



# Global Institute: Academy Course, Workshop, and Fellowship Catalog

*(Semester: February – June 2025)*

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## **Courses**

8-17

6-12 sessions over 6-8 weeks.

Requires application and selection process, completion of the Transforming Education Orientation, developing and delivering an Action Learning Project, and presenting in a Global Showcase (optional).

## **Fellowships**

18-20

Regular sessions over 6-12 months. May have an in-person component.

Requires application and selection process, completion of the Transforming Education Orientation, developing and delivering an Action Learning Project, and presenting in a Global Showcase (optional).

## **Workshops**

21-32

1-3 synchronous sessions, typically open to all registrations.

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For questions, write to  
[\*\*globalacademy@teachforall.org\*\*](mailto:globalacademy@teachforall.org)



## Navigators: Attributes and Values

### **Navigators are the Learners of the Academy**

- Navigators are practitioners from education spaces and beyond who are seeking to address educational inequality in their contexts
- Navigators share a common purpose to gather and share learnings to develop action plans in service of their communities
- Navigators bring their village, network, and communities to learn with, through, and from
- Navigators are in search of sustained system change
- Navigators are invested in collective leadership —and encourage leadership in others

### **Navigators Values**

*When working across borders, time zones, languages, and perspectives, we must collaborate and demonstrate the values, behaviors, and skills we deserve from each other and that young people deserve from us. As Navigators, we bring our collective strengths and knowledge to sharpen our leadership and help young people become leaders of today, not just of tomorrow.*

### **Our values**

Our Navigator values guide expectations for how we engage in the Academy and will encourage you to be your best in all interactions.

- A curiosity that informs a Sense of Possibility
- An understanding that being Locally Rooted & Globally Informed means you bring your village with you
- An understanding that high expectations for Constant Learning require support, advice, and guidance
- An orientation to Diversity & Inclusiveness that evokes kindness and action
- A belief that building Interdependence requires, connection



## Requirements and Your Commitment

### What is Required of a Navigator?

*When working across borders, time zones, languages, and perspectives, we must collaborate and demonstrate the values, behaviors, and skills we deserve from each other and that young people deserve from us. As Navigators, we bring our collective strengths and knowledge to sharpen our leadership and help young people become leaders of today, not just of tomorrow.*

#### Courses:

- 2-4 hours a week over 6-12 sessions (varies for each course)
- **Possible Weekly Breakdown**
  - 1 hour of preparation before each session
  - 1 hour working with course members clarifying, refining, sharing, and learning
  - 1-2 hours working on your action learning plan
    - Meeting with course or cohort members
    - Reading
    - Planning/refining
    - Executing your plan
    - Receiving feedback
- **Compulsory Transforming Education Orientation**
  - 3 x 2-hour synchronous sessions on Zoom and up to 2 hours of asynchronous work from February 5-7 or February 12-14, 2025
  - The material should meet you where you are in your thinking and learning, BUT
  - It will also anchor you in our ways of doing and being
- **Showcase**
  - Opportunity for Navigators to learn from and with each other
  - Prepare a presentation 5-6 mins in length that:
    - Identifies context, explains a need, describes a plan, discusses action, and clarifies your next steps



## Requirements and Your Commitment

### Workshops:

- Take stock of current skills and understandings in preparation for the workshop
- Select the workshop based on skill or knowledge gap OR what might best suit your current capacity or ability
- Commit to attending sessions and a plan of action to embed the new skill or knowledge
- Actively participate in workshop activities
- Continue to connect with facilitators and other Navigators to provide updates and consider the next course of action

### Fellowships:

- Please read carefully the commitment of your fellowship of choice, as each may differ slightly depending on your facilitator and fellowship choice
- Fellowships and courses, with their action learning component, conclude with presentations in cross-cohort groups
- If you do not get into the fellowship, course, or workshop of your choice, we offer an opportunity to speak with Academy staff to advise on future options

### Your Commitment as a Navigator

When you commit to being a Navigator there is an expectation that you will attend the required sessions. Your selection to a course, workshop, or fellowship often means that others will miss out, as spaces are limited.

- Selection for fellowships and courses is completed by respective facilitators
- Courses = 20 places
- Fellowships = varies by Fellowship
- Workshops = 30 places<sup>1</sup>

Academy opportunities encourage you to reflect on your role, challenge your thinking, and push beyond your current knowledge. These experiences will help you achieve something meaningful and feel connected to a greater purpose.

We hope each cohort brings a blend of hope, humility, and humor, fostering connections and a sense of community.

<sup>1</sup>These numbers may be subject to change



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## Open Houses: Application Guidance

*You are invited to attend an Open House session to ask your questions about the courses, workshops, and fellowships offered before you apply.*

Please choose your preferred session below and save the ics file to your calendar.

**Tuesday, November 5 - 6 a.m. - 7 a.m. GMT**

(see your timezone [here](#)) - in English. [Download the calendar ics file here.](#)

**Thursday, November 7 - 3 p.m. to 4 p.m. GMT**

(see your timezone [here](#)) - in Arabic, English, French. [Download the calendar ics file here.](#)

**Monday, November 11 - 8 p.m. to 9 p.m. GMT**

(see your timezone [here](#)) - in English, Spanish. [Download the calendar ics file here.](#)

**Thursday, November 14 - 2 a.m. - 3 a.m. GMT**

(see your timezone [here](#)) - in English. [Download the calendar ics file here.](#)

**Monday, November 25 - 8 p.m. to 9 p.m. GMT (**

see your timezone [here](#)) - in English, Spanish. [Download the calendar ics file here.](#)

**Wednesday, November 27 - 2 p.m. to 3 p.m. GMT**

(see your timezone [here](#)) - in Arabic, English, French. [Download the calendar ics file here.](#)

For questions, write to [globalacademy@teachforall.org](mailto:globalacademy@teachforall.org)

## GLOBAL ACADEMY

### Proposed Fellowships, Courses and Workshops

(February – June 2025)

#### FELLOWSHIPS

**Action Learning for Teacher Leadership Development Fellowship**

*Robbie Dean & Chaitra Murlidhar, Teach For All*

**Introduction to Coaching Fellowship**

*Smitha Ganesh & Alex Gichuru, Teach For All*

**Diversity Equity & Inclusion (DEI) Advocates Fellowship**

*Moet Brathwaite, Teach For America; Anasstassia Baichorova, Thaisa Tirado, Stephanie Wong & Irene Oggawa, Teach For All*

