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Malawi Institute of Education

CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS

# Managing CPD in Your School: Participant Manual

## Leadership Module 1



Name: \_\_\_\_\_

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The Ministry of Education, Science and Technology together MIE sincerely thank all the players for providing technical and financial contributions that have helped in the development of this manual. This will go a long way addressing the enhancement of teachers' performance in Malawi.

## Foreword

The Ministry of Education, Science and Technology introduced the Primary Curriculum and Assessment Reform (PCAR) in all primary schools in Malawi in 2007. PCAR follows an Outcome-Based Education (OBE) approach and has great potential for improving the quality of education in the country. OBE emphasises learner-centred or participatory methods and continuous assessment. In this way, it ensures that every learner is given the attention he/she deserves in order to attain the learning outcomes.

However, the implementation and management of the reform in schools has not been without challenges, since some of the elements of the reform demand that teachers develop new skills and ways of operating in order to cope with the innovations in OBE successfully. Although teachers and school managers were oriented to PCAR in general and OBE in particular, the orientation was not sufficient due to time and resource constraints. In the face of reform, as is the case with PCAR, teachers need thorough orientation to attain full mastery of the requisite skills. However, orientation alone cannot suffice since new challenges keep cropping up all the time in the classroom. Therefore, teachers need continuous support to enable them to overcome the challenges that they encounter during the implementation of the curriculum. Continuing Professional Development (CPD) support for teachers is known to be a *sine qua non* in improving the quality of teaching and learning in the classroom. CPD can best be provided in the zone, cluster and within the school itself.

In an effort to support the professional development of teachers, the Ministry of Education, Science and Technology, with funding from the United States Agency for International Development (USAID), is establishing a system for providing CPD that can be conducted in schools and clusters. Malawi Teacher Professional Development Support (MTPDS) Programme worked with Malawi Institute of Education to identify the specific needs of school managers and classroom teachers for Standards 1-4, with a special focus on Literacy, Numeracy, Life Skills and Leadership. In order to address the needs, training modules were developed in the four areas. These modules will be used to train Primary Education Advisors, head teachers and CPD mentors. The head teachers and CPD mentors will, in turn, use the materials to support teacher professional development in their schools.

I sincerely hope that the school heads, CPD mentors and teachers will find the modules useful in addressing their needs to ensure that PCAR and OBE are successfully implemented and contribute to an improvement in the quality of teaching and learning as well as learner achievement in our schools.



Dr William Susuwele-Banda  
DIRECTOR- Malawi Institute of Education

## Abbreviations and Acronyms

CPD	Continuous Professional Development (sometimes called Continuing ...)
M & E	Monitoring and Evaluation
MOEST	Ministry of Education, Science and Technology
PCAR	Primary Curriculum and Assessment Reform
PEA	Primary Education Adviser
PTA	Parent-Teacher Association
SMC	School Management Committee
TALULAR	Teaching and Learning Using Locally Available Resources
TTC	Teacher Training College

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## Introduction to Managing CPD in Your School

Section 1 of the CPD Technical Manual introduced you to the new CPD model which is school-based. Section 2 (Managing CPD in Your School) provides guidelines on how this school-based CPD will be managed.

To help you in the management of CPD in your school, this section of the manual has been divided into two sub-sections. Sub-section 1 guides you through the management of an annual CPD cycle in your school. Sub-section 2 outlines the useful tools to be used in managing CPD. Each tool has a number which will guide you to select appropriate tools for particular activities described in Sub-section 1.

Amongst the tools outlined in Sub-section 2 is Tool 30, which is *Our School's CPD Plan*. It is important for you to note that the plan is flexible and it can be modified to take care of emerging needs. Treat it as a living document which is not fixed.

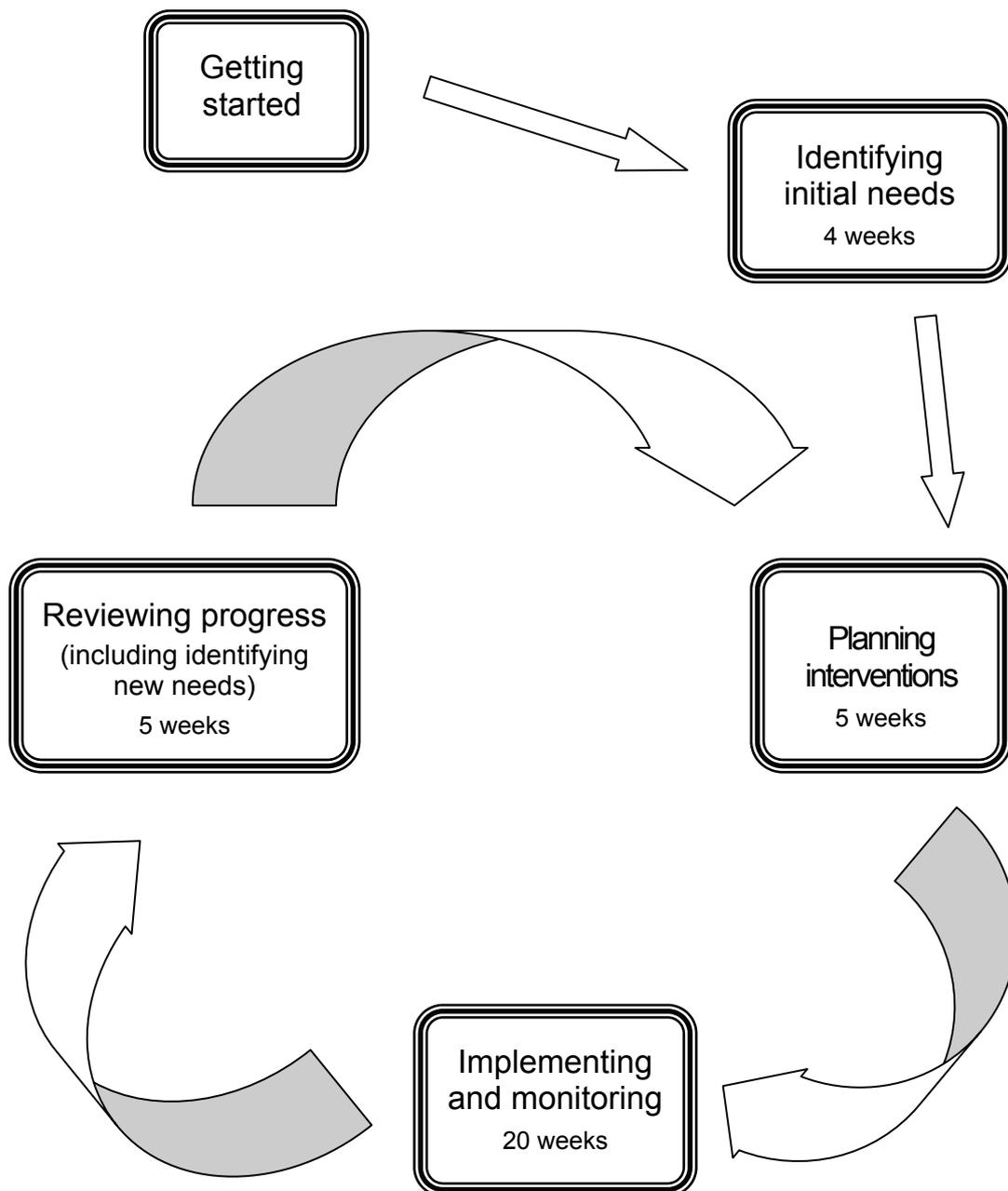
It is assumed that the CPD Team will initiate and facilitate a variety of school-based activities during which you will address your school's professional development needs. This will include formal CPD sessions, lesson observation and mentoring, co-planning and co-teaching.

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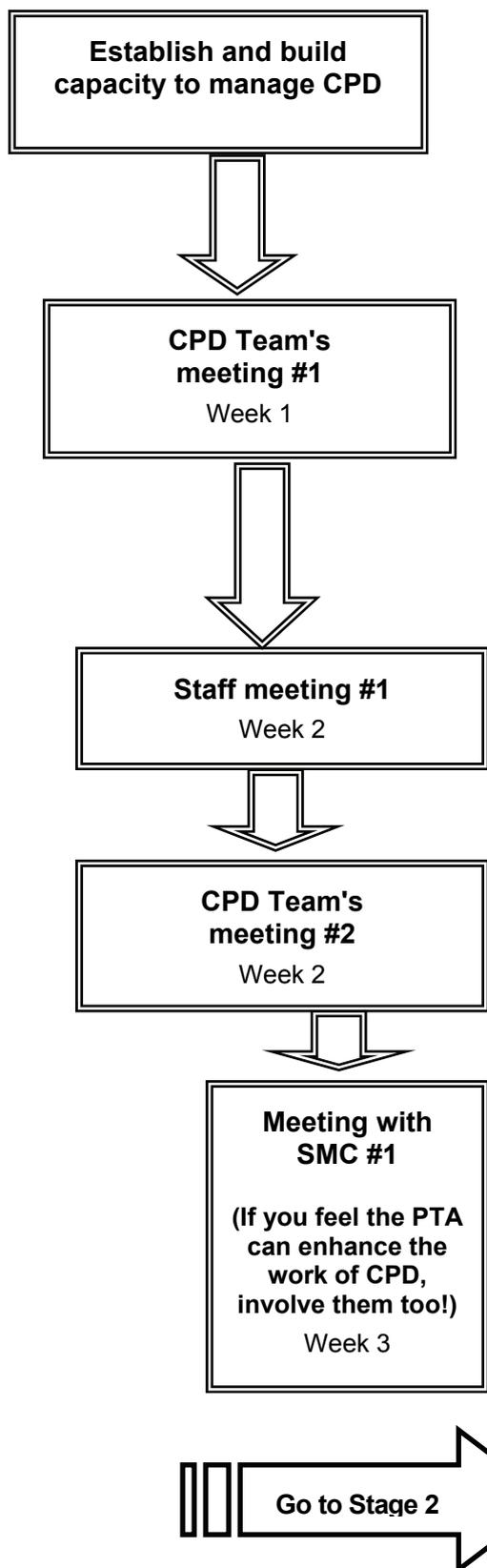
## Guide to the School-based CPD cycle

During the first year of organising CPD in your school, you will work through five stages, from *Getting Started* through *Reviewing Progress*, eventually starting the cycle again. From then onwards you will follow an annual cycle around the three stages linked by large arrows in the diagram below. This 3-stage cycle is shown again on p. 10. **Note:** The CPD cycle does not necessarily have to take one year.

The number of weeks shown in each stage box indicates approximately the amount of time which each stage in the cycle will take during this first year of managing school-based CPD. The first stage does not indicate a timeframe because this will vary according to the individual school's circumstances.



