the set objectives met?
- What are you most satisfied with? Why?
- What do you think of the children you observed today? Signs? Level of wellbeing and involvement? Why?
- According to your observation, which children do you need to pay attention to? What are their signs? Do you know why?
- What did you do? What have you already changed? What was the result?
- What do you want to change? What will you do differently?

c) Conclusions: Summarise 3 points teachers will do. Agree on how the school leader can support.

example 2

## Support visit Report

### I. General information

Province:		District/ Cluster:	
Names of the coaches:			
Date of the school visit:		Name of the school:	
# of classes visited:		# of school leaders supported	
# of teachers supported		Date of previous visit:	

### II. Support visit plan (to be completed before the trip)

<b>2.1 Support visit objectives:</b> <i>What are the objectives of the support visit? Does our visit have a specific focus?</i>
<b>2.2 Support visit methods:</b> <i>What are the methods we will apply during the visit?</i>

### III. Support visit outcomes (to be completed at end of visit)

<b>3.1 Reflection with teachers:</b> <ol style="list-style-type: none"> <li>1. Are POMS and action points implemented? What changes in the teachers since our last support visit?</li> <li>2. What do the teachers plan to do differently?</li> <li>3. What support do teachers need? How? From whom? Opportunities for collaborative learning?</li> </ol>

### **3.2 Reflection with school leaders:**

1. How is the school leader creating an enabling environment for teachers to apply changes? What changes in the school leader since our last support visit?
2. What do the school leader(s) plan to do differently?
3. What support do school leaders need? How? From whom? Opportunities for collaborative learning?

### **3.3 Teachers/school leader' good practices for sharing with others**

*Teachers: What good practices that impact on WB&I have we seen? Describe.*

*School leaders: What good practices pertaining to creating an enabling environment have we seen? Describe.*

### **3.4 Reflection about the support visit:**

1. *Looking back: How were the outcomes of the trip compared to what we planned? How did the supporting go? What do we feel proud of? Why? How did we make teachers/SL reflect on their practice? What difference/impact did our visit make?*
2. *Conclusions for the next visit: What do we want to adjust in our next support visit? What can we change in our methods? What do we want to learn more about before the next visit?*
3. *Support to this school specifically: What support will we give to this school for it to further improve?*

**2nd edition, published on September 2020, by:**

© 2020 VVOB

Julien Dillensplein 1 bus 2A, 1060 Brussels, Belgium

Telephone: +32 2 209 07 99; Website: [www.vvob.org](http://www.vvob.org)

This work is a product of the staff of VVOB, based on the collaboration, findings and experiences of VVOB and its partners in the 'Mitigating Preschool Children's Barriers to Learning in disadvantaged and ethnically diverse districts in Central Vietnam' (BaMi) programme and complemented by relevant literature. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of VVOB, its Board of Directors, or the funding donors. VVOB does not guarantee the accuracy of the data included in this work.

## **Rights and Permissions**

Responsible Editor:

Sven Rooms

© 2020 VVOB vzw



This work is available under the Creative Commons Attribution-NonCommercial Share-alike 4.0 International license (CC BY-NC-SA 4.0). Under the Creative Commons Attribution license, you are free to copy, distribute, transmit, and adapt this work, only for noncommercial purposes, under the following conditions:

**Attribution**—Please cite the work as follows: VVOB (2020). Supporting school-based Teacher Professional Development - A practical source book for TPD facilitators. Da Nang, Vietnam.

License: Creative Commons Attribution-NonCommercial Share-alike 4.0 International license (CC BY-NC-SA 4.0)

**Translations**—If you create a translation of this work, please add the following disclaimer along with the attribution:

This translation was not created by VVOB and should not be considered an official VVOB translation. VVOB shall not be liable for any content or error in this translation.

**Adaptations**—If you create an adaptation of this work, please add the following disclaimer along with the attribution:

This is an adaptation of an original work by VVOB. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by VVOB.

**Distribution**— Licensees may distribute derivative works only under a license identical to the license that governs the original work.

**Third-party content**—VVOB does not necessarily own each component of the content contained within the work. VVOB therefore does not warrant that the use of any third-party-owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner. Examples of components can include, but are not limited to, tables, figures, or images.

All queries on rights and licenses should be addressed to VVOB, Julien Dillensplein 1 bus 2A, 1060 Brussels, Belgium - Telephone: +32 2 209 07 99; E-mail: [info@vvob.org](mailto:info@vvob.org); Website: [www.vvob.org](http://www.vvob.org)

## **Disclaimer**

This publication contains references to other publications and websites. VVOB cannot be held responsible for current or future content of these publications and websites, nor for the content of external publications and websites that refer to this publication of VVOB.

This publication was produced with the financial support of the Governments of Belgium and Flanders. Its contents are the sole responsibility of VVOB and do not necessarily reflect the views of these actors.

The Governments of Belgium and Flanders cannot be held responsible for the content of this publication.

