Professional development facilitation principles and guide

- A blended face-to-face* 1-hour workshop over three separate sessions, with at least 1 week between two PD sessions is suggested. *convert to fully online synchronous workshop if needed.*
- This workshop will include an online discussion conducted on CoVAAPD using an approximately 30-minute video of a lesson.
- Discussions should be centred around 3 Singapore Teaching Practice (STP) teacher areas.
- More details below in Table 1.

Table 1. *CoVAAPD facilitation principles with fully online and blended considerations*

Topics	Facilitation Principles
Session 1: Introduction	
- Understanding of Community of Practice - The power of reflection - Using CoVAAPD	- Sharing of PD rationale to get participants' buy-in - Participants get familiarised with the platform (Address operational aspects about CoVAAPD functions e.g., how to use). - Explain collective norms (e.g., Participants are interested to know whether others can see their responses etc. and how it can be used collectively.) - Establish acceptable online discourse etiquette to ensure the provision of a safe environment *For fully online sessions:* - Cater more support in terms of technical preparation.
Session 2: Formative Feedback and Deepening Reflection	
- Formative feedback through the CoVAAPD dashboard - Reflect on collaboration as a community - Reflect on collaboration as an individual - Reflection and its impact on practice 4 levels of reflection - Reflect on collaboration as a community	- Use frameworks of reflections as a tool e.g., Larivee's (2008) 4 levels of reflection - As a group, have you collectively reached the level of quality you are satisfied with? - Employ reflective questions: deeper questions to get teachers to think at a more meta level, e.g. Does it matter? - Analysing replies on CoVAAPD that were 'Suggestions for improvement' - Whether you have tried this strategy or not, what made you do/not do it? What assumptions did you make? (Surface Reflection) - Which teaching framework would this teaching strategy be most closely related to? In terms of STP, which Teaching Area could this be in? (Pedagogical Reflection) - What makes you say what you said? (Critical Reflection) - To sustain and motivate the discussion:

- affirm, even when asking/answering clarification questions
- Connect; make connections to what was previously explained / what they already know (e.g., about the levels of reflection).

- Explain how one would use the dashboard personally rather than telling participants what they should do; ask probing questions to get participants to think about how to interpret and use the dashboard. This needs to be stated explicitly so that the value of the dashboard is clear to the participants.

For fully online sessions:

- Session can be slightly shorter and focus more on explaining the content.
- Make use of the dashboard (Learning Profile) more: Now that we have some numerical data about our interactions, is there anything that can help us evaluate the quality of interactions?
  - Why was this suggestion made?
  - Has it been tried before?
  - What else can we ask the students observed in the video lesson to do?
- Task for the following week: Develop the discussion
  - What would you have said if face-to-face?

Session 3: Formative Feedback

- Formative feedback through the CoVAAPD dashboard
  - Reflect on collaboration as a community
  - Reflect on collaboration as an individual
- Reflection and its impact on practice
  - Flow of discussion
  - Focus of discussion
  - Replies

- Use what was picked up from the video to facilitate the discussion, to get buy-in for the PD.
- Use guiding questions that foreground or set the scene.
  - Try to bring out a certain point through a series of questions to get participants to respond. e.g., 'What other ways of showing empowerment?'
  - Ask reflective questions: Highlight important things for participants to reflect about, without them having to answer (e.g., to keep it in mind and think about it). Make statements about pedagogy (We know ABC is needed), then ask a follow-up question (How can we make ABC happen?)

For fully online sessions:

- Longer periods with Coach talking without pausing for participants' input, to cover the content.
- Duration is shorter