



# MAKING TEACHING VISIBLE: CHECKLIST

MOVING FROM 'WELL-INTENTIONED' TO 'WELL-RESPECTED'  
TEACHING PROFESSIONALS

"Hi, I'm excited that you are planning to try out the 'Making Teaching Visible' process for yourself! I hope you found value in and have enjoyed going through the pack and the resources so far.

I invite you to use this quick at a glance checklist as a reference to ensure that you do not miss out on any of the key ingredients! It's really very simple to execute, and here are some things that I keep in mind during the process. **Please feel free to innovate, translate and implement the way you want. And, I would love to know how you have done it. Do Share your experience".**

- Ranjhani Iyer

## BEFORE

- ☐ Decide which part of your practice you want to showcase, which could be either:
  - o An **educational theory** that forms the **foundation** of your teaching practice with students of a particular age; or
  - o Some **research** that is important to share / discuss with the parents, based on sensing the pulse of what is happening with the students.
- ☐ Do a thorough research on the theory and how the practice is being taken up by other practitioners over the world. Always **align** your version of the practice with the **needs and interests** of your students.
- ☐ Send an **invitation email** to the parents informing them of the date and time of the MTV.
- ☐ In this email, include a **link / attachment** which contains some easy background information about the topic of the MTV, so that it is not entirely new information for the parents when they come for the MTV session.
- ☐ In **collaboration** with colleagues, prepare for the MTV, keeping in mind:
  - o How you might share the information with the parents without making it too **complex** or jargon-heavy for them.
  - o **Connect** the theory with **classroom practice** using pictures and examples of opportunities that students are exposed to.
- ☐ Do a **dryrun** to practice and receive feedback and questions from school leaders or other teachers.



## **DURING**

- ❑ Start with a brief **activity / ice-breaker** that is connected to the theory being showcased.
- ❑ Try to make sure that the session is as **interactive** as possible throughout, to ensure that the experience feels more like a workshop than a presentation.
- ❑ Encourage parents to ask **questions** during the session.
- ❑ **Involve** students (the whole class should be present) when connecting the **theory to classroom practice** and get them to give examples of where they see it happening.

## **AFTER**

- ❑ Send an email to the parents **thanking** them for attending, sharing the **presentation** that is used, and some links for **further reading**.
- ❑ Close the loop with the students, inviting them to share what they learnt from the experience.

## **SOME IMPORTANT TIPS**

- ❑ While preparing, use the **collective wisdom** of colleagues by discussing the topic and your ideas with them and getting their insights.
- ❑ Do a dry run specifically with people who are **not familiar** with the teaching practice – they will give useful **feedback / inputs** about whether the material can be understood by the audience (parents).