

Refresher Module

Strengthening Coaching and Mentoring for Effective Multigrade Instruction

Trainer Manual



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**Institute of
Social and Policy Sciences**
Informing Policies, Reforming Practices



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Effective Multigrade Instruction
Refresher Module

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Preface

The **Strengthening Coaching and Mentoring for Effective Multigrade Instruction Refresher Module** has been developed as part of I-SAPS' continued effort to enhance the instructional leadership and coaching capacities of School Leaders (SLs), Assistant Sub-Divisional Education Officers (ASDEOs), and Assistant District Education Officers (ADEOs). The module recognizes their pivotal role in bridging the gap between policy and practice, serving not merely as administrative supervisors but as reflective coaches who nurture effective, inclusive, and engaging teaching practices in multigrade classrooms.

This **two-day refresher module** builds on the foundational training for SLs/ASDEOs/ADEOs and translates key concepts into practical routines and evidence-based strategies.

Day 1 focuses on redefining the roles of SLs/ASDEOs/ADEOs from compliance-driven monitoring to growth-oriented coaching by deepening understanding of the **Terms of Reference (TORs)**, clarifying expectations, and cultivating trust-based professional relationships with teachers and head teachers. Participants learn to translate formal roles into actionable coaching practices and co-develop a **Coaching Charter** that promotes collaboration and accountability.

Day 2 transitions from reflection to action. It strengthens the use of the *Multigrade Classroom Observation Tool (MG-COT)* to promote data-informed feedback, peer learning communities, and continuous professional development. Through guided simulations, case studies, and collaborative exercises, SLs/ASDEOs/ADEOs practice conducting evidence-based observations, giving constructive feedback, and designing personalized coaching plans that sustain teacher motivation and learning improvement.

The module is designed to be participatory, reflective, and grounded in real classroom contexts. Each session blends conceptual understanding with field-oriented application, helping SLs/ASDEOs/ADEOs refine the micro-skills of effective coaching: listening, questioning, observing, and guiding. By the end of this refresher, they will have strengthened their ability to lead with empathy and evidence, transforming every school visit into a meaningful opportunity for teacher growth and improved student learning.

This refresher module is part of I-SAPS' ongoing collaboration with elementary and secondary education departments and field practitioners to strengthen instructional leadership and ensure that every child, in every multigrade classroom, receives quality learning opportunities through empowered and well-supported teachers.

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Schedule/timetable for two-day training of SLs/ASDEOs/ADEOs

Strengthening Coaching and Mentoring for Effective Multigrade Instruction Refresher Module

DAY 1

Sr. #	Session	Time	Duration	Description
1	From Roles to Routines: Clarifying the SLs/ASDEOs/AD EOs Coaching Stance	9:00 am to 10:30 am	90 Minutes	• Introduction/ Icebreaker • Norm Setting • Pre-Assessment • TORs/ COT Jigsaw
TEA BREAK 30 Minutes				
2.	Seeing Through the Lens of MG- COT: From Observation to Insightful Coaching	11:00 am to 01:00 pm	120 Minutes	• Case Clinic- “The Visit Gone Wrong.” • Interpreting MG-COT • Field Task/Session Takeaways
LUNCH BREAK 1 HOUR				
3	Bridging Theory and Practice: Coaching for Effective Multigrade Teaching	2:30 – 4:00 pm	120 Minutes	• From Concept to Classroom: Making Multigrade Practice Work. • Micro-skill Drill: Openers that Lower Defensiveness • Wrap-Up Activity: One Word, One Phrase, One Question

DAY 2

Sr. #	Session	Time	Duration	Description
1.	From Reflection to Action: Strengthening Evidence-Based Coaching with MG-COT	9:00 am to 11:00 am	120 Minutes	• Circle Time Reflection- Advice to Myself • From Question to Insight • Observation to Coaching Conversation • Session Takeaway: Quick-Fire Review
TEA BREAK 30 minutes				
2.	Coaching in Action- Building Peer Learning Communities for Multigrade Teachers	11:30 am to 01:30 pm	120 Minutes	• Coaching Building Carousel • Building Peer Learning Communities for Multigrade Teachers
LUNCH BREAK 1 Hour				
3.	From Plans to Practice — Leading Continuous Coaching and Collaboration	2:30- 4:30 pm	120 Minutes	• My Personal Capacity Building Development Plan • Post-Assessment • Six Stops to Success: Reviewing Our Coaching Journey

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From Roles to Routines: Clarifying the SLs/ASDEOs/ADEOs Coaching Stance



Time: 90 minutes



Learning Outcomes

By the end of the session, the participants will be able to understand the following:

1. **Understanding TORs and Responsibilities**
 - Know the official roles of SLs/ASDEOs/ADEOs.
 - Understand their responsibilities in supporting schools.
 - Recognize their role in instructional leadership.
2. **Turning Roles into Coaching Practice**
 - Apply formal roles during school visits.
 - Use coaching behaviours that are supportive, not judgmental.
 - Build trust with Head Teachers and Teachers.
3. **Monitoring vs Coaching**
 - Understand the difference between checking compliance and coaching for improvement.
 - Move from fault-finding visits to supportive, improvement-focused visits.
4. **Developing a Coaching Charter**
 - Agree on shared coaching principles.
 - Identify non-negotiable coaching behaviours.
 - Define ways to build trust with teachers and Head Teachers.
5. **Reflecting on Coaching Stance**
 - Reflect on personal coaching style.
 - Understand how coaching routines support teacher growth.
 - Recognize the link between effective coaching and school improvement.



Materials

- A4 sheet per participant
- Chart papers
- Markers, tape, sticky notes
- Flipchart or whiteboard
- Yellow and pink sticky notes
- Handout 1: Workshop Rules Prompt
- Handout 2: SLs/ASDEOs/ADEOs TORs (1 per group) on coloured papers
- Handout 3: Analysis of the SLs/ASDEOs/ADEOs TORs

Opening



Time: 05 minutes

The trainer will:

- Ask one of the participants to recite a few verses from the Holy Quran.
- Welcome the participants to the first day of the workshop, after the recitation,
- Display/share the learning outcomes for the 02-day training.
- Explain how the 02-day workshop is structured, with Day 1 focusing on redefining SLs/ASDEOs/ADEOs' roles from administrative supervisors to reflective coaching leaders by building shared understanding, collaborative norms, and practical routines for effective school support. Day 2 will focus specifically on deepening coaching competence through practice, reflection, and action planning. Participants apply MG-COT tools, analyze field challenges, simulate evidence-based coaching conversations, and develop personal and collective action plans to strengthen trust-based, data-informed coaching leadership in multigrade contexts.

Instructions/Activities

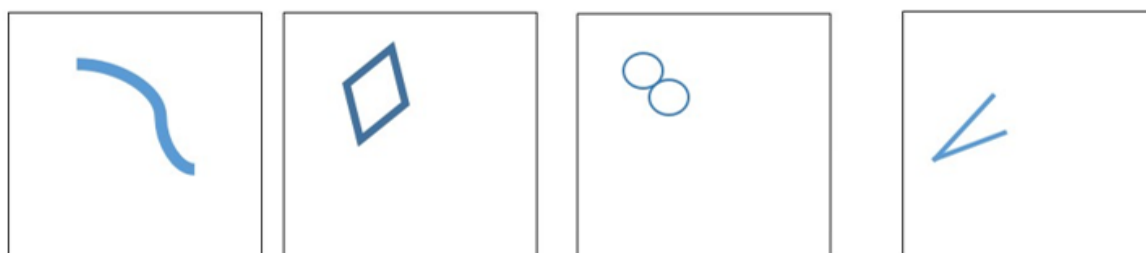
Activity 1: Ice Breaker



Time: 20 minutes

The Trainer will:

1. Inform the participants that they will begin the session by getting to know one another through a short, fun introduction activity.
2. Share the following image on a PPT slide and ask them to draw any one of the images on the given A4 sheet.



3. Tell them that initially, they will work on their own to make sense of the image.
4. Ask them to make the image into something else by adding interesting or funny words to the object.
5. Ask participants to work in pairs.
6. Instruct them to be prepared to share their image and its interpretation with the partner sitting next to them.
7. Explain that they will use their self-drawn image as a conversation starter.
8. **Take turns** asking and answering questions to learn more about each other.
9. Encourage them to find out **interesting or unique facts** about their partner (e.g., hobbies, favorite subject, or a hidden talent).

10. Invite a few pairs to **introduce their partner** to the whole group.
11. Ask them to share **three pieces of information** or **fun facts** about their partner.

Activity 2: Setting Workshop Norms



Time: 15 minutes

The Trainer will:

1. Divide the participants into groups.
2. share a section of prompts from **Handout 1(pg#7): Workshop Rules Prompt** to each group
3. Ask each group to choose 4- 5 prompts from each section and complete the agreed norms.
4. Allow them 2 minutes to complete the task.
5. Put up a chart paper with the required headings on a wall in the classroom.
6. Ask them to paste their completed section under the headings given on the chart paper provided.
7. Ask one participant from each group to read aloud the section they completed.
8. Briefly discuss additional rules/norms for the workshop (timing, punctuality, cell phones, etc.)
9. Select 6 – 7 common rules/norms for the workshop.
10. Nominate a person to write the finalized rules/norms on chart paper to be displayed in the class.

Activity 3: Pre-Assessment



Time: 10 minutes

The Trainer will:

1. Share the Google Form link with the participants for pre-assessment.
2. Inform them that this is an essential requirement for the training.
3. Allocate 10 minutes to complete and submit the form. (The Google link/QR code of the pre-assessment form will be shared in the session.)

Activity 4: SLs/ASDEOs/ADEOs TORs Jigsaw



Time: 35 minutes

The Trainer will:

1. Divide participants into 5 groups with 5 participants in each group.
2. Distribute **Handout 2 (Page # 8): SLs/ASDEOs/ADEOs TOR** cutouts in five different colours.
3. Give each group (one colour handout for one group of five participants)
4. Inform the participants that their TORs describe what they are responsible for.
5. Tell them to go over the handout carefully and identify the responsibilities entrusted to them and what they look like in **daily coaching practice**.
6. Tell them that they will **translate formal roles into practical, supportive coaching moves** they can apply during school visits.
7. Instruct each group to skim their section and list **5–7 key “must-do” responsibilities**.
8. Tell them to make individual notes.
9. Shuffle the groups so that each group has five colours
10. Tell them to share the responsibilities in the section they were assigned.
11. Ask each group to reframe those responsibilities as **specific, observable coaching actions**.

Example:

“Track SBIP progress.” → “Review SBIP goals during school visits.”

“Conduct classroom observation” → “Observe two lessons monthly using the COT app.”

12. Display the **SLs/ASDEOs/ADEOs Coaching Charter** template on a PPT slide.

SLs/ASDEOs/ADEOs Coaching Charter
Purpose:
Non-negotiable Coaching Moves:
How we build trust:
Evidence we collect:
Timelines:

13. Tell them to write their Coaching Charter using the template in their own words and highlight or put a star against the behaviours and responsibilities that are most essential.
14. After 10 minutes, tell groups to post their charters on the wall.
15. Conduct a quick Gallery Walk and ask participants to give a star to the top two charters they find most practical.
16. Distribute **Handout 3 (Page #10): Analysis of the SLs/ASDEOs/ADEOs TORs** for each to read.
17. To consolidate, ask a few volunteers to share their insights.

