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under School-Based CPD Programme

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&

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Preface

A successful professional development of staff reflects a school managements' desire of value and support of its staff. The management that takes staff development as an important aspect always shows improvement and effectiveness in raising the level of achievement of all pupils. Recognition of this principle is very critical to the management in improving school management of programmes.

In any profession, the transition from training to the work place generates certain tensions and despair. It is, therefore, imperative that managers take on board all members of staff including the graduates from colleges, the experienced and the inexperienced teachers.

Like any other programmes at school level, the School-Based Continuing Professional Development (SBCPD) requires appropriate management which involves support, planning, coordination appraisal and monitoring and evaluation from managers in order to raise standards of teaching and learning through CPD activities of teachers in the method of Lesson Study.

This Management Skills book for SBCPD has been developed to help key stakeholders of the programme at various levels such as the National Education Support Team (NEST), Provincial Education Support Team (PEST), District Education Support Team (DEST), Resource Centre Coordinators, and School Managers. The book contains information on skills of how to generally give support to the staff to enhance intellectual development for continuous staff development at school level.

The Ministry of Education is glad with the programmes that aim at improving the effectiveness of the teacher through the school based activities and I, therefore, wish to encourage the users of the book to ensure that the skills are applied in the management system of CPD for continuing development of the programme.

Let me take this opportunity to thank our cooperating partner in the implementation of SBCPD through lesson study, Japan International Cooperation Agency (JICA) for the technical support in the production of this booklet which will enhance the implementation of the programme.

Lastly, I would like to commend all stakeholders working at various levels in the Ministry of Education who have tirelessly worked to ensure this document is a reality. Their invaluable contributions will go a long way in ensuring successful management of the SBCPD programme in the Ministry of Education.

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MINISTRY OF EDUCATION

Contents

Acronyms

ASEI	Activity, Student Centred Experiment and Improvisation
CE	College of Education
CPD	Continuing Professional Development
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
DEST	District Education Support Team
DRC	District Resource Centre
DRCC	District Resource Centre Coordinator
EO-TED	Education Officer, Teacher Education Department
ESO	Education Standards Officer
FW	Facilitators' workshop
GRACE	Grade Meeting at Resource Centre
HIM	Headteacher's In-service Meeting
HOD	Head of Department
HOS	Head of Section
ISTC	In Service Training Centre
JICA	Japan International Cooperation Agency
JOCV	Japan Overseas Cooperation Volunteers
JTC	Joint Technical Committee
MOE	Ministry of Education
NEST	National Education Support Team
PDSI	Plan Do See and Improve
PEO	Provincial Education Officer
PESO	Principal Education Standards Officer
PEST	Provincial Education Support Team
PRC	Provincial Resource Centre
PRCC	Provincial Resource Centre Coordinator
PTA	Parents Teachers Association
SBCPD	School Based Continuing Professional Development
SESO	Senior Education Standards Officer
SIMON	School In-service and Monitoring
SMARC	Subject Meeting at Resource Centre
SMASE	Strengthening of Mathematics and Science in Education
SMASTE	Strengthening of Mathematics, Science and Technology Education
SPRINT	School Program of In-service for the Term
SW	Stakeholders' Workshop
TED	Teacher Education Department
TESS	Teacher Education and Specialised Services
TGM	Teachers Group Meeting
TICC	Teachers' In-service Credit Card
WECSA	West, East, Central and Southern Africa
ZAME	Zambia Association for Mathematics Education
ZASE	Zambia Association for Science Education
ZATE	Zambia Association for Technology Education
ZEST	Zone Education Support Team
ZIC	Zone In-service Coordinator
ZRC	Zone Resource Centre

How to use this book

The Ministry of Education in May 1996 developed a National Policy of Education (Educating Our Future). This document has among other things a mission statement and the goals of the education system in Zambia.

Mission Statement

The mission of the Ministry of Education is to guide the provision of education for all Zambians so that they are able to peruse knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristics

Ministry of Education (1996) *Educating Our Future*

It is also stated in the policy that, based on our mission, the first goal of the Education System is to produce a learner capable of:

i. **Being animated by a personally held set of civic, moral and spiritual values;**

ii. **Developing an analytical, innovative, creative and constructive mind;**

iii. **Appreciating the relationship between scientific thought, action and technology on the one hand, and sustenance of the quality of life on the other;**

iv. **Demonstrating free expression of one's own ideas and exercising tolerance for other people's views;**

v. **Cherishing and safeguarding individual liberties and human rights**

vi. **Appreciating Zambia's ethnic cultures, customs and traditions, and upholding national pride, sovereignty, peace, freedom and independence;**

vii. **Participating in the preservation of the ecosystems in one's immediate and distant environments;**

viii. *Maintaining and observing discipline and hard work as the cornerstone of personal and national development*

In both the mission statement and the goals it is noted that the managers play an important role in realizing the mission and raising expected standards of a well educated child. The School based Continuing Professional Development (CPD) has proved to be effective in addressing the problem.

The challenge, however, is on the skills needed for managers to support the professional development of teachers through lesson study. Basing on the above statement, the management skills book has been developed to assist managers.

The Management skills book acts as a guide to the management of the School Based CPD programme through lesson study. It is written as a source of information and guidance for managers of the programme. It outlines the appropriate strategies required to meet the basic needs of all the staff in order to encourage professional development at all levels.

The main objective of the book is to provide the reader with the management skills to support the CPD programmes in various ways. The book highlights the policies, roles, practices and other information important to support the implementation of the programme. Each chapter contains appropriate information of managing a particular activity at a particular place and time.

The book will be useful to the following identified managers of the SBCPD through lesson study programme

- (i)   Members of the National Education Support Team (NEST)
- (ii)   Members of the Provincial Education Support Team (PEST)
- (iii)   Members of the District Education Support Team (DEST)
- (iv)   Resource Centre Coordinators
- (v)   Zone In-service Coordinators
- (vi)   School In-service Coordinators
- (vii)   Head teacher and Deputy Head teacher
- (viii) HOD/HOS
- (ix)   Facilitators for SBCPD lesson study

Information to this skills book was derived from the experiences of the implementation of the lesson study program and other books that were found useful and relevant to the managers' skills book. The book can be used at school level by the Headteachers and Deputy head teachers as well as Head of department.

The diagram below illustrates the main areas in which the Head teachers book can be used.
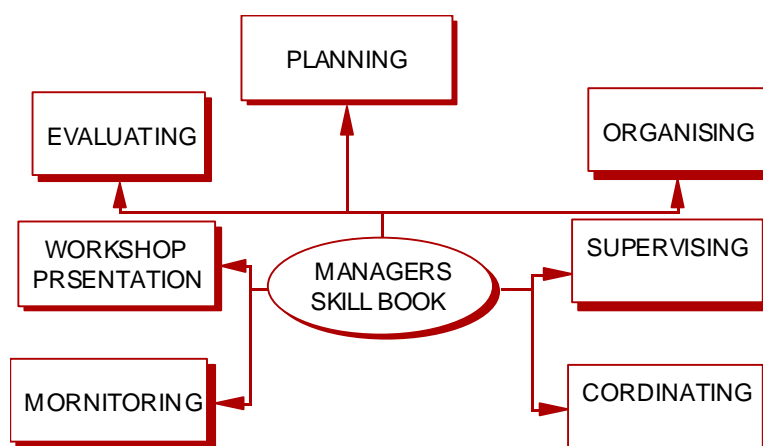
PART I

EFFECTIVE MANAGEMENT SKILLS FOR CPD AT SCHOOL

1. Why Management for School Based CPD

Guided by the School Based Continuing Professional Development (SBCPD) objectives listed below, activities will be developed in such a way that CPD becomes part of the school curriculum where professional needs of teachers are enhanced. With these objectives, a CPD curriculum for teachers will be constituted to:

- review and plan the term's work
- improve teaching / learning activities in the classroom through Lesson study
- create a sense of reflection in a teacher before, during and after the lesson
- strengthen the networking of teachers both within and outside of the school
- monitor and evaluate the CPD activities

Like the school curriculum, the CPD curriculum entails proper management of the planned School Based CPD activities if it has to be effective and contribute to school improvement.

Each school is unique and is not the same as the school next door as they have different learning needs and aspire for different desires as evidenced by the mottos that schools reflect on their billboards. Effective management of School Based CPD becomes imperative for the school management team, if they have to become a better performing school.

Based on the principle that a better performing school is a well managed school since it manages its school curriculum in a most effective and efficient manner: the same principle should apply to the management of the school based CPD. The head teacher with his / her school management team should take up the task of managing the school based CPD as their responsibility and be accountable for it.

