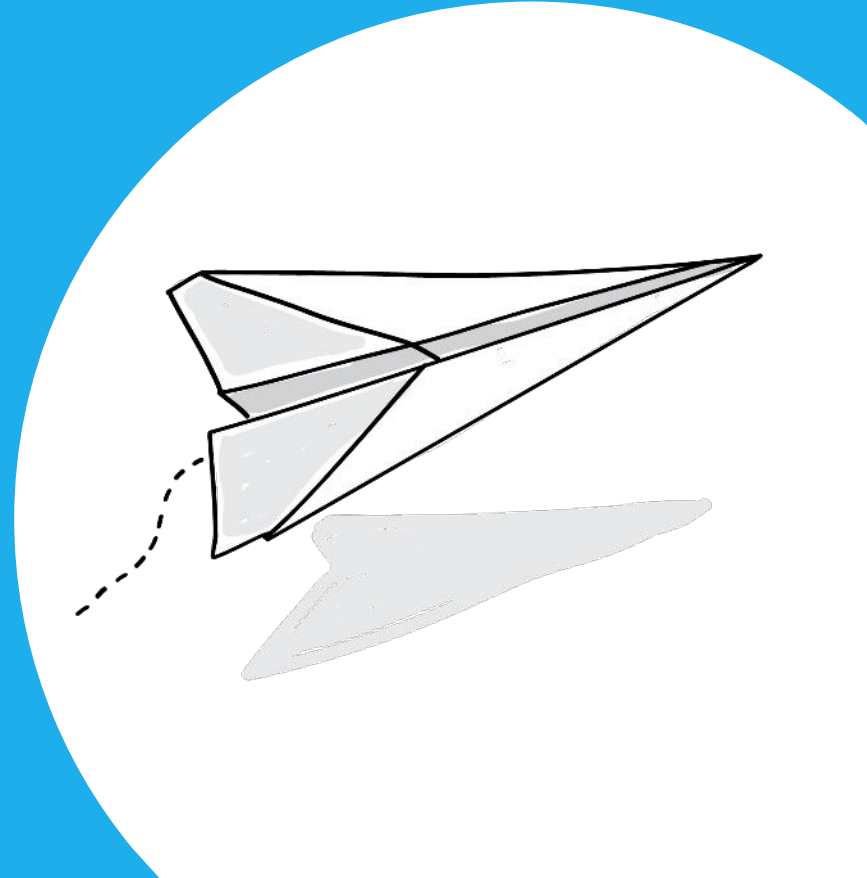
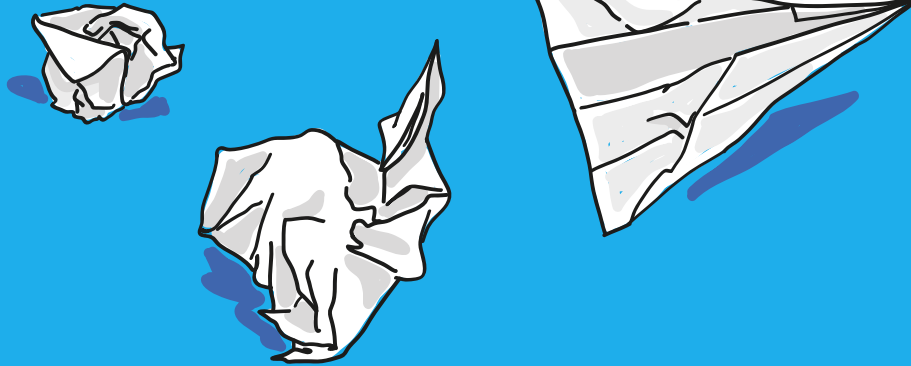


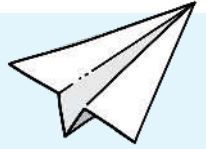
PRESENTATION BEST PRACTICES

Inspiring Change Through Our Stories

Schools2030 Mini Course



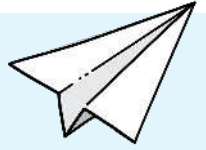
OBJECTIVES:



By the end of this course you will understand:

- Why your voice matters in the policy conversation
- The frameworks and strategies for presenting your innovation
- Why storytelling is an essential part of presenting your innovation
- How to build a clear, compelling, logical presentation
- How to motivate others to action and influence change
- How to gather and effectively use visuals to support your presentation
- How your delivery of your presentation influences your audience

MINI COURSE ACTIVITIES:



During this course you will:

- Build a presentation that is designed to influence the global conversation
- Build skills through practice
- Build a clear, compelling, logical story that includes both strategy and human stories
- Build effective visuals using data, research, images and quotations
- Build confidence in delivering your story
- Get feedback and support from colleagues and experts

GATHER

Your Materials

6-8 weeks
before Presentation

1 Learn about Storytelling Best Practices

3-4 hours

- Inspiration Videos
- Best Practices
Presentation & Slides

2 Complete Storytelling Frameworks

2-3 hours

- Storytelling Frameworks

CREATE

Your Presentation

4-6 weeks
before Presentation

3 Create presentation script using criteria and templates

2-3 hours

- Presentation Rubrics
- Microinnovation Rubric

4 Create slide deck using criteria and templates

2-3 hours

- Example Slide Deck
- Slide Deck Template

5 Give presentation to students.

**For teachers who teach children
younger than 12 years old, give
your presentation to a family
member or friend.**

1-2 hours

- Presentation Rubrics
- Microinnovation Rubric
- How to Give Good Feedback

6 Iterate

1-2 hours

7 Give presentation to AKF staff

1-2 hours

- Presentation Rubrics
- Microinnovation Rubric
- How to Give Good Feedback

8 Iterate

1-2 hours

REFINE

Your Presentation

2-4 weeks
before Presentation

9 Pair with policymaker or business leader to give feedback (National Advisory Committee)

2-3 hours

- Presentation Rubrics
- Microinnovation Rubric
- How to Give Good Feedback

10 Iterate

1-2 hours

- Inspiration Videos

GIVE

Your Presentation

1-2 days
before Presentation

11 Practice at national event or global forum

1-2 hours

- Inspiration Videos

12 Present!

10 minutes

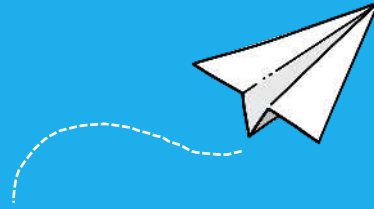
- Inspiration Videos

13 CELEBRATE!



Your voice matters! And we need to hear it if we want to make positive change in the global education system.





“What really matters is that you, the authentic you, speaks. That there’s no artifice in this. That it’s you, taking something you’re passionate about, finding the right tools and using them to communicate that idea as powerfully as possible.”



Chris Anderson

Curator of TED Talks

“Schools in which teachers have more control over key and classroom decisions have fewer problems with student misbehavior, show more collegiality and cooperation among teachers and administrators, have a more committed and engaged teaching staff, and do a better job of retaining their teachers.”

Richard Ingersoll

Professor of Education | University of Pennsylvania



“Student achievement is higher across all subjects when teachers take collective responsibility for student learning and when the staff is more cooperative.”

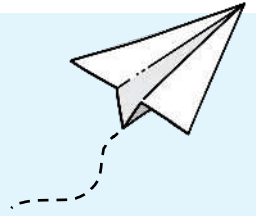
Valerie Lee & Julia Smith
Professors of Education





WHY PRESENT YOUR IDEAS?

Presenting your idea is an opportunity to influence a group of people who might support your efforts, either as collaborators, partners, funders or supervisors.



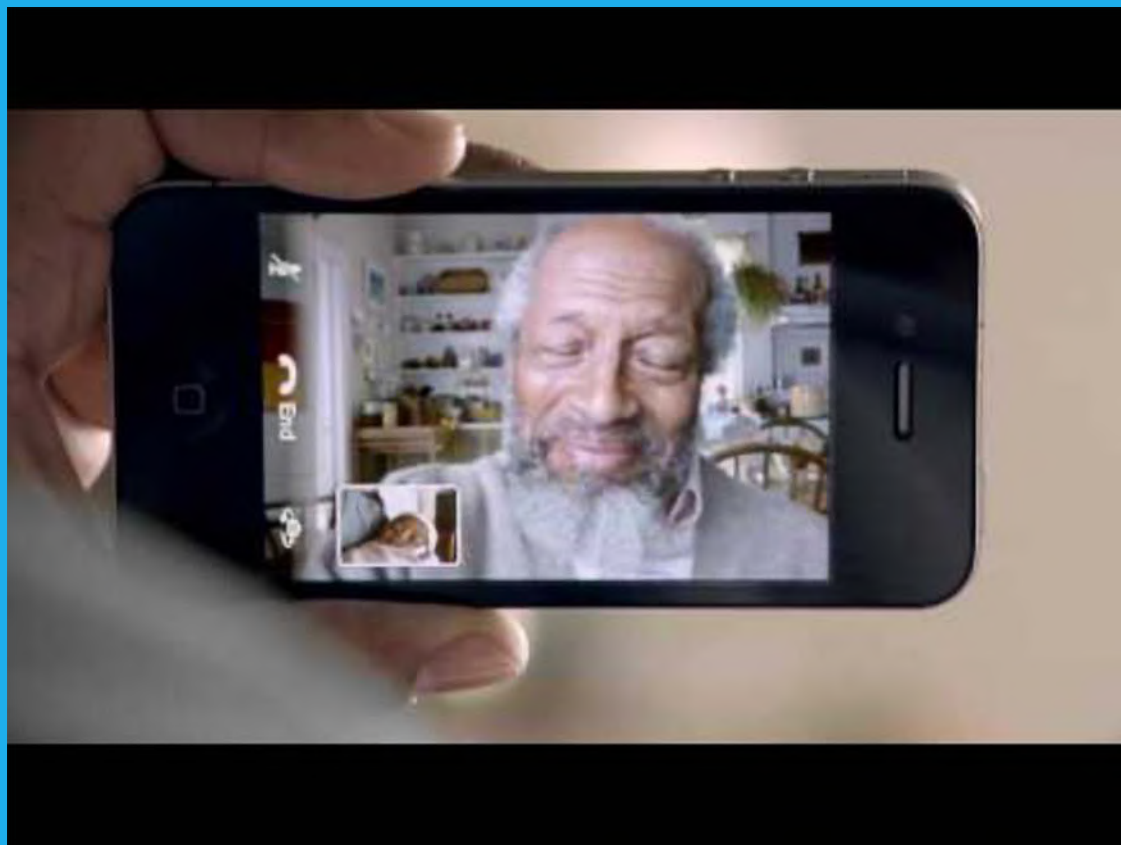
WHAT MAKES A GREAT PITCH?

A great presentation inspires action. It is memorable and motivating. It conveys your idea in a clear and concise way that is easily understood. It engages the audience's emotions and creates a sense of urgency.