# Stage 1: Getting Started



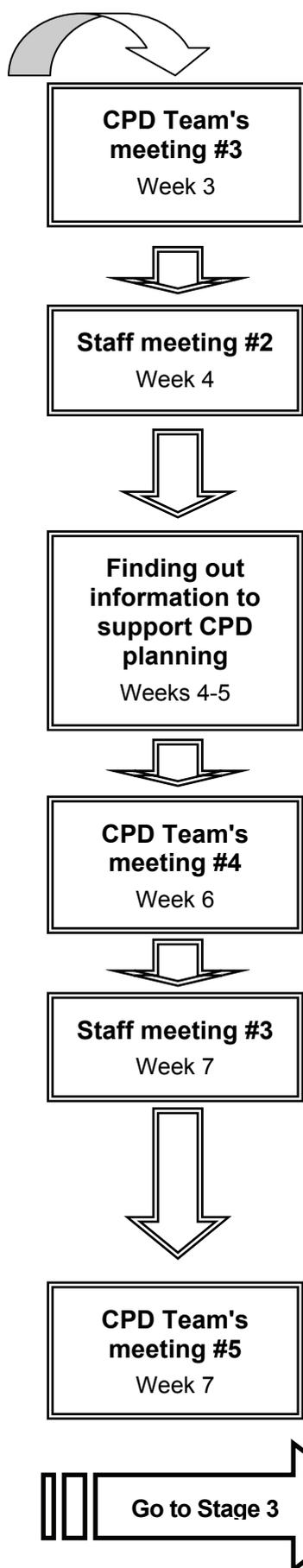
- Select CPD Mentor to collaborate with senior school staff to form the CPD Team
- CPD Mentor and Headteacher attend *Skilling-up for CPD* workshop
- Share *Skilling-up for CPD* experience with other CPD Team members
- Check if the CPD activities calendar (drawn during *Skilling-up*) is still accurate
- Complete the notice to teachers about CPD
- Plan for the staff meeting
- Raise awareness of what school-based CPD is
- Gain support for school-based CPD
- Share CPD activities calendar
- Reflect on the process and outcomes of the staff meeting
- Plan for the SMC and PTA sensitization meeting(s)
- Raise awareness of what school-based CPD is, and the way the SMC and PTA might help
- Gain support for school-based CPD
- Share CPD activities calendar
- Find out CPD priorities
- Identify members of the community who can be listed in the Expertise Inventory

## Useful tools

- 1 Guidelines for choosing your school's CPD Mentor
- 2a & 2b *Skilling-up for school-based CPD professionals: workshop overview*
- 2a & 2b *Skilling-up for school-based CPD professionals: workshop overview*
- 4 Managing meetings
- 5 CPD Team's meeting #1
- 3 CPD activities calendar
- 6 Notice for teachers
- 7 Display board
- 8 Staff meeting #1: *Getting Started*
- 4 Managing meetings
- 8 Staff meeting #1: *Getting Started*
- 4 Managing meetings
- 9 CPD Team's meeting #2
- 10 SMC/PTA meeting #1
- 4 Managing meetings
- 10 SMC/PTA meeting #1
- 32 *Our School's CPD Plan* document (especially the Expertise Inventory)

☺ During this stage, continue holding your CPD sessions every two weeks according to the plan you made after receiving the booklet called *Making PCAR stronger through CPD*

# Stage 2: Identifying needs

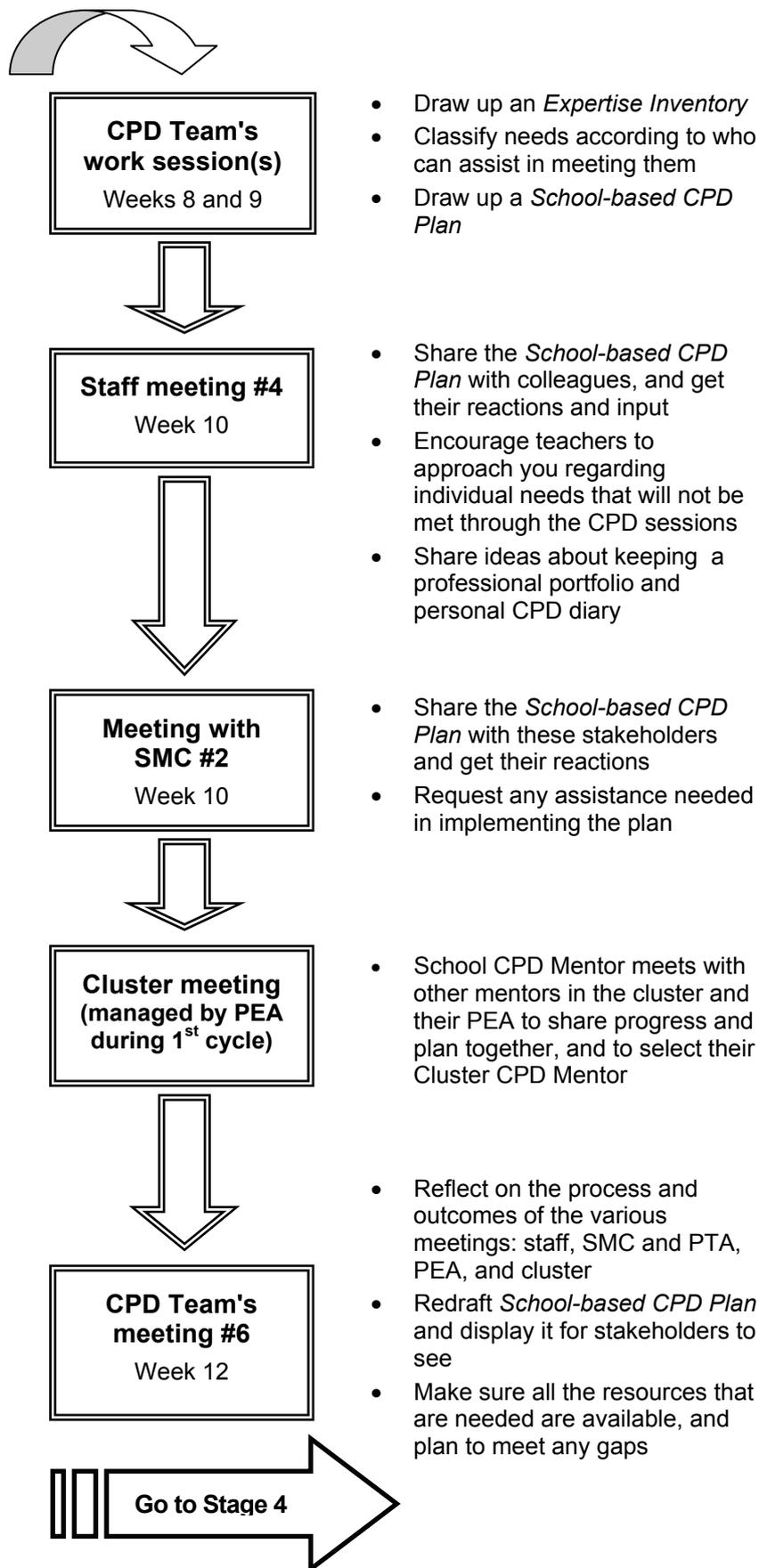


- Reflect on the process and outcomes of the SMC (and possibly PTA) sensitization meeting
- Plan for the information gathering process
- Update colleagues on progress
- Gain understanding of the role of information gathering in identifying and prioritizing CPD needs
- Establish working groups and allocate information gathering tasks
- Working groups carry out research tasks and gather information
- Check progress in gathering and recording information
- Plan additional activity to fill any gaps (if necessary)
- Plan for the staff meeting
- Working groups share their findings
- Review Vision and Mission statements (if existing) and discuss implications for CPD
- Share understandings about any current national priorities
- Generate a list of needs to be met through CPD
- Reflect on the needs identification process and outcomes
- Plan for the next stage: Planning a CPD programme

Useful tools	
4	Managing meetings
11	CPD Team's meeting #3
4	Managing meetings
12	Staff meeting #2: <i>Preparing for identifying needs</i>
13-16	Various information gathering / recording tools
13-16	Various information gathering / recording tools
4	Managing meetings
17	CPD Team's meeting #4
4	Managing meetings
18	Staff meeting #3: <i>Generating needs for CPD</i>
4	Managing meetings
19	CPD Team's meeting #5

☺ During this stage, continue holding your CPD sessions every two weeks according to the plan you made after receiving the booklet called *Making PCAR stronger through CPD*

# Stage 3: Planning interventions

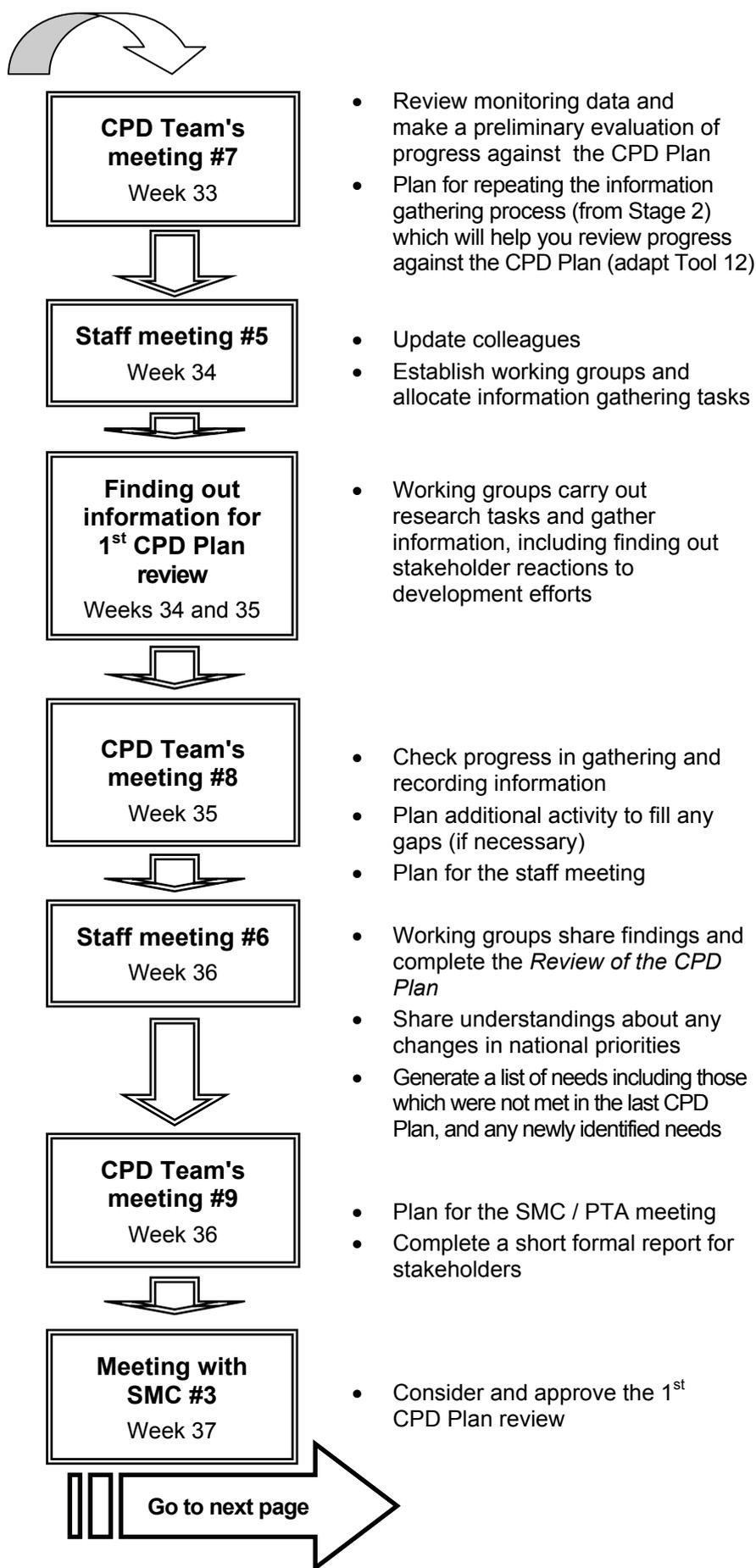


Useful tools	
4	Managing meetings
32	<i>Our school's CPD Plan</i> document
4	Managing meetings
20	Staff meeting #4: <i>Sharing the CPD Plan</i>
32	<i>Our school's CPD Plan</i> document
4	Managing meetings
21	SMC/PTA meeting #2
32	<i>Our school's CPD Plan</i> document
4	Managing meetings
22	Cluster meeting: agenda and record
32	<i>Our school's CPD Plan</i> document
4	Managing meetings
23	CPD Team's meeting #6
32	<i>Our school's CPD Plan</i> document

☺ During this stage, continue holding your CPD sessions every two weeks according to the plan you made after receiving the booklet called *Making PCAR stronger through CPD*



# Stage 5: Reviewing progress



- Review monitoring data and make a preliminary evaluation of progress against the CPD Plan
- Plan for repeating the information gathering process (from Stage 2) which will help you review progress against the CPD Plan (adapt Tool 12)
- Update colleagues
- Establish working groups and allocate information gathering tasks
- Working groups carry out research tasks and gather information, including finding out stakeholder reactions to development efforts
- Check progress in gathering and recording information
- Plan additional activity to fill any gaps (if necessary)
- Plan for the staff meeting
- Working groups share findings and complete the *Review of the CPD Plan*
- Share understandings about any changes in national priorities
- Generate a list of needs including those which were not met in the last CPD Plan, and any newly identified needs
- Plan for the SMC / PTA meeting
- Complete a short formal report for stakeholders
- Consider and approve the 1<sup>st</sup> CPD Plan review