Field Task/Session Takeaways



Time: 05 minutes

The Trainer will:

- Inform the participants to reflect on how today’s session helped them translate TORs into visible coaching actions.
- Emphasize that the **SLs/ASDEOs/ADEOs Coaching Charter** is a living document and guide to help them maintain a supportive and trust-based coaching stance during school visits.

Workshop Rules Prompt

Knowledge

1. Knowing...
2. Being aware of...
3. Understanding...
4. Sharing awareness of...
5. Recognizing...
- Add any other...

Skills

1. Practising...
2. Demonstrating...
3. Applying...
4. Communicating through...
5. Collaborating by...
- Add any other....

Attitudes

1. Listening...
2. Paying attention...
3. Being alert and responsive...
4. Showing openness...
5. Demonstrating respect...
6. Bringing curiosity...
7. Being supportive...
8. Maintaining presence...
- Add any other...

Group Commitments

1. We agree to...
2. We will...
3. Our shared commitment is...
- Add any other...

SLs/ASDEOs/ADEOs TORs

The SLs/ASDEOs/ADEOs will now perform two primary responsibilities:

1. School Support (Provide general school support;) and
2. Academic Leadership (Support Head Teachers and Teachers in their leadership, management, and instruction roles) as elucidated below:

1. School Support

The SLs/ASDEOs/ADEOs will provide general school support in the following ways:

- i. The SLs/ASDEOs/ADEOs will support Head Teachers in:
 - a) Developing the School-Based Improvement Plan (SBIP) in accordance with the School Improvement Framework (SIF).
 - b) Implementing the SBIP.
 - c) Conducting regular self-appraisals of their schools' effectiveness in terms of the SIF.
 - d) Tracking the progress of each component of the SBIP for all schools in their span.
 - e) Management and administration of their schools. This includes HR management of both teaching and non-teaching staff assigned to the schools.
 - f) Effectively constituting and engaging with the School Councils (SCs).
 - g) Maintaining the Student Information System (SIS) with valid and accurate information at all times.
- ii. The SLs/ASDEOs/ADEOs will support School Councils (SCs) to:
 - a) Effectively engage with local communities and philanthropists to play an active role in school improvement.
 - b) Optimally utilise NSB funds in accordance with NSB guidelines for school improvement (planning/management).
 - c) Help create awareness about the importance of schooling, sports, health, and effective parent-child interactions on a regular basis.
- iii. The SLs/ASDEOs/ADEOs will provide miscellaneous school support, such as:
 - a) Staff motivation: SLs/ASDEOs/ADEOs will play a leadership role in inculcating integrity, ownership, and continuous reflection/improvement among all school staff.
 - b) Student health and hygiene: SLs/ASDEOs/ADEOs will maintain regular contact with School Health & Nutrition Supervisors (SHNS) to follow up on screening and treatment of students.

2. Academic Leadership

The SLs/ASDEOs/ADEOs will provide academic leadership in the following ways:

- i. The SLs/ASDEOs/ADEOs will support Head Teachers in:
 - a) Ensuring that the school-based assessments are regularly conducted by the teachers in accordance with the standards of conduct.
 - b) Ensuring that teachers use the results of the assessments to respond to each student's individual needs on a regular basis.
 - c) Ensuring that teachers are aware of and adhere to their professional code of conduct in the discharge of their instructional responsibilities.
 - d) Ensuring that teaching and learning aids and other infrastructure for learning are well kept and optimally used.
 - e) Conducting extra-curricular and co-curricular activities for wholesome personality development of all enrolled students.
 - f) Ensuring that each school is accommodating to the special needs of students with mild and moderate disabilities.
 - g) Creating an environment that is child-friendly and conducive to learning.
- ii. The SLs/ASDEOs/ADEOs will support high-quality instruction by teachers by:
 - a) Conducting classroom observation and providing feedback to teachers for improvement of their teaching practice. SLs/ASDEOs/ADEOs will conduct at least two classroom observations per school per month and record observation data using the AEO classroom observation app (s).
 - b) Supporting teachers directly in creating a child-friendly learning environment.
 - c) Supporting the development of a community of practice, as part of teachers' Continuous Professional Development (CPD).
 - d) Encouraging teachers to use teacher guides and additional supplementary materials, including the identification and use of digital materials.
 - e) Helping teachers maintain students' progress reports on a monthly basis and facilitating productive quarterly parent-teacher meetings.
 - f) Resolving any issues facing the teachers in school in consultation with the Head Teacher and School Council members.

Analysis of the SLs/ASDEOs/ADEOs

TORs

SLs/ASDEOs/ADEOs are not only administrative monitors; they are **school improvement coaches** who:

1. Facilitate **instructional improvement** through feedback, CPD, and classroom observation.
2. Strengthen **Head Teacher leadership** and **school management** through support, not inspection.
3. Foster **community and School Council engagement** for sustainability.
4. Maintain **data-driven monitoring** using systems like SIS and SBIP tracking.
5. Promote **student well-being and equity**, including health, inclusion, and child-friendly environments.

Key Coaching Behaviours Embedded in the TORs

Theme	Observable Coaching Behaviours
Observation	Conduct two classroom visits per school per month using the observation app; focus on instructional evidence, not personal judgment.
Feedback	Provide timely, supportive feedback linked to student learning; co-design improvement steps with teachers.
Data	Track SBIP progress; maintain SIS accuracy; use assessment data to support decisions.
PD / CPD	Build teacher communities of practice; promote the use of teacher guides and digital materials.
Leadership Support	Coach Head Teachers in developing and implementing SBIPs; support school self-appraisal and management.
Equity & Inclusion	Encourage environments inclusive of special needs students; follow up on health and hygiene issues.
Community & SC Engagement	Support School Councils to effectively plan, spend, and engage local stakeholders.
Trust-Building	Approach visits as partners, not evaluators; model reflective practice; focus on shared goals.

Seeing Through the Lens of MG-COT:

From Observation to Insightful Coaching



Time: 120 minutes



Learning Outcomes

By the end of the session, the participants will be able to:

1. Critically analyze the practicality of key multigrade teaching practices
 - Examine how multigrade teaching practices work in real classroom situations.
 - Identify factors that make these practices easy or difficult to implement
 - Judge whether a practice is realistic and workable in their own school context.
2. Explain the conceptual reasoning behind effective multigrade practices
 - Describe the educational principles that support multigrade teaching and why certain practices improve student engagement, learning outcomes, and Classroom management
 - Link theory with practice by showing how learning improves when these strategies are applied correctly.
3. Interpret and apply MG-COT indicators to identify quality instruction
 - Understand the meaning of each MG-COT indicator.
 - Use MG-COT as a guiding tool rather than a checklist for judgment.
4. Develop context-relevant coaching and feedback strategies
 - Design practical coaching strategies suited to multigrade settings by providing constructive, evidence-based feedback to teachers to improve their multigrade practices by recognizing strengths and addressing challenges
 - Suggesting realistic improvements



Materials

1. Chart papers
2. Markers
3. Tape
4. Sticky notes
5. Flipchart or whiteboard
6. Handout 4: Interpreting MG-COT.
7. Handout 5: MG-Classroom Observation Tool

Instructions/Activities

Activity 1: Case Clinic– “The Visit Gone Wrong”



Time: 50 minutes

The Trainer will:

1. Display the Case Scenario on the PPT slide. “The Visit Gone Wrong”

One morning, Mr. Ahmed visits a school. As soon as he enters a Multigrade classroom unannounced, he notices Grade 1 and Grade 5 sitting together. Another observation is that, though the teacher is using group work, the class seems noisy. Without greeting or observing quietly, Mr. Ahmed interrupts and asks the students to observe silence. Then he turns to the teacher and says in front of the class:

“You have not grouped grades logically. This is not what group work should look like. I also noticed that you’re not able to maintain control. Your instructions should be clear!”

The teacher looks uncomfortable but continues the lesson nervously. Mr. Ahmed takes notes on his tablet, frowns a few times, and leaves after ten minutes. Later that day, he sent written feedback note as a WhatsApp message with two “areas for improvement”.

2. Ask any one of the participants to read the scenario aloud.
3. Ask them to think about what went wrong and how an SL/ASDEO/ADEO could handle it differently.
4. Now ask them to work in groups and identify:
5. Missteps that broke trust.
6. Violated coaching principles from the Charter.
7. Immediate teacher feelings.
8. Instruct the groups to **redesign the same visit** using the **Coaching Charter**, which they made in the previous session, as a guide.
9. How should the SLs/ASDEOs/ADEOs have opened the conversation?
10. What steps should the SLs/ASDEOs/ADEOs have kept in mind regarding the pre-/while/ and post-observation conduct?
11. What evidence should have been gathered?

12. What feedback approach would build trust?
13. Invite one quick takeaway from each group focusing on trust building and role clarity.

Activity 2: Interpreting MG-COT



Time: 60 minutes

The Trainer will:

1. Divide participants into five groups.
2. Assign each group one major category of the indicators from **Handout 4 (Page #14): MG-Classroom Observation Tool**.
3. Multigrade Classroom Management
4. Academic Calendar & Lesson Planning
5. Instructional Strategies
6. Student Engagement
7. Assessment & Feedback
8. Give each group an envelope containing cut-up strips from Handout 4: Interpreting MG-COT
9. Explain that some practices may clearly fit one category, while others might overlap; they must decide which category each practice *best* represents.
10. Ask groups to first read all practice strips carefully.
11. Match each practice to our assigned category.
12. Discuss why they placed each practice under a particular category.
13. Create examples or evidence for what a *low-*, *medium-*, and *high-scoring* classroom might look like for any one practice in their category.
14. Ask each group to take turns in presenting their practice with examples to the whole group.
15. Distribute **Handout 5 (Page #15): MG-COT** to corroborate with the practices they had listed.
16. Ask each group to go through each practice and its rubric.
17. To consolidate, generate a brief whole-class discussion to build conceptual understanding of MG-COT. Emphasize that matching is not only about memorizing indicators but about understanding what observable evidence looks like.

Field Task/Session Takeaways



Time: 10 minutes

The trainer will:

1. Provide each participant with two separate-coloured sticky notes (e.g., yellow for "Grow" and pink for "Glow").
2. Ask them to reflect on the session and write:
3. **One Grow:** A valuable insight or favourite takeaway from the session.
4. **One Glow:** An idea or skill they are eager to explore further or apply.
5. Encourage participants to pair up and discuss their "**Grow & Glow**."
6. Invite a few volunteers to share their "**Grow & Glow**" with the entire group.
7. Record these on a visible board or flip chart to summarize the session's impact.
8. Thank participants for their insights and encourage them to pursue their **Grow** while cherishing the **Glow** they've gained from the session.

