



## CAPTURE ATTENTION: What might be keeping teachers from considering utilizing new practices or materials in the first place, or remembering to do so consistently?

### Too much to do

Teachers have many things to do and limited time

- Integrate new pedagogical practices or materials into other resources that teachers use consistently
- Create opportunities for teachers to utilize new methods or materials during their routines
- Consolidate or cut what teachers are asked to do

### Not top of mind

Teachers can only pay attention to a limited amount of information

- Provide information during moments when you have teachers' attention
- Create reminders to utilize new practices or materials via channels that teachers pay attention to or use often
- Break up new teaching practices into smaller, actionable steps and communicate them one at a time



## BUILD INTENTION: What might lead teachers to decide *not* to utilize new practices or materials?

### Change is hard

Shifting away from prior teaching methods can be difficult

- Spotlight positive trends in adoption of pedagogical best practices by other teachers or schools
- Show teachers they have already made progress toward what is being asked of them by highlighting commonalities between old and new practices/materials
- Take advantage of "fresh start moments"—times when people are more open to change

### Misperceptions of value

Teachers may not think the adoption of new practices is worth it

- Demonstrate the concrete benefits of new practices
- Make the positive "invisible" behavior of teachers' peers more "visible"
- Emphasize the importance of uptake by having authority figures check whether teachers are using new practices

### Can't do this

Teachers can have low confidence in their ability to execute new practices

- Support teachers by assigning them coaches or creating support networks among peers
- Give teachers recordings of other teachers using new practices
- Provide opportunities to role-play and practice new techniques during trainings or coaching sessions
- Recognize teachers for engaging with new practices/materials

### It's outside of my control

Teachers can believe that improving learner outcomes is not in their power

- Involve teachers in FLN program design
- Connect teachers' adoption of new practices or materials with positive results using quarterly reports
- Create a feedback loop to show that as teachers take up new practices or materials, their learners improve



## FACILITATE ACTION: What might get in the way of teachers who want to adopt new practices or materials from actually doing so?

### Too complicated

New teaching practices can be too difficult to use

- Simplify materials by reducing text, using visuals, and bolding the most important information
- Create checklists that summarize new practices into clear, easy-to-follow steps
- Integrate a commitment exercise into training to prompt teachers to follow through on their intentions

### Things keep getting in the way

Small obstacles can impede adoption of new practices

- Walk through each step a teacher needs to take to utilize a new practice/material and address any sticking points
- Pilot FLN programs before iterating and scaling
- Provide resources to overcome obstacles or guidance for how to resolve them