## **Co-funded by:**









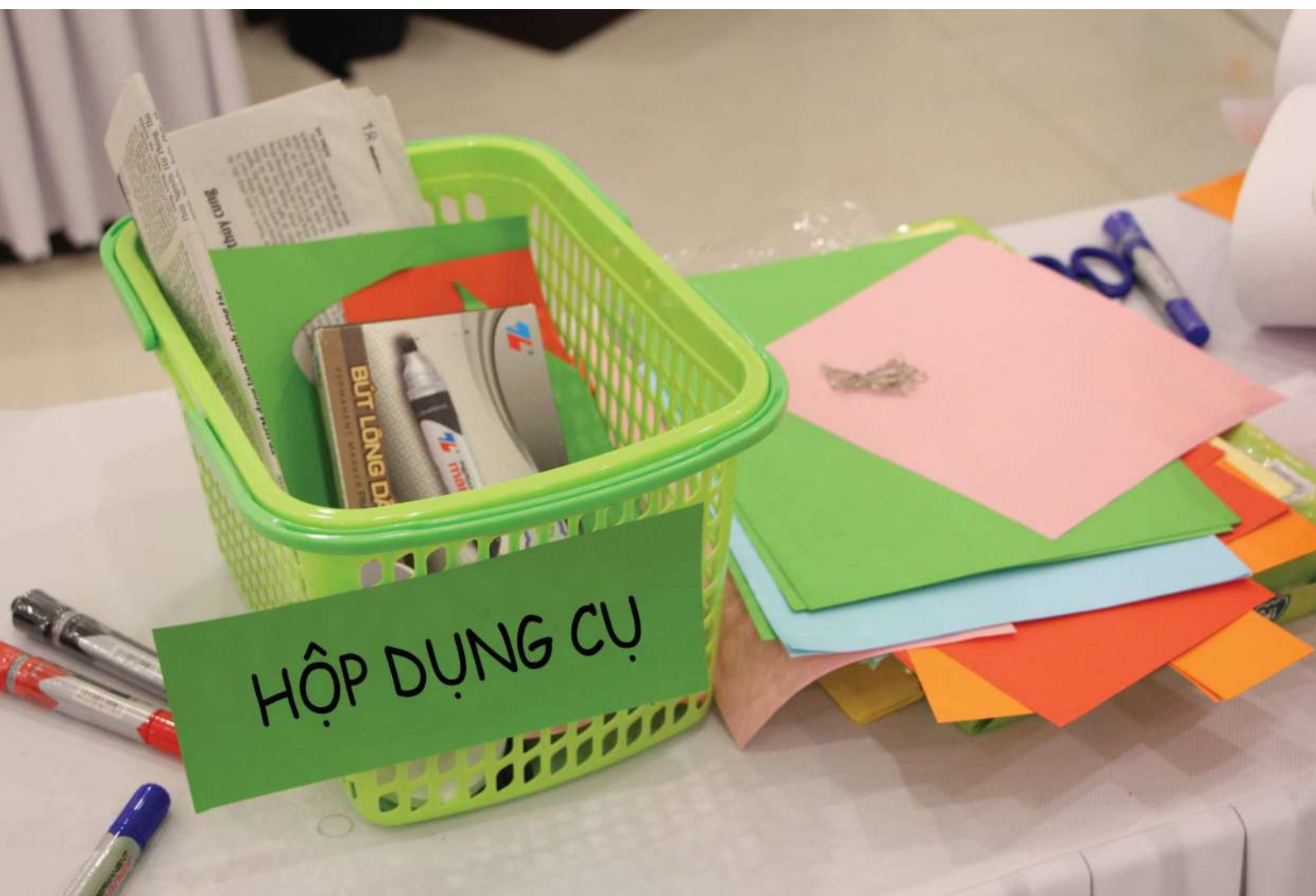
**Belgium**  
partner in development



**Flanders**  
State of the Art



VVOB in Viet Nam  
3-5 Nguyen Binh, Hai Chau, Da Nang, Viet Nam  
+84 (0)236 3923332  
<https://vietnam.vvob.org>  
<http://www.vvob.org>



**SUPPORTING SCHOOL BASED TEACHER  
PROFESSIONAL DEVELOPMENT**  
A practical source book for TPD facilitators

**4**

**FACILITATOR'S TOOLBOX**

# CONTENT

<b>CHAPTER IV: FACILITATOR'S TOOLBOX.....</b>	<b>01</b>
4.1. What are "DO'S" and "DON'TS" for Effective Facilitation?.....	01
4.2. How to stimulate reflection?.....	02
4.2.1. Self-reflection.....	02
4.2.2. Questionnaires.....	02
4.2.3. Voting with your feet.....	02
4.2.4. Use of reflection guides and diagrams.....	03
4.3. How to brainstorm?.....	03
4.4. How to group people?.....	04
4.4.1. Counting.....	05
4.4.2. Picture puzzles.....	05
4.5. How to build knowledge, skills, attitudes in a collaborative way?.....	05
4.5.1. Discussions.....	05
4.5.2. Cooperative learning.....	05
4.5.3. But why?-technique.....	07
4.5.4. Posters.....	07
4.5.5. Fact sheet.....	07
4.5.6. Case studies.....	07
4.5.7. Field visits.....	08
4.5.8. Role-play.....	08
4.5.9. Storytelling.....	09
4.5.10. Video.....	09
4.6. How to stimulate sharing of information, ideas and opinions?.....	09
4.6.1. Think-pair-share.....	09
4.6.2. Buzz groups.....	09
4.6.3. Gallery walk.....	10
4.6.4. Plenary.....	10
4.6.5. Circle.....	10
4.6.6. Inner - outer circle/ doughnut.....	11

# CONTENT

4.7. How to ask for feedback and how to reflect on your TPD activity?.....	11
4.7.1. Morning reflections with participants.....	11
4.7.2. Activity reflections with participants.....	12
4.7.3. Process reflections with facilitation team.....	12
4.7.4. End of day reflections with the participants.....	12
4.7.5. End of day reflections with the facilitation team.....	13
4.7.6. And bring it all together in your plan-do-check-act cycle.....	14
4.8. How to coach and support teachers and school leaders?.....	14
4.8.1. Key skills.....	15
4.8.2. A model for coaching: GRROW.....	16
4.8.3. Video-coaching.....	18
4.8.4. How to reflect on your own coaching?.....	18
4.9. How to present effectively.....	18
4.9.1. General hints and tips.....	18
4.9.2. Hints and tips before you start.....	19
4.9.3. Hints and tips during your presentation.....	20
<b>REFERENCES.....</b>	<b>21</b>
TPD pocket guide.....	21

School leaders, BOET and DOET officers are facilitators of TPD. Facilitators need a wide range of skills. Below are ideas that can help you to optimise your facilitation, while stimulating **participation**.



### Purpose of the guide

This chapter aims to:

- Help you understand how a facilitator can stimulate participation and collaboration
- Inspire and enrich your TPD activities with facilitation ideas
- Help you understand how you can move from instructing to a coaching dialogue with teachers which results in learning and change

In this part you will find:

1. What are do's and don'ts for effective facilitation?
2. How to stimulate reflection?
3. How to brainstorm?
4. How to group people?
5. How to build knowledge, skills, attitudes in a collaborative way?
6. How to stimulate sharing of information, ideas and opinions?
7. How to ask for feedback and how to reflect on your TPD activity?
8. How to coach and support teachers and school leaders?
9. How to present effectively?

#### 4.1. What are “DO’S” and “DON’TS” for Effective Facilitation?

The success of any professional development activity is influenced by the facilitator. Listed below are some of the things a facilitator should try to do or should avoid.

DO:

- Have a clear objective and explain this to the participants.
- Stay focused on the objective.
- Find out participants' expectations and share yours.
- Clarify key concepts for better understanding.
- Speak slowly and clearly.
- Inspire & energise people.
- Create a safe, inspiring, motivating and enjoyable environment; have fun.
- Use methodologies that trigger active participation, e.g. by giving participants different roles, by starting with individual reflection before group work, by doing games, ...
- Use and start from the expertise and experience of the participants.

- Use methodologies which help participants to reach the intended learning objectives, e.g. a presentation for knowledge input, group work for finding new ideas to solve a challenge, ....
- Encourage rich discussions but keep focus. End with a summary or conclusion.
- Observe well-being and involvement of participants. Adjust activities to increase levels of well-being and involvement.
- Take different levels and contexts of participants into account. Avoid these becoming barriers.
- Interact with participants; ask questions and listen.
- Ask for/give summarising or concluding statements at the end of each session (e.g. what has been learnt, what is the way forward, ...).
- Practice time management to ensure activities fit within the given time.
- Listen carefully and with respect to what participants want to say.
- Be creative when things don't go as planned.

#### DON'T:

- Don't be judgmental.
- Don't dominate the discussion.
- Don't leave shy people out.
- Don't allow everyone to talk at once.

## 4.2. How to stimulate reflection?

### 4.2.1. Self-reflection

Via guiding questions, participants are encouraged to think about their own behaviour, attitudes and knowledge. It should be noted that the exercise is personal and may not need group sharing.

### 4.2.2. Questionnaires

A form with a set of questions is used. Participants either tick or fill in. This allows participants to assess current practices. They can use this as a starting point for further planning.

### 4.2.3. Voting with your feet

The facilitator asks questions and participants walk to that part of the room that provides the answer according to them. This can be "if you say "yes", please go to this side of the room".

It can be questions or statements (agree/disagree).

The facilitator but also participants get a clear idea of what participants think, how they understand certain content, etc.