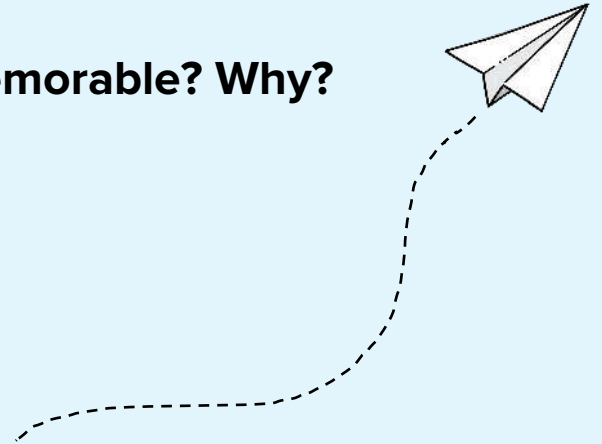
All new powerful S Pen





COMPARE AND CONTRAST

- What did you notice about the different approaches in these advertisements for smartphones?
- Which advertisement was more memorable? Why?
- What role did storytelling play?

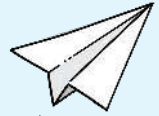


WHAT MAKES A GREAT HCD PRESENTATION?



A great HCD presentation, tells a clear, compelling and emotional story of a specific stakeholder, the challenge they are facing and the innovation that will help improve their situation.

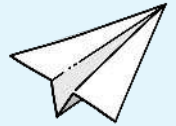
While a great HCD presentation needs to include contextual information and strategy for implementation, the main focus must be on a real stakeholder's story.





ANALYZE

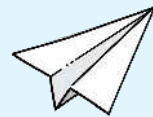
- **What did you notice about this presentation?**
- **How did Jane Chen share the story of the stakeholders who benefit from Embrace? Was it effective?**
- **How did Jane Chen share the strategy of Embrace? Was it effective?**
- **How might this presentation be improved?**



WHAT MAKES A GREAT EDUCATION POLICY PRESENTATION?

A great education policy presentation should both highlight students – what their needs are and how your idea will help them to learn and grow – and the education system.

While you want your storytelling to stay connected to the specific student from your HCD process, in order to influence policy you will also have to assert why your innovation can work beyond your classroom.





Stop at 15:10

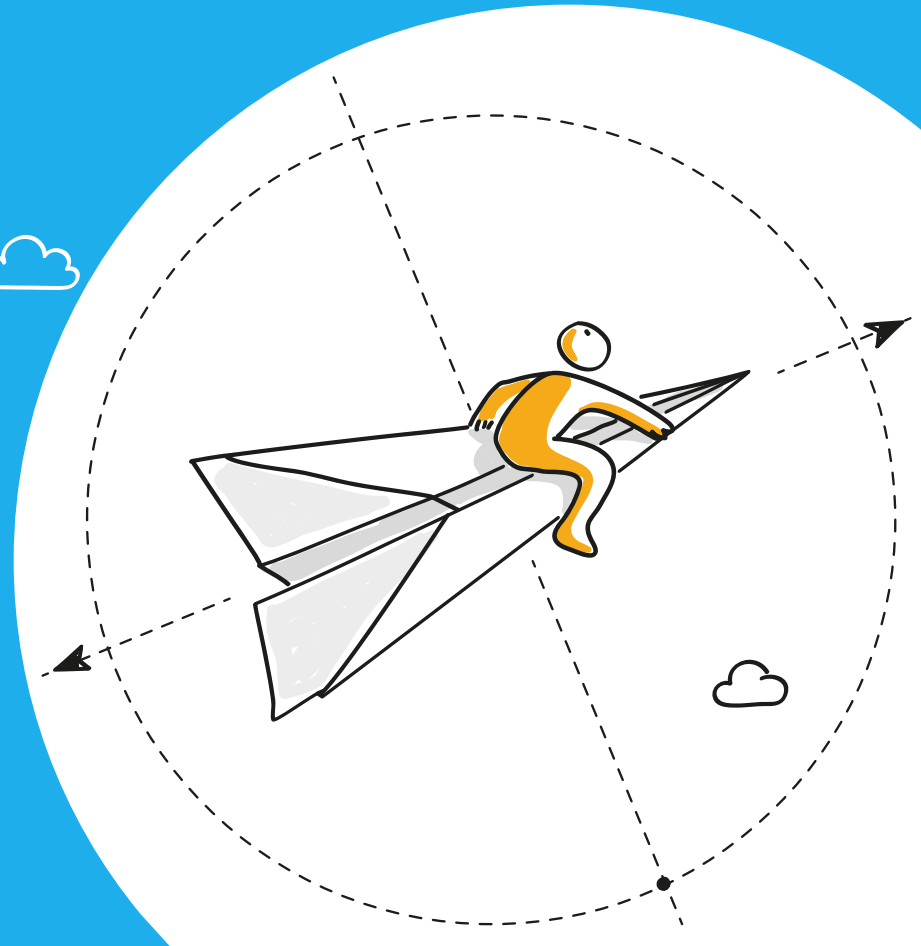


ANALYZE

- **What did you notice about this presentation?**
- **How did Emmanuel share the story of the challenges his students faced during COVID-19? Was it effective?**
- **How did Emmanuel share about his idea? Was it effective?**
- **How might this presentation be improved?**



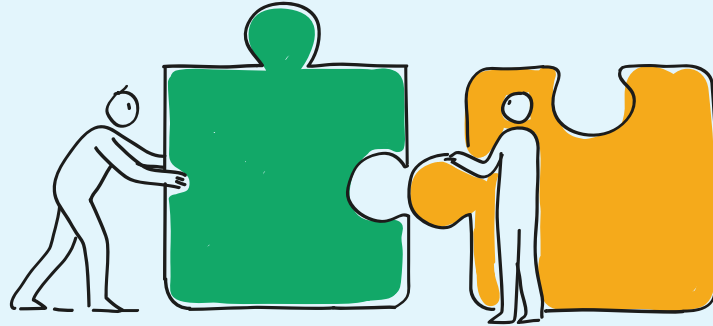
HCD PRESENTATION FRAMEWORKS



BUILDING BLOCKS OF YOUR PRESENTATION



**Before you are able to present your idea,
you need to bring together all of the pieces
of your presentation to help you prepare.**

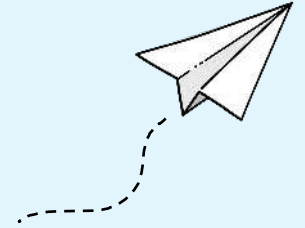


**“If you can’t explain it
simply, you don’t know
it well enough.”**

Albert Einstein

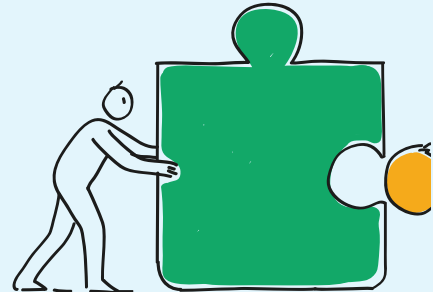


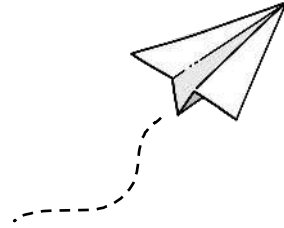
BUILDING BLOCKS OF YOUR PRESENTATION



Use the frameworks provided to gather the following:

- **Contextual information** - what is the context of the problem?
- **The why behind the idea** - is your idea innovative?
- **Why is your idea desirable?** - tell the story of your design work
- **Why is your idea sustainable?** - what is your theory of change?
- **Why is your idea feasible?** - what is your strategy for implementation?





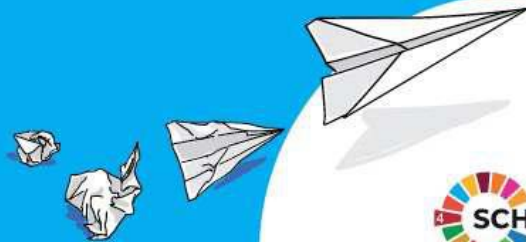
DESCRIBE THE CONTEXT FRAMEWORK

DESCRIBE THE CONTEXT FRAMEWORK

1

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

Storytelling Frameworks



DESCRIBE THE CONTEXT

Instructions: Use this framework to help your team gather information about the context of the community you are working with and the problem you are working to solve with your stakeholder.

1. WHO ARE THE STUDENTS?

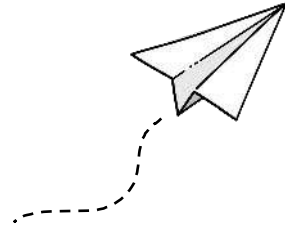
Who is most negatively impacted by the problem

3. WHAT IS THE ENVIRONMENT LIKE?

Where is the community located?

5. WHAT IS THE HISTORY OF THIS PROBLEM?

How long as this problem been a



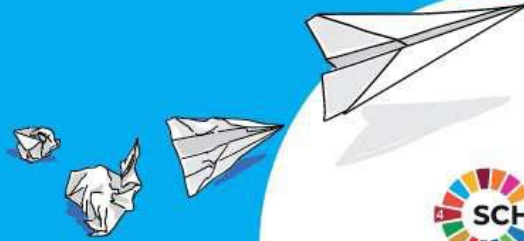
WHY IS YOUR IDEA WORTH SUPPORTING? FRAMEWORK

WHY IS YOUR IDEA WORTH SUPPORTING? FRAMEWORK

2

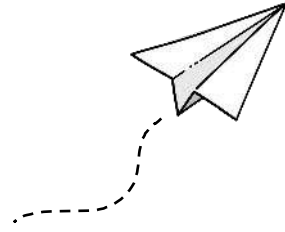
INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

Storytelling Frameworks



WHY IS YOUR IDEA WORTH SUPPORTING?

Instructions: Use the tool below to reflect on why your team believes that your solution is innovative. Why is your solution desirable? Will it meet the needs of your students? Will it delight them? Why is your solution feasible? Will you be able to make it work in context and at scale? Why is your solution sustainable? Do you have the resources required to implement the solution over the long-term? Discuss at a team and capture your answers below.



DEMONSTRATING DESIRABILITY THROUGH STORYTELLING FRAMEWORK

DEMONSTRATING DESIRABILITY THROUGH STORYTELLING FRAMEWORK

3

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

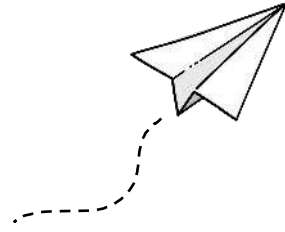
Storytelling Frameworks



DEMONSTRATING DESIRABILITY THROUGH STORYTELLING

Instructions: Use this framework to help synthesize what you learned in the design challenge and communicate your idea in terms of the needs and emotions of your stakeholder. You will use this information to inform your project presentation.