#### COURSES

<p><b>Exploring Transformational Classrooms in the APAC Region</b> <i>Ale Vassallo &amp; Smitha Ganesh, Teach For All</i></p>	<p><b>Preparing Students for Future Careers</b> <i>Krithika Balaji, IC3 Institute Tarek Chehidi, Teach For All</i></p>	<p><b>Theory and Practice of Learning and Unlearning</b> <i>Jude Heaton, Writer &amp; Teacher Jing Pei Goh-Asmala</i></p>	<p><b>Actions that Lead to System Change</b> <i>Mauricio Costa, Systemic Change and Adaptive Leadership Consultant</i></p>
<p><b>Hidden Curriculum: Unpacking Girls' Education</b> <i>Fariyah Fahmy, Teach For All</i></p>	<p><b>Our Happy Neighbourhood Non-Deficit Teacher Training</b> <i>Rizal Nugraha, Assila Prianggi, Dwi Anisa Faqumala, Tiara Delia Madyani &amp; Fatima Rahmah, SEAMEO CECCEP</i></p>	<p><b>Guide to Planning Lessons &amp; Units that Develop Students Holistically</b> <i>Temitope Ifegbesan, Senior Fellow at African Leadership Academy and Teach For Nigeria alumna; and Dr. Taylor Delhagen, Teach For All</i></p>	<p><b>Creating Inclusive Classrooms</b> <i>Ashwathi Muraledharan, Consultant and Teach For India alumna; Bijit Sarkar, Jaipuria Schools; and Rachel Brody, Teach For All</i></p>
<p><b>School Leadership: From Good to Great</b> <i>Melanie Smuts, ALforEducation and One World Network of Schools; Adelina Martey &amp; Vikas Plakkot, Teach For All</i></p>	<p><b>Unlocking the Secrets of System Leaders</b> <i>Radha Ruparell, Alex Beard &amp; Jared Hove, Teach For All</i></p>		

#### WORKSHOPS

<p><b>How Can We Teach STEM in Ways that Holistically Develop Students to Shape a Better Future?</b> <i>Steven Farr, Teach For All</i></p>	<p><b>Building Inclusion in Classrooms and Beyond</b> <i>Anasstassia Baichorova &amp; Chaitra Murlidhar, Teach For All</i></p>	<p><b>Teacher Coaching as Collective Leadership</b> <i>Samira Shibli, One World Network of Schools; and Morayma Jimenez, Teach For All</i></p>	<p><b>Building Strong Family, School, and Community Partnerships to Support Student Learning &amp; Development</b> <i>Emily Markovich Morris &amp; Richaa Hoysala, Brookings Institution; and Samiksha Neroorkar, Consultant</i></p>
<p><b>Flipping the Switch: Moving from Deficits to Strengths</b> <i>Radha Ruparell, Chaitra Murlidhar &amp; Jared Hove, Teach For All</i></p>	<p><b>Feeding the Future: A Climate-Smart Approach to Food Education</b> <i>Nicolas Gholam, Rural Development and Sustainable Practices Specialist</i></p>	<p><b>Developing Learners with an Entrepreneurial Mindset for Societal Transformation</b> <i>Solange Iparraguirre, Business Engineer &amp; Enseña Perú alumna; and Ana Lucía Salazar, Cultural Anthropologist, Educator, and Content Creator</i></p>	<p><b>Measuring Collective Leadership at Teach For All</b> <i>Jean Arkedis &amp; Alvin Vista, Teach For All</i></p>
<p><b>What Motivates Teachers?</b> <i>Neha Gehlot &amp; Resiana Rawinda, STiR Education</i></p>	<p><b>Safe Spaces, Strong Minds: Your Journey Towards Trauma-Sensitive Teaching</b> <i>Anna Jesseman, MedStar Georgetown Center for Wellbeing; Stephanie Wong &amp; Katy Noble, Teach For All</i></p>	<p><b>Students as Leaders Today</b> <i>Raquel, Teach For All's Student Leader Advisory Council; and Sanaya Bharucha, Teach For All</i></p>	<p><b>Teaching Foundational Literacy to Develop Students Holistically</b> <i>Aishwarya Kaple, Luminos; and Nangamso Mtsatse, Teach For All</i></p>



## COURSE

# Our Happy Neighbourhood: Non-Deficit Teacher Training

### Format

Synchronous and asynchronous learning time including 5 x 90-minute sessions on Zoom, and project work.

### Dates, time & language

Feb 25, Mar 4, 11, 18 & 25  
3 a.m. – 4.30 a.m. GMT  
(see your timezone [here](#))  
In English.

### Application

Complete your application [here](#) by November 30.

### Questions?

Contact [Assila Prianggi](#) or [Tiara Delia Madyani](#). More information on [Children's Rights](#).

This course is developed and facilitated by SEAMEO CECCEP.



This course introduces the children's rights paradigm focused on child protection and participation, based on the United Nations Convention Rights of the Child (UNCRC).

The gap between theory and practice remains pervasive. Our aim is to have a space to develop conversations with Early Childhood Care and Education (ECCE) practitioners on how to implement children's rights in a culturally sensitive manner. We believe that teachers and parents have valuable prior knowledge and experiences, and that in this course, we will re-construct our understanding of children and children's rights together.

### Is this for me?

This course is designed for ECCE teachers, parents, practitioners, researchers, students, academicians, and policymakers concerned about children's rights.

### What are my learning commitments? (full details in application link)

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Course Sessions: Attend all virtual sessions from February 25 to March 25 with 4 hours of asynchronous and 2 hours of synchronous learning each week
- Action Research Project: Design, iterate, implement, and reflect on a topic of your choice
- [Optional] Global Showcase: Share how you are contextualizing what you learned in a 5-minute presentation during a 2-hour showcase session in May 2025

### Meet your facilitators

**Rizal Nugraha** is the head of the advocacy and partnership division at SEAMEO CECCEP, Indonesia. His work focuses on how to collaborate with stakeholders and draft advocacy in ECCE and the Parenting field.

**Assila Prianggi** is a Capacity Building Officer in SEAMEO CECCEP, Indonesia. Her main focus is on developing modules on children's rights themes and facilitating training in ECCE and Parenting.

**Dwi Anisa Faqumala** is a Knowledge Management Officer at SEAMEO CECCEP, Indonesia. She manages the academic and social publications in ECCE and Parenting.

**Tiara Delia Madyani** is a Human Resource Management Officer in SEAMEO CECCEP, Indonesia. Her experience is analyzing human resources at work and providing evaluations based on organization needs.

**Fatima Rahmah** is a Research Development Officer at SEAMEO CECCEP, Indonesia. She is responsible for conducting research and development of ECCE and Parenting issues.





## COURSE

# Creating Inclusive Classrooms

### Format

6 x 90-minute sessions on Zoom.  
Asynchronous learning and small group connections between sessions, and project work.  
Faculty coaching available.

### Dates, times & languages

Feb 18 & 25  
Mar 3, 11, 18 & 25

Option A: 12.30 p.m. – 2 p.m. GMT.  
(see your timezone [here](#)).  
In English.

Option B: 10.30 p.m. – 12 a.m. GMT.  
see your timezone [here](#)). In English  
with Spanish interpretation

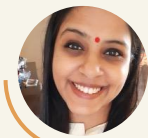
### Application

Complete your application [here](#)  
by November 30.

While not required, you are welcome to register as a team! Please ensure all team members fill out an application form, and write to [globalacademy@teachforall.org](mailto:globalacademy@teachforall.org) to share the names of your team members.

### Questions?

Contact [Rachel Brody](#), [Ashwathi Muraleedharan](#) or [Bijit Sarkar](#).



Supporting students with disabilities and learning differences is essential for creating transformational educational environments where all students have the opportunity to thrive and lead. Universal Design for Learning (UDL) is a research-based best practice for creating learning environments that both support outcomes for students with learning differences and disabilities and, ultimately, all learners. We invite you to join us to reflect on practical and contextually relevant ways to leverage this framework to build learning environments where all of us thrive!

