

# Module 3

## Leading School Improvement

### Part II



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## Acronyms and Abbreviations

<b>CPD</b>	Continuous Professional Development
<b>F2F</b>	Face-to-Face
<b>PTSA</b>	Parent, Teacher, and Student Association
<b>SEN</b>	Special Educational Needs
<b>SSR</b>	School Self-Review

## A Guide to the Symbols

Use these symbols to guide you through the module



Individual learning /self-study



Face-to-face support



Reading /Notes



Tasks



Group work



Peer/Mentor discussion

**Portfolio**

Prompt to add evidence into Portfolio

## Definitions of Key Terms

**Action:** Doing something, typically to achieve specified goals.

**Assessment:** Identifying strengths and weaknesses in school performance for further learning.

**Evaluation:** Judging the value or condition of someone/something in a careful and thoughtful way.

**Feedback:** Information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. This should aim towards (and be capable of producing) improvement in students' learning.

**School Improvement Framework:** Domains or elements that guide school improvement.

**Performance Evaluation:** A formal procedure to measure an employee's or an organization's work and results based on identified job responsibilities and criteria.

**Performance Result:** Measurement of outcomes and results which generates reliable data on the effectiveness and efficiency of programmes.

**School-review:** Careful examination of the quality or condition of school performance

**Self-assessment:** Reflection by members of staff in a school on their practice, in order to identify areas for action by a specific process.

**Self-improvement:** Reviewing one's own school's performance to identify areas of strength, as well as to identify areas in which one could be more effective.

**Self-learning:** A modern form of learning; note that this has largely replaced traditional instructional learning

**Self-reflection:** A process by which one grows one's understanding of oneself, one's values, and why things are the way they are.

**Self-review:** The process or an occasion of assessing oneself and weighing up one's achievements.

## Module 3: LEADING SCHOOL IMPROVEMENT: PART II

### I. Introduction

You are a pioneer in a new way of strengthening school leadership expertise. Module 3: Leading School Improvement, Part 2 focuses on supporting school leaders to recognise effective teaching and learning, and study the processes and tools used in school to lead the improvement of teaching and learning.

#### i. Module 3 Key Themes

The Module will explore how to recognize effective learning and teaching and study the processes and tools that will be used in schools to lead the improvement of teaching and learning.

Generally, this Module contains Two units which will focus on the following thematic areas.

#### Unit 1 key themes

- The participants will develop their understanding of effective teaching and learning techniques drawn from research.
- Understand how a systematic approach to observing learning as part of a school improvement plan can be achieved.
- Examine each element of observing learning and providing developmental feedback to teachers to improve learning.
- Draft a process to support the observation of teaching and learning.

#### Unit 2 key themes

- The participants will look in detail at a structure/tool which will be used to observe and evaluate the quality of teaching and learning.
- Gain practical experience in using this tool to observe a lesson.
- Understand the importance of giving effective feedback as a tool to improve the quality of teaching and learning.

## ii. NSLT Guidance for In-School Coaching Modules 2 and 3

This guidance document is prepared for Lead Trainers and School Leaders in the TARGET National School Leadership Programme (NSLT). It maps the weekly tasks from Modules 2 and 3, for in-school coaching delivered by Lead Trainers to School Leaders and Aspire leaders in the NSLT programme. The Lead Trainers will in turn assign the weekly tasks for School Leaders to complete.

Lead trainers will provide in-school coaching support for Modules 2 and 3 for a total of sixteen (16) weeks. This will be made up of:

- Eight (8) weeks of face-to-face coaching in schools; face-to-face school-based support will be provided every other week for four hours.
- Every other week, for eight (8) weeks, school leaders in each school will receive up to one hour of remote coaching support from the lead trainer.
- Face-to-face coaching support and remote coaching support for modules 2 and 3 will be delivered alternately. See the table below:

Week 1	Face-to-Face Coaching	Module 2
Week 2	Remote Coaching	Module 2
Week 3	Face-to-Face Coaching	Module 2
Week 4	Remote Coaching	Module 2
Week 5	Face-to-Face Coaching	Module 2 & 3
Week 6	Remote Coaching	Module 2
Week 7	Face-to-Face Coaching	Module 3
Week 8	Remote Coaching	Module 3
Week 9	Face-to-Face Coaching	Module 3
Week 10	Remote Coaching	Module 3
Week 11	Face-to-Face Coaching	Module 2
Week 12	Remote Coaching	Module 2
Week 13	Face-to-Face Coaching	Module 2
Week 14	Remote Coaching	Module 2
Week 15	Face-to-Face Coaching	Module 2
Week 16	Remote Coaching	Module 2

The detailed guidance for 16 weeks of Modules 2 and 3 coaching is attached at the end of module 2 on Page 66. Both school leaders and trainers are expected to read each of the following weeks' coaching content and prepare themselves accordingly.



### iii. Module Outcome

#### a. Outcomes of Unit One

The key question for unit one will be: What do we need to do to lead learning in our schools? The material will enable you to do the following:

1. Use research to update knowledge and understanding about effective teaching and learning;
2. Understand the need to create an environment that supports professional learning for all teachers;
3. Secure the understanding and engagement of all teachers;
4. Understand and draft a continuous improvement cycle to ensure that improvement to teaching and learning is continuous and incremental rather than a one-off;
5. Create a timetable for each stage of the continuous improvement cycle to be auctioned; and,
6. Recognize the importance of using a consistent set of tools and frameworks to support the process and capture improvements.

Drawing from these key questions and issues, the learning outcomes for unit one are given as follows:

**School Leaders will:**

- A** Take responsibility for leading the improvement of teaching and learning in school.
- B** Update their knowledge and understanding of effective teaching and learning from research.
- C** Recognize potential barriers to improving the effectiveness of teaching;
- D** Create a draft continuous improvement cycle; and,
- E** Create a culture of professional learning by involving teachers in the improvement of teaching and learning

The following table shows how the Module 3 unit one outcomes are linked to the competency framework noted below.

Module 3 unit one outcomes	Competencies
Take responsibility for leading the improvement of teaching and learning in their school.	<b>Competency 1:</b> The school leader will demonstrate their commitment to driving improved student outcomes and increasing the inclusion of all students.
Update their knowledge and understanding of effective teaching and learning from research.	<b>Competency 2:</b> The school leader will promote a culture of continuous, self-sustaining school improvement.
Recognize potential barriers to improving the effectiveness of teaching.	<b>Competency 3:</b> The school leader will model and guide leadership for learning and the inclusion of all students.
Create a draft continuous improvement cycle.	<b>Competency 4:</b> The school leader will use evidence to plan, implement, and review improvements in inclusion and learning.
Create a culture of professional learning by involving teachers in the improvement of teaching and learning.	<b>Competency 5:</b> The school leader will work collaboratively with all stakeholders to drive school and system improvement.

### b. Outcomes of Unit Two

Unit two focuses on *how* to improve learning and teaching, with an emphasis on techniques for observing learning, the use of observation tools, evaluating teaching, and techniques for effective feedback that can help teachers improve their teaching practice.

Drawing from these key issues, the learning outcomes for unit two are indicated below:

#### **School Leaders will:**

- A** Review of the process for observing learning and teaching.
- B** Understand teaching elements of the EDT Teacher Tool;
- C** Recognize how teaching develops as described by the Quality Indicators in the Teacher Tool.
- D** Become familiar with evaluating teaching using the graded/incremental scale; and,
- E** Recognize what makes feedback effective.

The objectives of the Module link to the:

- School Leadership Training Programme Competency Matrix.
- National General Education Inspection Framework; and,
- The intercessional follow-up activities in school.

## UNIT ONE: EFFECTIVE TEACHING AND LEARNING

### 1. Introduction

The only way to improve learning outcomes is by improving the quality of teaching. Teachers spend hours daily face-to-face with pupils and are the single strongest lever to improve learning. School leaders are the second strongest lever in improving learning, in their role as leaders of learning.

#### 1.1. Unit Outcomes

Recall the Unit 1 Module Outcomes given above.

##### **Unit 1: School leaders will**

- A** Take responsibility for leading the improvement of teaching and learning in school;
- B** Update their knowledge and understanding of effective teaching and learning from research;
- C** Recognize potential barriers to improving the effectiveness of teaching;
- D** Create a draft continuous improvement cycle; and,
- E** Create a culture of professional learning by involving teachers in the improvement of teaching and learning.



Your trainer will guide you through all the content and activities in Unit 1 during your F2F days and guide you through the activities you will do back in your school and with your peers.

## 1.2. Reflections

### 1.2.1. Reflecting on 8-Weeks' School-based Development and Learning (20 mins)



In pairs, reflect on peer and school-based achievements, discuss highlights of leadership practices and competencies, and share good practices. Discuss your successes, challenges, questions, and insights with your group.



Share these with the larger group.

### 1.2.2. Introduction to Improving the Quality of Teaching and Learning (20 mins)

As we have noted already, the primary way to improve learning outcomes is by improving the quality of teaching. Teachers spend hours daily with pupils and are the single strongest lever to improve learning.

Therefore, improving the quality of teaching and learning **is the most critical** activity for school leaders in improving schools – but it takes time, effort, and commitment.

Who is responsible and accountable for the improvement of teaching and learning? Look at the Ethiopian Standards for School Leadership and the competencies for the Ethiopia Foundational Leadership Programme. The responsibility and accountability rest with the school leader – the leader of learning.

Who can deliver improved teaching and learning each day in the classroom? The teacher – but not on their own: they need your guidance, expertise, and support.

#### **Talk to your group: How can we find time to lead learning? (30 mins)**



- What currently takes up most of our time and effort now?
- How will we make time to lead teaching and learning?
- Identify 3 strategies/ actions/ideas you can adopt to carve out time to lead learning.

**Make a commitment to carve out 3 x 20 mins each week to lead learning in your school.**

**Identify 3 strategies/actions/ideas you can adopt to carve out time to lead learning.**

**Portfolio (10 mins)**

**Note your commitment, and strategies, in your portfolio. Sign and date your commitment.**

### 1.3. Key Actions that School Leaders Need to Lead Learning



The key actions we need to do to lead learning in our schools are listed below.

These key points shape all the activities that follow:

1. Use research to update knowledge and understanding about effective teaching and learning;
2. Understand the need to create an environment that supports professional learning for all teachers;
3. Secure the understanding and engagement of all teachers;
4. Understand and draft a continuous improvement cycle to ensure that improvement to teaching and learning is continuous and incremental rather than a one-off;
5. Create a timetable for each stage of the continuous improvement cycle to be actioned and,
6. Recognize the importance of using a consistent set of tools and frameworks to support the process and capture improvements.

Today we will address each of these elements in turn.



### 1.4. Updating your Knowledge and Understanding (20 mins)

#### This session addresses Day 1 Outcome B

- A** Take responsibility for leading the improvement of teaching and learning in school;
- B** **Update knowledge and understanding of effective teaching and learning from research;**
- C** Recognize potential barriers to improving the effectiveness of teaching;
- D** Create a draft continuous improvement cycle; and,
- E** Create a culture of professional learning by involving teachers in the improvement of teaching and learning.



When we talk about effective teaching and learning it is important to understand what is meant by the term 'effectiveness'.

**Teaching effectiveness:** 'those teaching and learning activities which make some observable change in students, leading to greater engagement and understanding and/or a measurable impact on student learning.'

(Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J. and Salvi, F. (2013). *Pedagogy, curriculum, teaching practices and teacher education in developing countries: Final report*. Education Rigorous Literature Review, Department for International Development, UK.)

Studies generally define 'effectiveness' in terms of pupil outcomes, particularly pupil achievement.

It is now argued that effectiveness needs to go beyond **impact on pupil achievement** to include other observable pupil outcomes such as **engagement and attitudes**.

**Effectiveness** includes the impact of teaching on such pupil behaviours as volunteering answers to questions, explaining their answers and ideas, and the time they spend on learning tasks.