1. WE MET...



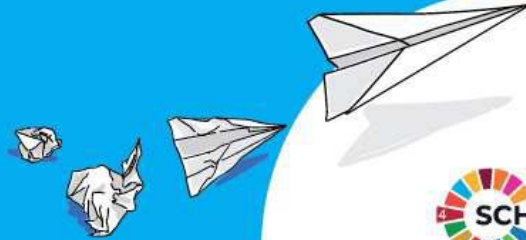
DEMONSTRATING SUSTAINABILITY THROUGH A THEORY OF CHANGE FRAMEWORK

DEMONSTRATING SUSTAINABILITY THROUGH A THEORY OF CHANGE FRAMEWORK

5

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

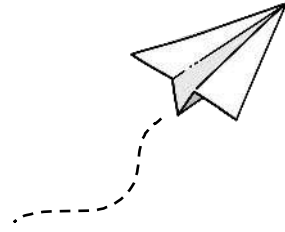
Storytelling Frameworks



DEMONSTRATING SUSTAINABILITY THROUGH A THEORY OF CHANGE

Instructions: Use this framework to help synthesize what you learned in the design challenge and communicate your idea in terms of your theory of change. A theory of change describes what resources you plan to use, what interventions you plan to create and what impacts you expect to see as a result. You will use this information to inform your project presentation.





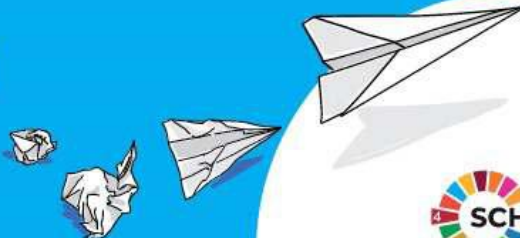
DEMONSTRATING FEASIBILITY THROUGH STRATEGY FRAMEWORK

DEMONSTRATING FEASIBILITY THROUGH STRATEGY FRAMEWORK

5

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

Storytelling Frameworks



DEMONSTRATING FEASIBILITY THROUGH STRATEGY

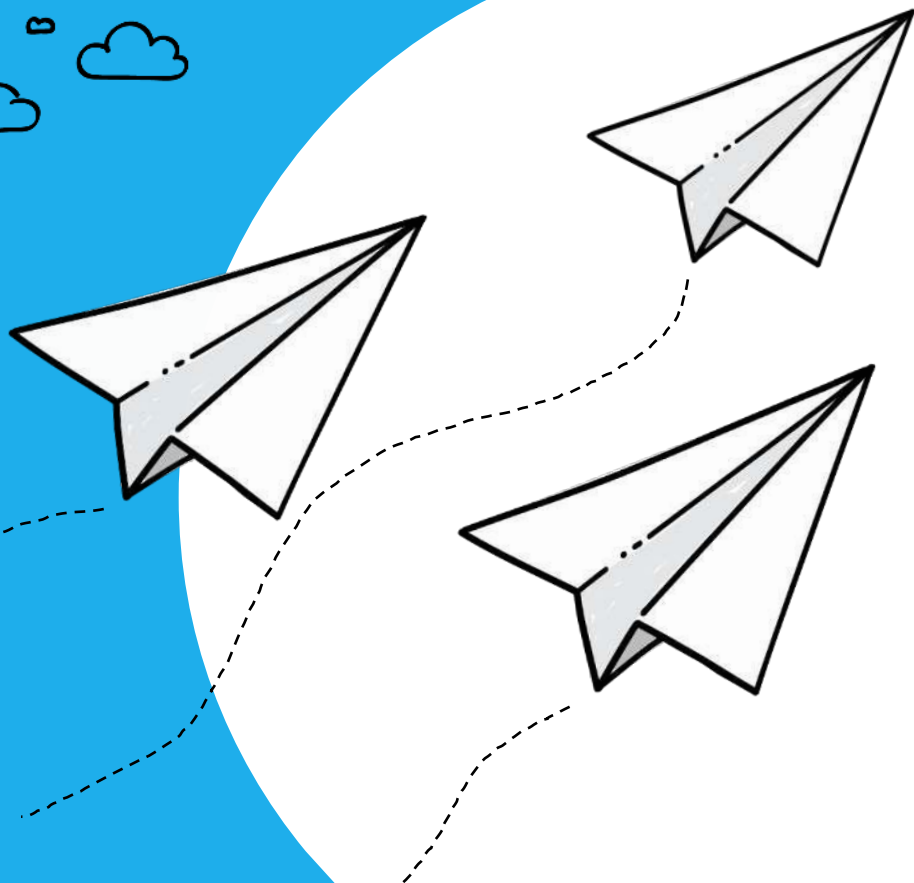
Instructions: Use this framework to help synthesize what you learned in the design challenge and communicate your idea in terms of your theory of change. A theory of change describes what resources you plan to use, what interventions you plan to create and what impacts you expect to see as a result. You will use this information to inform your project presentation.

1. WHAT DO YOU NEED

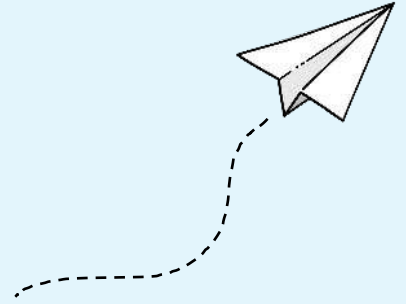
2. WHAT RESOURCES

3. WHAT IS THE

PROJECT WORK



ASSIGNMENT:



- Complete the **Describe the Context** framework.
- Complete the **Why is Your Idea Worth Supporting?** framework.
- Complete the **Demonstrating Desirability** framework.
- Complete the **Demonstrating Sustainability** framework.
- Complete the **Demonstrating Feasibility** framework.

VIDEO MODULE 2

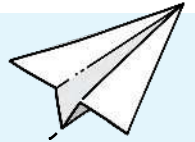


DEVELOPING YOUR PRESENTATION STRATEGY

Inspiring Change Through Our Stories

Schools2030 Mini Course





WHAT IS A PRESENTATION STRATEGY?

In order to make the most effective presentation, you need to develop a presentation strategy. In order to develop a presentation strategy, you need to be clear about your goals for the presentation, who your audience is, what they care about, and what call to action you want to make.



WHAT ARE YOUR GOALS FOR YOUR PRESENTATION?

Are you hoping to influence policy? Motivate colleagues to support your project? Inspire other teachers to try your idea?

**What are the constraints of the project?
Are there requirements for funding?**



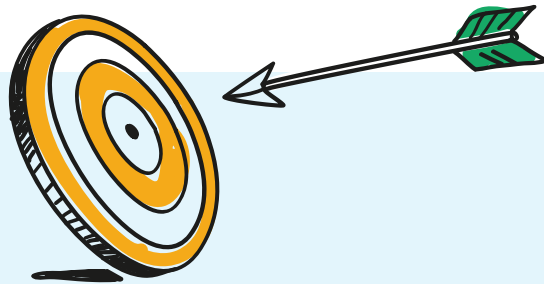
WHO IS THE AUDIENCE FOR THIS PRESENTATION?

What does your audience care most about?

How do they typically make decisions (with data, from expertise, etc.)?

Are they connected personally to the challenge?

How might you engage their emotions to motivate action?



WHY DOES SOLVING THIS PROBLEM MATTER?

**Why should the audience be invested in creating this change based on their values? What is at stake for your students?
What do you want them to feel? To know?**



WHY IS YOUR INNOVATION GOING TO SOLVE THE PROBLEM?

**What makes your innovation unique?
Why do you believe your innovation is going to make a
difference for your students?**



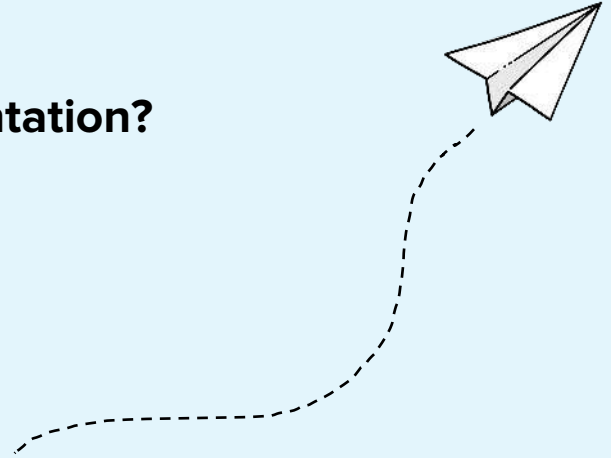
WHAT'S THE ASK?

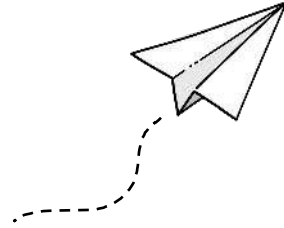
What is the call to action for your audience?
What do you want them to do?



ANALYZE

- What did you notice about the presentation?
- Who is the audience?
- How did he introduce the problem?
- How did he introduce the solution?
- What was the ask?
- Was this presentation successful? Why or why not?





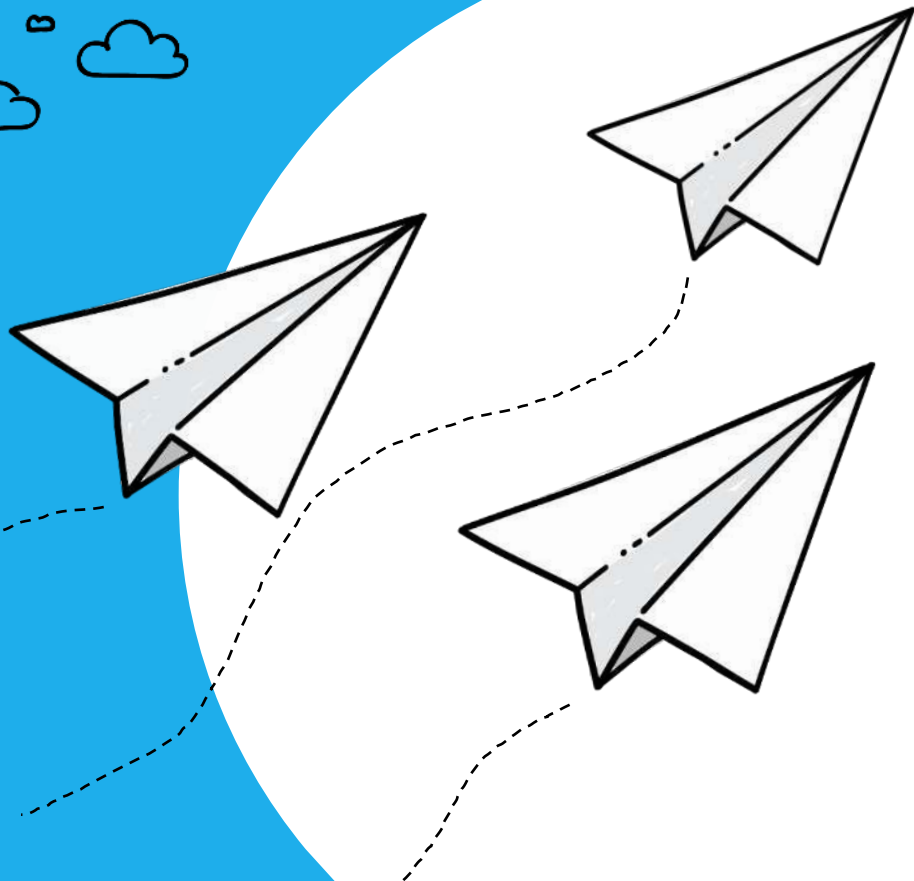
SCHOOLS2030 TEACHER PRESENTATION SCRIPT TEMPLATE

PRESENTATION SCRIPT TEMPLATE



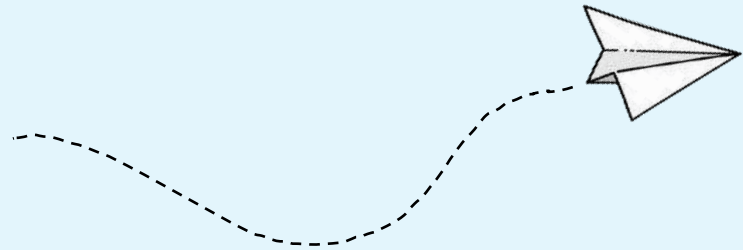
Inspiring Change
through Our Stories
Presentation Script Template

PROJECT WORK



ASSIGNMENT:

Complete the **Schools2030 Teacher
Presentation Script** template.