1.1. School Management

The concept of Better Managed Schools is best realised in a situation where control and decision making are at points of delivery. This entails empowering the people at the points of delivery to make decisions and making them accountable for the decisions made. The change from "Top – Down" to "Bottom – Up" with regard to decision making has its own challenges, especially for the decision makers like head teachers. Everybody in the school arrangement is a manager and for this reason teamwork has to be strengthened.

It has been stated elsewhere that the country needs an education system that is responsive to the needs of the people. From a policy strategy of decentralisation where power is being devolved alongside authority and relevant functions from national and provincial to districts, colleges and schools to interpretation and implementation stage, there are a number of guidelines that have been developed for the decision makers at the lower levels.

The starting point for an effective management of the School Based CPD through Lesson Study concept is to recognise that;

(1) Schools are learning organisations with their priority areas of;
    a. ensuring that teaching and learning is effective.
    b. the school community which comprises pupils, teachers, parents and civil society and local leadership are interested in and are supportive of the work of the school. As life long learners, all the stakeholders have the same shared vision and are continuously reflecting about the work on the school.

(2) Schools as self – managing should have the following features;
    a. mobilisation of own resources
    b. the school community taking control of own activities and be accountable to them

It is important to understand that school management is an art of carrying out organisational functions and tasks through people and applying techniques in;

- Human and public relations
- Delegation of authority through assigning and sharing responsibilities / duties
- Communication through decision - making and problem –solving
- Managing change

In certain situations school management is seen through an individual - the head teacher alone. Since the school is a place of learning for both the pupil and teacher, the aspect of school management should be considered as a collection of processes that involve decision making, problem solving and action planning. School management as a process involves the management of human, material, finance and time. These processes constitute functions.

1.2. The Management Cycle

Like the Lesson Study Cycle shown on page 4 in the SBCPD Implementation Guidelines, the Management Cycle has 5 main functions namely planning, organising, directing, supervising and evaluating
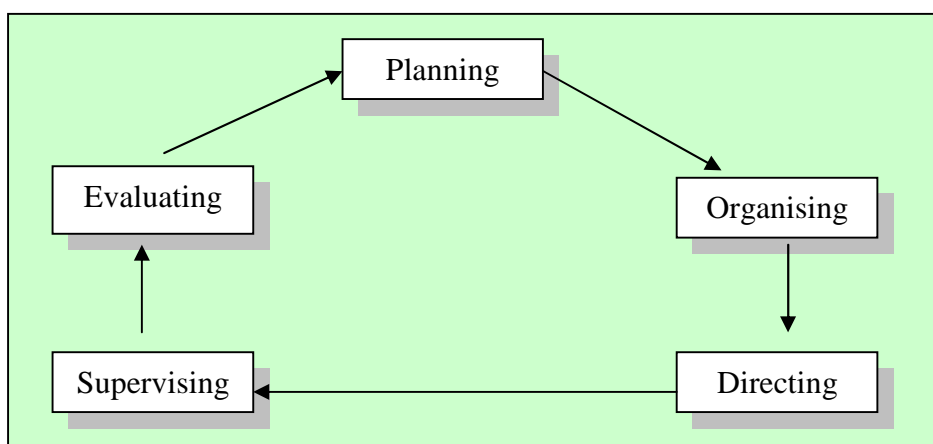
Figure 1: Management Cycle

Thus improvement in school management will be achieved through planning and implementing activities developed in order to realise the vision. Planning is a long process and the implementation of activities takes even a longer period.

1.3. CPD Activities

The school's main business is that of teaching and learning and if there must be improvement in these areas, then the management functions alluded to have to be effective in all the areas. Teachers are an important factor in bringing about improved learning achievements in pupils. As such, their professional needs should be attended to if improved performance is to be achieved. The teacher factor is, therefore, important in enhancing pupil performance. The policy document 'Educating Our Future' (1996) recognises the importance of teacher development with regard to on going professional development.

Teacher Education is a continuing process that must be extended throughout the individual's years of actual teaching. The foundation laid in the programme may be sound and adequate as a start, but it is not sufficient for life. As with other professionals, teachers have a responsibility, to themselves and to their profession, to deepen their knowledge, extend their professional skills, and keep themselves up-to-date on major developments affecting their profession. A vital education system is not static, but dynamic, promoting change, in response to the needs and expectations of society, in such areas as subject content, pedagogical approaches, pastoral care for pupils, assessment procedures, school organization and management, and relationships with parents and the community. Developments in all these aspects are under-way in Zambia's schools. Teachers need to be equipped with the capacity to deal with and incorporate these changes into their professional activities so that the planned educational benefits may follow.

Thus the institutionalisation of school based CPD compels the school management to create an enabling environment in which the teacher can develop professionally. The teacher must be made to understand that they are responsible for their own professional development.

The guidelines are provided in the School Programme of In-service for the Term (SPRINT) manual on the roles and responsibilities of the teacher and head teachers in School Based CPD. The components of SPRINT should be managed well in order to meet all the professional needs of teachers.

The best professional development activities happen in a school which sees itself as a place of innovation and change. The school management thinks big, creatively and responds to modern challenges

As a reminder, the components of SPRINT are shown in the diagram below. For

high schools, GRACE is replaced by SMARC (Subject Meetings at Resource Center).
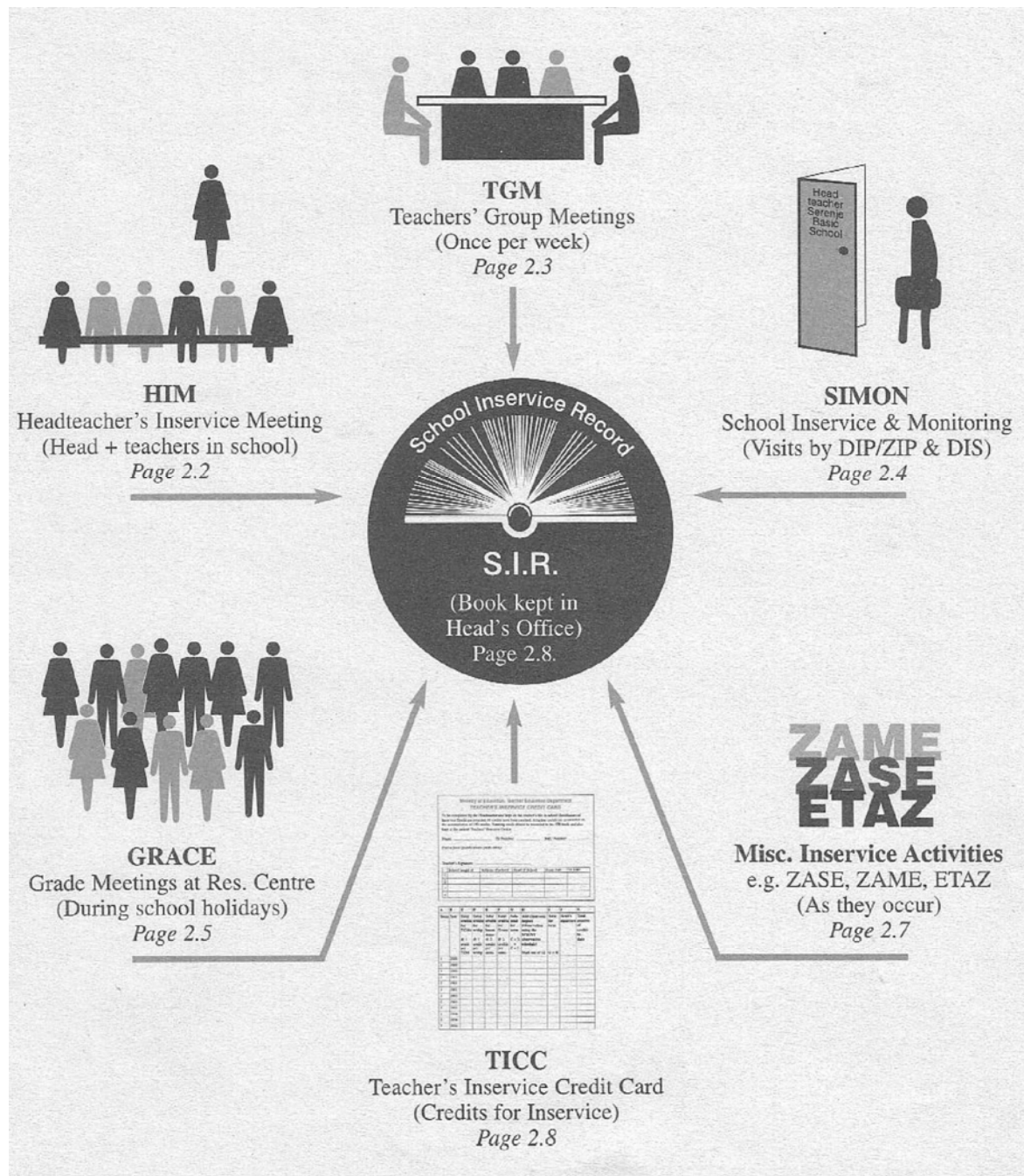
Figure 2: CPD framework – Components of SPRINT (from SPRINT Manual)

1.4. Role of Head teachers for effective CPD

It is generally believed that if a school is well managed, there is corresponding improvement which is directly attributed to the function of its leadership. Leadership, therefore, is fundamental to school improvement and success. Leadership entails taking responsibility and being a supervisor who sees to it that the school is run autocratically or democratically.