More recently it has been suggested that teaching effectiveness should also consider the impact on groups of pupils (for example, different ethnic groups, gender differences, and those with special educational needs and disabilities).

### 1.5. The Features of Effective Teaching (20 mins)

#### **This session addresses Day 1 Outcome B**

- A** Take responsibility for leading the improvement of teaching and learning in school;
- B** **Update knowledge and understanding of effective teaching and learning from research;**
- C** Recognize potential barriers to improving the effectiveness of teaching;
- D** Create a draft continuous improvement cycle; and,
- E** Create a culture of professional learning by involving teachers in the improvement of teaching and learning.

If teaching is effective, then it will have an impact on learning, engagement, and pupil attitudes. But what are the features of effective teaching – **what does it look like?**



Finding this out will help us to know what we want teachers to aim for to become more effective teachers, and what we are looking for when we observe teaching and learning in classrooms.

There are many similar characteristics across the research referenced for you to read and discuss as part of your personal reading (see the recommended readings/references in section 4 of this Module).

## 1.6. Classroom Management

### This session addresses unit 1 Outcome C

- A** Take responsibility for leading the improvement of teaching and learning in school;
- B** Update their knowledge and understanding of effective teaching and learning from research;
- C** **Recognize potential barriers to improving the effectiveness of teaching;**
- D** Create a draft continuous improvement cycle; and,
- E** Create a culture of professional learning by involving teachers in the improvement of teaching and learning.



### **What is classroom management? Discuss with your peers.**

Classroom management is a process of establishing and maintaining order in the classroom. Managing the classroom is very important for an effective teaching and learning process because, if the teacher effectively (appropriately) manages the classroom there will be a conducive classroom environment this in turn help to insure effective learning for all the students.



To manage the classroom effectively we need to identify the causes of students' misbehaviour. Students' misbehaviour is any act of a student that disturbs the normal process of teaching and learning in the classroom. The following are Some common causes of students' misbehaviour in Ethiopia Teacher's poor qualifications, Failure to set the right tasks, Failure to enforce rules, Lack of interest in a particular subject, Large class sizes, absent of sufficient material etc.



### **Discuss with your group (30mins)**

What is the commonly observed student misbehaviour in your school? Identify the cause and whether it relates to the teacher, students, school environment and home environment.

What strategies could you employ to mitigate students' misbehaviour?



**Portfolio: (10 mins)**

**Note down the summary of your group discussion and the action strategies that you designed.**

## Effective teaching: Summary

Nearly all these studies include teaching practices that can be grouped under three broad headings:

1. **Classroom climate** (for example: constructive learning relationships with pupils, teacher expectations, awareness of and sensitivity to different backgrounds of pupils);
2. **Managing, structuring, and organizing lessons** (for example: managing resources and time when teaching, including starts of lessons and opportunities for review); and
3. **Quality of instruction** (for example, explanations, questioning and responding to pupils, providing appropriate tasks for pupils (including demonstrating, opportunities to practice, use of scaffolding) and assessing student learning).

### Task1 effective teaching and learning practice



Being in a small group with your teachers, share your experience of assessing effective teaching and learning.

- Discuss the development of effective teaching and learning in your school.
- What are the characteristic features of effective teaching and learning?
- Discuss with your colleagues the roles that are expected from you being school leaders in promoting effective teaching and learning
- How do you evaluate your current practice of effective teaching and learning?

#### Portfolio

**Summarize your response of task 1 and make it part of your portfolio.**

## Workplace learning



### Individual activities: Three theories about effective teaching



From the recommended readings(Reference) in section 4 of this Module, study the following key texts on effective teaching: Rosenshine 2012; Ko, Sammons, and Bakkum, 2013; and Coe, Rauch, Kime, and Singleton 2020.

**Peer Activities:** Discuss your reading and insights gained with your school supervisor.

## 1.7. Leading Effective teaching and Learning in your Schools (40 mins)

### This session addresses Day 1 Outcome B

- A** Take responsibility for leading the improvement of teaching and learning in school;
- B** **Update knowledge and understanding of effective teaching and learning from research;**
- C** Recognize potential barriers to improving the effectiveness of teaching;
- D** Create a draft continuous improvement cycle; and,
- E** Create a culture of professional learning by involving teachers in the improvement of teaching and learning.



### How do we create an environment which supports professional learning for all teachers?



To bring about any change we need people to work with us, because ...

*'We can do anything – but we can't do everything'.* To get people to work with us we need to influence them to share our vision for change.

What might hold teachers back from changing their practice?

**Change can be difficult, worrying and challenging for all of us.**

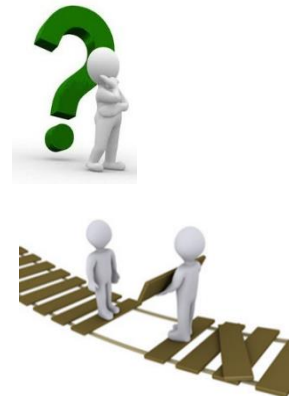
**“The oldest and strongest emotion is fear, and the oldest and strongest kind of fear is fear of the unknown.”**

**H.P. Lovecraft**

The eight most common beliefs and reasons that people resist change are as follows.

People may believe that:

1. There is not any real need for change.
2. The change is going to make it harder for them to meet their own needs.
3. The risks seem to outweigh the benefits.
4. They do not think they can make the change.
5. They believe the change will fail.
6. Change process is being handled improperly by management.
7. The change is inconsistent with their values.
8. They believe those responsible for the change cannot deliver it.



Once we understand how teachers may feel, then we can work with them to overcome their fear of change. **To do that we need to build their trust**

**Exercise: Which behaviours lead you to trust people?**

**Which behaviours lead you to mistrust people? (20 mins)**



**Discuss with your group:** What are the behaviours that allow you to trust the people you work with? Move from group to group to collect as many ideas as possible.

**Make notes in your portfolio on how you will build trust with all teachers, so they work with you to improve teaching and learning.**

**(10 mins)**

## 1.8. How do you Develop, Re-motivate, and Re-engage Teachers? (20 mins)

### This session addresses Day 1 Outcome C

- A** Take responsibility for leading the improvement of teaching and learning in school;
- B** Update knowledge and understanding of effective teaching and learning from research;
- C** **Recognize potential barriers to improving the effectiveness of teaching;**
- D** Create a draft continuous improvement cycle; and
- E** Create a culture of professional learning by involving teachers in the improvement of teaching and learning.



Research tells us that praise and recognition are keys to improving the motivation of teachers. So how can we help teachers to change and grow?



**Figure 2:** From chrysalis to butterfly



### Discuss with your group (15 mins)

As a group, consider the image of the butterflies in figure 2: How might this image relate to your staff team? Don't just look for the positives! Consider how it fits your team and how it does not fit.

## 1.9. What are the Potential Barriers to Effective Teaching and Learning?

### This session addresses Day 1 Outcome C

- A** Take responsibility for leading the improvement of teaching and learning in school;
- B** Update their knowledge and understanding of effective teaching and learning from research;
- C** **Recognize potential barriers to improving the effectiveness of teaching;**
- D** Create a draft continuous improvement cycle; and,
- E** Create a culture of professional learning by involving teachers in the improvement of teaching and learning.



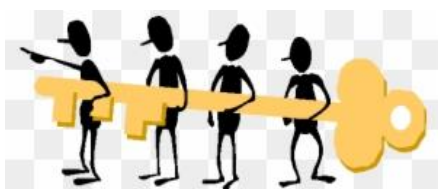
How can we secure the understanding and engagement of all teachers concerning the improvement process? Once you have gained the trust of the teachers and they are willing to embark on the journey of change with you, what must we do next?



### Group activity (20 mins)

Look at the list below. Separate the statements into those which describe

- (i) Beliefs and attitudes; and
- (ii) Actions to be completed with the team.
  - Create a shared understanding of effective teaching and learning.
  - Create a passion for learning.
  - Communicate all the time.
  - Explain what will happen and link it to improving learning.
  - Create a shared vocabulary so everyone understands what you mean.
  - Be transparent and honest.
  - Focus on learning and learners rather than teachers.
  - Protect confidentiality.



### Portfolio: (10 mins)

**On the basis of the group discussion, note down the beliefs and attitudes that you will demonstrate each day.**

## 1.10. Creating a continuous improvement Cycle

(20 mins)

**This session addresses Day 1 Outcome D**

- A** Take responsibility for leading the improvement of teaching and learning in school;
- B** Update their knowledge and understanding of effective teaching and learning from research;
- C** Recognize potential barriers to improving the effectiveness of teaching;
- D** **Create a draft continuous improvement cycle; and,**
- E** Create a culture of professional learning by involving teachers in the improvement of teaching and learning.



To improve teaching and learning we need to know the strengths and areas for development in teaching and learning in our classrooms. To do this we need to observe teaching and learning in all our classrooms and work with teachers to celebrate and share their strengths and support their areas for development.

We need to keep celebrating and improving regularly to ensure that we are providing the best possible learning opportunities for all children. Figure 3, below, shows a continuous cycle of improvement.



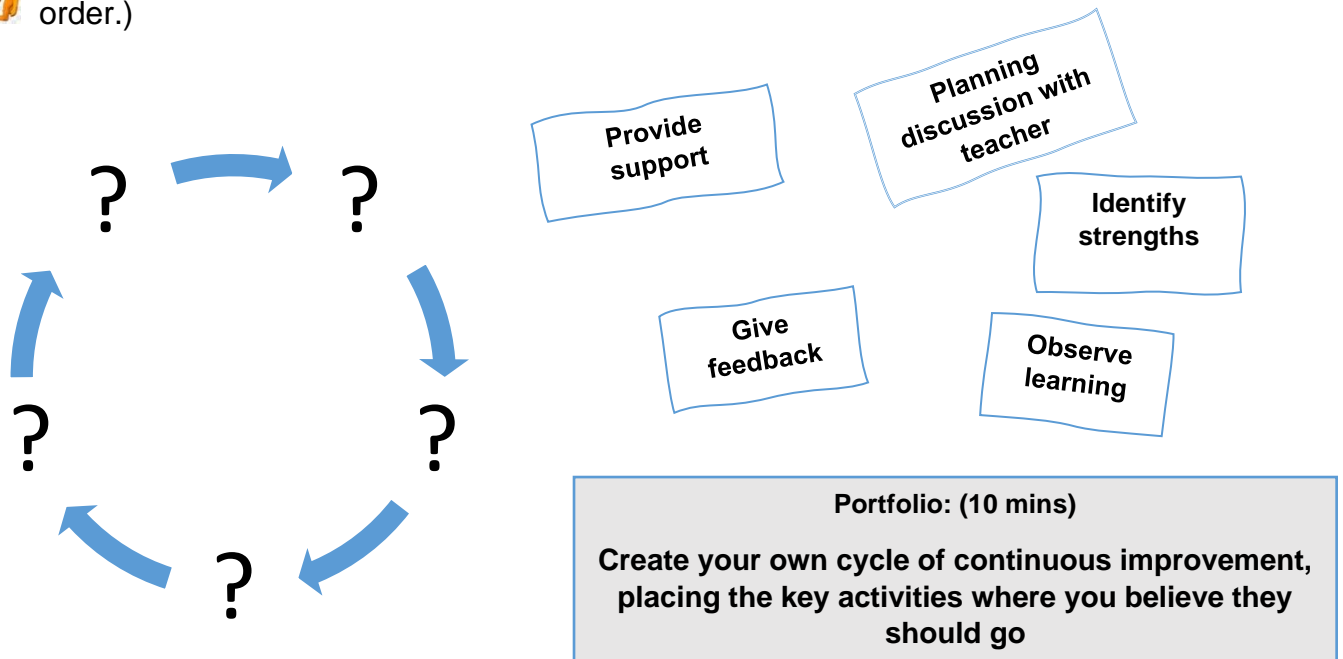
**Figure 03.** A continuous cycle of improvement

To create such a beneficial cycle in our schools, we need to set up a fair and transparent process that all staff can understand and trust. What are the stages of the process when we are observing learning and teaching?