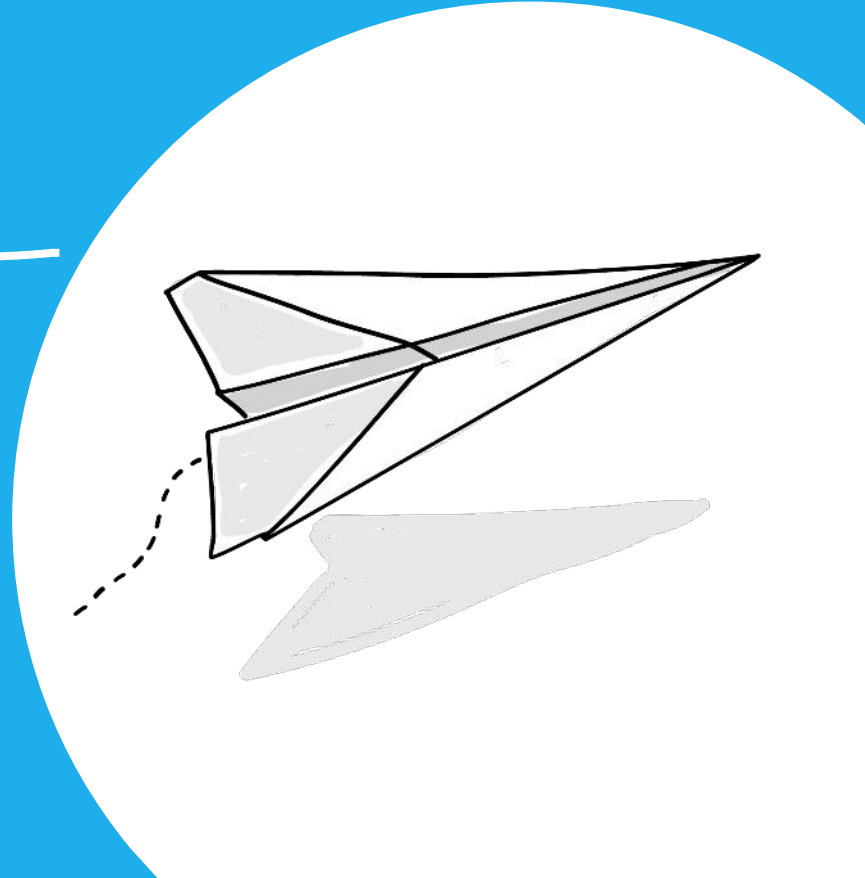
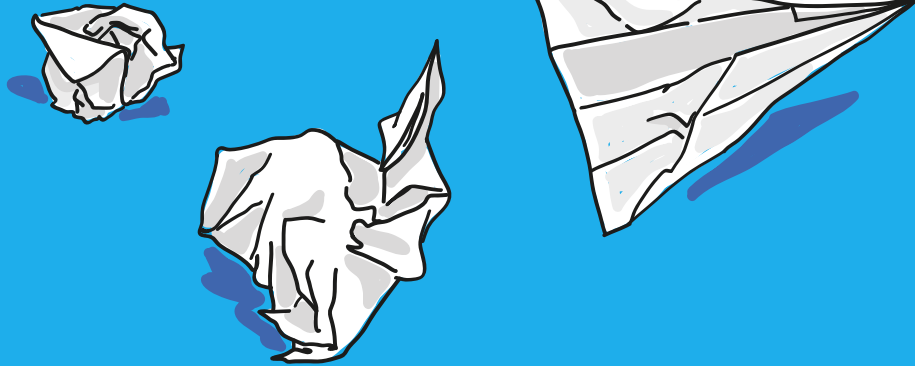
VIDEO MODULE 3



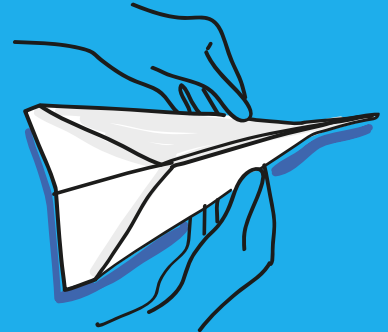
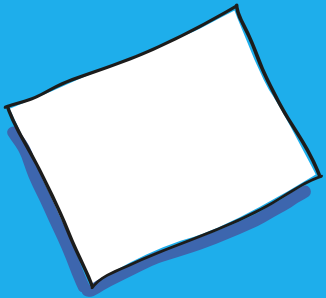
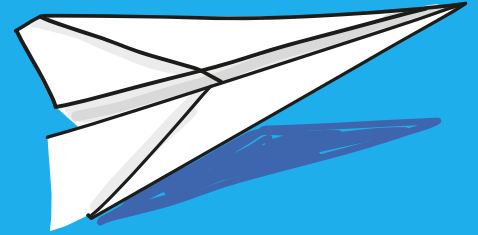
ITERATING ON YOUR PRESENTATION

Inspiring Change Through Our Stories

Schools2030 Mini Course



SHARE YOUR PRESENTATION, GET FEEDBACK AND ITERATE





SHARING YOUR PRESENTATION

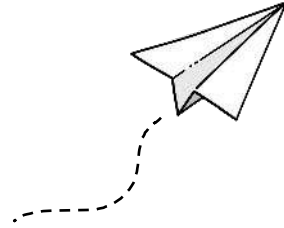
**The best presentations are developed through feedback.
Before you prepare your slide deck, you want to be sure that
you are conveying your message effectively.**





FEEDBACK RUBRICS

**Use the rubrics for evaluating your presentation
to give your partner feedback.**

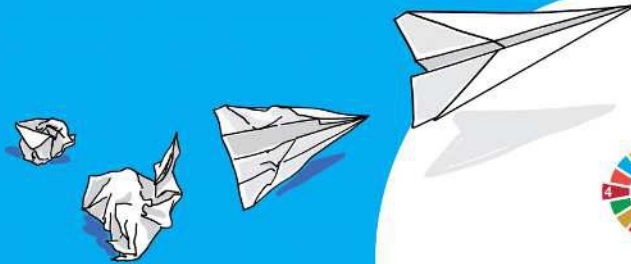


INNOVATION RUBRIC: DESIRABILITY

INNOVATION RUBRIC: DESIRABILITY

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

Innovation Rubrics

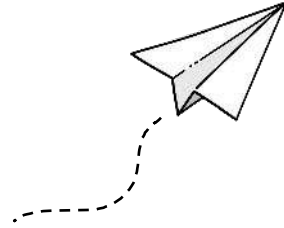


INNOVATION RUBRIC: DESIRABILITY

Use this rubric to evaluate the desirability of your innovation.

Based on your reflections, you can make improvements

	Developing	Emerging	Proficient
Student-Centric	The students and families do not see how your innovation will benefit them and address their needs.	It is unclear if the students and families see how your innovation will benefit them and address their needs.	The students and families see how your innovation will benefit them and address their needs.
Originality	Your innovation does not go beyond current practices and precedents.	It is not clear your innovation does not go beyond current practices and precedents.	Your innovation does go beyond current practices and precedents.

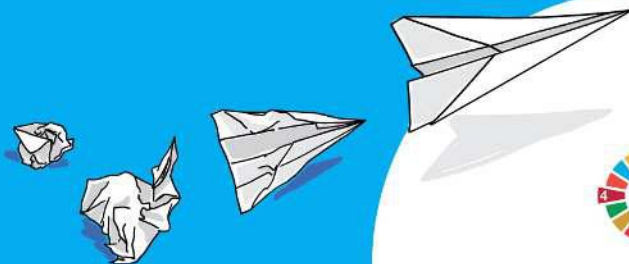


INNOVATION RUBRIC: SUSTAINABILITY

INNOVATION RUBRIC: SUSTAINABILITY

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

Innovation Rubrics



INNOVATION RUBRIC: SUSTAINABILITY

Use this rubric to evaluate the Sustainability of your innovation.

Based on your reflections, you can make improvements to your innovation.

Financial Sustainability

Financial sustainability refers to the extent to which your innovation is financially sustainable within the programme's resource constraints?

Replicability

Replicability refers to how

Developing

Your innovation is not financially sustainable.

Your innovation is not easily replicated.

Emerging

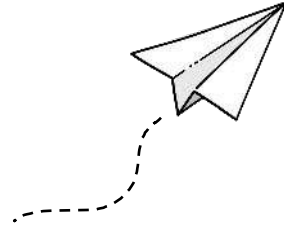
It is not clear if your innovation is financially sustainable.

It is not clear if your innovation is easily replicated.

Proficient

Your innovation is financially sustainable.

Your innovation is easily replicated.

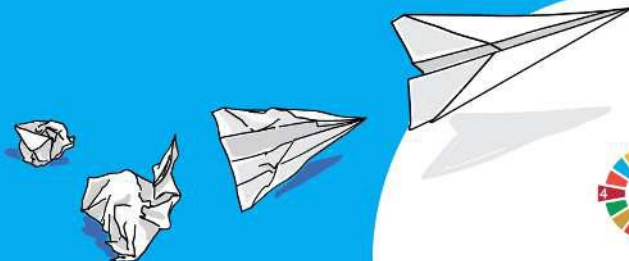


INNOVATION RUBRIC: FEASIBILITY

INNOVATION RUBRIC: FEASIBILITY

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

Innovation Rubrics



INNOVATION RUBRIC: FEASIBILITY

Use this rubric to evaluate the Feasibility of your innovation.

Based on your reflections, you can make improvements to your innovation before

Technical Feasibility

Technical feasibility refers to the extent your innovation is able to be efficiently implemented within the programme's resource constraints.

Logistical Feasibility

Logistical feasibility refers to the extent to which your

Developing

Your innovation is not technically feasible.

Your innovation is not logistically feasible.

