Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia

The Purpose of Professional Portfolios

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Acknowledgements

The Purpose of Professional Portfolios

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School Leader's and Supervisor's Toolkit - The Purpose of Professional Portfolios

Introduction

Who is this support module for?

This module is written for teachers, directors, supervisors, trainers and other education officials.

What is the purpose of this support module?

This support module aims to:

1. Establish a process to secure evidence of improving professional skills of Ethiopian teachers
2. Support professional approaches to reflection, evaluation, development and teacher learning
3. Ensure that Ethiopian teachers benefit from the universal value of professional portfolios

The overall objective is to improve the quality of teaching and learning in schools in Ethiopia.

What is the background to this module?

This module has been written in support of the national CPD Framework. The Framework was introduced to support school-based professional development by allowing schools and teachers to identify their own CPD needs and then address them by working on three priorities a year. The professional portfolio is a way to present and store evidence of professional development activity carried out as part of CPD.

The module was identified during the writing of the Framework and there was a five day writing workshop to produce the first draft. In light of Ministry of Education visits to regions, zones, woredas and schools the module was adjusted to give further advice. This was followed by a TDP conference attended by TDP focal persons, school directors and supervisors who looked closely at the document and gave suggestions for improvement. These suggestions were taken into account as the final draft was written. This draft was taken to a small body of experts to carry out the final adjustments and final agreement of the format and content.

Section 1: Definition, Objectives and Importance of the Professional Portfolio

What are the objectives of a professional portfolio?

1. to provide evidence of the development of your professional skills as a teacher and the improvement in the learning and outcomes of your students.
2. to provide a basis for the performance review which will be carried out for each teacher.

Your portfolio will:

- help you to measure and evaluate your own performance against the criteria set out in section 2.2 in the CPD Framework under the heading "What is Good Teaching?" and against the list of "Teacher Competencies"
- record your CPD priorities and activities, the changes in your teaching, the improvements in your students achievement and your development as a teacher
- be an important resource to support performance review and when you prepare yourself for additional responsibility

What is a teacher's professional portfolio?

A portfolio is an organised collection of items, produced by a teacher to demonstrate his/ her professional development.

Do all teachers have to have a portfolio?

Yes. The Ministry of Education requires all teachers to develop a portfolio to help deliver quality education in Ethiopia.

Who does the portfolio belong to?

The portfolio belongs to the individual teacher, who is responsible for its contents and its safekeeping.

Is it assessed?

Yes. It is part of the performance review process for a teacher

Do teachers in other countries use portfolios?

Many developed and developing countries require teachers to keep a professional portfolio, for example, South Africa, the UK. Portfolios are used for many purposes including assessing the induction year, reviewing teachers' performance and therefore progress on the career ladder.

Why is keeping and developing a professional portfolio important?

Keeping and developing a professional portfolio helps you to:

- develop a systematic and professional approach to your development, including identifying new development needs

- summarise the performance of your students and the steps you have taken to improve it

- record the professional development activities you have undertaken and the impact they have had on the quality of teaching and learning

- provide evidence of successful performance and areas for further improvement

Section 2: The Content of your Portfolio

> **'A good portfolio shows the performance of a good teacher'**
> **TDP Conference**

What must I put in my portfolio?

<u>Compulsory list</u>

The order of this list will help you focus on how you have improved students' learning and developed as a teacher.

You **must** include:

Section A: General information

1. cover sheet and personal details i.e. name, position, school name, date
2. contents page in the form of a list
3. your school's current CPD priorities and your personal CPD priorities
4. your job description and responsibilities
5. your CV: a list of your qualifications, training and jobs

Section B: Performance analysis

1. summative examination results from your students, with analysis and strategies you will use for improvement
2. feedback from lesson observations by your mentor, supervisor or school manager
3. self -assessment against the criteria in "What is Good Teaching?"(section 2.2 The Framework)
4. attendance record

Section C: CPD

1. evidence of all CPD activities related to your priorities which you have undertaken during the current academic year
2. summary of CPD activities and outcomes in the previous academic year
3. your personal annual CPD plan (PAP) identifying your CPD priorities
4. your own self reflection on your progress e.g. evaluations and reflections on the strategies you have used to improve students' learning this year.
5. annual and (if appropriate) semester performance review reports

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What other information would be useful to include?

<u>Optional List</u>

You may have carried out other activities which have improved students learning or had an impact on your development.

These **<u>might</u>** include:

1. details of Action Research you have undertaken
2. examples of curriculum development or audio-visual materials used and their impact
3. evidence of other skills developed e.g. IT where these are relevant to professional development priorities.
4. reports you have written, for example, about your observations of good practice on a visit to another school
5. letters of appreciation or awards you have received
6. evidence to show how you have adapted your lessons to include children with special needs e.g. very able students, deaf or blind students
7. details of projects such as developing active learning
8. other evidence of personal development activities undertaken e.g. upgrading, English Language Improvement, that are not part of the mandatory 60 hours.

ALL ITEMS MUST HAVE CLEAR HEADINGS AND BE DATED WITH THE MONTH AND YEAR

Must it be my own original work?

You should only include items which relate to things you have done, but this can include cluster, school and group activities

How many items am I expected to include?

Make sure you have included all the items from the compulsory list. Only add others which show how things have improved.

How often should I change the contents?

You must update it every year. Adding new items when you complete is best practise.

What does a good portfolio look like?

It helps if the portfolio is arranged in sections. The list of compulsory items suggests a sensible arrangement of sections.

Section 3 Developing Your Portfolio

Where does the material for my portfolio come from?

A professional teacher is will keep records of his/her teaching and learning activities throughout the year. You should be able to select many of the required items for the portfolio from these records. You should use the compulsory list of in Section 2 together with the priorities from the school's CPD plan and your individual CPD plan (PAP) to help you decide what to include in your portfolio. The sections in the compulsory list of contents give you a sensible way in which to organise your portfolio.

When do I work on my portfolio?

You should work on your portfolio throughout the year. You should have your professional development priorities in mind as you are planning and undertaking your teaching and learning activities throughout the year. You should review progress against these priorities regularly and identify evidence to support that progress.

Does the time I spend on my portfolio count towards my 60 hours of CPD?

No because the material for the portfolio will come from your normal teaching duties and CPD activities.

Where do I keep my portfolio? Do I have to make a copy of my portfolio?

You are responsible for the development, contents and safekeeping of your portfolio. You are not expected to make a copy of the portfolio.

