

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

The Purpose and Content of Portfolios

Draft

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Introduction

Who is this support module for?

This module is written primarily for teachers. It should also be used by directors, supervisors, trainers and other education officials.

NOTE: Throughout this document the word Teacher is used. The word should also be taken to mean School Leader (Director or Supervisor) or Instructor as appropriate and also there is recognition that senior staff may have an assessment role.

What is the purpose of this support module?

This support document aims to:

- help raise standards of teaching and learning in Ethiopian classrooms by supporting the development of teachers' professional portfolios (see Appendix 1 for an overview of '*The Philosophy of Learning and Teaching in the context of Ethiopia*')
- enable teachers to fulfil the national requirement for portfolio development
- provide clear guidance about the appearance, structure and content of portfolios
- set out ways in which support and feedback will be given
- address methods of assessment of portfolios and the issues which arise from assessment

How should this support module be used?

The support document is arranged in five sections. The sections contain a number of questions which are frequently asked by teachers. These are followed by suggestions and guidance. At the end of sections 1-4 there are activities which will help the user to assess his/ her understanding or apply newly acquired knowledge. In section 5 the activities are within the text.

The sections may be used in sequence or separately. Teachers or trainers may select a single question, a group of questions or an activity as a focus for their work.

For roles and responsibilities of each stakeholder please see section five of the Framework of CPD (Continuous Professional Development).

What is the background to this module?

This module is one of the eleven national modules to be written in support of the new CPD Framework. It was written to support teachers in developing their portfolio skills as required by Ministry of Education. The new Framework was set up to allow schools and teachers to decide on their own CPD needs by working on three priorities a year. It was decided that the portfolio was a way to present and store the work carried out as part of this procedure.

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

Section 1: Definition, Purpose and Importance of the Portfolio

What is a teacher's professional portfolio?

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

Do all teachers have to have a portfolio?

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

What is the purpose of a portfolio?

The purpose of your portfolio is:

- to demonstrate the development of your skills as a teacher and the learning of the students
- to show your **evaluation and reflection** of the CPD activities you have completed throughout the year
- to provide evidence of these CPD activities which are collected and organised in a clear and accessible format
- to provide a basis for the performance review which will be carried out for each teacher.

Your portfolio will:

- help you to measure your own performance against the criteria set out in section 2.2 in the CPD Framework under the heading "What is Good Teaching?" and against the list of "Teacher Competencies", i.e. to evaluate your own performance (see Competencies Framework)
- be an important resource when you prepare yourself for additional responsibility

Who does the portfolio belong to?

The portfolio belongs to the individual teacher- see section 3 for more detail.

Is it assessed?

Yes –see section 4 for assessment criteria.

Do teachers in other countries use portfolios?

Many developed and developing countries require teachers to keep a professional portfolio. For example in South Africa educators must maintain a portfolio recording all their professional development activities. In the UK portfolios are used for many purposes including passing the induction year, reviewing teachers' performance and therefore progress on the career ladder.

How does it improve my students' learning and my teaching?

The portfolio helps you to:

- evaluate the effectiveness of your teaching and record successful lessons and new ideas
- analyse students' performance and provide credible evidence of their achievements
- identify problems experienced by individual students, groups or classes and plan the next steps to support them.
- reflect on your personal interactions with students and peers
- record what you learn from other teachers through discussion and peer observation
- record what steps you have taken to develop your own teaching methodologies and practices

The above are all ways in which a teacher REFLECTS on the CPD activities done throughout the year. Reflecting on CPD activities is essential for developing your skills as a teacher.

What is evaluation and reflection?

Evaluation and reflection are very closely linked

Evaluation

Teachers need to look carefully at the work the students have produced, the success of lessons, teaching methods, how the students have tackled a problem or task and the learning environment; and assess how well things are going. Evaluation can also look at data, such as exam results, and see how well the students have done.

Evaluation of data looks at trends, such as, pass rate, gender issues, and whether there were particular questions that the students found difficult. The evaluation is followed by reflection.

Reflection

Reflection is thinking carefully about issues that have been raised through the evaluation process and deciding what it means and what action should be taken. For example, the data might indicate students at the back of the class do not do as well as those at the front and the teacher would look at the seating arrangements and review teaching methods so that all students would have an equal opportunity to learn.

Reflection should be used to inform the ways in which you develop and adapt your teaching skills to improve the learning in the classroom.

Teachers can reflect individually, as part of a group or department or as part of a whole school process.

Students should also be encouraged to reflect on their own learning. Teachers should then use this information to reflect on how to develop their teaching skills to improve student learning.

Reflection should be done throughout the school year. A teacher may reflect on an individual issue or a series of lessons / situations over a period of time.

Below are some examples of how to record your reflections.

Example 1: Evaluation and Reflection of Examination Results

The following example shows the Examination Results for the end of Semester 1 (partial class). The results are given as percentages (%). The pass mark for each exam was 50%

Student Name	gender	Maths	English	Amharic
Hamid	M	55	52	61
Solomon	M	70	63	58
Eyalnesh	F	49	41	63
Yonas	M	32	29	57
Tsegaw	M	58	55	55
Ruth	F	31	27	60
Belay	M	60	58	48
Sosina	F	43	41	55
Takela	M	63	55	57
Tigist	F	28	25	49
Demis	M	64	57	51
Aziza	F	51	48	65

Analysis

Maths

The highest mark was 70% and one boy achieved this

3 students got between 60%-69%: all boys

3 students got between 50%-59%: 2 boys / 1 girl

5 students failed the exam: 1 boy and 4 girls. Of these students 3 had less than 35%:
1 boy and 2 girls

English

The highest mark was 63% and one boy achieved this

5 students got between 50%-59%: all boys

6 students failed the exam: 1 boy and 5 girls. Of these students 2 had less than 35%:
1 boy and 1 girl

Amharic

The highest mark was 65% and one girl achieved this

4 students got between 60%-69%: 3 girls and 1 boy

6 students got between 50%-59%: 5 boys and 1 girl

2 students failed the exam: 1 boy and 1 girl. They just failed with 48% and 49%

Evaluation

There was a greater range of marks between students in maths than English or Amharic; with a higher top score and just less than half the class failing the exam.

Only half the class passed the English exam with most only passing in the fifties.

The Amharic results had the most consistency with 5/6ths of the students passing and the two that failed only failing by 1 or 2 marks

Gender

Maths: The range of marks for the boys showed a more balanced outcome. The girls did poorly with only one student just passing.

English: Most boys passed but all the girls failed.

Amharic: Although the top mark was not high most students both girls and boys passed.

Reflection

In general these are disappointing results. I must get a higher percentage of students passing at higher grades in all subjects.

In Amharic, where there was only a small range of results, all students need to have more whole class, interactive lessons that encourage comprehension of the text and develop techniques in answering questions. I need to develop my open ended questioning skills so that students have the opportunity to think more deeply about the tasks. Discussion in pairs or groups will also allow the students to consider different ideas.

In Mathematics, there is a need to develop the skills of the high achievers while supporting the rest of the class with basic understanding in maths. Every student will be given a basic knowledge during a whole class lesson. The top and middle achievers will be set to work while I will go over the work with additional explanations for the students who are struggling. I will then set them to work. By this time the high achievers should have finished and I will give them extension exercises on the same theme but with more complex tasks.

Supporting the girls with additional explanation in smaller groups should encourage them to involve themselves and ask questions. I will look carefully at the classroom environment to check whether the girls have to opportunity to ask and answer questions while feeling safe- are the high achieving boys calling out answers before everyone has a time to think. If so, I will not allow anyone to answer until I have given all the class thinking time. I will check how often I ask a boy or girl to answer. If I find I am concentrating on the boys I will need to think carefully about how I encourage to girls during class introductions. I must not let anyone be ridiculed for their answers or questions. I need to get all the class passing the next text and so I will look carefully at where the students are failing- whether it is certain subjects in maths.