Interpreting MG-COT

Categories

Multigrade Classroom Management	Academic Calendar & Lesson Planning	Instructional Strategies	Student Engagement	Assessment & Feedback

Classroom Practices

1. The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).
2. The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners).
3. The teacher implements a multigrade academic calendar.
4. The teacher uses a multigrade lesson plan.
5. The teacher explicitly articulates the learning objectives for each grade level.
6. The teacher's explanation of the content aligns with the stated learning objectives for each grade level.
7. The teacher's explanation of the content is clear and accurate, catering to students of both grades.
8. The content presented in the lesson is appropriate, relevant, and differentiated for each grade level.
9. The teacher manages time effectively to balance instructional attention between grades.
10. The teacher uses flexible grouping strategies to enable students from both grades to collaborate based on their needs and abilities.
11. The teacher promotes peer learning by encouraging students to actively support each other, creating a collaborative learning environment.
12. The teacher uses a variety of formative assessment techniques, including peer and self-assessment, to monitor and support student progress across both grades.
13. The teacher provides individualized feedback to students, tailored to their grade level and specific needs.

MG-Classroom Observation Tool

Part A: General Information

School name		EMIS code	
Teacher name (drop-down)		CNIC (fetched by the system)	
Designation (Select one)	STI ¹	Permanent Teacher	
Observation number (fetched by the system)			
Name of observer (fetched by the system)		Observation Date (fetched by the system)	
Observer designation (fetched by the system) Punjab app	AEO	Head teacher	
Observer designation (fetched by the system) KP app	SL	ASDEO/ADEO	Head teacher ²

About the lesson you observe

Grades Combined	<u>Select Grade:</u> ECCE, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5	Number of children in each Grade	
Subject			
Topic			
Main SLO			

Part B: MG-Classroom Observation Tool

¹ Headteachers to enter STIs data annually in HRMIS

² Optional – check feasibility

No.	Teaching practices	Observation		
		Score		
		Low (1-2)	Medium (3)	High (4-5)
Multigrade Classroom Management				
1.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5).			
2.	The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners).			
Academic Calendar & Lesson Planning				
3.	The teacher implements multigrade academic calendar.			
4.	The teacher uses a multigrade lesson plan.			
Instructional Strategies				
5.	The teacher explicitly articulates the learning objectives for each grade level.			
6.	The teacher’s explanation of the content aligns with the stated learning objectives for each grade level.			
7.	The teacher’s explanation of the content is clear and accurate, catering to students of both grades.			
8.	The content presented in the lesson is appropriate, relevant, and differentiated for each grade level.			
9.	The teacher manages time effectively to balance instructional attention between grades.			
Student Engagement				
10.	The teacher uses flexible grouping strategies to enable students from both grades to collaborate based on their needs and abilities.			
11.	The teacher promotes peer learning by encouraging students to actively support each other, creating a collaborative learning environment.			
Assessment & Feedback				
12.	The teacher uses a variety of formative assessment techniques,			

	including peer and self-assessment, to monitor and support student progress across both grades.			
13.	The teacher provides individualised feedback to students, tailored to their grade level and specific needs.			

PART C: POST-OBSERVATION DISCUSSION

Practice to improve: (Select two practices)

Practice _____	Actionable feedback to the teacher:
Practice _____	Actionable feedback to the teacher:
Any other urgent observation/action required	

Scoring Rubric for the Classroom Observation Tool with Examples

The rubric describes the practice at three levels: low, medium, and high. Note that the rating scale in the classroom observation tool allows observers to rate the practice from 1-2(low), 3 (medium), and 4-5 (high).

No.	Indicator	Score		
		Low (1-2)	Medium (3)	High (4-5)
Multigrade Classroom Management				
1.	The teacher combines grades logically (e.g., ECCE-G1, G2-G3, and G4-G5)	The teacher does not combine grades logically, leading to confusion and frustration. Example: <i>The teacher combines ECCE and Grade 2 students for the same literacy activity. ECCE students struggle with basic letter recognition, while Grade 2 students find the material too easy and unchallenging. This misalignment results in both groups feeling disengaged and confused.</i>	The teacher combines grades logically but does not fully consider the different learning needs, leading to partial effectiveness. Example: <i>The teacher combines Grade 2 and Grade 3 students for a literacy lesson. While both groups read the same passage, Grade 3 students require more advanced comprehension tasks, while Grade 2 students find the content too challenging. This leads to uneven progress and engagement.</i>	The teacher consistently combines grades logically, addressing the learning needs of each group and ensuring differentiated instruction. Example: <i>The teacher combines ECCE and Grade 1 students for a literacy lesson. ECCE students work on letter recognition, while Grade 1 students focus on forming simple sentences. The teacher provides tasks appropriate to each grade level, ensuring an organised and engaging learning environment for all students.</i>

2.	The teacher uses classroom space effectively to accommodate both grades and encourage interaction (e.g., flexible seating, subject-specific corners)	The teacher does not use classroom space effectively to accommodate both grades and encourage interaction. <i>Example: The teacher arranges desks in rows without creating flexible seating or subject-specific corners for Grade 2 and Grade 3 students. There is no space for collaborative work, and students from both grades struggle to engage with the lesson, leading to confusion and lack of interaction.</i>	The teacher makes some effort to use the classroom space, but it does not fully accommodate both grades and encourage effective interaction. <i>Example: The classroom includes a reading corner and some flexible seating, but it is not well-suited to both Grade 2 and Grade 3 needs. While Grade 3 students use the space for independent work, Grade 2 students are less engaged, and interaction between the grades is limited.</i>	The teacher organises classroom space effectively, accommodating both grades and encouraging smooth interaction. <i>Example: The teacher designs subject-specific corners, such as a phonics area for Grade 2 and a maths station for Grade 3, while shared spaces like a collaborative project table allow for interaction. Flexible seating options encourage movement between independent work and group activities, fostering an organised and interactive environment for both grades.</i>
Academic Calendar & Lesson Planning				

3.	The teacher implements multigrade academic calendar	The teacher implements a monograde academic calendar, resulting in confusion and misalignment for the combined grades. Example: The teacher follows a Grade 3 academic calendar without adjustments for Grade 2 students. Both grades are given the same "Measurement" tasks, which are too advanced for Grade 2 students, leaving them confused and unable to keep up, while Grade 3 students proceed without difficulty. This leads to disorganized lessons and gaps in learning for the younger students.	The teacher partially implements the multigrade academic calendar. Some activities do not fully integrate overlapping content or align with the term-wise plan. Example: The academic calendar schedules "Measurement" for both Grade 2 and Grade 3 in the first term. The teacher plans lessons where Grade 2 students measure objects using rulers, while Grade 3 students calculate area and perimeter. However, the teacher sometimes introduces unrelated topics like "Time," which disrupts the flow and causes confusion for the students.	The teacher consistently implements the multigrade academic calendar, effectively integrating overlapping content and following the term-wise plan. Example: The academic calendar schedules "Measurement" for both Grade 2 and Grade 3 during the first term. The teacher plans lessons where Grade 2 students measure objects with non-standard units (e.g., paperclips), while Grade 3 students work on calculating area and perimeter. Both grades collaborate, with Grade 3 students helping Grade 2 students, ensuring every lesson follows the academic calendar and creating a structured and engaging learning experience.
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4.	The teacher uses a multigrade lesson plan.	The teacher uses two separate monograde lesson plans, resulting in a lack of integration and alignment across the combined grades. Example: The teacher prepares one lesson plan for Grade 2 focused on "Addition" with basic two-digit problems (e.g., $25 + 13$) and another for Grade 3 with more advanced three-digit subtraction problems (e.g., $456 - 123$). Because these plans are not aligned, there is no opportunity for collaboration or shared learning between the grades. As a result, both grades work on different topics simultaneously, creating confusion and making it difficult for the teacher to manage the class effectively.	The teacher uses a multigrade lesson plan aligned with the academic calendar but with partial differentiation between grades, resulting in inconsistencies. Example: The teacher plans a lesson on "Addition and Subtraction" for both Grade 2 and Grade 3. Grade 2 students work on two-digit problems without regrouping (e.g., $34 + 12$), while Grade 3 students solve three-digit problems with regrouping (e.g., $235 + 178$). However, during mixed group activities, the teacher gives both grades similar problem sets. The Grade 2 students become confused by the more challenging regrouping problems intended for Grade 3. Although the lesson generally aligns with the academic calendar, the differentiation is not clear enough, causing overlap and confusion when students work together.	The teacher prepares and implements a well-structured multigrade lesson plan that is fully differentiated for each grade and aligned with the academic calendar. Example: The teacher plans a lesson on "Addition and Subtraction" where Grade 2 students practise two-digit problems without regrouping (e.g., $48 + 21$), while Grade 3 students tackle multi-digit problems with regrouping (e.g., $235 + 178$) and real-world applications. During group work, Grade 3 students assist Grade 2 students in understanding regrouping. The lesson is perfectly aligned with the academic calendar, ensuring both grades are appropriately challenged and engaged.
Instructional Strategies				