Emerging

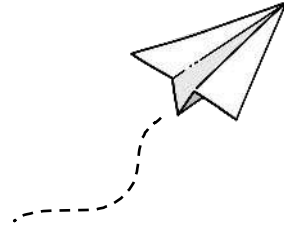
It is not clear if your innovation is technically feasible.

It is not clear if your innovation is logistically feasible.

Proficient

Your innovation is technically feasible.

Your innovation is logistically feasible.

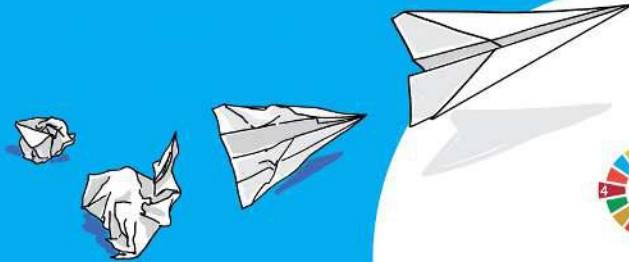


PRESENTATION RUBRIC: MESSAGE

PRESENTATION RUBRIC: MESSAGE

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

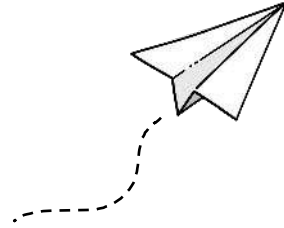
Storytelling Rubrics



PRESENTATION RUBRIC: MESSAGE

Use this rubric to evaluate how well you communicate your innovation during your presentation.

	Developing	Emerging	Proficient
Problem Definition	Presentation lacks a clearly defined problem and contextual information	Presentation has a well-defined problem but lacks contextual information or a specific stakeholder	Presentation has a very well-defined problem that is properly contextualized; it is clear who the stakeholder is and why this problem negatively affects their life
Compelling Innovation	Presentation lacks a clear solution	Presentation includes a solution but it is not well connected to the stakeholder or the problem	Solution is well-defined and clearly connected to the problem and the stakeholder; it is clear how the solution will improve the life of the stakeholder

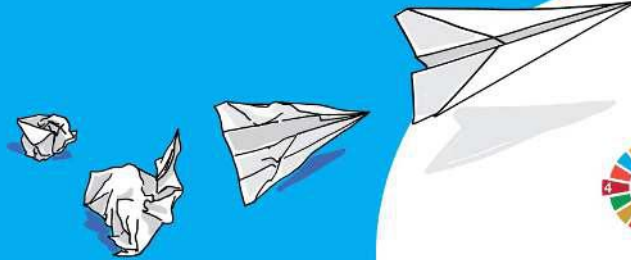


PRESENTATION RUBRIC: VISUALS

PRESENTATION RUBRIC: VISUALS

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

Storytelling Rubrics



PRESENTATION RUBRIC: VISUALS

Use this rubric to evaluate
how well you utilize visuals
in your presentation.

Based on your reflections
and feedback you receive from

Data

Quotations

Developing

Emerging

Proficient

The slide deck has either too much data or data that is irrelevant; data is not clearly presented; data does not help support the flow of the presentation

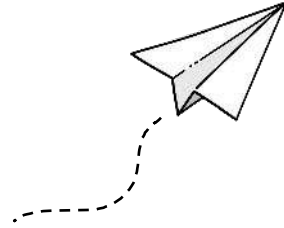
The slide deck has several data points but they are distracting and do not further the ideas of the presentation

Data that is included in the slide deck is relevant and compelling; the data is presented in an easy to understand way

The slide deck has either too many quotations or the quotations are irrelevant; quotations do not help support

The slide deck has several quotations but they are distracting and do not further the ideas of the presentation

Quotations that are included in the slide deck are relevant and compelling; the quotations presented are from the students who the presentation is

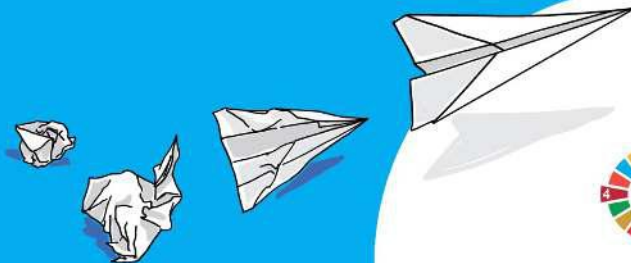


PRESENTATION RUBRIC: OVERALL

PRESENTATION RUBRIC: OVERALL

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

Storytelling Rubrics



PRESENTATION RUBRIC: OVERALL

Use this rubric to evaluate
how well you make your
presentation.

Based on your reflections
and feedback you receive from

	Developing	Emerging	Proficient
Preparation	The presenter(s) is clearly uncomfortable and unprepared; they do not know the materials and do not deliver them smoothly; materials have many errors	The presenter(s) is nervous; they know the materials and but do not deliver them smoothly; materials have some errors	The presenter(s) is comfortable; they know the materials and can deliver them smoothly; materials have been edited and refined
Presence	The presenter(s) do not have confident body language or eye contact; the delivery is not smooth	The presenter(s) is working to have confident body language and strong eye contact; the delivery is somewhat smooth	The presenter(s) has confident body language and strong eye contact; the delivery is poised and smooth

GIVING AND RECEIVING FEEDBACK

I like...

I wish...

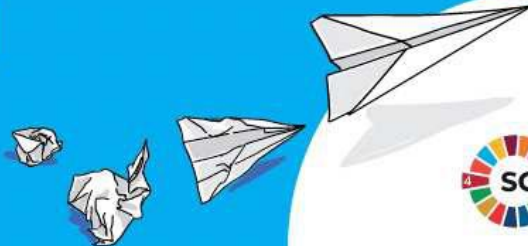
I wonder...



GIVING AND RECEIVING FEEDBACK

INSPIRING CHANGE THROUGH OUR STORIES MINI COURSE

How to Give & Receive Feedback

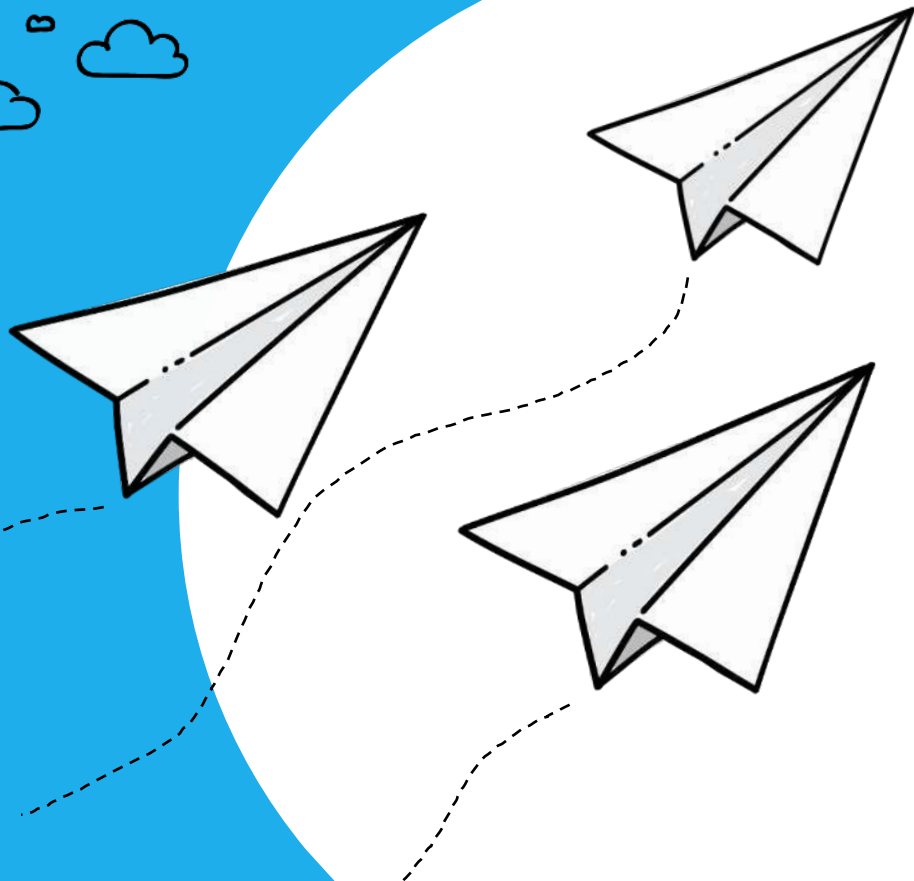


How to Give & Receive Feedback

Practicing and improving your presentation is critical to your success. While you can reflect and iterate on your presentation on your own, getting feedback from your students, your colleagues or your family and friends will help your presentation to shine.

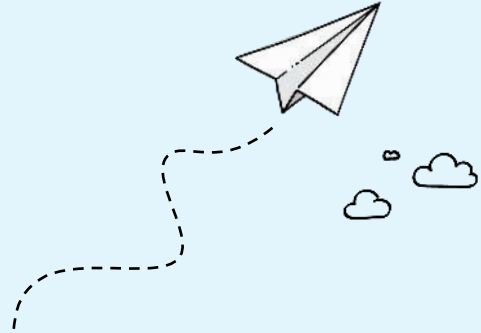
The more times you practice and receive feedback the better. Take a look at the Learning Journey Handout to see the recommended model for practicing and iterating. Share this handout along with the Innovation Rubrics and the Presentation Rubrics with those who

PROJECT WORK



ASSIGNMENT:

Refine your pitch.