> ***Leadership is to Effectiveness***
>
> ***while Management is to Efficiency***

Where do you place yourself?

My School	or	Our School
My Teachers	or	Our Teachers
My Pupils	or	Our Pupils

All stakeholders should know their roles and responsibilities in order to focus on the tasks and minimise conflict. and stepping on each others' toes. It is clear that the head teacher is the overall supervisor of the teaching and learning process and will delegate some responsibilities to others in the school. The head teacher is the vision carrier and will thus provide direction.

1.5. Effective and Ineffective School Management

Individuals contribute to making school management effective or ineffective. An ineffectively managed school can be changed into an effectively managed school and the opposite is also possible.

Let us consider how ineffective management could be turned around into effective management. Here are elements of ineffective management. Give possible reasons for the cause and suggest solutions to the bad attributes.

	Unfavourable attributes	Possible Reasons	Suggested solutions
1	Lack of planning		
2	Lack of priorities		
3	Management by crisis		
4	Indecision making		
5	No vision/Unclear objectives		
6	Procrastination		
7	Lack of delegation		
8	Lack of self discipline		
9	Unnecessary meetings		
10	Lack of managerial skills		
11	Lack of leadership qualities		
12	Incompetence subordinates		
13	Inconsistence actions		
14	No motivation		
15	No internal monitoring system		
16	Lack of supervision		
17	Poor communication		

2.   Plan – Planning CPD in a school
2.1. Importance of planning CPD activities

In everyday life, we plan. That plan can be in our minds or on paper and these plans can be known to others through discussion. Plans in simple language are realistic intentions.

Consider the following questions;
➢ How realistic are our plans?
➢ Do we implement what we have planned?
➢ Yes / No and Why?
➢ What lessons are usually learnt as a result of implementing what we planned?
➢ Why are plans sometimes abandoned?

The questions above illustrate the importance of planning. There is a purpose for planning. The planning process is an important component of the Management Cycle. Refer to the Management Cycle and study the other components to see how they relate to the planning aspect.

Planning should be based on an assessment of where we are in order to give accurate projections and ascertain where we want to be. This is vision. A possible way of doing this is through performing an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) This kind of analysis will clearly reveal the areas need addressing and interventions can be designed accordingly.

As for School Based CPD through Lesson Study, the professional needs of the teachers are based on the identified 6 Key Factors and Components for Effective Science Lesson Study which cut across all subjects/ learning areas and grades.
(Refer to the 3rd Edition of the School Based CPD – Implementation Guidelines p34)

A **plan, therefore,** is a specific documented intention consisting of an objective and an action statement.

Proper planning prevents poor performance [5ps]. With reference to School-based CPD, proper planning should give direction and a clear vision to both school management and teachers on how best CPD activities should be conducted in a term in order to achieve the intended objective. In view of this it is cardinal to adequately plan for school based CPD at the beginning of each term .

Planning for school based CPD should be done collectively and collaboratively to promote the team spirit and to enhance ownership.

In order to promote a self-reliant democratic school community the school management team should depend on close cooperation and shared responsibilities among the members of the school management team (SMT), school governing body (SGB) and other members of the school community.

The planning process should be reflective and it should take the following steps;

1. Conducting a **SWOT Analysis**. This is also referred to as a Situation Analysis, Needs Analysis or an Audit.
2. Going through a democratic and consultative process to reach a **shared vision** on which a **Mission Statement** will be drawn.
3. **Setting priorities** (for action)
4. Drawing up an **Action Plan** that will reflect **strategies** and **activities.** The **Action Plan** should answer the following questions **Who** will do **What** by **When** and **How much** will it cost?

The School Based CPD planning process should be well negotiated with members of staff in your school in order to reap lasting benefits. If done correctly, it is rewarding and worth the energy and time spent. The importance of planning is that it will help your school to improve in your quest to meet the needs of teachers for greater learner benefits.

If the CPD Action Plan is to succeed, it is vitally important to use one of the already existing components of SPRINT- HIM [Headmaster's In-service Meetings].

The HIM takes on board the head and all the teachers in the school and therefore together they are expected to discuss and come up with a detailed CPD implementation work plan for a term. This kind of collective planning will among other things;

- Serve as guidance to when each CPD activity will take place during the term.
- Outline the expected outcome for each CPD activity.
- State the roles to be played both by the school management and teachers.
- Take into consideration realistic estimate of both financial and material resources which will be required for effective implementation of planned CPD activities.
- Give common understanding of actual implementation and any other specific matter on CPD activities in the school for a particular term.

2.2. How to prepare school CPD plan

Recall the Education Management Training in the 90s which brought out the importance of planning and urged all schools to come up with a School Plan. In the context of SPRINT, every school is expected to draw up an INSET/CPD Plan for a Term. Every school has to have a specific plan on the conduct of CPD activities of teachers & staff. This is usually prepared for particular school term of a year. When preparing school CPD plan, the following critical factors must be taken into serious consideration.

a. *Identification of needy areas*
It is of paramount importance that the school has understanding of needy areas in as far as school-based CPD activities are concerned. The identification of needy

areas should not be left to few individual teachers but should be the concern of all stakeholders; that is, the head and all the teachers in the school.

b. Mobilization of resources
Mobilization of resources is a critical factor which requires concerted efforts if CPD activities have to succeed in a school. Once needy areas have been identified it becomes paramount to take into consideration the flow of financial, human and material resources which will be utilized to accomplish planned CPD activities. Therefore, the aspect of budgeting becomes cardinal.

c. Time management
Time management is yet another important aspect which must be taken into consideration in order to successfully carry out planned school-based CPD activities in a term. Effective use of time as one of the available vital resources through proper planning cannot be over emphasized.

Bearing in mind that there are other equally important school programs other than CPD activities, head teachers, through HIM, should draw up favourable time schedules for school-based activities.

d. Sharing of roles and responsibilities
For school-based activities to be successful, teachers should be assigned with specific responsibilities and school management should ensure that those assigned with responsibilities carry out those responsibilities.

e. Venue and the target group
It should be made known where and when the activity will take place. Additionally, the target group should also be made known.

f. The role of other plays
It should be made clear in a situation where not everybody will be involved in a certain activity what they will be doing. For instance, during lesson demonstration other grades should be planned for so that they are not disadvantaged.

2.3. Implementation of School Based CPD Work Plan

One good indicator of school based CPD activities in a school is the availability of planned activities for the term found in the Head's office.

A good work plan will have the following features:
a. Date showing when the activity will take place
b. Activity or topic to be covered
c. Facilitators / Responsibility
d. Chairperson of the session
e. Target Group

A sample of a school based CPD work plan is shown as Figure 3. This sample shows the way of implementing Lesson Study activities in the framework of SPRINT. Figure 4 may also give you an idea to realize lesson study at your school's SPRINT activities.

Thus, successful implementation of school based CPD activities in a school will require preparation of feasible CPD workplans a week or more before schools open. This will take care of all the time available for SBCPD activities.

2.4. Financing of School Based CPD in Schools

Financial demands for the School Based CPD activities cannot be compared to those of other disciplines where a lot of money is spent. However, this does not mean that teachers' profession and pupil's academic aspect should be ignored. This area should equally receive appropriate attention. There should be a balance in the way school financial resources are administered.

In this light funding in schools should be as follows:

(i) Basic School Level
At Basic School level there should be a spending line specifically designated for School based CPD activities. This will help Middle Basic Schools in particular which have no other sources of funding following the introduction of the free education policy.

(ii) High School Level
Compared to Basic Schools, High schools are better funded and could do more in the implementation of SBCP. However, increased funding could add impetus to the implementation of SBCPD and other related school activities.

Each school should allocate a proportionate amount of the school budget at the beginning of each school year exclusively for school based CPD activities according to the SBCPD work plan.. This practice will demonstrate a level of commitment of school management towards the implementation of CPD.

