

SAGE

PROFESSIONAL
DEVELOPMENT
PROGRAMMES
2019-20



PREFACE

We at Sage have consistently believed in the vision of building a society of lifelong learners by seeding classrooms of the future. For over 10 years now, Sage has developed a repertoire of technical expertise, rich communication skills and partnered with unparalleled brands and organizations with a singular focus - to understand, analyze and fundamentally improve students' understanding as well as their overall development.

Although, much like a tree without its foliage - education is essentially incomplete without an educator. Educators, mentors, teachers, tutors - we know them by many names but we often gloss over how their tireless, undying engagement moulds and shapes students. To define a teacher's scope of work is futile - a teacher's duties & functionalities, are vivid & eclectic and for someone who guides our succeeding generations - multi-directional and deep-rooted guidance, in turn, is fundamental.

Sage now turns a new leaf - to help shape the educators who continue to shape our future.

Introducing training programs for teachers to imbibe strategies and methodologies in accordance with KHDA norms. From leadership programs to pedagogy training - this initiative aims to revolutionize the passage and quality of education at its core.

SAGE INSTRUCTOR



Priya Shivkumar -

Priya has always placed incredible focus on ensuring that students could bridge the gap between classroom learning and its potential real-world applications. As a teaching and learning coach, she was responsible for training 120 teachers - imparting knowledge to increase student-teacher interaction and enhance the concepts of fun-learning.

A significant contribution to all the schools she's worked at was to introduce STEAM (Science Technology Engineering Art Math) activities that promote active learning and enhanced interdisciplinary connections.

An avid gardener who has quite a green thumb, she's also a wizard with the camera and documents her discovery of the world in words and clicks!

Uma Oza -

Having completed Teaching for Understanding and Coaching for Understanding courses from Harvard University, Uma Oza an international certificate in TCI (Theme Centered Interaction) from Ruth Cohen International, Berlin and is also trained in Nonviolent Communication and The 7 Habits of Highly Effective People.

With over 30 years of experience teaching and leading 'Process work' and Pedagogy, leadership and soft skills workshops in educational institutes in India and in the Middle East - she has a deep commitment in bringing alive the principles of Nonviolent Communication in schools while supplementing her mission to make a change in the way learning is perceived and experienced by children and adults.

Having designed over 24 individualized workshops, and having collaborated with over 30 schools - she brings unparalleled experience and knowledge to inquisitive minds globally.



WORKSHOP: The 6 Thinking Hats – Perspective Thinking

INTRODUCTION

When children are young, they are often 'told' what to do, rarely being allowed to think for themselves. The influential thought in an adult's mind being 'They are too young. We are just helping them.' Consequently, we create adults who are dependent on external intervention all throughout their life, for every decision they make. These same children - when entering adult life - are expected to be great thinkers and decision makers in every walk of life, may it be at work, within their family or in their personal life. Many adults feel overwhelmed by this sudden expectation of independence without being given the opportunity to do so in their childhood.

This workshop focuses on how teachers can develop divergent thinking skills in students.

WHO IS IT FOR

This workshop is specifically for teachers and Instructional leaders.

COURSE DETAILS

Research shows that thinking and decision making is an art, a science and a life skill that can be developed right from childhood.

The '**Six Thinking Hats**' is a unique, well established tool that allows children to think from multiple perspectives - so that when one is faced with a challenging situation/scenario in life, one is able to look at it from various angles or points of view - in order to be able to arrive at a decision that works in their best interest.

A child is trained to analyze a situation, take cognizance of the facts that revolve around it, look at it from the positive side, play caution and foresee the challenges it may entail, be aware of the emotion one experiences in its context and at the same time be aware of one's own thoughts in terms of whether one is thinking in the appropriate direction.

In order to encourage students to think from multiple perspectives in the classroom, teachers can be equipped with the art of questioning - using 'The Six Thinking Hats' technique. In this workshop, teachers are provided with the skills to expose students to stories wherein the characters are faced with multiple situations and scenarios. They are then encouraged to formulate questions based on these stories using the technique that would encourage children to think about these simulated situations so that they can apply these skills to real life situations that they are faced with.

A well known technique often used in the corporate world, teachers can easily translate this technique into the classroom environment for teaching any kind of subject matter - right from the pre-school years to the higher secondary ages.

COURSE BENEFITS

Teachers will learn how to use 6 thinking hats as a tool in the classroom environment, while learning how to encourage foresight and multi-perspective thinking in young, influential minds.



WORKSHOP: The Art and Science of Question Making

INTRODUCTION

The thinker Plutarch has correctly said, 'The mind is not a vessel to be filled, but a fire to be ignited.' This module aims at developing educators with the knowledge, skills and attitude that would prepare them to ignite a 'fire' in the minds of their students using the Art of Questioning.