In English, again the results show that the girls are doing poorly although no one in the class did very well. The students need more opportunities practice speaking and listening as well as writing. Group work may be a good way to do this. . First I will speak to my colleague Hiwot who is using group work in her class and discuss ways I can change things in the classroom. She has had improved exam results since starting group work.

In addition to help the girls I will ask myself the following questions

1. Are the girls embarrassed to speak in English?
2. Are they shy?
3. Do the boys dominate in the classroom?
4. Do the results show just written work or oral work?
5. Does the work in the girls' exercise books suggest these results represent their abilities?
6. Do the girls just copy the answers without understanding?
7. Does the girls' attendance affect their work, e.g. if English is at the beginning of the day and the girls are late, do they miss a lot of work?

If the answer is yes to questions 1/2/3 maybe the groups should be single sex to support the girls. If the answers to 5/6 are yes maybe having tasks that ask the student to look, copy and **say** may help. If girls are missing work I need to talk the head of department and senior staff to discuss the problems and possible solutions. I will observe the class for the next few weeks and make notes see whether introducing these new strategies has improved the students learning.

Some reflections do not need to be as detailed as this. You may decide to keep a diary about observations in the class.

Example 2: Reflection Using a Diary Extract

The following is an example of a reflection of one teacher's concern for an individual student

Thurs 11th Feb

Today Hamid (who is disabled) came late again, the third time this week, always after lunch, disrupts class and he misses a lot of work.

Wonder why this is?

Talk to counsellor and Director?

Talk to Hamid and his parents?

This diary entry may be short but still shows the teacher's observation of one student and the teacher's concern. The teacher reflects on the situation and decides what to do next to help improve the situation. This can still be regarded as a good example of reflection.

This diary method can be used to track the behaviour or the learning of individual children or groups of students. It can be a quick way to record thoughts and action that needs to be taken. It can also be used to quickly record any new teaching strategy you are using for the first time and whether it is successful.

Example 3: Evaluation and Reflection in the Form of Notes

A quick way of reflecting on a lesson taught is to make notes on the lesson plan after a lesson has taken place. It is not necessary to make notes on a separate sheet, but write on the lesson plan sheet (in the margins, free space etc). If you do not have space on your plan a separate attached sheet could be used.

Examples of Questions you may ask yourself	Examples of notes written
Was the lesson well timed?	Need an extra ten minutes to explain.... Too long spent explaining task Students needed more time to do examples
Did I have enough resources?	Write explanations on the board before class starts next time Use flashcards for new vocabulary Allow more students to write answers on board
Did all the students learn?	Check groups at back understand Collect in exercise books Remember to give homework Have clearer instructions Open questions worked well
Did the new strategy work?	Improved the students' understanding Mostly successful Try again Did not work – try something else

Remember notes are quick and should show how you have reflected on the teaching and learning of the lesson. If you want you can write it up more formally as a short report, but this is not necessary. These notes and comments are valid reflections on your teaching development. A further lesson plan would be enough to show the changes you have made in your teaching strategy.

Example 4: Evaluation and Reflection using a Grid or Table

Ato Getachew has been trying to make his Geography lessons more interactive for students and is trying a new method – Group Work. He has recorded when he has used the method, and has also commented on how successful the method was.

Date	Assessment	Success	Comment
Mon 5 th Sept	Using group work to get students to learn about the distribution of volcanoes and earthquakes	There seemed to be a lot of confusion. Many students didn't know where to sit or who to work with at first. It took a long time to get the students into groups and not much time was left to work.	This was the first day and maybe I didn't explain well what they had to do. I will explain better the next class. I have asked the students to remember their number for their group.
Mon 12 th Sept	Using group work to make classroom more interactive	After several periods of practicing getting into groups today the students sorted themselves into groups quickly and relatively quietly. They now know which group to get into.	Now that the students understand what they have to do getting sorted into groups works well. But this has been difficult as there is not much room and I cannot move the desks. Asking students to leave bags at the front of the class helped make things easier

Date	Assessment	Success	Comment
Wed 14 th Sept	Using group work to prepare their presentations to the rest of the class	Students settled themselves into group work quickly but when they started work there seemed to be a lot of noise although students produced some good work	Although it was noisy I walked around the class while the students worked to make sure they were on task. Most students were engaged in the tasks and seemed to enjoy working together. Several students said they were excited about showing their presentation to the class.
Tue 20 th Sept	Students presented their work	Almost all groups presented good information on their topic and the rest of the class listened attentively	Most groups that presented their work showed they had understood the topic and some of the quieter students participated in the groups.
Final Reflection	Group work has helped students work together and the work produced was very good. It has been exhausting getting to this point but I will continue with group work for some aspects of the course as the students seemed to enjoy it and their work and understanding has improved.		

This method of reflection allows you to observe and record what is happening in the class over a certain period of time so you can adapt your teaching to see whether the new teaching strategy you are using is working well. This example shows that it took a while for group work to be established and work well. Remember that CPD is not about 'Getting it Right' first time but evaluating the situation and adapting your teaching on a day-to-day basis.

This example could also be the beginning of Action Research (see section 5).

Example 5: Reflection Using Bullet Points

Bullet Points are a good way of recording thoughts and reflections. They are useful for taking notes on whole school or group meetings, recording reflections on activities such as Action Research, lessons taught, visits to other schools and planning next steps.

The following example shows how bullet points are used to show a teacher's reflection on having used Open Ended Questions successfully in class and share these thoughts with colleagues in the department.

Using Open Ended Questions in the Classroom

When using Open Ended Questions in the classroom I found that they:

- should be planned in advance
- avoided simple Yes and No answers
- encouraged students to think of a fuller answer
- allowed me to assess the level of the students' understanding
- encouraged students to think of ideas and issues related to the topic studied
- can be the starting point for group discussions
- allowed the students to share their personal thoughts on issues raised
- had more than one answer so gave more students opportunities to speak
- avoided a 'right' or 'wrong' answer
- can be a good way to assess students' knowledge at the beginning of a topic so that I can plan further lessons at their level of understanding

This example is not simply a list of points on the uses of Open Ended Questions. It is a careful reflection of the work done in class using this technique. It could be supported with evidence of lesson plans where the teacher has planned to use Open Ended Questions in a lesson.

Example 6: Evaluations and Reflections of student’s work (one example of formative assessment)

Solomon had completed a piece of work in geography. Here are the teacher’s written comments:

Well done Solomon, you have looked at the physical effects of volcanic explosions in modern times and in history, and have plotted your evidence on a map. Have you thought about the human effects of volcanic eruptions? Giving examples of how these eruptions affected the local people would have improved your work.

The above examples are only a selection of ways in which to record evaluations and reflections. As a professional teacher you will discover the ways to record your reflections which best suits you.

An example of action research can be seen in section 5

Evaluation and reflection, not only improves an individual teacher’s skills, it is a way of improving the school’s monitoring system of students, to support improved student learning through the development of teaching skills.

Activities for Section 1: The Definition, Purpose and Importance of the Portfolio



1. List a range of ways that you will use to evaluate and reflect on

a) your teaching b) the students’ learning

Try to add to the six examples given.

In a group exchange your ideas and add to your list.

2. Try out 3 of the example methods. Evaluate and reflect on their success.

3. Discuss with a colleague a method you have used to evaluate and reflect upon your practice. Explain how the method has changed your practice.

Section 2: The Content of your Portfolio

'A good portfolio shows the performance of a good teacher'

TDP Conference

What must I put in my portfolio?