### Is this for me?

This course is open to classroom-based teachers, teacher training, support and development professionals, and school leaders who are grappling with how to better design learning environments to enable students with learning differences and disabilities to thrive!

### What are my learning commitments?

(full details in application link)

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in Feb 2025
- Course Sessions: Attend all virtual sessions from Feb 18 to Mar 26 (9 hours of synchronous participation over 6 weeks)
- 12 hours of asynchronous learning time (independent learning, work on Action Research Project) with optional small group sessions and faculty coaching
- [Optional] Global Showcase: Share how you are contextualizing what you learned in a 5-minute presentation during a 2-hour showcase session in May 2025

### Meet your facilitators

**Ashwathi Muraleedharan**, is a Teach For India alumna currently pursuing her PhD in disability-inclusive K-12 education. She also consults for NGOs to develop evidence-based skilling programs.

**Bijit Sarkar** currently leads the digital initiatives program for teachers at Jaipuria Schools. He previously initiated choice-based training programs and trained government school educators in using technology in classrooms.

**Rachel Brody** is the Head of Global Resources and Partnerships at Teach For All. Her academic and teaching background is in special education and she's passionate about creating learning environments where we all thrive.



## COURSE

# Actions That Lead to System Change

### Format

*Synchronous and asynchronous learning time including 8 x 90-minute sessions and 2 optional group consultation sessions on Zoom, and project work.*

### Dates, time & languages

*Feb 18, 25 & 27*

*Mar 3, 11, 13, 18 & 25*

*Optional group consultation sessions: Feb 20, Mar 6*

*11:00 p.m. – 12:30 a.m. GMT (see your timezone [here](#))*

*In Spanish with English interpretation.*

### Application

*Complete your application [here](#) by November 30.*

*While not required, you are welcome to register as a team! Please ensure all team members fill out an application form, and write to [globalacademy@teachforall.org](mailto:globalacademy@teachforall.org) to share the names of your team members.*

### Questions?

Contact [Mauricio Costa](#)



This course is an invitation to resist the temptation to intervene. It is a course where we reinvent the concept of leadership from the perspective of contemplation and understanding of systems, asking ourselves, "What is my position in this system?"

We will explore concrete tools and system analysis theories based on the work of Meadows (Thinking in Systems) and Heifetz (Adaptive Leadership). By the end of the course, participants will have developed a strong conviction to avoid interventions without prior diagnosis, and gained a deep understanding of how to collaboratively generate interventions that mobilize the system.

### Is this for me?

This course is for people who have identified a specific challenge in their system and want to generate change through collective leadership.

### What are my learning commitments?

(full details in [application link](#))

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Course Sessions: Attending all course virtual sessions: 6 hours of asynchronous and 12 hours of synchronous participation time) and 2 hours optional consultation sessions
- Action Research Project: Diagnose, design interventions, and intervene in the system on a topic of your choice
- [Optional] Global Showcase: Share how you are contextualizing what you learned in a 5-minute presentation during a 2-hour showcase session in May 2025

### Meet your facilitator

**Mauricio Costa** is a consultant in Systemic Change and Adaptive Leadership. He is committed to rural community development and youth leadership in Perú.



## COURSE

# Exploring Transformational Classrooms in the APAC Region

### Format

Synchronous and asynchronous learning time including 11 x 120-minute sessions on Zoom and project work. Faculty coaching will be available.

### Dates, time & languages

Feb 18, 19 & 26  
Mar 4 (optional), 12 (optional)  
Apr 9, 23, 29 & 30  
May 7

2 a.m. - 4 a.m. GMT /  
9 a.m. - 11 a.m. ICT  
(see your timezone [here](#))

Learn more about the Scope & Sequence [here](#)

In English with Vietnamese interpretation.

### Application

Complete your application [here](#) by November 30.

We invite applications from teams. Please ensure all team members fill out an application form, and write to [globalacademy@teachforall.org](mailto:globalacademy@teachforall.org) to share the names of your team members.

### Questions?

Contact [Ale Vassallo](#) or [Smitha Ganesh](#).



This learning experience will contribute to a significant leap in your program's ability to achieve its desired impact with students and teachers, channeling our collective energy towards obtaining results in our classrooms and strengthening our program teams. Each participating organization will bring together a group of coaches, and ideally also the Head of Training, to share an experience of collecting video evidence of teaching and learning in each context, and then reflect together on the following question: How can we replicate the success of our most transformational teachers and students in all our classrooms?

### Is this for me?

Applications open to Teach For All partner organizations only. Each participating organization is expected to form a team with coaches and, preferably, the Head of Training.

### What are my learning commitments?

(full details in [application link](#))

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Attending all course virtual sessions between February and April 2025 (3 hours of asynchronous and 2 hours of synchronous participation time per week)
- Design, iterate, implement, and reflect on an action learning project that includes the development of at least 3 transformational teacher case studies
- [Optional] Participating in a Global Showcase to share your lessons from the action learning project and contribute to review of evidence synthesis briefs for future cohorts in a 5-minute presentation during a 2-hour showcase session in May 2025

### Meet your facilitators

**Ale Vassallo** is the Global Lead, Classrooms and Systems Integration at Teach For All and an alumna (staff and fellowship) of Enseña Perú.

**Smitha Ganesh** is the Global Lead, Participant Leadership Development at Teach For All and an alumna (staff and fellowship) of Teach For India.



## COURSE

# Unlocking the Secrets of System Leaders

### Format

*Synchronous and asynchronous learning time including 6 x 120-minute sessions on Zoom and project work.*

### Dates, time & languages

*Feb 20 & 27  
Mar 6, 13, 18 & 27*

*1 p.m. - 3 p.m. GMT  
(see your timezone [here](#))*

*In English with Spanish interpretation.*

### Application

*Complete your application [here](#) by November 30.*

### Questions?

Contact [Jared Hove](#).



This isn't your typical leadership course. This is a course for rising system leaders who are ready to pull on the levers of system change and create a more equitable future. We will explore evidence-based insights into how systems change and understand the power of collective leadership. In this course you will:

- Dispel common myths about how systems change
- Reconnect with your purpose and potential as a leader
- Navigate the relationships and power dynamics of systems
- Expand your network with emerging systems leaders from around the world

### Is this for me?

Open to experienced and rising practitioners with at least two years of experience in the education sector who are ready for their next phase of leadership.

### What are my learning commitments?

(full details in [application link](#))

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Attending all Fellowship virtual sessions between February and May 2025 (90-minute synchronous sessions weekly);
- Deepen your learning and practice beyond the sessions and engage asynchronously
- Bring your knowledge of your system to expand our collective understanding of system change and system leadership
- Action Research Project: Design, iterate, implement, and reflect on a project topic of your choice
- [Optional] Share your insights and how you are contextualizing what you learned in a 5-minute presentation during a 2-hour showcase session in May 2025

### Meet your facilitators

**Radha Ruparell** is Head of the Global Leadership Accelerator at Teach For All. She has worked across sectors, with leaders at all levels, from CEOs to teachers, on growing leadership for systems change.