5.	The teacher explicitly articulates the learning objectives for each grade level	The teacher does not state the learning objectives for both grades, and the activities do not clarify the objectives. Example: <i>The teacher begins the lesson by having both Grade 4 and Grade 5 students read a story but fails to explain the learning objectives. Grade 4 students focus on identifying key details, and Grade 5 students are tasked with writing a summary. Since the teacher does not clarify the purpose behind these tasks or connect them to the learning objectives, students are left confused about the lesson's focus.</i>	The teacher states a general objective for both grades but does not clearly differentiate or explain the specific objectives for each grade. Example: <i>The teacher says, "Today we are working on reading comprehension," but does not specify distinct objectives for Grade 4 and Grade 5. While Grade 4 students work on identifying details and Grade 5 students write a summary, the teacher does not clearly explain the specific goals for each grade, leading to some confusion about the lesson's expectations.</i>	The teacher clearly articulates the differentiated learning objectives for each grade, and the activities align with these objectives. Example: <i>The teacher begins the lesson by saying, "Grade 4 will focus on identifying key details from the text, while Grade 5 will work on summarising the story." The teacher explains how the activities are designed to meet these objectives, ensuring that Grade 4 students concentrate on details and Grade 5 students focus on writing summaries, with both tasks clearly aligned to their respective learning objectives.</i>
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6.	The teacher's explanation of the content aligns with the stated learning objectives for each grade level	The teacher's explanation does not align with the stated lesson objectives, and the content does not support the learning goals for either grade. Example: The stated objective is for ECCE students to listen to letter sounds and for Grade 1 students to practise saying the letters. However, the teacher spends the lesson talking about animal names and showing pictures of animals. This has nothing to do with the alphabet sounds, and students are left confused, without practising their listening or speaking skills.	The teacher's explanation partially aligns with the stated learning objectives, but there are significant distractions or gaps. Example: The teacher's objective is for ECCE students to listen to the alphabet sounds and for Grade 1 students to practise saying the letters. The teacher starts by introducing some letter sounds, but then spends too much time playing unrelated phonics games. While students are exposed to some relevant content, they don't spend enough time focusing on the actual objectives, reducing the lesson's effectiveness.	The teacher's explanation fully aligns with the stated learning objectives, and the content clearly supports the goals for each grade. Example: The teacher clearly explains that ECCE students will listen to the alphabet sounds, and Grade 1 students will practise saying the letters. The teacher uses a song to help ECCE students hear the letter sounds, then asks Grade 1 students to say each sound aloud. The activities are well-matched to the objectives, and both groups are focused on learning their specific skills.
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7.	The teacher's explanation of the content is clear and accurate, catering to students of both grades	The teacher's explanation is unclear or incorrect, leaving students confused or with misconceptions. Example: The teacher attempts to explain multiplication to both Grade 4 and Grade 5 but inaccurately describes it as "adding numbers together." This confuses both grades, and when the teacher incorrectly states that multiplying by "zero" is the same as multiplying by "one," it leads to further misconceptions. As a result, neither grade understands multiplication properly, causing frustration among students.	The teacher's explanation is mostly correct but unclear or too simple for one or both grades. Example: The teacher gives a correct explanation of multiplication but only addresses basic two-digit multiplication. This explanation proves too challenging for some Grade 4 students and too simplistic for students who are ready for more advanced concepts. Although the explanation is accurate, it does not adequately cater to the varying levels of both grades, leading to only partial understanding.	The teacher provides a clear and correct explanation for both grades, adjusting the explanation to each grade's level. Example: The teacher explains multiplication clearly for both Grade 4 and Grade 5. For Grade 4, the teacher uses simple examples like "3 groups of 4" and draws arrays to show basic multiplication. For Grade 5, the teacher explains more complex multiplication, like three-digit by two-digit problems, and introduces regrouping. Each grade receives a tailored explanation that helps them understand the concept fully.
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8.	The content presented in the lesson is appropriate, relevant, and differentiated for each grade level	The content is not appropriate for the grade level(s), either too advanced or too simple, and does not support students' learning needs. Example: The teacher presents both Grade 2 and Grade 3 students with difficult words like "unbelievable" and "complicated" without first teaching simpler words. This is too hard for Grade 2 students, who are still learning basic words, and does not challenge Grade 3 students appropriately. The lack of differentiation confuses and disengages both groups.	The content is somewhat appropriate but lacks sufficient differentiation for each grade, limiting its effectiveness. Example: The teacher introduces "cat" for Grade 2 and "elephant" for Grade 3, but then asks both groups to practise with "butterfly." While "butterfly" is a good word for Grade 3, it is a bit difficult for Grade 2 students, who need simpler words. The content is partially relevant, but the lack of differentiation causes some students to struggle and others to be under-challenged.	The content is fully appropriate and well-differentiated for each grade, supporting the learning objectives effectively. Example: The teacher presents Grade 2 students with words like "rabbit" and "sunset" (two-syllable words) and gives Grade 3 students more complex words like "elephant" and "butterfly" (three-syllable words). Each grade works on their level, with Grade 2 mastering basic syllables and Grade 3 tackling more challenging words. The content is well-matched to each grade, engaging all students appropriately.
9.	The teacher manages time effectively to balance instructional attention between grades	The teacher does not manage time effectively, causing disorganisation and loss of instructional flow. Example: During a math lesson, the teacher spends too long on direct instruction for Grade 2, leaving little time for Grade 3 students to complete their tasks. As a result, the lesson runs overtime, and neither grade finishes the planned activities.	The teacher manages time somewhat effectively but struggles to maintain a smooth instructional pace. Example: The teacher alternates between helping Grade 2 students with basic subtraction and Grade 3 students with more advanced problems. However, the teacher spends too much time with Grade 2, causing Grade 3 students to wait and run out of time to complete their tasks, resulting in a rushed and uneven lesson.	The teacher manages time effectively, ensuring smooth transitions and lesson flow for both grades. Example: The teacher starts with a focused explanation for Grade 2 students and sets them up with an independent task while providing more complex instruction to Grade 3. The teacher tracks the time carefully, ensuring that both grades have sufficient time to work on their assignments and complete the activities before transitioning to the next part of the lesson.

Student Engagement				
10.	The teacher uses flexible grouping strategies that enables students to collaborate with peers from both their own or other grades, based on needs and abilities	The teacher does not use flexible grouping strategies, and students are grouped strictly by grade or randomly, without considering their needs or abilities. <i>Example: The teacher puts all Grade 2 students in one group and all Grade 3 students in another for a reading comprehension activity. There is no attention to different reading levels or specific needs. As a result, stronger students are underchallenged, and struggling students are not supported. There is no collaboration between the grades, and the groups don't reflect students' abilities, leading to limited engagement.</i>	The teacher uses some flexible grouping strategies, considering either grade level or abilities, but not both. Some collaboration occurs across grades, but grouping is not fully based on individual needs. <i>Example: The teacher allows a few strong Grade 2 readers to work with Grade 3 students who need support during a reading activity. However, most students remain in grade-based groups. While some cross-grade collaboration occurs, the teacher doesn't consistently use abilities to form groups, leading to mixed results, where only some students benefit from the collaboration.</i>	The teacher effectively uses flexible grouping strategies that allow collaboration across grades, based on students' needs and abilities. Groups are dynamic and change during the lesson to maximise learning. <i>Example: The teacher groups students for reading based on their skills, not grade. A strong Grade 2 reader is paired with a Grade 3 student to read a more advanced text, while a struggling Grade 3 student joins Grade 2 students to work on simpler texts. As the lesson progresses, the teacher adjusts the groups to meet changing needs, ensuring all students are challenged and supported through peer collaboration, enhancing learning for everyone.</i>

11.	The teacher promotes peer learning by encouraging students to actively support each other, creating a collaborative learning environment	The teacher does not encourage peer learning or collaboration between older and younger students. Each grade works independently. <i>Example: The teacher separates Grade 2 and Grade 3 students into different groups and teaches them separately. There is no interaction or collaboration between the two grades, and older Grade 3 students do not help the younger Grade 2 students. This isolation limits opportunities for peer learning and collaboration.</i>	The teacher occasionally encourages peer learning, but the collaboration between older and younger students is limited. Older students may help younger students, but it is informal and lacks structure. <i>Example: The teacher allows Grade 3 students to help Grade 2 students if they finish their work early, but this happens without structure. While some Grade 3 students assist their younger peers, it is not planned, and the support is inconsistent. Peer learning happens randomly, and younger students don't always get the help they need.</i>	The teacher actively promotes and structures peer learning, with older students consistently supporting younger students in a collaborative environment. <i>Example: The teacher pairs Grade 3 students with Grade 2 students during a reading activity. Grade 3 students are given clear roles to help their younger peers understand the reading and answer questions. The teacher structures the tasks so that Grade 3 students explain the material, reinforcing their own learning while supporting Grade 2 students. This approach is consistently used to create a collaborative learning environment.</i>
Assessment & Feedback				

12.	The teacher uses a variety of formative assessment techniques, including peer and self-assessment, to monitor and support student progress across both grades	The teacher does not use a variety of formative assessment techniques or incorporate peer or self-assessment, resulting in missed opportunities for monitoring progress. <i>Example: The teacher gives both Grade 2 and Grade 3 students the same worksheet on subtraction without adapting it to their level. There are no opportunities for peer or self-assessment, and students complete the task independently. The teacher does not know how well students from either grade are progressing.</i>	The teacher uses some formative assessment techniques but does not fully incorporate peer or self-assessment, leading to uneven monitoring of student progress. <i>Example: During a subtraction lesson, the teacher uses questioning to assess Grade 3 students but does not provide sufficient assessment for Grade 2 students. The teacher briefly mentions peer-assessment but does not structure it properly. As a result, Grade 2 students do not have a clear understanding of their progress, and peer-assessment is inconsistent.</i>	The teacher consistently uses a variety of formative assessment techniques, including peer and self-assessment, to monitor progress across both grades. <i>Example: During the subtraction lesson, the teacher uses tailored worksheets: Grade 2 students practice basic subtraction while Grade 3 students solve more complex problems. The teacher integrates peer-assessment by having Grade 3 students review the work of Grade 2 students, and Grade 2 students use a self-assessment checklist to reflect on their performance. These varied assessment techniques allow the teacher to effectively monitor the progress of both grades.</i>
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13.	The teacher provides individualised feedback to students, tailored to their grade level and specific needs	The teacher provides generic or minimal feedback that does not address individual grade levels or student needs. <i>Example: After a writing assignment, the teacher tells both Grade 4 and Grade 5 students general comments like "Good effort" or "Try harder next time," without pointing out specific strengths or areas for improvement. The feedback does not help students understand what they did well or what they need to work on, leaving them without clear guidance.</i>	The teacher provides some individualized feedback, but it is not fully tailored to both grade level and individual student needs. <i>Example: After a reading comprehension activity, the teacher gives feedback focused on main ideas for both Grade 4 and Grade 5 students. While this feedback is relevant for Grade 4 students, Grade 5 students, who need more advanced feedback on analysing themes, only receive general comments. As a result, some students benefit, but others do not get the specific feedback they need for their grade level.</i>	The teacher provides individualized feedback consistently, tailored to both grade level and specific student needs. <i>Example: After a creative writing activity, the teacher gives Grade 4 students feedback on sentence structure and descriptive language, while Grade 5 students receive feedback on organizing paragraphs and developing stronger arguments. Additionally, individual needs are considered: a Grade 4 student struggling with grammar gets tips on improving punctuation, while a high-achieving Grade 5 student is encouraged to use more advanced vocabulary. This feedback helps each student improve according to their grade level and abilities.</i>
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Bridging Theory and Practice: Coaching for Effective Multigrade Teaching



Time: 120 minutes



Learning Outcomes

By the end of the session, the participants will be able to:

1. **Analyze multigrade teaching practices**
 - Look at how multigrade teaching works in real classrooms.
 - Identify what works well and what does not.
2. **Explain the concepts behind effective strategies**
 - Understand why certain multigrade methods help learning.
 - Describe the ideas that make these strategies successful.
3. **Design context-specific coaching strategies**
 - Create practical ways to guide teachers.
 - Help teachers apply multigrade practices in their own classrooms.
4. **Demonstrate trust-building conversation techniques**
 - Use questions and openers that encourage curiosity.
 - Reduce defensiveness and create a positive coaching environment.



Materials

- Chart papers
- Markers,
- Tape,
- sticky notes
- Flipchart or whiteboard
- Handout 6: Analytical Task: Reality Check
- Handout 7: Sample Output (Synthesis Table)

Instructions/Activities

Activity 1: From Concept to Classroom: “Making Multigrade Practice Work”



Time: 70 minutes

The trainer will:

1. Inform them that they will now do an extension of this activity and think of ways to make Multigrade practice work in real classroom situations.
2. Tell them that the purpose of the activity is to help SLs/ASDEOs/ADEOs analyze the *practical application* of effective multigrade teaching strategies, identify real challenges teachers may face, and propose contextually appropriate solutions and conceptual justifications.
3. Divide participants into 5 groups.
4. Assign each group one of the following categories:
 - a) Multigrade Classroom Management
 - b) Academic Calendar & Lesson Planning
 - c) Instructional Strategies
 - d) Student Engagement
 - e) Assessment & Feedback
5. Tell them to select one practice under the assigned category and break it down using the given table below and the guiding questions in the PPT slide.
6. Share an already done example for their convenience on a PPT slide.

From Concept to Classroom: Making Multigrade Practice Work			
Practice	Practical Example	Conceptual Reasoning	SLs/ASDEOs /ADEOs Support Action
The teacher combines grades logically.	Grouping G2–G3 for the literacy block since reading levels overlap. Use Multigrade digital Module no.3 for an overall understanding of the Teacher’s Role: https://drive.google.com/drive/u/0/folders/1Yh6YTFL8yrfd-EbMFv4INn4bheWnI8p You may watch the following link for further information on grouping strategies: Multiage - Differentiated Instruction and Grouping	Supports Vygotsky’s concept of <i>Zone of Proximal Development</i> ; older learners scaffold younger peers	Coach helps teacher design integrated reading tasks and flexible group work. Note: You may research further.