Compulsory list

You **must** include:

- cover sheet and personal details i.e. name, position, school name, date
- contents page in the form of a list
- your CV: a list of your qualifications, training and jobs
- a copy of your school's vision, mission, goals and value statements
- your job description and responsibilities
- a record of your own personal attendance at staff meetings and other CPD activities
- self -assessment against the criteria "What is Good Teaching?"(section 2.2 The Framework)
- your personal annual CPD plan identifying your CPD priorities for the current year
- evidence of all CPD activities related to your priorities that you have undertaken in the last three years
- feedback from lesson observations by your mentor, line manager, other school administrators
- your own self reflection on your progress e.g. in the form of a log or diary
- annual and (if appropriate) semester appraisal reports
- sample/s of good lesson plans with evaluation that have been produced over the last year
- summative examination results from your students, with analysis
- a portfolio assessment sheet to be used by the director or other school administrator. (see section 4 for proforma)

What other information would be useful to include?

Optional List

The following list gives suggestions for appropriate additional information that may be included to support your professional development. It should only be included if it is relevant and up to date.

You **can** also include:

- reports on lesson observations of or by peers
- attendance certificates for local, regional and national courses or workshops
- details of Action Research you have undertaken
- examples of curriculum development materials created by you
- examples of audio-visual materials you have recently prepared
- examples of assessment tasks and tests written, and / or marking schemes developed by you
- a few representative samples of students' work with your comments
- photographs illustrating, for example, activities in your own classroom or resources you have made, the part you played in school improvement such as a meeting with a mentee, tree planting in the school grounds
- evidence of other skills developed e.g. IT
- reports you have written, for example, about your visit to another school
- letters of appreciation or awards you have received
- evidence to show how you have adapted your lessons to include children with special needs e.g. very able students, deaf or blind students
- details of projects such as developing active learning
- evidence of giving tutorials and make-up classes
- details of participation in any educational committee or extra-curricular activities
- other evidence of personal development activities undertaken e.g. upgrading, English Language Improvement, that are not part of the mandatory 60 hours.

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

Must it be my own original work?

Much of the work in your portfolio will be your own original work. However, you should also include evidence from any activity related to aspects of school improvement or the school module in which you have participated, with details of your own contribution.

How many items am I expected to include?

A portfolio should not become too big. The size is fairly flexible. However, by the end of the year, you may have as many as 15 or more items from the compulsory list (30-40 sheets) and may have added 10-12 items (10-30 sheets) which you have selected yourself.

Must the contents be the same as those of my colleagues?

Each portfolio will be unique because it will reflect the personal career and experiences of the individual teacher. However, the structure of each portfolio will follow a similar pattern, e.g. the first pages will be the cover sheet followed by contents page. The last page will be for feedback and assessment of the portfolio.

How often should I change the contents?

All the contents should be up-to-date and relevant, so each year you will remove some items and add some new ones. It is important that you regularly review and edit your portfolio to ensure that you do not retain too many examples of activities from previous years. Out of date examples of evaluated lessons plans will need to be replaced as you will need to show your continuing development as a teacher

What does a good portfolio look like?

Although teachers can arrange their portfolio in a way that suits them it should be clear and well organised. The suggestion below gives an appropriate structure that makes effective use of time when accessing the information within the portfolio.

The portfolio should be divided into sections and clearly labelled. The sections could include:

Section 1: General information- the cover sheet, contents page, general information about the school, e.g., vision statement, class information e.g. summative examination results with analysis

Section 2: Personal details- your CV, your job description and responsibilities; a record of your own personal attendance at CPD activities; self -assessment against the criteria “What is Good Teaching?” and your personal CPD action plan including the three priorities for the year.

Section 3: This year’s CPD activities- This section should be subdivided into three to cover your 3 yearly priorities. For example

- 3a. your personal priority
- 3b. the group priority
- 3c. the school priority

Your 3 yearly priorities could be any combination of personal, group, school, regional and national priorities. However, you should remember to have only 3 priorities. Within each subsection (3a, 3b or 3c) you should collect any evidence of activities, reflections, evaluations related to that priority. This could include feedback from peers, students and management, and evaluated lesson plans that are relevant to the priority. You can also include a range of activities from the optional list which relate to the identified priorities, such as students’ work, made resources, action research.

Section 4: Additional information- such as upgrading/licensing activities and the previous years’ CPD activities

Section 5: The Evaluation and Feedback Sheet/ Appraisal Comments

Activities for Section 2: The Content of your Portfolio



1. Spend one hour collecting together all the relevant documents you already have. You may have to hunt for some of these! This hour can be recorded as an hour of CPD completed! (See stage 2 of the CPD Toolkit for examples of good evidence). Discuss with a colleague your choices

2. Think of 5 ways that students could reflect on their learning and how you would use the information to develop your teaching.

3. With a colleague look at the list of items below. The items have been collected by a teacher to put in her portfolio. Decide which would be included in the Compulsory List of items and those which should be included in the Optional List. For some of the items decide what additional information would be needed before making a final decision on whether the item was an example of good evidence

- A list of examination results with comments by the teacher
- A lesson plan for a lesson which includes new teaching strategies
- A lesson plan for extra classes given
- A report from a colleague commenting on an observed lesson
- An example of a student's work before and after a new teaching strategy was put into practice
- The teacher's annual CPD plan
- The school's annual CPD plan
- A diary kept by a teacher recording her thoughts about the participation of girls in her class as part of an action research project
- A copy of the materials the teacher developed to support disabled students in her class
- A report by the School Direction on the teacher's progress at the end of the second semester
- A list of active learning methods that could be used in class, given at a regional workshop

Compulsory List	Optional list	Comments



4. Using the method above, sort your reflections and the work you wish to include in your portfolio. Decide whether your work is compulsory or optional evidence and whether it needs additional evidence.

Compulsory List	Optional list	Comments

Section 3: The Process of Developing your Portfolio

The Teachers' Professional Portfolio development consists of two parts, the **process** and the **product**. This section will concentrate on the process; the product is the completed portfolio.

The Process of Portfolio Development can be divided into four questions:

1. How do I select, organise and develop the contents of my portfolio?
2. When do I work on my portfolio?
3. Does the time spent on my portfolio count towards my 60 hours of CPD?
4. Where do I keep it and do I have to make a copy of my portfolio?

How do I select and develop the contents of my portfolio?

Producing the portfolio is something that is done over a long period of time. It is not all written at once. You may organise your portfolio however you wish but you may find a ring binder folder is the most flexible format as it allows you to add and remove documents freely.

The process of producing a portfolio includes three main steps:

Step 1 Collection, Step 2 Selection, Step 3 Reflection and Planning.

Step 1 Collection

As a teacher works through the daily, weekly, monthly and semester programmes of their professional duties they should collect all their records and keep them in a file, but not the portfolio. Teachers should develop the habit of collecting the records of their work throughout the year.

Step 2 Selection

Having collected together all records, a teacher now has to select what goes into the portfolio. All the documents have to be sorted. Select which documents are most relevant for your portfolio. In the process of selection you have to avoid repetition. You must ensure that you have all the compulsory items. The document must be recent

and show reflection. It is important that the teacher has the freedom to select what is appropriate to be included in his/ her portfolio.

Step 3 Reflection and Planning for the Future CPD

After you collect and select your records you need to reflect on how these have helped you to improve students' learning and your teaching skills, and should inform your planning for the future.

After the teacher has worked through the reflection process and identified strengths and areas for development, he/ she is then in a position to plan for future development.

At this stage the teacher should have discussions with the head of department, director or supervisor when reviewing progress and setting targets for the future.

How do I sort and organise my portfolio documents?

You can arrange your portfolio in a way that suits you but it must be clear and well organised and show evaluation and reflection. Section 2 above gives an example of a structure for your portfolio. It includes 5 sections:

Section 1: General

Section 2: Personal details

Section 3: This year's CPD activities including the 3 yearly priorities.