**Alex Beard** is Head of Community Impact at Teach For All. He leads Teach For All's efforts to learn about how systems can develop students holistically.

**Jared Hove** is a Global Director of Leadership Development at the Global Leadership Accelerator at Teach For All.



## COURSE

# Hidden Curriculum: Unpacking Girls' Education

### Format

*Synchronous and asynchronous learning time including 6 x 90-minute sessions on Zoom and project work. Peer support available.*

### Dates, time & languages

*Feb 18 & 25*

*Mar 4, 11, 18 & 25*

*10:00 a.m. - 11:30 a.m. GMT  
(see your timezone [here](#))*

*In English.*

### Application

*Complete your application [here](#) by November 30.*

### Questions?

Contact [Fariyah Fahmy](#).



If we were to sit in a history lesson, who would we be learning about? In what ways can a student's gender impact their learning experience? What are low-resource, effective strategies to support girls and boys in schools? How can teachers implement gender-responsive pedagogy?

In this course, we will build a data-informed understanding of the local and global challenges and issues faced by girls and deepen your confidence in your knowledge, skills, and mindsets to address gender issues in your classrooms.

### Is this for me?

Open to educators from all backgrounds interested in exploring their own practices to support girls and boys in classrooms and schools.

### What are my learning commitments?

(full details in [application link](#))

- Attending the Transforming Education Orientation
- Attending all specialization course virtual sessions (9 hours of synchronous participation time over 6 sessions)
- Completing independent work (4 hours overall)
- Action Research Project: Design, iterate, implement, and reflect on a project topic of your choice
- [Optional] Share your insights and how you are contextualizing what you learned in a 5-minute presentation during a 2-hour showcase session in May 2025

### Meet your facilitator

**Fariyah Fahmy** is the Global Head of Girls' Education at Teach For All. An intersectional feminist and mother of three boys, she combines professional expertise and personal commitment in creating a gender just world.



## COURSE

# Theory and Practice of Learning and Unlearning

### Format

*Synchronous and asynchronous learning time including 5 x 120-minute sessions on Zoom and project work.*

### Dates, time & languages

*Feb 20 & 27  
Mar 6, 13 & 19*

*11:30 a.m. – 1:30 p.m. GMT  
(see your timezone [here](#))*

*In English.*

### Application

*Complete your application [here](#) by November 30.*

### Questions?

*Contact [Jude Heaton](#).*



If we want to transform an unjust world, we face a challenge. All of us have internalized many elements of the status quo. So how do we unlearn those patterns of thought to create imaginative space and grow the capacity to create a different world? This course is for people who want to explore this journey for themselves, and support others on their path.

We will draw on diverse traditions such as Taoism, development theory, and cognitive psychology. Our goal will be to sharpen our ability to diagnose the learning needs of those we support, and deepen our understanding of how to design learning that meets those needs.

### Is this for me?

Are you supporting the learning of others, but feel like you are not getting to the core of the issue? If so, this course is for you. Maybe you are a program designer who wants to go deeper with your learners, or a team lead who is struggling to develop certain qualities in your team, or anyone designing learning who wants time and space to go deeper.

### What are my learning commitments?

*(full details in application link)*

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Attending all Zoom sessions (5 x 120-minute synchronous participation time)
- Willingness to reflect openly and honestly on your own learning journey
- Developing your own learning experience, informed by what you learn in this course
- Present your learning to others at the final session
- *[Optional]* Global Showcase: Share how you are contextualizing what you learned in a 5-minute presentation during a 2-hour showcase session in May 2025

### Meet your facilitators

**Jude Heaton** is a writer and teacher trying to understand the unsettled times in which we live, and how to respond. He has over 20 years experience in diverse roles around the globe, including six years at Teach For All developing Teaching As Collective Leadership.

**Jing Pei Goh-Asmala** is most interested in human learning and human systems (culture, organizations, ways of working, etc.). She has worn many hats across social enterprises, startups, and management consulting, including a decade at Teach For Malaysia and Teach For All.



## COURSE

# Guide to Planning Lessons & Units that Grow Students as Leaders

### Format

*Synchronous and asynchronous learning including 8 x 90-minute sessions on Zoom and project work.*

### Dates, time & languages

*Feb 18, 20, 25 & 27*

*Mar 11, 13, 19 & 28*

*1.30 p.m. - 3:00 p.m. GMT  
(see your timezone [here](#))*

*In English with Spanish interpretation.*

### Application

*Complete your application [here](#) by November 30.*

### Questions?

*Contact [Taylor Delhagen](#) and/or [Temitope Ifegbesan](#).*



In this course, we will dive deep into the planning process using the Teaching As Collective Leadership (TACL) framework. Through the captivating case study of Nicole, an Enseña Perú participant, and wisdom from transformational teachers across the globe, we will uncover practical applications of TACL. Get ready to tackle the challenges and unleash your students' leadership potential through effective planning.

Co-learners in this course will

- Explore the TACL framework through the context of Nicole, an Enseña Perú participant, who works in partnership with her students to solve real world challenges
- Analyze Nicole's unit plans in order to identify the ways she weaves TACL into her daily lessons
- Build your own TACL unit plan with the partnership of a global community

### Is this for me?

Open to teachers, teacher training, support and development professionals, and anyone looking to curate a unit plan with student leadership in mind!

### What are my learning commitments?

(full details in application link)

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Course Sessions: Attend all 8 virtual sessions with 4 hours of asynchronous and 2 hours of synchronous learning each week
- Action Research Project: Design, iterate, implement, and reflect on a project topic of your choice
- [Optional] Global Showcase: Share your insights and how you are contextualizing what you learned in a 5-minute presentation during a 2-hour showcase session in May 2025

### Meet your facilitators

**Temitope Ifegbesan** is a 2018 Teach For Nigeria alumna and currently serves as a Senior Fellow in the ALforEducation Master Teacher Program at African Leadership Academy.

**Dr. Taylor Delhagen** is a 2006 Teach For America alumnus and currently serves as the director for faculty support at Teach For All's Global Institute.



## COURSE

# School Leadership: From Good to Great

### Format

9 x 90-minute active learning sessions on Zoom with collaborative and asynchronous work, followed by an in-person learning gathering (details to be announced).

### Dates, time & languages

Feb 19, 24 & 26

Mar 5, 10, 12, 17, 19 & 26

3 p.m. - 4.30 p.m. GMT  
(see your timezone [here](#))

In English with French interpretation.

### Application

Complete your application [here](#) by November 30.

### Questions?

Contact [Vikas Plakkot](#) or [Adelina Martey](#)



The School Leadership: From Good to Great course is designed to develop the fundamental skills of individuals in school leadership roles, either as a Principal or a Founder, to enhance their ability to run a high-performance school. The key objectives of the course are:

- To learn a set of approaches that help you arrive at the fundamentals of getting your school from Good to Great
- To design a set of key, repeatable activities that allow you to get into iterative rounds of school improvement
- To help you understand how to get on top of the time it takes to plan and implement a cycle of school improvement without overstretching yourself or your leadership team

### Is this for me?

Open to alumni of Teach For All network partner organizations in the Africa region in the following positions: Co-Founder/Creator of a school; School Leader/Vice Leaders; School Principal/Vice Principal. We also invite applications from those who aspire to be in these roles, but priority will be given to those in the positions already.