**Share your presentation with your students,
a colleague or a friend or loved one.**

**They will give feedback using the rubrics
for evaluating your presentation.**

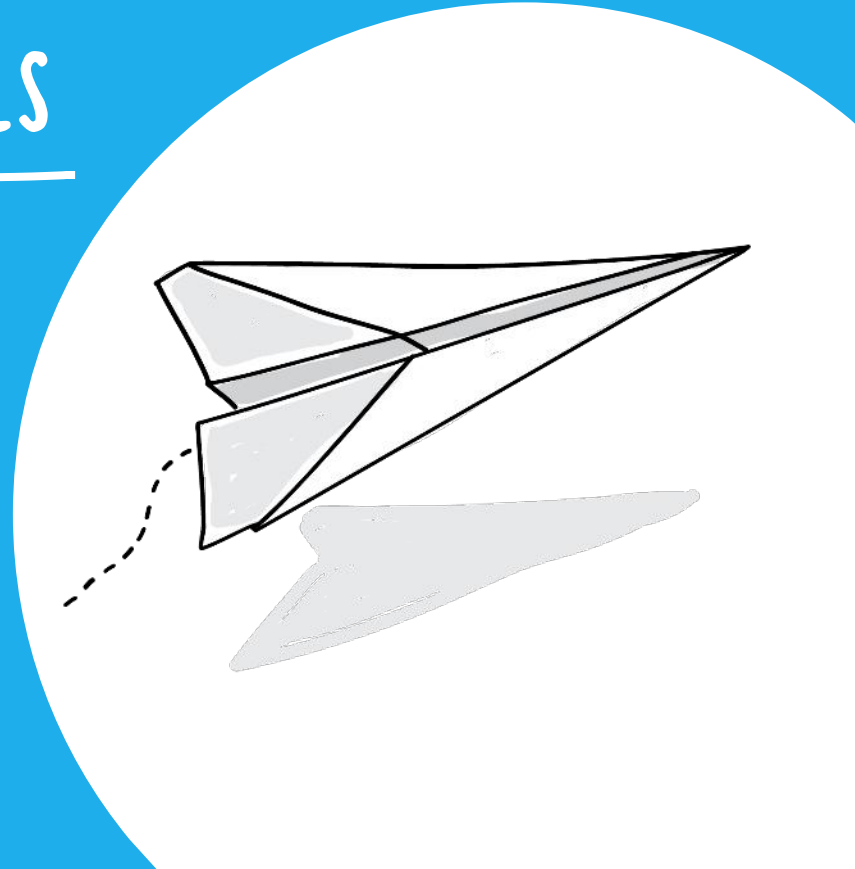
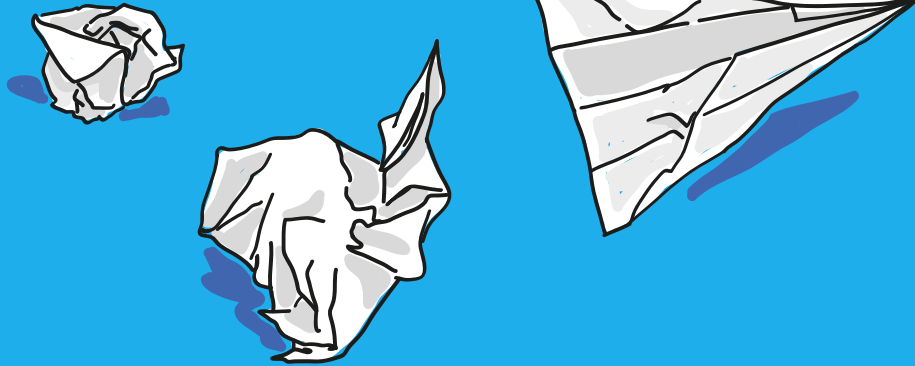
VIDEO MODULE 4



HELP THE AUDIENCE UNDERSTAND THROUGH VISUALS

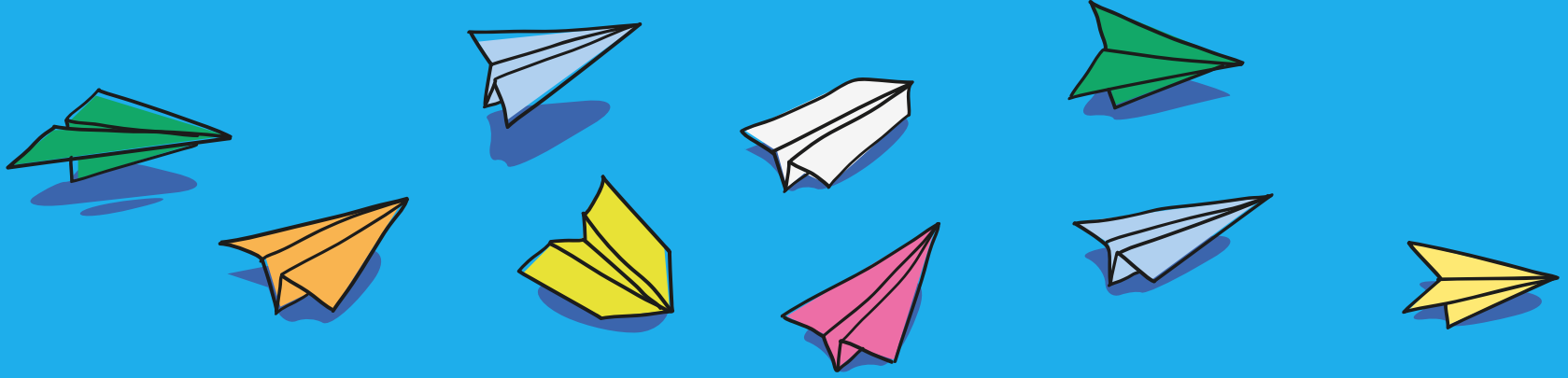
Inspiring Change Through Our Stories

Schools2030 Mini Course



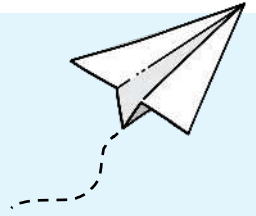


CREATING YOUR VISUALS



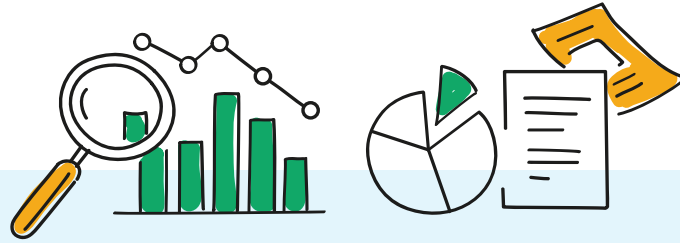


THE FUNDAMENTALS OF PRESENTATION VISUALS



Building a slide deck can be a powerful supporting tool to help you reinforce your ideas, engage your audience and create a more compelling presentation.

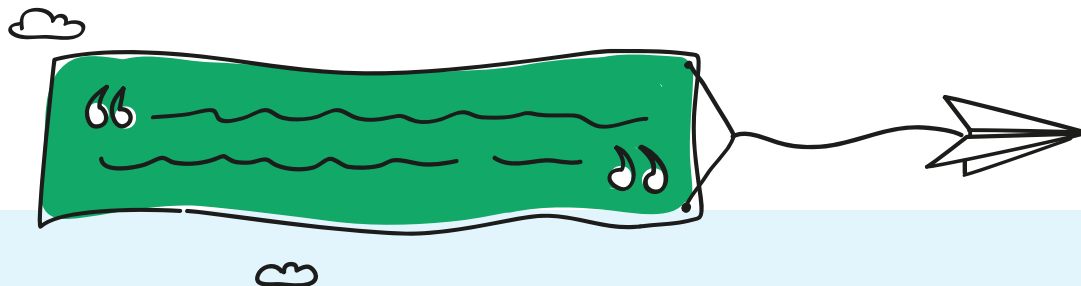
Be careful to make sure that any data points, quotation, text and images are supporting your ideas and not distracting from your presentation.



DATA

Using statistics and other quantitative data can be a helpful tool in explaining the context of the problem you are working to solve.

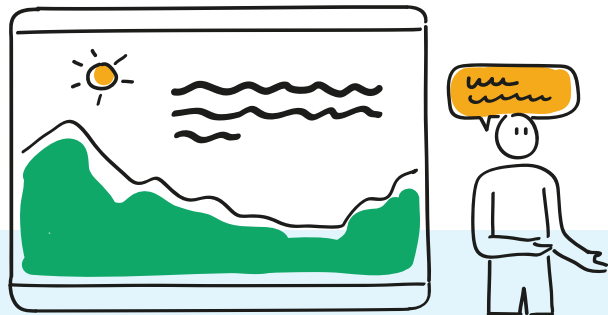
Make sure that you choose a small number of data points and communicate them clearly.



QUOTATIONS

Using quotations from the stakeholders you have engaged is a powerful way to bring their voices to the table.

Make sure your quotations directly support the ideas you are sharing.



TEXT

Using text on slides to reinforce ideas can be a helpful way to keep your audience engaged.

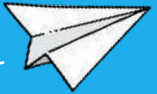
Do not read the text off the slides but make comments that help reinforce and interpret the text.



IMAGES

Images, especially, of the community and the stakeholders you are working alongside, can be a powerful way to engage the audience by humanizing the problem.

Use images more than any other kind of visual in your presentation slide deck.

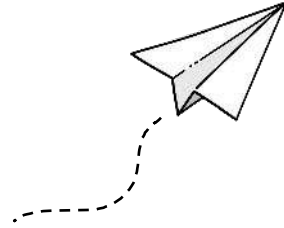


ANALYZE

What did you notice about the story? About the visuals?

Did the visuals help communicate the story?





SCHOOLS2030

SLIDE DECK TEMPLATE

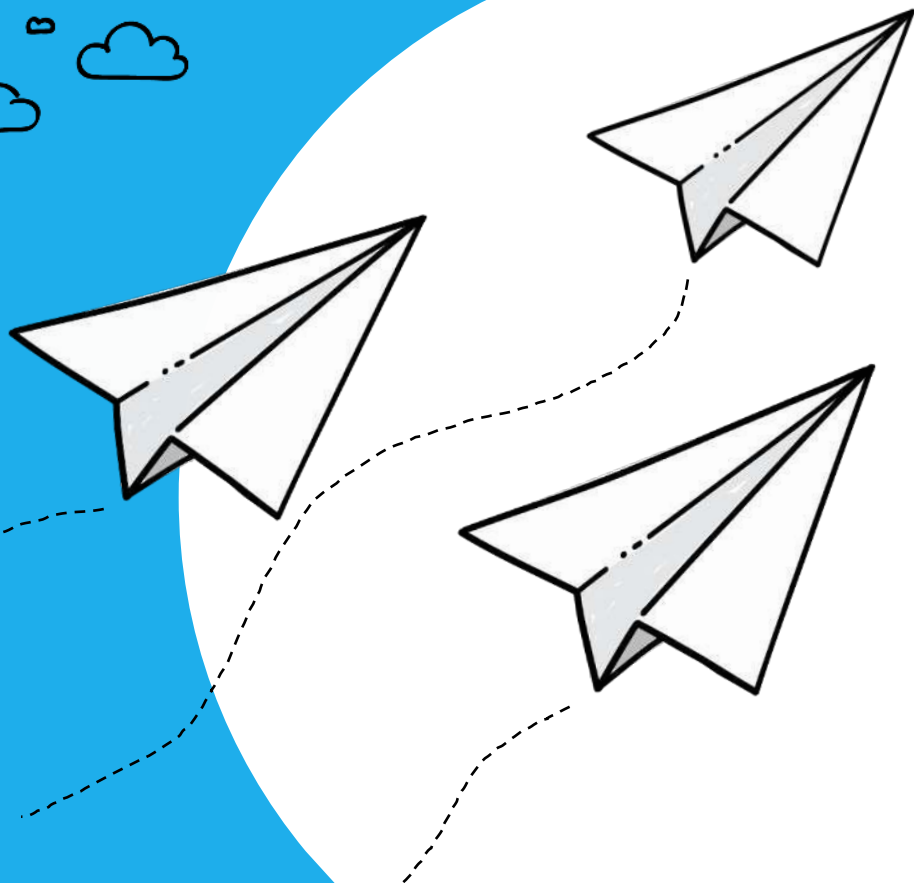
SCHOOLS 2030 SLIDE DECK TEMPLATE



Title here

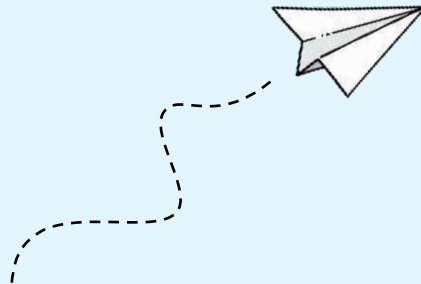
Write a great subtitle here

PROJECT WORK





ASSIGNMENT:



Complete the **Schools2030 Slide Deck** template.

