

## Video resources summary

Key resource	Class	Description
Planning lessons	Lower Primary Language and Literacy	A teacher prepares questions and pictures before a storytelling session to help all his young students understand the story.
	Upper Primary English	A teacher's planning includes creating resources to help her students practise using English letters and words.
	Secondary Science	A teacher explains how she planned a demonstration to show her students different states of matter.
Involving all	Lower Primary Language and Literacy	A teacher welcomes her young students in their home languages.
	Lower Primary Maths	A teacher skilfully involves all his students in purposeful activity in a multigrade, multilingual context.
	Upper Primary Language and Literacy	Students are helped to translate folk songs from their home language into the school language.
	Secondary English	A teacher uses pair work to give all her students an opportunity to participate in the lesson.
	Secondary Science	A teacher organises her large class to ensure that all her students are involved in the lesson.
Talk for learning	Lower Primary English	A teacher uses games to encourage student talk in the classroom.
	Lower Primary Language and Literacy	A teacher chooses the topic of the lesson carefully to ensure that all her students can participate in the activity.
	Lower Primary Maths	A teacher organises her students into pairs to encourage them to create and solve problems together.
	Secondary English	A teacher uses discussion-based activities to prepare her students for a writing task.
	Secondary Maths	A teacher gives his students opportunities to explore their ideas, develop their reasoning and learn from one another.
	Secondary Science	A teacher has organised her students into groups of similar attainment levels to encourage productive classroom talk.
Using pair work	Lower Primary English	A teacher asks her students to work in pairs to familiarise themselves with new language.
	Lower Primary Maths	A teacher organises her students to work in pairs to create number problems.
	Upper Primary Language and Literacy	A teacher uses pair talk to prepare her students for an individual writing task.

	Secondary English	Students take on different roles in a pair work activity.
	Secondary Science	A teacher uses pair talk to help his students develop their ideas on a scientific concept.
Using questioning to promote thinking	Upper Primary Science	A teacher talks about how he develops his and his students' skills in asking and answering questions in class.
	Secondary Maths	A teacher uses a range of questioning techniques in his geometry class.
Monitoring and giving feedback	Lower Primary Language and Literacy	A teacher demonstrates the use of effective feedback techniques in a multigrade, multilingual context.
	Upper Primary English	Parents are invited into a primary school to review their children's learning. The teachers use this opportunity to talk to parents about how they can monitor their children's learning at home.
	Upper Primary Language and Literacy	A teacher uses monitoring and feedback techniques throughout the lesson to guide her students' learning.
	Secondary Maths	A teacher listens carefully to his students as they work in small groups and then gives them feedback to guide their learning.
Using groupwork	Lower Primary Science	A teacher manages group-based activities in a multigrade, multilingual context.
	Upper Primary Language and Literacy	A teacher uses groupwork in a discussion-based activity.
	Upper Primary Science	A teacher has arranged her students into four groups in which members decide who will take responsibility for different aspects of the activity.
	Secondary Maths	A teacher prepares his students for a group-based discussion.
Assessing progress and performance	Lower Primary English	A teacher employs several forms of assessment in a multigrade, multilingual context.
	Upper Primary Maths	A teacher shows how he plans a lesson during which he assesses his students' progress to inform future lesson planning.
	Secondary English	A teacher tries out different types of informal assessment with his large class.
	Secondary Maths	A teacher employs a simple form of assessment with his students and uses his findings to amend his teaching plans.
	Secondary Science	A teacher has used his knowledge of his students' prior learning to organise them into groups.
Using local resources	Lower Primary Language and Literacy	A teacher has taken her students outside to make the activity more engaging and meaningful for them.
	Lower Primary Science	A teacher integrates hands-on experience for her students in her lesson.
	Upper Primary English	A teacher uses natural resources creatively to enhance her English lesson.
	Upper Primary Maths	A teacher uses resources imaginatively to supplement the textbook.
	Upper Primary Science	A teacher uses the school environment to enhance her students' learning.

	Secondary English	A teacher employs local and handmade resources to encourage student participation in his lesson.
Storytelling, songs, role play and drama	Lower Primary English	A teacher uses a familiar story in an interactive session to help his young students learn new English words.
	Lower Primary Language and Literacy	A teacher retells her students a familiar story using props.
	Lower Primary Maths	A teacher explores how to use a story to engage her students in number work.
	Lower Primary Science	A teacher uses storytelling imaginatively to engage her students with scientific ideas.
	Upper Primary English	A teacher shows the benefits of preparing and practising storytelling in advance of the lesson.
	Secondary Maths	A teacher asks his students to perform role plays that show how the maths they have learnt relates to their everyday lives.

## School Leadership

Title	Description
Establishing school-community partnerships	A school leader talks about the changes he has implemented to improve student attendance. He outlines how he identified the issues involved and how he took steps to address them, including establishing good relations with parents.
Knowing your school	A school leader walks around her school. She observes and makes notes on classroom teaching and learning in order to praise effective practice and attend to any shortfalls. The teachers and students do not react to her visits as they are used to them.
Understanding students' backgrounds	A school leader in a rural school talks about the importance of establishing an understanding of each student's background and recognising the impact this may have on their learning and attendance. Although she cannot change the demands on her students to help with harvesting, she can work with them and their parents to minimise the impact of these responsibilities on their learning. In this way, she has managed to improve school attendance.
Reading and writing	A school leader describes a specific problem in her school, namely inconsistency in the teaching of reading and writing, and how she led a whole school initiative to address this problem. Having involved teachers in identifying the relevant issues, she then took action in a coordinated manner.
Involving parents	A school leader talks about the challenge of involving parents in their children's education. She explains that, once a dialogue is established, it becomes easier to resolve factors which adversely affect a student's learning.
Inclusion	A school leader describes the ways in which a student with a physical disability is successfully supported to participate fully in the school's activities.
The learning environment	A school leader actively monitors the learning environment in her school to improve standards. She observes lessons and talks to her staff and students, while at the same time noticing issues relating to punctuality and school cleanliness.
Leading teachers	Listen to what a school leader says about leading teachers and notice where she focuses her efforts. Notice too how the students' experience is an important driver of her priorities.
Leading teaching and learning	A school leader talks about how she enables the teachers in her school to use participatory approaches with their students. As a leader, she takes care to model these approaches herself.