### What are my learning commitments?

(full details in application link)

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Attend 18 hours of active learning sessions over 12 sessions and complete short quizzes
- Conduct a presentation at the end of Week 8 showcasing your learnings until that point and the proposed plans for your school
- Take part in a 3-day learning experience designed to facilitate learning from peers and to develop a robust community of practice (Tentative: April/ May 2025)
- Action Research Project: Design, iterate, implement, and reflect on a project topic of your choice
- [Optional] Global Showcase: Share your insights and how you are contextualizing what you learned in a 5-minute presentation during a 2-hour showcase session in May 2025

### Meet your facilitators

**Melanie Smuts** is a school founder, advisor and director of the ALforEducation, which supports visionary school founders and leaders on the African continent to help their schools thrive. She also works for One World Network of Schools, where she is a regional director, and runs an Advanced Practitioner Fellowship for education leaders across the world. She advises early startups, nonprofits, bilaterals, and government programs.

**Adelina Martey** is the Director of Alumni Leadership (Africa) at Teach For All, supporting Heads of Alumni on alumni strategy and leading on direct-to-alumni offerings for the region.

**Vikas Plakkot** is the Director of Alumni Leadership Pathways at Teach For All, focusing on school principals as one of the key support areas.





## COURSE

# Preparing Students for Future Careers

### Format

*Synchronous and asynchronous learning time including 6 x 75-minute sessions on Zoom and project work.*

### Dates, time & languages

*April 10, 17 & 24*

*May 15, 22 & 29*

*Option A: 9 a.m. - 10:15 p.m. GMT*

*(see your timezone [here](#))*

*In English.*

*Option B: 2 p.m. - 3:15 p.m. GMT*

*(see your timezone [here](#))*

*In English with Spanish interpretation*

### Application

*Complete your application [here](#) by November 30.*

### Questions?

*Contact [Tarek Chehidi](#).*



The Career Education & Leadership Course is designed for educators and student-facing professionals eager to explore innovative strategies for transforming students' preparedness for future careers. Participants will be equipped with the mindset, knowledge, and skills necessary to develop and implement impactful activities that prepare students for future careers while nurturing their growth as leaders in an evolving economy.

Over 8 weeks, educators and student-facing professionals will engage deeply with the [Career Readiness Education Framework](#), exploring ways to foster student leadership and equip them for success in future careers. They will gain a thorough understanding of the framework's principles by drawing insights from peers, experts, corporate leaders, and students. Through this immersive experience, participants will delve into the essentials of designing and executing effective student activities, while also learning to assess their impact.

### Is this for me?

This course is open to teachers engaged in career education, student-facing career readiness professionals, teacher training, support and development professionals, and corporate volunteers who support K-12 educators and students in career education.

### What are my learning commitments?

*(full details in application link)*

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Attending all Fellowship virtual sessions between April and June 2025 (6 x 75-minute synchronous weekly sessions)
- Deepen your learning and practice beyond the sessions and engage asynchronously
- Action Learning Project: Design, iterate, implement, and reflect on a project topic of your choice (6-8 hours)
- Craft and share your story (2 hours)

### Meet your facilitators

**Tarek Chehidi** is the Global Head of the Future of Work at Teach For All. He leads Teach For All's efforts to bridge the gap between education and the world of work.

**Krithika Balaji** is the Assistant Director for Academics at IC3 Institute. Her focus is on making career education an integral part of the school systems.



## FELLOWSHIP

# Introduction to Coaching Fellowship

### Format

6 x 240-minute active learning sessions on Zoom with asynchronous modules and self-scheduled sessions.

### Active Learning Sessions: Dates, time & languages

Mar 24-27,  
Apr 24, May 22, June 19

7:00 a.m. - 11:00 a.m. GMT  
(see your timezone [here](#))

In English.

### Application

Complete your application [here](#)  
by November 30.

### Questions?

For questions contact  
[Smitha Ganesh](#) or [Alex Gichuru](#)



*Do you use coaching in your work with teachers or team members?  
Do you want to expand your understanding and application  
of transformational coaching?*

If you do, we invite you to apply for the Introduction to Coaching Fellowship! During the fellowship, you will learn to distinguish coaching from other forms of participant training and support, and you will build the dispositions, knowledge, and skills of a transformational coach.

The fellowship is highly experiential, with LOTS of opportunities (and expectations) to integrate and practice what you are learning with teachers, colleagues, peers, and mentors.

### Is this for me?

This fellowship is open to any network partner staff members who would like to bring more of a coaching approach to their work.

### What are my learning commitments? (full details in application link)

What are my learning commitments? The fellowship takes place from March to June, with a Global Academy Orientation in February. See specific Dates & time below.

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Asynchronous Modules [March 3 - March 14]: 3 asynchronous modules including the definition of coaching, the arc of a coaching conversation, key coaching dispositions, and listening and questions skills
- 4-Day Intensive [March 31 - April 3]: Model and practice all the dispositions and skills that you have learned in the asynchronous modules
- Action Research Project: Design, iterate, implement, and reflect on a project topic of your choice
- [Optional] Global Showcase: Share your insights and how you are contextualizing what you learned in a 5 minute presentation during a 2-hour showcase session in May 2025

Monthly practice - each month following the Intensive will include:

- 1 whole-group call [April 24, May 22, June 19]
- 1 individual coaching session for each participant [self-scheduled]
- 1 self-led coaching practice group in triads [self-scheduled]

To receive a certification of participation for the 35-hour course, participants must complete the 3 modules, attend at least 90% of the intensive, and attend at least 8 of the monthly practice sessions (group sessions, individual coaching, and triad practice).

### Meet your facilitators

**Smitha Ganesh** is a Global Lead, Participant Leadership Development at Teach For All and an alumna (staff and fellowship) of Teach For India. She is pursuing her certification as a coach.

**Alex Gichuru** is a Project and Team Operations Specialist at Teach For All. His work focuses on managing and supporting fellowships and learning experiences.



## FELLOWSHIP

# Diversity Equity & Inclusion (DEI) Advocates Fellowship

### Format

8 x 2-hour sessions on Zoom and 8 independent work assignments (2-3 hours each) between February and June.

### Dates, time & language

Feb 25, Mar 11 & 25, Apr 8 & 22, May 9 & 20, Jun 3

12:00 pm - 2:00 pm GMT (see your timezone [here](#))

In English.

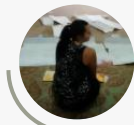
### Application

Complete your application [here](#) by December 2.

Due to capacity constraints, spaces are limited. You will be contacted with updates and next steps in December.

### Questions?

For questions contact [Anastassia Baichorova](#) or [Thaisa Tirado](#).



The Diversity Equity & Inclusion (DEI) Advocates Fellowship is designed to support participants to deepen their confidence and competence in bringing issues of DEI and belonging into teams, organizations, programs, and relationships.

Engaging in anti-oppression conversations within organizations, either 1:1 or in groups, can be difficult. Our aim is to use this space to learn from each other and unlearn together, and to support each other to become more skilled and confident in advocating for more equity in our contexts.