#### Example:

- "How confident are you with applying learning through play in your classroom? Go and stand in this corner when you feel very confident, that corner when you feel confident, this corner when you feel not confident."
- "When children are playing they are learning. Do you agree or disagree? If you agree, go and stand there. If you disagree, go and stand here. Or maybe you are not fully agreeing, or not fully disagreeing? Then you can stand in the middle"

The facilitator but also participants get a clear idea of what participants think just by seeing where they stand.

#### Tips for the facilitator:

- Make sure participants feel safe to show their opinions.
- Provide clear guidelines. The options (e.g. agree/disagree; confident, not confident, very confident) could be written on flash cards and attached to each corner.
- It can be useful to ask "why", e.g. "Why do you agree with this statement?"



#### 4.2.4. Use of reflection guides and diagrams

Certain diagrams may help participants to reflect where they are.

Example: Guiding reflection on the Process-Oriented Child Monitoring process

##### 3 steps of process-oriented child monitoring

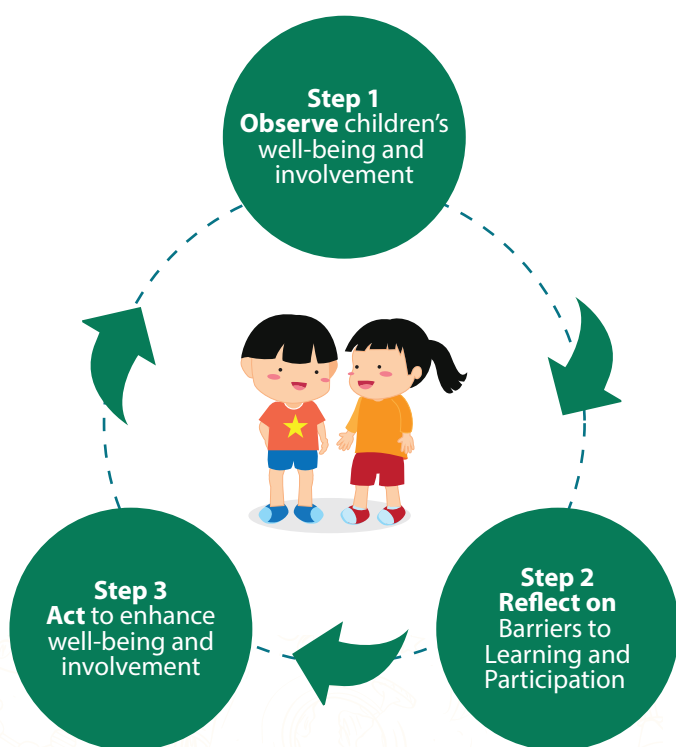


Figure 8: Process-oriented child monitoring

##### Step 1

Observe the well-being and involvement of those children who were at risk of not learning/participation. This can be done during specific activities where you have applied action points.

##### Step 2

Can you explain the well-being and involvement based on the action points you have applied? How does what you have done affect your children's well-being and involvement?

##### Step 3

Which action points can be considered? Which action points are a priority? How can you modify or improve your action points? How can you change the physical space of the learning environment and the corners? How can you adjust materials and activities? How can you enrich the interactions between you and the children, and among the children?

The reflection can be done at a more detailed level. Examples of this can be found in *Annexure to Chapter 3*.

#### 4.3. How to brainstorm?

Brainstorming is technique that is used to generate ideas to solve a certain problem or to handle a certain situation. Participants are encouraged to freely suggest any ideas. All ideas are noted down and the ideas are not criticised. After the brainstorm, ideas can be evaluated, grouped, re-arranged, summarised and even deleted.

Important rules:

- Make sure all participants feel free to contribute
- Go for quantity: stimulate participants to generate as many as possible
- Do not criticise during the process of brainstorming. That can happen afterwards. Then ideas can be deleted, combined or improved.
- Welcome wild and innovative ideas.

Here are some brainstorm ideas:

1. Let participants generate ideas **individually** first or as preparation to a meeting
2. Take a **different perspective**: What would our boss do? What would my mother do? By taking the perspective of another person, you generate new ideas.
3. **Time limit**. By limiting the time for brainstorming, participants will not be so critical of their own ideas and just write whatever that comes up.
4. **Circle ideas**. All participants stand in a circle and one by one give a different idea. The facilitator writes down all ideas.
5. **Questions** instead of ideas. Ask participants to brainstorm all possible they have about a certain topic.

Some activities that can be done in groups are basically brainstorm activities.

1. Drawing: let participants draw how they envisage the future or how they see the solution. The visual thinking will trigger their creative thinking.
2. Mind mapping: write the problem or topic in the centre, add different layers such as unpacking the problem, the needs, the possible solutions.
3. SWOT analysis. Analyse the strengths, weaknesses, opportunities and threats of the topic. This might help see all sides of the story.
4. Six thinking hats. Each member of the team takes a different function or role and contributes to the discussion from that perspective. See *Chapter 4.5*.
5. Dreaming and wishes. Let participants generate ideas on how they would wish this problem was solved. They can dream the most unrealistic, extreme, impractical solutions.
6. Writing brainstorm. Each participant writes an idea on a sheet of paper. The sheet is passed on in the circle to someone else, who reads it silently and then adds another idea to this page. Keep passing the sheets until everyone has written on all pages.
7. Reverse brainstorming. Identify the topic or problem you want to brainstorm about. Then, instead of finding solutions, think of "how could we cause this problem". By doing this you create a way of causing problems, which will help you to solve them.
8. But why-technique: See *Chapter 4.5*.
9. The 5W+H: ask questions such as what why where who when and how?

#### 4.4. How to group people?

Working in groups is beneficial for the process of learning. However, groups should be formed in an intentional way: How many groups do you want? How many people should be in each group? These are essential questions to answer before you start facilitating. The group size depends on the task at hand. Collaboration of participants will be more difficult when there are more than 7 people in a group.



#### 4.4.1. Counting

This method can be used to form groups. Decide how many groups you want (e.g. 5). Let participants count: 1, 2, 3, 4, 5, 1, 1, 2, 3, 4, 5. All "1" go together, all "2" go together, ...

#### 4.4.2. Picture puzzles

This method can be used to form groups. Decide how many groups you want and take as many pictures. Decide how many people you want in each group. Cut the picture in as many pieces. Give each participant one piece. Let them find the matching pieces. These people form one group.

This promotes bonding, team work and cooperation amongst participants.

Tips for the facilitator:

- Make sure to have enough pictures for the number of groups you want to form.
- Only cut the pictures after having physically counted the participants in the room.
- Cut the correct number of pieces according to the number of people needed in a group.
- Mix the pieces in a hat, box or bag and allow participants to pick one piece each

### 4.5. How to build knowledge, skills, attitudes in a collaborative way?

#### 4.5.1. Discussions

This is a methodology that allows participants to listen to each other's views and contributions as peers. Discussions can take place in plenary or in groups.

Tips for the facilitator:

- Make sure participants feel safe to contribute, especially when discussing sensitive topics.
- Provide clear guidelines either in form of written or verbal instructions so that the discussions can be focused.

#### 4.5.2. Cooperative learning

Cooperative learning is a very successful learning strategy. Peers are learning together by jointly working on tasks.