Section 4: Additional information

Section 5: The Evaluation and Feedback Sheet/ Appraisal Comments

(See section 2 for more detail)

When do I work on my portfolio?

Working on a portfolio should not be considered as an additional time consuming activity. Rather, it is something a teacher does as part of daily activities. It is not good practice to do all the work of a portfolio at the end of a semester. It is better for teachers to work on their portfolio routinely throughout the semester.

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

Yes, showing clear evidence of your reflection and CPD activities is part of your 60 hours of CPD.

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

A teacher should keep the portfolio in a safe place. Since the owner of the portfolio is the teacher, it is his/ her responsibility to keep it in a safe and accessible place. As the portfolio will be constantly updated it should be accessible to the teacher at all times and produced on request by the director.

A teacher is not expected to make a copy of the portfolio. If the school requires a copy they should consider the practical implications and the cost.

Activities for Section 3: The Process of Developing your Portfolio



The Process of Developing your Portfolio

1. A teacher has collected records, documents, reports etc from the first semester but it seems a lot for only one semester. **She needs to decide what to put in to her portfolio and what to leave out.** Below is a list of the 16 records she has collected

- A certificate of attendance and completion of KELT (Key English Language Trainer) training
- A letter from a parent thanking you for a students' success in end of year examinations
- A record of student attendance
- A lesson plan for a lesson which includes new teaching strategies not directly related to personal CPD plan but which shows improved results
- A lesson plan for extra classes given
- A report from a colleague commenting on an observed lesson
- Photographs of the director opening new toilet facilities for girls
- Photographs of students in class without labels or explanation
- Blank forms
- A copy of the materials the teacher developed to support blind students in her class
- A list of active learning methods that could be used in class, given at a regional workshop
- A report about a visit made to another school to observe lessons which successfully use the new active learning methods
- A copy of a questionnaire to show to what extent girls participate in class lessons
- Evidence from the questionnaire showing that girls participate less than boys in class
- Notes from a staff meeting evaluating the English curriculum
- Action research plan and reflections looking at introducing project work



1a. In order to decide what should be selected for the portfolio read the list above and, with a colleague, list them in order of importance from 1 being the most important to 10 being the least. You will leave out six that will not be included in the portfolio. You should comment on your choice.

1b. For those items left out, consider ways to improve these items which could make them suitable for including in the portfolio. Remember CPD activities should always be reflective!

1c. Decide how could you improve the evidence of items numbered 6-10 on your list

2. Show your portfolio to a colleague. Work together to decide whether you have the correct items in the correct sections, e.g. your CPD annual plan in the compulsory section. Also together look carefully at the optional section and discuss which items should be included and which should be left out.

Section 4: Support, Feedback and Assessment

The process of developing your portfolio will include support, feedback and assessment.

Support

Support in developing your portfolio can be given in several ways:

- through discussing and sharing your portfolio with colleagues during department meetings
- through discussion with your department head
- through discussion with the school director
- through training from the woreda and region

Remember support for your portfolio should be given throughout the year and not just at the end.

Feedback

It is expected that these discussions will lead to feedback on your portfolio. Feedback can be:

- informal comments from colleagues
- sharing ideas at department level
- general professional suggestions for improvement from formal staff meetings
- formal feedback from senior members of staff
- general support by facilitators at training sessions

Assessment

Once you have reviewed your portfolio and discussed it with a number of colleagues you will be formally assessed on the quality of evidence in the portfolio. **Remember the portfolio should show the development you have made as a teacher in the past year. It should show the improvement in the quality of your teaching and the learning of students.**

The formal assessment will look at the following areas:

- the structure of the portfolio
- the range and appropriateness of activities
- the quality of thinking, reflection and evaluation

Who will look at my portfolio?

School administrators, supervisors and your Head of Department will look at your portfolio, together with others who may be identified by the Regional Education Bureau. It is also a good idea to show your portfolio to your colleagues, and to look at theirs. Formal assessment will take place at least once, maybe twice a year, but informal feedback and support should be more regularly given and be part of the normal activities of the school.

Who will help me to develop my portfolio?

- First talk to your close colleagues. You should be honest about your concerns and share your ideas.
- You can ask your mentor and Head of Department to ensure that portfolios in general are discussed in departmental meetings and ask for advice about subject-related materials which might be included.
- Your school supervisor, mentor and colleagues in other schools may be sources of advice.
- All zones, woredas, clusters and school administrations are required to provide CPD training on portfolio building and may invite experts to help. The facilitators of portfolio training will give you advice on how to develop your portfolio.
- Use this document for reference regularly to provide guidance and clarification.

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

- Your close colleagues will make comments, give constructive advice and support whenever you ask them.
- Ask your Head of Department to look through your portfolio and make suggestions.
- Don't forget to do some self-assessment, by comparing the items in your portfolio with the check list.
-

- The director, school supervisor or other senior member of staff should give you formal feedback. Feedback should be supportive and address the amount, type and quality of the evidence in the portfolio. You should also discuss how to make further improvements.

Who will assess my portfolio and how will it be assessed?

Directors, deputy directors or possibly departmental heads will carry out the assessment of your portfolio at least once maybe twice a year.

The assessor will use a standard proforma to assess the content and organisation of the portfolio. (See Proforma for the Assessment of Professional Portfolio below). Completed examples of the assessment proforma have been given for a very good, satisfactory and unsatisfactory portfolio.

The assessor will discuss your portfolio with you. This is an opportunity for you to talk about what CPD activities you have carried out in the past year. It is an opportunity to share your successes and discuss areas for improvement for the future. If the portfolio does not reach the required standard, support will be provided to help you meet the minimum requirement.

What are the assessment criteria?

Your portfolio will be assessed under three areas:

1. The structure of the portfolio
2. The range and appropriateness of activities
3. The quality of thinking, reflection and evaluation

1. The Structure of the Portfolio

It is expected that all six assessed areas of the Structure of the Portfolio will be present. If, however, an area is missing or is unsatisfactory you will be given the opportunity to adjust the presentation of your portfolio.

2. The Range and Appropriateness of Activities

It is expected that there will be evidence of a range of activities which are relevant to your chosen priorities. These activities should show evidence of an improvement in your teaching which assists the learning of the students throughout the year. If, however, the range is too limited or the activities are not appropriate you will be given the opportunity to adjust your portfolio to include relevant activities.

3. The Quality of Thinking, Reflection and Evaluation

It is important that all CPD activities and documentation have evidence of reflection and evaluation. It is important that the evidence does not simply explain what you have done but shows an awareness of issues raised as a result of these activities and how you will adapt your teaching strategies to improve learning outcomes in the classroom. (See Section 1 Reflection) If, however, your activities lack evaluation and reflection you will be given the opportunity to do additional activities that will show reflection and evaluation and adjust the presentation of your portfolio.

Will the portfolio assessments be moderated?

In the longer term it will be necessary to arrange moderation meetings for representatives from groups of schools with the aim of achieving consistent standards for all teachers.

Moderation will also take place through cluster supervisors.

Proforma for the Assessment of Professional Portfolio

<u>Priorities</u>	1.	2.	3.
Date:			

<u>Structure</u>	Yes / No	Comment/s
Are all compulsory items present?		
Is there a range of items from the optional list present?		
Is the structure logical and the content well-organised, including dates, headings and numbered pages?		
Is the work clearly set out, legible and well presented?		
Are the items up to date, relevant and obviously developed throughout the year?		
Are the contents evidently the teacher's own work, as appropriate?		

Range and Appropriateness of Activities

Comment on the range of activities; the appropriateness of the activities to the priorities; whether there is clear evidence that the activities helped to improve teaching and learning;

Comments

Quality of Thinking, Reflection and Evaluation

Comment on the quality of thinking, reflection and evaluation in relation to the three identified priorities. Are the reflections and evaluations relevant to the activities done? Do the reflections and evaluations show a deep understanding of the issues raised. Is there evidence of the teacher using reflection and evaluation to improve teaching and learning?