### Is this for me?

This fellowship is a great place if you have engaged in the topics of DEI, oppression, liberation, decolonization, power, and related others, and would now like to discuss and practice with your peers from similar contexts and roles how to more consistently advocate for equity.

### What are my learning commitments?

(full details in application link)

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Completing all independent work (2-3 hours a week. About 24 hours over 5 months)
- Attending all virtual sessions (2 hours every other week from February 17 to June 3. About 16 hours over 5 months)
- Creating a plan for an action learning project and sharing with peers in the fellowship (4 hours of asynchronous and 1 hour of synchronous participation time)

### Meet your facilitators

**Anastassia Baichorova** is the Global Lead for Diversity Equity and Inclusion at Teach For All. She has been actively involved in global movements for equity and decolonization over the last 18 years in different countries.

**Thaisa Tirado** is the Lead of the Lived Experience Fellowship at Teach For All. She is committed to creating spaces of leadership, inclusion, and healing for those with lived experiences.

**Stephanie Wong** is Global Director of the Global Leadership Accelerator and focuses on trauma-sensitive practices and mental health and wellbeing, and how this intersects with leading equitably.

**Monet Brathwaite** (she/her/hers) works in Internal Communications at Teach For America and supports Anastassia Baichorova with equity inclusion events and operations.

**Irene Oggawa** is the Global Lead for Organization Development at Teach For All. She has worked with diverse organizations for several years, supporting organizational strength, including centering inclusive ways of working.



## FELLOWSHIP

# Action Learning for Teacher Leadership Development Fellowship

### Format

8 x 90 minute virtual sessions on Zoom. Faculty coaching and peer groups will be available.

### Dates, time & languages

Feb 26

Mar 12 & 26

Apr 9 & 23

May 7, 21 & 28

1:00 pm – 2:30 pm GMT  
(see your timezone [here](#))

In English. Interpretation options available upon request (minimum cohort numbers required).

### Application

Complete your application [here](#) by November 30.

We invite applications from teams. Please ensure all team members fill out an application form, and write to [globalacademy@teachforall.org](mailto:globalacademy@teachforall.org) to share the names of your team members.

### Questions?

For questions contact [Robbie Dean](#) or [Chaitra Murlidhar](#).



How can we transform education to nurture students as holistic leaders? The Action Learning for Teacher Leadership Development Fellowship offers a game-changing opportunity for organizations ready to innovate.

Dive into collaborative, action-driven learning and join a global movement towards comprehensive student development. Leverage cutting-edge insights from [Teaching As Collective Leadership \(TACL\)](#) and groundbreaking studies to craft and implement effective training initiatives.

Learn from global experts, refine your methods with peers and coaches, and produce evidence-based strategies for fostering student leadership and holistic growth.

### Is this for me?

Applications open to local teacher development organization teams (Heads of Training, MERL staff) from the Teach For All network and other peer networks.

### What are my learning commitments? (full details in application link)

- Transforming Education Orientation: 6 hours of synchronous learning and up to 2 hours of asynchronous learning over 1 week in February 2025
- Fellowship Sessions: Attend all virtual sessions from February to May 2025, with 4 hours of asynchronous and 2 hours of synchronous participation each week (schedule varies by team)
- Action Learning Project: Design, iterate, and reflect on a teacher training project from March to November 2025, including measuring student learning

### Meet your facilitators

**Robbie Dean** is the Director of Research for the Research and Learning Lab at Teach For All. He is an expert on research methods and measures for holistic student outcomes and teacher development

**Chaitra Murlidhar** is the Global Lead for Teacher Development at Teach For All. She is interested in advancing equity, scalability, and evidence-based practices in teacher education.



## WORKSHOP

# Developing Learners with an Entrepreneurial Mindset for Societal Transformation

### Format

3 x 90-minute sessions on Zoom.

### Dates, time & languages

March – dates and times to be announced.

In Spanish with English interpretation.

### Registration

Opens in February.

### Questions?

For questions contact [Solange Iparraguirre](#) or [Ana Lucía Salazar](#).



In this workshop, we will explore how to develop an entrepreneurial mindset to design community-oriented projects. Participants will be introduced to actionable tools derived from design thinking, storytelling, and social anthropology, enabling them to better understand school-based challenges by gathering valuable insights from their students. They will then create solutions by developing their own prototypes to address these needs and refine them over time in their classrooms for lasting, sustainable impact.

If you are curious about exploring design thinking through an anthropological lens, this is a unique opportunity to collaborate and exchange insights with fellow educators in a hands-on experience.

### Is this for me?

Open to teachers eager to address specific problems in their schools by designing creative and agile solutions with a student-centered approach and a sociocultural grounding.

### What are my learning commitments?

Participate in all three virtual sessions. Optional “project” in the third session to present what you have applied throughout the three sessions.

### Meet your facilitators

**Solange Iparraguirre** is a business engineer with experience in strategic planning and budget consultancy for the public sector. She is passionate about driving change through technology and is currently pursuing a Master’s in Innovation and Computer Science in Germany.

**Ana Lucía Salazar** is a cultural anthropologist, educator, and content creator, passionate about blending digital storytelling for education and divulgation of the arts and humanities through creative and thoughtful formats. She holds a Bachelors in Literature (UNMSM, Perú) and a Masters in Social and Cultural Anthropology (UCM, Spain).



## WORKSHOP

# Feeding the Future: A Climate-Smart Approach to Food Education

### Format

1 x 90-minute session on Zoom.

### Dates, time & languages

March 5

5 p.m. – 6:30 p.m. GMT  
(see your timezone [here](#))

In English with French and Spanish interpretation.

### Registration

Opens in February.

### Questions?

For questions contact [Nicolas Gholam](#).



This workshop comprehensively explores food systems, climate change, and education. It equips participants with a deep understanding of the interconnectedness between these three critical areas.

By the end of the workshop, you will be able to critically analyze the environmental and social impacts of food choices, make informed decisions about food sources, and advocate for a more sustainable food system. You will understand the importance of empowering individuals and communities to address food insecurity, promote healthy eating habits, and contribute to a more resilient and equitable food future.

### Is this for me?

Ideal for teachers, school administrators, parents, community leaders, and food system stakeholders - farmers, food producers, and policymakers.

### What are my learning commitments?

Active participation, collaboration, self-reflection, and a commitment to applying learning to professional development

### Meet your facilitator

With a strong background in rural development and sustainable practices, **Nicolas Gholam** offers valuable insights into market access, entrepreneurship, and food security. They design and implement impactful programs on these topics.



## WORKSHOP

# Teacher Coaching As Collective Leadership

### Format

3 x 120-minute sessions on Zoom.

### Dates, time & languages

May 15, 22 & 29

Option A: 7 a.m. – 9 a.m. GMT  
(see your timezone [here](#)).

In English with Arabic  
Interpretation

Option B: 2 p.m. – 4 p.m. GMT  
(see your timezone [here](#)).

In Spanish with Portuguese  
interpretation.

### Application

Opens in April.

### Questions?

For questions contact  
[Morayma Jimenez](#).



What kind of coaching best supports teachers to develop students as leaders? In this workshop, we will explore how we can modulate our coaching approach during a Teach For All network partner's two-year leadership development program in order to develop great teachers and collaborative leaders for system change.