## Useful tools

32 *Our school's CPD Plan document*

### PCAR M&E tools

27 **Focus group guidelines: reviewing progress**

28 Meeting record format (generic)

27 Focus group guidelines: reviewing progress

13-16 **Various information gathering / recording tools**

32 *Our school's CPD Plan document, pp 7 and 8*

29 **Report to stakeholders**

30 **Celebrating our successes**

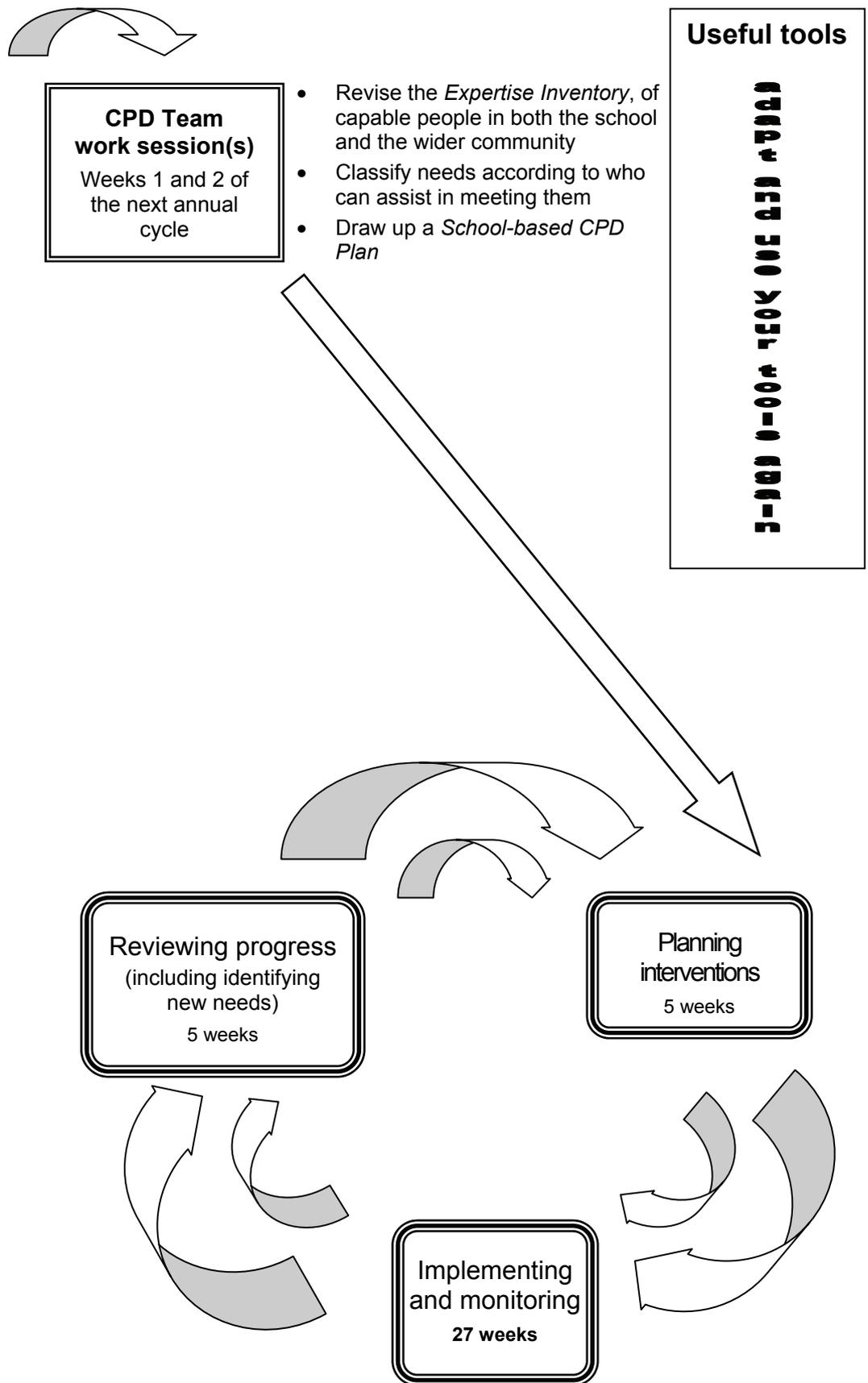
29 **Report to stakeholders**

31 **SMC/PTA meeting #3**

32 *Our school's CPD Plan document*

☺ During this stage, continue implementing your CPD Plan from Stage 4

And so the next CPD cycle has begun ...



Notice that in future cycles you will have more time to implement your CPD Plan

## Management Tools

### *Tool Check List*

<b>TOOL</b>	<b>NAME</b>
Tool 1	Guidelines for choosing your school's CPD mentor
Tool 2	<i>Skilling-up for school-based CPD professionals: workshop overview</i>
Tool 3	CPD activities calendar
Tool 4	Managing meetings: general guidelines
Tool 5	CPD Team's meeting #1: agenda and record
Tool 6	Notice for teachers about CPD
Tool 7	Display board
Tool 8	Staff meeting #1: <i>Getting started</i>
Tool 9	CPD Team's meeting #2: agenda and record
Tool 10	SMC/PTA meeting #1
Tool 11	CPD Team's meeting #3: agenda and record
Tool 12	Staff meeting #2: <i>Preparing for identifying needs</i>
Tool 13	Guidelines for working with a focus group
Tool 14	Checklist: What we noticed from looking at learner's' work
Tool 15	Checklist: What we noticed from reviewing learners' performance
Tool 16	Checklist: What we noticed from observing classes
Tool 17	CPD Team's meeting #4: agenda and record
Tool 18	Staff meeting #3: <i>Generating needs for CPD</i>
Tool 19	CPD Team's meeting #5: agenda and record
Tool 20	Staff meeting #4: <i>Sharing the CPD Plan</i>
Tool 21	SMC / PTA Meeting #2
Tool 22	Cluster meeting: agenda and record
Tool 23	CPD Team's meeting #6: agenda and record
Tool 24	A typical CPD session format
Tool 25	Some peripherals
Tool 26	Helping colleagues to learn in the classroom: observation and mentoring
Tool 27	Focus group guidelines: Reviewing progress
Tool 28	Meeting record format (generic)
Tool 29	Report to stakeholders on first year of school-based CPD
Tool 30	Celebrating our successes
Tool 31	SMC/PTA meeting #3
Tool 32	<i>Our School's CPD Plan</i> document

## **Tool 1: Guidelines for Choosing Your School's CPD Mentor**

It is recommended that the Headteacher follows these steps:

1. Call for a staff meeting where the first steps in choosing a School CPD Mentor will be taken. Tell colleagues in advance that the School CPD Mentor will be chosen based on criteria; s/he will not be selected merely by nomination or simple vote.
2. At the meeting,
  - Outline the role of a School CPD Mentor (quoted here from the *CPD Technical Manual* Section 1):
    - i. Works collaboratively with school teachers and other members of a school CPD team
    - ii. Carries out needs identification of teachers in relation to CPD
    - iii. Prioritizes needs of teachers and plans for meeting these needs
    - iv. Schedules and keeps a record of CPD activities at school level
    - v. Implements the CPD plan, e.g., by facilitating teacher-to-teacher learning and formal CPD sessions
    - vi. Encourages regular monitoring of CPD and evaluation of progress
    - vii. Represents school CPD issues at cluster level
    - viii. Mobilizes resources for effective teaching and learning.
  - Inform teachers of the criteria that will be used for choosing the School CPD Mentor i.e. what are the characteristics of a suitable person?

Draw a table on the chalkboard (as follows):

<i>Suggested Criteria for identifying an ideal School CPD Mentor</i>	Names				
1. is a qualified teacher					
2. where available, has at least 5 years' teaching experience					
3. is respected as a classroom teacher					
4. is a good team-worker					
5. is a good listener					
6. takes an interest in other teachers, especially their professional needs and their concerns					
7. is particularly interested in issues related to the curriculum and assessment					
8. likes developing resources to supplement the textbook					
9. is good at keeping records					
10 has good communication skills					
11 shows creativity in designing of lessons and production of resources for teaching					
12 is a self-starter and self-directed					
13 is an individual who commands respect from fellow teachers					
14 is an experienced classroom teacher					
15 is an individual who displays a desire to do things better and to improve					
16 is committed to lifelong learning as an individual so					

they can motivate others					
<i>(add a few extra criteria if necessary)</i>					

- Ask staff to suggest the names of colleagues that they consider capable of spear-heading CPD activities in the school (i.e. who meet many of these criteria), and add their names to the table.
  - Thank teachers for their participation and invite them to leave while the senior school staff members (Head, Deputy and Section Heads) consider the nominated candidates and reach a decision.
3. Continue the meeting in confidence and work with the other senior school staff members to consider the suitability of each nominee against the criteria, inserting ticks and crosses in the table as appropriate. The nominee with the most ticks is chosen to be the school's CPD Mentor. In the case of a tie, this is resolved by means of a vote. First, second and third choices are noted.
  4. Before announcing the name of the new CPD Mentor, meet with the chosen colleague to check if s/he does indeed want this role. If not, meet with the colleague in second choice position, and so on.
  5. As soon as the new CPD Mentor accepts the role, announce his/her appointment - either through a notice or an announcement.
  6. Communicate the name of the School CPD Mentor to your PEA.

## **Tool 2a: Skilling-up for School-based CPD Professionals: Workshop Overview (Part 1)**

### **Purpose of the workshop**

To empower School CPD Mentors, Headteachers and Deputy Headteachers to collaborate with their school-based CPD Team colleagues in leading CPD activities in their school

### **Target group**

A group of participants, consisting of the School CPD Mentor, the Headteacher and the Deputy Headteacher from about 3-5 schools in your cluster.

### **Outcomes**

By the end of the workshop, participants must be able to:

1. Define CPD
2. Help other stakeholders to appreciate the role that CPD can play in improving the quality of education
3. Explain in detail each stage of the school-based CPD annual cycle
4. Explain the value and benefit of using participatory methods in managing CPD, and in facilitating professional learning
5. Describe the *CPD Tools* that have been created to help the CPD Team in their work
6. select the right *CPD Tool* for the task they are undertaking at any given time
7. Lead other colleagues in the CPD management processes of:
  - Identifying and prioritising CPD needs
  - Identifying available expertise
  - Planning CPD interventions to meet needs
  - Implementing the CPD Plan
  - Monitoring CPD activities
  - Conducting progress reviews
  - Using the relevant tools to keep an effective written record of all of these processes;
8. Help colleagues in their professional learning through a variety of interventions, in particular:
  - Formal CPD sessions
  - Building professional learning portfolios
  - Classroom observation
  - Mentoring
9. Share with others their experience (in this workshop) of some new activity types and techniques for managing participatory learning, especially
  - Using stories
  - Grouping participants
  - Using energisers

### **Workshop format**

This is a two-day gathering with sessions beginning promptly at 08.00 on the first day. Thereafter, times are negotiable, within limits. Eight 90-minute sessions will be needed if participants are to achieve the expected outcomes.

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## Facilitators

A team of two training professionals consisting of School CPD Mentors

## Useful Resources

Participants are asked to bring to the workshop any documentation that might be of relevance in their learning about CPD e.g.:

- Your school's Vision and Mission statements
- Details of any documents and CPD activities you have already undertaken in your school since receiving the Technical Manual on managing CPD in your school

## The Skilling-up Programme

	Day 1		Day 2
<b>Session 1</b> 90 minutes  08.30 - 10.00	<b>Setting the tone</b>	<b>Session 5</b> 90 minutes  08.30 - 10.00	<b>Facilitating school-based professional learning 1</b>
Break 10.00 - 10.30		Break 10.00 - 10.30	
<b>Session 2</b> 90 minutes  10.30 - 12.00	<b>Getting to know The CPD Technical Manual (Section 2)</b>	<b>Session 6</b> 90 minutes  10.30 - 12.00	<b>Facilitating school-based professional learning 2</b>
Lunch 12.00 - 13.30		Lunch 12.00 - 13.30	
<b>Session 3</b> 90 minutes  13.30 - 15.00	<b>Involving everyone</b>	<b>Session 7</b> 90 minutes  13.30 - 15.00	<b>Planning the way forward</b>
Break 15.00 - 15.30		Break 15.00 - 15.30	
<b>Session 4</b> 90 minutes  15.30 - 17.00	<b>Exploring the CPD Tools</b>	<b>Session 8</b> 90 minutes  15.30 - 17.00	<b>Wrapping up</b>
	<b>Evening reflection task</b>		

## **Tool 2b: Skilling-up for School-based CPD Professionals- Workshop Overview (Part 2)**

The following are notes (written during *skilling-up*) which serve as a reminder of the workshop process and outcomes.