Basic elements are

- positive interdependence (all group members depend on each other),
- interaction,
- individual accountability,
- social skills,
- group processing of the task,

To reach these key elements group work needs to be prepared well. Participants have to discuss a topic, find a solution, while each having a different job assignment, a different role or different perspectives .... Each participant is asked to contribute to the discussion from their assignment, perspective or role:

1. Job assignments:

- team leader,
- recorder,
- encourager,
- checker,
- time keeper,
- reporter,
- ...

2. Roles

- teacher
- school leader
- BOET officers
- parent
- child
- ...

3. Perspective: the 6 thinking hats

Each participant approaches the task or problem at hand from the perspective described by the colour of the hat.



The White Hat calls for information known or needed. "The facts, just the facts."



The Yellow Hat symbolizes brightness and optimism: Under this hat you explore the positives and probe for value and benefit.



The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused



The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.



The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.



The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats guidelines are observed.

Figure 9: Six thinking hats, de Bono ([http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php))

Example:

You want participants to discuss the value of learning through play. They work in groups of 6.

- One person (the white hat) contributes to the discussion by focussing on the facts. e.g. What does research say about learning through play?
- One person (the yellow hat) approaches the topic from a positive perspective. This person focuses on the advantages of learning through play.
- The black hat brings in the disadvantages and why it will not work.
- The green hat tries to find creative solutions, what can work in our context?
- etc.

### 4.5.3. But why?-technique

'But why?' is a technique that is used to probe for the root cause(s) of the problems in a given situation. One might ask e.g.:

"Why are children not highly involved?"

"Because they are shy?"

"But why are they shy?"

"Because they don't speak Vietnamese."

"But why are they less involved when they do not speak Vietnamese?"

"Because they cannot communicate."

"But why can they not communicate....."

Most likely you will get more than one answer to your questions.

This goes on until everybody is satisfied that they have identified the root cause(s) of the problem.

The answers to the 'but why' questions can be visually used to create a problem tree or a mind map. The facilitator can prepare a visual presentation by putting the question in the centre of a flipchart or blackboard, and adding the answers to the diagram, tree or map as they come from the group.

### 4.5.4. Posters

These are large sheets of paper containing some form of mind map, artwork- painting, drawing, photograph, with a minimum use of words. They are mainly used to draw attention to a specific issue.

A poster presentation is very useful:

- To start a conversation with a group of people.
- To learn what people already know about a certain topic.
- To give the right information about a topic.
- To promote information sharing.

The presentation should be done close to the posters so that they are clearly visible for everyone. Do not talk too much, ask questions. If certain answers are not complete, ask the participants for additions.

### 4.5.5. Fact sheet

A fact sheet can be like a poster except that the content should focus on facts and not on opinions of the subject matter. Whilst posters are usually large in size, fact sheets can be any size. Groups are usually supported with resource materials to develop fact sheets.

### 4.5.6. Case studies

Case studies are based on real life experiences.

Case studies can achieve the following:

- Identifying factors in a case and analysing a situation or a problem.
- Making the link between theory and real life.
- Thinking through and discussing how to take action.

#### 4.5.7. Field visits

These are learning trips, visits, or tours which provide opportunities for participants to engage in practical activities. They expose participants to real life situations.

#### 4.5.8. Role-play

This is an activity in which participants act out certain roles around a problem in order to help them gain insight into people's behaviours and feelings or to try out newly acquired skills. E.g. BOET officer A can take the role of a teacher, BOET officer B takes the role of a BOET officer and tries out a coaching conversation with the teacher. The role play will help BOET officer B to practice coaching skill. A role-play can also be used to demonstrate a certain skill to an audience.

Role-play can be performed with a small number of participants. They require no special equipment, are easily audible and visible to large groups, and are often enjoyable and recognizable. They help the players to develop confidence and communication skills.

##### What can a role-play achieve?

- Change in attitudes.
- Improvement in decision making skills and development of communication skills or any other skills which are the focus of the role-play.
- It can help participants see that other people have similar problems in real life situations and can cope with them.
- It can show different ways of expressing feelings, interacting and working on challenges.
- It can be a safe place to try out new skills.

##### How can the facilitator prepare for a role-play?

- Decide on the objectives of the role-play (issues you want to cover).
- Choose a problem situation, which is related to your objectives and will be interesting to your audience, and suitable for acting.
- Plan some questions you can ask during the review discussion after the role-play.
- Choose two or three participants to act as the characters in the role-play.
- Encourage the participants who are acting to let themselves feel and act like the characters they are supposed to be.
- Be sure that everyone can see and hear well enough to follow the role-play.
- Make participants feel safe. They should feel safe enough to make mistakes in front of an audience.

##### How can participants prepare?

- Participants can prepare by empathising with the role they will take: "How would I react and act if I was a ...?".
- Participants can review the content and skills they will apply in the role play (e.g. role play on coaching techniques: review the coaching questions).

##### How to conduct a role-play?

- Ensure that actors are raising issues that are relevant to the main problem.
- Take notes during the role-play then refer to your notes during the discussion after the role-play.
- If the role-play has a very specific learning objective: give the audience specific observation tasks.
- Watch everyone during the role-play to see if they are still interested or becoming bored and restless.
- Stop the role-play when you think the actors have shown the feeling, behaviour and ideas which are important.
- Stop the role-play in suspense, at an abruptly crucial point, so that the audience can come up with different endings or approaches.
- You can ask other participants (from the audience) to compare their feelings, reactions and actions with those of the person acting out that character in the role-play, e.g. if you were the teacher "What would you have felt?" "How would you have reacted?"

#### 4.5.9. Storytelling

Storytelling is a technique that can be used to convey information. Stories help the participants to personalise and relate to the information.

Storytelling can also be used as a way of doing monitoring and evaluation (harvesting good practices).

#### 4.5.10. Video

A video in itself may not be a participatory methodology, but in combination with other techniques, it is a tool that can increase participation.

It can be used:

- When there is need to vary methodology and break monotony.
- When opening up or presenting a new issue/subject.
- To visualise certain points or facts.
- To present real classroom issues.
- To motivate and stimulate participants.
- To start a discussion or task (e.g. How was the involvement of this learner? What can the teacher do to get more child initiative?).
- As a conclusion to a presentation.

How to frame the use of the video?

- Introduce the video and share the objectives: make clear what you use the video for.
- Create a conducive environment for the video.
- Capture the attention of the participants by giving some hints about the content.
- Select useful parts from a very long video.
- Agree on an observation guide; give some observation guidance.
- Have a discussion or task after watching the video. Prepare the questions in advance.

### 4.6. How to stimulate sharing of information, ideas and opinions?

#### 4.6.1. Think-pair-share

This technique is used to allow participants to first think about a certain topic or question individually, then to pair with a colleague and share results of the thinking process. It is a good way to trigger active collaboration by all, and to give opportunities to people who are shy to contribute.

#### 4.6.2. Buzz groups

This technique is used to allow participants to share information either as pairs or in threes. It is a quick way of activating and getting participants' ideas and responses to high order questions (that require deeper thinking). A facilitator can use this technique to promote interactions amongst participants in a group.

### 4.6.3. Gallery walk

This methodology allows groups to share the output of their work (usually a poster or fact sheet) in a creative way that is not a plenary discussion. Each group is given a corner from where they will present their work.