### Discuss with your group (30 mins)



Where would each of the activities go in the '?' spaces below? (Hint: they are not in order.)



**Peer Activities:** With your school supervisor, discuss the cycle and insights you have gained from thinking about it.

### Task 2 creating a continuous school improvement cycle



Discuss with your peers the following activities.

1. How to create a **continuous school improvement cycle for your school**.
2. Design strategies that help you to implement the **continuous school improvement cycle**.
3. Identify the involvement of stakeholders in implementing the **continuous school improvement cycle**.
4. Decide the monitoring and evaluation of the strategy that you will carry out during and after implementing a **continuous school improvement cycle**.

#### Portfolio

**Write the summary of the result of your discussion for the above task 2 and attach it to your portfolio**

### 1.11. Preparing to Lead Effective Learning In your Schools (20 mins)

**This session addresses Day 1 Outcome E**

- A Take responsibility for leading the improvement of teaching and learning in school;
- B Update their knowledge and understanding of effective teaching and learning from research;
- C Recognize potential barriers to improving the effectiveness of teaching;
- D Create a draft continuous improvement cycle; and,
- E Create a culture of professional learning by involving teachers in the improvement of teaching and learning.**

Questions to consider **before** creating your timetable:

- When will you introduce the updated research on effective teaching?
- When will you explain the plan for continuous improvement?
- When will you share the process?
- How will you overcome resistance and build trust?

Questions to consider **when** creating your timetable

- What time of the year/term will you be introducing it?
- Have you allowed enough time between observations for teachers to act/practice new skills? (1/2 term)
- Which class/standard will you begin with?
- Why have you selected this?
- Which classes/standards will follow?
- Have you avoided holidays?
- Have you avoided exam times?

Questions to consider **after** creating your timetable

- How will the timing fit with and support the **School Improvement Plan** and the **School Self Review**?
- Who will provide the support required to teachers?
- When will this happen?
- Are there any costs involved?





### Discuss with your group (30 mins)

Develop a possible timeline for the activities needed to set up your timetable for each stage of the continuous cycle of improvement. Consider the activities you must do **before**, **during**, and **after** creating the timetable.

#### Portfolio

Record your timetable in your portfolio.



### Peer activities

Create a draft timetable to discuss with your mentor and the staff team. Share your draft timetable and ask for insights/reflections.

## 1.12. Reviewing Learning Objectives for Module 3, Unit 1

At the beginning of the unit, we identified areas which would support us in improving the effectiveness of teaching and learning in our schools. Review the learning objectives for this module, deciding for each one whether you think you now have a good understanding **G**, a satisfactory understanding **S**, or are still unsure about it **U**.

Objective		G	S	U
A	Take responsibility for leading the improvement of teaching and learning in school.			
B	Update their knowledge and understanding of effective teaching and learning from research.			
C	Recognize potential barriers to improving the effectiveness of teaching.			
D	Create a draft continuous improvement cycle.			
E	Create a culture of professional learning by involving teachers in the improvement of teaching and learning.			

## UNIT TWO: OBSERVATION AND FEEDBACK ON TEACHING LEARNING

### 2.1 Introduction

As we remarked at the beginning of unit one, the only way to improve learning outcomes is by improving the quality of teaching. Teachers are the single strongest lever to improve learning, while school leaders are the second strongest lever, in their role as leaders of learning. This observation is key to improving the quality of learning and teaching in our schools.

### 2.2 Expected Outcomes of the Unit

**School Leaders will:**

- A** Review of the process for observing learning and teaching;
- B** Understand teaching elements of the EDT Teacher Tool;
- C** Recognize how teaching develops as described by the Quality Indicators in the Teacher Tool;
- D** Become familiar with evaluating teaching using the graded/incremental scale; and,
- E** Recognize what makes feedback effective.

Timings for Unit 2 = 9 hours 45 mins in total (For F2F)



## 2.3 Reviewing the Process for Observing and Teaching Learning (15 mins)

This session addresses unit Two Outcomes A

- A** Review of the process for observing learning and teaching;
- B** Understand teaching elements of the EDT Teacher Tool;
- C** Recognize how teaching develops as described by the Quality Indicators in the Teacher Tool;
- D** Become familiar with evaluating teaching using the graded/incremental scale; and,
- E** Recognize what makes feedback effective.

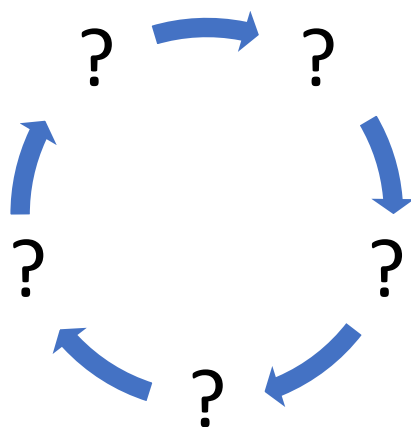


What are the stages of the process when we observe learning and teaching?

**Discuss with your group (30 mins)**



Where would each of the activities go in the '?' spaces below? (Hint: they are not in order.)



Give  
feedback

Revisit and  
review

Planning  
discussion  
with teacher

Observe  
learning

Identify  
strengths

## 2.4 Observing Teaching and Learning (40 mins)

**This session addresses Day 2 Outcome A**

- A**    **Review of the process for observing learning and teaching;**
- B**    Understand teaching elements of the EDT Teacher Tool;
- C**    Recognize how teaching develops as described by the Quality Indicators in the Teacher Tool;
- D**    Become familiar with evaluating teaching using the graded/incremental scale; and,
- E**    Recognize what makes feedback effective.



Given that the only way to improve learning outcomes is by improving the quality of teaching, improving the quality of teaching and learning **is the most critical** activity for school leaders in improving schools – but it takes time, effort, and commitment.



**Observing teaching and learning is central to school improvement** – if it is done well, everyone involved benefits and learning will improve.

Our aim and purpose are to see and hear **learning**, not a teacher putting on a show. Emphasize that observation is about **learning**.

**Observing teaching and learning is a precious opportunity** to understand the current situation – **not** to criticize or blame. If teachers feel that punishment/criticism comes out of the process they will not be able to learn, develop, and improve.

### 2.4.1 Observing Teaching and Learning Offers Benefits across the School

Benefits to you as a school leader:

- Privilege to be in the classroom with children – this is what our job is about;
- Learn strengths of the teaching team: you can share and build on these;
- Identify areas where teachers lack confidence: you can use CPD to plan and deliver support;

- Informs your SIP and SSR: it helps you with these aspects of your leadership role;
- Builds trust and relationships;
- Allows you to practice coaching and mentoring; and,
- Allows you to see the impact of your efforts: improvement for learners.

Benefits to teachers:

- Receive time and insights shared by the most senior person;
- Recognition of their efforts;
- Builds trust and relationships;
- Receive mentoring/coaching professional support;
- Engage in CPD relevant to teaching and learning; and,
- Creates role satisfaction: they can recognize the improvements for learners.

Benefits for learners:

- Recognition of their efforts;
- Builds trust and relationships; and,
- As teaching becomes more effective their learning will be better supported.



**You will learn more about teaching and learning, and how it can be improved, by asking open questions and listening, rather than by instructing or 'telling'.**

Learning observations are always worrying for teachers. All teachers want to show their best teaching and want to impress whoever comes into their room.

As we discussed yesterday, it is critical to communicate with teachers throughout the process, so that all is clear and understood. This minimises anxiety and emotion and can lessen resistance to change.

**Please leave your assumptions at the door and approach each observation with an open mind.**



### 2.4.2 Preparing for Observations



- **Planning:** Block out the time before, during and after the observation.
- **Communicate** – with the teacher being observed, and others so you are not disturbed.
- **Resources:** Have everything ready so you can arrive promptly – Observation Form, Teacher Tool, scrap paper, pen/pencil, space/room to give confidential feedback.

### 2.4.3 Getting the Most for Everyone from Observations

Agree, share, and remind the teaching team of the conventions for observing in a classroom/learning environment.

For example, the observer will:

- Enter the room quietly – learning should not stop;
- Find somewhere to sit (or agree beforehand where you will sit);
- Maintain stillness with relaxed body language;
- Minimise eye contact with teacher or learners;
- Watch and listen rather than write sentences; jot down single words to prompt your memory;
- Focus attention on the learners – sit close enough to hear but not so as to inhibit children speaking; and,
- At end of the observation thank the teacher and children as you leave the room.

**At no point will the observer correct or instruct the teacher. The only reason an observer would interrupt is if there is a safeguarding concern.**

For example, the observer will NOT:

- takeover or take any role/part in teaching;
- speak to the teacher while they are teaching; or,
- Speak to the learners about anything other than their learning.

There will be many urgent and pressing calls on your time once you leave the observation; but nothing is as **IMPORTANT** as the observation process. It is the key to improving teaching and learning.

#### 2.4.4. Post Observations



**Spend time drafting your observations.** When you use any lesson observation tool, you are reflecting on what you saw and heard.

##### Some things to think about

- What happened in the lesson?
- What was the attitude/ engagement of the learners?
- What did you notice about the engagement of learners of different genders/abilities?
- Who spoke the most? The teacher or the learners?
- What questions do you have about what you observed?
- What surprised you?
- What would you like to check with the teacher?
- Could you identify an aspect that the team/teacher had been working to develop?
- Identify a positive feature of what you observed.

### 2.5 Tools that help to Lead Effective Teaching and Learning

What do we need to do to lead learning in our schools? Specifically, what tools and frameworks will be needed to support the process and the continuous improvement cycle? These tools and frameworks might include the following:

- School Improvement Plan;
- School Self-Review;
- Tools to observe learning; and,
- Feedback forms (focussing on the specific development area).

Unit 2 of Module 3 will focus on the tool to observe learning (the **EDT Teacher Tool**).

## 2.6. Teacher Practice Tool

The ultimate goal of any education reform should be to improve the outcomes of students. A key element of this is ensuring high-quality teaching and learning.

In order to measure the impact of our programmes, we, therefore, need to evaluate their impact on the quality of teaching. It is not sufficient to evaluate the impact of the number of teachers reached or surface changes in teaching practice, however. Whilst this breadth (spread) of impact certainly needs to be evaluated, three other dimensions need to be considered: depth, sustainability, and ownership.

Coburn (2003)<sup>1</sup> suggests that three elements relate to the depth of reform:

- Teachers' beliefs, in particular their beliefs about the subject they teach, how students learn and how they should teach.
- Norms of interaction: teachers' and students' roles in the classroom, and the patterns of teacher and student talk.
- Enactment of pedagogical principles.

The *Teaching Practice Tool* aims to help us to evaluate the impact in relation to norms of interaction (teaching dialogically) and teachers' enactment of pedagogical principles.

The tool has been designed to support:

- benchmarking of teaching practice and evaluation of impact;
- programme design and the identification of appropriate teacher professional development activities;
- on-going monitoring and review of teaching practice, informing adaptive programme management;
- the identification of 'bright spots' and effective teaching practices;
- teachers and those working with teachers to develop teaching practices;
- a growing database of evidence relating to teaching practice.

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<sup>1</sup> Coburn, C. E. (2003) Moving beyond numbers to deep and lasting change. *Educational Researcher*, 32 (6), 3–12



Simon & Tzur (1999)<sup>2</sup> argue that teachers' practice can only be understood by considering the relationships between teachers' beliefs and their behaviours. This tool, when used alongside our *Teacher Mind-set Tool*, will support a comparative analysis of teachers' espoused beliefs and their practice, and thereby allow for a more comprehensive analysis of teaching quality.