Comments

Signature of Assessor

Signature of Teacher

Assessment of Professional Portfolio

Example of an assessment of a **very good** portfolio

Priorities Date:	<i>1. Developing Active Learning Methods throughout the school (School Priority)</i>	<i>2. Adapting Chemistry Curriculum to support all students (Group Priority)</i>	<i>3. Introducing student self-assessment (Individual Priority)</i>
Structure	Yes / No	Comment/s	
Are all compulsory items present?	<i>yes</i>		
Is there a range of items from the optional list present?	<i>yes</i>	<i>A good range of optional items</i>	
Is the structure logical and the content well-organised, including dates, headings and numbered pages?	<i>yes</i>	<i>Easily accessible</i>	
Is the work clearly set out, legible and well presented?	<i>yes</i>	<i>Well presented</i>	
Are the items up to date, relevant and obviously developed throughout the year?	<i>yes</i>	<i>Good evidence of this year's activities</i>	
Are the contents evidently the teacher's own work, as appropriate?	<i>yes</i>	<i>Good evidence of your interactions with others and your own thoughts</i>	
<p>Range and Appropriateness of Activities Comment on the range of activities; the appropriateness of the activities to the priorities; whether there is clear evidence that the activities helped to improve teaching and learning.</p> <p>Comments <i>A well thought out plan of activities that showed a good understanding of the needs of your class with good links to the school, group and personal priorities. I liked the way you evaluated where the children were in relation to their learning before you set out your action research project on children's self assessment. This helped you to evaluate whether the action research had been successful. I liked your lesson plans which showed a good range of new active learning methods.</i></p>			
<p>Quality of Thinking, Reflection and Evaluation Comment on the quality of thinking, reflection and evaluation in relation to the three identified priorities. Are the reflections and evaluations relevant to the activities done? Do the reflections and evaluations show a deep understanding of the issues raised? Is there evidence of the teacher using reflection and evaluation to improve teaching and learning?</p> <p>Comments <i>A good quality of reflection through out your portfolio. You have engaged with all three priorities with enthusiasm. It shows thoughtful consideration of the topics discussed in staff meetings. Your evaluation of the curriculum and how lessons could be adjusted to support the learning of all students have given many teachers lots to think about. It has supported their reflections this year and will be a good basis for future planning in the group priority.</i> <i>The introduction of allowing children to assess their own learning has been an interesting introduction to your teaching methods and I look forward to seeing how it develops next year. Your written feedback to your students helps them to develop their skills. The examples of your weekly reflections show you have evaluated where the children are, where they need to go next and what teaching methods are needed.</i> <i>A very successful year for your continuing professional development.</i></p>			

Assessment of Professional Portfolio

Example of an assessment of **satisfactory** portfolio

<u>Priorities</u>	1. Developing Active Learning Methods throughout the school (School Priority)	2. Adapting Biology Curriculum to the needs of all children (Group Priority)	a) Introducing group work activities to support all students in learning. (Individual Priority)
Date:			

<u>Structure</u>	Yes / No	Comment/s
Are all compulsory items present?	yes	
Is there a range of items from the optional list present?	yes	<i>There are some optional items included but you could have included more.</i>
Is the structure logical and the content well-organised, including dates, headings and numbered pages?	yes	<i>All of the main content items have appropriate headings but check the headings in your CV</i>
Is the work clearly set out, legible and well presented?	yes	<i>I could access the information quickly.</i>
Are the items up to date, relevant and obviously developed throughout the year?	yes	<i>Evidence of work throughout the year</i>
Are the contents evidently the teacher's own work, as appropriate?	yes	

Range and Appropriateness of Activities

Comment on the range of activities; the appropriateness of the activities to the priorities; whether there is clear evidence that the activities helped to improve teaching and learning.

Comments

You have included a range of activities showing a growing ability to reflect on the issues. I liked the photographs you have included of group work but the labelling did not explain what the children were doing and why.

Quality of Thinking, Reflection and Evaluation

Comment on the quality of thinking, reflection and evaluation in relation to the three identified priorities. Are the reflections and evaluations relevant to the activities done? Do the reflections and evaluations show a deep understanding of the issues raised. Is there evidence of the teacher using reflection and evaluation to improve teaching and learning?

Comments

Some thoughtful comments on the issues discussed at the staff meetings. You have provided some evidence of introducing active learning methods which has supported your students' learning, but this could have been strengthened if you had added some weekly evaluations showing how you have adapted your lessons to support students with difficulties in learning.

You have worked well with your curriculum group and your support of the changes is evident in the class planning you have included.

Your personal priority was well selected and there are some interesting comments about how it has influenced the children's learning. To develop your reflection further, try to evaluate in more detail where the children are before you started group work. This will give more depth to your reflections on how the activity affected learning in your class.

A successful year for your continuing professional development.

Assessment of Professional Portfolio

Example of an assessment of an **unsatisfactory** portfolio

Priorities	1. Developing Active Learning Methods throughout the school (School Priority)	2. Adapting mathematics Curriculum to support all students (Group Priority)	3. Introducing paired activities to develop oral skills (Individual Priority)
Date:			
Structure	Yes / No	Comment/s	
Are all the compulsory items present?	<i>no</i>	<i>No evidence of a reflective log or appraisal reports</i>	
Is there a range of items from the optional list present?	<i>no</i>	<i>No optional items were evident</i>	
Is the structure logical and the content well-organised, including dates, headings and numbered pages?	<i>no</i>	<i>Most items did not have headings or dates</i>	
Is the work clearly set out, legible and well presented?	<i>no</i>	<i>It was difficult to find the evidence in your portfolio</i>	
Are the items up to date, relevant and obviously developed throughout the year?	<i>no</i>	<i>As you have not included dates I could not tell whether the work was done this year</i>	
Are the contents evidently the teacher's own work, as appropriate?	<i>no</i>	<i>Lots of general information but little evidence of your own reflections</i>	
<p>Range and Appropriateness of Activities Comment on the range of activities; the appropriateness of the activities to the priorities; whether there is clear evidence that the activities helped to improve teaching and learning.</p> <p>Comments <i>There was a very limited range of activities in your portfolio. Some compulsory items were included but no relevant items from the optional list were shown. In your personal priority you described what you had done but did not evaluate and reflect on how it affected the children's learning or your teaching.</i> <i>You did include photographs but there was no labelling included so it was difficult to see why you included them and how they fitted into the priority.</i></p>			
<p>Quality of Thinking, Reflection and Evaluation Comment on the quality of thinking, reflection and evaluation in relation to the three identified priorities. Are the reflections and evaluations relevant to the activities done? Do the reflections and evaluations show a deep understanding of the issues raised. Is there evidence of the teacher using reflection and evaluation to improve teaching and learning?</p> <p>Comments <i>There were no comments on the staff meetings or curriculum meetings you attended; therefore it is difficult to see how you involved yourself in these activities.</i> <i>Some evaluation of exams results was shown, such as, '40% of the class got the pass mark in mathematics' but you did not go on to say: whether they were girls or boys; whether there were certain topics in maths that the children found difficult and how you were going to change your teaching methods to improve the results.</i> <i>You did not include a reflective diary of weekly evaluations of the children's learning and how this affected your teaching methods</i></p>			

Complete the following and resubmit your portfolio in 4 weeks time:

- *Structure your portfolio as suggested in section 2 of 'The Purposes and Content of Portfolios' document including all compulsory items*
- *Label your photographs and show how they link to your CPD priorities*
- *For the next 3 weeks write a reflective diary evaluating the children's learning and how it will affect your planning and teaching methods*
- *Look again at the maths results and evaluate them in more detail. Suggest why the results are as they are and how you will change your teaching methods to improve the results next time.*

Additional Advice for Assessors

If you look at the instructions given for the 'unsatisfactory' portfolio, the assessor did not ask the teacher to go back and look at the staff meetings as this would just be a form filling exercise. It would probably become a description of what was said or done at staff meetings rather than an evaluation or reflections on the issues.