Share your presentation with a
Schools2030 staff members.

They will give feedback using the rubrics
for evaluating your presentation.

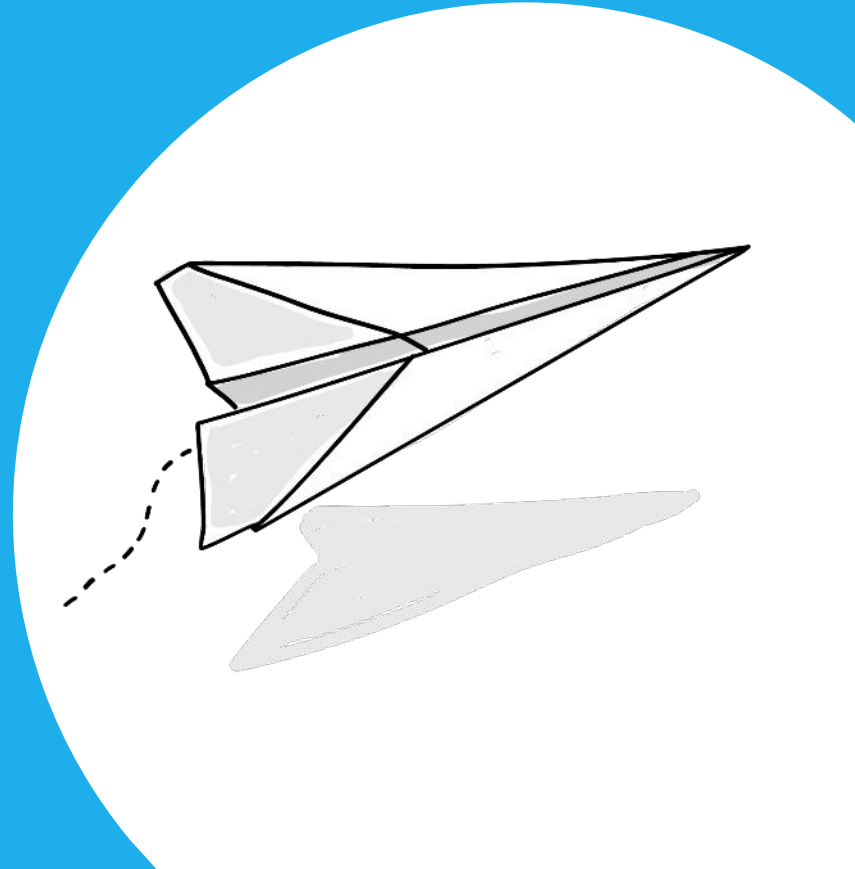
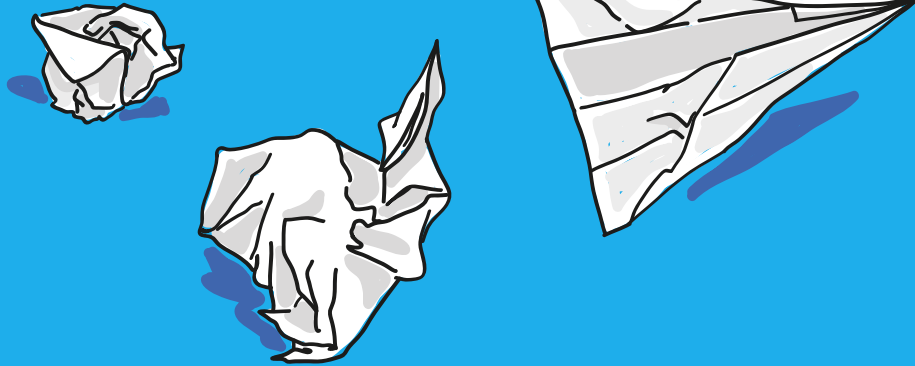
VIDEO MODULE 5



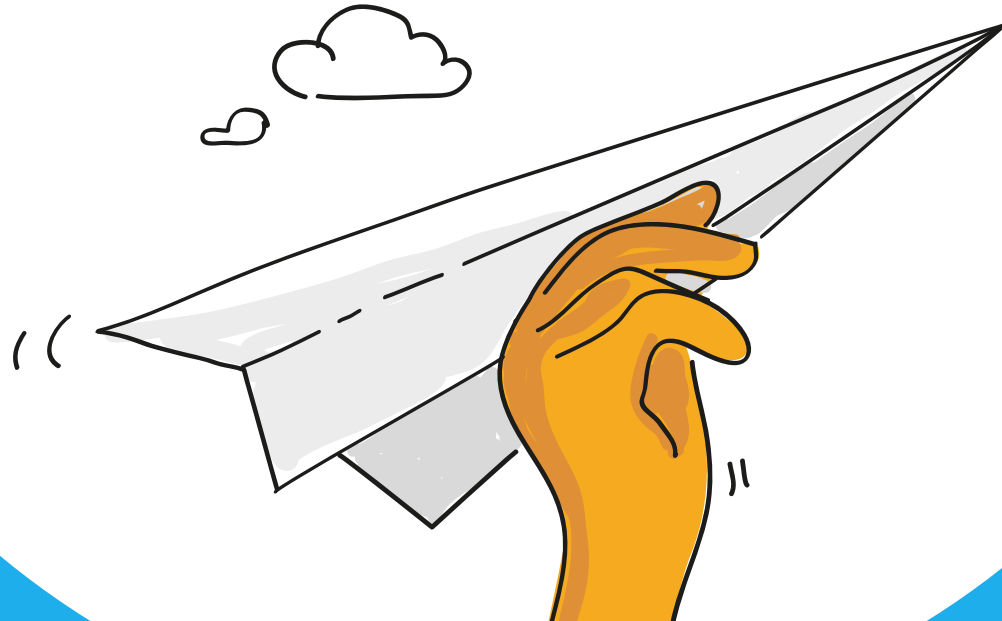
BUILD CONFIDENCE THROUGH PREPARATION

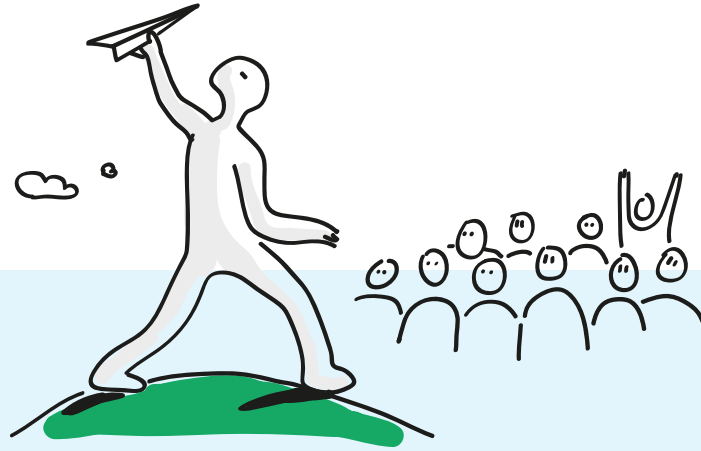
Inspiring Change Through Our Stories

Schools2030 Mini Course



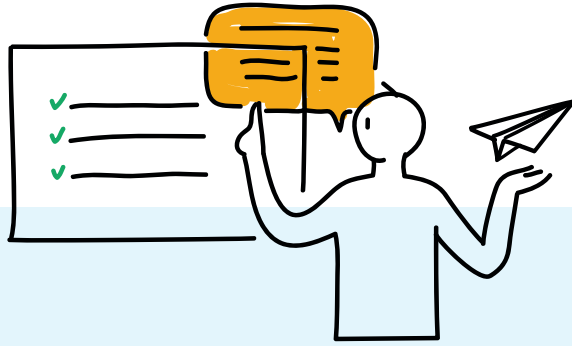
PREPARE, PRACTICE AND REFINE





THE FUNDAMENTALS OF PUBLIC SPEAKING

**Public speaking is a common fear.
Preparing and practicing can help you to gain confidence
and deliver your pitch in a compelling way.**



WHY PREPARING IS IMPORTANT?

Being prepared to present can reduce nerves and boost your confidence.

Make sure you have a clear plan for your presentation.

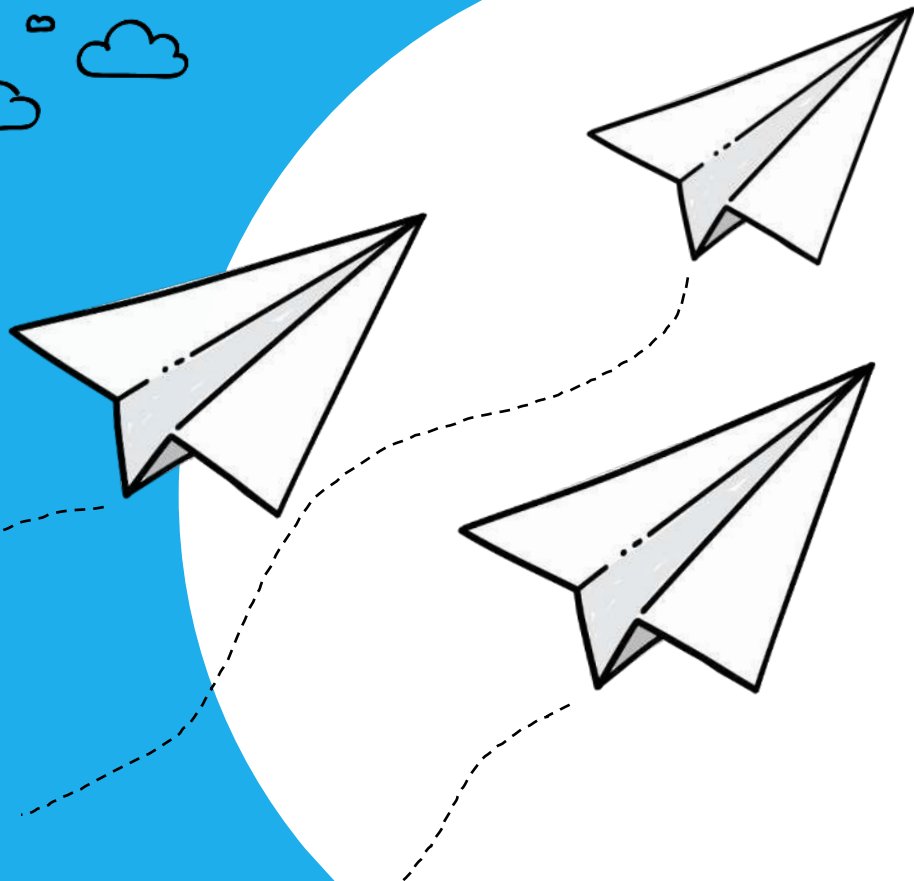
Make sure you have all of the technology you need and that your slides are ready and accessible.