WHO IS IT FOR

This workshop is specifically for teachers and Instructional leaders.

COURSE DETAILS

When teachers entered their classrooms in the past, most of them were prepared with what they were going to 'teach' their students in terms of the knowledge they would impart. But as times have changed, educators now place focus on redefining their role to 'facilitate learning', wherein, they not only provide children with information, but also encourage them to think independently so that students can construct their own learning based on the knowledge shared by the teacher.

Research has shown that there is a direct correlation between questioning and thinking. But how often do we, as teachers, plan our lessons to include questions outlined in our lesson plan that would encourage our children to think?

Besides, even if we do ask questions, what kinds of questions do we ask? How many of these questions promote 'higher-order thinking'? In this workshop teachers will learn how to build MCQ's, pitfalls to watch out for, the advantages and disadvantages of numerous question types.

COURSE BENEFITS

Teachers will learn how to develop critical thinking and systemic thinking skills in students by leveraging the Art of Questioning - sprouting young, inquisitive minds that seek independent thought.



WORKSHOP:
**The Compassionate Classroom-
 Relationship Based Teaching and
 Learning as introduced by
 Sura Hart and
 Victoria Kindle Hodson**

INTRODUCTION

The Compassionate Classroom is based on the principles and practices of Non-violent Communication, as first introduced by Marshall Rosenberg. It explores how students and teachers can succeed with mutual understanding.

Every educator is familiar with a student's anguish, pain and distress when faced with conflict. Conflict in the classroom is inevitable. Whether it's between one child and another or between children and adults, it emerges unexpectedly and in unpredictable places. We can't prevent it, however hard we try.

What we can do is learn how to deal with it in ways that teach children about trust, care, co-operation and respect. We don't have to act as detectives to find out what went wrong, and then be judge and jury, deciding how to punish the 'culprit'.

Instead, we can take a 'restorative' approach.

This will help children to heal their rifts and repair the damage - leaving us feeling relaxed and compassionate towards our children.

WHO IS IT FOR

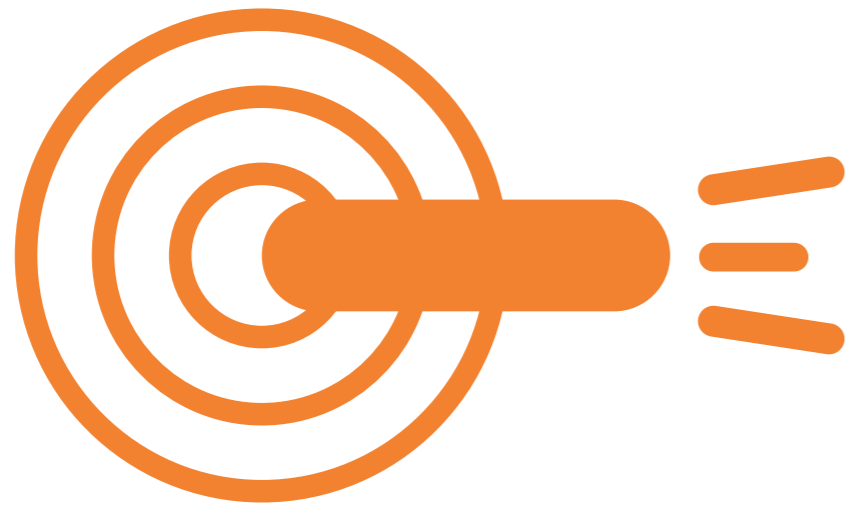
For all educators, who are familiar with student's anguish, pain and distress when they experience conflict. Conflict in the classroom is inevitable. Whether it's between one child and another or between children and adults, it will emerge unexpectedly and in unpredictable places. We can't prevent it, however hard we try. What we can do is learn how to deal with it in ways that teach children about trust, care, co-operation and respect. We don't have to act as detectives to find out what went wrong, and then be judge and jury deciding how to punish the 'culprit'. Instead, we can take a 'restorative' approach. This will help children to heal their rifts and repair the damage - leaving us feeling relaxed and compassionate towards our children.

COURSE DETAILS

In this workshop participants will understand why children resist their best teaching efforts, bully one another and don't want to do their school work. They will uncover the truth behind this familiar behaviour and learn the tools and skills needed to make learning and compassion thrive in their classrooms. They will learn how to motivate children without direct motivation and reward. Develop the skills to get children to do what they want them to. Recognize defiance, bullying and underachievement as symptoms of a deeper cause. They will do this by exploring the 4 kinds of relationships in their classroom. The methodology will be interactive exercises, paired and small group work, role-play, games, reflective processes including guided visualisations.