### Is this for me?

For teacher training, support and development professionals. It would be best if you already have some foundational training as a coach—from your organization, Teach For All, or externally.

### What are my learning commitments?

Participate in all three virtual sessions. Optional “homework” after each session to apply what you have learned in your coaching context.

### Meet your facilitators

**Morayma Jimenez** is a certified teacher with a degree in International Relations. She has experience in teaching, leadership roles in education organizations, and now supports Network Partners at Teach For All. She focuses on leadership development and is passionate about continuous learning and community empowerment.

**Samira Shibli** is a Regional Director at One World Network of Schools, coaching and facilitating teacher training around the world. She holds a BA in Biology, MA in Educational Management, and is a certified coach by Relay GSE and first year student in a PhD program.



## WORKSHOP

# Building Strong Family, School, and Community Partnerships to Support Student Learning & Development

### Format

2 x 120-minute sessions  
on Zoom.

### Dates, time & language

March 5 & 12

12:30 p.m. – 2:30 p.m. GMT  
(see your timezone [here](#))

In English.

### Registration

Opens in February.

### Questions?

For questions contact [Richaa Hoysala](#) or [Samiksha Neroorkar](#).



### Meet your facilitators

**Emily Markovich Morris** is a Fellow at the Brookings Institution and an Adjunct Professorial Lecturer at American University. She studies how collaborations between learning institutions, families, and communities can support marginalized youth in reaching their educational, work, and life aspirations.



**Richaa Hoysala** is a Senior Research Analyst at the Brookings Institution. Her focus is applied participatory research to support stronger family, school, and community partnerships around the world.



**Samiksha Neroorkar** has over 17 years of experience in training, social research, and academic writing. She is an internationally published author with more than 40 citations to her credit. She runs her own consultancy which provides professional development, accreditation support, and content development services to academic institutions.





## WORKSHOP

# Flipping the Switch: Moving From Deficits to Strengths

### Format

2 x 90 minute sessions on Zoom.

### Dates, time & languages

March 3 & 6

12:00 p.m. - 1:30 p.m. GMT  
(see your timezone [here](#))

In English with French  
and Spanish interpretation.

### Registration

Opens in February.

### Questions?

For questions contact [Jared Hove](#).



Discover the transformative power of strengths-based leadership. In this workshop, you will:

- Learn the difference between deficit-based and strengths-based approaches to leadership
- Discover the latest insights from neuroscience
- Implement a 5-minute (or less) micro-practice your daily life
- Unlock the hidden potential in yourself and your students, teachers, and team members

### Is this for me?

It's for everyone: teachers, teacher training, support and development professionals, students, and more.

### What are my learning commitments?

Participate in both virtual sessions. Put your new insights into practice between sessions.

### Meet your facilitators

**Radha Ruparell** is Head of the Global Leadership Accelerator at Teach For All.

**Chaitra Murlidhar** is the Global Lead for Teacher Development at Teach For All. She is interested in advancing equity, scalability, and evidence-based practices in global teacher education.

**Jared Hove** works on the Global Leadership Accelerator at Teach For All. He believes we all have the ability to exercise leadership and he supports people in doing that.



## WORKSHOP

# What Motivates Teachers?

### Format

2 x 90-minute sessions on Zoom.

### Dates, time & language

Apr 16 & 23

12 p.m. - 1:30 p.m. GMT

(see your timezone [here](#))

In English.

### Registration

Opens in March.

### Questions?

For questions contact

[Neha Gehlot](#).

*This workshop is developed and facilitated by STiR Education.*



Teacher motivation needs systematic intervention. Beyond adequate pay and a safe environment, it is crucial to create a workplace that fosters intrinsic motivation and a deep love for the profession.

We will guide you through integrating the principles of intrinsic motivation—autonomy, mastery, and purpose—to create an enabling environment where teachers can thrive and develop a love for teaching and for children to love learning. By the end of the workshop, you will be able to create actionable plans for applying these principles to support your work or interventions.

### Is this for me?

Open to teacher training, support and development professionals, school leaders (principals), policymakers, and NGO leaders who are eager to integrate the principles of intrinsic motivation into their work.

### Meet your facilitators

**Neha Gehlot** leads the global design for intrinsic motivation and behaviour change programmes at STiR Education. Over the years she has worked extensively in the fields of teacher education, large scale assessments and curriculum development.

**Resiana Rawinda** leads the design and programme readiness at STiR Education in Indonesia. She co-designs materials with the respective district education agencies for professional learning communities that integrate the principles of intrinsic motivation.



## WORKSHOP

# Building Inclusion in Classrooms and Beyond

**Format**  
1 x 120-minute session.

### Dates, time & languages

Jun 9

Option A: 2 p.m. – 4 p.m. GMT  
(see your timezone [here](#))  
In English with Arabic, French and Spanish interpretation.

Option B: 1 a.m. – 3 p.m. GMT  
(see your timezone [here](#))  
In English.

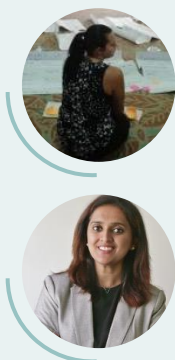
### Registration

Opens in May.

### Questions?

For questions contact [Chaitra Murlidhar](#) and [Anastassia Baichorova](#)

Learn more about [this opportunity](#) and [Diversity, Equity, and Inclusion](#).



In this workshop, we will explore examples from around the world of how educational institutions center diversity, equity, and inclusion in talent management practices—from recruitment to culture to programmatic choices for educator development. This is a space for you to explore what inclusivity means in your context, interrogate current non-inclusive practices in your organization, and explore solutions that can be contextualized and piloted in the communities where you work.

You will:

- Reflect on what diversity, equity, and inclusion means to you
- Explore video case studies and insights from global organizations centering in equity
- Apply these learnings to your work by engaging with peers to contextualize your takeaways

### Is this for me?

Open to all, and especially ideal for teacher training, support and development professionals and NGO leaders.

### What are my learning commitments?

- Attending the specialization workshop virtually (2 hours of synchronous participation time)
- Creating a 2-3 step key action plan that participants commit to implementing their context (done during the workshop via a survey)

### Meet your facilitators

**Anastassia Baichorova** is the Global Lead for Diversity, Equity, and Inclusion at Teach For All. She has been actively involved in global movements for equity and decolonization over the last 18 years in different countries.

**Chaitra Murlidhar** is the Global Lead for Teacher Development at Teach For All. She is interested in advancing equity, scalability, and evidence-based practices in global teacher education.



## WORKSHOP

# Teaching Foundational Literacy to Develop Students Holistically

### Format

3 x 90-min sessions on Zoom.

### Dates, time & languages

May – dates and times to be announced.

In English with Arabic and Spanish interpretation.

### Registration

Opens in April.

### Questions?

For questions contact contact

[Aishwarya Kaple](#) or  
[Nangamso Mtsatse](#).



This dynamic workshop explores foundational literacy as a cornerstone of effective teaching, drawing on evidence-based practices from the Luminos Method®. Built on years of experience working with community teachers to deliver transformative education, the Luminos Method offers a collection of best practices that can be adapted and applied in your unique context.