Figure 3: SAMPLE SCHOOL WORKPLAN for SPRINT ---- TERM-1, Year 2010

DATE	ACTIVITY/TOPIC	FACILITATOR	CHAIRPERSON	TARGET
January				
13/01/10	**TGM** Planning CPD activities for the term by Grade or Department	HOS/HOD	HOS/HOD	All teachers by group
18/01/10	**HIM** Planning School CPD Activities in the Term	B. Mpande (D/H teacher)	M. Mwando (Headteacher)	All teachers
20/01/10	**HIM** SMASTE Orientation/Review session (Review of Lesson Study Cycle and Activities, Identification of Problems and Topics difficult to teach in the term –Step 1)	B. Mpande (D/H teacher)	M. Mwando (Headteacher)	All teachers
21/01/10	**TGM** Planning of Demo Lessons – Step 2	HOS/HOD or SMASTE Facilitator	HOS/HOD	All teachers by group
26/01/10	**TGM** Conduct of 1st Demo Lesson – Step 3 Discussion after the lesson – Step 4	HOS/HOD or SMASTE Facilitator	B. Mpande (D/H teacher)	All teachers by group
27-28/01/10	**TGM** Revising Lesson – Step 5	HOS/HOD or SMASTE Facilitator	HOS/HOD	All teachers by group
29/01/10	**TGM** Conduct of Revised Lesson – Step 6 Discussion after the lesson – Step 7	HOS/HOD or SMASTE Facilitator	B. Mpande (D/H teacher)	All teachers by group
February				
3/02/10	**TGM** Planning of Demo Lessons – Step 2	HOS/HOD or SMASTE Facilitator	HOS/HOD	All teachers by group
5/02/10	**TGM** Conduct of 1st Demo Lesson – Step 3 Discussion after the lesson – Step 4	HOS/HOD or SMASTE Facilitator	B. Mpande (D/H teacher)	All teachers by group
10/02/10	**HIM** Workshop on "HIV/AIDS programme€35	D. Mudenda (teacher)	M. Mwando (Headteacher)	All teachers
8-12/02/10	**TGM** Revising Lesson – Step 5	HOS/HOD or SMASTE Facilitator	HOS/HOD	All teachers by group
16/02/10	**TGM** Conduct of Revised Lesson – Step 6 Discussion after the lesson – Step 7	HOS/HOD or SMASTE Facilitator	B. Mpande (D/H teacher)	All teachers by group
24/02/10	**HIM** Workshop on "Child Nutrition and Health€35	M. Musope (teacher)	M. Mwando (Headteacher)	All teachers

March				
3/03/10	**TGM** Planning of Demo Lessons – Step 2	HOS/HOD or SMASTE Facilitator	HOS/HOD	All teachers by group
5/03/10	**TGM** Conduct of 1st Demo Lesson – Step 3 Discussion after the lesson – Step 4	HOS/HOD or SMASTE Facilitator	B. Mpande (D/H teacher)	All teachers by group
10/03/10	**HIM** Workshop on €Gender across the curriculum€35	R. Sakala (teacher)	M. Mwando (Headteacher)	All teachers
8-12/03/10	**TGM** Revising Lesson – Step 5	HOS/HOD or SMASTE Facilitator	HOS/HOD	All teachers by group
17/03/10	**TGM** Conduct of Revised Lesson – Step 6 Discussion after the lesson – Step 7	HOS/HOD or SMASTE Facilitator	B. Mpande (D/H teacher)	All teachers by group
19/03/10	**TGM** Compilation of Lesson study in the term by group – Step 8	HOS/HOD or SMASTE Facilitator	HOS/HOD	All teachers by group
24/03/10	**HIM** Review of CPD activities including lesson study in the term (Compilation of lesson plans and Minutes of meetings -Step 8)	B. Mpande (D/H teacher)	M. Mwando (Headteacher)	All teachers
April				
1-904/10	(School Report Preparation)	All HOD/HOS	B. Mpande (D/H teacher)	All HOD/HOS
10/04/10	**GRACE/SMARC at Resource Center** **(Stakeholders Workshop/Facilitators Workshop)** Reporting and Reviewing school CPD activities in term 1 Sharing information and experiences	Selected teachers Resource persons	PRCCs/DRCCs/ZICs	All teachers

| Assistance by external Facilitators | Support by Education Officers/Managers | Support by Colleges & PTAs |

External Factors   **External Factors**

SPRINT

Activities at School

SIR (School In-service Record)
– Recording all CPD activities at school

HIM
- Planning CPD activities
- Conducting CPD workshops & sessions
- Reviewing CPD activities

TGM
- Conduct Lesson Study activities as CPD
  - Step 1) Defining problems
  - Step 2) Collaboratively planning a lesson
  - Step 3) Implementing demo lesson
  - Step 4) Discuss lesson & reflect on its effect
  - Step 5) Revise the lesson
  - Step 6) Teach the revised lesson
  - Step 7) Discuss the lesson & reflect again
  - Step 8) Reflections compiled and shared
- Conduct workshops & meetings

Activities at Resource Centers

GRACE/SMARC
- Conduct of Orientation Workshops
- Conduct of Stakeholders & Facilitators Workshops

Supporting Components

SIMON
- Conduct of Monitoring activities by DIP, ZIC, Education officers & managers

TICC
- Recording activities conducted by teachers

Other In-service Activities
  e.g ZASE, ZAME, ZATE, ETAZ etc.
- Conduct of workshops, trainings, meeting etc

Internal Factors   **Internal Factors**

| Effective School Management | Commitment of Stakeholders | Effective Use of Existing Resources |

Figure 4: Framework of School-Based CPD through Lesson Study

3.   Do – Organising CPD activities in a school

3.1.   Supervision and Support for CPD

The head teacher is in charge of all school activities including activities that aim at enhancing the professional growth of teachers.

The head teacher is assisted by the deputy head who, by virtue of his appointment, is the person in charge of the teachers' professional growth in the school. This is the person who directly supervises the CPD activities in the school and sees to it that there is proper organization, support and management.

In Basic schools the teachers are organized in teacher groups depending on which grades they teach i.e. teachers teaching from grades 1 to 4, grades 5 to 7 etc can be in one group. At the upper basic level the teachers are organized into specialized groups following the subjects they teach. These groups are supervised by the senior teachers attached to that particular group. In most schools, even the upper section of the basic school is supervised by a senior teacher.

The School Education Support Team (SEST) which comprises the head, the deputy, the senior teachers and the school INSET Coordinator has the obligation to see to it that CPD activities in the school are running well and are given the necessary support.

The Headteachers' In-service Meeting (HIM) is also a very important forum that can harness the support and supervision of CPD in the school. The head teacher is the Chairperson of HIM which is held both at the beginning and at the end of the school term,. The main business in this meeting is for the school to review the CPD activities of the previous term and to plan for the CPD activities for the coming term. The various groups that exist in the school will give reports and also present their plans. Apart from the actual topics or activities to be done, the plans include the materials that the school administration should provide.

In high schools, the organization of CPD activities is more or less the same. The teachers are already in their subject departments under the direct supervision of Heads of Section (HoS) and the Head of Department (HoD). The School Education Support Team (SEST) comprises the head, deputy and all the HoDs and performs basic functions similar to those of the SEST at basic school level.

3.2. Support to CPD activities

Management support to CPD activities should be done using flowcharts as indicated in Figure 5. The flowcharts display the way the head teacher delegates responsibilities from the deputy head teacher down to the HoDs or Senior teachers depending on on the level i.e. high school or basic school.

High Schools	Basic Schools
Head Teacher	**Head Teacher**
↓	↓
Deputy Head Teacher	**Deputy Head Teacher**
↓	↓
Heads of Department (HODs) (What about the HIC)	**Senior Teacher**
	↓
	School INSET Coordinator (SIC) as secretary
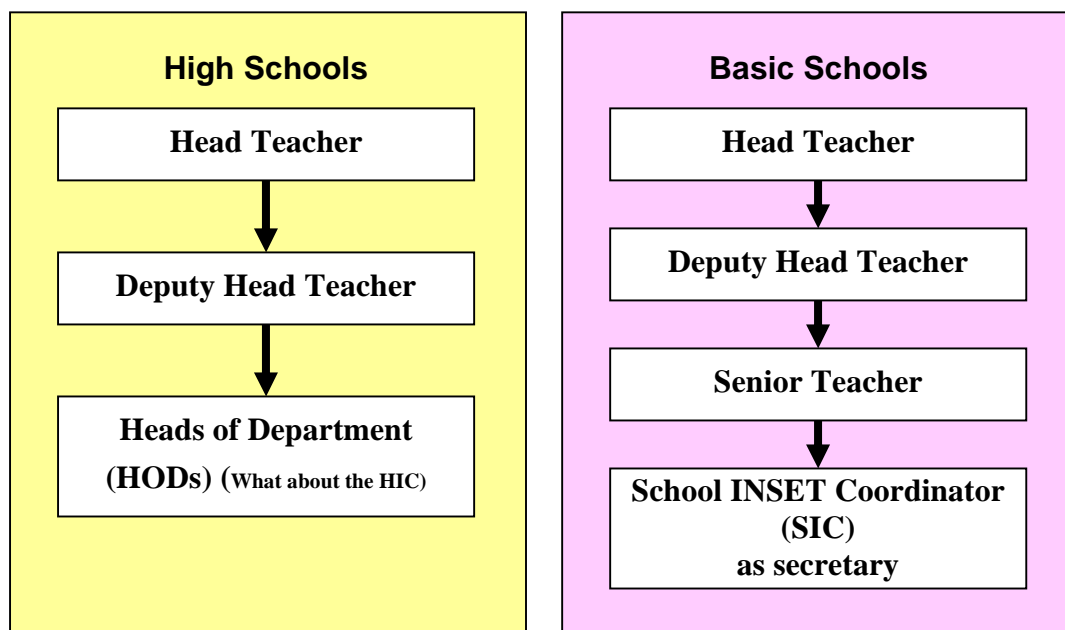
Figure 5: Management Flow

Support to CPD activities can be any action taken by the relevant authorities to help teachers conduct SBCPD activities successfully and hence contribute to their personal and professional growth. As teachers grow professionally, their performance in the classroom also improves. This ultimately will contribute to pupil learning gains.