	Out-come(s) addressed	Something I really enjoyed doing	Something I found quite difficult / challenging	What I learned and would like to remember
Session 1: <b>Setting the tone</b>				1.  2.  3.
Session 2: <b>Getting to know <i>The CPD Technical Manual</i> (Section 2)</b>				1.  2.  3.
Session 3: <b>Involving everyone</b>				1.  2.  3.
Session 4: <b>Exploring the <i>CPD Tools</i></b>				1.  2.  3.

	Out-come(s) addressed	Something I really enjoyed doing	Something I found quite difficult / challenging	What I learned and would like to remember
<b>Session 5: Facilitating school-based professional learning 1</b>				1.  2.  3.
<b>Session 6: Facilitating school-based professional learning 2</b>				1.  2.  3.
<b>Session 7: Planning the way forward</b>				1.  2.  3.
<b>Session 8: Wrapping up</b>				1.  2.  3.

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### Tool 3: CPD Activities Calendar

Week	Month_____	Week	Month_____	Week	Month_____
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	
7		7		7	
8		8		8	
9		9		9	
10		10		10	
11		11		11	
12		12		12	
13		13		13	
14		14		14	
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16		16		16	
17		17		17	
18		18		18	
19		19		19	
20		20		20	
21		21		21	
22		22		22	
23		23		23	
24		24		24	
25		25		25	
26		26		26	
27		27		27	
28		28		28	
29		29		29	

**Instructions for designing the CPD activities calendar**

*Note: It's probably best if you use a pencil for your draft*

1. Write the names of the next 12 months along the top row, beginning with the current month (unless the month is almost over!)
2. Block out excess days at the end of each month, so that e.g. September has 30 days. (Be careful with February in a Leap Year!)
3. Block out the Sundays, so that the individual weeks are clearly visible.
4. Block out weeks which fall in the school holidays.
5. Now number each of the remaining weeks 1 – 37.

30	30	30
31	31	31

Week		Week		Week		Week	
	1		1		1		1
	2		2		2		2
	3		3		3		3
	4		4		4		4
	5		5		5		5
	6		6		6		6
	7		7		7		7
	8		8		8		8
	9		9		9		9
	10		10		10		10
	11		11		11		11
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	27		27		27		27
	28		28		28		28

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29	29	29	29
30	30	30	30
31	31	31	31

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Week		Week		Week		Week	
	1		1		1		1
	2		2		2		2
	3		3		3		3
	4		4		4		4
	5		5		5		5
	6		6		6		6
	7		7		7		7
	8		8		8		8
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	28		28		28		28
	29		29		29		29
	30		30		30		30
	31		31		31		31

Week		Week		Week		Week	
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	2		2		2		2
	3		3		3		3
	4		4		4		4
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	29		29		29		29
	30		30		30		30
	31		31		31		31



## **Tool 4: Managing Meetings-General Guidelines**

A successful meeting depends upon three things; preparation for the meeting, what happens during the meeting and what action is taken after the meeting. Here are some ideas that will help you hold effective and efficient meetings.

### **1. Preparing for meetings**

1. The CPD Team must be clear about the **purpose** of the meeting and communicate it to the people invited to the meeting.
2. The **agenda** should be agreed in advance (please see the Tools for different meetings, later in this document).
3. **Invite** the people who are needed at the meeting in good time.
4. Decide who will **chair** the meeting and who will be the **Secretary**.
5. Decide where the meeting will be held (the **venue**).
6. Decide **when** the meeting will be held and **how long** it should last.
7. **Prepare the venue** and any materials needed, before the meeting is due to start.

### **2. During meetings**

1. The chairperson must outline the **purpose** and **agenda** for the meeting at the start.
2. The chairperson needs to **be aware of how everyone is participating in and following** the meeting, using various strategies to manage dominant and passive participants to ensure that **everyone contributes equally**.
3. The Secretary must **record the agreements** reached, so that they can be put in the record (see the Tool sheets, later in this document).
4. The chairperson must try to **keep to the timeframe** so that the meeting does not go on too long (see the Tool sheets, later in this document).
5. A time, date and place must be agreed for the **next meeting**.

### **3. After meetings**

1. The CPD Team must **think about what happened** at the meeting and decide what **action they need to take** as a result of the meeting.
  2. The CPD Team must make sure that the **decisions of the meeting are recorded** in the appropriate Tool.
  3. The CPD Team must **take any actions** that have been agreed upon so that progress will continue.
-

## Tool 5: CPD Team's Meeting #1-Agenda and Record

### Notes:

Ideally the CPD Mentor would chair this meeting, and the role of secretary rotated amongst all the team members. Try to limit meeting notes to this page - this will help you to be concise. However, continue on a separate sheet if necessary.

The words in parentheses guide you as to what to write in the spaces - simply handwrite over them.

The meeting was held on \_\_\_\_\_ (date) in \_\_\_\_\_ (place) from \_\_\_\_\_ (start time) to \_\_\_\_\_ (closing time)  
Chairperson: \_\_\_\_\_ (name) Secretary: \_\_\_\_\_ (name).

### Agenda:

1. Choosing a secretary for the meeting
2. Sharing *Skilling-up for CPD* experience with colleagues (use Tool 2)
3. Formulating norms for CPD Team meetings (as learnt at the workshop)
4. Checking if the CPD activities calendar (drawn up at the workshop) is still accurate
5. Preparing a notice for teachers about CPD (use Tool 6)
6. Preparing for the staff meeting and allocating responsibilities for the facilitation of the skilling-up topics (use Tool 8)
7. Any other important business

### Checklist of the main outcomes of the meeting

Outcome	✓/x
All members of senior school staff have read Tool 2a and had a chance to seek clarification	
Those who attended the workshop have shared some of their notes in Tool 2b	
Norms for CPD Team meetings have been formulated, agreed and written on a poster	
CPD activities calendar has been shared, updated and confirmed, and is ready for display	
The notice for teachers about CPD (Tool 6) is ready for display	
The CPD Team is ready to lead the staff meeting	
Any other issues/concerns have been aired	

### Record of the main agreements reached at the meeting

Agreed action	Who is responsible	By when

**Anything else that the CPD Team would like to note from this meeting****Tool 6: Notice for Teachers about Continuous Professional Development****NOTICE****Target group: All teachers**

Date: \_\_\_\_\_

The following people recently attended a *skilling-up* workshop to enable them to manage a programme of Continuous Professional Development for this school:

1. Name and post \_\_\_\_\_
2. Name and post \_\_\_\_\_
3. Name and post \_\_\_\_\_

They will be collaborating with other colleagues who make up the School CPD Team. These are:

4. Name and post \_\_\_\_\_
5. Name and post \_\_\_\_\_
6. Name and post \_\_\_\_\_

Over the next few weeks the team will develop a CPD Plan for the school, a process which will involve you teachers - and other stakeholders - as much as possible.

**A meeting to let teachers know about progress is planned for**       (date)      .

**The meeting will start at**       (time)       **and will be held at**       (place)      .

**Agenda**

1. Share understandings of what school-based CPD is and how it will work
2. Share our CPD activities calendar
3. Formulate norms for CPD meetings
4. Any other important business

**Your CPD Team is looking forward to seeing you at the meeting and to working with you!**

**Thank you.**

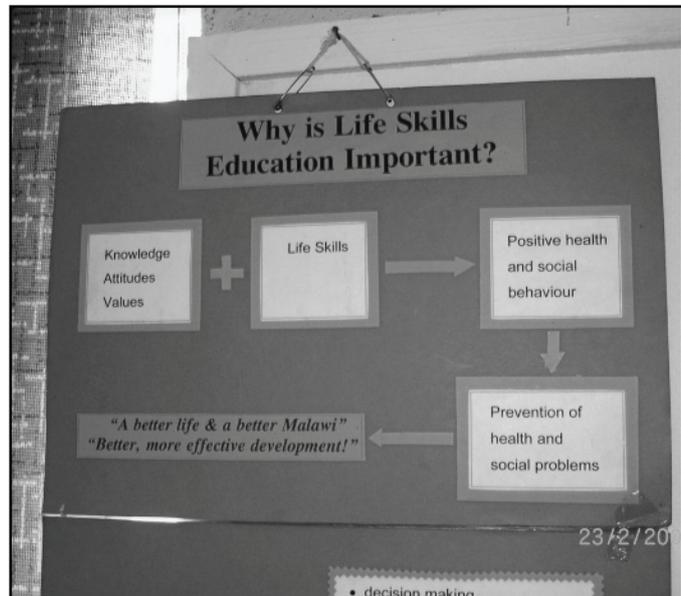
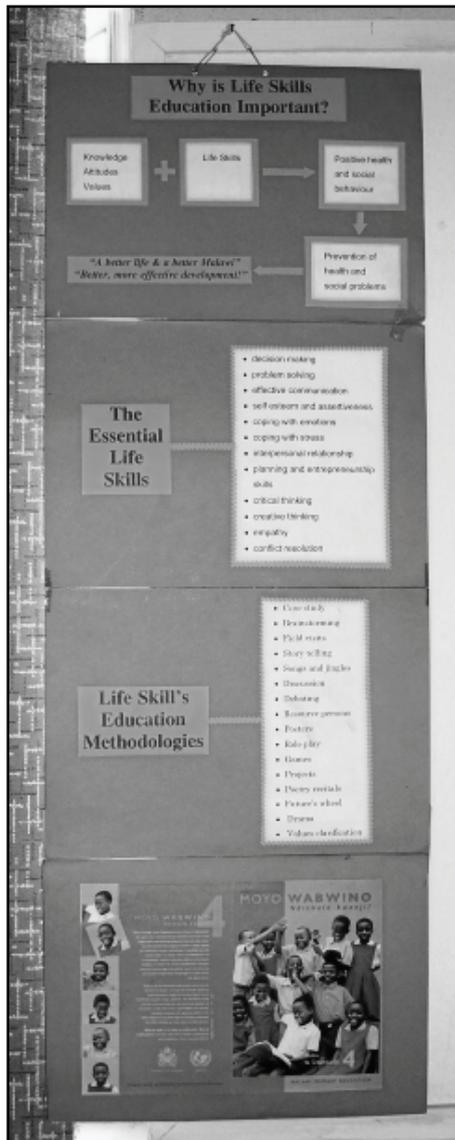
\_\_\_\_\_  
(signature)

**Your School CPD Mentor**

\_\_\_\_\_

### Tool 7: Display Board

The CPD Team will want to display some information. If there is no soft board for this purpose, you can make one using locally available resources as shown below.



## Tool 8: Staff Meeting #1- Getting Started

### Notes:

Ideally the CPD Mentor would chair this meeting, and the role of secretary would be rotated amongst all the CPD Team members. Try to limit meeting notes to this page - this will help you to be concise. However, continue on a separate sheet if necessary.

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

Chairperson:                     (name)                     Secretary:                     (name)                    .

### Agenda

1. Opening formalities (including circulating/taking a register)
2. Sharing understandings of what school-based CPD is and give a brief idea of how it will work
3. Sharing CPD activities calendar (use Tool 3)
4. Formulating the norms that you will use for all your meetings (as learnt at the workshop)
5. Any other important business

### Suggested procedure for items 2-4

1. Explore the term CPD by using the *Word Association* activity you experienced at *Skilling-up*, as follows:
  - a. Ask participants to form groups of 3.
  - b. Give each group one slip of paper with a word on it: *Continuous*, *Professional* or *Development* and let them discuss what that word means.
  - c. Ask them to regroup into threes, making sure that each group has a member from each of the word groups.
  - d. In these threes, let participants write down a group definition of *Continuous Professional Development*.
  - e. In plenary, ask one person from each group to read aloud the group's definition.  
*Note: Only if necessary, you can add any additional thoughts from the box below.*

#### Facilitator's Brain Bank

Helpful associations include:

<i>Continuous</i>	ongoing, never-ending, limitless, career-long, life-long, non-stop, uninterrupted
<i>Professional</i>	efficient, effective, trained, qualified, showing integrity, job-related, skilled, expert, specialized, proficient, certified, licensed, career
<i>Development</i>	change, improvement, progress, growth, advancement, expansion

2. Explain why the new national model has placed the school at the centre of CPD (refer to *The Technical Manual*)
3. Share the CPD activities calendar, linking it to the CPD cycle
4. Invite colleagues to ask any questions or share any further ideas

5. Tell the story *Spoons* (see Tool 10) and then ask colleagues to discuss (in pairs) the meaning in relation to CPD and the school - especially in the context of CPD. Then ask teachers to share their ideas as a whole group.