Who will need to use the portfolio?

You will need the portfolio available to update it regularly. Supervisors/mentors/Directors / Vice Directors will need to be able to see the portfolio and use it as a part of performance review. The school Director or Vice Director should indicate at the start of the year when they expect teachers to have their portfolio available for performance review. The Director or Vice Director may also require you to produce your current portfolio with reasonable notice.

Section 4: Support, feedback and assessment

Who will support me in developing my portfolio?

- All zones, woredas, clusters and schools are required to provide CPD training on portfolios and may invite experts to help. The trainers will give you advice on how to develop your portfolio.

- You can discuss with your Head of Department and ask for advice about evidence that might be included. You can also ask your department head to ensure that portfolios are discussed in departmental meetings.

- Your school Director/ Vice Director may offer informal advice.

- Your school supervisor, mentor and colleagues in other schools may offer advice.

- Talk to your close colleagues. You should be honest about your strengths and weaknesses and share your ideas.

- Use this document and the toolkit to provide guidance and clarification.

Who will give me feedback on the contents of my portfolio? How will it be given?

- Your close colleagues will make informal comments, give constructive advice and support whenever you ask them.

- Ask your Head of Department or Director/Vice Director to look through your portfolio and make suggestions. You may also share ideas at department level.

- Don't forget to do some self-assessment, by comparing the items in your portfolio with your CPD priorities.

- General feedback by trainers at training sessions.

- There may also be general professional suggestions for improvement from formal staff meetings.

- The Director, supervisor or other senior member of staff will give you formal feedback as part of performance review. Feedback should be supportive and focus on the quality of the evidence in the portfolio for development and improvement. You should also discuss how to make further improvements.

You should reflect on the feedback you have been given and review the contents of your portfolio to ensure that it provides the best evidence of your professional development.

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Who will assess my portfolio? How will it be assessed?

Your portfolio will show the development you have made as a teacher during the past year. It will provide evidence of the change and improvement in the quality of your teaching and the learning of your students. This is important information to support the formal process of performance review undertaken by the Director/Vice Director twice a year. The evidence in your portfolio will not be assessed separately: it will underpin the discussion between yourself and the Director/ Vice Director about your strengths and weaknesses, the progress you have already made, the areas which require further improvement and your future career plans.

Teacher's Toolkit

Portfolios- A Teacher's Toolkit

Purpose of this Toolkit

This guide provides practical advice on developing a professional portfolio to meet the requirements outlined in the Ethiopian Ministry of Education (MoE) Publications; 'The Framework' and 'The Purpose of Professional Portfolios'

This document contains the information and where appropriate the formats you need to complete a portfolio which fulfils the underline essential requirements only. *A list of these items is found on **Page 3**.* All the items listed must be present in your portfolio.

There is a separate working example of a portfolio available to help you.

Here are some answers to **frequently asked questions**.

What are the objectives of a professional portfolio?

> to provide evidence of the development of your professional skills as a teacher and the improvement in the learning and outcomes of your students.

> to provide a basis for the performance review which will be carried out for each teacher.

Your portfolio will:

>help you to measure and evaluate your own performance, record your CPD priorities and activities, the changes in your teaching, the improvements in your students' achievement and your development as a teacher

> be an important resource to support performance review and when you prepare yourself for additional responsibility

What is a teacher's professional portfolio?

>A portfolio is an organised collection of items, produced by a teacher to demonstrate his/ her professional development.

Do all teachers have to have a portfolio?

>Yes. The Ministry of Education requires this to help deliver quality education in Ethiopia.

Who does the portfolio belong to?

>The portfolio belongs to the individual teacher, who is responsible for its contents and its safekeeping.

Is it assessed?

>Yes. It is part of the performance review process for a teacher

What does keeping and developing a professional portfolio help you to do:

>develop a systematic and professional approach to your development, including identifying new development needs, summarising the performance of your students and the steps you have taken to improve it

>record your professional development activities and the impact they have had on teaching and learning

>provide evidence of successful performance and areas for further improvement

How many items am I expected to include?

>Include all the items from the compulsory list. Only add others which show improvements.

How often should I change the contents?

>You must update it every year. Adding new items at the time you complete them is best.

Does the time I spend on my portfolio count towards my 60 hours of CPD?

>No, because the material for the portfolio will come from your normal teaching duties and CPD activities.

For further information, consult the MoE publications above.

Teacher's Toolkit - The Purpose of Professional Portfolios
Minimum contents and the order of your Portfolio.

Section One: General Information
    1.1: Personal Details and Job Description.
    1.2: Contents Page.
    1.3: Annual School Continuous Professional Development (CPD) Priorities and Personal CPD Priorities.
    1.4: Curriculum Vitae (C.V.).

Section Two: Performance
    2.1: Summative Examination Results with analysis.
    2.2: Feedback from lesson observations over the past 12 months.
    2.3: Self Assessment against the MoE's 'What is Good Teaching' Criteria.
    2.4: Personal Attendance Record.

Section Three: CPD Evidence
    3.1: Evidence of all CPD activities in the current academic year.
    3.2: Summary of previous year's CPD plan.
    3.3: Personal Annual CPD Plan.
    3.4: Reflection and an evaluation of CPD activities.
    3.5: Annual and semester Performance Review Reports.

N.B.

1. You will need the portfolio available to update it regularly. Supervisors/Mentors/Directors / Vice Directors will need to be able to see the portfolio and use it as a part of performance review. The school Director or Vice Director should indicate at the start of the year when they expect teachers to have their portfolio available for performance review. The Director or Vice Director may also require you to produce your current portfolio with reasonable notice.

2. All items should have clear headings and be dated with the month and year.

Teacher's Toolkit - The Purpose of Professional Portfolios
How to complete Section One: General Information

There are 4 sections.

1.1: Cover Sheet and Personal Details.

To complete the cover sheet of your portfolio you must enter your name, position, school, department and job description. The job description must be the one you were given when appointed to your current position and should provide a list of your current major responsibilities.

Teacher's Professional Portfolio

Name:
Position:
School:
Department:
Job Title:
Job Description:

1.2: Contents Page.

Your portfolio should be ordered as shown on **Page 3.** Here is a format sheet for your contents page.

Contents	Page Number

1.3: School CPD Priorities and Individual CPD Priorities.

Your school must have 3 CPD priorities as part of its annual plan. You should have 3 personal CPD priorities. Use the format sheets below for these.