## 2.7 Using Teacher Practice Tool for Observation

### This session addresses unit two Outcome B

- A** Review the process for observing learning and teaching;
- B** Understand teaching elements of the EDT Teacher Tool;
- C** Recognize how teaching develops as described by the Quality Indicators in the Teacher Tool;
- D** Become familiar with evaluating teaching using the graded/incremental scale; and,
- E** Recognize what makes feedback effective.

So far in unit two, we have looked in detail at:

- **Why** observing learning is critical to school improvement.
- **When** observation should occur; and
- **What** should be observed?

Now we move to the most effective way of observing learning: the **how** of observing learning.



**Observing learning in the classroom is a highly complex, sophisticated, and challenging undertaking. It requires skill, confidence, and considerable practice.**

Some key questions to consider when selecting a tool/framework to use when observing are:

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<sup>2</sup>

- Has the tool been through a thorough and robust evaluation process?
- Has it performed well in a range of global settings?
- Does it measure the key aspects of effective teaching and learning?
- Does it allow for an evaluation of each teacher's behaviour?
- Does it identify how teaching practice develops and what are the next steps/stages?

The tool we have selected which meets all the above criteria is the **EDT Teacher Practice Tool**. As you can see from the structure of the Teacher Practice Tool, it consists of 27 Quality Indicators grouped into twelve elements of effective teaching.

These fall under five broad categories:

- creating a positive climate;
- structuring and organising lessons;
- teaching dialogically;
- providing well-designed learning tasks; and,
- assessing learning continuously.

(Refer to the detail of the teacher practice tool attached as an appendix at the end of this module)

### Task 3: Reflection on past practice of classroom observation



Sit with your schoolteachers and evaluate the classroom observation practice of your school

- Discuss the main focus areas of classroom observation you were engaged in the past years and how you evaluate its effectiveness.
- How could you describe your ability as a school leader to plan, execute and evaluate the teaching-learning process in your school?
- Discuss the level of responsible bodies within the school participation in teaching learning observation process in your school:
- Evaluate the contributions of classroom observation in improving the actual learning outcomes in your school (consider evidence of the last three years)

#### Portfolio

**Write the summary of your findings for the above task 3 and attach it to your portfolio**



### Discuss with your group (40 mins)

Look at Figure 5 below, specifically item 2: *Teachers treat all students fairly*.

Look at each of the examples given labelled: 'underdeveloped', 'basics in place', 'embedded', 'proficient', and 'exceptional'.

Highlight the examples that would help inclusion and equity.

1 Teachers demonstrate high expectations	<b>Undeveloped</b> <input type="checkbox"/> 1.1 Teachers demonstrate low expectations of the behaviour of students. 1.2 Teachers offer students no choices about how they work or the approaches they use to answer questions. They insist on students following particular methods exactly.	<b>Basics in place</b> <input type="checkbox"/> 1.1 Teachers demonstrate high expectations of the behaviour of all students. They demonstrate appropriately high expectations for the achievement of some students. 1.2 Teachers offer students some choices, but these are mostly trivial.	<b>Embedded</b> <input type="checkbox"/> 1.1 Teachers demonstrate appropriately high expectations for the achievement of most students. They communicate their expectations to students. 1.2 Teachers sometimes offer students choices about how they work and the approaches they use.	<b>Proficient</b> <input type="checkbox"/> 1.1 <b>Teachers demonstrate appropriately high expectations for the achievement of all students.</b> 1.2 <b>Teachers consistently give students appropriate autonomy in how they work (individually, pairs etc.) and the methods they use.</b>	<b>Exceptional</b> <input type="checkbox"/> 1.1 Teachers demonstrate their own personal enthusiasm for the subject, and in learning. They model inquisitiveness and actively encourage and value curiosity and risk-taking. 1.2 Teachers support students to develop and refine their own approaches to solving problems.
2 Teachers treat all students fairly	<b>Undeveloped</b> <input type="checkbox"/> 2.1 Teachers shout at, criticise, sometimes ridicule and generally don't treat students with respect. They demonstrate bias in how they treat particular groups of students, such as girls. 2.2 Off-task and disruptive behaviour either goes unchallenged or is dealt with unreasonably.	<b>Basics in place</b> <input type="checkbox"/> 2.1 Teachers do not explicitly criticise students but demonstrate some gender or other bias. 2.2 There are clear routines which enable lessons to run smoothly. Teachers deal with disruptive behaviour reasonably. They make clear to students the behaviour that is expected.	<b>Embedded</b> <input type="checkbox"/> 2.1 <b>Teachers treat all students respectfully, regardless of their gender or ethnicity.</b> 2.2 <b>Teachers bring specific examples of positive behaviour to the attention of the class. Disruptions are dealt with fairly and efficiently.</b>	<b>Proficient</b> <input type="checkbox"/> 2.1 Teachers provide and promote actively equal opportunities for all students.	<b>Exceptional</b> <input type="checkbox"/> 2.1 Teachers provide and promote actively equal opportunities for all students in all situations and in ways that inspire student commitment.
3 Teachers recognise pupils with Special Educational Needs and provide them with relevant support	<b>Undeveloped</b> <input type="checkbox"/> 3.1 All students are provided with the same learning tasks or support regardless of their needs. Teachers acknowledge that some students have Special Educational Needs, but do not provide any support to specific students.	<b>Basics in place</b> <input type="checkbox"/> 3.1 Teachers recognise specific students with Special Educational Needs, especially those with clearly observable disabilities. They sometimes provide additional support or scaffolding to try to meet their needs.	<b>Embedded</b> <input type="checkbox"/> 3.1 <b>Teachers recognise specific students with Special Educational Needs, including those with learning difficulties and gifted and talented students. They routinely provide additional support and adapt tasks to try to meet their needs.</b>	<b>Proficient</b> <input type="checkbox"/> 3.1 Teachers have individual education plans for all students with Special Educational Needs, and regularly assess their progress in relation to those plans.	<b>Exceptional</b> <input type="checkbox"/> 3.1 Teachers sustain the engagement of all students with Special Educational Needs throughout lessons. They draw on expertise related to the students' specific needs to skilfully select and constantly adapt their teaching based on the progress the students are making.

**Figure 5** (page 6 of the Teacher Practice Tool)

In the following sessions, we will use this tool to observe excerpts from lessons so we can become familiar with the tool's structure, language, and vocabulary used.



### Discuss with your group (20 mins)

Look at the image below. Discuss the image with respect to item 2 in Figure 5: *Teachers treat all students fairly*. Which example, comment, or statement from the EDT Practice Tool section on classroom climate (Figure 5) would you choose to capture the relationships in the image?



## 2.8 Using the Teacher Practice Tool with Videos (20 mins)

**This session addresses Day 2 Outcome B**

- A** Review of the process for observing learning and teaching;
- B Understand teaching elements of the EDT Teacher Tool;**
- C** Recognize how teaching develops as described by the Quality Indicators in the Teacher Tool;
- D** Become familiar with evaluating teaching using the graded/incremental scale; and,
- E** Recognize what makes feedback effective.

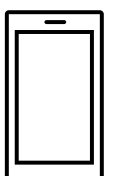


**As it is not possible for us to disrupt school and lessons by practicing live in the classroom, we will use video clips of lessons to familiarize ourselves with the Teacher Practice Tool.**



At the end of Module two, you were asked to bring a **10-minute video clip of a lesson** in progress, on the understanding that:

- The teacher agrees to the video being taken;



- The teacher is not identified by name/description in the video or in conversation afterwards;
- Children are not identified by name/as far as possible the faces of children are not captured;
- The video is only to be used as a training aid, and no part of it can be used in appraisal/evaluation of the teacher; and,
- The video will be deleted immediately after the training session.

We will be watching the video clips and then reading and using the tool to record what we have seen.

We are not reflecting on what **you** would have done or what the teacher **did not do**. We are reflecting on **what happened**.

### Working with the video clip (20 mins)



Open the Teacher Practice Tool in the section marked Creating a Positive Climate or look back at Figure 5 (which shows page 6 of the Teacher Practice Tool). Bear in mind the statements/indicators given in Figure 5 and the tool as you watch the film.

Now watch the video clip you have brought.

The main focus of your attention will be on the learners. (Again remember: We are not reflecting on what **you** would have done or what the teacher **did not do**. We are reflecting on **what happened**.)

- **What happened in the lesson?**
- **What did you see/hear?**

Do you have any/ enough evidence to say whether the practice is underdeveloped/basics in place/embedded, etc.?



Discuss with your group (30 mins)

What insights have you gained from watching the video? What does it tell you about working with the tool? What challenges does it raise?

### Portfolio (20 mins)

**Note down the key thoughts and insights from using the tool with the video clip.**

## 2.9 Becoming More Confident in Using the Teacher Practice Tool (20 mins)

### This session addresses unit 2 Outcomes B and C

- A** Review the process for observing learning and teaching;
- B** Understand teaching elements of the EDT Teacher Tool;
- C** Recognize how teaching develops as described by the Quality Indicators in the Teacher Tool;
- D** Become familiar with evaluating teaching using the graded/incremental scale; and,
- E** Recognize what makes feedback effective.



**Remember:** Observing learning in the classroom is a highly complex, sophisticated, and challenging undertaking. It requires skill, confidence, and considerable practice.

To build up your confidence, do the following:

- Look at lessons online.
- Share videos with peer school leaders (please observe the video protocols and respect the privacy and confidentiality of teachers and pupils).
- Co-observe with School Supervisor/lead trainer/peer school leader.



Take as many opportunities as possible to practice observing using the framework of the tool. (20 mins)

When observing lessons with a peer/mentor.

- Secure a volunteer for observation.
- Explain that this is an opportunity for you to gain practice and confidence.
- Confirm that brief feedback will be given but no professional judgement on the teacher/teaching will be recorded.
- Agree on when and where the observation will take place.
- Select one or two of the categories from the Teacher Practice Tool to focus on.



- Respect the observation protocols – do not interrupt the teacher or speak with each other while you are in the classroom.
- Identify a place where you can discuss your observations and insights in confidence.
- In turn, discuss what happened in the lesson.
- What did you see/hear?
- Do you have any/enough evidence to say whether the practice is underdeveloped/basics in place/embedded etc.?
- Which Quality Indicator did each of you feel was the best match?

## 2.10 Using the Teacher Practice Tool in School (20 mins)



This session addresses how you will actually use the Teacher Practice Tool in School in order to improve the quality of teaching and learning.

**This session addresses unit 2 Outcomes B, C, D, and E**

- A** Review of the process for observing learning and teaching;
- B** **Understand teaching elements of the EDT Teacher Tool;**
- C** **Recognize how teaching develops as described by the Quality Indicators in the Teacher Tool;**
- D** **Become familiar with evaluating teaching using the graded/incremental scale;**
- E** **Recognize what makes feedback effective.**



### **Discuss with your group (30 mins)**

How do you plan to use the Teacher Practice Tool in school?

How will you introduce the Teacher Practice Tool to the staff team?

When will you introduce the Teacher Practice Tool to the staff team?

What CPD will you provide so they understand each of the sections?

How will you keep and build trust?

### **Portfolio (20 mins)**

**Note down your thoughts about introducing the Teacher Practice Tool in schools**

## 2.11 Giving Feedback to the Teacher Following an Observation (30 mins)

### **This session addresses unit 2 Outcome E**

- A Review of the process for observing learning and teaching;
- B Understand teaching elements of the EDT Teacher Tool;
- C Recognize how teaching develops as described by the Quality Indicators in the Teacher Tool;
- D Become familiar with evaluating teaching using the graded/incremental scale; and,
- E Recognize what makes feedback effective.**

Key messages from the research: A supportive environment is essential so that teachers feel safe to take risks: the style of feedback is as important as the content of the feedback.

Feedback should:

Help teachers to believe that they can improve.

Focus on tasks rather than ego (e.g. do not give 'grades').

Avoid comparisons with other teachers.

Acknowledge what teachers are doing well.