Procedure of how to do a gallery walk:

- Divide participants into groups.
- Give each group a task to do and resources to use (allow adequate preparation time).
- Allocate an area for the groups to display their work.
- Allow groups to visit and share their work.
  - o Option 1: The group may choose one representative to remain stationed (this is usually not advisable as this representative will not have the opportunity to visit other group presentations).
  - o Option 2: The facilitator can mix all the groups ensuring that each group has a representative from the original group. This representative can then explain what is displayed in his/her original workstation when the group visits it.
- Allow groups to visit each other in a clockwise or anti-clockwise direction. Signals or music can be used to tell the participants it is time to move to the next group.

It is advisable to be with a team of two or three facilitators to effectively manage the process. If factual information is shared during the gallery walk, it is recommended that the facilitator corrects misconceptions that might have cropped up during the session.

### 4.6.4. Plenary

This methodology involves the whole group. It allows participants to give feedback to each other through group presentations as well as making sense of the contributions.

### 4.6.5. Circle

The circle is an ancient form of meeting that has gathered human beings into respectful conversation for thousands of years. Participants engage in thoughtful speaking and deep listening.

To start a circle, the facilitator needs to set an intention (content, mission, or direction), offer basic structure, and model circle skills.

Agreements of the circle

- Listen without judgment.
- Whatever is said in the circle stays in the circle.
- Offer what you can and ask for what you need.
- Silence is also a part of the conversation.

#### 4.6.6. Inner - outer circle/ doughnut

This is a method where people discuss certain topics while seated facing each other. The facilitator needs to divide the participants into two equal groups. The inner circle sits with chairs facing outwards, whilst the outer circle sits facing inwards. The participants in the inner circle will be facing participants in the outer circle. Each participant sitting in the inner circle is given a certain topic/word to discuss with the participant facing him/her in the outer circle. At a signal, participants sitting in the outer circle move three chairs clockwise. Then, the participants in the inner circle start another discussion with a new participant and the activity continues.

#### 4.7. How to ask for feedback and how to reflect on your TPD activity?

Reflection is one of the secrets towards success. It is important to look back and reflect on what has been done right and what has not worked well in order to learn.

Feedback is an essential aspect of reflection. Feedback can be given between facilitators, as well as between facilitators and participants. It is not a one-way communication but a two-way process. It helps facilitators to identify actions to take to improve. Feedback can be given informally during the process e.g. in day-to-day encounters between facilitators, or formally.

The text below applies especially for TPD activities which take a day or more. Some aspects are also useful for shorter TPD activities.

Reflections are done at the start, during and at the end of an activity and process.

##### 4.7.1. Morning reflections with participants

###### Why?

- To check on the mood of participants'
- To recap the previous day's activities'
- To harvest insights gained from previous activities.

###### How? An example:

###### *The island game*

The facilitator places at most ten papers on the floor in a random way. The papers have to be spaced out to allow participants to run. The facilitator explains that the participants are going to pretend that they have been involved in a shipwreck and unfortunately they cannot all survive if nobody saves them. Each of the ten islands in the water can only accommodate at most three people. The options for survival are either to swim fast to the islands and be safe or to answer a question in order to be rescued. On the count of three the participants have to run to the islands and those who do not make it are asked questions such as:

- What did you enjoy most from yesterday's activities?
- What was one challenging thing you still remember from yesterday?
- What insight did you gain from yesterday?

All the participants who have answered the questions shall be saved, symbolised by allowing them to take their seats. Those who are on the islands can just say anything they remember from the previous day.

### 4.7.2. Activity reflections with participants

#### Why?

- To check if your activity/session is on track.
- To check if participants understand the activity or have questions.
- To receive feedback as a facilitator.

#### How? An example:

##### *The ball game*

The facilitator asks all participants to stand in a circle. The facilitator can stand in the middle of the circle and gives an instruction that each participant will share what they have learnt or any insights gained from activity/activities done. One only shares when he/she has the ball. Next, the facilitator starts throwing the ball to them. The person receiving the ball shares with the group what he/she has learnt or which insights were gained, and throws the ball back to the facilitator. This continues until everyone has shared something. There are variations to this game e.g. the facilitator can choose not to stand in the middle and ask for a volunteer.

#### *Note:*

- This game can also be done as end-of-day or morning reflection.
- This game can also be used to brainstorm and trigger ideas.

### 4.7.3. Process reflections with facilitation team

#### Why?

- To check if the process is on course.
- To check participants' feelings about the process.
- To allow facilitators to give each other feedback on how the process is going.

#### How?

Process reflections are done informally by facilitators either during tea breaks or lunches.

### 4.7.4. End of day reflections with the participants

#### Why ?

- To review the day's activities: what went well, and what was not working,
- To harvest insights gained,
- To receive feedback on content and facilitation,
- To inform both participants and facilitators whether the overall objectives were achieved,
- To inform on further actions to be taken after the activity e.g. what can we improve? What support do you need to implement?



## How? Some examples:

### *Book title*

The facilitator asks each participant to think of a title they can give to reflect on how they felt about the day. Each participant will get a marker and an A4 blank paper and write their title out.

Participants will be given a chance to show their title and explain why they have chosen such a title.

### *The three petals*

The facilitator asks participants to draw a flower with three petals. Each petal has a question which the participants will respond to e.g.:

Petal 1: What did you like most about the activity?

Petal 2: What insights have you gained from the discussion?

Petal 3: What was one challenging thing from yesterday?

The participants reflect on their own and they can share the answers on their petals in pairs. The facilitator can collect these for facilitators' reflection.

### *Note:*

- This game can also be done as activity or morning reflection.

### *The T-evaluation*

The facilitator asks participants to draw a T which is upside down, dividing a piece of paper into three. On the left side of the paper participants write the strengths of the TPD activity. On the right side participants comment on weaknesses or areas which need to be improved (as indicated in the diagram below). At the bottom of the paper participants write suggestions on what can be done differently and how. When commenting on the workshop it is important to ask participants to focus on the facilitation, content and methodologies.

<i>Strengths</i>	<i>Weaknesses</i>
● ...	● ...
● ...	● ...

---

*Recommendations/Suggestions*

- ...
- ...

## 4.7.5. End of day reflections with the facilitation team

### **Why?**

Together with the participants' feedback, the feedback of the facilitation team, can help:

- To assess how facilitators have been facilitating the day's activities,
- To prepare for the next day's activities,
- To inform facilitators of logistical issues that need to be addressed to.

### **How?**

The facilitation team takes turns to give their feedback, starting with a self-reflection by those who have facilitated. Guiding questions which could be used during this reflection are:

- How was the session for you?
- What is it that you think went well?
- Which areas do you think need improvement?
- If given another chance, what would you do differently?
- How do you feel as a facilitator about your role in the workshop?
- Did we manage to achieve what we intended?

It is important to ask for feedback as well as to be prepared for it. Being able to receive feedback is essential in order to learn. Learning from feedback enables facilitators to improve their actions.