Our School CPD Priorities for the academic year:	Name:
1	
2	
3	

Personal CPD Priorities for the academic year:	Name:
1	
2	
3	

1.4: Curriculum Vitae (C.V.)

A Curriculum Vitae (C.V.) is a summary of all your past achievements, qualifications and professional experiences.

CV for - Full Name:	Last Updated:
Professional Qualifications (List all your Professional Qualifications)	
Professional Experience (Where you have worked, when and important responsibilities)	
Training and Development (Courses, workshops and updating you have attended)	
Other skills and interests (list other personal achievements which may enhance your professional performance)	
Education (Schools, dates, personal examination results) e.g. Menelik II High School EC 1991-1995 Grade 8 passes In Maths, Amharic, English , Physics, Chemistry and Biology	

Teacher's Toolkit - The Purpose of Professional Portfolios

How to complete Section Two: Performance

There are 4 sections.

2.1: Summative Examination Results with analysis.

You must include the summative examination results from your previous year's class. Look at this example for a Mathematics Teacher:

Class	Group	starts	completed	%completed	pass	%pass	%success
4A maths	Male	22	20	90.9%	18	90%	81.8%
4A maths	Female	18	14	77.7%	10	71.4%	55.5%
4A	Disabled	2	2	100%	0	0%	0%
4A maths	All	40	34	85%	28	82.4%	70%

The table shows the number of people who started in the class and the number of people who completed (stayed all year). It also shows the number who passed the exam. You can calculate the %completed= starts/completed x 100
%passed= passed/completed x 100
%success=passed/starts x 100

The data in the table needs to be analysed e.g.:
The class has performed reasonably well with 70% of all the students who started passing the examination. This was an improvement on last year when only 62% of those who started passed. The use of group work during the year has given the students more confidence.

However, girls perform very poorly with only 55.5% of students who started passing the examination. Girls have a much lower rate of completion (77.7% compared with boys at 90.9%) and a lower pass rate (71.4% compared with boys at 90%). The 2 students with disabilities also both failed and got very low marks.

The key priority from this is to improve the performance of girls and disabled students. Here are some possible actions which might lead to improvement.
1.   Investigate why girls dropped out:
        Ask the friends of the girls who dropped out this year.
        Next year contact the parents of any girls who stops attending regularly and ask what would help keep them in school. Ask the school to help support the girls. Is there a local NGO that might help?
2.   Investigate why girls did less well in examination:
        Find out which topics the girls did badly in and provide more practise for them
        Make sure that some group work has mixed groups and that girls lead them.
        Run a maths club for girls.
3.   Ask the disabled students what they found difficult.
        Assign them a class mentor if they would like one.

        The development activities I might undertake are:
●   visit schools which are doing better in this area for experience sharing
●   ask to be sent on a workshop related to this area

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Teacher's Toolkit - The Purpose of Professional Portfolios

Here is an example for a clustered teaching – the exam results are percentages

Class	Group	Starts	completed	%completed	Pass Local Lang.	% Pass Local Lang.	Pass Amharic	%pass Amharic	Pass English	%Pass English	Overall %success
1A	Male	22	20	90.9%	18	90.0%	17	85.0%	13	65.0%	72.7%
1A	Female	18	14	77.7%	11	78.6%	11	78.6%	7	50.0%	53.7%
1A	Disabled	5	3	60.0%	2	66.7%	1	33.3%	0	0.0%	20.0%
1A	**All**	40	34	85.0%	29	85.3%	28	82.4%	18	52.9%	62.5%

The table shows the number of people who started in the class and the number of people who completed (stayed all year). It also shows the number who passed the exam. You can calculate the
%completed= starts /completed x100
%passed= passed x 100/completed
%success=total exams passed x100/(number of exams x starts) –
e.g. for the males: 48 boys passed exams x 100 /(3 x 22)

Analysis:
Completion is worse for girls than for boys. Two out of twenty two boys left and four out of eighteen girls left.
Students perform well in the local language, less well in Amharic and poorly in English.
Girls perform less well in English and Amharic.
This gives the following priorities
1. To improve dropout for girls
2. To improve English results
3. To improve the performance of girls in English.
Actions:
1. Investigate why girls dropped out:
   Contact the girls who dropped out this year and ask the reason.
   Next year contact the parents of any girls who stops attending regularly and ask what would help keep them in school. Ask the school to help support the girls. Is there a local NGO that might help?
2. To try more active learning methods in English.
   Do more role play and conversation practice.
3. Investigate why girls did less well in English examinations:
   Find out which topics the girls did badly in and provide more practise for them
   Make sure that some group work has mixed groups and that girls lead them.
   Run an English club for girls.

The development activities I might undertake are:
- visit schools which are doing better in this area for experience sharing
- ask to be sent on a workshop related to this area

Teacher's Toolkit - The Purpose of Professional Portfolios

Here are the two types of format sheet

Subject Examination Analysis - academic year : Teacher:							
Class	**Group**	**starts**	**completed**	**%completed**	**pass**	**%pass**	**%success**

Class	Group	Starts	completed	%completed	Pass Local Lang.	% Pass Local Lang.	Pass Amharic	%pass Amharic	Pass English	%Pass English	Overall %success

2.2: Feedback from lesson observations from the past year.

To help you develop as a teacher, and to maintain teaching and learning standards, your school management will observe you regularly. This can be a very rewarding experience. Before you are observed, you will be given at least one week to prepare and told what areas of your teaching will be observed. After the observation has taken place, you will meet with the person who observed you to discuss the strengths of your lesson and the areas where the lesson could have been improved. During this meeting, an observation form will be provided and completed by the person who has observed you. You must include this form in this section of your portfolio.

Include your observers report or you could use a table like this.

Teacher Name : Class: Grade: Date:		
What went well	**What could be improved**	**Actions for improvement**
Observer Name:	**Observer Signature:**	

2.3: Self Assessment against the MoE's 'What is good teaching?' Criteria.

The 4 sections below form the basis on which teaching is assessed. You must provide evidence that you fulfil each section as a teacher.