The assessor concentrated on the main areas for development, i.e., the structure of the portfolio, and completing evaluation and reflection exercises that would be a learning experience for the teacher. The assessor would need to make a note of other issues, such as, contributions and reflections of staff meetings and follow it up with the teacher the next year. The assessor should also note that in the following year the teacher may need early intervention and support to avoid a similar situation happening at assessment.

The assessment examples above show assessment of clearly defined cases but there will be portfolios that are not totally unsatisfactory but have areas missing or not correctly undertaken. These borderline cases will need careful advice and direction, especially when asking the teacher to supply additional work and complete tasks. **The task/s set must develop the teacher's skills and understanding.** It would be best to set a task that the teacher can start, reflect on and complete in a set time and then resubmit the portfolio.

Mentors, department heads and other senior staff should be aware of teachers who need extra support. They should give constructive feedback that will give practical ideas to improve the quality of evidence in the portfolio. The school should avoid wherever possible a portfolio being presented for assessment that is unsatisfactory.

Activities for Section 4: Support, Feedback and Assessment



1. Look at your portfolio, either individually or with a colleague, and assess it using the proforma above. What comments would you make on your own portfolio?
2. Looking at the example of a very good portfolio reflect on ways you could improve your portfolio.
4. After your end of year assessment on your portfolio, use the comments on the assessment to note down three ways to improve your portfolio for next year.

Section 5: An example of a portfolio in action

As with other sections, this section will ask questions and give answers, but will also show how the portfolio fits into the everyday working life of the school. There are two activities for teachers to complete to support their understanding of CPD priorities and action research. Action research is an advance form of reflection and evaluation. For other forms of reflection and evaluation see section 1.

Is there an example of a portfolio?

At the end of this section it will give an example of a working portfolio with suggestions of what could be included in one teacher's portfolio. However, it will not show all the examples suggested as a full portfolio would be too bulky for this module. The example portfolio is meant as a guide to begin your portfolio and it should be not be considered a complete portfolio. At the beginning of each section of the portfolio there is a contents list for that section. Work included is indicated in **bold**. Work not shown but should be included to present a completed portfolio is written in *italics*.

The example portfolio should not be copied exactly as each portfolio in your school will be different. Most of the contents will be personal to the teacher concerned but the structure, including the headings, can be used.

How can the portfolio support the School Improvement Plan?

The School Improvement Plan looks at the overall learning environment of the school, including Learning and Teaching, Student Environment, Leadership and Management, and Community Involvement. Central to the Improvement Plan and improvement of student learning is CPD for teachers. CPD focuses on improving learning and teaching through the development of school modules and activities. The portfolio supports these activities and modules by providing an easily assessable, structured means of showing and sharing the work. Therefore good quality portfolios can be a strong element in providing evidence of the improving standards of teaching and learning in a school and therefore has strong links to the School Improvement Development Plan.

How can we develop a school module?

A school module is a collection of activities that are designed by the school to tackle a specific problem that has been identified by the CPD needs analysis process. The module would follow the CPD Cycle (see section 2.3 of the Framework or the end of this section). There are a range of forms available in the Toolkit Appendices to support the development of the school module. However, the school has the opportunity to develop its own procedures and style as it develops confidence in designing school modules. School modules can include activities for all staff, groups and individuals. The emphasis of a school module must be on the quality of reflection, evaluation, discussion and change that an activity gives, and it should not be just a form filling exercise. The portfolio should show this quality of thought and action through the items selected for inclusion.

Example: Developing a school module and portfolio in The Ethiopian Primary School

The Ethiopian School looked at its needs and found that the most important issue to deal with was the high drop-out rate of girls. In a meeting it was decided that this would be the school priority for the coming year; and as this was a large area of work the group and individual priorities would lead off the main school priority. The 3 priorities are given below:

Priorities	Source of Need	Teachers involved	Time – 60 hours total
1. Improving girls' participation in learning to Grade 8	School	All teachers including the director	23
2. Improving girls' access to the curriculum and learning	Group	Subject/ grade teachers	10
3. Developing active learning strategies and noting how they affect girls	Individual	All teachers	27

In the next staff meeting the teachers made a list of sessions and activities that would look at all the ways the school could support girls' participation in education. They made the list below. Although all the activities supported girls' education and most of the activities on the list were CPD activities, some were only part of the School Improvement Plan not CPD.

To help them plan the activities and sessions the staff added 3 more columns to the list:

- who would be involved
- the type of reflection, evaluation or review that would be needed
- the time of year and the number of hours

The staff decided that the list (below) would be the *basis* of a CPD school module and that the activities, reflections and evaluations relevant to individual teachers would be placed in their portfolios.

The list of sessions/activities suggested at the meeting

Session /Activity	Opportunities for:	Evaluation/Reflection/Review	Time Scale and hours
Review previous years to investigate who are the girls that are at risk from dropping out and when does it happens	- senior staff	Report on findings to staff meeting Review action plan in light of findings If particular grades are emphasised investigate further by looking at issues both inside and outside the classroom	September 2 hours
Design a questionnaire for girls to see what are their expectations and fears of school	-senior staff	Evaluate whether the questionnaires encourage a certain reply or are girls free to say what they feel and adjust if necessary	September 3 hours
Carry out questionnaire analyse the results and discuss possible solutions to the questionnaire findings	- all staff - grade groups - subject groups	Report on findings to staff meeting Review action plan in light of findings. Look for trends and work on solutions that can be quickly implemented as well as long term solutions	October 6 hours

Session /Activity	Opportunities for:	Evaluation/Reflection/Review	Time Scale and hours
Staff Meetings to discuss and evaluate any solutions/ methods introduced as a result of the findings	-all staff - grade groups	Evaluate solutions Group and Individual reflection on attitudes and of teaching methods as a result of the evaluations	November/ December 6 hours
Teacher appointed to contact the parents of new students to discuss the importance of education and how best to support their child and to discuss any concerns the parents have	appointed teacher	Feedback from teacher to senior staff and where appropriate staff meetings	September On going
A meeting for parents and the local community to discuss education for girls	senior staff teachers	Issues discussed, and addressed at the meeting or addressed within the module	October 2 hours
Staff meeting- Discuss 'What is a safe learning environment?	-all staff - grade groups	Group and Individual evaluation of teaching methods and reflection on teachers' attitudes to support a safe learning environment	September 2 hours
Staff meeting- Discuss teacher expectation of girls: Do we have high expectations of our female students?	-all staff - grade groups	Group and Individual reflection on attitudes and of teaching methods	September 2 hours
Staff meeting- Discuss 'the teacher as a role model' Women- how to achieve in education Men- respectful attitudes and behaviour towards women	-all staff - grade groups	Group and Individual reflection on attitudes and of teaching methods	October 2 hours

Session /Activity	Opportunities for:	Evaluation/Reflection/Review	Time Scale and hours
Grids to be designed for peer classroom observation for teacher/student interaction and observing student learning behaviours	-subject/grade leaders	Pilot in one class per grade to evaluate and review the grid and adjust if required	October 3 hours
Peer observations (using grid) to observe teacher /student interactions e.g. how often are the girls invited to answer questions and what is the response of the teacher- is it positive or humiliating? Feedback and discussion	-all staff within grades and subjects	Individual reflection of teaching methods based on observations by peer	October-December 4 hours
Peer observation to note the behaviour of girls e.g. passive learning, off-task behaviour	-all staff within grades and subjects	Individual reflection of teaching methods based on observations	October-December 2 hours
Curriculum meetings to examine the content of subjects in relation to girls, e.g. 1. examples of women in science 2. where and why are they failing	-all staff within grades and subjects	Group evaluation of the curriculum Grade/subject discussions on adjusting content or time allocation if required Individual reflection of teaching methods	September-November 10 hours

