

## ACTIONS and INTERACTIONS

### FOCUS for ACTION or INTERACTION:

- A Developing Awareness**  
Focus on **developing awareness** of new information; elicit thoughtful questioning
- B Building Knowledge**  
Focus on **building knowledge** to help deepen understanding of content and practice and to address implementation challenges
- T Translating into Practice**  
Focus on **translating new knowledge into practice** help educators plan and improve their work
- P Practising**  
Focus on **on-the-job practise** to help educators deepen their understanding as they try new approaches with students or colleagues
- R Reflecting**  
Opportunities for educators to **reflect** on their own practice to help them to assess impact on student learning. **Reflection** on others' practice allows educators to choose what to adapt for their own use

### ACTIONS, INTERACTIONS, and FOCUS SHOULD REFLECT PARTICIPANT READINESS

#### Aligning and Implementing Curriculum

- |  | A | B | T | P | R |
|--|---|---|---|---|---|
| <p><b>1. Developing instructional materials</b><br/>Participate collaboratively in developing new or tailoring existing instructional and assessment materials, and professional learning materials that align with curriculum and research.</p> |   |   |   |   |   |
| <p><b>2. Curriculum implementation</b><br/>Analyze and refine instructional materials for use in your classroom.</p>   |   |   |   |   |   |

#### Examining Teaching and Learning

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| <p><b>3. Examining an externally developed unit</b><br/>Try out a learning module that demonstrates effective teaching, and in so doing gather evidence to inform practice.</p>  |  |  |  |  |  |
| <p><b>4. Action research/Inquiry</b><br/>Examine your own teaching and your students' learning, or your own practice and its effect, through a research project.</p>   |  |  |  |  |  |
| <p><b>5. Case discussions</b><br/>Study written narratives or videotapes of interactions and discuss the issues, e.g., classroom teaching and learning.</p>  |  |  |  |  |  |
| <p><b>6. Examining student work and thinking, and scoring assessments</b><br/>Examine student work together to understand students' thinking, to adjust instruction and assessment, or to arrive at a consensus score.</p> |  |  |  |  |  |
| <p><b>7. Lesson Study</b><br/>Systematically examine practice; collaboratively create, deliver, observe and refine study lessons; and report on learning.</p>  |  |  |  |  |  |
| <p><b>8. Demonstration lessons</b><br/>Develop a shared vision through discussions before and after a demonstration lesson.</p>  |  |  |  |  |  |

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#### Collaborative Structures for Building Capacity

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|--|---|---|---|---|---|
| <p><b>9. Coaching</b><br/>Work together to improve practice through a variety of activities, e.g., classroom observation and de-briefing, co-planning.</p>                                       |   |   |   |   |   |
| <p><b>10. Mentoring</b><br/>Work with and learn from a more experienced colleague.</p>   |   |   |   |   |   |
| <p><b>11. Developing professional facilitators</b><br/>Build facilitation and differentiation knowledge and skills, make connections, and align priorities for colleagues.</p>                   |   |   |   |   |   |
| <p><b>12. Study groups</b><br/>Regularly collaborate on topics identified by the group, e.g., examine new information, book study, reflect on practice, analyze data.</p>                        |   |   |   |   |   |
| <p><b>13. Professional networks</b><br/>Link with others to explore topics of interest, pursue learning goals, and address common problems.</p>  |   |   |   |   |   |
| <p><b>14. Workshops, institutes, courses, conferences, and seminars</b><br/>Use learning opportunities outside the classroom or place of work.</p>   |   |   |   |   |   |
| <p><b>15. Partnerships with business, industry, and universities</b><br/>Work collaboratively with partners to improve content knowledge, instructional materials, and access to facilities.</p> |   |   |   |   |   |

#### Means of Interacting

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| <p><b>16. E-learning</b><br/>Use various kinds of technology, e.g., computers, video, CD-ROMs, telecommunications, and materials prepared by others to learn content and skills, e.g., pedagogy, timetabling, or to build new knowledge together.</p> |  |  |  |
| <p><b>17. Face-to-face</b><br/>Come together to enhance professional learning.</p>  |  |  |  |
| <p><b>18. Immersion in inquiry and problem solving</b><br/>Immerse yourself in the approaches that you are expected to use, e.g., inquiry-based investigations.</p>   |  |  |  |
| <p><b>19. Immersion in real world context</b><br/>Participate in intensive subject/work-related, day-to-day work experience, e.g., in a laboratory, industry, museum, or research facility.</p>   |  |  |  |
| <p><b>20. Job exchange</b><br/>Exchange jobs with a colleague for a period of time long enough to experience all aspects/phases of the job.</p>   |  |  |  |