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1. Professional Knowledge and Understanding. Good teaching is when a teacher:
1.1 Uses wide and up-to-date subject knowledge of the curriculum
1.2 Displays a good understanding of classroom pedagogy
1.3 Has a broad understanding of the impact of the teachers' role in the local community, is aware of national and local initiatives and priorities, and includes them in teaching programmes

2. Teaching Skills. Good teaching is when a teacher:
2.1 Plans effectively for student involvement and learning
2.2 Gives clear learning objectives and provides students with the skills necessary for study and learning
2.3 Uses a wide variety of active teaching methods and strategies, appropriate to the learning preferences of the students
2.4 Relates subject matter to the everyday lives of the students
2.5 Encourages student participation and problem solving attitudes
2.6 Rewards and praises progress and challenges poor performance or behaviour
2.7 Is aware of the individual progress and learning needs of each student
2.8 Treats all students fairly and with respect
2.9 Is reflective about classroom practice
2.10 Is a competent assessor of student progress and provides effective student feedback

3. Values and attitudes. Good teaching is when a teacher:
3.1 Has a love of the profession
3.2 Has a hunger for learning and self-improvement
3.3 Forms excellent working relationships with colleagues
3.4 Cares for the progress and wellbeing of students
3.5 Fosters inclusion and equal opportunities within the classroom and institution
3.6 Sets high standards and has high expectations of the students

4. Learning Environment. Good teaching is when a teacher:
4.1 Maintains an attractive and supportive learning environment
4.2 Creates a safe and ordered environment in which all students are able to learn
4.3 Uses a wide range of appropriate teaching aids and materials, including locally available resources.

Teacher's Toolkit - The Purpose of Professional Portfolios

Here is a suitable format sheet

Assessment of what is good teaching?
Teacher: Date:
1 Professional Knowledge and Understanding.
2 Teaching Skills.
3 Values and attitudes
4 Learning Environment.

To provide evidence that you fulfil the, 'What is good teaching?' criteria, you should fill out the format above. Over time, you will have lots of evidence. The easiest way to provide the evidence is to reference the many different documents you are going to include in your portfolio.

2.4: Attendance Record.

Good teachers have a high level of attendance. Ask your school office to give you a confirmed summary of your attendance. It could look like this

Name :   **Year:**
Month: September **%Attendance**   85
Month: October   **%Attendance**   95   etc.

Teacher's Toolkit - The Purpose of Professional Portfolios

How to complete Section Three: Professional Development

There are 5 sections.

1.1: Record of Evidence of CPD undertaken in the current academic year.

You are required to take part in 60 hours of CPD activities each year. You must record these activities here. More importantly you must demonstrate that you have changed and adapted your teaching as a result. You must also show you have considered how these changes have had a positive effect on your students learning. Below is a format which you can use each time you take part in a CPD activity.

Name:	CPD Priority:	Activity Date:
CPD Activity Title **Objectives:**		
Notes		
Main ideas taken from the CPD activity :		
Follow up activities I carried out :		
What was the outcome/impact of these activities?		
What are the next steps?		
Approved by :	**Signature**	**Date:**

1.2: Summary of Previous Year's CPD Plan

Look at your CPD plan from the previous academic year. Write in a summary of the key activities and the impact they had on teaching and learning.

Summary of Previous Year's Plan		
Name:	**Academic Year:**	
Title	**Summary of Activities**	**Impact/ Outcome**

1.3 Personal Annual CPD Plan (PAP)

Information about how to complete your Personal Annual CPD Plan is not included in this module. This information can be found in 'CPD Framework: Practical Toolkit, page 27'. Your school management team has received this document and the associated training. They will provide you with all the information you require to complete this section of your portfolio.

1.4: Reflection and evaluation of CPD activities

You should include at least one summary description of a CPD activity, your reflection on it and your evaluation of it. There is guidance on this in "The Toolkit" and an example in the appendix.

1.5: Performance Review Reports.

Each year, and normally each semester, your School Director, Mentor or Department Head, will meet with you to discuss your progress during the year and write a report.

The subjects covered will include:

- What you have planned
- what you have achieved
- areas of strength
- areas for improvement
- what you can aim to achieve in the future

You should ask your reviewer for a copy of this report and put it in this section

Example of a working Portfolio

Section 1: General Information

1.1:Teachers Professional Portfolio

Name: *Wasihun Getachew*	
Position: *Teacher of Mathematics*	
School: *Ethiopia Primary School Dire Dawa*	
Department: *Mathematics*	
Job Title	*Mathematics teacher at Ethiopia School*
Job Description	*Home room teacher for class 4A* *Teaching Mathematics to grades 4 and 5* *Focal person for improving active learning in mathematics*

1.2:Contents Page.

Contents	Page Number

1.3: School Priorities and Individual CPD Priorities.

Our School CPD Priorities for the academic year: 2003
1 Active learning for grades 1-4.
2 Improving punctuality for all classes.
3 Improving reading and speaking in the first language grades 1-4

Personal CPD Priorities for the academic year: 2003 Name: *Wasihun Getachew*
1 Active learning in all my classes.
2 Improving mathematics results in all my classes.
3 Improving my ICT Skills using EXCEL

1.4: Curriculum Vitae (C.V.)

CV for - Full Name: *Wasihun Getachew*	**Last Updated:** Megabit 2003

Professional Qualifications (List all you Professional Qualifications)

BEd Mathematics Dire Dawa 1998 EC

Professional Experience (Where you have worked, when and important responsibilities)

Mathematics Teacher Dire Dawa Primary School 1999-2000 EC

Etiopia Primary School Dire Dawa 2001-2004 EC

> *Home room teacher for class 4A*
>
> *Teaching Mathematics to grades 4 and 5 for 5 years*
>
> *Focal person for improving acting learning in mathematics from 2001 EC onwards*

Training And Development (Courses, workshops and updating you have attended)

Certificate in improving numeracy in 1st cycle primary 10 days – Megabit 2003 (attached)

Active learning workshop for 5 days - Yekatit 2003 (certificate attached)

Other skills and interests (list other personal achievements which may enhance your professional performance)

Member of the Dire Dawa Teachers Association since EC 2000

Education (Schools, dates, personal examination results)

Menelik I Primary School Awash 1982 -1990 EC

Grade 8 passes In Maths, Amharic, English , Physics, Chemistry and Biology

Menelik I Secondary and Preparatory School 1991-1995 EC

Grade 10 passes In Maths, Amharic, English , Physics, Chemistry and Biology

Grade 12 passes In Maths , English , Physics, Chemistry and Biology

Section Two: Performance

2.1: Summative Examination Results with analysis.