Encourage thinking: feedback should promote teachers' reflection on their practice.

Help teachers to recognise their next steps and how to take them (i.e. how to improve).

Scaffold or support teachers' next steps.



### **Practical thoughts on feedback in school**

As a school leader, your role is very significant to teachers. They will remember how they felt when you discussed their practice, and it will have a significant impact on their professional view of themselves. Bear in mind the following key points:

- Every teacher who has been observed needs and deserves feedback.



- Make sure the feedback meeting is held within 24 hours of the observation.
- Plan in time to give feedback so that it is not rushed and is given in confidence.
- Plan what you will say, the questions you want to ask, and what you want to check.
- Begin with thanks and recognition.
- Plan your key messages – what you want to recognize and praise.
- Identify ONE aspect you would like them to work on.
- Ask what support they would find helpful.
- Respect confidentiality and privacy – do not discuss one teacher's performance with another.



### **Discuss with your group (30 mins)**

What do you want to achieve from your conversation with the teacher?

What do you want to avoid?



### **Becoming more confident in giving feedback to a peer /mentor**

Giving feedback to teachers requires confidence, clear communication, and practice.

When you and your school supervisor/peer have observed together it can be very helpful if you plan the feedback together too.

**When feeding back to teachers with a peer/mentor – plan the dates and times to co-observe and give feedback.**

**Portfolio (10 mins): - Note down your thoughts on what you want to achieve in your feedback conversations with teachers.**

## **2.12 Resources Mobilization and Management in Schools**



In any organisation, be it big or small, there are resources that are required to maintain or run- activities in order to attain the organisational goal. Those resources may be human, finance physical, information, and time.

Learning activity 2.12:1 Managing resources for school improvement based on evidence.



Sit in a small group with your teachers and reflect on your school resource mobilization and utilization during the SIP process. Did they realize the anticipated outcome? How?

### 2.12.2: Generating school resource



#### Task

Identify the source, amount and types of necessary resources required to accomplish your school plan.

No.	Source	Amount	Types of resource	Remark
1				
2				
3				
4				
5				



#### Task 4: Allocating and utilizing resources in School

Discuss the criteria that you are going to use for allocating resources to the different departments/ units in your school to improve students' learning outcomes.

As you can understand from the previous modules, resource management calls for better transparency and accountability. How do you evaluate it? Support your argument with credible evidence.



Visit one or two schools from your cluster schools and observe how they utilize resources for improving learning outcomes; identify the resources that are highly useful to improve learning outcomes and the ways to ensure equity and inclusion of all.

**Portfolio: (20mint.)**

**Note down the summary of best practices of the schools you have visited that are worth replicating in your school.**



## Resource management involves

- Estimating the resource needed by each unit
- Preparing the budget necessary for the provision of the required resource
- Forecasting the level of inventories
- Scheduling the orders and
- Monitoring the performance in relation to the different functions

## 2.13 Monitoring and Evaluation

### 2.13.1 Features of effective monitoring and evaluation



**Discuss with your group:** What are the features of effective monitoring and evaluation? Please collect as many ideas as possible.



Some important procedures of effective monitoring and evaluation are: setting strategic goals, establishing standards of performance, measuring actual performance and comparing it to the standard & making an amendment & giving feedback.

- Uses of Monitoring & Evaluation
  - ✓ To build greater transparency and accountability
  - ✓ To have a clear basis for decision making
  - ✓ To learn from previous experience



Each M&E Plan should contain specific activities with corresponding output and result indicators. Both have baselines and targets, data sources, disaggregation, and frequency of data collection.

**Performance Indicators:** there are two types of performance indicators. Result Indicator (measures the extent to which a project objective is being achieved. Results indicators often measure change, and Output Indicator (measures the products of planned activities, but it doesn't measure changes). Both are used to observe progress being made towards anticipated results. Performance indicators should be linked to the planned activities and objectives. Measures should be in quantifiable terms and clearly defined. Qualitative indicators are acceptable if they provide a reliable means to measure a particular phenomenon or attribute.

**Baseline** measure for an indicator is collected before or at the start of a project and provides a basis for planning and/or assessing subsequent progress and impact.

**Targets** are reasonable estimates of the outputs or results to be achieved by the plan over its period of performance.

**Data Source** is the collection tool by which the project will obtain result indicator or output indicator information throughout the program. Data collection tools should be easy.

**Data Disaggregation** separates data into its component parts to look at how specific subgroups perform. It is important to consider only the information that you need to know as there are infinite ways to disaggregate information collected from program like in sex.

**Frequency of Data Collection** establishes schedule of when data will be collected (e.g., monthly, quarterly, and bi-annually) and validates its feasibility for program design.

### 2.13.2 Relationship between M&E and their Commonalities



M & E are two different management tools that are closely related, interactive and *mutually supportive*.

- Through routine tracking of activity progress, monitoring can provide quantitative and qualitative data useful for designing and implementing project evaluation exercises.

Through the results of periodic evaluations, monitoring tools and strategies can be refined and further developed. However, both monitoring and evaluation must be planned at the program/ project level, and baseline data and appropriate indicators of performance and results must be established.

### 2.13.3 Comparison between M&E

Item	Monitoring	Evaluation
Frequency	Regular, on-going	Periodic/intermittent
Main action	Keeping track/oversight	Assessment
Basic purpose	Improving efficiency	
Adjusting work plan	Improve effectiveness, impact, and future programming	
Focus	Inputs, process outcomes, outputs, work plans	Effectiveness, relevance, efficiency, impact, sustainability
Information sources	Routine systems, field visits, stakeholder meetings, output reports, rapid assessments	Same plus Surveys (pre-post planning)

Undertaken by	Schools leaders, teachers Supervisors, Community (beneficiaries), WEO Other Stakeholders	External evaluators from WEO, MOE etc. Community (beneficiaries) School leaders and Supervisors
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***Adapted from UNICEF, A UNICEF Guide for Monitoring and Evaluation: Making a Difference***



**TASK5:** Plan to monitor progress toward SIP objectives and desired outcomes (40 minutes)

- Draft a monitoring plan for the Implementation of SIP and make sure that it is tied to your
  - plan
  - Results Chain Factors
  - Objectives
  - Indicators
  - Interventions/Activities through using Monitoring Plan Tool (given below)

## 2.14 How to use Monitoring Plan Tool



**Discuss with your group:**

1. What is the purpose of Monitoring and evaluation?
2. What is evaluation? And state the purpose of the evaluation.
3. What are the advantages of using monitoring plan tools?



The following monitoring plan tool is used to see the progress of ongoing activity and based on the result one can take corrective actions.

Objective	Intervention/ Results Chain Factor	Indicator	Target(Projected Result on SIP of the school)	Means of Collection	Frequency	Responsible Party

Steps you follow to Use the above monitoring tool:

**1<sup>st</sup> Column** – insert your pre-determined time-bound objective

**2<sup>nd</sup> Column** – insert your pre-determined Intervention and the associated Result Chain Factor

**3<sup>rd</sup> Column** – list 2 or more of the indicators you selected for the specific intervention-results chain factor set. Try to include an outcome indicator as well as process indicators.

**4<sup>th</sup> Column** - insert a performance target for each indicator – e.g., quantitative estimate of the expected result by EOP

**5<sup>th</sup> Column** – insert the Means (HOW) you will gather the information

**6<sup>th</sup> Column** – insert the Frequency of data collection (WHEN)

**7<sup>th</sup> Column** – Insert the name of the party/agency/person who will be primarily responsible for collecting/ reporting the information

## 2.15 Reviewing Learning Objectives for Module 3, Unit 2

Review the learning objectives for this module, deciding for each one whether you think you now have a good understanding **G**, a satisfactory understanding **S**, or are still unsure about it **U**.

Objective		G	S	U
A	Review of the process for observing learning and teaching.			
B	Understand teaching elements of the EDT Teacher Tool.			
C	Recognise how teaching develops as described by the Quality Indicators in the Teacher Tool.			
D	Become familiar with evaluating teaching using the graded/incremental scale.			
E	Recognize what makes feedback effective.			

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# Appendices

## Appendix I: Teachers practice Tool.

### Introduction

The ultimate goal of any education reform should be to improve the outcomes of students. A key element of this is ensuring high-quality teaching and learning.

In order to measure the impact of our programmes, we, therefore, need to evaluate their impact on the quality of teaching. It is not sufficient to evaluate the impact of the number of teachers reached or surface changes in teaching practice, however. Whilst this breadth (spread) of impact certainly needs to be evaluated, three other dimensions need to be considered: depth, sustainability and ownership.

Coburn (2003)<sup>3</sup> suggests that three elements relate to the depth of reform:

- Teachers' beliefs, in particular their beliefs about the subject they teach, how students learn and how they should teach.
- Norms of interaction: teachers' and students' roles in the classroom, and the patterns of teacher and student talk.
- Enactment of pedagogical principles.

The *Teaching Practice Tool* aims to help us to evaluate the impact in relation to norms of interaction (teaching dialogically) and teachers' enactment of pedagogical principles.

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<sup>3</sup> Coburn, C. E. (2003). Moving beyond numbers to deep and lasting change. *Educational Researcher*, 32 (6), 3–12

**The tool has been designed to support:**

- benchmarking of teaching practice and evaluation of impact;
- programme design and the identification of appropriate teacher professional development activities;
- on-going monitoring and review of teaching practice, informing adaptive programme management;
- the identification of 'bright spots' and effective teaching practices;
- teachers and those collaborating with teachers to develop teaching practices;
- a growing database of evidence relating to teaching practice.
- Simon & Tzur (1999)<sup>4</sup> argue that teachers' practice can only be understood by considering the relationships between teachers' beliefs and their behaviours. This tool, when used alongside our Teacher Mindset Tool, will support a comparative analysis of teachers' espoused beliefs and their practice, and thereby allow for a more comprehensive analysis of teaching quality.

The *Teaching Practice Tool* consists of 27 Quality Indicators grouped into twelve elements of effective teaching. These fall under five broad categories: creating a positive climate; structuring and organising lessons; teaching dialogically; providing well-designed learning tasks; assessing learning continuously.

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<sup>4</sup> Simon, M. A. & Tzur, R. (1999). Explicating the teachers' perspective from the researchers' perspective: generating accounts of mathematics teachers' practice. *Journal for Research in Mathematics Education*, 30, 252–264

Category	Element	Quality Indicators
Creating a positive climate	1 Teachers demonstrate high expectations	1.1 Teachers demonstrate appropriately high expectations for the achievement of all students
		1.2 Teachers consistently give students appropriate autonomy in how they work (individually, in pairs etc.) and the methods they use
	2 Teachers treat all students fairly	2.1 Teachers treat all students respectfully, regardless of their gender or ethnicity
		2.2 Teachers bring specific examples of positive behaviour to the attention of the class. Disruptions are dealt with fairly and efficiently.
	3 Teachers recognise pupils with Special Educational Needs and provide them with relevant support	3.1 Teachers recognise specific students with Special Educational Needs, including those with learning difficulties and gifted and talented students. They routinely provide additional support and adapt tasks to try to meet their needs
Structuring and organising lessons	4 Lessons are well-structured	4.1 Learning objectives are clear and provide appropriate challenges for students
		4.2 Lessons consist of clear episodes that develop learning progressively
	5 Learning time is maximised	5.1 Lessons start promptly, and teachers ensure that all students are immediately engaged
		5.3 Teachers ensure that all students remain engaged throughout a lesson, including once they have completed a task

## Quality Indicators

Category	Element	Quality Indicators
Teaching dialogically	6 Teachers' explanations and instructions are clear	6.1 Teachers' explanations are clear and concise, and they use correct vocabulary and terminology
		6.2 Teachers choose carefully a variety of examples that are relevant and help students to understand the concepts/skills being learned
	7 Teachers ask questions in ways that engage students	7.1 Teachers target questions effectively using a wide range of strategies
		7.2 Teachers consistently encourage students to ask them and each other questions
	8 Teachers ask questions that encourage students to think	8.1 Teachers ask a range of questions, including testing questions where they ask students to give factual answers and genuine enquiry questions where they ask students to express their ideas
		8.2 Teachers model and use 'think-time' effectively, varying it according to the questions asked and the students' responses
	9 Teachers respond to students' answers to provide feedback and encourage discussion	9.1 Teachers mostly follow up and probe students' answers to encourage them to explain their ideas or to compare different answers
		9.2 Teachers help students to understand why their answers are correct or incorrect
		9.3 Teachers encourage students to explain and discuss their answers and ideas in pairs, small groups and as a whole class

## Quality Indicators

Category	Element	Quality Indicators
<b>Providing well-designed learning tasks</b>	10 Learning tasks engage and provide appropriate challenges for all students	10.1 All students are challenged to work at a level just beyond what they can do independently
		10.2 Learning tasks relate clearly to lesson objectives and build on what students already understand and can do
	11 Teachers provide a variety of learning tasks that enable students to see, understand and master the content they are learning	11.1 Learning tasks engage students in a variety of both open and closed learning activities that develop higher-order thinking and problem-solving skills
		11.2 Students are provided with appropriate opportunities to practise and apply the facts and skills that they are learning, including in unfamiliar situations
		11.3 Students are frequently provided with real-life and culturally relevant examples and resources
<b>Assessing learning continuously</b>	12 Teachers continuously assess students	12.1 Teachers continually assess students through questioning, listening, and observing them as they work
		12.2 Teachers assess students' oral and written work for understanding rather than just checking answers

## Quality Indicators

The tool provides observable descriptions of each of the Elements and Quality Indicators at five levels: Undeveloped; Basics in place; Embedded; Proficient; Exceptional.