COURSE BENEFITS

- Listen with care to yourself, your colleagues, your children and their parents.
- Create life-serving classroom agreements with your children.
- Recognize defiance, bullying and underachievement as symptoms of a deeper cause.
- Be able to understand and intervene in children's disputes calmly and effectively, holding on to the values that you hold dearly.
- Resolve conflicts without resorting to blame and punishment - and teach children to do the same for themselves.
- Practice a way to communicate that eliminates fear and fosters trust
- Unlock your students' natural desire to learn
- Deep listening
- Explore how to sow the seeds of compassion and trust and create 'The Compassionate Classrooms'.



WORKSHOP: Reading Comprehension Strategies

INTRODUCTION

Reading is an important skill, especially today where students have to read English material for their specialist subjects - where English is treated as a major medium for information. Although the basic concept of reading is the same, interpreting the printed symbols, the actual skills of reading, interpreting the code - vary from subject to subject.

Thus reading is content specific. For example, reading mathematics and science requires special reading skills - skills that students may not have used in other content areas. In addition to comprehend text passages, students must be able to decode and comprehend scores of scientific and mathematical signs, symbols and graphics. Students also need to read and interpret information presented in unfamiliar ways - not only left to right but also right to left (number lines), top to bottom (tables), and even diagonally (graphs).

Given these challenges, how can teachers help students become more successful at reading and learning from these texts? The workshop addresses this question.

WHO IS IT FOR

This workshop is specifically for English language teachers.

COURSE DETAILS

In classrooms, the traditional way of organizing materials in a unit is generally to begin with a piece of specially written material, which is then 'read' by the student. Often students are not being taught how to read or how to develop reading abilities per se, but rather a written text is being used as a vehicle for the introduction of new vocabulary and/or structures.

This form of reading, where structures are repeated several times and no real interaction takes place between the text and the reader, grow increasingly unnatural. This module will introduce new approaches to reading - which sees the text as a process, which encourages a close interaction between the reader and the text. Teachers will learn specific skills and strategies to enhance reading fluency in children.

COURSE BENEFITS

Teachers will learn how to develop the skills of

- Skimming
- Scanning
- Intensive reading
- Extensive reading
- Summarising
- Visualizing
- Vocabulary building



WORKSHOP: New Age School Leadership

INTRODUCTION

This workshop explores the numerous qualities of transpersonal Leadership, which distinguish an outstanding leader from an average one. It was built to recognise the need for a leadership style which moves away from the traditional authoritarian, hierarchical, to one which is more dynamic and focuses on building and leading effective, unified teams.

The workshop focuses on enabling participants to move from a Transactional to a Transformational style of Leadership. It aims to put in place for the participants, a scaffolding for further development towards becoming authentic educational leaders, creating professional learning communities.

WHO IS IT FOR

This workshop is designed for heads of schools, administrators, coordinators, teachers and other adults who work in a school setting and would like to lead themselves effectively.

COURSE DETAILS

While leadership is easy to proclaim, it is not so easy to practice. Leadership skills are based on leadership behaviour. This workshop moves from leadership awareness to leadership behavior and how to cultivate it, personally and in others, so that all stakeholders play their role in aligning with the school's mission and realizing its vision. It also explores how leadership behavior is instrumental in developing one's leadership style and skills. The format is interactive, involving simulations, case studies, group and individual activities.

COURSE BENEFITS

Participants will have an enhanced awareness of

- Their leadership style
- Strengths and grey areas
- How to co-create solutions
- How to enhance team effectiveness and cohesiveness



WORKSHOP: Building Professional Learning Communities

INTRODUCTION

We believe that the learning community paradigm is central to the development of an improved pedagogy; and that improved teaching, learning and educational outcomes for students can be achieved when teachers come together to collaboratively search for, and resolve the problems of practice in their schools.

While the traditional bureaucratic practices in schools has been for those in leadership positions to make decisions and to manage teacher behavior, a shift in the view of leadership is occurring that stresses “developing a vision that involves followers, inspires them, and motivates their efforts.”

It is the shared vision of a better school that has the power to transform the relationships between the teachers and the principal. The workshop is about how to build such communities and explores the issue of shared leadership in a learning community.

WHO IS IT FOR

All Teachers and School Heads

COURSE DETAILS

A participative, stimulating, exploratory and non-judgmental environment is created with extensive use of discussions, role plays, film clips, simulations and games.