Subject Examination Analysis - academic year : 2002 Teacher: Wasihun Getachew							
Class	Group	starts	completed	%completed	pass	%pass	%success
4A maths	Male	22	20	90.9%	18	90.0%	81.8%
4A maths	Female	18	14	77.7%	10	71.4%	55.5%
4A maths	Disabled	2	2	100%	0	0.0%	0.0%
4A maths	All	40	34	85.0%	28	82.4%	70.0%
4B maths	Male	24	22	91.7%	20	91.0%	83.3%
4B maths	Female	16	12	75.0%	9	75.0%	56.3%
4B maths	Disabled	3	2	66.7%	1	50.0%	33.3%
4B maths	All	40	34	85.0%	29	85.0%	72.5%
Overall	Males	46	42	91.3%	38	90.4%	82.6%
Overall	females	34	26	76.5%	19	73.1%	55.9%
Overall 2002	All	80	68	85.0%	57	83.8%	71.3%
Overall 2001	All	81	65	80.0%	47	72.0%	62.0%

Analysis:

Both classes have performed reasonably well with 71.3% of all the students who started passing the examination. This was an improvement on last year when only 62% of those who started passed. The use of group work during the year has given the students more confidence.

Girls perform very poorly with 55.9% of students who started passing the examination. Girls have a much lower rate of completion (maximum 76.5% compared with boys minimum at 91.3%) and a lower pass rate (maximum 73.1% compared with boys minimum at 90.4%). Only 1 of the 5 students with disabilities passed and the others got very low marks.

I have identified the priority of improving girls and disabled students performance and my plan is to carry out the following:

Actions:

1.   Investigate why girls dropped out:

Contact the girls who dropped out this year and ask them why they dropped out.

Next year contact the parents of any girl who stops attending regularly and ask what would help keep them in school. Ask the school to help support the girls. Is there a local NGO that might help?

2.   Investigate why girls did less well in examination:

Find out which topics the girls did badly in and provide more practise for them.

Make sure that some group work has mixed groups and that girls lead them.

Run a maths club for girls.

3.   Ask the disabled students what they found difficult.

Assign them a class mentor if they would like one.

Working Example - The Purpose of Professional Portfolios

2.2: Feedback from lesson observations from the past year.

Teacher: *Wasihun Getachew* **Class:** *Maths 4A*   **Grade:** *4* **Date:** *23/04/2003*

What went well	What could be improved	Actions for improvement
Students were very well behaved and teacher had a positive relationship with them. Students worked well in groups and contributed well.	*Making key information clear and easy to see on the board.*	*Material from the last class should be erased from the blackboard.* *Diagrams and information should be written larger so they are easy to see.*
The teacher involved the students by using many questions	*Using teaching aids to help the students understand 3 dimensional shapes.*	*Models of cuboids, cylinders and cones should be borrowed from the pedalogical centre and used to demonstrate the shapes and the number of faces and edges.* *Ask students to bring a familiar object that is a cuboid, cone or cylinder or make a shape for the next lesson.*
The more able students were very confident about the number of faces and edges.	*The start and finish of the lesson.*	*Explain what the lesson is about at the start and ask the students to name shapes and any facts about them.* *At the end, clean the board and ask a student to draw a shape and another to write down 2 facts about it.*

Observer Name: *Yegeremu Wolde*   Observer Signature: *Yegeremu Wolde*

2.3: Assessment against what is good teaching

Assessment of what is good teaching?
Teacher: *Wasihun Getachew*   Date: *06/06/2004*

1	Professional Knowledge and Understanding.

My *lesson observations show I know my subject well.*
I have improved my pass rates in grade 4 Maths by using more active teaching methods.

2	Teaching Skills.

I have lesson plans with clear learning objectives for all my lessons – lesson plan file.
I have given all my classes a lesson on study skills at the start of the year – lesson plan file.
My student survey shows my classes are interesting – see survey Gimbot 2003
and relevant to their lives
After last year's CPD my classes contribute more and are good at group work – lesson observation.
Students are well behaved and have devised their own set of class rules.
I am developing a tracking sheet to monitor individual progress for each student
Last year I was awarded teacher of the year by my students
My portfolio has a number of reflections /evaluations of my teaching
My student surveys says I need to put more comment on their marked work

3	Values and attitudes

Etc. etc.

4	Learning Environment.

Etc.etc.

B4: Attendance Record
Name : *Wasihun Getachew* **Year: 20**03
Month: *September* **% Attendance** *85*
Month: *October* **% Attendance** *95* etc

Section Three: CPD Evidence
3.1: Record of Evidence of Continuous Professional Development (CPD) undertaken in the current academic year.

Name: *Wasihun Getachew* **CPD Priority:** *Improving Results in Mathematics Workshop* **Activity Date:** *Yekatit 2004* **CPD Activity Title** *Improving numeracy in 1st cycle primary* **Key Objectives :** *Using practical work, peer marking*
Notes: *Students who have work marked regularly take it more seriously.*
Main ideas taken from the CPD activity : *a) 5 practical activities to improve number work* *b) Students marking each others work* *c) Using abacus for subtraction*
Follow up activities: *a) I gave my classes 3 of the activities over two weeks. Before this I gave them a short arithmetic test.* *b) I now give a short arithmetic test every week and ask the students to mark each others work. I ask a second student to check the marking.* *c) I made an abacus and demonstrated subtraction to class 4A, but it was difficult for students to see what was happening.*
What was the impact of these activities? – *a) The students enjoyed the activities and I gave them a similar test after. The class average mark was improved by 12%.* *b) The students really enjoy marking the work. With 2 students marking I don't get cheating. Students are proud to get a good result and to mark well.* *c) This did not work as a class demonstration I will not do it again*
What are the next steps? *a) I will give my classes the remaining 2 activities and prepare 3 new ones of my own for next semester* *b) I will continue giving the tests weekly and ask the students to make a table in the back of their exercise book to record their weekly mark so they can see their progress.* *c) I will ask my group of best students to make two more abacuses and plan a subtraction activity for other students. They will then teach help 3 groups of students to carry out the activity while I do something with the others. Then we can swap over.*
Approved by   **G.W.C**   **Signature** *G.W.C*   **Date 01/0304**