*Note: Do not offer an introduction or a rationale of the story before the participants read it. Doing so would **reduce** the impact of this story.*

**Facilitator's Brain Bank**

The importance of working collaboratively to achieve a shared goal – i.e., the professional development of all – is likely to emerge as one of the main points.

Encourage teachers to feel free to ask for help from each other and from the CPD team, especially in the classroom and without fear of fault-finding.

The community will also be asked to collaborate (mention your imminent meeting with the SMC, when you will also be sharing this story) and schools will be collaborating with each other at cluster level. You will also be supported by the PEA in the task of managing school-based CPD.

Finish by raising the idea of *group norms* as a means to helping the group work well together, as in heaven in the story.

6. Manage the process of developing group norms (ground rules) as follows:

- a. In plenary, ask participants to share their previous experience of group norms, and their understanding of the value and purpose of norms

**Facilitator's Brain Bank**

This discussion is likely to include the following:

Norms can help us to work and learn efficiently and effectively by e.g.

- helping create an environment for teamwork
- helping everyone to participate
- helping us to work democratically
- encouraging us to commit ourselves individually
- helping us to respect each other's views
- helping us in managing time and our behaviour properly

- b. Ask participants to form smaller groups (probably threes), and to try to formulate one norm (per group) for working better together.
- c. In plenary, ask participants to consider an example of a norm and deduce some of the characteristics of a user-friendly norm. In groups, participants revisit their first norm, and draft a second if they have time.

*Note: Use the example "I will wait until the other person has finished talking before I try to make my point." Put this example on a poster, or the chalkboard if you have one.*

**Facilitator's Brain Bank**

Some of the characteristics of user-friendly ground rules are:

- It begins with "I ..."
- It's expressed as a positive statement
- The language is simple
- It's unambiguous i.e. not open to interpretation
- It's achievable
- It describes observable behaviour
- It's tailored towards achieving a common goal

- d. In plenary, help the groups to negotiate and record an initial set of norms.

**Record of norms agreed at the meeting:**

**Anything else that the CPD Team would like to note from this meeting:**

## **Tool 9: CPD Team's Meeting #2-Agenda and Record**

**Notes:**

*Ideally the CPD Mentor would chair this meeting, and the role of secretary rotated amongst all the team members. Try to limit meeting notes to this page - this will help you to be concise. However, continue on a separate sheet if necessary.*

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

Chairperson:                     (name)                     Secretary:                     (name)                    .

**Agenda:**

1. Reflecting on the process and outcomes of the recent staff meeting
2. Planning for the SMC (and PTA) sensitization meeting(s) (use Tools 10 and 4)
3. Any other important business

**Checklist of the main outcomes of the meeting:**

<b>Outcome</b>	<b>✓/✗</b>
The record of the recent staff meeting (Tool 8) is complete	
The CPD Team is ready to lead the sensitization of the SMC at their next meeting (Tool 10)	
Any other issues/concerns have been aired	

**Record of the main agreements reached at the meeting:**

<b>Agreed action</b>	<b>Who is responsible</b>	<b>By when</b>

**Anything else that the CPD Team would like to note from this meeting:**

## Tool 10: School Management Committee / PTA Meeting #1

### Notes:

- (i) Ask the SMC chairperson to set up an extraordinary meeting so that you can share recent developments with regard to CPD (or to give you time in an ordinary meeting if you are very fortunate and the SMC happens to be meeting at this time).
- (ii) If you feel the PTA can enhance the work of CPD, try to involve them too!
- (iii) Try to limit meeting notes to this page - this will help you to be concise. However, continue on a separate sheet if necessary. For meaningful contributions from SMCs and PTAs alert them about their involvement in your CPD activities. Give them enough time so that they come well prepared to participate and contribute.

The meeting was held on (date) in (place) from (start time) to (closing time)

### Purpose of the meeting

1. To raise awareness of what school-based CPD is, and the way the SMC and PTA might help
2. To gain support for CPD
3. To find out the community's priorities for CPD
4. To identify members of the community who can be listed in the Expertise Inventory
5. To share the CPD activities calendar

### Suggested procedure

1. Opening formalities
2. Explore the term CPD - offer a translation in the vernacular
3. Tell the story *Spoons* (use the vernacular language while keeping the story's message) and then ask members to discuss (in pairs) the meaning in relation to CPD and the school, and then share their ideas as a whole group
4. Explain why the new national model has placed the school at the centre of CPD (refer to *The Technical Manual, Section 1* and the PS' letter in the booklet entitled *Making PCAR stronger through CPD: a self-help guide*)
5. Put members in groups (using an energizing technique you learned at *Skilling-up*) and ask them to think of
  - (i) what the school needs to focus on in CPD (the needs) and
  - (ii) ways in which the SMC/PTA can help the process
 Then get groups to share their ideas in plenary  
 (Some ideas for (ii) are: act as resource persons, raise funds for materials, develop TALULAR)
6. Share the CPD activities calendar, linking it to the CPD cycle
7. Revisit the outcomes of Stage 5 and relate these to the calendar
8. Invite members to ask any questions or share any further ideas
9. Thank everybody and close the meeting

#### Spoons

Two friends died. One went to heaven and one to hell.

One day, God declared 'open-house' so that residents of heaven and hell could visit each other and talk about their experiences.

The first friend moaned, "Life in hell is awful! Every day we are led into huge banqueting halls with tables piled high with masses of food. But we can't eat a thing – the knives and forks are over a metre long and we can cut the food on our plate but we can't get it into our mouths. We just get hungrier and hungrier, tormented by the sight and the smells but never being able to taste the food. It really is hell."

His friend smiled and said, "It sounds a lot like heaven really. In heaven we have banqueting halls and long tables piled high with food, smelling delicious and looking fantastic. The only difference seems to be that *our* knives and forks are two metres long."

"What?!" exclaimed the man from hell. "That sounds worse than our situation. If we can't get the food into our mouths with knives and forks that are a metre long, how do you manage with ones that are twice that length?"

The man from heaven smiled at his friend with kind, wise eyes. "Because in heaven we don't try to feed ourselves – we feed each other."  
*Source unknown*

### Record of the meeting

Try to limit meeting notes to this page - this will help you to be concise. However, continue on a separate sheet if necessary.

<b>People who attended</b>	<b>Designation</b>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

If more than 12 people attended the meeting, please add their names on the back of this sheet

<b>Type of help offered</b>	<b>By whom</b>

<b>Community's CPD priorities</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	

**Anything else that the CPD Team would like to note from this meeting:**

### **Tool 11: CPD Team's Meeting #3-Agenda and Record**

**Notes:**

*Ideally the CPD Mentor would chair this meeting, and the role of secretary rotated amongst all the team members. Try to limit meeting notes to this page - this will help you to be concise. However, continue on a separate sheet if necessary.*

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

Chairperson:                   (name)                   Secretary:                   (name)                  .

**Agenda:**

1. Reflecting on the process and outcomes of the recent SMC (and possibly PTA) sensitization meeting
2. Planning for the information gathering process (use Tools 13-16)
3. Any other important business

**Checklist of the main outcomes of the meeting:**

<b>Outcome</b>	<b>✓/✗</b>
The record of the recent SMC meeting (Tool 10) is complete	
The CPD Team is ready for the next staff meeting (Tool 12) and names of working group leaders have been entered in the table there	
The CPD Team is ready to lead the information gathering process (Tools 13 - 16)	
Any other issues/concerns have been aired	

**Record of the main agreements reached at the meeting:**

<b>Agreed action</b>	<b>Who is responsible</b>	<b>By when</b>

**Anything else that the CPD Team would like to note from this meeting:**

## **Tool 12: Staff Meeting #2-Preparing for Identifying Needs**

### **Notes:**

*Ideally the CPD Mentor would chair this meeting, and the role of secretary would be rotated amongst all the CPD Team members. Try to limit meeting notes to the room provided here - this will help you to be concise. However, continue on a separate sheet if necessary.*

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

Chairperson:                   (name)                   Secretary:                   (name)                  .

### **Agenda:**

1. Update colleagues on progress since last meeting:
  - What the CPD Team has been doing (use Tools 9 and 11)
  - The SMC meeting (use Tool 10)
2. Gain understanding of the role of information gathering in identifying and prioritizing CPD needs.
3. Establish working groups and allocate information gathering tasks (each led by a CPD Team member).
4. Any other important business.

### **Suggested procedure for items 2 and 3**

1. Start with an energizer as follows:
  - Make two groups and get them to stand at least 2 meters apart.
  - Place a large piece of paper on the floor / ground between the two groups.
  - Whispering, give each group an instruction: tell one group to go and stand on the paper and tell the other group to move the paper to a set point - they are not to start until you say "Go".
  - Say "Go" and see what happens! (Two outcomes are possible: one group will succeed and the other will fail, or the paper will be ripped.)
  - Say to colleagues: "What can we learn from this experience? Talk to someone in your group."
  - Then ask people to share ideas in plenary. Accept all ideas. Make sure that the following are discussed: That we all have some needs in common and some needs that are different and possibly even conflicting; that we could have all met our needs if we had communicated and planned how to meet them all rather than grabbing at the limited resources!
2. Now read the story *Elephant* and then ask members to discuss (in pairs) the story in relation to CPD and the school, and then share their ideas as a whole group. Make sure that the following are discussed: That we all see things from our own perspective and these perspectives may be very different; to see a thing in its entirety (as a whole) we need to explore different views; that is, we need to ask different stakeholders what they see our CPD needs to be

**Elephant**

Five blind men decided to find out what this thing called 'elephant' was. The first blind man went up to the elephant and touched its tail. "Ah-ha" said the first man, "An elephant is like a rope!" The second blind man touched the elephant's ear. "Ah-ha!" said the second man, "An elephant is like a big leaf." The third man touched the elephant's leg. "Ah-ha!" he cried, "An elephant is like a tree trunk." The fourth man caught hold of the elephant's trunk. "Ooh!" he exclaimed, "An elephant is like a big snake." The last man touched the elephant's side. "Aah" said the man, "An elephant is like a wall."

When they talked to each other they couldn't agree. They argued and argued and argued, but each one *knew* that *he* was right, and each went off home angrily.

*Source unknown*

3. Form groups using an energizing grouping technique. Then ask colleagues to think of the different methods we can use to gather information. After a few minutes, hand out the Tools 13-16, one per group. Ask them to review it briefly. Then, in plenary, ask groups if they have learned any new ways to collect information to help us identify and prioritise our CPD needs, and get each group to tell the others about the tool they have been looking at.
4. Form 5 working groups (see the table below). Try as far as possible to let people do something they are interested in. Complete the table. (NB Some CPD Team members will have to be members of two working groups.)
5. Ask working groups to complete their tasks in preparation for the next staff meeting, in 3 weeks time.

**Record of working groups and task allocation**

<b>Group 1</b>	<b>Task</b> Find out parents' / guardians' priorities for CPD through a discussion with two focus groups Use Tools 13a and 13b	<b>Members' names</b>
		CPD team member
		Teacher
		Teacher
<b>Group 2</b>	<b>Task</b> Find out learners' priorities for CPD through a discussion with four focus groups Use Tools 13a and 13b	<b>Members' names</b>
		CPD team member
		Teacher
		Teacher
<b>Group 3</b>	<b>Task</b> Find out priorities for CPD through looking at the school's exam results Use Tool 15	<b>Members' names</b>
		CPD team member
		Teacher
		Teacher
<b>Group 4</b>	<b>Task</b> Find out priorities for CPD through looking at learners' work and continuous assessment records Use Tool 14	<b>Members' names</b>
		Head teacher
		CPD team member
		-
<b>Group 5</b>	<b>Task</b> Find out priorities for CPD through observing classes Use Tool 16	<b>Members' names</b>
		CPD Mentor
		Headteacher
		CPD team member
		-

**Anything else that the CPD Team would like to note from this meeting*****Guidelines for Tools 13a and 13b (working with a focus group)***

Two people should be involved in managing the focus group: a facilitator to manage the discussion and a record-keeper to take down notes.

The focus group should consist of a representative sample of a particular stakeholder group.

A focus group should consist of 6 - 8 people, providing for a variety of views while still allowing for easy interaction.

The meeting should be conducted in a private space, away from any distractions.

Ensure that the group understands the purpose of the meeting at the beginning.

Ask the group to agree on a way of working e.g.