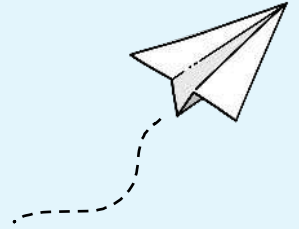
WHY PRACTICING IS IMPORTANT?

Practicing your presentation can also help you build confidence and refine the delivery of your presentation. Practice alone and with friends or loved ones to get feedback. Practice delivering your speech with the notes and aides you need to feel confident. Get comfortable using those aides.

PROJECT WORK



ASSIGNMENT:



Practice your pitch.

Meet with a policymaker or business leader that your Schools2030 staff member pairs you with. This person will then give feedback using the presentation rubrics.

Iterate based on feedback.

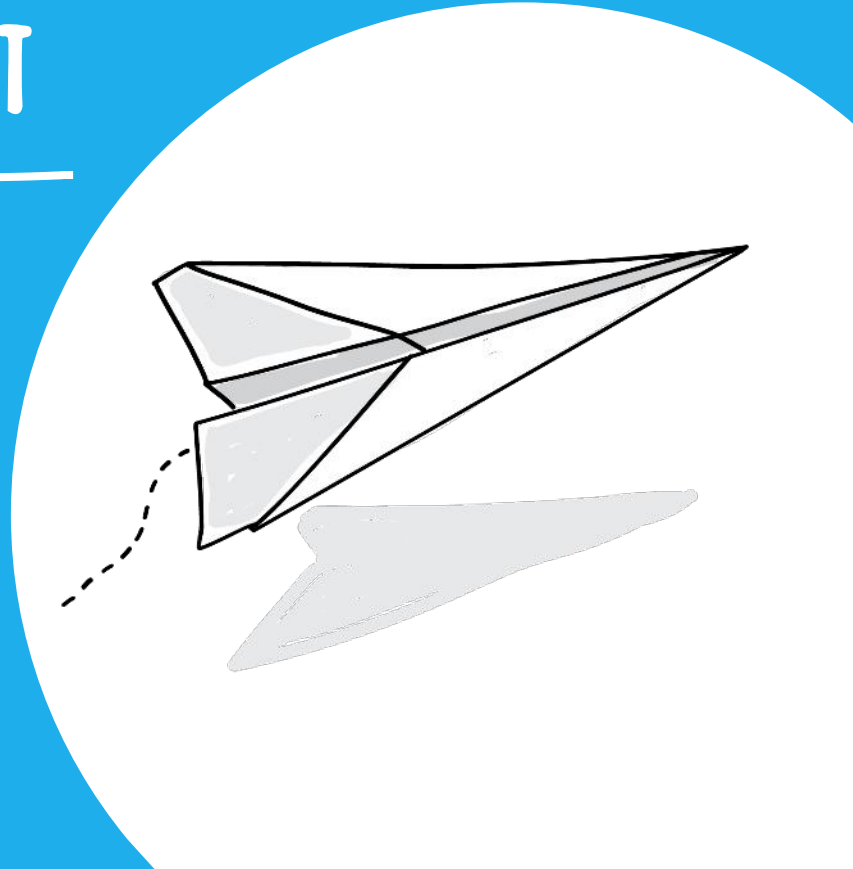
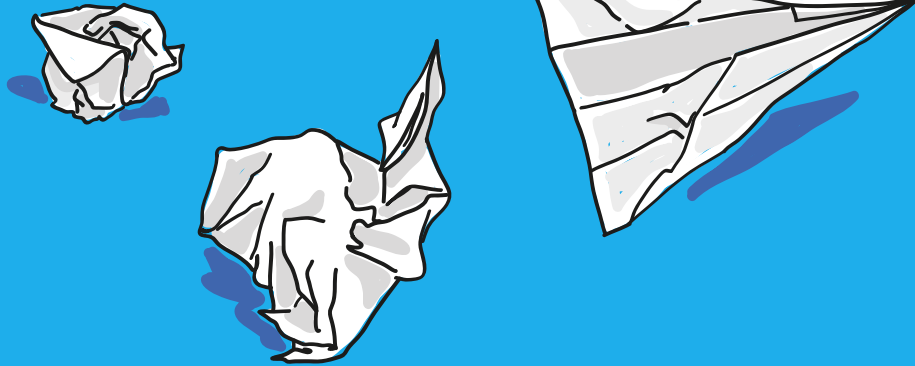
VIDEO MODULE 6



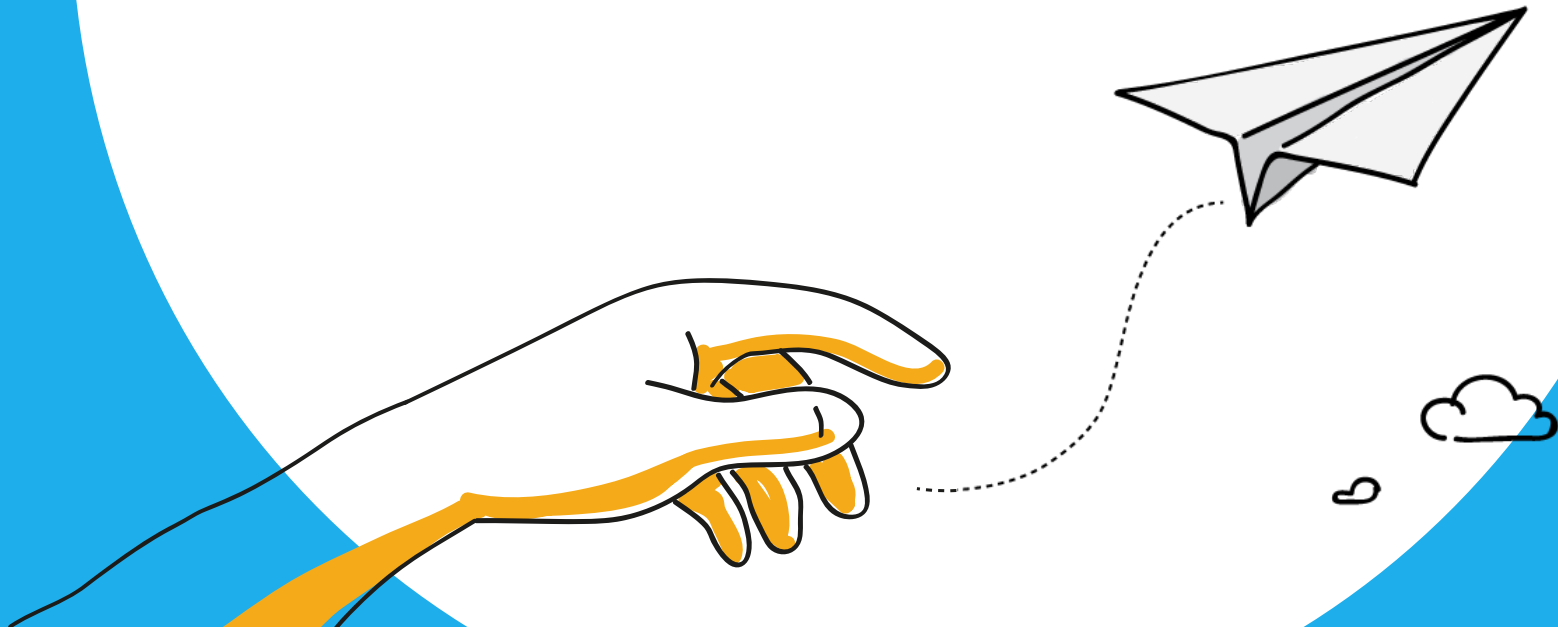
GETTING READY TO PRESENT

Inspiring Change Through Our Stories

Schools2030 Mini Course



FINALIZE YOUR PRESENTATION

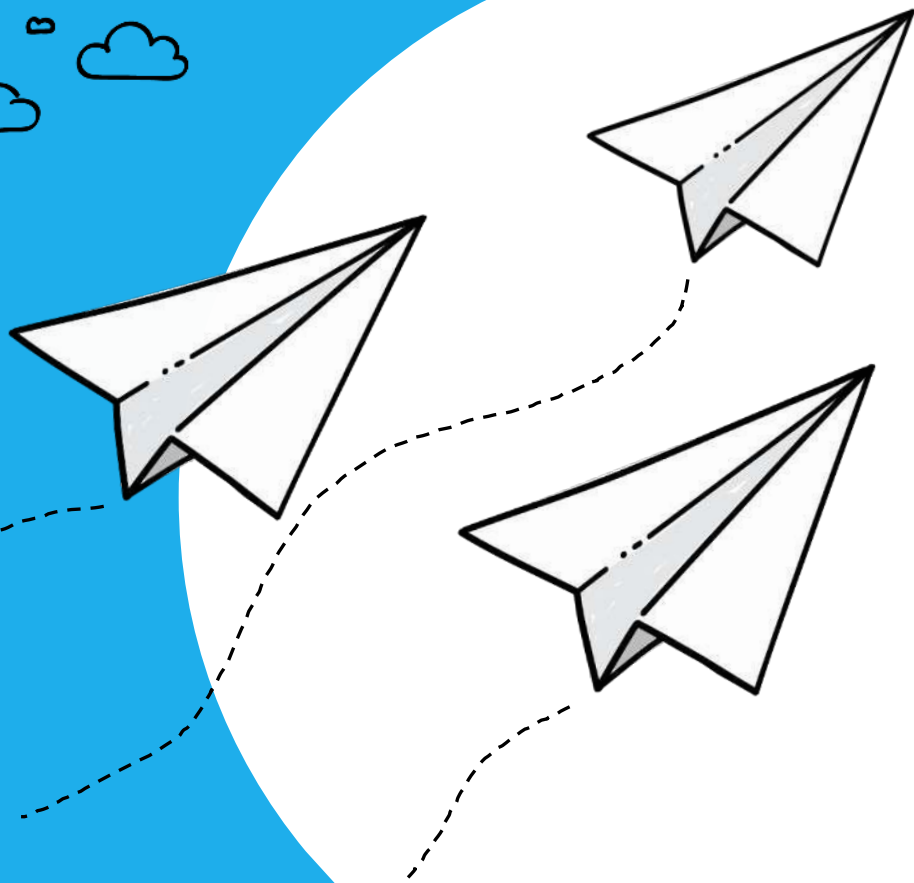




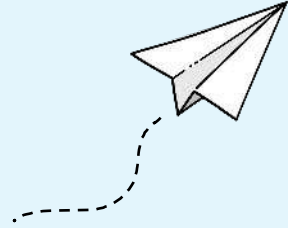
FINALIZING YOUR PRESENTATION

Make sure you have iterated on your presentation message and visuals based on feedback from peers. Make sure you are prepared and practiced before giving your presentation.

PROJECT WORK



ASSIGNMENT:



Refine and practice your presentation.

Be ready to share your presentation at the upcoming event.

YOU GOT THIS!

Good luck!