3.2: Status Of Previous Year's CPD Plan

Summary Of Previous Year's Plan		
Name: *Wasihun Getachew*		**Academic Year:** *2002*
Title	**Summary Of Activities**	**Impact**
Student behaviour	*1. Staff meeting on what is bad behaviour* *2. Action research on behaviour in class* *3. Meeting to evaluate action research and key findings*	*I agreed classroom rules with all my classes at the start of the year and behaviour has been much better since*
Assessment	*1. Grade level meeting to discuss different methods of assessment* *2. Action research on agreed methods* *3. Meeting to evaluate research and key findings*	*I have used some of the assessments I made last year with this year's groups. It has saved me some time and allowed me to compare results.*
Making teaching aids	*1.Department meeting to agree what aids to make* *2. Making number lines and squares* *3. Meeting to plan their use*	*I have made number lines and number squares to go on the wall when I teach. I ask students to come and point out answers on these diagrams. Some students will do this on their own before the start of class.*

3.3: Personal Annual CPD Plan

Name Wasihun Getachew   2003

CPD Priority	Who will take part in the CPD?	Who is the person responsible?	When will it start and finish?	What changes do you want to see?
1. Develop active learning throughout the school	All teachers in Cycles 1 and 2	CPD Co-ordinator	Beginning of Semester 1 to end of Semester 2	More participation of students in lessons. Exam results in all grades have improved. Behaviour has improved, particularly boys.
2. Improve mathematics Results	All Cycle 1 mathematics teachers	Head of Mathematics Department	Beginning of Semester 1 to end of Semester 1	Lesson observations show improved teaching. Test scores have improved to at least the average of the other subjects. Students enjoy mathematics.
3.Improve my ICT skills	Me with a colleague	Me with a colleague	Beginning of Semester 2 to end of Semester 2	I can use Excel to create maths examples and graphs to use with students

3.4: A Reflection and an evaluation for a CPD Activity

Wasihun Getachew 2003

Summary of Activity

As part of my work on my CPD priority improving Mathematics results I wanted to improve my questioning style. I decided to do some research on questioning techniques and then try different techniques in the classroom as a piece of action research. I allocated 2 hours to the research on questioning techniques and 8 periods (6 hours) to testing them in the classroom and 2 hours to reflect and evaluate.

Results Of Research On Question Techniques

From my research I decided to include these types in my action research

a) short closed questions   b) long closed questions   c) open questions

d) questions for groups   e) working out questions from the answer

I also decided that I would not answer any question I had asked

Testing in the classroom - Action Research Activities

I decided to test the responses to question types a), b) and c) in 4 first lessons and d) and e) in the last 4 lessons. I prepared 10 questions of each type for each lesson.

I tried never to answer any question I had asked, but sometimes I could not help it.

I asked the students what they thought about each type of question.

Working Example - The Purpose of Professional Portfolios

Results Of Action Research

Question Type	Success in answering	Students like	Comments
Short closed	80%	Most	Students said these are easy and a quick check they can do something, but they can get boring.
Long Closed	35%	Few	Students didn't like these. Too hard!
Open	75%	Most	Most students like these and they started to become more confident in explaining answers and adding to the answers of others.
Group	95%	All	It took time for them to work in groups on a question. The questions need to give them something to discuss.
Question from answer	80%	Grew to like this method alot	Students didn't understand this at the start, but I got the brightest in each group to model for the others. They really liked coming up with a range of possible questions.

Reflection and Evaluation

After carrying out this research I decided to organise my questioning more. I always planned to have some short closed questions – like a mini test in most lessons, these need to check the learning objectives have been achieved. Students could mark each others answers easily. I always planned for at least one open question per learning objective. Students thought you didn't discuss things in Maths, but now they like it. I will usually organise group work at least twice a week now and give groups questions to work on. I have been trying out mixed and single sex groups to encourage girls to take more of a lead in answering. I also now ask groups to set answers for other groups and get them to work out possible questions. We have made a list of the best questions for the wall.

I think this activity has been quite successful because:

- *it has made me plan questioning better and provided more variety for students*
- *students are becoming more confident in answering*
- *I have learnt students like to talk about maths*
- *I am still working on how not to answer my own questions*

Working Example - The Purpose of Professional Portfolios

3.5: Performance Review – (Summary example)

Key Successes	Areas To Improve
A very committed teacher with a good attendance record including meetings. *A very comprehensive portfolio.* *Well liked and respected by students and parents.*	*Give the students more time to practise in lessons and spend less time talking.* *The success rate of girls in all your classes.*

School Leaders and Supervisors Toolkit-The Purpose of Professional Portfolios
School Leaders and Supervisors Toolkit for Professional Portfolios

Purpose Of This Toolkit:
This toolkit is to support school leaders (Directors and Vice Directors) and Supervisors. Schools have been using portfolios since the introduction of the "Old CPD Modules". Now the new "CPD Framework and Toolkit" is in place the Ministry has produced a new Module "The Purpose Of Portfolios" (which has included recommendations from a validation workshop in 2010).
The MOE module states that the objectives of the Teacher's Professional Portfolio are to:

- Provide evidence of improving professional skills of Ethiopian teachers
- Support professional approaches to reflection, evaluation, development and teacher learning
- Ensure that Ethiopian teachers benefit from the universal value of professional portfolios

As professionals, School Leaders and Supervisors should also develop portfolios and this toolkit contains some examples of how to adjust the templates in the Teacher's Toolkit to do this.

For these objectives to be achieved, school leaders and woreda supervisors need to work together to:
a) provide training to teachers on using the teachers toolkit to develop their portfolios
b) provide feedback to teachers on the quality of the portfolio
c) Monitor and assess the quality of portfolios as part of performance review
There is a list of the minimum content for a portfolio and if there are items missing or not meeting a reasonable standard then the teacher should be asked to resubmit the portfolio. The list of minimum of content is included in the teacher's toolkit. There is some guidance on assessing the portfolio as part of performance review in this toolkit.

Training
Training should familiarise teachers with the purpose of portfolios and the process of developing their personal portfolio. They should understand why they are developing the portfolios and how it will help their professional development. They should be clear that the portfolio is a document that they should update throughout the year as they carry out development activities (CPD). They should also understand that the most important parts of the portfolio are those which show how they have improved their teaching and developed new skills and methodology. There is an example of a training plan for this in the appendix.

Feedback
It is important that feedback supports teachers to develop a successful portfolio and improve their practice. Feedback can take two forms:

i) informal feedback – a school leader/supervisor may ask to see a teacher's portfolio at any point giving reasonable notice and can take the opportunity to discuss and feedback informally on portfolio contents. The teachers should be praised where they have done well and notified of any missing items. Where appropriate they should be given suggestions for improvement.

ii) formal feedback – the school will assess a teacher through performance review. The portfolio is important evidence for a teacher's performance and development. Feedback should be given on the quality of the portfolio as part of the review. The process should support the teacher in improving. Ideas for feedback topics are given in the assessment section below.

iii)   Assessing The Portfolio as part of Performance Review

1. **Checking for minimum contents:**
   The contents need to be checked against the minimum list. You may want to ask Heads of Department to do this for their teachers in large schools. If items are missing or clearly not of the required standard the teacher should be asked to resubmit by a reasonable deadline.