Session /Activity	Opportunities for:	Evaluation/Reflection/Review	Time Scale and hours
Introduce opportunities for children to reflect on their learning orally and/or in writing, e.g., thumbs up, down or in the middle to show whether you found it easy hard or ok; written reflections of group work or a certain topic	-all staff	Staff to give opportunities for children to reflect on their own learning to: -evaluate the success of the methods used - review teaching techniques in light of children's reflections	Through the year 5 hours
Evaluate and reflect on girls' learning within each class. Follow the learning of individuals or groups for period of time to focus on their needs	-all staff	Weekly evaluations and reflections to inform planning	At times throughout the year 4 hours
Reflect on girls' learning within each class by introducing and evaluating new teaching methods	all staff	Individual action research	Over a specific period of time 12 hours
Physical environment issues related to girls, e.g., quiet space to study or relax within the school day	senior staff	Evaluate physical space Set aside part of the playground as a girls only area to stop harassment and evaluate its use	By the end of February
Improvement of girls' toilets Applying for aid/grant Overseeing work	principal	Evaluation of need and cost	By the end of school year

Activity 1 School Module



Paired Work

1a. Look at the list above: 5 activities on the list would not be considered CPD for class teachers but would still be part of the improvement plan, which are they?

1b. Look at each session and decide if it is an individual priority activity.

Then decide which sessions are school and group activities.

1c Make a list of 10 items that could be put in an individual teacher's portfolio.

2. Looking at the list of sessions and the 3 priorities, complete a school module plan and an individual module plan as set out in 'A Practical Toolkit, Appendices' using the information given. Remember to check the number of hours and adjust if necessary.

What is Action Research?

As the teachers become more skilled at evaluating and reflecting in their daily work they may wish to try a more detailed form of evaluation and reflection to place in their portfolio. Action research is one of the ways they can do this.

Action research takes a very specific issue and looks at it in depth for a short period of time. For example, a teacher tries a new teaching method and evaluates the results of the method on children's learning. As a result, she changes the method slightly and tries again. This process can be repeated several times as the teacher refines the teaching method. At the end of the research the teaching method is evaluated and assessed, and if the method has been successful it would continue to be used in the classroom.

Example: One teacher's action research plan in The Ethiopian Primary School

One experienced teacher at the Ethiopian School looked at the individual CPD priority for the year - 'developing active learning strategies and noting how they affect girls'- and decided to develop an action research project as his individual priority. He focused on introducing interactive whole class teaching in mathematics (*see the example portfolio for an example of interactive whole class teaching method he used*). He wanted to see whether, and how, this method of teaching affected children's learning, particularly in girls.

Below is an example of his Action Research Plan.

Action Research Question:

Does the introduction of interactive whole class teaching support the participation of girls in mathematics?

Pre-research observations and assessment:

- seating arrangements
- girls answering questions
- girls asking questions
- girls learning behaviours
- how well do girls do in day to day tasks
- how well girls did in exams
- children's reflections on mathematics

4 week intervention while teaching 'division'

1. The introduction of children's self assessment of their learning by thumbs up/down/middle to show their understanding of the work in a lesson
2. The introduction of interactive whole class teaching methods; such as: role play, discussion, problem-solving and concrete demonstrations where children are encouraged to get involved in the whole class teaching session.

Reflections while the action research is taking place

Has this type of interaction worked today? How do I know?

If not, what other interactive methods can I try?

How does the children's self assessment influence the interactive approach?

Is there anything unexpected happening?

Methods of Assessment

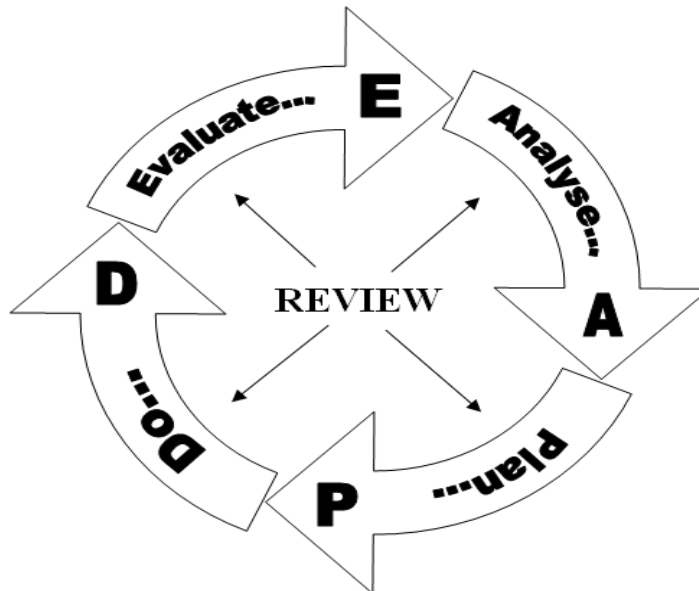
- observation during the introduction and reflection on what it tells me
- children's self assessment (thumbs up/down/middle)
- children reflections by interview
- analysing the girls' marks in daily tasks
- test on division after 4 weeks

Conclusion Compare the pre research assessments with the results of the research.
Reflect on the findings and how it will affect my teaching



1. Check to see if there are opportunities to use the CPD Cycle in the action research.

CPD Cycle



Activity: Reflect on the Action Research Plan



2. Look at the key questions below and check whether the teacher has covered each question in his action research plan

Action Planning – some key questions

What is your research issue?

Focus on one area that you want to investigate and be sure that you can do something about it. Remember that you are conducting research into your own practice. Start your research question 'How can I/we...?' Keep it small, focused and manageable.

Why have you chosen this issue?

Why are you interested in this area? What are your values regarding the issue?

What kind of evidence can you produce to show what is happening?

How can you help other people to see the situation? How can you show things as they are now, before you take action? Who will be your research participants? Which data will you collect? Remember that you are the main focus of your research; you are trying to show an improvement in your practice. Which criteria will you use to judge your work?

What will you do about what you find?

Question your interpretation of the data and discuss it with others. Decide on a strategy and try it out. If it doesn't work, try something else. Focus on your own thinking and learning.

What kind of evidence can you produce to show that what you are doing is having an impact?

Gather data regularly and keep records of how you are monitoring and evaluating each cycle. Compare the data – obtain data from more than one source and show how all the data supports your explanation.

How will you evaluate that impact?

Use the data to say how your teaching has changed. Say what has improved and how and back up your claims with evidence.

How will you ensure that any judgements you may make are reasonably fair and accurate?

Consider working with a friend or validation group to validate your work. Make sure you have evidence to support any claims you make.

How will you modify your practice in the light of your evaluation?

If the new way of working appears to be better, continue with it. You may want to continue to develop or to consider working on new, but related issues. If the new way doesn't seem to be working, stop and try something else

Example Portfolio: Part of a working portfolio in The Ethiopian Primary School

The following pages show part of the teacher's portfolio. It shows how the teacher has divided the portfolio into 5 sections. The title page of each section states what evidence should be included in the section:

- Items **in bold have examples of work**
- Items *in italic do not have examples but in a real portfolio they would be included*

The example portfolio should not be copied exactly as each portfolio in your school will be different. Most of the contents will be personal to the teacher concerned but the structure, including the headings, can be used. There is a proforma of the Self Assessment against the criteria for 'What is good teaching?' in appendix 2.