Apart from the role played by the school management, support should also be seen from the teachers themselves. It is possible that despite management providing all the support, the teachers who are the key players do not support the cause.

The school management team has the obligation of motivating its teaching staff. Motivation can be in many forms and may include:

- Recommending teachers to go for College based in-service. This should be based on the teachers' performance in school based CPD activities.
- Promptly reacting to teachers' needs in the school e.g. prompt and timely recommendations for confirmation, salary-related cases e.g. payment of allowance due to them, etc.
- Prize-giving to deserving teachers or departments. These can strategically be awarded on days such as teachers' day, Labour Day etc. A school can also organise its own way of giving prizes to deserving teachers and departments.
- Certification of competence to teachers and Departments that have proved to be very competent in school-based CPDs
- Letters (signed by the school Head) of appreciation and acknowledgement of good works can also be written to deserving teachers and Departments.
- Presentation of shields to be given to deserving Departments. These

shields can be given on termly basis so that they rotate from one department to another. The shields could be retained by the defending Department depending on the way that Department performed.

- Respecting the plans that the teacher groups/departments have submitted.
- Providing the necessary resources that the teachers require during TGMs or Departmental meetings. This could be teaching materials, sometimes refreshments, time allocation etc
- Finding time to attend the sessions e.g. Lesson demonstrations, discussions etc
- Finding time for the Head teacher's in-service meeting and chairing the meeting and not delegating to the deputy head unless it is absolutely unavoidable.
- Internal support monitoring.

3.3. Monitoring

Monitoring is a tool for identifying strengths and weaknesses and for providing you as a responsible officer for the work you do with sufficient information to make the right decisions at the right time to improve quality. Hence monitoring should reveal successes and challenges in the work that you do.

Types of Monitoring

There are in the main two types of monitoring – internal and external monitoring. (for details on Types of Monitoring, refer to 'My Monitoring Booklet') If well conducted, monitoring can be a very useful tool for supporting SBCPD activities.

While most of the CPD activities are handled by the deputy head teacher, HoDs, Senior teachers etc, the overall support by the head teacher can be a very motivating factor to the teachers because it is an indication of their supervisors' interest in their professional development.

3.4. The School In-service Record Book (SIR Book)

This is also an important document in the school. It assists in keeping proper records of all CPD activities that take place in a school. The SIR book is normally kept in the office of the head teacher. The School In service Coordinator (SIC) ensures that the SIR book is updated continually. Contents from a typical SIR book will be as follows.

	ITEM	PAGE
	GRACE Meetings	1
	Teacher Group Meetings (TGM)	
	Yellow Group	15
	Green	45
	White	59

	Gold	75
	Blue	89
	Pink	105
	Purple	119
	SIMON	135
	HIM	141
	MIA	151

Figure 6: Contents of SIR book:
(*Extracted from the Broadway Upper Basic School SIR book*)

High schools are also encouraged to maintain a SIR book which is updated by the HODs. The deputy head must ensure that each Head of Department fills in the SIR book depending on the CPD activities that are taking place in his/her department.

A format for necessary records in SIR book is shown in Figure 7.

a) THE SCHOOL CPD RECORD BOOK (a thick book to contain the following types of records)

i) SCHOOL CPD EVENTS- ACTIVITIES

Date	Time/ duration of activity	Department	Activity	Objectives	Evaluation of activity- chairperson	Remarks by school CPD Co-ordinator /H/tr

ii) SCHOOL CPD AND MONITORING RECORD (Another section of the main CPD book)

Date	Monitor's/Visitor's name	Rank/position	Types of monitoring/ visitation		Monitor's remarks
			Internal	*External*	

iii) HEAD TEACHERS CPD MEETINGS RECORD

Date	Agenda		Evaluation of the meeting (remarks by the Head)
	Administrative items	*CPD items*	

b) DEPARTMENTAL CPD RECORD BOOK (a thick book or well organised durable file)

i) DEPARTMENT EVENT/ACTIVITIES RECORD

Date	Time/durati on of activity	Attendance	Activity	Objectives	Facilitation/ Evaluation– chairperson	Remarks by HOD

ii) DEPARTMENT CPD AND MONITORING RECORD (Another section of the Departmental CPD book)

Date	Monitor's/ Visitor's name	Rank/position	Types of monitoring/ visitation		Monitor's remarks
			Internal	*External*	

iii) HEAD TEACHERS CPD MEETINGS RECORD

Date	Agenda		Evaluation of the meeting (remarks by the HOD)
	Administrative items	*CPD items*	

Figure 7: Format of School In-service Record (SIR) book

4.   See – Reviewing CPD in a school

Once CPD activities have been implemented in a term, there must be subsequent review to provide feedback to all the previous stages of the CPD process. The review among other aspects will focus on the following;

- how far the identified needy areas were addressed
- the management and utilization of allocated resources
- the management of time amidst other school activities
- the effectiveness of facilitators and other teachers who were assigned with some responsibilities in relation to school-based activities
- the venue
- the other players
- challenges that were encountered in order to come up with possible counter measures

4.1   School-based CPD termly Implementation Report

The school-based CPD termly Implementation Report is divided into two main categories. The first category concerns itself with conduct of lesson study and major outputs and looks at the following features. A format is shown in Figure 8:

- Month in which the lesson was conducted
- Subject/topic covered
- Name of teacher who demonstrated
- Name of facilitator
- Number of teacher who participated
- Record of major outputs and learning.

The second category highlights problems encountered in the process of implementing planned school based CPD activities and counter -measures taken the school. Example of the format is as can be seen below;

The School based CPD termly Implementation report should be accompanied by own School report on lesson study as well as lesson plans which teachers used during demonstrations.

4.2   When is the review?

The review can be done at the end of the term and during the stakeholders' workshop. Apart from these, review of school-based CPD activities can be done during the TGMs, GRACE and HIM.

4.3   Reporting and sharing of experiences

Improvement on the implementation of school –based CPD activities can be attained through reports and sharing of experiences during the School-Based CPD

Stakeholders' Workshops. Through such reports and sharing of experiences

- schools will compare their school performance with others
- schools lagging behind can take advantage and use the shared experiences as a learning point to new knowledge and new skills
- schools doing well in the implementation of CPD activities can be commended
- monitors can easily determine and gauge the level of performance in CPD activities
- common challenges can be made known and possible counter measures discussed

Figure 8:   **School-Based CPD Termly School Implementation Report**

1.   Conduct of Lesson Study and Major Outputs

Month	Subject/Topic	Name of Teacher demonstrated	Name of Facilitator	Number of Teachers participated	Major outputs & learning
		1st demo			
		Revised demo			
		1st demo			
		Revised demo			
		1st demo			
		Revised demo			

2.   Problems encountered and measures taken by the school

Problems/Concerns encountered in lesson study	Measures taken by the school/teachers

Submitted by: Name of School:_____, District:_____   Date prepared:_____

Name of Headteacher:_____

Please attach your own report on lesson study with lesson plans used by the teachers.

PART II

Useful Information based on Experiences

1. Planning process

1.1. Ideas for effective planning of school CPDs

Basically, planning is the ability to realize the embedded thoughts, dreams and vision into tangible and verified outputs. Therefore, the success of school-based CPD activities will be entirely based on the amount and quality of planning that respective schools will put into it. Hence, effective planning of CPDs will attempt to run activities with precisely defined objectives as opposed to ad-hoc reactions to situations. Effective planning of school-based CPDs should therefore take into account the following aspects:

1.1.1. Issues that affect teachers in planning CPDs

➢ Insufficient reference books
As much as teachers may wish to do thorough preparation, in most cases they are handicapped with reference material /books. This makes it difficult for them to come up with standard work.

➢ Unavailability of chemicals
None availability of chemical s in schools especially basic school makes it extremely difficult for teachers who plan to teach lesson that require experiments with chemicals.