- agree (and stick to) a finishing time
- get agreement for any recording you might want to do
- agree to let – and encourage – everyone to have their say

Find out the information you need by asking the questions on the relevant focus group schedule (Tools # 13a and 13b). (If you need to, ask follow-up questions to probe further)

Wrap up on time.

Thank everyone for their contributions.

Tool 13a is to be used with two groups of 6 to 8 parents/guardians.

Tool 13b is to be used with four groups of 6 to 8 learners.

---

### **Tool 13a: Focus Group with Parents/Guardians**

This instrument should be used two times. Facilitators should decide whether to have two mixed groups of females and males or one group of females and the other group of males. Each group should be made up of six to eight members.

This page gives an idea of the format you should use. Facilitators will need to record responses from each group on blank spaces as illustrated in the table below.

The facilitators may find it appropriate to use the local language.

It is suggested that 45 minutes should be the duration of this focus group.

Please start this session by explaining that you are asking these questions to help develop the school and make it even better in the future.

When agreeing on a way of working (see Guidelines on p. 34), ensure also that no names of parents / guardians, learners or teachers are mentioned.

<b>Question 1: How do you feel about your children being learners in this school?</b>	
Positive things mentioned	Negative things mentioned
<b>Question 2: How do learners work together at school and at home?</b>	
Positive things mentioned	Negative things mentioned
<b>Question 3: How do learners and teachers work together at school and at home?</b>	
Positive things mentioned	Negative things mentioned
<b>Question 4: Tell me about the information that you get from teachers about how your children are doing at school ...</b>	
Positive things mentioned	Negative things mentioned
<b>Question 5: What do you think about the safety and security of the school environment and its surroundings?</b>	
Positive things mentioned	Negative things mentioned
<b>Question 6: Can you tell me about the classrooms and the books?</b>	
Positive things mentioned	Negative things mentioned
<b>Question 7: Is there anything else that you would like to tell me about the school?</b>	
Positive things mentioned	Negative things mentioned

Before closing, thank everyone for their contributions.

### **Tool 13b: Focus Group with Learners**

This instrument should be used with separate groups of six to eight girls, and six to eight boys, in Standards 4 and 6.

This page gives an idea of the format you should use. Facilitators will need to record responses from each group on blank spaces as illustrated in the table below.

The facilitators may find it appropriate to use the local language, particularly for younger learners.

It is suggested that 30 minutes should be the duration of this focus group.

Please start this session by explaining that you are asking these questions to help develop the school and make it even better in the future.

When agreeing on a way of working (see Guidelines on p.34), ensure also that no names of parents, learners or teachers are mentioned.

**Essential!** Ensure that neither the facilitator nor the note-taker is the teacher of the class in question. Nor should they be a close relation to the teacher of the class.

<b>Question 1: Tell me about how it is to be a learner in this school ...</b>	
Positive things mentioned	Negative things mentioned
<b>Question 2: Tell me about the way you work together in your class ...</b>	
Positive things mentioned	Negative things mentioned
<b>Question 3: Tell me about the way you and your teachers work together</b>	
Positive things mentioned	Negative things mentioned
<b>Question 4: Tell me about your lessons ...</b>	
Positive things mentioned	Negative things mentioned
<b>Question 5: Can you tell me about your classroom and books?</b>	
Positive things mentioned	Negative things mentioned
<b>Question 6: Is there anything else that you would like to tell me about your experience of being a learner?</b>	
Positive things mentioned	Negative things mentioned

Thank everyone for their contributions.

### ***Tool 14: Checklist-Identifying Needs from Learners' Work***

This task should be undertaken by members of the CPD Team only, led by either the CPD Mentor or the Head.

For this analysis, select at least ten learners' work on a random basis.

Analyse each learner's work by reviewing it and completing a copy of the form below for each teacher.

#### *Notes:*

- You don't need to write out the descriptions in full each time; the numbers will suffice.
- Achieve anonymity by keeping a confidential record of each teacher's number - in this way the data can be viewed by all teachers for the purpose of analysis.
- It will be necessary to indicate at least the Section that the learner belongs to.
- Use the following scoring system:

5 = yes, always

4 = yes, most of the time

3 = around 50% of the time

2 = no, not often

1 = no, never

Teacher #	Section:	Scores		
Description	Learner 1	Learner 2	Learner 3	
1. The learner's work starts with a date				
2. The learner indicates the learning area				
3. The learner separates the new work from the previous work				
4. The learning areas are written in separate notebooks				
5. The layout is appropriate to the task				
6. The learner's work is legible				
7. The learner is able to leave space between words				
8. The learner's spelling ability is appropriate for his/her Standard				
9. The learner is able to complete the tasks set				
10. The learner gets feedback from the teacher				
11. The feedback is likely to have meaning for the learner				
12. The learner corrects his or her written mistakes				
13. The work the learner is doing is relevant to the curriculum				
14. The teacher assesses the learner's performance regularly				

### **Tool 15: Checklist-Identifying Needs from PSLCE Results**

1. Review the data showing your school's, cluster's and zone's performance in the national examinations.

	<b>Our school</b>	<b>Our cluster</b>	<b>Our zone</b>
What is the percentage of candidates that passed?			
In general, in which subjects did learners achieve the highest results?			
In general, in which subjects did learners achieve the lowest results?			
Do results show any difference in the achievement of boys and girls? If yes, which achieved lowest?			
Are these results typical of other years? If not, are they better or worse?			

2. Review the data showing information about repeaters in your school.

<b>Standard</b>	<b>once</b>	<b>twice</b>	<b>3 times</b>	<b>4 times</b>	<b>5 times</b>	<b>6 times</b>	<b>Standard total</b>
	<b>1</b>						
<b>2</b>							
<b>3</b>							
<b>4</b>							
<b>5</b>							
<b>6</b>							
<b>7</b>							
<b>8</b>							
<b>School total</b>							

## **Tool 16: Checklist-Identifying Needs from Classroom Observation**

Use this Monitoring and Evaluation tool, bearing in mind the following:

- Select at random one teacher from each Standard to observe, maximum of 6 teachers per school.
- Ensure anonymity by inserting only a number on the observation form, keeping a confidential record of each teacher's number. In this way the data can be viewed by all teachers for the purpose of analysis.

### **LESSON OBSERVATION**

**Teacher's code:**

<b>Syllabus</b>	<b>Yes</b>	<b>No</b>
Available		
Evidence of use		

<b>Item</b>	<b>Available</b>	<b>Detailed</b>	<b>Updated</b>
Schemes of work			
Lesson plan			
Assessment tools and records			

<b>Time table</b>	<b>Yes</b>	<b>No</b>
Displayed		
Followed by the teacher		
Follows recommended time allocation		

Use the following rating system:

5 = excellent; 4 = good; 3 = satisfactory; 2 = needs improvement; 1 = unsatisfactory

<b>Item</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
<b>a. Introduction</b>						
Relevant to the lesson topic						
Arouses learner's interest						
Links with previous lesson						
Brief (up to 5 minutes)						
<b>b. Developmental steps</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Instructions are clear						
Activities are relevant to the topic						
Activities are sequenced						
Simple to complex						
SNE friendly						

<b>c. Methods</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Participatory						
Appropriate						
Varied						
Motivating						
SNE friendly						
<b>d. Teaching and learning resources</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Available						
Adequate						
Relevant						
SNE friendly						
Effectively used						
<b>e. Teacher's level of mastery</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Has good knowledge of content						
Simplifies content to level of learner with SEN						
Facilitates acquisition of skills						
Has the ability to integrate theory and practice						
<b>f. Appropriate use of language</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Follows the language policy for instruction						
Uses language at the level of learners						
Voice is loud and clear						
Uses gender-sensitive/appropriate language						
<b>g. Learner involvement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Learners participate in a variety of exercises to practice skills						
Peer interaction						
Learners encouraged to clarify or ask for help						
Timely completion of tasks						

<b>h. Classroom management</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Learners sitting orderly						
Mentions learners by name						
Girls and boys interacting freely in classroom						
Teacher is able to respond to classroom needs						
Corrects bad behaviour through reinforcement & promotes good behaviour						
Classroom displays at appropriate height, clear, adequate and attractive						
Facilitates systematic movement from one task to another						
Learners raise hands to answer questions						
<b>i. Assessment</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Assessment is integrated with teaching and learning						
Peer assessment						
Use of learners' self-assessment						
Use of varied levels of questioning (e.g., high order, low order)						
Assessment items relevant to learning outcomes						
Use of a variety of assessment methods						
Use of a variety of assessment techniques						
<b>j. Teacher's qualities</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Dress conforms to stipulated dress code						
Sober minded						
Uses acceptable language						
Demonstrates responsibility towards learners						
Accountable to learners						
<b>k. Conclusion</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Main points of the lesson are summarized						
Uses questions to enhance understanding of main points of the lesson						
Involves learners						

**MONITOR'S OVERALL EVALUATION OF THE LESSON**

<b>Achievement of learning outcomes</b>	<b>Yes</b>	<b>No</b>
Learners are able to answer questions orally/in writing		
Learners are able to carry out activities in groups or individually		
Learners are able to apply knowledge and skills learned		

**Tool 17: CPD Team's Meeting #4-Agenda and Record**

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

Chairperson:                     (name)                     Secretary:                     (name)                    .

**Agenda**

1. Reflecting on the process and outcomes of the recent staff meeting
2. Checking progress in gathering and recording information to inform the CPD Plan
3. Planning additional activity to fill any gaps (if necessary)
4. Planning for the next staff meeting
5. Any other important business

**Checklist of the main outcomes of the meeting**

<b>Outcome</b>	<b>✓/✗</b>
The record of the recent staff meeting (Tool 12) is complete	
CPD Team members have shared their experiences of gathering and recording information	
CPD Team members have shared what they think the major emerging CPD needs are	
CPD Team members have identified any remaining challenges in gathering data and, if necessary, have planned for getting things back on track	
The CPD Team is ready for the next staff meeting (Tool 18)	
Any other issues/concerns have been aired	

**Record of the main agreements reached at the meeting**

<b>Agreed action</b>	<b>Who is responsible</b>	<b>By when</b>

**Anything else that the CPD Team would like to note from this meeting**

## **Tool 18: Staff Meeting #3-Generating Needs for CPD**

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

Chairperson:                   (name)                   Secretary:                   (name)                  .

### **Agenda**

1. Working groups share their findings
2. Reviewing Vision and Mission statements (if they exist) and discussing implications for CPD
3. Sharing understandings about any current national priorities
4. Generating a list of needs to be met through CPD
5. Any other important business

### **Suggested procedure for items 1-4**

1. Start with an energizer as follows:
    - Make a circle and have a ball (or something else throw-able) at hand.
    - The facilitator throws the ball to someone else in the circle. S/he says something s/he remembers from / learned during the previous meeting. Other people in the circle comment on this, judging whether it is relevant.
    - The ball is thrown to someone else, who also recalls something from the previous meeting, and others comment on this.
    - This continues until most of the major issues from the last meeting have been recalled.
  2. Now ask colleagues to get into their working groups for the information-gathering exercise they have been conducting. Each group should choose a group leader. The 5 groups rotate their sets of data so that each is looking at data they have not seen before.
  3. The facilitator gives each working group 10 bits of paper on which to write the school's CPD needs. Each need should be on a separate piece of paper. If groups have more than ten needs, they must discuss until they can agree on which to prioritise.

*Notes: Stress to colleagues that they must not allow their own priorities as teachers to influence their analysis here - they will have a chance to express these later during this meeting. While CPD team members should not dominate these discussions, they should make sure that they share their own views about CPD needs.*
  4. Working group leaders now rotate back to the group that they were working with for data collection, and they review and discuss the group's choices, negotiating any new needs or different priorities they would like to see.
  5. Group leaders return to their groups and find out what changes have been made in their absence.
  6. Working at a large table, teachers take turns to call out the needs they have identified and gradually they group needs that are similar.
  7. The needs that were generated while working with the booklet *Making PCAR stronger through CPD* - and which have not yet been met - are now added to the pile, one need per slip of paper
  8. Teachers now discuss three further important factors that might influence their needs, namely:
    - the SMC's priorities (share the record of this: Tool 10)
    - the school's Vision and Mission statements (if their school has these)
-

- the current national priorities
- They consider if any more needs should be written on slips of paper and added to the pile.
9. Teachers now have a chance to share priorities from their own perspective, and they complete additional slips of paper for any needs not yet included and add these to the pile.
  10. All the small piles of needs are gathered carefully and stored, for the CPD Team to consider in their next meeting and for use at the next Staff Meeting.