The following terms are used consistently in the Quality Indicator Descriptions:

- All 100% (or very close)
- Almost all 90% or more
- Most more than 50%, but less than 90%

These Quality Indicator Descriptions are illustrative rather than exhaustive: they do not provide a complete description of quality at each level. The descriptions are not a checklist of quality but are designed to prompt discussion and support the process of reviewing practice, by deciding which descriptions are the 'best fit' to the teaching practice that was observed.

The descriptions are progressive. For example, the characteristics described in 'Embedded' are assumed to be present or improved in 'Proficient'.

The descriptions are not to designed to be used to review teaching practice in individual lessons, but on teaching practice overall.

## Quality Indicator Descriptions

### Creating a positive climate

1 Teachers demonstrate high expectations	<b>Undeveloped</b> <input type="checkbox"/>	<b>Basics in place</b> <input type="checkbox"/>	<b>Embedded</b> <input type="checkbox"/>	<b>Proficient</b> <input type="checkbox"/>	<b>Exceptional</b> <input type="checkbox"/>
	1.1 Teachers demonstrate low expectations of the behaviour of students. 1.2 Teachers offer students no choices about how they work or the approaches they use to answer questions. They insist on students following particular methods exactly.	1.1 Teachers demonstrate high expectations of the behaviour of all students. They demonstrate appropriately high expectations for the achievement of some students. 1.2 Teachers offer students some choices, but these	1.1 Teachers demonstrate appropriately high expectations for the achievement of most students. They communicate their expectations to students. 1.2 Teachers sometimes offer students choices about how they work and the approaches they use.	1.1 Teachers <b>demonstrate appropriately high expectations for the achievement of all students.</b> 1.2 Teachers <b>consistently give students appropriate autonomy in how they work</b>	1.1 Teachers demonstrate their own personal enthusiasm for the subject and learning. They model inquisitiveness and actively encourage and value curiosity and risk-taking. 1.2 Teachers support students to develop and refine their approaches to solving problems.
2 Teachers treat all students fairly	<b>Undeveloped</b> <input type="checkbox"/>	<b>Basics in place</b> <input type="checkbox"/>	<b>Embedded</b> <input type="checkbox"/>	<b>Proficient</b> <input type="checkbox"/>	<b>Exceptional</b> <input type="checkbox"/>
	2.1 Teachers shout at, criticise, sometimes ridicule, and generally don't treat students with respect. They demonstrate bias in how they treat particular groups of students, such as girls. 2.2 Off-task and disruptive behaviour either go unchallenged or is dealt with unreasonably.	2.1 Teachers do not explicitly criticise students but demonstrate some gender or other bias. 2.2 There are clear routines which enable lessons to run smoothly. Teachers deal with disruptive behaviour reasonably. They make clear to students the	2.1 Teachers <b>treat all students respectfully, regardless of their gender or ethnicity.</b> 2.2 Teachers <b>bring specific examples of positive behaviour to the attention of the class. Disruptions are dealt with fairly and efficiently.</b>	2.1 Teachers provide and promote actively equal opportunities for all students.	2.1 Teachers provide and promote actively equal opportunities for all students in all situations and in ways that inspire student commitment.
3 Teachers recognise pupils with Special Educational Needs and provide them with relevant support	<b>Undeveloped</b> <input type="checkbox"/>	<b>Basics in place</b> <input type="checkbox"/>	<b>Embedded</b>	<b>Proficient</b> <input type="checkbox"/>	<b>Exceptional</b> <input type="checkbox"/>
	3.1 All students are provided with the same learning tasks or support regardless of their needs. Teachers acknowledge that some students have Special Educational Needs, but do not provide any support to specific students.	3.1 Teachers recognise specific students with Special Educational Needs, especially those with clearly observable disabilities. They sometimes provide additional support or scaffolding to try to meet their needs.	3.1 Teachers <b>recognise specific students with Special Educational Needs, including those with learning difficulties and gifted and talented students. They routinely provide additional support and adapt tasks to try to meet their needs.</b> <input type="checkbox"/>	3.1 Teachers have individual education plans for all students with Special Educational Needs, and regularly assess their progress in relation to those plans.	3.1 Teachers sustain the engagement of all students with Special Educational Needs throughout lessons. They draw on expertise related to the students' specific needs to skilfully select and constantly adapt their teaching based on the progress the students are making.

## Quality Indicator Descriptions

### Structuring and organising lessons

4 Lessons are well-structured	Undeveloped <input type="checkbox"/>	Basics in place <input type="checkbox"/>	Embedded <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exceptional <input type="checkbox"/>
	<p>4.1 Learning objectives for lessons are either not identified or not clear.</p> <p>4.2 Lessons are unstructured and almost entirely whole-class. There are limited opportunities for students to work individually or in pairs or groups.</p>	<p>4.1 Learning objectives are identified but are not always clear or sufficiently challenging. They are occasionally shared with students at the start of lessons.</p> <p>4.2 Lessons are loosely structured into whole-class teaching with some individual or pair/group tasks.</p>	<p>4.1 <b>Learning objectives are clear and provide appropriate challenges.</b> They are often shared with students at the start of lessons.</p> <p>4.2 Lessons begin with short starter activities. <b>Lessons consist of clear episodes that develop learning progressively.</b> Teachers provide opportunities for pupils to talk in pairs or small groups during whole class work.</p>	<p>4.1 Teachers often discuss learning objectives and the end-of-lesson expected outcomes with students at the start of lessons.</p> <p>4.2 The main parts of lessons are structured into timed episodes. Transitions between lessons are smooth. Final plenaries are used to summarise and assess students' learning. Teachers use an appropriate balance of whole class, small group, paired and individual work.</p>	<p>4.1 Teachers routinely discuss learning objectives and expected outcomes with students at key points of lessons, including final plenaries.</p> <p>4.2 Teachers use flexible approaches to organise and group students based on learning objectives and tasks, and individual student needs. They manage the layout of the classroom to match the learning tasks and organisation of students.</p>
5 Learning time is maximised	Undeveloped <input type="checkbox"/>	Basics in place <input type="checkbox"/>	Embedded <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exceptional <input type="checkbox"/>
	<p>5.1 Lessons are slow to start.</p> <p>5.2 The pace of learning is slow. Time is wasted, either by unnecessary repetition or by teachers spending too long on administrative tasks.</p> <p>5.3 Teachers do not notice or attempt to engage students who are not participating actively in whole class work.</p>	<p>5.1 Lessons start and end on time.</p> <p>5.2 Teachers spend a minimum amount of time on administrative tasks.</p> <p>5.3 Teachers notice some students who are not participating actively and attempt to engage them.</p>	<p>5.1 Lessons begin promptly with a short engaging starter activity.</p> <p>5.2 <b>Tasks are not repeated unnecessarily.</b></p> <p>5.3 Teachers ensure almost all students are engaged during whole-class work and when they are given individual tasks to complete. They actively engage all students who are reluctant to participate.</p>	<p>5.1 <b>Lessons start promptly and the teacher ensures that all students are immediately engaged.</b></p> <p>5.2 Teachers manage actively the pace and timing of tasks.</p> <p>5.3 <b>Teachers ensure that all students remain engaged throughout a lesson, including once they have completed a task.</b> They monitor students' activity to maintain engagement.</p>	<p>5.2 Teachers skilfully manage time and adapt their lessons at the moment to take advantage of opportunities for learning that emerge during the lesson and to respond to unexpected classroom events.</p>



## Quality Indicator Descriptions

### Teaching dialogically

6 Teachers' explanations and instructions are clear	Undeveloped <input type="checkbox"/>	Basics in place <input type="checkbox"/>	Embedded <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exceptional <input type="checkbox"/>
	<p>6.1 There are some significant gaps in teachers' subject knowledge. Their explanations lack clarity and often lead to the development of misconceptions.</p> <p>6.2 Poor choice of examples lead to students developing misconceptions.</p>	<p>6.1 Teachers demonstrate appropriate subject knowledge for the grade(s) they teach. Their explanations are generally clear.</p> <p>6.2 Teachers use a range of examples to help students learn. Examples tend to be repetitive and similar. Teachers sometimes use examples to make explicit links to previous learning, but these are not always clear.</p>	<p>6.1 Teachers demonstrate subject knowledge which goes beyond the grade(s) that they teach. <b>Their explanations are clear and concise and they use correct vocabulary and terminology.</b> They model effectively what students are expected to learn and do.</p> <p>6.2. <b>Teachers choose a variety of examples that are relevant and help students to understand the concepts/skills being learned.</b></p>	<p>6.1 Teachers introduce and use correct vocabulary and terminology consistently alongside the concepts, skills and processes being learned. They demonstrate how to expose and address misconceptions in students' learning.</p> <p>6.2 Teachers frequently use examples that help students to make connections between related concepts and ideas.</p>	<p>6.2 Teachers make effective use of 'only just' and 'not quite' examples to help students develop conceptual understanding. They encourage students to identify their own 'what is' and 'what is not' examples.</p>
7 Teachers ask questions in ways that engage students	Undeveloped <input type="checkbox"/>	Basics in place <input type="checkbox"/>	Embedded <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exceptional <input type="checkbox"/>
	<p>7.1 Teachers do most of the talking and encourage choring by asking mostly untargeted questions for students in the class to shout out answers.</p> <p>7.2 Teachers either discourage students from asking questions or do not provide opportunities for students to ask questions.</p>	<p>7.1 Although teachers sometimes encourage choring, they increasingly ask questions using one strategy, such as asking for volunteers or asking questions of specific students. They sometimes target questions to encourage disengaged students to participate.</p> <p>7.2 Teachers sometimes invite students to ask them questions.</p>	<p>7.1 Teachers use choring rarely and chanting only when appropriate. They use different strategies, such as asking students to volunteer answers or asking specific questions of targeted students.</p> <p>7.2 Teachers regularly invite students to ask them questions. They sometimes encourage them to ask each other questions.</p>	<p>7.1 <b>Teachers target questions effectively using a wide range of strategies:</b> asking students to volunteer answers; asking questions of the whole class but choosing someone to answer; asking specific questions of targeted students, etc.</p> <p>7.2 <b>Teachers consistently encourage students to ask themselves and each other questions.</b></p>	<p>7.1 Teachers choose thoughtfully how they target questions based on the purpose of the question they are asking and students' prior learning.</p> <p>7.2 Teachers model open, honest and respectful dialogue. They sometimes 'step out' of whole class discussions for a period of time, enabling the students to lead and manage them.</p>