➢ Inadequate infrastructure
Inadequate infrastructure in schools particularly in the basic schools is yet another set back in planning of the CPDs.

➢ Negative attitudes by some teachers
Some teachers still portray a negative attitude towards, MOE initiative aimed at improving quality of teaching.

➢ Funding
Some teachers have the feeling and thought that the school based CPD activities cannot be done without funds.

1.1.2. Ideas for better planning

To address issues that affect teachers in planning school based CPDs

a. *School management should source and mobilize all the necessary resources for teachers.*
b. *There should be deliberate policy in the expansion of the existing school infrastructure.*
c. *Collaborative planning*

Whilst management takes an up hand in decision making, where school-based

CPD activities are concerned, there should be room for collaborative planning with other stakeholders, the teachers, who are major players in the implementation of SPRINT activities in a school. It is imperative to hold a series of meetings with these stakeholders where elaborate plans for school-based CPD activities are drawn and minutes taken and implemented accordingly.

In these planning meetings the following should be some of the issues to be taken into account:

- Identification of needy areas in school-based CPDs
- Identification of the objectives
- Setting of school-based CPD dates and venue
- Identification of target group
- Identification of the would be facilitators
- Budget and source of funds

d. Follow-ups
Besides the planning meetings it is cardinal to institute follow-up meetings as way of monitoring and assess progress made

e. Result based
School-based CPD planned activities should be achievable. At the end of each term a school should show tangible evidence on the implementation of activities

1.2. Anticipated challenge and possible countermeasures in planning

In the process of implementing planned school-based CPD activities, schools should expect some challenges which may include the following:

Anticipated challenges	Possible explanations / Counter-measures
Limited resources	Be innovative in the use of locally available resources. Where possible, ask for external intervention MoE should increase funding to schools, especially the Middle Basic schools which have no other source of income apart from government grants
Poor or negative attitude towards work	Attitude is something which is formed and therefore, constant sensitization on the need to develop positive attitude and develop an interest in school-based CPD activities will be of great help
Poor staffing levels in some schools	If the country has to develop, the education sector should be given priority. Government should employ all trained teachers as they graduate and post them to needy schools, particularly rural schools
Time management against so many other school activities	The head teacher should guide the school in drawing up a favorable time schedule which accommodates all school activities that are beneficial to the learners and the education system

Long distances from one school to the next despite clustering of schools making it difficult for the zone monitors and facilitators to effectively monitor school-based CPD activities	Ministry of Education(MoE) to provide means of transport(bicycles or motor bikes) to easy movements of zone monitors
Inadequate of support from some stakeholders due to many other MoE initiatives that are of similar nature	NEST, PEST, DEST and ZEST to sensitize all stakeholders that school-based CPD activities are part of SPRINT

2. Doing process

2.1. Ideas for effective implementation of lesson study

Lesson study is one of the many activities that can be undertaken by teachers as continuing professional development. Lesson study evolves around the teachers with a common problem. They must sit down and find ways of resolving the identified problem and this problem is mainly to do with their lesson delivery.

Lesson study is an intervention into teacher professional development. It aims at sharpening the teaching skills of the teacher in order for him/her to improve on lesson delivery. Implementation of Lesson study varies from school to school. The experiences from Central Province which has been piloting this intervention for the past two years has revealed that schools do run the Lesson study activities in varying manner. The major determining factor is the availability of teachers in that particular school. However, effective implementation of Lesson study is still dependant on the existing structures of the SPRINT framework. It fits in very well since it is part of the CPD activities.

1. The Headteachers' Inservice Meeting (HIM)
2. The Teacher Group Meetings (TGM)
3. The Grade Meetings at the Resource Centre (GRACE)
4. The Subject Meeting at the Resource Centre (SMARC)
5. The School Inservice Monitoring (SIMON)

An example of HIM agenda is shown below:
- *Prayer*
- *Call meeting to order*
- *Adopting of Agenda*
- *Apologies*
- *Lesson Planning and Rationale*
- *Results analysis*
- *Report from teachers who attended GRACE meeting*

- ***Planning for the term's activities***
- ***Closing remarks.***

(Extracted from the School In service Record book for Broadway Upper Basic School)

2.2. Anticipated challenge and possible countermeasures in implementing

If it is going to be meaningful to the teachers involved, the Lesson study should follow the already outlined steps:

1. Defining the problem
2. Collaboratively planning the Lesson
3. Implementing Demo – Lesson
4. Discussing the Lesson & reflecting on its effects
5. Revising the Lesson
6. Teaching the revised Lesson
7. Discussing the Lesson & reflecting again
8. Compiling and sharing reflections.

For some schools, following the above outlined steps is not an easy thing. This is due to various factors especially the low staffing levels especially in rural schools. A possible solution to this is the clustering of schools so that the number of teachers is reasonable and the discussions are meaningful.

The clustering of teachers from various schools also poses problems especially due to long distances between / among the schools.

Anticipated challenges	Possible explanations / Counter-measures
Low commitment of school management on professional development of teachers	*Problem analysis:* For a long time, teachers had not been viewed by the school management as people who needed improvement in their learning. Instead, they were always expected to perform wonders in class with the basic knowledge they acquired during initial teacher training.

	Possible Counter-measure:
	    School management should be involved as participants of/at the stakeholders' workshops and a session for them in order to deepen their managerial skills and commitment for the program should be organized.
	    Showing them a good sample of implementing CPD activities or taking them to model schools which has implemented effective CPDs, so that they can start comparing themselves with those good models.
	    Periodical monitoring activities by provincial and district officers should be planned to monitor school managers and CPD activities implemented in schools. (Monitoring format 01 in PART III could be used for this.)

Time management: (inadequate time at school for implementing lesson study)	*Problem analysis:* Most of the teachers and school managers always say there is little or no time to conduct CPD due to various programs running in schools and personal matters.
	Possible Counter-measure: Regulations are that government workers in Zambia including teachers are expected to work for 8 hours a day. However, most teachers knock off immediately they finish teaching. Hence the need for change of mind set and work culture. The school deputy heads, in consultation with the HODs and Senior Teachers or SIC and ZICs, need to make a master plan for the school's activities. It is also necessary for school managers to orient teachers that proper and effective study as professionals requires certain time and efforts. There is no easy way for learning. Effective supervision is also required at all levels.
Difficulties in monitoring & creating clusters caused by geographical location of schools	*Problem analysis:* Schools in some areas, especially in rural areas, are far from each other and this affects efforts or plans to create school clusters for the implementation of the program. In addition, there is poor road infrastructure making some places inaccessible and insufficient communication system among schools.
	Possible Counter-measure: Arrangement of clusters should be done carefully, so that teachers from small schools can have opportunities to attend CPD meeting in cluster. Re-arrangement of cluster might be considered, if teachers have to take long trip to other school. Procurement of bicycles can be considered as a cost-effective way to assist teachers to move in cluster. Proper plan for monitoring by provincial and district officers should be made. Capacity needs to be strengthened at lower levels, especially Zonal Heads, so that the reports periodically generated by the Zones are authentic. Strengthen communication system Strengthen Zone centre.
Paradigm shift on perceiving workshops as a source of income	*Problem analysis:* A culture of perceiving workshops as a means of extra income had entered the minds of many people and teachers were not an exception. Some donors and NGOs pay their participants well and some of the teachers attend such workshops, thereby, coming to CPD with such a mind set.

	Possible Counter-measure: Make them understand and appreciate the benefits of improving their professional development. They also need to be made aware that they should not be paid for their personal professional development and benefits are not always financial.

3. Seeing process

3.1. Ideas for effective reviewing

Reviewing of CPD activities is very important. It will help the staff to see where they stand. Review will give the school the opportunity to also evaluate the activities that were being done.
Evaluation is one form of reviewing the process.

Evaluation is the historic process which allows judgement to be made on the basis of evidence collected through monitoring. As such it can play a significant role in the analysis of strategic options and in providing evidence for accountability purposes.
Evaluation takes place in order to answer the question "is what we are doing worthwhile?' It is the process by which judgements are reached about the outcomes of planned action; how valuable or worthwhile an activity is in relation to the quality of education provided for the learners. It also provides an answer to the question 'How has this action resulted in improvement?"

This clearly tells us that before evaluation is done as a form of reviewing the process, monitoring has to be done otherwise there will be nothing to review.
In central Province the head teachers designed a lesson observation instrument which would enable them to go into the class and carry out a lesson observation while the teacher is teaching bearing in mind that lesson observation is a form of monitoring. Since it is the head teachers themselves who brainstormed, discussed and designed the lesson observation instrument, there is a great sense of ownership attached to the instrument. The Head teachers also find it to be very user friendly. *(Refer to the lesson observation format in the attachments.)*

The Oxford Consortium for Educational Achievement (OCEA, 1996) has defined monitoring as ***the collection of information in order to answer the question€ 31 Are we doing what we set out to do?" Information can be collected in a variety of ways.... monitoring can take place over a variety of timescales depending on its purpose, focus and method.***

In the process of reviewing, there could be challenges. The table below shows some likely challenges, followed by problem analysis and then the possible countermeasures.