2. **Assessing the quality of the portfolio:**
   The portfolio is assessed as part of performance review. This should be carried out through a discussion with the teacher. You are looking for evidence that the teacher has taken action to improve the quality of teaching and learning and make professional contributions to the school. Here are some suggestions for discussion. The teacher should base their answers on evidence in his/her portfolio – look at the example portfolio in the teacher's toolkit for help. How does it answer the questions below?

   a) Examination result analysis
   What successes have you had?
   Have there been any improvements on last year's results? – Why do you think that is?
   Are girls performing better or worse than boys?
   How are disabled students performing? – How have you supported them?
   What issues have you found? – How will you address them?
   What have you learnt?

   b) Lesson Observation
   What are the strengths in your teaching?
   What have you done about … {any issue raised in a lesson observation}?

   c) Professional Development
   If the teacher has attended any courses ask them what changes they made after the course and what improvements were achieved?
   If they have included a piece of action research and/or reflection you should ask them:
   >   What was the most important thing that you discovered?
   >   What action did you take?
   >   What was the outcome and the impact on your students' learning?

   d) Teachers with responsibility and Heads of Department
   More senior teachers should be developing and demonstrating skills of managing and supporting other staff. You will need to choose questions which match the teacher's role.

   e.g. Head of Department
   How have the department's examination results improved?
   What were the issues in the department examination results?
   How are you dealing with them and what progress has been made.?
   How often do you have meetings with your department? (Ask to see some minutes).
   What improvements have these meetings led to?
   e.g. coaching or mentoring other staff
   How have you supported a member of staff ?
   How has it helped their teaching?
   What have you learnt?

3. **Recording the outcomes:**

First record whether the portfolio has been submitted on time and where it meets the minimum requirements. As you go through the questions above record whether the teacher has taken action on an issue and whether that action has led to improvement and new plans for the future. Give praise where there is an improvement and where there is not record what actions for improvement the teacher needs to take.

1) If the teacher has taken very little action for development they may not meet the standard for the minimum requirements and you will need to ask for the portfolio to be resubmitted within an appropriate deadline or take other action. For example they may have included a piece on action research, but not carried it out.

2) The portfolio and your discussion with the teacher should help you understand how the teacher has developed and improved during the year. It will tell you whether they have analysed and taken action to improve their results. It will tell you what professional development activities they have carried out and how they have evaluated them and planned future actions. The good teacher will have done these things and reflected on what they need to improve. You can use the information you have to help with the teacher's performance review.

The format below is an example of recording. You should expect to have several judgements in each section

Portfolio assessment for Name: Wasihun Getachew **Date:** 4 Yekatit 2003

School: Ethiopia **Woreda :** Lemo **Region:** AA

The Portfolio meets the minimum requirements: Yes

Section A General	Strengths You have chosen very good personal CPD priorities	Issues Your CV has too much unnecessary detail	Actions for Improvement Make you next CV shorter and only include relevant information
Section B performance	Strengths An excellent analysis of exam results with a good action plan	Issues You have not taken action after your preparing teaching aids course	Actions for Improvement make some teaching aids and evaluate how they improve your teaching.
Section CPD	Strengths You have evaluated all your CPD activities very well	Issues You have carried out action research, but the steps in your action plan are not clear	Actions for Improvement Discuss your action plan with your head of department and make it clear what you are going to do

Further Comment
You have some very good analysis and evaluation in this portfolio, but in many cases you have not stated what your actions for improvement will be.

Signed Director/Supervisor Ato Wondason **Teacher** : Wasihun Getachew

School Leaders and Supervisors Toolkit-The Purpose of Professional Portfolios

Appendix: Sample Training Plan For Professional Portfolios: (3 to 4 hours)
Have copies of the teachers toolkit and example portfolio available, but **do not** distribute them at the start.

Activity	Objective & Time	Feedback
1 Put the objectives of the professional portfolio (page 4 of the module) on the board, Powerpoint or flip chart so all can see them. Group the trainees and ask each group to discuss each bullet point	Understand the objectives of the professional portfolio **15 minutes**	Get each group to give a brief feedback on one bullet point.
2 a) Ask the groups of trainees to make a list of key questions about portfolio, but **not about the content**. This is dealt with in Activity 3. **2 b)** Distribute the teacher's toolkit and get them to compare their questions with the questions and answers on page 2. Are there any questions not answered	Clarify issues raised about portfolios **25 minutes**	**a)** Ask each group for 1 question and put it on a flip chart at the front. **b)** Try to answer any points they raise. Some questions may need to be referred to the education office.
3 a) Ask the teachers to make their own list of what they think should be in a portfolio **b)** Ask how it is different from their list. They may have added items which show improvement or development these help to make a very good or excellent portfolio. Add these items to a flip chart.	To understand the list of minimum contents and that there will be some additional items that will improve their portfolio **25 minutes**	**a)** Teachers should look at the minimum list on page 3. Check they understand that these items must be included, but that some other items may improve the portfolio.
4) Ask them to look at **Section A:** in the toolkit and in the example. They could try completing A1, A3 and A4	How to complete the general information section **10 minutes**	Ask if they have any questions about how to complete this.
5) You may need 2 types of group for this. Subject teachers should look at the analysis on page 5 and cluster tutors should look at the analysis on page 6. Ask each group to make notes on these questions- Has the teacher: i) presented a clear analysis of the results ii) identified a key priority and actions to take iii) identified development activities	To understand how to carry out an exam analysis and action plan **20 minutes BREAK**	Each group should feedback on one question.
7) Ask groups to compare the list of assessment questions on page 9 of the toolkit with the answers in the example portfolio. They should make notes with reasons on -Has the teacher: i) Made a judgement about each criteria ii) Given evidence for his comments. iii) Which two statements do not meet the criteria.	To understand how to give evidence for and make a judgement about when a criteria on the assessment has been met. **20 minutes**	Get the groups to feedback one answer each with reasons:
7) Ask teachers individually to look the CPD records in the example portfolio pages 7,8 and 9. Ask if they have any questions.	To understand how to record CPD records **15 minutes**	This should be straight forward as the teacher is just recording activity.
8) Ask groups to read the reflection on pages 9 and 10 and give answers with reasons for: Has the teacher i) given a clear summary of his action research ii) presented his results in a way that makes sense iii) do you agree with the actions he plans.	To understand how to present action research **25 minutes** **Allow 15 minutes for any final questions**	Get the groups to feedback one answer each with reasons

School Leaders and Supervisors Toolkit-The Purpose of Professional Portfolios

Some Examples For School Leader's And Supervisor's Portfolios

Many items in the Portfolio can be easily completed by any education professional. For example all items in General Information. Supervisors should replace School by Cluster or Woreda where this type of information is required.

