

GEMS CONTINUOUS PROFESSIONAL DEVELOPMENT



ONE STEP AT A TIME

The GEMS PC approach follows a drip-feed model, introducing educators to small, manageable content, reinforced through modelling, reflection, rehearsal, and real-world application.

TOGETHER, WE ARE STRONGER

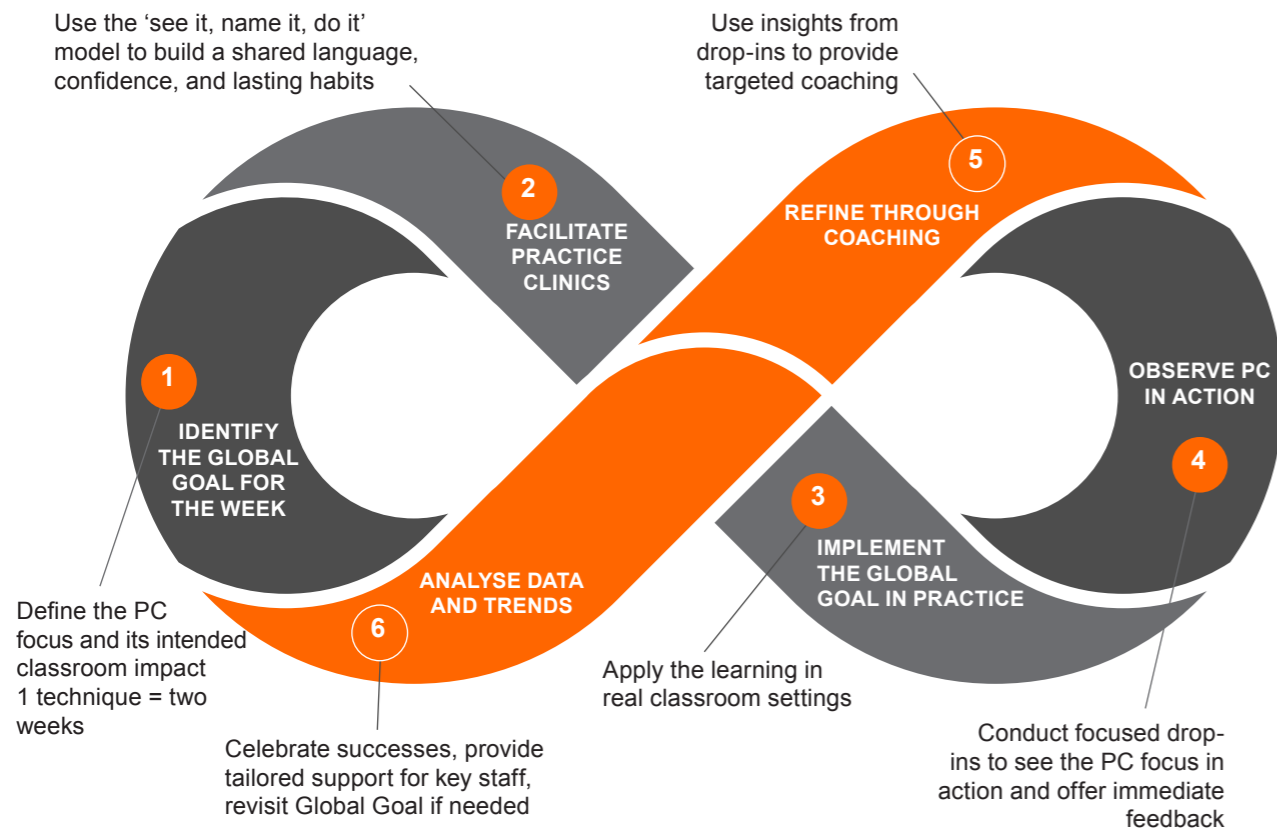
At the heart of the GEMS PC approach is social support, built on coaching relationships, rehearsal opportunities, a drop-in culture, and ongoing professional dialogue.

GEMS SPOTLIGHT

GEMS spotlights great teaching by celebrating educators through school-wide shoutouts and capturing exemplary classroom practices to inspire others and drive continuous professional growth.

REAL TEACHING, REAL LEARNING, REAL GROWTH

GEMS gives educators a genuine glimpse into another teacher's classroom; not staged, not scripted, but real-life teaching and learning in action, transforming PC into an active, reflective learning experience.



PRACTICE CLINICS: A practice clinic is a brief, structured, low-stakes training session where educators observe, rehearse, and refine specific techniques before applying them in their practice.

SEE IT

Observe effective teaching in action (live or through video)
Focus on specific techniques or micro-steps from the TLAG Playbook

NAME IT

Reflect on key moments and codify them (break it down)
Build a shared language around what great teaching looks, sounds and feels like

DO IT

Rehearse the technique or step immediately in a low-stakes setting
Offer and receive precise feedback using micro-steps from the TLAG Playbook or granular steps from Steplab

PRACTICE CLINIC CHECKLIST

- Schedule practice clinics during school-wide CPD
- Identify the technique for the Global Goal for the Week
- Specify the micro-steps or granular steps to be focused on
- Select the video or live model to share (See it)
- Identify key moments to pause and reflect (Name it) and plan reflection questions
- Align with Teach Like a GEM Playbook (language, specific steps, tips)
- Highlight key terms and gestures to build a shared language
- Plan a short, focused rehearsal task (Do it)
- Specify grouping (pairs, triads, or small groups)
- Embed a visible timer for structured practice time
- State how much time each participant has to rehearse
- Specify the rehearsal task clearly and concisely: 'Your action step today is [insert technique name, e.g., *Teacher Radar*], you will execute this by [list action steps, e.g., 1. *scanning intentionally*, 2. *giving quick feedback and support*, 3. *using proximity*]
- Develop prompts for colleagues to refer to when offering feedback after rehearsal, e.g., did the teacher actively scan to signal presence?

QUICKFIRE REFLECTION QUESTIONS (NAME IT)

Reflecting on a model helps teachers understand what makes it effective, recognise key steps, and codify the practice. It turns professional instinct into shared professional knowledge. In addition to the suggested general reflection questions below, questions specific to the technique or step should be considered in a practice clinic.

What specific teacher action stood out, why?

What do you notice about the teacher's tone, body language, or positioning?

What actions did the teacher take to ___ ?

What are students doing?

Which granular step(s) does this align with?

What strategies did the teacher use to [insert focus here], e.g., *circulate to gather data / address misconceptions / give precise feedback?*

What impact did this technique or step have on student learning and engagement?

REHEARSAL IS NOT ROLE PLAY

REHEARSAL: Building habit formation

What: Practicing a specific instructional step or technique exactly as it should be performed in the classroom.

Why? To build fluency, automaticity, and confidence through deliberate practice.

ROLE PLAY: Building exploration

What: Simulating a classroom scenario by taking on a role, usually of a teacher, student, or observer.

Why? To explore different responses, perspectives, or strategies in a flexible, often exploratory way.