7. Distribute **Handout 6 (Page #30): Analytical Task: Reality Check**
8. Ensure each group completes the table by responding to the practices, questions, and SLs/ASDEOs/ADEOs Support Action (all three columns).
9. Give them 10 minutes to complete this activity.
10. Circulate and guide where necessary.
11. Ask the groups to post their work around the room.
12. Conduct a Gallery Walk where participants circulate and read others’ analyses, placing sticky notes with comments, questions, Grows or Glows for strong ideas.
13. Facilitate a whole-class discussion using prompts such as:

- Which practices are easiest to implement with minimal resources?
 - Which requires a mindset change or stronger coaching?
 - How can conceptual understanding help teachers solve practical constraints?
14. Share the synthesis table given in **Handout 7 (Page #31): Sample Output (Synthesis Table)**
 15. Ask them to go over the table and compare their responses with those in the given table.
 16. Take responses, if any.
 17. Ask each group to summarize two insights:
 - A key practical strategy that works in real classrooms.
 - A key conceptual understanding that justifies its effectiveness.
 18. To consolidate the learning, conclude with the following reflection prompts:
 - What mindset shifts are needed for SLs/ASDEOs/ADEOs to support teachers effectively in multigrade settings?
 - How can conceptual understanding of learning theories help overcome practical barriers?
 - Which practices should be prioritized in coaching visits?

Activity 2: Micro-skill Drill-Openers that lower Defensiveness



Time: 40 minutes

The trainer will:

1. Explain how an SL/ASDEO/ADEO *opens* a feedback conversation and sets the tone for trust.
2. Emphasize curiosity over judgment.
3. Model below the three sample conversation openers (neutral, curiosity-led openers, improvement needed):
 - “I noticed your students were very engaged during group work. What was your plan behind that?”
 - “What part of the lesson felt most effective to you today?”
 - “Let’s look together at one area that could help student understanding; what do you think?”

After having gone through the sample conversation openers, the trainer will:

1. Divide them into pairs
2. Tell them to frame three sample conversations (positive, neutral, and improvement needed)
3. Give them 15 minutes to write and rehearse their scripts for a role play
4. Ask each pair to perform a role-play based on the coaching conversation
5. Conduct a role-play activity in front of the class
6. Rotate partners and repeat with a new sentence each round.
7. Ask participants to give their feedback based on the following questions:
 - What opener felt most natural?
 - Which phrases increased openness or defensiveness?
8. Provide a short debrief on the activity.

Wrap-Up Activity: One Word, One Phrase, One Question



Time: 10 minutes

The trainer will:

- Inform the participants that. “To wrap up today’s session on coaching skills for multigrade teaching, think of one word, one phrase, and one question that capture your experience and learning today.”
- Prompt participants to review their learning from the session:
 - One word that describes your feelings about coaching in multigrade settings.
 - One phrase that sums up your key takeaway.
 - One question that remains in your mind.

- Ask each of them to write on a separate sticky note.
- Invite participants to post their notes under the headings: **One Word, One Phrase, One Question.**
- Read aloud a few examples, highlighting common themes and insights.
- Conclude, summarize key trends and thank participants for their reflections, linking their questions or ideas to the Day 2 session.

Analytical Task: Reality Check

Each group analyses *each practice* under the assigned focus area using the following guiding areas and questions:

Analytical Lens	Guiding Question	Expected Output
Practicality	What would this look like in a real multigrade classroom? What might make it difficult or easy to implement?	Clear, context-based practical examples highlighting feasibility, constraints, and enabling factors (e.g., limited space, mixed abilities, availability of materials).
Conceptual Reasoning	Why is this principle important for effective learning in multigrade settings? What theory or logic supports it?	Explanation grounded in relevant learning theories, pedagogy, child development, or inclusive education principles.
Applied Support	How can a SLs/ASDEOs/ADEOs or a coach help the teacher achieve this practice?	Specific, actionable coaching or mentoring strategies to support implementation.

Sample Output (Synthesis Table)

Key Practice	Why It Matters (Conceptual Reasoning)	How It Works in Practice (SLs/ASDEOs/ADEOs Support Action)
Logical grade combinations (e.g., G2–G3)	Supports developmental continuity and manageable learning progression	Easier to integrate literacy/math themes across overlapping outcomes
Flexible classroom space	Enhances engagement and autonomy (constructivist approach)	Use corners for reading, math, and art; rotate groups
Multigrade lesson planning	Ensures both grades' objectives are addressed	Write combined plans showing joint and separate activities
Peer learning	Promotes cooperative learning (Vygotsky, Bandura)	Older students guide younger peers during reading or tasks
Formative assessment	Encourages continuous improvement and individualized feedback	Use exit cards, self-check charts, or peer evaluation

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From Reflection to Action: Strengthening Evidence-Based Coaching with MG-COT



Time: 120 minutes



Learning Outcomes

By the end of the session, the participants will be able to:

1. **Reflect on learning from Day 1**
 - Think about what was learned on Day 1.
 - Give personal advice to oneself for better coaching in multigrade classrooms.
2. **Analyse key questions and find solutions**
 - Review important questions discussed on Day 1.
 - Work with others to find practical, real-school solutions.
3. **Record classroom observations using MG-COT**
 - Observe classrooms carefully.
 - Record evidence using the MG-COT rubric and its 13 indicators.
4. **Interpret observation data**
 - Study the observation results.
 - Identify priority areas where teachers need improvement.
5. **Conduct trust-based coaching conversations**
 - Use evidence from observations in discussions.
 - Give supportive feedback that builds trust, not fear.
6. **Show confidence in using MG-COT tools**
 - Feel confident using MG-COT tools.
 - Be ready to apply them for continuous teacher coaching and support.



Materials

- Chart papers
- Markers, tape, sticky notes
- Flipchart or whiteboard
- Slips of paper/sticky notes for each participant (to write advice and paste on chart paper)
- Scotch tape or glue, scissors
- Device with MG-COT App or printed Part A/B sheets
- Short multigrade lesson video (6–8 minutes)
- Handout: MG-COT (from Day 1)
- Handout 1: Question into Insights
- Handout 2: Frequently Asked Questions (FAQ)
- Handout 3: *MG-COT App Overview*
- Handout 4 (Page #46): Feedback Sentence Starters for Coaching Conversations

Instructions/Activities

Activity 1: Circle Time Reflection– Advice to Myself



Time: 20 minutes

The trainer will:

1. Ask one of the participants to recite a few verses from the Holy Quran.
2. After the recitation, welcome the participants to the second day of the workshop.
3. Display/share the learning outcomes of session 1.
4. Ask everyone to stand or sit in a circle to encourage openness and equality.
5. Explain that in circle time, we listen to one another respectfully and share from our own experiences; there are no right or wrong answers.
6. Introduce the reflection prompt:
“In view of the learning from Day 1’s session, if you were to give one piece of advice to yourself as a coach in a multigrade classroom, what would it be?”
7. Distribute slips of paper/sticky notes to each participant and ask them to write the advice on the slips.
8. Invite each participant to share the **short sentence (advice)**, while the others listen intently (***You may take random responses if the class size is large.***)
9. Encourage active listening; no interruptions or discussions during sharing.
10. Summarize with a linking statement:
“Your reflections show growing confidence and self-awareness as coaches. Let’s build on this mindset as we move into today’s activities.”
11. Instruct them to paste the slips on the chart paper titled: **Advice to Myself**
12. Put up the chart paper on the wall.

Activity 2: From Question to Insights



Time: 30 minutes

The trainer will:

1. Display the questions from Day 1 under the heading “Questions are more important than answers,” Nancy Willard.
2. Form 9 groups of 3 participants each.

3. Inform them that they will work in ‘Circle of Solutions.’
4. Assign one set of questions to each group from **Handout 1 (Page #38): Question to Insight.”**
5. Ask participants to follow the Think Pair Share routine and read the questions, compiled from Day 1 and from **Handout 1(Page #38): Day 2.** They will do this activity first individually, then with their pair, and then in their group.
6. Tell them to discuss possible responses to the questions and/or share logical solutions within their group
7. Tell them that they may ask the following questions to generate the discussion:
 - a) Why is this question important?
 - b) What possible solutions, strategies, or examples can they think of?
 - c) What support can SLs/ASDEOs/ADEOs provide to teachers related to this question?
8. Provide each group with chart paper cutouts in four sections and a marker to answer the allocated questions.
9. Each group to elicit the most relevant and important question/s and their response/solution on the chart paper.
10. Instruct them to display the chart papers around the room.
11. Ask participants to, as they go around the room, identify the most important and relevant questions, as they take a Gallery Walk.
12. Generate a discussion on the solutions and responses they came up with, encouraging them to relate ideas to real classroom or field experiences.
13. To consolidate, share **Handout 2(Page #40): Frequently Asked Questions (FAQ)** and ask them to compare their responses.

Activity 3: Observation to Coaching Conversation (Integrated MG-COT Practice)



Time: 65 minutes

The trainer will:

1. Display/Share **Handout 3 (Page #44): MG-COT** Parts A–C.
2. Explain each step of the MG-COT app thoroughly.
3. Highlight the full coaching cycle:
Observe → Record → Interpret → Coach → Follow Up.
4. Inform them that they will be doing a simulation of how to use the MG-COT App effectively.
5. Divide the class into pairs.
6. Distribute **Handout 5 (Page #15): MG-COT** from the Day 1 session to each pair for recording their observation.
7. Inform them that their first task is to do an evidence hunt.
8. Play the multigrade lesson video link given below from MGT Digital Module 3.2 (starting time 3:00)

<https://drive.google.com/drive/folders/1wGVWeR5tFVP-pToL5NM0aLoxl-zqnyS5>
9. Each pair selects two practices (e.g., Logical Grade Combination, Peer Learning, Formative Assessment) from **Handout 5 (Page #15): MG-COT**
10. For each practice, they record:
 - a) A **score (1-2/ 3 /4- 5)**
 - b) One **evidence statement** on a coloured sticky note describing what they observed.
11. Allocate 10 minutes to complete their task after watching the video.
12. Emphasize to them that they must write only what they saw or heard, not their judgment or interpretation.
13. After watching the video and completing the assigned task, ask them to compare their scores; note any 2-point differences and discuss the evidence behind each.
14. Allocate 10 minutes to complete their activity.

15. Show them a tagged resource (video, guide) that aligns with the next step.
16. Conclude that flagged practices become the **focus for coaching conversations**.
17. The trainer models a short demonstration using one flagged practice.

“I noticed Grade 2 students waiting while Grade 3 finished. This shows that time management across grades needs balance. What could help keep both groups engaged?”