3.2. Anticipated challenge and possible countermeasures in reviewing

Anticipated challenges	Possible explanations / Counter-measures
Some Head teachers classifying challenges as being permanent.	Problem analysis: During the course of lesson study implementation in the school, there are lots of challenges that are faced but some headteachers find solutions when they share with fellow headteachers during the stakeholders workshops while others do not get any solutions because they are convinced that the challenges have no solutions.
	Possible Counter-measure: Help the headteachers to appreciate the fact that they can learn a lot about SBCPD management from their colleagues during the stakeholders€3workshops as opposed to treating the workshops as just routine gatherings.
No School plans for Teacher Development	Problem Analysis School Management does not take school-based teacher development seriously. Therefore, they find it not important to plan for it. Constant external monitoring especially by the DEST.
	Possible Counter measure Make such management to realise that school-based teacher development is equally important and that it should be seriously planned for.
Ineffective Supervision	Problem Analysis Lack of quality leadership and supervision that would assist the teachers to have value for school-based CPD activities
	Possible Counter measure Constant monitoring by the DEST Inclusion of leadership and supervision topics during the DSW in order to build capacity in the school management.
Insufficient Motivation of teachers	Problem analysis School Management providing very little motivation to the teachers. This discourages the teachers from taking part in any of the school based CPD activities.
	Possible Counter measure Make the concerned school managers to understand that motivation does not always mean money but that they can motivate their teachers in many different ways bearing in mind that motivation in terms of money is far beyond

	school management.
Very few internal Monitoring activities by the school management	<u>Problem analysis</u> School Management (as described above) does not carry out monitoring which should in turn lead to evaluation as a form of monitoring. Sometimes there is a mix up of the two where the concerned think monitoring and evaluation are the same.
	<u>Possible Counter measure</u> DEST to help the school management to realise and appreciate the key role that monitoring and evaluation plays in the school CPD activities development.

PART III

<u>SAMPLE FORMATS & REFERENCES</u>
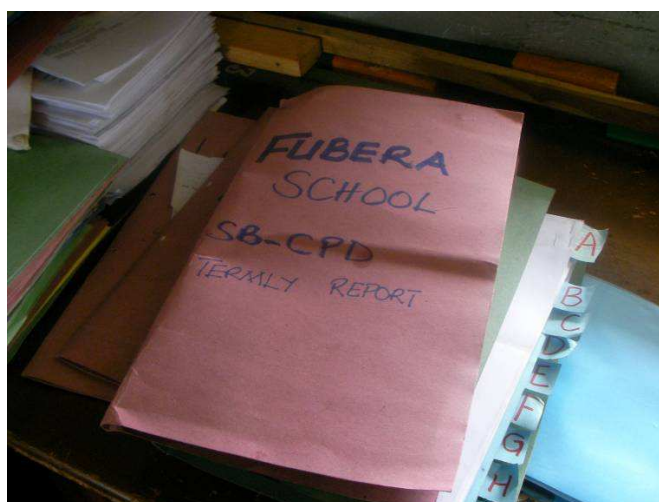
Format 01   Date:____/_____/_____

Implementation Monitoring Format *(Format 01)*

1. School Information:

District:_____

School:_____

Headteacher:_____ (TS No.:_____)

Deputy Head:_____ (TS No.:_____)

HOD/HOS/ZIC (if necessary):_____ (TS No.:_____)

Number of Teachers (including seconded teachers):_____

2. Conduct of CPD (Lesson Study)

1) Lesson Study activities conducted in the present school term

Month	No. of Lesson Study Cycle conducted	Subject & Topic of Demonstration Lesson	Lesson Demonstrator	Facilitator of Discussion
			1st Demo	
			2nd Demo	
			1st Demo	
			2nd Demo	
			1st Demo	
			2nd Demo	

2) Commitment of School Managers and Overall Implementation of SBCPD in a school

_____

_____

_____

3) Problems & Concerns encountered in conducting CPD and Measures taken by school

	Problems & Concerns encountered	Measures taken by school

3. Evaluation

1) Please rank the implementation of SBCPD (Lesson Study) in a school in correspondence with the scale 1-5: *(1: Poor, 2: Fair, 3: Good, 4: Very Good, 5: Excellent)*

#	Item	Poor				Excellent
		1	2	3	4	5
1	How stable is the monthly CPD Implementation in the school?					
2	Are they following lesson study cycle under SBCPD?					
3	How do you evaluate the planning and scheduling of demo-lessons?					
4	How do you evaluate the effectiveness of post-demo discussions by the teachers?					
5	How do you evaluate the ability of the facilitators during CPD?					
6	How is the cooperation & support for SBCPD by the Headteacher?					
7	How is the cooperation & support for SBCPD by Deputy Head?					
8	How is the impression of teachers participating in SBCPD activities in the school in terms of its effectiveness?					
9	Has there been any change on teachers or in a school after introducing lesson study under SBCPD?					
10	Are there any CPD records and documents prepared by school?					

Total score:_____/50

2) Findings and

_____

_____

_____

3) Measures to be taken in the school

	Measures to be taken in the school	Action by

Name of Headteacher:_____ TS No:_____ Signature:_____

Inspected by:

    Name:_____ Name:_____ Name:_____

    Title:_____ Title:_____ Title:_____

    Date:_____ Date:_____ Date:_____

Format 02A   Date:_____/_____/_____

Lesson Assessment Format *(Format 02)*

Lesson Information:

District:_____School:_____

Subject:_____Grade: _____

Topic:_____

Teacher (Demonstrator):_____(TS No.: _____)

1. Objectives & Its Attainment

Please check one of three categories (No: Unclear: Yes) on the following items

#	Item	No	Unclear	Yes
1	Are the lesson objectives clearly stated in the lesson plan?			
2	Can the stated objectives be attained in a lesson?			
3	Are the stated objectives measurable?			
4	Were the lesson topics told to the students during the lesson?			
5	In a lesson, did the students find core contents or concept by themselves?			
6	Was there time for evaluating or confirming what the students had learned?			
7	Did most of the students attain lesson objectives?			

2. Lesson Progression

Please check one of three categories (No: Unclear: Yes) on the following items.

#	Item	No	Unclear	Yes
1	Did the introductory part of the lesson motivate students well?			
2	Did the teacher ask the students to hypothesize a solution before instructing them to have an activity or experiment?			
3	There was a presentation by students after an activity.			
4	There was a discussion among students to find answers or better solutions to the given tasks.			
5	The teacher intended to confirm subject concept or values in the process of teaching.			
6	Both the teacher and the students were able to conclude what they had learned in a lesson.			

3. Teaching Materials

Please check one of three categories (No: Unclear: Yes) on the following items.

#	Item	No	Unclear	Yes
1	Did the teacher use any kind of teaching materials apart from blackboard and chalk?			
2	Teaching materials were prepared properly before the lesson.			
3	The teacher used improvised or locally available teaching materials in a lesson.			
4	The students were able to use or understand the prepared teaching materials.			
5	Teaching materials used in a lesson enhanced students' understandings.			

4. Questioning

The teacher's questions in a lesson categorized by Bloom's Taxonomy (Cognitive Process Dimension) of Educational Objectives.

	Remember	Understanding	Application	Analysis	Evaluation	Creation	Others	Total
Number of Teacher's Questions								
Percentage								100 %

5. Task allocation in the Lesson Plan

	Number of Tasks	Percentage
Teacher centered tasks		
Learner or student centered tasks		
Others (None of Above)		
Total		100 %

6. Other Factors

#	Item	No	Unclear	Yes
1	The teacher managed time well during lesson implementation.			
2	The teacher prepared for the lesson well.			
3	The teacher managed the blackboard very well.			
4	There were no problems in line with laboratory safety in a lesson.			
5	In a lesson, students were guided on taking notes or records well.			