#### 4.7.6. And bring it all together in your plan-do-check-act cycle

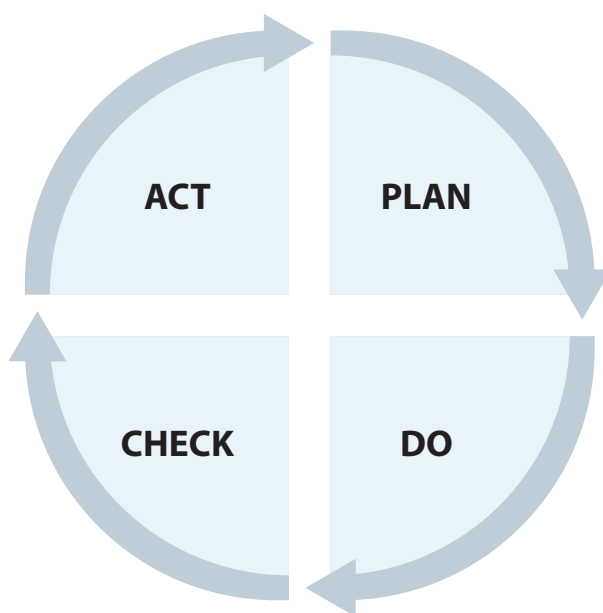


Figure 6: Plan, do, check, act cycle

#### 4.8. How to coach and support teachers and school leaders?

The role of the school leader, BOET and DOET officers goes beyond facilitating activities and collaboration. The facilitator mostly needs to guide learning via supporting and coaching the teacher or school leader. Guiding and participating in learning is not the same as instructing “I will tell you how to do it”. It is about engaging in a dialogue on equal terms and jointly finding the best way forward “Let’s see how we can do this”. A coaching conversation can help the coachee to see more clearly, to find solutions, to focus. The learning and action is within the person who is coached.

Coaching is a method used in TPD. Instead of giving direct instructions, a coach aims to unlock a person's potential to maximise their own performance. It is helping them to learn rather than teaching them.

As a coach, you don’t need to give the answers, nor solutions or advice. You actually help the person you coach to find answers and a way forward.

In the text below you will find inspiration on how this can be done. This part does not claim to be a training in coaching, but rather shares some coaching techniques useful in your TPD. The techniques listed below can be used during many TPD activities.

### 4.8.1. Key skills

As a coach, you don't need to have all the answers. You actually help the person you coach to find answers and a way forward. It is important to:

- explore with the teacher what the situation is,
- to appreciate and reinforce what is already going well; appreciate each other's role,
- to confront with outside views or insights,
- to challenge and inspire, trigger new ideas and enthusiasm, ownership,
- to mobilise to develop capacity and get into action.

This process will help the teacher to identify points for their own learning and put the change into action ("What do I want to change? How do I start doing that?").

#### 1) Active listening

##### **Hints and tips:**

- Keep eye contact.
- Be genuinely interested in each other. Avoid being disturbed, e.g. by phone calls.
- It is not about you and me, but about us/we: together we will find a way.
- Create trust and safety.
- Recognise the expertise and experience of the other professional.
- Stimulate to continue (nonverbal or verbal).
- Summarise.
- Repeat as this helps to get clarity for both.
- Reformulate in other words.
- Allow silence.
- Taking notes can help, but keep eye contact.

#### 2) Asking questions

##### **Hints and tips:**

- Be genuinely interested in the answers.
- Ask open ended questions.
- Ask clarifying and probing questions.
- Allow time to answer.
- Express appreciation.
- Encourage ownership e.g. "what do you want to change? What can already be done tomorrow? Whose help do you need".

#### 3) Reflecting

##### **Hints and tips:**

Ask questions such as:

- What works well?
- What does not work well?
- Why? (and ask Why again, and again)
- How does that work with others? Can we learn from this?

#### 4) Feedback

##### Hints and tips:

Feedback should:

- Include:
  - o Feed-up: information about where does the coachee want to go (what is the bigger goal/objective?)
  - o Feed-back: information about how did the coachee do it? (describe, not judge)
  - o Feed-forward: what is the next step?
- be accurate, based on observed facts.
- be specific and focused, connected to clear criteria.
- be timely received and acted upon.
- be more descriptive than evaluative.
- focus on behaviour, not on the person.



#### 4.8.2. A model for coaching: GRROW

A coaching conversation can follow the GRROW structure.

The 5 key steps are listed below.

- For each step there are a series of questions that can be asked.
- There is no need to ask all the questions. The questions are just helping the coachee to get clarity.
- You can also add other questions.
- Steps can be followed from 1 to 5. But sometimes one goes back to a previous step, if needed.

##### 1) Step 1: Find out the Goal:

- What is your Goal?
- What do you want to achieve?
- What is really important for you now?
- Why is it important for you?
- How would that look like when you achieve?

##### 2) Step 2: Reality

- How are things looking in reality?
- What is already happening?
- What is going well?
- What is a challenge?
- What is the context?

##### 3) Step 3: Resources

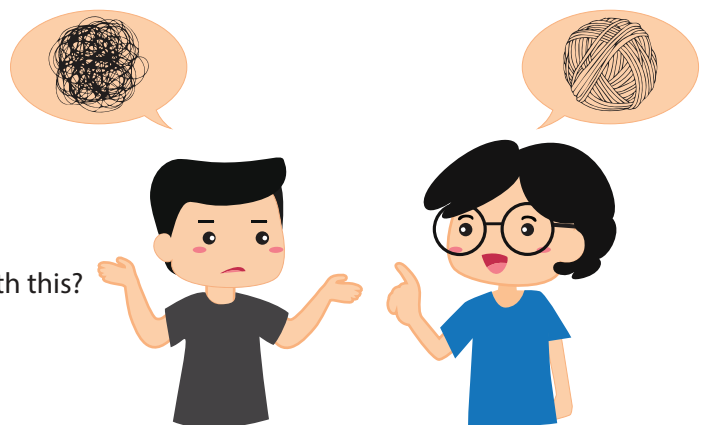
- What tools and resources do you have?
- What have you done before that can help you with this?
- Who can help you?
- What do you need to take the first steps?

##### 4) Step 4: Options

- What options do we have to reach the goal?
- Let's be creative and think about many possible options.

##### 5) Step 5: Will

- What needs to be done?
- What will you do?
- What steps will you take?
- What is the next step?



*An example of a coaching conversation (not-education):*

Coach: What is your goal?

Coachee: *I want to gain some weight.*

Coach: How does that look like?

Coachee: *My skin will look better. My clothes will fit better. I will look healthier.*

Coach: This seems important for you. Why is it important for you?

Coachee: *I realise I don't eat very healthy. I don't have a lot of energy. That is so annoying.*

Coach: It seems like your goal is to become healthier, so you have more energy.

Coachee: *Yes, if I eat healthier and maybe exercise a bit more...*

In this part you can see how the coach helps the coachee to define the **goal**. The goal first mentioned by the coachee is not the actual goal. The coach helps the coachee to unpack and find the essence. This part already touches on **Reality** (no exercise, not eating healthy) and on **Options** (eat healthier, do more exercise, ...). These parts will be further unpacked in the rest of the conversation.

*An example of a coaching conversation (education):*

Coach: Looking back at what we observed today, what would you like to achieve?

Coachee: *I want the children to be more open.*

Coach: How does that look like?

Coachee: *Well, they could answer my questions. And they should feel not so shy.*

Coach: Explain a bit, what do you mean with shy?