## Quality Indicator Descriptions

### Teaching dialogically (continued)

8 Teachers ask questions that encourage students to think	Undeveloped <input type="checkbox"/>	Basics in place <input type="checkbox"/>	Embedded <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exceptional <input type="checkbox"/>
	<p>8.1 Teachers do most of the talking and predominantly ask closed-testing questions. They often ask ineffective questions, such as leading questions, or <i>guess-what's-in-my-mind</i> questions. Students' answers are mostly short utterances.</p> <p>8.2 Teachers always expect students to answer any questions immediately.</p>	<p>8.1 Teachers ask closed and open testing questions. They occasionally ask ineffective questions, such as leading questions.</p> <p>8.2 There is little use of 'think-time' and teachers mostly expect students to answer immediately.</p>	<p>8.1 <b>Teachers ask a range of questions, including testing questions where they ask students to give factual answers and genuine enquiry questions where they ask students to express their ideas.</b></p> <p>8.2 Teachers provide appropriate time for students to think before they answer questions and whilst they are answering questions.</p>	<p>8.1 Teachers use statements and ask a range of predominantly genuine enquiry questions. They encourage students to discuss their answers and ideas, explaining them and comparing each other's answers. They encourage students to conjecture and generalise.</p> <p>8.2 <b>Teachers model and use 'think-time' effectively, varying it according to the questions asked and the student's responses.</b></p>	<p>8.1 Teachers make statements and ask a range of thoughtful questions that provide intellectual challenge and provoke moments of cognitive conflict. Their subsequent questioning and management of discussions support students to resolve their cognitive conflict.</p>
9 Teachers respond to students' answers to provide feedback and encourage discussion	Undeveloped <input type="checkbox"/>	Basics in place <input type="checkbox"/>	Embedded <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exceptional <input type="checkbox"/>
	<p>9.1 Teachers only acknowledge correct or incorrect answers (e.g., they respond using 'yes' or 'no'). They sometimes ignore incorrect answers. Students' answers are not followed up on or probed.</p> <p>9.2 Teachers do not explain to students who give wrong answers why they are incorrect.</p>	<p>9.1 Teachers always acknowledge students' answers. They occasionally probe incorrect and very occasionally correct answers, asking students to explain them.</p> <p>9.2 Teachers sometimes explain to students who give wrong answers why they are incorrect.</p>	<p>9.1 <b>Teachers mostly follow up and probe students' answers and ideas, encouraging them to explain their ideas or to compare different answers.</b></p> <p>9.2 <b>Teachers help students to understand why their answers are correct or incorrect.</b></p> <p>9.3 Teachers sometimes encourage students to discuss their answers and ideas in pairs and as a whole class.</p>	<p>9.1 Teachers use a wide range of strategies to respond to students' answers and ideas: comparing; reasoning; adding to; revoicing; rephrasing.</p> <p>9.2 Teachers actively encourage other students to discuss and explain their peers' wrong answers.</p> <p>9.3 <b>Teachers encourage students to explain and discuss their answers and ideas in pairs, small groups and as a whole class.</b></p>	<p>9.1 Teachers respond to students' answers reflectively. They choose their responses based on students' answers to identify and address misconceptions, challenge thinking and deepen understanding.</p> <p>9.3 Teachers combine discussion in pairs, small groups, and the whole class seamlessly. They build on what they hear during paired and small group discussions to facilitate whole-class discussions.</p>

## Quality Indicator Descriptions

### Providing well-designed learning tasks

10 Learning tasks engage and provide appropriate challenges for all students	Undeveloped <input type="checkbox"/>	Basics in place <input type="checkbox"/>	Embedded <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exceptional <input type="checkbox"/>
	<p>10.1 All students are provided with the same learning tasks regardless of their prior achievements. There is insufficient challenge and support for particular groups of students, such as those with Special Educational Needs or Gifted and Talented students.</p> <p>10.2 Learning tasks do not have clear objectives.</p>	<p>10.1 Teachers sometimes provide alternative or adapted learning tasks for lower-attaining students.</p> <p>10.2 Learning tasks are most appropriate for the learning objectives. Each task exposes students to something new and/or extends their learning.</p>	<p>10.1 Teachers adapt tasks to meet the needs of both lower- and higher-attaining students, including those with Special Educational Needs and Gifted and Talented students.</p> <p>10.2 <b>Learning tasks relate clearly to lesson objectives and build on what students already understand and can do.</b></p>	<p>10.1 <b>All students are challenged and supported to work at a level just beyond what they can do independently.</b></p>	<p>10.1 Teachers demonstrate that they know what their students are likely to find difficult and design learning tasks to scaffold learning through these. They adapt learning tasks at the moment to challenge all students appropriately by changing the: level of technical difficulty; level of higher-order thinking involved; degree of scaffolding; the amount of student independence.</p>
11 Teachers provide a variety of learning tasks that enable students to see, understand and master the content they are learning	Undeveloped <input type="checkbox"/>	Basics in place <input type="checkbox"/>	Embedded <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exceptional <input type="checkbox"/>
	<p>11.1 Learning tasks are highly repetitive with little variation. They predominantly require students to practise routine skills and memorise facts. No explicit connection is made to previous learning.</p> <p>11.2 There is insufficient opportunity for students to practise any skills they are learning individually.</p> <p>11.3 Teachers rely mostly on-board work or textbooks. There is virtually no use of other resources or 'real-life' materials. Teaching examples are often not relevant to the 'real-life' context.</p>	<p>11.1 There is some variation like learning tasks but they often develop factual knowledge and procedural skills rather than conceptual understanding.</p> <p>11.2 Students have the opportunity to practise and apply the facts and skills they are learning individually in routine and familiar situations.</p> <p>11.3 Teachers sometimes use other resources in addition to board work or textbooks. They sometimes provide 'real-life' and culturally relevant examples to engage students.</p>	<p>11.1 Students engage in open-ended as well as closed learning tasks that not only develop skills and knowledge but also conceptual understanding.</p> <p>11.2 <b>Students are provided with appropriate opportunities to practise and apply the facts and skills that they are learning, including in unfamiliar situations.</b></p> <p>11.3 <b>Students are frequently provided with real-life and culturally relevant examples and resources.</b></p>	<p>11.1 <b>Learning tasks engage students in a variety of both open-ended and closed activities that develop higher-order thinking and problem-solving skills.</b></p> <p>Teachers frequently provide tasks that encourage students to make connections between related concepts and ideas.</p>	<p>11.1 Teachers consistently set learning tasks that enable students to practise and apply skills while simultaneously providing opportunities for students to analyse, evaluate and be creative. Learning tasks are frequently open-fronted as well as open-ended, providing opportunities for students to choose how to work on the task.</p>

## Quality Indicator Descriptions

### Providing well-designed learning tasks (**English** and **mathematics**)

11 Teachers provide a variety of learning tasks that enable students to see, understand and master the content they are learning	<b>Undeveloped</b> <input type="checkbox"/> <p>11.1 Learning tasks focus on practising a limited range of reading and writing skills. Spoken language development is mostly confined to students chorusing responses to questions.</p> <p>11.2 Students rarely get opportunities to apply their language skills in different contexts or for different purposes.</p>	<b>Basics in place</b> <input type="checkbox"/> <p>11.2 Teachers provide tasks that enable students to practise and develop language skills independently. They use explicit word and sentence-level tasks to develop students' basic grammatical understanding and vocabulary. Reading tasks mostly focus on developing literal comprehension skills. Students mostly write with the teacher as their audience.</p>	<b>Embedded</b> <input type="checkbox"/> <p>11.2 Teachers provide tasks that develop students' speaking and listening skills, widening the range of purposes and contexts as their skills develop. They show students how to write for a range of purposes and audiences. Students practise and apply what they are learning through shared and guided reading and writing. Reading tasks are varied and purposeful, based on a range of engaging texts.</p>	<b>Proficient</b> <input type="checkbox"/> <p>11.2 Teachers provide tasks that purposefully integrate speaking, listening, reading and writing skills. Key language skills are taught in interactive whole-class sessions; students practise and apply what they are learning through focused shared and guided reading and writing.</p> <p>11.3 Teachers use examples of effective texts as models for students.</p>	<b>Exceptional</b> <input type="checkbox"/> <p>11.1 Teachers select tasks that enable students to use language skills in creative and imaginative ways. They provide students with opportunities to make choices in language based on growing knowledge and understanding of vocabulary, grammar and effective usage.</p> <p>11.2 &amp; 11.3 Teachers design purposeful tasks that combine the effective practice of skills with meaningful, real-life contexts, making connections to students' personal lives and experiences.</p>
	<b>Undeveloped</b> <input type="checkbox"/> <p>11.1 Learning tasks focus on developing procedural fluency. Little emphasis is given to developing conceptual understanding.</p> <p>11.2 Learning tasks focus on carrying out written standard algorithms and procedures. Little emphasis is given to developing and practising mental methods.</p> <p>11.3 Teachers rarely use concrete representations of mathematical concepts.</p>	<b>Basics in place</b> <input type="checkbox"/> <p>11.2 Teachers sometimes provide opportunities for students to develop and practise basic mental mathematics skills, although the focus is predominantly on written mathematics skills.</p> <p>11.3 Teachers sometimes use concrete representations to help students learn particular concepts and skills.</p>	<b>Embedded</b> <input type="checkbox"/> <p>11.1 Learning tasks balance the development of procedural fluency and conceptual understanding.</p> <p>11.2 Teachers provide regular opportunities for students to develop and practise both mental and written mathematics skills.</p> <p>11.3 Teachers use concrete representations to develop students' conceptual understanding.</p>	<b>Proficient</b> <input type="checkbox"/> <p>11.1 Teachers provide learning tasks that develop conceptual understanding and procedural fluency together.</p> <p>11.2 Teachers encourage students to use mental mathematics as a 'first resort' in solving problems.</p> <p>11.3 Teachers consistently support students to move from concrete, through imagined to abstract thinking using a range of representational models.</p>	<b>Exceptional</b> <input type="checkbox"/> <p>11.1 Teachers provide learning tasks that provide students with significant opportunities to explore mathematical ideas and engage in problem-solving.</p> <p>11.2 Teachers encourage students to try new ideas and use and discuss their methods for solving problems.</p>

## Quality Indicator Descriptions

### Assessing learning continuously

12 Teachers continuously assess students	Undeveloped <input type="checkbox"/>	Basics in place <input type="checkbox"/>	Embedded <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exceptional <input type="checkbox"/>
	<p>12.1 Teachers do not assess what individual students are learning during a lesson.</p> <p>12.2 Teachers only assess whether students' answers to oral and written questions are correct or incorrect. They do not assess whether students understand what they are learning.</p> <p>12.3 Teachers sometimes criticise students' incorrect answers in a way that undermines students' confidence. Teachers provide no feedback to students on what they need to do to improve.</p>	<p>12.1 Teachers use open as well as closed testing questions to assess if students are learning key facts and skills. They sometimes target questions to assess the learning of individual students. They sometimes circulate the class while students are working individually checking their answers.</p> <p>12.2 Teachers occasionally probe students' answers, particularly incorrect answers, to assess understanding.</p> <p>12.3 Teachers acknowledge positively what students have learned and praise the efforts that they have made. They respond to incorrect answers sympathetically and encourage students by scaffolding subsequent attempts to answer.</p>	<p>12.1 Teachers assess students by asking them testing and genuine enquiry questions. They circulate the class while students are working individually, in pairs or small groups, asking questions, listening carefully to students' answers and sometimes encouraging them to reflect on what they are learning.</p> <p>12.2 Teachers assess students' oral and written work for understanding rather than just checking answers by routinely probing both correct and incorrect answers.</p> <p>12.3 Teachers routinely encourage the correction of errors or improvement of a piece of work. They avoid comparisons between students.</p>	<p>12.1 Teachers continually assess students through questioning, listening, and observing them as they work. They provide opportunities for self-and peer assessment to encourage students to reflect on and take responsibility for their learning</p> <p>12.2 Teachers assess possible reasons for errors and expose and address common mistakes and misconceptions.</p> <p>12.3 Teachers' feedback encourages students to assess and reflect on their answers and ideas, correct mistakes and make improvements. Teachers identify what students do well, but also focus on what they need to learn next and what steps they should take to get there.</p>	<p>12.1 Teachers quickly identify any students who are falling behind and provide them with effective support. They demonstrate sensitivity to and awareness of the needs of different students during lessons.</p> <p>12.3 Teachers regularly seek feedback from students, not only on their learning but also on their teaching.</p>