During the workshop, you will explore how literacy improves student learning outcomes, promotes leadership qualities among students, and encourages lifelong learning for teachers. Additionally, you will engage in strategic reflection to assess and enhance your teaching strategies to address the unique challenges of marginalized communities.

### Is this for me?

Ideal for teachers and head teachers who are eager to dive deep into foundational literacy and its role in effective teaching and collective leadership.

### Meet your facilitators

**Aishwarya Kaple** is a Program Analyst at Luminos, managing projects related to teaching materials, program design, and implementation. She brings over six years of education experience, including her work with Teach for India and in conflict-affected Kashmir. Aishwarya also contributed to education policy at the World Bank and UNESCO.

**Nangamso Mtsatse** is the Head of Foundational Learning Initiative at Teach For All. Previously a teacher in Pretoria's townships, she left to tackle systemic educational challenges in South Africa. Her past roles include Head of Content & Training and CEO.



## WORKSHOP

# Safe Spaces, Strong Minds: Your Trauma- Sensitive Teaching Journey

### Format

5 x 90-minute sessions on Zoom.

### Dates, time & languages

April - dates & times to be announced.

In English with Arabic and French interpretation.

### Registration

Opens in March.

### Questions?

For questions contact [Stephanie Wong](#) or [Katy Noble](#).



Brain science shows that learning cannot happen until safety and connection is established. How can we create strong relationships and safe spaces for our students that truly enable them to flourish? Join us in a short workshop series as we learn about the roots of trauma, how it shows up in ourselves, our students, and our school systems, and how we can transform our classrooms through trauma-sensitive practices to create healing environments. With expert clinician Anna Jesseman, we will:

- Understand the brain science and the impact of adverse and positive childhood experiences on how our brain functions
- Explore the unique challenges students face in crisis and conflict contexts
- Identifying the concrete teacher practices that are useful in 1:1 student interactions and large classroom settings

### Is this for me?

Open to all, especially teachers, teacher coaches, heads of program, heads of training and curriculum designers.

### Meet your facilitators

**Stephanie Wong** is Global Director of the Global Leadership Accelerator where she focuses on trauma-sensitive practices and mental health and wellbeing in classrooms and organizations, and how this intersects with leading equitably.

**Anna Jesseman** is a clinician and consultant with the MedStar Georgetown Center for Wellbeing in School Environments. Her focus is on teacher wellbeing and trauma-informed teaching practices.

**Katy Noble** is the Head of Education in Emergencies at Teach For All, where she supports network partners who are navigating crisis contexts, such as natural disasters, conflict, and displacement.



## WORKSHOP

# Measuring Collective Leadership in Teach For All

### Format

1 x 90-minute session on Zoom.

### Dates, time & languages

May - dates & times to be announced.

In English with Spanish interpretation.

### Registration

Opens in April.

### Questions?

For questions contact [Jean Arkedis](#) or [Alvin Vista](#).



This workshop explores Teach For All's initiative to develop a framework and measurement tool for collective leadership among fellows and alumni. The tool encompasses three core dimensions:

- **Purpose-Driven Mindsets:** Explores participants' sense of meaningfulness, goal orientation, and commitment to a purpose beyond themselves
- **Lenses, Mindsets, Attitudes, and Beliefs:** Delves into participants' beliefs about the purpose of education, their capacity for self-reflection and learning, their embrace of systems thinking, their belief in students' potential, and their embodiment of a collective mindset
- **Leadership Capacities:** Encompasses a broader range of leadership skills and competencies essential for effective collective action

We will explore valuable insights into the tool's effectiveness from a pilot study conducted with partners from Mexico, Chile, Peru, and Colombia. Participants will bridge research and practice by engaging with the online survey, exploring resources, and providing feedback. The insights gained have significant implications for educational organizations seeking to cultivate collective leadership.

### Is this for me?

Open to all, especially partner staff (MERL leads, HoAs, HoTs) and external People-First MERL community members.

### Meet your facilitators

**Jean Arkedis** is Head of Monitoring, Evaluation, Learning, and Research (MERL). In the context of this workshop, she focuses on Collective Leadership Development & Systems Impact.

**Alvin Vista** is the Global Knowledge Lead for Student Outcomes at Teach For All, and the lead psychometrician in the Leadership Effects project.

In addition, this workshop is made possible by the contributions of the MERL team, particularly Cynthia Boruchowicz, Agnes Tolescu, Murugi Kagotho, and research partners in the Center for Expanding Leadership & Opportunity (CELO).



## WORKSHOP

# How Can We Teach STEM in Ways That Holistically Develop Students to Shape a Better Future?

### Format

1 x 90-minute session on Zoom.

### Dates, time & languages

June 11

1 p.m. – 2:30 p.m. GMT  
(see your timezone [here](#))

In English with Arabic interpretation.

### Registration

Opens in May.

### Questions?

For further questions contact [Steven Farr](#).



In this workshop, participants will join several STEM experts from around the world to generate actionable guidance for teachers who want to grow STEM mastery through (instead of at the expense of) students' connectedness, awareness, agency and well-being.

After the workshop, Steven will synthesize the group's insights into new resources for STEM teachers around the world. Familiarity with Teaching As Collective Leadership is helpful but not required.

### Is this for me?

Open to all who have experience with or interest in leveraging STEM classrooms to grow student leadership, this workshop is ideal for teachers, school leaders and teacher developers.

### Meet your facilitator

**Steven Farr** has co-led Teach For All's Global Learning Lab, and led crowd-sourced studies of transformational classrooms around the world. He is the author of *Teaching As Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap*. He lives in Washington, DC.

Steven will be joined in hosting this hackathon/workshop by several transformational STEM teachers from around the world.



## WORKSHOP

# Students as Leaders Today

### Format

1 x 90-minute session on Zoom.

### Dates, time & languages

May 28

Option A: 10 a.m. – 11.30 a.m. GMT  
(see your timezone [here](#)).

In English with Bengali and  
Arabic interpretation.

Option B: 5 p.m. – 6.30 p.m. GMT  
(see your timezone [here](#)).

In English with Spanish  
interpretation.

### Registration

Opens in April.

### Questions?

For further questions  
contact [Sanaya Bharucha](#).



Ready to ignite a movement of student leaders?

This immersive workshop will transform how you view leadership in young people, empowering you with proven strategies to unlock the potential of every student.

Dive deep into your own beliefs about student leadership, and walk away with actionable tools to inspire, guide, and cultivate student-led change in your classrooms and communities. Prepare to see your students lead not just in the future, but starting today.

### Is this for me?

It's for everyone! Ideal for educators, teacher development professionals, school leaders, and systems leaders looking to empower student leadership. Students are also welcome.

### Meet your facilitators

**Sanaya Bharucha** is the Global Head of Student Leadership and Voice at Teach For All. She started her journey as a teacher with Teach For India, and has spent the last 15 years immersed in fostering student leadership and authentic youth-adult partnerships.

**Raquel** is a member of Teach For All's Student Leader Advisory Council through which she makes valuable contributions to the Future of Work and other initiatives. Shaped by her education in Brazil, Latvia, and the United States, she is passionate about youth leadership and employment.