In the Performance Section lesson observation feedback can be replaced by feed back from a higher official. For example the Vice Director could obtain feedback on their performance on managing a CPD activity or a Supervisor could obtain feedback from the participants at a training he/she has run.

Recording CPD activities is the same for all levels of professional and School Leaders and Supervisors should be able to identify small pieces of action research on which they can carry out a reflection.

Example 1.
A Director decides to improve teamwork amongst his senior staff. He issues a small questionnaire to assess teamwork before carrying out teambuilding activities. He identifies the issues in teamwork He then carries out the activities with his staff and reissues the questionnaire. He compares the questionnaire responses before and after the activities and evaluates the effectiveness of the activities. He then reflects on any improvements and next steps he can make.

Example 2.
A supervisor decides to run a series of workshops on Active Learning in Mathematics. He analyses lesson observations before the workshops and then carries out observations after the activities. He compares the observations before and after the workshops to look for improvement. He evaluates the effectiveness of his workshop and reflects on improvements and next steps.

The Examination Analysis in the Performance Section can be easily adapted to Directors Or Supervisors. Here are the examples:
Director: Whole School (2 grades shown in the example)

Grade	Group	Starts	completed	%completed	Pass Local Lang.	% Pass Local Lang.	Pass Maths	%pass Maths	Pass Science	%Pass Science	Overall %success
1	Male	22	20	90.9%	18	90.0%	17	85.0%	13	65.0%	72.7%
1	Female	18	14	77.7%	11	78.6%	11	78.6%	7	50.0%	53.7%
1	Disabled	5	3	60.0%	2	66.7%	1	33.3%	0	0.0%	20.0%
	All	40	34	85.0%	29	85.3%	28	82.4%	18	52.9%	62.5%
2	Male	44	40	90.9%	36	90.0%	34	85.0%	26	65.0%	72.7%
2	Female	36	28	77.7%	22	78.6%	22	78.6%	14	50.0%	53.7%
2	Disabled	15	9	60.0%	3	66.7%	3	33.3%	0	0.0%	20.0%
All	**All**	40	34	85.0%	29	85.3%	28	82.4%	18	52.9%	62.5%
School		40	34	85.0%	29	85.3%	28	82.4%	18	52.9%	62.5%

Supervisor: Cluster Or Woreda

School	Group	Starts	completed	%completed	Pass Local Lang.	% Pass Local Lang.	Pass Maths	%pass Maths	Pass Science	%Pass Science	Overall %success
Menelik	Male	220	200	90.9%	180	90.0%	170	85.0%	130	65.0%	72.7%
Menelik	Female	180	140	77.7%	110	78.6%	110	78.6%	70	50.0%	53.7%
Menelik	Disabled	50	3	60.0%	2	66.7%	1	33.3%	0	0.0%	20.0%
	All	400	340	85.0%	290	85.3%	280	82.4%	180	52.9%	62.5%
Limo	Male	440	400	90.9%	360	90.0%	340	85.0%	260	65.0%	72.7%
Limo	Female	360	280	77.7%	220	78.6%	220	78.6%	140	50.0%	53.7%
Limo	Disabled	150	90	60.0%	30	66.7%	30	33.3%	0	0.0%	20.0%
All	**All**	400	340	85.0%	290	85.3%	280	82.4%	180	52.9%	62.5%
School		400	34	85.0%	29	85.3%	28	82.4%	18	52.9%	62.5%

The other item which is difficult to show for School Leaders is the assessment against 'What is Good Teaching'.

Below is the document on 'What is Good Teaching' modified to suit school leaders and supervisors. At this stage it is not an official document, but will provide a good start for leaders starting to develop their portfolio in the interests of best professional practise. Recently senior education officials underlined the need for leaders to set the example for their staff by developing their own professional portfolio.

Professional Knowledge and Understanding. Good teaching is when a leader:
1.1 Has a wide and up-to-date subject knowledge of the curriculum
1.2 Displays a good understanding of classroom pedagogy
1.3 Has a broad understanding of the impact of the teachers and school's role in the local community, is aware of national and local initiatives and priorities, and builds them into the school plans

2. Teaching Skills. Good teaching is when a leader
2.1 Ensures effective planning for student involvement and learning
2.2 Gives clear learning objectives and provides students with the skills necessary for study and learning
2.3 Promotes the use of a wide variety of active teaching methods and strategies, appropriate to the learning preferences of the students
2.4 Relates subject matter to the everyday lives of the students
2.5 Encourages student participation and problem solving attitudes
2.6 Rewards and praises progress and challenges poor performance or behaviour
2.7 Is aware of the individual progress and learning needs of students and puts procedures in place to support them
2.8 Ensures all students are treated fairly and with respect
2.9 Is reflective about classroom practice of the staff and his/her own development and activities
2.10 Ensures student progress is competently assessed and they receive effective feedback

3. Values and attitudes. Good teaching is when a leader:
3.1 Has a love of the profession and the achievement of students
3.2 Has a hunger for learning and self-improvement
3.3 Forms excellent working relationships with colleagues and promotes their development
3.4 Puts policies in place and which promote the well being of students and monitors them.
3.5 Fosters inclusion and equal opportunities within the classroom and institution
3.6 Sets high standards and has high expectations of the students and staff

4. Learning Environment. Good teaching is when a leader:
4.1 Maintains an attractive and supportive learning environment
4.2 Puts policies in place to creates a safe and ordered environment in which all students are able to learn. These policies are monitored
4.3 Ensures staff use a wide range of appropriate teaching aids and materials, including locally available resources.
4.4 Ensures human and material resources are used as effectively as possible to promote learning.
4.5 Ensures that system work to support staff in their work to promote student learning.
4.6 Challenges under performance