18. Highlight those effective coaching uses:
 - a) **Specific evidence**, not opinion.
 - b) **Curiosity**, not criticism.
 - c) **Small, actionable next steps**, not long lists.
19. Inform them that they will be doing a coaching simulation.
20. Distribute **Handout 4 (Page #46): (Feedback Sentence Starters)**.
21. Explain that these stems are not scripts; they’re ‘*thinking tools*’ to help shape constructive, evidence-linked feedback. During their practice, they’ll choose and adapt whichever stems feel natural to their conversation.
22. Ask them to refer back to **Day 1 Handout 5 (Page #15)** and look through the stems and mark 2–3 that could be useful when they coach in this task.
23. In pairs, assign roles (Observer / Teacher).
24. Each **Observer** uses their real evidence notes and selects 2–3 relevant stems from **Day 1 Handout 5 (Page #15)** to guide the feedback conversation.
25. Encourage them to personalize the stems rather than read them word-for-word.
26. Switch roles and repeat.
27. Allocate 15 minutes to complete their task.
28. Consolidate the activity, conduct a 5-minute feedback dialogue that includes:
 - a) **One positive observation or affirmation.**
 - b) **One reflective or clarifying question.**
 - c) **One developmental next step.**
29. Facilitate reflection, and ask them to identify the feedback stems that helped them to keep the conversation open and supportive.
30. Ask them to point out the kind of phrasing that reduced defensiveness.
31. Ask them to identify the questions that led the teacher to reflect instead of react
32. On a flipchart, capture 3–4 effective ‘micro-moves’ that emerged (e.g., starting with *I noticed...*, using *What do you think worked best?* offering *one small next step*)

Session Takeaway: Quick-Fire Review



Time: 05 minutes

The trainer will:

1. Inform the participants that they will have a **Quick-Fire Review**.
2. Take the following short recall quiz to consolidate technical understanding:
 - a) Where to enter grade combinations: Part A, Part B, Part C? **Part A**
 - b) What are the three score levels? (**Low, medium & high**)
 - c) Where to view trends and flagged practices? **After completing Part B and pressing submit.**
 - d) What triggers the “2 practices to improve” list? (**points less than 3**)
 - e) What must be completed after each visit? (**Part C – Feedback Session**)
3. Take a few random responses to conclude the session.

Question to Insights

Session 1

On Role Clarity (Group 1)

1. How is a coaching stance different from the monitoring role we currently perform as SLs/ASEDOs?
2. What if our supervisors still expect inspection-style reporting instead of coaching support?
3. How can we balance administrative responsibilities with the time needed for coaching and mentoring?
4. Are we still expected to evaluate teachers' performance, or only support improvement?

On TORs and Practical Application (Group 2)

1. How do we make the TORs that focus on data, management, and reporting into coaching actions?
2. Can we realistically observe two lessons per school per month, given our workload?
3. What kind of evidence do we collect when observing: quantitative, qualitative, or both?
4. What does a good SLs/ASDEOs/ADEOs Coaching Charter look like? Are there model examples?

On Trust and Relationships (Group 3)

1. Teachers often feel threatened by SLs/ASEDOs' visits. How do we shift their mindset to see us as supporters?
2. What if a Head Teacher resists our suggestions or does not follow up after feedback?
3. How do we build trust when accountability pressures from higher officials still exist?

Session 2

On Using the MG-COT (Group 4)

1. How detailed should our qualitative notes be for each of the 13 indicators?
2. What if we disagree with another SLs/ASEDOs' interpretation of a classroom practice?

On Scoring and Data Interpretation (Group 5)

1. How do we ensure consistency when scoring indicators (Low/Medium/High)?
2. Will the app automatically calculate trends and improvement areas, or do we interpret them manually?
3. How often should we review trends with teachers?
4. What happens if the app flags the same three practices repeatedly? Does that mean no progress?

On Feedback and Support (Group 6)

1. How do we handle feedback if a teacher becomes defensive?
2. Can we modify or add our own 'tagged resources' to the app?
3. What if a school lacks the materials shown in the support videos?
4. Are there guidelines for how long a feedback session should take in practice?

Session 3

On Practical Implementation (Group 7)

1. How do we help teachers manage time effectively between two grades?
2. What if classrooms are overcrowded or lack space for flexible seating?
3. How do we support teachers with no digital or printed multigrade lesson plans?
4. Are there model classrooms or schools demonstrating these practices?

On Pedagogical Understanding (Group 8)

1. What does it mean to ‘differentiate content’ for two grades in one lesson?
2. How can we link Vygotsky’s Zone of Proximal Development or peer learning theory to daily teaching?
3. What if teachers see multigrade teaching as temporary or inferior?

On SLs/ASDEOs/ADEOs Support Actions (Group 9)

1. How can SLs/ASDEOs/ADEOs coach teachers without adding to their workload?
2. What practical steps can we take during school visits to reinforce multigrade strategies?
3. Should we track teachers’ implementation after the feedback session, and how often?

Frequently Asked Questions (FAQ)

Session 1: From Roles to Routines – Clarifying the SLs/ASDEOs/ADEOs Coaching Stance On Role Clarity

Q1. How is a coaching stance different from the monitoring role we currently perform as SLs/ASDEOs/ADEOs?

A: Monitoring focuses on checking compliance and identifying gaps, while coaching focuses on building capacity and supporting improvement. A coaching stance means asking reflective questions, listening actively, and guiding teachers toward self-assessment and growth. Instead of “What went wrong?” we ask, “What could make this work even better next time?”

Q2. What if our supervisors still expect inspection-style reporting instead of coaching support?

A: Coaching and accountability are not opposites; they complement each other. You can meet reporting requirements *and* use a coaching approach by providing evidence-based insights from classroom observations. Share how coaching conversations lead to improved teaching practices, which strengthens the credibility of your reports.

Q3. How can we balance administrative responsibilities with the time needed for coaching and mentoring?

A: Prioritization and planning are key. Integrate coaching into your existing school visits, observe one or two lessons, provide on-the-spot feedback, and plan follow-ups. Coaching does not require long sessions every time; short, focused, and consistent interactions are more effective than occasional lengthy visits.

Q4. Are we still expected to evaluate teachers’ performance, or only support improvement?

A: The primary role of SLs/ASDEOs/ADEOs in this module is *supportive improvement*, not formal evaluation. The MG-COT tool helps generate evidence for development discussions, not for grading teachers. Evaluation remains the system’s responsibility; coaching is about professional growth.

On TORs and Practical Application

Q5. Many TORs focus on data, management, and reporting. How do we make these into coaching actions?

A: Look for the *human side* of each responsibility. For example, “collect data” becomes “discuss data with teachers to identify trends and needs.” “Monitor lesson planning” becomes “co-plan or review lesson plans with constructive feedback.” Coaching brings dialogue and development into administrative tasks.

Q6. Can we realistically observe two lessons per school per month, given our workload?

A: The two observations are a *target*, not a rigid rule. The emphasis is on *quality and continuity*, not quantity. Plan your visits strategically, rotate schools, combine observation with follow-up discussions, and use each visit purposefully.

Q7. What kind of evidence do we collect when observing: quantitative, qualitative, or both?

A: Both types matter. Quantitative data (scores, trends) show progress over time, while qualitative notes

(specific examples, quotes, observations) bring context to the numbers. The MG-COT allows for both, giving a balanced picture of classroom practices.

Q8. What does a good SLs/ASDEOs/ADEOs Coaching Charter look like? Are there model examples?

A: A strong Coaching Charter clearly states the *purpose* (support teacher learning), *principles* (trust, respect, collaboration), and *routines* (observation, feedback, reflection). Include short statements like “We observe to support, not to judge.” Model samples will be shared during the workshop.

On Trust and Relationships

Q9. Teachers often feel threatened by SLs/ASDEOs/ADEOs' visits. How do we shift their mindset to see us as supporters?

A: Start with empathy and transparency. Explain your role before observing. Use appreciative inquiry, acknowledge strengths first, then discuss areas for growth. Consistency builds trust; when teachers see that your visits lead to real help, not criticism, their perception changes.

Q10. What if a Head Teacher resists our suggestions or does not follow up after feedback?

A: Resistance often stems from misunderstanding or feeling overwhelmed. Use evidence (classroom data) to ground your discussion. Involve the Head Teacher in co-creating action steps instead of prescribing them. Follow up with encouragement, not enforcement.

Q11. How do we build trust when accountability pressures from higher officials still exist?

A: Communicate upward and downward with honesty. Let supervisors know that coaching leads to sustainable improvement, not just short-term compliance. Within schools, make teachers feel that you are partners in progress, not messengers of pressure. Balance accountability with empathy.

Session 2: Understanding and Applying the MG-COT (Multigrade Classroom Observation Tool): On Using the MG-COT

Q1. How detailed should our qualitative notes be for each of the 13 indicators?

A: Keep notes concise but evidence-based. Record specific examples of teacher or student actions, that justify your score. Example: “Teacher grouped Grades 2 and 3 for shared reading, Grade 2 read aloud, Grade 3 predicted next words.” Avoid general comments like “Good activity.”

Q2. What if we disagree with another AEO's interpretation of a classroom practice?

A: Use the rubric and indicator descriptors as your common reference point. Discuss differences openly and calibrate through joint observations or video reviews. The goal is consistency and shared understanding, not identical scoring.

On Scoring and Data Interpretation

Q3. How do we ensure consistency when scoring indicators (Low/Medium/High)?

A: Follow the rubric language closely, base scores on observable behaviors, not impressions. Use examples from training videos to standardize interpretation. Over time, calibration sessions among SLs/ASDEOs/ADEOs will maintain scoring reliability.

Q4. Will the app automatically calculate trends and improvement areas, or do we interpret them manually?

A: The app automatically calculates both overall scores and trends over time. It also flags the *three weakest practices* based on the algorithm. However, interpretation remains your responsibility; numbers tell “what,” but

coaching helps teachers understand “why” and “how to improve.”

Q5. How often should we review trends with teachers?

A: Ideally, after every observation cycle or once a month. Frequent, short reviews help teachers stay focused on progress. Show their growth visually (trend charts) and celebrate even small improvements.

Q6. What happens if the app flags the same three practices repeatedly? Does that mean no progress?

A: Not necessarily. It might mean the teacher is improving slowly or that these areas need more sustained support. Revisit your feedback strategy. Are you providing specific, actionable steps? Sometimes improvement takes longer in complex practices like multigrade lesson planning.

On Feedback and Support

Q7. How do we handle feedback if a teacher becomes defensive?

A: Stay calm, listen, and acknowledge the teacher’s perspective. Use “I noticed...” instead of “You should...” to focus on behavior, not blame. Reinforce positives first, then guide reflection: “What worked well?” “What might you try differently next time?”

Q8. Can we modify or add our own ‘tagged resources’ to the app?

A: The base resources are centrally curated for quality and relevance. However, you can share additional materials informally, videos, lesson plans, or examples from other schools, during feedback sessions. Future app updates may allow resource additions.

Q9. What if a school lacks the materials shown in the support videos?

A: Focus on adapting the *strategy*, not replicating the resource. For example, if a video uses flashcards, use a chalkboard or paper slips instead. Emphasize the principle of practice rather than the physical material.

Q10. Are there guidelines for how long a feedback session should take in practice?

A: Yes. Typically:

- a) **10–15 minutes** for short follow-ups,
- b) **20–30 minutes** for full post-observation discussions.

The goal is *quality conversation*, not duration. Prioritize 2–3 specific actions rather than a long checklist.