**Anything that the CPD Team would like to note from this meeting**

### **Tool 19: CPD Team's Meeting #5-Agenda and Record**

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

Chairperson:                   (name)                   Secretary:                   (name)                  .

**Agenda**

1. Reflecting on the needs identification process and outcomes
2. Planning for the next step: Drawing up a CPD plan
3. Any other important business

**Checklist of the main outcomes of the meeting**

<b>Outcome</b>	<b>✓/x</b>
The record of the recent staff meeting (Tool 18) is complete	
CPD Team members have reviewed the piles of CPD needs and, if necessary, made small adjustments until they feel comfortable that this is a reasonable reflection of the outcome of the data collection process	
CPD Team members have planned the work sessions needed to draw up the school's CPD plan and shared out responsibilities	
The Team has reviewed the tool they will need to draw up the CPD plan (Tool 32)	
Any other issues/concerns have been aired	

**Record of the main agreements reached at the meeting**

<b>Agreed action</b>	<b>Who is responsible</b>	<b>By when</b>

**Anything else that the CPD Team would like to note from this meeting**

## **Tool 20: Staff Meeting #4-Sharing the CPD Plan**

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

Chairperson:                   (name)                   Secretary:                   (name)                  .

### **Agenda**

1. Sharing the *School-based CPD Plan* with colleagues, and get their reactions and input
2. Sharing ideas about keeping a professional portfolio
3. Any other important business

### **Suggested procedure for item 1**

1. Display the list of needs which shows what can and cannot be addressed locally (Use Tool 32).
2. Display a copy of the CPD intervention plan so far i.e. the CPD sessions (Use Tool 32). Compare with the above list. Use this opportunity to make the point that this is a living document, i.e. it can be changed and added to.
3. Ask teachers to reflect individually on any professional needs which are not being met by any of the sessions. Let them know that the Plan will also include provision for their other needs to be met by peer support, observations, etc. Encourage them to approach a member of the CPD team as soon as possible after the meeting to discuss and arrange for this.

### **Suggested procedure for item 2**

1. Discuss with a partner what you think is meant by the term "Professional Portfolio". Write a definition. Join up with another pair and agree a definition. Share all the definitions with the group and come up with a group definition.
2. Write the following phrases (or draw pictures if you can) on pieces of paper for display in the room:
  - notes on the outcome of a professional conversation with a mentor or colleague
  - examples of children's work
  - a lesson plan which was drawn up by yourself and a colleague
  - teaching records
  - lesson observation records
  - teaching and learning resources
  - parents feedback from reports
  - self-evaluations of lessons
  - notes on readings
  - professional qualifications
  - testimonials from colleagues or visiting professionals
3. Ask colleagues to choose from the list an item which they think they would include in their portfolio and prepare to explain what learning they would be able to show by including it e.g. two consecutive lesson observations showing how a new strategy worked
4. Explain, if necessary, what a professional portfolio is.
5. Ask teachers to work in pairs to share their ideas.
6. In plenary, request that some pairs volunteer to share their ideas.

*Don't hesitate to use an energiser if colleagues seem tired or low on energy at any point!*

---

**Anything that the CPD Team would like to note from this meeting**

A large, empty rectangular box with a thin black border, intended for the CPD Team to record notes from a meeting. The box is currently blank.

## Tool 21: School Management Committee / PTA Meeting #2

### Notes:

Ask the SMC Chairperson to set up an extraordinary meeting so that you can share recent developments with regard to CPD (or to give you time in an ordinary meeting if you are very fortunate and the SMC happens to be meeting at this time). Try to limit meeting notes to this page - this will help you to be concise. However, continue on a separate sheet if necessary.

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

### Purpose of the meeting

- To share the *School-based CPD Plan* with these stakeholders and get their reactions
- To request any assistance needed in implementing the plan

### Suggested procedure

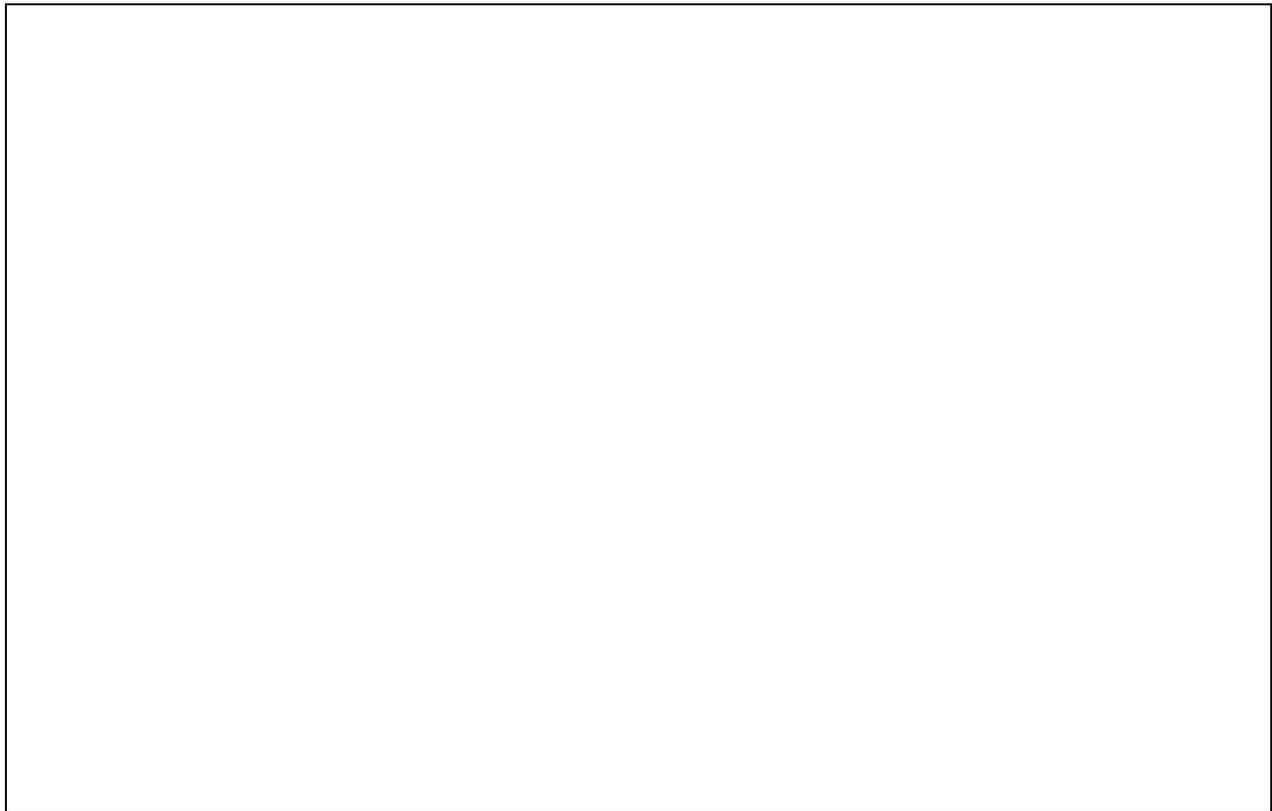
1. Opening formalities, including explaining the purpose of the meeting.
2. Lead a discussion as follows:
  - Ask members to suggest a locally practised craft or skill e.g. tailoring.
  - Ask the question "How do people acquire new skills in this craft?" (The discussion is likely to include: observe, try, fail, get feedback, try again, perfect the skill over time.)
  - Explain that teaching can also be viewed as a craft and that its skills can be perfected in much the same way - the *School's CPD Plan* has been designed with this in mind.
3. Share the *School-based CPD Plan* with members by talking through the sections of the plan. Explain the methods to be used (making connections with the previous discussion where appropriate) and give a few details of specific activities. Before you start, say "While listening to the plan, notice where we will be using the assistance you offered in our last meeting and please also consider how you or someone else in our community might provide further help with the plan."
4. After each section invite members to ask any questions or share any further ideas.
5. Record in the table below any help offered.
6. Thank everybody and close the meeting.

### Record of the meeting

<i>People who attended</i>	<i>Representing</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

<i>Type of help offered</i>	<i>By whom</i>

**Anything else that the CPD Team would like to note from this meeting**

A large, empty rectangular box with a thin black border, intended for the CPD Team to provide additional notes from the meeting. The box is currently blank.

## Tool 22: Cluster Meeting-Agenda and Record

### Notes:

Each CPD Mentor needs to keep their own record from this meeting and ensure that it is accurate at the end of the meeting. Try to limit meeting notes to this page - this will help you to be concise. However, continue on a separate sheet if necessary.

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

### Agenda

1. Sharing successes and challenges
2. Sharing CPD Plans (Use Tool 32)
3. Sharing and update *Expertise Inventories* (Use Tool 32)
4. Exploring ways of meeting needs that cannot be met within individual schools
5. Drawing up a *Cluster CPD Plan* (Use the appropriate Tool in *CPD Technical Manual Section 3*)
6. Selecting a Cluster CPD Mentor (Use the appropriate Tool in *CPD Technical Manual Section 3*)
7. Any other business

### The following School CPD Mentors attended the meeting

	<i>Name of Mentor</i>	<i>School</i>
1		
2		
3		
4		
5		

### Record of the main agreements reached at the meeting

<i>Agreed action</i>	<i>Who is responsible</i>	<i>By when</i>

### Anything else that the School CPD Mentor would like to note from this meeting

### **Tool 23: CPD Team's Meeting #6-Agenda and Record**

The meeting was held on  (date)  in  (place)  from  (start time)  to  (closing time)

Chairperson:  (name)  Secretary:  (name) .

#### **Agenda**

1. Reflecting on the process and outcomes of the various meetings: staff, SMC and PTA, and cluster (with PEA)
2. Redrafting *School-based CPD Plan* if necessary and display it for stakeholders to see
3. Making sure all the resources that are needed are available, and plan to meet any gaps
4. Any other important business

#### **Checklist of the main outcomes of the meeting**

<b>Outcome</b>	<b>✓/✗</b>
The records of the recent staff, SMC and cluster meetings (Tools 20, 21 and 22) are complete	
CPD Team members have made any changes requested by the various stakeholders	
CPD Team members have identified where they will display the CPD plan and how stakeholders will be informed as to where it can be found	
The Team has reviewed the resources they will need to carry out the CPD plan, has checked that they have received their Toolkit and Curriculum Diary, and has planned to acquire anything that is missing	
Any other issues/concerns have been aired	

#### **Record of the main agreements reached at the meeting**

<b>Agreed action</b>	<b>Who is responsible</b>	<b>By when</b>

**Anything else that the CPD Team would like to note from this meeting****TOOL 24*****Guidelines for a Typical CPD Session Format***

Within the new CPD model, schools are required to ensure that all teachers are able to attend a CPD session every two weeks. Schools will make their own arrangements as to when these can take place. Often, you will decide to organise your CPD session based on the guidance provided in the relevant chapter of one of the three CPD Section Manuals and subject-specific modules.

If, however, you have to plan a session to meet a need not covered by one of the Phase Manuals, you may find the following 2-hour session plan helpful.

**Part 1 (30 minutes)**

- Teachers work in the groups they were in during the last CPD session, and they reflect on the successes and challenges of the previous two week's teaching, in relation to that previous session's focus (e.g. *Caring for textbooks*). In particular, they consider the questions: What strategies worked? What strategies were less successful / didn't work? And Why? What could they have done differently?
- Each group selects one teacher's experience to share with the whole staff.
- This sharing of experiences takes place in plenary.

**Part 2 (45 minutes)**

- Teachers form new groups.
  - Focusing now on the new topic for this session (e.g. *Dealing with very large classes*), teachers share what they feel were the successes and challenges of the previous two weeks in relation to the current session's topic.
  - Each group agrees on one challenge that they would like the whole staff to focus on.
  - In plenary, groups announce their choices so that they can be written on a flipchart / chalkboard.
-

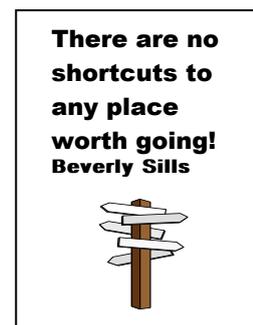
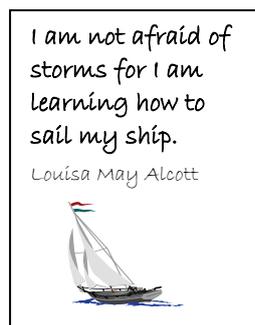
- Each group has a chance to describe their chosen challenge in enough detail for everyone to understand what the challenge is.