## Quality Indicator Descriptions

	Undeveloped	Basics in place	Embedded	Proficient	Exceptional
<b>Creating a positive climate</b>					
1 Teachers demonstrate high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Teachers treat all students fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Teachers recognise pupils with Special Educational Needs and provide them with relevant support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Structuring and organising lessons</b>					
4 Lessons are well-structured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Learning time is maximised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teaching dialogically</b>					
6 Teachers' explanations and instructions are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Teachers ask questions in ways that engage students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Teachers ask questions that encourage students to think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Teachers respond to students' answers to provide feedback and encourage discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Providing well-designed learning tasks</b>					
10 Learning tasks engage and provide appropriate challenges for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Teachers provide a variety of learning tasks that enable students to see, understand and master the content they are learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Assessing learning continuously</b>					
12 Teachers continuously assess students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix II: - Portfolio Insert Module 3 Leading school Improvement Part II

### Introduction

In Module 3, there are activities which needed evidence to be attached as part of portfolio documentation.

Therefore, this tool has been designed to support:

- the identification of appropriate evidence.
- ongoing monitoring and review of the portfolio.
- lead trainers and school leaders and those collaborating with them to develop teaching practice.

This form should be completed by **lead trainers every week** in discussion with each of school leader. The evidence gathered needs to be checked and ticked in empty boxes to identify which evidence is collected.

**N: B:** - Evidence that will be gathered needs to include the necessary information such as the Date, Name, Position and Signature of participants of the activities.

### EVIDENCE TO BE ADDED INTO PORTFOLIO – MODULE 3

Name of School leader \_\_\_\_\_

Page No.	Prompt to add evidence into Portfolio	Group/ Individual activity	Source of Evidence	No. of ticked boxes	Signature of LT
6-7	Identify 3 strategies/actions/ideas you can adopt to carve out time to lead learning. (You may refer to 1.4 key actions.)	Individual/Group	3 Strategies <input type="checkbox"/>  Note of Commitment (actions to be accomplished). <input type="checkbox"/>  Evidence that shows the strategies put into action <input type="checkbox"/>		
10-11	<p>➤ What is the commonly observed student misbehaviour in your school? Identify its cause whether it relates to the teacher, students, school environment and home environment.</p> <p>➤ What strategies could you employ to mitigate students' misbehaviour? (30mins)</p>	Group (at least with department heads/teachers)	<p>Summary of response for bullet No. 1 <input type="checkbox"/></p> <p>Designed Action strategies <input type="checkbox"/></p> <p>Evidence of actions taken after the strategy <input type="checkbox"/></p>		

Page No.	Prompt to add evidence into Portfolio	Group/ Individual activity	Source of Evidence	No. of ticked boxes	Signature of LT
11	<p>Being in a small group with your <b>teachers</b>, share your experience of assessing effective teaching and learning.</p> <ul style="list-style-type: none"> <li>➤ Discuss the development of effective teaching and learning in your school.</li> <li>➤ What are the characteristic features of effective teaching and learning?</li> <li>➤ Discuss with your colleagues the roles that are expected from you being school leaders in promoting effective teaching and learning</li> <li>➤ How do you evaluate your current practice of effective teaching and learning?</li> </ul>	Group of teachers	<p>Summary of minutes for bullet no. 1 <input type="checkbox"/></p> <p>Summary of minutes for bullet no.1 <input type="checkbox"/></p> <p>Summary of minutes for bullet no. 2 <input type="checkbox"/></p> <p>Summary of minutes for bullet no. 3 <input type="checkbox"/></p> <p>Summary of minutes for bullet no. 4 <input type="checkbox"/></p>		
13	What are the behaviours that allow you to trust the people you work with? Move from group to group to collect as many ideas as possible.	Individual	<p>Notes of the list of behaviours that allow the SL to build trust with his/her co-workers <input type="checkbox"/></p> <p>Evidence of the SL trial to put the behaviours into action and improved trust <input type="checkbox"/></p>		
15	<p>What are the barriers to improving the effectiveness of teaching?</p> <p>Look at the list on page 15 and separate the statements into those which describe.</p> <p>(i) Beliefs and attitudes; and</p> <p>(ii) Actions to be completed with the team.</p>		<p>Note barriers to improving the effectiveness of teaching. <input type="checkbox"/></p> <p>Note the beliefs and attitudes demonstrated each day, <input type="checkbox"/></p> <p>Actions to be completed with the team <input type="checkbox"/></p>		
17	<p>What are the stages of observing learning and teaching?</p> <p>Where would each of the activities go in the '?' Provide support, plan discussion with the teacher, identify strengths, observe learning, Give feedback.; spaces below? (Hint: they are not in order.) (30 Minutes)</p> <p>? ?</p>	Group of observers (SL, SS, department heads)	<p>Cycle of continuous improvement <input type="checkbox"/></p> <p>For each Cycle, plan the key activities(tasks) needed to be accomplished <input type="checkbox"/></p> <p>Prepared trial observation checklist <input type="checkbox"/></p>		
17	<p>Discuss with your peers the following activities. (30 minutes)</p> <p>1. How to create a <b>continuous school improvement cycle for your school.</b></p>	with supervisor,	<p>Summary of discussion for no. 1 <input type="checkbox"/></p> <p>Strategies developed to implement the continuous school improvement cycle <input type="checkbox"/></p>		



Page No.	Prompt to add evidence into Portfolio	Group/ Individual activity	Source of Evidence	No. of ticked boxes	Signature of LT
	<p>2. Design strategies that help you to implement the <b>continuous school improvement cycle</b>.</p> <p>3. Identify the involvement of stakeholders in implementing the <b>continuous school improvement cycle</b>.</p> <p>4. Decide the monitoring and evaluating the strategy that you will conduct during and after implementing</p>	trainer, teachers,	<p>Evidence of stakeholder participation in the implementation <input type="checkbox"/></p> <p>Evidence of M &amp; E Strategy <input type="checkbox"/></p>		
19	Develop a possible timeline(activities) for each stage of the continuous cycle of improvement. Consider the activities you must do <b>before</b> , <b>during</b> , and <b>after</b> creating the timetable	Group	<p>Timetable <input type="checkbox"/></p> <p>Evidence of implementation of the timetable <input type="checkbox"/></p>		
28	<p>Sit with your schoolteachers and evaluate the classroom observation practice of your school</p> <ul style="list-style-type: none"> <li>Discuss the focus areas of classroom observation you were engaged in the past years and how you evaluate its effectiveness.</li> <li>How could you describe your ability as a school leader to plan, execute and evaluate the teaching-learning process in your school?</li> <li>Discuss the level of responsible bodies within the school participation in teaching learning observation process in your school:</li> <li>Evaluate the contributions of classroom observation in improving the actual learning outcomes in your school (consider evidence of the last three years)</li> </ul>	With teachers	<p>Minute for bullet no. 1 response <input type="checkbox"/></p> <p>Summary of self-evaluation on SL's ability to plan, execute and evaluate the teaching and learning process. <input type="checkbox"/></p> <p>Summary of responsible bodies participated in the teaching-learning observation process <input type="checkbox"/></p> <p>Evidence of the last three years' classroom observation contribution <input type="checkbox"/></p>		
31	What insights have you gained from watching the video ( <i>A 10-minutes of your school video of a lesson in progress needed to be captured</i> ) What does it tell you about working with the tool? What challenges does it raise?	Group	<p>A 10-minute video of a lesson in progress <input type="checkbox"/></p> <p>Summary of key thoughts and insights gained from the video <input type="checkbox"/></p> <p>Minutes of gaps identified and support to be provided <input type="checkbox"/></p>		
33	How do you plan to use the Teacher Practice Tool in school?	Group	Evidence of plan to introduce TPT <input type="checkbox"/>		

Page No.	Prompt to add evidence into Portfolio	Group/ Individual activity	Source of Evidence	No. of ticked boxes	Signature of LT
	<p>How will you introduce the Teacher Practice Tool to the staff team?</p> <p>When will you introduce the Teacher Practice Tool to the staff team?</p> <p>What CPD will you provide so they understand each of the sections?</p> <p>How will you build trust for classroom observation?</p>		<p>Evidence of discussion on TPT with staff and their feedback (minute) <input type="checkbox"/></p> <p>Presentation of TPT tool to teachers <input type="checkbox"/></p> <p>Evidence of teachers' trust in supportive classroom observation through TPT (1) LT need to ask 2 teachers' feedback on their trust in observation <input type="checkbox"/></p>		
	<p>Plan the classroom observation to be made next. (How many teachers to be observed in what time interval for how many rounds, which team to be observers, what tool to be used, how to provide feedback)</p> <p>Execute the above plan by observing the classroom</p>		<p>Evidence of plan to conduct classroom observation <input type="checkbox"/></p> <p>Evidence of observation conducted as per the plan <input type="checkbox"/></p> <p>Completion of classroom observation summary report comprising a number of teachers observed, rounds, gaps identified, and improvements are shown. <input type="checkbox"/></p>		
35	<p><b>Providing feedback</b></p> <p>What do you want to achieve from your conversation with the teacher?</p> <p>What do you want to avoid?</p>	Group	<p>Summary of notes that the SL wants to achieve from the conversation with the teachers <input type="checkbox"/></p> <p>Summary of notes that SL wants to avoid <input type="checkbox"/></p> <p>Summary of next actions agreed with the teacher <input type="checkbox"/></p>		
36-37	<p>Visit one or two schools from your cluster schools and observe how they utilize resources for improving learning outcomes; identify the resources that are highly useful to improve learning outcomes and the ways to ensure equity and inclusion of all.</p>	Group	<p>Note of Best practices obtained in utilizing resources <input type="checkbox"/></p> <p>Identified highly useful resources and the plan how to use them for equity and inclusion <input type="checkbox"/></p> <p>Evidence of improvement because of experience visit and utilization of identified resource <input type="checkbox"/></p>		

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	<b>Other Portfolio Inserts (Evidence to be added in the Portfolio)</b>				
N/A	Adaptation of 8 weeks roadmap (individual and peer learning schedule)	Group (SL, SS & LT)	Adapted 8 weeks roadmap with timeline <input type="checkbox"/>		
N/A	Professional Learning Community meeting (Module 3)	Group	Minutes of the meeting <input type="checkbox"/>		
N/A	LT weekly face-to-face visit reports (not the one sent for finance purposes)	LT and SL	4 LT weekly face-to-face visit reports dated & signed by the school and woreda office <input type="checkbox"/>		

**Lead trainer's overall comment**

**Total Ticked boxes** \_\_\_\_\_

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**Name and Signature of LT** \_\_\_\_\_ **Date** \_\_\_\_\_

**Key trainer's overall comment**

**Confirmed total ticked boxes** \_\_\_\_\_

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**Name and Signature of KT** \_\_\_\_\_ **Date** \_\_\_\_\_

**Approval and seal from school and Woreda** \_\_\_\_\_