MG-COT App

1. Log in → Choose “Monograde” or “Multigrade.” Select **Multigrade** to surface MG-COT’s 13 practices.
2. **Part A – General Information:** enter school, teacher, grade combinations; point out the auto-generated observation # once teacher name/designation are entered.
3. **Part B – Observation of Practices (13 indicators):** open any indicator → pop-up rubric (Low=1-2, Med=3, High=4-5). Show the Observation notes field for qualitative evidence.
4. **Press Submit** → Next window displays (a) scores by practice, (b) trend by practice over time, and (c) system-picked “2 practices to improve.”
 - Explain algorithm (plain language): lowest current relative scores; if >3 ties, pick those with lowest historical average; for a first observation, use default ranking.
5. **Part C – Feedback Session:** show the Y/N prompts, duration buckets, and action agreement (dropdown options for the 2 flagged practices + “any other”). Show how tagged resources (videos, guides, lesson plans) pop up beside each flagged practice.

Feedback Sentence Starters for Coaching Conversations

(To support evidence-based, trust-building coaching feedback)

Positive / Strength-Focused Feedback

Use these to highlight effective practices and reinforce confidence.

1. “I noticed how you grouped Grades 2 and 3 for the reading activity that kept both groups engaged.”
2. “What stood out was how you invited students from both grades to share ideas, powerful peer learning in action.”
3. “Your transition between Grade 2 and Grade 3 tasks was smooth and minimized idle time.”
4. “You clearly linked today’s activity to the previous lesson that helped students recall and connect learning.”
5. “I liked how you used the board to show both grades’ work side by side; it made learning visible to everyone.”
6. “You maintained attention through short, varied activities; that’s a key strength in multigrade classrooms.”
7. “How you acknowledged student responses built confidence and encouraged more participation.”

Neutral / Reflective / Clarifying Feedback

Use these to prompt teacher reflection and encourage self-assessment.

1. “Can you tell me more about what you intended when you organized the activity this way?”
2. “What guided your decision to group the grades as you did?”
3. “How did you decide when to shift from whole-group to small-group activity?”
4. “What do you think worked best in that segment of the lesson?”
5. “What surprised you during the activity or the activity that didn’t go as planned?”
6. “How do you think students from the other grade experienced that part of the lesson?”
7. “If you could replay that moment, would you do anything differently? Why?”
8. “What helped you manage the time between the two grade tasks today?”

Developmental / Improvement-Focused Feedback

Use these to discuss growth areas, keeping tone supportive and specific.

1. “I noticed Grade 2 students were waiting while Grade 3 completed their task. How might you keep both

- groups engaged?”
2. “Some students appeared unsure of the next step. What might help make instructions clearer next time?”
 3. “The formative assessment focused mostly on one grade. What could you try to ensure both grades share equally?”
 4. “When you switched grades, the task didn’t fully link to what the first group did; how could you connect them next time?”
 5. “It seemed the materials for one grade were harder to access; what could make them more visible or shared?”
 6. “During group work, some students finished early; what small task could extend their learning while others complete theirs?”
 7. “You tried a good peer-learning approach; what support might help it run more independently next time?”
 8. “Your focus on whole-class instruction was clear; perhaps next time you could add one short, differentiated task for each grade.”

Flexible Starters for Any Type of Feedback

Encourage participants to adapt these stems to fit their evidence.

1. “I noticed...” (evidence statement)
2. “This shows...” (interpretation or link to MG-COT practice)
3. “Next time you might try...” (specific, time-bound action)
4. “How did you feel about...” (eliciting teacher reflection)
5. “What might help you strengthen this part of the lesson?”
6. “Would you like to see an example or resource that models this strategy?”

Tips for Effective Delivery

Begin with appreciation before addressing development areas.

1. Keep tone **collaborative**, not evaluative.
2. Anchor every comment in **specific classroom evidence**.
3. End with a **small, doable next step** linked to one of the 13 MG-COT practices.
4. Keep the feedback conversation within 10–15 minutes, focusing on 1–2 actions only.

Coaching in Action– Building Peer learning Communities for Multigrade Teachers



Time: 120 minutes



Learning Outcomes

By the end of the session, the participants will be able to:

1. **Apply MG-COT in real situations**
 - Use MG-COT and the 13 practices in real multigrade coaching problems.
 - Connect tools with actual classroom challenges.
2. **Select suitable coaching strategies**
 - Choose the right coaching and feedback approach.
 - Respond effectively to different school situations.
3. **Use trust-based feedback language**
 - Practise giving feedback linked to evidence.
 - Use respectful and supportive language.
4. **Understand peer learning and critical friends**
 - Explain why teachers learn from each other.
 - Describe how the critical friend model helps teachers improve.
5. **Initiate peer learning in schools**
 - Identify simple ways to start peer learning.
 - Support communities of practice among teachers.
6. **Demonstrate peer learning methods**
 - Show how teachers can help each other.
 - Use role-play or visuals to explain peer support.
7. **Reflect on leadership role**
 - Think about the role of SLs/ASDEOs/ADEOs in teacher growth.
 - Support a culture of shared professional learning.
8. **Celebrate workshop learning**
 - Review key learning from both days.
 - Celebrate achievements through fun and teamwork.



Materials

1. Chart papers, Markers, tape, sticky notes
2. Flipchart or whiteboard
3. Props for role-play/skit (optional: notebooks, files, phones, etc.)
4. Handout 4: Feedback Sentence Starters for Coaching Conversations
5. Handout 5: Coaching Challenge Cards
6. Handout 6: Peer Learning Models

Instructions/Activities

Activity 1: Coaching Challenge Carousel



Time: 70 minutes

Preparation Instructions (Before Session)

1. Print challenges from **Handout 6 (Page #52)** and paste each on chart paper to create challenge cards.
2. Number wall stations 1–5 and place one blank chart sheet at each.
3. Place all challenge cards in a box labeled “**Coaching Challenge Deck.**”

Instructions:

1. Begin with a quick energizer. Tell participants they will test their coaching skills using real-life dilemmas.
2. Explain that this carousel simulates field challenges; they’ll rotate, discuss, and propose solutions using MG-COT and feedback stems.
3. Briefly explain that each group will rotate between challenge stations, using their learning to come up with quick, practical coaching responses.
4. Divide the class into five groups of equal size.
5. Remind participants that this is about *thinking like a coach*, not giving the perfect answer.
6. Tell them to use their MG-COT understanding and the Feedback Stem Handout to guide language.
7. Each group draws a random challenge card from the **Coaching Challenge Deck.**
8. Instruct groups to move to separate workstations (each with a blank chart).

Round 1 – Problem Solving (25 min)

1. Each group works on their challenge card simultaneously.
2. Ask each group to read aloud the challenge card given to them.
3. Then discuss the situation and identify:
 - a) What is the core issue or barrier?
 - b) Which MG-COT practice(s) connect to it?
 - c) What coaching approach or strategy would help?
 - d) Which feedback stems (s) from your handout could you use to begin that conversation?

4. Tell them to write their answers clearly on the chart under these four headings:

Issue → Practice → Strategy → Feedback Line.

5. Encourage creativity and tell participants that they can even sketch, diagram, or use role labels (AEO, teacher, student) to show thinking.

Round 2 – Carousel Rotation (25 min)

1. After 5–6 minutes, ring a bell and ask groups to move clockwise.
2. At each new chart, they add new ideas or improve previous ones using sticky notes.
3. Continue until all stations are visited.
4. Groups return to their original charts, review contributions, and star one feedback phrase or action that feels most practical.
5. Tell them to review the ideas and mark (with a star or sticker) the one feedback stem or coaching action they think is most practical and realistic.
6. Each group then shares a 2-minute presentation summarizing:
7. The challenge,
8. The top feedback phrase or strategy,
9. Why it works in the field.
10. To facilitate a whole-class discussion, use the following prompts:

- a) Which challenges felt most realistic to your fieldwork?
- b) Which strategies best built trust with teachers?
- c) How can these insights feed into your action plans?

11. Record a few common insights or ‘Golden Rules for Coaching’ on a flipchart.

Activity 2: Building Peer Learning Communities for Multigrade Teachers



Time: 50 minutes

1. Begin with reflective prompts:
 - Think of a time you learned something valuable from a colleague. What made it effective?
 - Who has helped you improve your own teaching? How?
2. Invite a few volunteers to share briefly.
3. Summarise:
 - Peer learning builds trust, confidence, and continuous improvement.
 - For multigrade teachers, peers are often the best available resource.
 - Coaching continues through peer collaboration and shared reflection.
4. Divide into small groups.
5. Give each group **one** case scenario prompt, displayed on the PPT Slide:
 - **Scenario 1:** Two Multigrade teachers in a nearby school struggle with time management.
 - **Scenario 2:** A new teacher feels isolated and is unsure about how to group students.
 - **Scenario 3:** A teacher observes another’s class informally but struggles with giving feedback.
6. Ask groups to discuss:
 - How could peer learning help in this situation?
 - What small steps could SLs/ASDEOs/ADEOs suggest to address issues and concerns teachers are facing?

- What structures (buddy visits, WhatsApp groups, shared planning time) could be suggested to support teachers?
7. As a whole class, ask each group to share highlights from their discussion.
 8. Building on the discussion, share **Handout 6: Peer Learning Models**.
 9. Share:
 - **Buddy System:** Pair teachers for observation and reflection.
 - **Critical Friends:** Structured feedback using observation notes.
 - **Cluster Lesson Study:** Teachers co-plan and observe one lesson.
 - **Monthly CoP Meet-up:** Share teaching ideas, materials, or challenges.
 - **Digital CoP:** Use WhatsApp or Facebook groups for sharing resources.
 10. Ask groups to read and discuss:
 - Which of these could realistically work in your schools?
 - What would motivate teachers to participate?
 11. Ask each group to discuss peer learning, what it is and why it is important, describing the five practical models.
 12. Inform them that they will do a fun activity using the models given in the handout.
 13. Divide participants into 6 groups.
 14. Each choosing one model to visually present or act out as a skit/poster showing how it could work in a real school.
 15. Allocate 15 minutes for preparation and 2 minutes per presentation.
 16. To consolidate their learning, give each participant a sticky note to write one concrete step to promote peer learning.
 17. Collect and display on a chart titled **“Growing Peer Learning Communities”**.
 18. Read a few suggestions aloud and conclude:
 19. Peer learning is simple, low-cost, and high-impact. SLs/ASDEOs/ADEOs can nurture it through encouragement, recognition, and follow-up. When teachers become each other’s coaches, improvement becomes a habit, and SLs/ASDEOs/ADEOs can make that culture grow.”
 20. Suggest a **Follow-up Idea:** In the next monthly AEO meeting, ask participants to bring **one story or example** of how a teacher initiated or benefited from peer learning or Communities of Practice (CoP).

Coaching Challenge Cards

Teacher-Focused Challenges

1. Teacher Resists Feedback

The teacher says, ‘I’ve been teaching for 15 years; I know my class.’

2. Teacher Agrees but Doesn’t Follow Up

“They nod and promise improvement, but nothing changes in the next visit.”

3. Teacher Feels Observed, Not Supported

“They become anxious during observation and alter their normal teaching.”

4. Teacher Requests a Demo Lesson

“They say, ‘Can you show me instead?’ expecting the AEO to model rather than coach.”

5. Teacher Rushes to Cover Syllabus

“Instruction focuses on finishing lessons quickly, skipping peer or group work.”