Coachee: *They say very little. It is as if they don't feel safe in my class!*

Coach: This seems important for you. Why is it important for you?

Coachee: *I want them to feel comfortable. This will improve their well-being. I know they learn more when they feel well.*

Coach: What have you already tried before? How did that go?

Coachee: *I tried to find materials that the children find interesting. They could bring their toys from home. That was nice. We had so much fun. But, today, that lesson we just looked at, no, I am not happy. I can see the children don't feel well.*

Coach: So, when the children could bring their toys, that had a positive impact on their well-being. But you say you are not happy with what just happened. Shall we have a look again? Maybe we can focus on what you are doing and saying in this lesson?

In this part you can see how the coach helps the coachee to define the goal. The coach also explores the Resources while appreciating and reinforcing what is already going well. The coach is helping the coachee to reflect on the coachee's own behaviour. The coach uses active listening strategies, such as summarising, repeating and paraphrasing.

### 4.8.3. Video-coaching

A coaching dialogue can take place after a class observation. See the example in *Chapter 3.4* The conversation however becomes more interesting if the teacher can also see what the observer (the coach, the school leader) has seen.

Teachers can record themselves or ask a colleague to do so. The coach and the teacher can watch the video together and have a coaching conversation. The suggestions above and the example in *Chapter 3.4.* can be your guide.

### 4.8.4. How to reflect on your own coaching?

After having a coaching or supporting conversation with teachers or school leaders, the coach should reflect on how the coaching was done.



#### Points for reflection:

1. Did you focus on the topic that was agreed upon?
2. Did you use different types of feedback?
3. Did you mostly ask questions, or did you talk mostly?
4. Did you jointly determine the next step for the coachee?
5. Was it respectful and developmental?
6. How did it go in general?
7. What are your points for learning?

## 4.9. How to present effectively

TPD activities and processes need to be as activity based (active participation and involvement of participants) as possible. However, sometimes new insights and knowledge, or framework need to be shared (*Step 1 and 2 of Learning Process, see Chapter 1.2.*). For sharing new knowledge or information in a good way, you need presentation skills.

Below you will find some tips and hints for good presentations. Don't forget to also look at the other facilitation skills to enrich the presentation with useful assignments and participatory approaches.

### 4.9.1. General hints and tips

- Attend other people's presentation and reflect: what did you like and what did you not like. What can you learn from this?
- Sit back after your presentation and reflect how it went. Ask feedback from colleagues and participants. What went well? What can improve?

#### 4.9.2. Hints and tips before you start

- Think of how you can capture everyone's attention at the start (E.g. By a thematic energiser to start with; by using a question to start a debate on the topic or start thinking about the topic; by using a video clip; by using a picture, ... Note that these should all be relevant to the objective of the presentation.)
- Keep it short and sweet. A presentation that is too long leads to low involvement of the participants. Some sources say that presentations should not take longer than 25 minutes in one go.
- Too much information in a short time, will get lost. Decide what is priority and what is not so important.
- Practice. Practice. Practice. Try out your presentation in front of the mirror, for colleagues, ... Record yourself and watch the recording.
- Tell a story. Make sure that what you are presenting can be told as a story: a beginning, a middle part and an end. Make sure you can tell the story in your own words and add some real-life examples in it.
- Prepare examples and real life situations that illustrate your point.
- Prepare visual support: pictures, video, posters, ... This can be a PowerPoint, but it doesn't have to be. Make sure all participants can read what is on the posters and cards.
- If you use a PowerPoint:
  - o Only put key words on the slides. The font needs to be minimally 30 (this will avoid too much text on one slide).
  - o Use pictures in your presentations instead of words.
  - o Prepare for yourself, the full speaker notes, in the Notes section or on a print out.
  - o Provide the participants with a full text hand-out after the presentation.
  - o Do not read from the screen. The slide is just a visual support for the audience. It does not replace you.
  - o Make sure you know what is coming next.
- Prepare a backup plan. Sometimes things go wrong. Maybe there is a power cut? Think on how you will continue when this happens.
- Check out the venue/room before you start. Set up the technology if you want to use.
- Know your audience. Having a good idea of the context, the needs and the worries of the participants will help you to speak the right language and connect your presentation content to the context and the needs of the participants.
- Speak clearly and make sure everyone can hear and understand you.
- Use body language; keep eye contact.
- Make the link between presentation and facilitation. What facilitation techniques as described in *Chapter 4.1. to 4.7* will assist the presentation?



##### Points for reflection:

1. What is the key message (or three key points) for your audience to take away?
2. Can you tell this message in your own words in the form of a story?
3. How does this key message relate to the needs of the audience?
4. How can you actively engage participants in this story? What assignments, reflective questions or activities are useful for the audience to process the information better?

### 4.9.3. Hints and tips during your presentation

- Are you nervous? That is a good sign. It means you feel the pressure of wanting to meet the expectations. With a good preparation you can bring the pressure down. Try to find your personal way of reducing nerves. The audience wants to see you succeed. Do some breathing exercises, yoga and smile.
- Try to capture everyone's attention at the start.
- Show enthusiasm and energy. In your presentation you will try to convince participants about the importance or need of something. Make sure participants can see in your body language and movements, gestures and eyes that you believe your own story.
- Reduce your speaking speed, speak clearly and slowly. You want the audience to understand the content well. Give them time to process. Changes in pitch and tone will help to make your voice more interesting and hold your audience's attention.
- Tell a story. Do not read from your preparation notes, presentation, slides or book.
- Interact with the audience. make eye contact, ask questions and listen to the answers. The answers can be used for the further facilitation, refer back to them. Use the facilitation skills as described in *Chapter 4.1. to 4.7.*
- Admit that you don't have all the answers. A participant might ask a question that you cannot answer. That is not a problem. It is fine to say you don't know, much better than giving a wrong answer. It is actually good for your credibility. Use it as an opportunity to engage other participants (what do they think?) or jointly engage in possible answers.
- If you feel you are losing the involvement of the participants, adjust, do something else. Explain better, move to another more relevant part, ask a question, give an example, ...
- Stick to the time allocated. Everyone gets annoyed when you do not respect time.



#### Points for reflection:

1. How was the session for you?
2. What is it that you think went well?
3. Which areas do you think need improvement?
4. If given another chance, what would you do differently?
5. How do you feel as a presenter about your role in the workshop/presentation?
6. Did you manage to achieve what you intended?