7. Comments (if any)

Name of the Teacher: _____ TS No:_____ Signature_____

Observed by:

Name:_____
Title:_____
Date:_____

Format 02B	Date: / /

Lesson Assessment Format (for school use)

Lesson Information:
School:
Subject: Grade:
Topic/Sub topic:
Teacher (Demonstrator):

Please read each item carefully and decide whether you agree or disagree with each item. Encircle the number corresponding to your response using the following scale: **1- (SD) Strongly Disagree; 2-(D) Disagree; 3-(NDA) Neither Disagree nor Agree; 4-(A) Agree; 5-(SA) Strongly Agree.**

1. Objectives & Its Attainment

#	Item	SD D NDA A SA
1	The lesson objectives are clearly stated in the lesson plan.	1 2 3 4 5
2	The stated objectives are attainable in a lesson.	1 2 3 4 5
3	The stated objectives are measurable.	1 2 3 4 5
4	The lesson topics were mentioned to the students during the lesson.	1 2 3 4 5
5	In a lesson, the pupils were able to find core contents or concept by themselves.	1 2 3 4 5
6	There was a time for evaluating or confirming what the pupils had learned.	1 2 3 4 5
7	Most of the students attained lesson objectives.	1 2 3 4 5

2. Lesson Progression.

#	Item	SD D NDA A SA
1	The introductory part of the lesson motivated students well.	1 2 3 4 5
2	The development of the lesson was implemented according to the response / process of thinking of pupils.	1 2 3 4 5
3	The teacher asked the students to hypothesize a solution before instructing them to have an activity or experiment.	1 2 3 4 5
4	The teacher intended to confirm subject concept or values in the process of teaching.	1 2 3 4 5
5	Both the teacher and the students were able to conclude what they had learned in a lesson.	1 2 3 4 5

3. Teaching Materials

#	Item	SD D NDA A SA
1	The teacher used any kind of teaching materials apart from chalkboard and chalk.	1 2 3 4 5
2	Teaching materials were prepared properly before the lesson.	1 2 3 4 5
3	The teacher used improvised or locally available teaching materials in a lesson.	1 2 3 4 5
4	The students were able to use or understand the prepared teaching materials.	1 2 3 4 5
5	Teaching materials used in a lesson enhanced students' understandings.	1 2 3 4 5

4. Questioning

#	Item	SD D NDA A SA
1	Pupils were able to understand teacher's questions.	1 2 3 4 5
2	Teacher gave pupils enough time to find answers after asking question/s.	1 2 3 4 5
3	The arrangement of questions was considered by a teacher. (i.e. mixing lower and higher level questions, open and closed questions.)	1 2 3 4 5
4	There was a question/s for enhancing higher order thinking skills of pupils.	1 2 3 4 5
5	Teacher's question/s enhanced thinking process of pupils.	1 2 3 4 5

5. Learner-centered issues

#	Item	SD D NDA A SA
1	Pupils participated in the lesson with interests and eagerness.	1 2 3 4 5
2	Pupils were given opportunities to describe their idea.	1 2 3 4 5
3	Pupils were able to think of the problem/s related to the lesson objectives.	1 2 3 4 5
4	Pupils were able to find their answers for the problems given.	1 2 3 4 5
5	There was a discussion among students to find answers or better solutions to the given tasks.	1 2 3 4 5

6. General Factors

#	Item	SD D NDA A SA
1	The teacher managed time well during lesson implementation.	1 2 3 4 5
2	The teacher prepared for the lesson well.	1 2 3 4 5
3	The teacher managed the chalk-board very well.	1 2 3 4 5
4	The teacher gave enough attention to safety of learning environment.	1 2 3 4 5
5	The teacher guided pupils on taking notes or records well.	1 2 3 4 5
6	The teacher's attitude to the pupils was fine.	1 2 3 4 5
7	The teacher involved all the learners in the lesson.	1 2 3 4 5

7. Other Information & Comments (i.e. What did you learn from this lesson?)

Observer:

Name: _____ Title: _____

Notes:

* In-depth discussion on each item is recommended. (i.e. Why do you make decision as "Agree"?)

* Average point (1-5) for each factor can be calculated for further analysis of the lesson.

Format 02C   Date:_____/_____/_____

Lesson Assessment Format (for school use)

Lesson Information:

School:_____

Subject:_____Grade_____

Topic / Sub-topic   _____

Teacher (Demonstrator)_____

1. General comments on the lesson

Please write down your general comments on the lesson.

2. Comments on addressing issue/problem set in lesson study

Please write your findings and comments on the issue/s which should be addressed
in this lesson study.

3. Good points in the lesson

Please write down good points in the lesson with reasons.

4. Points to improve

Please write down points for improvement and your suggestions.

Observed by: _____

Notes:

* Teachers who use this format should have mastered crucial points on observing lessons.
* Organization and summarization of the comments written in each column may help school to improve lesson study activities and lessons at classroom.

Frequently Asked Questions (FAQ) on Implementation of SBCPD programme through Lesson Study (with sample answers)

Q1: How many demonstration lessons should one school/zone need to conduct in a month?

A1: According to the guidelines on implementation of SBCPD through lesson study, two (2) demonstration lessons have to be done in one cycle of lesson study per subject or per group of teachers. This means the number of demo lessons conducted in a school/zone has variety. If a school has 5 groups of teaches and each group conduct lesson study cycle once a month, this school have 10 demo lessons per month. What is important is to follow the guideline and plan lesson study activities according to school schedule.

Q2: How many days in a month should we give for teachers in a school to conduct CPD meetings for lesson study?

A2: This also depends on how a school make a plan for conducting lesson study and other CPD activities. For one cycle of lesson study, as stated in the guideline, at least 4 – 5 days are necessary to implement 8 steps of activities per group.

Q3: Can we have school CPD meetings for discussing problems at school instead of doing lesson study?

A3: Yes, but not always. Lesson study and other CPD activities including meeting or workshop of teachers should be planned at the beginning of each school term so that appropriate time would be given to each activity.

Q4: Our school has only two science teachers. Can we make group of teachers with neighbouring schools as cluster?

A4: Yes, it is recommended that small sized schools would conduct lesson study activities together with neighbouring schools. In this case, school managers and facilitators should coordinate on planning the activities.

Q5: Can we have lesson study activities at school without Lesson Study Facilitators?

A5: Yes, a school can go ahead to implement lesson study activities even without facilitators since there are not enough number of facilitators in some districts and zones. However, in this case, deputy headteachers or HODs/HOSs are requested to facilitate lesson study activities including discussion after demo lessons.

Q6: Can we select one of the teachers in my school as facilitator for our school-CPD sctivities?

A6 Yes, if there is a good and eager teacher in your school, school can select a teacher as

facilitator in a school. In many cases at basic schools, ZIC has been working as facilitator. It would be better if this selection would be done in coordination with district office or resource centers.

Q7: Can we omit the making of lesson plan during demonstration lesson because teachers are busy and don't have enough time?

A7: No. A lesson study is a series of activities and you cannot omit steps in its cycle, because demo lesson has an objective to clarify if your lesson plan goes well and work for pupils.

Q8: Are there any specific formats for recording CPD activities at school or can we make our own report?

A8: Yes. You can make own format to record lesson study activities at school; however, Ministry of Education is requesting schools to fill in termly school implementation report which is attached in this booklet and submit it to district office. The lesson plans used in lesson study in your school should be filed and attached to this report.

Q9: Can we change the geographic area assigned to our facilitators anytime, because some schools are too far to visit regularly?

A9: Basically Yes, but please discuss it with District office and Resource Center Coordinators, since assignment is usually done strategically at district or zone level.

Q10: Can we use materials and facilities in resource centers for conducting lesson study?

A10: Yes. This is recommended to enrich your lesson study at school.

Q11: Can we have demonstration lesson at a resource center instead of using actual classroom?

A11: Basically No. The reason we recommend teaches to conduct demo lesson at school for pupils is to find a real effectiveness of planned lesson and to consider better ways for improvement of pupils' performance. In special occasion like workshops with particular purpose, it may be able to be use rooms at Resource Centers, but lesson has to be done for pupils.

Q12: Can we conduct demonstration lesson to the teachers in my school instead of doing it to pupils?

A12: No. In a planning stage, teachers can have peer-teaching; however, demo lessons have to be done for pupils in order to see a real effectiveness of planned lesson and to learn responses of pupils to the lesson.

Q13: Teachers in my school tend to spend a lot of time on planning demonstration lesson in lesson study cycle. Is it a good sign or bad sign in terms of implementing effective lesson study?

A13: It's a good sign. CPD is an activity to enhance teachers' learning. Effective learning should take a certain period of time. If your teachers are spending certain time for planning lesson and discussion, they might be having good study.

Q14: When science teachers conduct lesson study activities, teachers for other subjects in my school want to join it. Am I allowed to let them join?

A14: Yes. At high school and upper-basic grades, teachers usually form a group for lesson study by subject; however, it is sometimes recommended for teachers in other subject groups to observe lessons so that they can share techniques and information on conducting better lessons.

Q15: As a Head teacher, I am worried if my teachers would finish all the topics on syllabus in a year, because they have spent time for their lesson study. Is there any good advice for this?

A15: Yes. It is one of the challenges at school. The best way is to make an appropriate implementation plan of lesson study activities, when your school prepare for it at the beginning of school year and school term. It is better to consider school schedule and put CPD activities at the time which does not disturb ordinary school activities including normal lessons.

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