Student-Focused Challenges	
1. One Grade Dominates Participation	“Grade 3 students answer everything while Grade 2 stays quiet.”
2. Mixed-Ability Groups Struggle	“Stronger students lead; younger or weaker ones withdraw.”
3. Students Wait for Every Instruction	“They rely entirely on teacher direction; no independent learning.”
4. Disruption During Grade Shift	“When the teacher turns to another grade, the other group gets noisy or distracted.”
5. Lack of Learning Materials	“Some students lack books or materials, limiting group or peer work.”
Classroom Management & Dynamics	
1. Class Too Large for Peer Learning	“Fifty-plus students in a small space; flexible grouping seems impossible.”
2. Overcrowded / Fixed Seating	Desks can’t move, limiting pair or group work.”
3. Observation Interrupted	“Parents or officials walk in mid-lesson, breaking concentration.”
4. Noise Level During Group Work	Teacher stops an activity, saying, ‘It’s too loud.’
5. Uneven Time Management Across Grades	“One grade completes their task early while the other still works.”

System & Relationship Challenges

1. Head Teacher Expects Inspection

“They demand reports, not coaching conversations.”

2. Repeated Visits, Little Change

Teacher says, ‘You always come, but nothing really improves.’

3. Pressure from Supervisors

“Officials ask for compliance data instead of developmental evidence.”

4. Limited Time for Coaching Visits

“Multiple schools, many tasks; hard to sustain follow-up.”

5. Balancing Admin and Coaching Roles

“AEO torn between paperwork and teacher support.”

Technology / MG-COT Tool Challenges

1. Same Two Practices Keep Getting Flagged

“The app shows no improvement even after repeated visits.”

2. Poor Connectivity or Technical Issues

“Observation can’t be submitted or loaded properly.”

3. Teacher Questions Their Scores

“They ask, ‘Why did I get a 3 here?’; unsure what it means.”

4. Tagged Resources Don’t Fit Context

“Videos show resources teachers don’t have, e.g., flashcards.”

5. Disagreement Between SLs & ASDEOs on Scoring

“Two observers rate the same lesson differently.”

Peer Learning Models

1. What is Peer Learning?

Peer learning is when teachers learn with and from each other by sharing classroom experiences, observing lessons, giving feedback, and solving challenges collaboratively.

2. Why It Matters for Multigrade Teachers

1. Provides emotional and professional support for teachers handling multiple grade levels.
2. Encourages sharing of time management and differentiation strategies.
3. Builds a network of teachers who can problem-solve together.
4. Reduces dependency on external training by creating an internal support system.

Practical Peer Learning Models

Model	How It Works	Example in Practice
Teacher Buddy System	Two teachers pair up for mutual support — they visit each other's classes, share resources, and reflect on lessons using the MG-COT as a reference point.	Grade 3 & 4 teachers agree to observe one MG lesson each month and share one new strategy every Friday. It will be preferable to conduct observations using the MG-COT.
Critical Friends Partnership	Teachers work in pairs or trios to give constructive feedback on lesson plans and classroom practices.	During cluster meetings, one teacher presents a challenge; others use guiding questions to reflect together.
Micro-Community of Practice (Micro-CoP)	Small groups meet regularly to share experiences, review student work, and discuss ideas.	SLs/ASDEOs/ADEOs form 4-teacher circles that meet monthly to discuss one focus topic (e.g., grouping strategies).
Lesson Study Routine	Teachers jointly plan a lesson; one teaches while others observe, then they reflect together.	Teachers co-plan a science lesson, one teacher teaches, others note what students do, and they revise the lesson.
Digital Peer Circle	Teachers use WhatsApp, Zoom, or other platforms to share successes, lesson videos, or quick tips.	SLs/ASDEOs/ADEOs start a 'Peer Learning Hub' WhatsApp group to share weekly success stories.
Cluster-based Learning Circle	Teachers from nearby schools meet quarterly under SLs/ASDEOs/ADEOs facilitation to exchange experiences.	Cluster meeting includes one live MG demo lesson followed by group reflection.

SLs/ASDEOs/ADEOs Role in Enabling Peer Learning

1. Identify willing teacher champions to lead peer learning efforts.
2. Provide light structure (e.g., meeting schedule, observation forms).
3. Recognize and celebrate active peer groups during school visits.
4. Share success stories across schools to inspire replication.
5. Use existing platforms (e.g., MG-COT reviews, cluster meetings) to reinforce peer collaboration.

From Plans to Practice: Leading Continuous Coaching and Collaboration

**Time:** 120 minutes

Learning Outcomes

By the end of the session, the participants will be able to:

1. Develop a personal and team-based action plan to strengthen their coaching leadership.
2. Collaboratively review and refine action plans through peer feedback.
3. Synthesize and present a final shared action plan for implementation.
4. Consolidate key learnings from all six sessions of the two-day workshop through an engaging review activity.



Materials

1. Chart papers (A3 or flip chart size)
2. Markers
3. Tape
4. Sticky notes
5. Flipchart or whiteboard
6. Yellow and pink sticky notes
7. Handout 7: My SLs/ASDEOs/ADEOs Roadmap template (1 per participant)
8. Handout 8: Personal Capacity Building Development Plan
9. 6 labeled station charts (Session 1–6 Review Posters)
10. Timer/bell

Instructions/Activities

Activity 1: My Personal Capacity Building Development Plan



Time: 70 minutes

The trainer will:

1. Divide participants into **6 groups** (4–5 members each).
2. Provide each group with:
Handout 7: MY SLs/ASDEOs/ADEOs ROAD MAP
3. Instruct each group to complete the template using their collective insights from the 2-day workshop.
4. Allocate 20 minutes for this task.
5. Encourage them to discuss and fill in the template:
6. Remind them to ensure actions are realistic, measurable, and time-bound.
7. Circulate to support and clarify as needed.
8. Pair each group with another group.
9. Instruct each group to **review** the other's action plan using these prompts:
 - a) Is the goal clear and actionable?
 - b) Are the actions realistic and measurable?
 - c) Is the timeline achievable?
 - d) Are success indicators aligned with goals?
10. Allow 7 minutes per review, then groups give constructive feedback.
11. Extend guidance, after feedback, to each pair of groups to collaborate to merge their ideas into one joint action plan.
12. Distribute **Handout 8: Personal Capacity Building Development Plan** and instruct participants to corroborate the information on the provided table with the one they created and make adjustments where necessary.
13. Ask them to:
 - a) Agree on shared priorities.
 - b) Identify 3–4 key actions.
 - c) Write the final joint plan neatly on chart paper for presentation.
 - d) Choose a presenter.
14. Invite each presenter from the merged groups to **briefly present (5 min)** their joint action plan to the whole group.
15. After presentations, display all plans on a wall under the title: **“Our Roadmap for Coaching Leadership”**.

Activity 2: Post-Assessment



Time: 15 minutes

The trainer will:

1. Share the Google Form link with the participants for pre-assessment.
2. Inform them that this is an essential requirement for the training.
3. Allocate 15 minutes to complete and submit the form. (The Google link/QR code of the pre-assessment form will be shared in the session.)

Activity 3: Six Steps to Success: Reviewing Our Coaching Journey



Time: 35 minutes

The trainer will:

1. Explain the purpose of the activity, highlighting that it is designed to review, connect, and reflect on learning from all six sessions in an engaging and participatory way.
2. Prepare six learning stations around the room and label them clearly as:
 - Session 1: Coaching Mindset
 - Session 2: Role Clarity & TORs
 - Session 3: Trust & Relationship Building
 - Session 4: MG-COT Observation Practice
 - Session 5: Feedback & Support Conversations
 - Session 6: Action Planning & Implementation
3. Place a large chart paper at each station with the same four reflection prompts written clearly:
 - Key Learning: What was the most useful takeaway?
 - Application: How will I apply this in my role?
 - Challenge: What may stop me from applying it?
 - Support Needed: What support would help me succeed?
4. Provide markers and sticky notes at every station so participants can write freely and creatively.
5. Divide participants into six mixed groups, ensuring the groups are different from those formed in Activity 1.
6. Assign each group to one starting station and ask them to stand near their assigned chart.
7. Give clear instructions that groups will have 2–3 minutes per station to read the prompts and write their ideas, reflections, or examples on the chart paper or sticky notes.
8. Use a timer or signal to manage time and maintain energy.
9. Signal groups to rotate clockwise to the next station after the allotted time.
10. Continue rotations until every group has visited and contributed to all six stations.
11. Invite participants to move freely around the room once rotations are complete.
12. Encourage participants to read others' responses and place a star or sticker next to the ideas they find most useful, practical, or inspiring.
13. Facilitate a whole-group reflection discussion by asking questions such as:
 - “Which ideas received the most stars, and why?”
 - “What common patterns or themes do we see across the sessions?”
 - “How will these shared learnings influence our work as SLs, ASDEOs, and ADEOs?”
14. Conclude with a reflection circle, asking each participant to share *one word* that describes how they feel about applying their learning after this workshop.
15. Thank all participants for their active engagement and remind them to take a photo of their final action plan as a personal commitment for follow-up and implementation.

This activity closes the workshop by reinforcing learning, encouraging peer reflection, and strengthening commitment to action.

My SLs/ASDEOs/ADEOs Roadmap

Goal: Build leadership systems that make coaching continuous and scalable.

Core ideas: schedule planned visits; risk-based prioritization; reporting for action; peer learning structures

Goal Areas	Guiding Questions	Actions	Timeline	Success Indicators	Notes
Leadership & Coaching Continuity	How can I strengthen my leadership skills to ensure coaching is continuous and sustainable?	•			
Planned Visits & Support	What strategies can I use to plan and structure my visits so they are purposeful and consistent?	•			
Risk-Based Prioritization	How can I identify and prioritize schools/teachers that need urgent support?	•			
Reporting for Action	What tools/methods can ensure my reports are actionable and lead to improvements?	•			
Peer Learning Structures	How can I facilitate peer learning among teachers for continuous improvement?	•			

Personal Capacity Building: Sample Development Plan

Goal Areas	Guiding Questions	Actions	Timeline	Success Indicators	Notes
Leadership & Coaching Continuity	How can I strengthen my leadership skills to ensure coaching is continuous and sustainable?	• Attend leadership workshops • Create 6-month roadmap • Pair with senior colleagues	Short-term (3m) Long-term (12m)	Sustained teacher engagement, visible use of coaching strategies	
Planned Visits & Support	What strategies can I use to plan and structure my visits so they are purposeful and consistent?	• Develop a monthly visit schedule • Use visit checklists • Follow up with action plans	Ongoing; review quarterly	Consistent visits, clearer teacher support, and improved classroom observations	
Risk-Based Prioritization	How can I identify and prioritize schools/teachers that need urgent support?	• Review data quarterly • Develop a risk ranking system • Focus on high-need schools	Biannual review	Targeted support improves performance in prioritized schools	
Reporting for Action	What tools/methods can ensure my reports are actionable and lead to improvements?	• Use templates • Highlight next steps • Share reports with leadership	Within 1 week of the visit	Reports include follow-up actions; teachers act on them	
Peer Learning Structures	How can I facilitate peer learning among teachers for continuous improvement?	• Organize monthly circles • Train peer observation • Share success stories	Start in 2 months; continue monthly	Active participation, peer-led innovations documented	



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