### **Part 3 (45 minutes)**

- Taking one challenge each, small groups try to come up with strategies that might help in tackling the challenge they are considering. Apart from drawing on their 'successes' to do this, they can also make use of the experience of Standard 1 teachers from the previous year and they can refer to the various materials provided by the facilitator (see p. 4).
- In plenary, a set of strategies is drawn up for each challenge.
- Each individual decides which of these strategies they would like to try during the coming two weeks.

*Note to facilitator: Before the session ends, announce the topic of the next session and encourage everyone to bear this in mind during the next two weeks.*

## Tool 25: Some Peripherals<sup>1</sup>



Try making your own peripherals with the following quotations and hang them in the room where you hold CPD sessions (feel free to add your own quotations from Malawian sources):

**Be the change you want to see in the world.** Mahatma Gandhi (1868 - 1948)

**Don't be frustrated by your inexperience ~ all green things inevitably grow.**

**Every time you do something for somebody, you take away the chance for them to learn to do it for themselves.** Schumacher

**Groups that can work effectively together do not 'just happen'. Work needs to be done to support their functioning.**

Moon, J. (2001) *Short courses and workshops: Improving the impact of learning, training and professional development* London, UK: Kogan Page

**It always seems impossible until it's done.** Nelson Mandela

**Quality is never an accident; it's always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.** William A. Foster

**The best way to have a good idea is to have a lot of ideas.** Linus Pauling

**When someone shares something of value with you, and you benefit from it, you have a moral obligation to share it with others.** Chinese proverb

**You don't have to be ill to get better!**

**A problem solver tries to make something go away. A creator tries to bring something into being.** Peter Drucker

**Absolutely nothing guarantees failure like a thorough lack of preparation.**

**Be kind, for everyone you meet is fighting a great battle.** Philo of Alexandria

**Everyone thinks of changing the world but few think of changing themselves.** Leo Tolstoy

**Distributed Leadership does not mean delegating. Instead, it means finding the best path by tapping the expertise, ideas, and effort of everyone involved.**

From the website of West Chester University of Pennsylvania, August 2007

**In Distributed Leadership, not everyone is a decision-maker ... but everyone is an expert whose knowledge contributes to the decision-making process.**

From the website of West Chester University of Pennsylvania, August 2007

**Alice : Which way should I go?**

**Cat : It depends on where you are going.**

**Alice : I don't know where I'm going.**

**Cat : Then it doesn't matter which way you go.**

*Alice in Wonderland* by Lewis Carroll (1872)

**Behind me is infinite power. Before me is endless possibility. Around me is boundless opportunity. Why should I fear?** Stella Stuart

**Keep doing what you've always done and you'll keep getting what you've always gotten.**

**Things which matter most must never be at the mercy of things which matter least.** Anonymous

**Try again. Fail again. Fail better.** Samuel Beckett (1906-1989)

<sup>1</sup> Our design consultant learnt about *peripherals* from Angi Malderez, and colleagues may want to refer to a full discussion in A Malderez and C Bodóczyk (1999) *Mentor Courses: a resource book for trainer-trainers* CUP: Cambridge, UK

**While one person hesitates because he feels inferior, the other is busy making mistakes and becoming superior.** Henry C Link

## **Tool 26: Helping Colleagues to Learn in the Classroom-Observation and Mentoring**

### **Notes:**

*This tool is for use following a request from a teacher for assistance with classroom issues. It is useful to complete a cycle of 3 observations over one term.*

### **Preliminary discussion about the problem**

Listen carefully and ask questions to help the teacher focus in on the problem e.g.

Teacher: I just can't teach English!

Mentor: Tell me about a time recently when you had a very strong feeling like that

Teacher: Well, last week I read a story and then asked the children some questions. They weren't able to answer even one question correctly!

Mentor: So is listening a big problem for the children?

Teacher: I suppose so

Mentor: Tell me about how you usually organise a listening activity using a story ...

### **Offer to observe the teacher's class**

Assure the teacher that you will be in the classroom to help and not to find fault. Agree what the focus of the observation will be.

### **Agree arrangements for the observation**

Agree a suitable time - which lesson you will observe and when you will discuss the lesson. Share the observation instrument that you will use (a simple one is suggested below). N.B. It is not appropriate to use a general observation checklist for this kind of support.

Agree on a time and place where you will be able to discuss the lesson - it should happen soon after the lesson and somewhere private.

### **Share the lesson plan**

Before the lesson ask the teacher to guide you through the lesson plan, explaining his/her choices at each point. Draw attention to any elements of the plan that you regard as particularly problematic.

### **Use a template to guide your observation and note-taking**

An example of a typical template is offered below - copy it onto a blank sheet of paper, lengthening the columns so that they fill the page.

### **Mentor the teacher**

Be sure to hold the 'mentorial' (mentoring session) as soon as possible after the observation. Ask the teacher to take you through the lesson plan and give his/her opinion about how different parts of it went. (Emphasize the positive aspects of the lesson if the teacher is not doing so.)

Lead the discussion back to the agreed focus of the observation and encourage the teacher to reflect on any particular strengths and weaknesses, and improvements that were the result of changes to the lesson plan (made during your pre-observation chat).

Use positive language (I liked it when you ...; The class reacted so well when you ...; What was less successful? Perhaps you could try ...?)

Give the teacher your observation notes, for inclusion in his/her portfolio.

### **Agree on next steps**

Discuss and agree what strategies the teacher can try next.

Agree a date for a follow-up discussion.

Agree a date for another observation if this is what the teacher would like.

**A typical template to guide observation**

Teacher:		Standard:
Date:		Time:
No of learners present:	Subject / learning area:	
Agreed focus:		
Time	Activity	What I noticed

## **Tool 27: Focus Group Guidelines-Reviewing Progress**

In order to evaluate your progress against the CPD Plan, you need to meet with the same people you met during the focus group work in Stage 2.

Refer to Tool 13 for general guidelines on how to manage a focus group.

When you start asking questions, begin with the two *opening questions* below.

*Note: You will need to make a copy of the two questions for every focus group. They can be handwritten.*

Then ask the questions in the original tools as follows:

Tool 13a is to be used with two groups of 6 to 8 parents / guardians.

Tool 13b is to be used with four groups of 6 to 8 learners.

### **Opening Question 1:**

What things have changed in your school since you last met? And how?

Positive comments	Negative comments

### **Opening Question 2:**

What can you say about the CPD process?

Positive comments	Negative comments

**Tool 28: Meeting Record Format (generic template)**

The meeting was held on   (date)   in   (place)   from   (start time)   to   (closing time)  

Chairperson:                   (name)                   Secretary:                   (name)                  .

**Agenda:**

- 
- 
- 
- 

**Checklist of the main outcomes of the meeting:**

<i>Outcome</i>	<i>✓/x</i>

**Record of the main agreements reached at the meeting:**

<i>Agreed action</i>	<i>Who is responsible</i>	<i>By when</i>

**Anything else that the participants would like to note from this meeting:**

**Tool 29: Report to Stakeholders on First Year of School-based CPD**

*Give stakeholders access to the whole of this CPD Plan document (Tool 32) as they read this report - the 'Review of the CPD Plan' (p 7) will be of particular interest*

Our major successes as we managed the CPD Cycle this year	Our major challenges as we managed the CPD cycle this year	How we will build on our successes and overcome the challenges?
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>

**Major responses from stakeholders:** *(add these after the SMC meeting - see Tool 31)*

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## ***Tool 30: Celebrating Our Successes***

Once you have completed Tool 29 and held SMC Meeting #3 (Tool 31), you may wish to celebrate some of the CPD successes from the last year with all stakeholders. There are many ways to do this and below are just a few suggestions:

- **Speech Bubbles.** Draw cartoons on to a large piece of paper or card. Fill in an appropriate statement for each of the figures in the bubbles (i.e. teacher, learner, community member) showing the impact school-based CPD has had on them. Use real statements from the relevant focus group (Tool 27) and from the SMC meeting record (Tool 31). Present the poster at a whole school assembly. Finally, display it prominently for the whole community to see.
  - **Blossoming Flower.** Prepare a poster (using TALULAR) showing a flower with a tall stem. Cut out petals and leaves for the flower and write on each of them one of your school's CPD successes. For full impact, stick the leaves and petals on to the poster one by one, reading out the success, at an assembly for the whole school. Give the poster a title such as "Our CPD successes." Finally, display it prominently for the whole community to see.
  - **Certificate.** On a large piece of paper or card, design a certificate. If appropriate, this could be presented to the school by the SMC after their Meeting #3 (See Tool 31). Some suggested wording "This is to certify that \_\_\_\_\_ School has achieved success in CPD in the following areas... Signed: \_\_\_\_\_ Dated: \_\_\_\_\_"  
Use colour and patterns to make the certificate attractive. Finally, display it prominently for the whole community to see.
  - **Open Day.** Hold an open day at the school and ensure the whole community is invited. Find ways to display or demonstrate some of the areas where CPD has resulted in positive changes in the learning and teaching at the school.
-

### Tool 31: School Management Committee / PTA Meeting #3

#### Notes:

Ask the SMC Chairperson to set up an extraordinary meeting so that you can share recent developments with regard to CPD (or to give you time in an ordinary meeting if you are very fortunate and the SMC happens to be meeting at this time). Try to limit meeting notes to this page - this will help you to be concise. However, continue on a separate sheet if necessary.

The meeting was held on  (date)  in  (place)  from  (start time)  to  (closing time)

Chairperson:  (name)  Secretary:  (name)

#### Purpose of the meeting

To give stakeholders the opportunity to consider, make input to and ratify the first CPD Plan review.

#### Suggested procedure

1. Opening formalities, including explaining the purpose of the meeting.
2. To establish a context for the review, ask members to recall (from the relevant earlier meeting) what were the major needs that the CPD Plan had aimed to address, and by what means the school had intended to address them.
3. Now read the CPD Review report.
4. Make groups of 3 or 4 (using a technique that you feel is suitable for this meeting). Ask members to talk about the report with others in their group, filtering out 3 'main messages' that they would like the CPD Team to take away from this meeting.
5. In plenary, collect the 'main messages' on a flipchart. Ask for clarification where you need it. Explain that you will be entering these comments in the last section of the report - and in the poster *Celebrating our success* and will be sharing them with the staff, other mentors in the cluster and the PEA. Display the poster in its current form (with positive comments from learners and teachers).
6. Thank everybody for their input, and their support throughout this first year of school-based CPD. Tell them that a new CPD cycle will now begin as staff continue in their efforts to improve the quality of education that they offer learners. Emphasize that they will be relying on the SMC's continued support.

#### Record of the meeting

<i>People who attended</i>	<i>Designation</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

If more than 12 people attended the meeting, please add their names on the back of this sheet

**Anything else that the CPD Team would like to note from this meeting:**

**Tool 32**

Notes:

1. Continue onto additional sheets if necessary
2. ✓ indicates that a record should be kept every time a task is completed / a need is met
3. Remember that this is a living document!!

\_\_\_\_\_ (Name of school)

\_\_\_\_\_ (Zone)

\_\_\_\_\_ (District)

# Our School's CPD Plan

Period covered: \_\_\_\_\_ (month/year) to: \_\_\_\_\_ (month/year)

**List of CPD needs**

Our needs listed according to those that we believe can be met with expertise ...					
... in our own school	✓	... in our community	✓	... at the cluster and zonal levels	✓

**Expertise inventory**

This inventory lists the human resources that are available to us locally. These people are teachers, learners and members of the community who can provide up-to-date knowledge and skills to assist us in meeting our CPD needs.

Expertise	Name	Date identified	Details of expertise	Additional information

**Our school-based intervention plan: CPD sessions**

Need / topic	Session date	Relevant resources? (e.g. Phase Manual chapter)	Session facilitator / other resource persons	✓





**Review of the CPD Plan**

*This is a summary produced after repeating the research and analysing all the evidence*

<b>A major need that we identified this year</b>	<b>Can we declare victory? ✓/✗</b>	<b>If yes, what evidence do we have?</b>	<b>If not, why not? (What were the challenges?)</b>	<b>What next? (Identify which needs must be carried forward)</b>

A major need that we identified this year	Can we declare victory? ✓/✗	If yes, what evidence do we have?	If not, why not? (What were the challenges?)	What next? (Identify which needs must be carried forward)