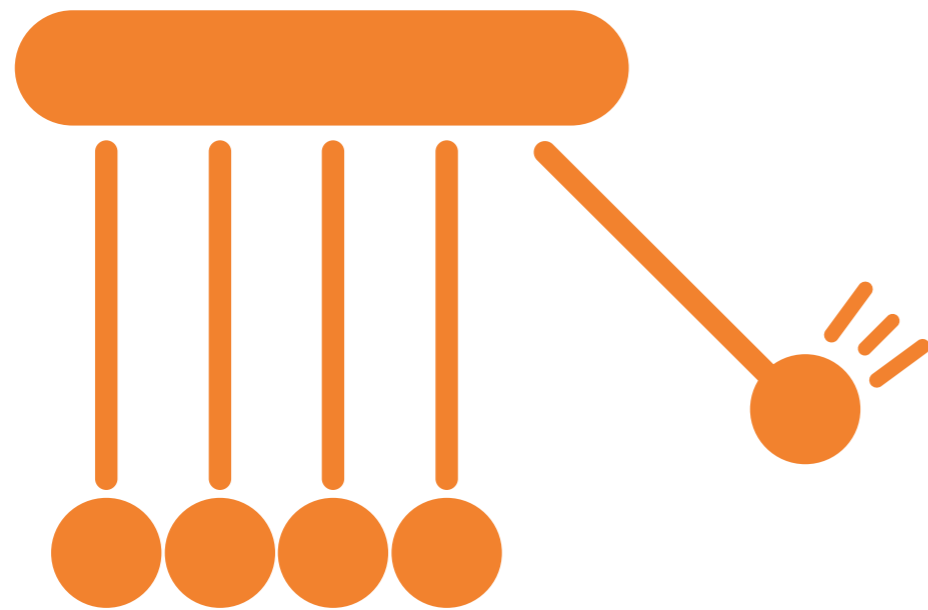
COURSE BENEFITS

Create a collaborative spirit, greater trust among colleagues and an openness to sharing new ideas and resources—all in the name of better learning.

Learn to inculcate elements of effective professional communities across five domains:
professional culture

- leadership
- focus on students
- focus on professional learning; and
- performance and development.

Learn how to set SMART goals, and the proliferation of an environment where change isn't a war to implement and results for students are easier to achieve.



WORKSHOP: Reflective Practices in Teaching and Learning

INTRODUCTION

Self reflection is the root of effective teaching practices. Based on the premise that teachers can be trained to think critically upon their own teaching in the classroom, through the tools of observation, reflection and research so that they can identify their own strengths as teachers, build upon them, as well as identify some areas of improvement to focus upon in order to enhance their own teaching practices.

During this workshop, teachers are given an opportunity to observe classroom teaching in action and analyze the efficacy of the class based on various quality parameters. An opportunity to take a mock class through the medium of microteaching with their peers which culminates in a self reflection exercise, would help them analyze their current skill level, strengths and areas of focus in terms of improvement. This module is highly recommended after a teacher has been exposed to multiple tools and resources in qualitative teaching.

WHO IS IT FOR

All educational professionals

COURSE DETAILS

Interactive, group and individual work to foster observation of self, reparative practices, and skill enhancement.

COURSE BENEFITS

The process of reflective teaching supports the development and maintenance of professional expertise. Without reflection, teachers are not able to look objectively at their actions or take into account the emotions, experience, or consequences of actions to improve their practice. By reflecting, you create an environment which centres on the learner. This environment will support students and teachers all around you to become innovative, confident, engaged and responsible.

This workshop suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.



WORKSHOP: Inclusive Classroom- Creating Inclusive Learning Spaces

INTRODUCTION

The goal of an inclusive, learning-friendly classroom is active students. Students who actively and enjoyably participate in classroom learning and have fewer disciplinary problems. This workshop will help teachers create inclusive classrooms - classrooms which welcome, nurture and educate all children regardless of their physical, intellectual, social, emotional, linguistic capabilities or other characteristics.

They may be gifted children or children with physical/learning disabilities. It will focus on how we - as teachers - can build positive relationships with each child so that they actively learn from us. It will help teachers understand why children behave as they do, so that we can try to prevent misbehavior before it happens and use a variety of ways to guide their behavior in a positive manner.

Classrooms can then become inclusive, welcoming, and enjoyable places for all children to learn, and ones in which misbehavior are rare.

WHO IS IT FOR

All teachers

COURSE DETAILS

The methodology will be interactive exercises, paired and small group work, reflective processes, stories shared from my own teaching experiences.

COURSE BENEFITS

Inclusive environments are contemporary ideas that have gained momentum - from large scale conglomerates, to small scale business fronts - everyone has accepted the merits of inclusive spaces to foster empathy and acceptance, while maximising efficiency and productivity.

Teachers and students experience 5 distinct benefits from this workshop:

- Differentiated Instruction - all students learn differently
- Supportive Teaching Strategies - teachers weave in specially designed instruction and support that can help students make progress
- Reduced Stigma - diverse learners, diverse experiences - accepting, nurturing spaces
- Effective use of Resources
- High Expectations foster Healthy Competition