## References

- Allison, S. (2014). Perfect teacher-led CPD, Bancyfelin: Independent Thinking Press.
- Casier, H. and Changala, M. (2008). Strengthening the systems of continuing professional development (CPD) in primary colleges of education. Baseline report, Lusaka: VVOB and Ministry of Education.
- Clement, J., (2017). Coach and inspire, the art of dynamic conversations, Clement: s.l.
- Cravens, X., Hallinger, P. (2012). School Leadership and Change in East Asia: Building Capacity for Education Reform. Peabody Journal of Education. Retrieved from: [https://www.researchgate.net/publication/241729705\\_School\\_Leadership\\_and\\_Change\\_in\\_East\\_Asia\\_Building\\_Capacity\\_for\\_Education\\_Reform](https://www.researchgate.net/publication/241729705_School_Leadership_and_Change_in_East_Asia_Building_Capacity_for_Education_Reform).
- De Mets, J., (2015). Windkracht 4, rijke verhalen voor duurzame schoolontwikkeling. Retrieved from [www.kbs-frb.be](http://www.kbs-frb.be).
- Earley, P. and Bubb, S. (2004). Leading and Managing Continuing Professional Development, London: Paul Chapman Publishing.
- Hào, T., Philip Hallinger, P., Chia, W. (2017). Assessing and strengthening instructional leadership among primary school principals in Vietnam. International Journal of Educational Management, Volume 32, Issue 3. Retrieved from <https://www.emeraldinsight.com/doi/abs/10.1108/IJEM-02-2017-0046>.
- Hattie, J. (2003). Teachers make a difference What is the research evidence? retrieved from [https://research.ac-er.edu.au/cgi/viewcontent.cgi?article=1003&context=research\\_conference\\_2003](https://research.ac-er.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003).
- Hattie, J. (2015). What works best in education: The politics of collaborative expertise. Open ideas at Pearson. Retrieved from [https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526\\_ExpertiseWEB\\_V1.pdf](https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf).
- Fullan, M. (2007, The New Meaning of Educational Change (4th ed.), London: Routledge.
- National College for Leadership of Schools and Children's Services (2010). Ten strong claims about successful school leadership. Retrieved from <http://dera.ioe.ac.uk/2082/1/10-strong-claims-about-successful-school-leadership.pdf>.
- Plan International Vietnam (2017). Professional Teacher Meeting based on the lesson study at preschool class. Hanoi: Plan International.
- Reeves, D. B. (2009). Leading change in your school: How to conquer myths, build commitment, and get results. Alexandria, VA: ASCD.
- Robinson, V., Lloyd, C., Rowe, K. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. Educational Administration Quarterly. Vol 44, Issue 5, pp. 635 – 674.
- Schollaert, R. and Leenheer, P. (Eds.) (2006). Spirals of Change. Educational change as a driving force for school improvement, Leuven: Lannoo Campus.

Schollaert, R. (2008). Effective CPD. Presentation at the CPD Points for reflection team August 2008, Lusaka: VVOB and Ministry of Education.

Sinek, S. (2009). How great leaders inspire action. Presentation at TEDx. Retrieved from [https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action?language=en](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en).

Socialist Republic of Vietnam (2012). Issuing regulation on continuous in-service training for early childhood education teachers, secondary education teachers and continuing education teachers. No. 26/2012/TT-BGDĐT. Hanoi: Ministry of Education and Training.

Socialist Republic of Vietnam (2019). Promulgating the professional standards for early childhood education teachers. No 19/2019/TT-BGDĐT. Hanoi: Ministry of Education and Training.

Socialist Republic of Vietnam (2019). Approving schemes for provision of training and advanced training for preschool teachers and managers during 2018-2025. No. 33/QĐ-TTg. Hanoi: The Prime Minister's Office.

Socialist Republic of Vietnam (2019). Issuing the decision on implementation of the project "improving early childhood education in the period of 2018-2025". No. 1065/QĐ – BGDDT. Hanoi: Ministry of Education and Training.

Timperley, H. Wilson, A., Barrar, H., Fung, I. (2007). Teacher professional learning and development: Best evidence synthesis iteration. Wellington: Ministry of Education.

Verbiest, E. (1998). De schoolleider in beweging. Veranderingen in visie en praktijk van het primair onderwijs. Alphen aan den Rijn: Wolters Kluwer Nederland B.V.

VVOB and Ministry of Higher and Tertiary Education, (s.d.). Nzira Yeupenyu, Indlela Yempilo: A Guide to Participatory Life Skills Development, Facilitator's Guide. Harare: VVOB Zimbabwe.

Zepeda, S.J. (2012). Professional development. What works, Larchmont: Eye on education. <http://www.oecd.org/edu/school/teachinginfocus.htm>.

Inspirational ideas from the following online sources:

<https://www.wrike.com/blog/techniques-effective-brainstorming/>

<https://blog.hubspot.com/marketing/creative-exercises-better-than-brainstorming>

[http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php)

<https://www.presentationmagazine.com/effective-presentation-techniques-the-top-10-149.htm>

<https://www.wordstream.com/blog/ws/2014/11/19/how-to-improve-presentation-skills>

<https://www.skillsyouneed.com/present/presentation-tips.html>

**2nd edition, published on September 2020, by:**

© 2020 VVOB

Julien Dillensplein 1 bus 2A, 1060 Brussels, Belgium

Telephone: +32 2 209 07 99; Website: [www.vvob.org](http://www.vvob.org)

This work is a product of the staff of VVOB, based on the collaboration, findings and experiences of VVOB and its partners in the 'Mitigating Preschool Children's Barriers to Learning in disadvantaged and ethnically diverse districts in Central Vietnam' (BaMi) programme and complemented by relevant literature. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of VVOB, its Board of Directors, or the funding donors. VVOB does not guarantee the accuracy of the data included in this work.

## **Rights and Permissions**

Responsible Editor:

Sven Rooms

© 2020 VVOB vzw



This work is available under the Creative Commons Attribution-NonCommercial Share-alike 4.0 International license (CC BY-NC-SA 4.0). Under the Creative Commons Attribution license, you are free to copy, distribute, transmit, and adapt this work, only for noncommercial purposes, under the following conditions:

**Attribution**—Please cite the work as follows: VVOB (2020). Supporting school-based Teacher Professional Development - A practical source book for TPD facilitators. Da Nang, Vietnam.

License: Creative Commons Attribution-NonCommercial Share-alike 4.0 International license (CC BY-NC-SA 4.0)

**Translations**—If you create a translation of this work, please add the following disclaimer along with the attribution:

This translation was not created by VVOB and should not be considered an official VVOB translation. VVOB shall not be liable for any content or error in this translation.

**Adaptations**—If you create an adaptation of this work, please add the following disclaimer along with the attribution:

This is an adaptation of an original work by VVOB. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by VVOB.

**Distribution**— Licensees may distribute derivative works only under a license identical to the license that governs the original work.

**Third-party content**—VVOB does not necessarily own each component of the content contained within the work. VVOB therefore does not warrant that the use of any third-party-owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner. Examples of components can include, but are not limited to, tables, figures, or images.

All queries on rights and licenses should be addressed to VVOB, Julien Dillensplein 1 bus 2A, 1060 Brussels, Belgium - Telephone: +32 2 209 07 99; E-mail: [info@vvob.org](mailto:info@vvob.org); Website: [www.vvob.org](http://www.vvob.org)

## **Disclaimer**

This publication contains references to other publications and websites. VVOB cannot be held responsible for current or future content of these publications and websites, nor for the content of external publications and websites that refer to this publication of VVOB.

This publication was produced with the financial support of the Governments of Belgium and Flanders. Its contents are the sole responsibility of VVOB and do not necessarily reflect the views of these actors.

The Governments of Belgium and Flanders cannot be held responsible for the content of this publication.

## **Co-funded by:**







**Belgium**  
partner in development



**Flanders**  
State of the Art



VVOB in Viet Nam  
3-5 Nguyen Binh, Hai Chau, Da Nang, Viet Nam  
+84 (0)236 3923332  
<https://vietnam.vvob.org>  
<http://www.vvob.org>