Section 1:

General information

This section includes:

Cover sheet

The contents sheet

Vision statement

Class information

Summative examination results with analysis

Solomon Mesfin
Grade 4
Ethiopia Primary
School

Contents

Section 1: General information:

- The contents sheet
- Vision statement
- Class information
- Summative examination results with analysis

Section 2: Personal details:

- CV,
- job description and responsibilities;
- a record of attendance at CPD activities
- Self -assessment against the criteria “What is Good Teaching?”
- My CPD action plan including the three priorities for the year

Section 3: My 3 priorities for this year.

- 3a. Personal priority: **Action Research**
Does the introduction of interactive whole class teaching support the participation of girls in mathematics?
- 3b. Group priority: Improving girls’ access to the curriculum and learning
The revised mathematics curriculum
Notes from the department’s meetings
- 3c. School priority: Improving girls’ participation in learning to Grade 8
Notes from staff meetings

Section 4: Additional information

- ELIP Training
- The previous years’ CPD activities

Section 5: Assessment and Feedback

- Feedback from the head of department
- Notes on a discussion with my colleague
- Proforma for the Assessment of Professional Portfolio

Section 2:

Personal details

This section includes:

- **CV**
- *job description and responsibilities*
- *a record of attendance at CPD activities*
- **Self -assessment against the criteria “What is Good Teaching?”**
- *My CPD action plan including the three priorities for the year*

CV

Name: Solomon Mesfin

Date of Birth: 25th January 1980

Qualifications:

Date	Qualification	College/University
2000	Certificate in Education	Ethiopia CTE
2003	Diploma in Education	Ethiopia University

Teaching Experience:

Dates	Job	School
2000-3	Grade1 teacher	T K Primary School
2003-7	Grade 2 teacher	T K Primary School
2004-6	Grade 4 teacher	T K Primary School
2006-8	Grade 3 teacher	Ethiopia Primary School
2008- Present	Grade 4 teacher	Ethiopia Primary School

Other Responsibilities and Roles

Dates	
2006-Present	Mathematics coordinator for Grades1-4
2011	Trained as a Adult Education facilitator
2008-Present	Member of the Parent Association
2010	Ran 2 workshops on 'how to make a display'

Self Assessment What is Good Teaching?

Component	Comment
<p>Professional Knowledge and Understanding</p> <ul style="list-style-type: none"> • uses wide and up-to-date subject knowledge of the curriculum • displays a good understanding of classroom pedagogy • has a broad understanding of the impact of the teachers' role in the local community, is aware of national and local initiatives and priorities, and includes them in teaching programmes 	<p><i>I have a good basic knowledge of all subjects grades 1-4</i></p> <p><i>I have upgraded my understanding of pedagogy by doing my diploma</i></p> <p><i>I live in the community and have links with the Parents' Association.</i></p> <p><i>In my spare time I am helping adult learners to read through the national scheme</i></p> <p><i>I will be working on the inclusion and retention of girls in school this year</i></p>
<p>Teaching Skills</p> <ul style="list-style-type: none"> • plans effectively for student involvement and learning • gives clear learning objectives and provides students with the skills necessary for study and learning • uses a wide variety of active teaching methods and strategies, appropriate to the learning preferences of the students • relates subject matter to the everyday lives of the students • encourages student participation and problem solving attitudes • rewards and praises progress and challenges poor performance or behaviour • is aware of the individual progress and learning needs of each student • treats all students fairly and with respect • is reflective about classroom practice • is a competent assessor of student progress and provides effective student feedback 	<p><i>The students in my classroom are on the whole well behaved. They like learning. I use several methods of active learning but want to develop more active ways of learning especially developing the students thinking skills. I have introduced mathematics investigations and am introducing mental mathematics into my class. I am also going to try interactive whole class teaching to try to get the students involved and gain a deep understanding of basic mathematics. This will include creating my own resources. If this is successful it that will help them with maths in the future.</i></p>

<p>Values and attitudes</p> <ul style="list-style-type: none"> • has a love of the profession • has a hunger for learning and self-improvement • forms excellent working relationships with colleagues • cares for the progress and wellbeing of students • fosters inclusion and equal opportunities within the classroom and institution • sets high standards and has high expectations of the students 	<p><i>I love teaching and I am keen to develop my skills.</i></p> <p><i>I respect all my students and make sure the boys in my class respect the girls.</i></p> <p><i>I will not allow students to make fun of other students for having a go at working out problems.</i></p> <p><i>I expect students to ask questions if they don't understand</i></p> <p><i>I want every student to do their best. They know and I know when they do their best.</i></p>
<p>Learning Environment</p> <ul style="list-style-type: none"> • maintains an attractive and supportive learning environment • creates a safe and ordered environment in which all students are able to learn • uses a wide range of appropriate teaching aids and materials, including locally available resources 	<p><i>I want my classroom to be a safe learning environment where students feel happy to ask questions, explore ideas and be confident in their own skills.</i></p> <p><i>I have several displays on the walls and I am careful about their presentation- I have practiced my hand writing so that it is clear and in straight lines. I have introduced a display of the students' work that I change every month. All students have an opportunity to display their best work.</i></p>

Section 3:

My 3 priorities for this year.

This section includes:

3a. Personal priority: 'Developing active learning strategies and noting how they affect girls'

- Observations and reflections before and during the research on:
 - seating arrangements
 - girls asking and answering questions**
 - girls learning behaviours
 - girls' exam/test results and girls' marks in daily tasks
- 3 examples children's reflections on mathematics with my comments
- an example of a student's work before, during and after the research with comments
- Conclusions of the action research
- **An example a class introduction using interactive whole class teaching**
- **Evaluation and Reflection on the introduction, including children's self assessment**
- Peer observation by Mohammed during action research to see how the girls are participating in the introduction with a record of the following discussion and reflections

3b. Group priority: Improving girls' access to the curriculum and learning

- The revised mathematics curriculum
- Notes from the department's meetings
- Analysis of girls' exam results in all subjects and evaluating where and why they have succeeded and where and why failed
- 4 peer observations of newly qualified teachers to support their understanding of teaching methods in mathematics especially looking at how the girls worked
- 1 peer observation to develop my skills in teaching girls'

3c. School priority: Improving girls' participation in learning to Grade 8

- Notes from the staff meetings

3a. Personal PriorityJanuary 10th- 14th 2011

How many girls asked and answered questions in a mathematics lesson- both in the introduction and written task

Tick every time a girl asks or answers a question and then add the ticks

Day	Girls asking questions		Girls answering questions	
Monday		0	√ √	2
Tuesday		0	√	1
Wednesday	√	1		0
Thursday	√	1	√ √ √	3
Friday		0	√ √	2
Total		2		8

February 7th- 11th 2011

How many girls asked and answered questions in mathematics- both in the introduction and written task

Tick every time a girl asks or answers a question and then add the ticks

Day	Girls asking questions		Girls answering questions	
Monday	√	1	√ √ √	3
Tuesday	√ √ √ √	4	√ √ √ √	4
Wednesday	√ √	2	√ √ √ √ √	5
Thursday	√ √ √ √ √ √ √ √	8	√ √ √ √ √ √	6
Friday	√ √ √	3	√ √	2
Total		18		20

Girls are feeling more confident to ask and answer questions in the class.

But there are still some girls who need to ask for more help but over the next few months if I continue with this method I hope these girls will develop more confidence to ask,

A record of a lesson introduction using interactive whole class teaching In Division

TEACHER: Let's look at dividing 75 by 6

Teacher writes the sum on the board

$$\begin{array}{r} 6 \overline{) 75} \end{array}$$

TEACHER: Who would like to show us the sum?

Ok, Solomon, Amid, Asheto, Tigist, Addis, Meseret, Muski you come out. Meseret, you can share 75 between Solomon, Amid, Asheto, Tigist, Addis and Muski. What do you need?

MESERET: 7 bundles of ten sticks and 5 sticks



Meseret collects the 7 bundles of sticks tied in tens and 5 separate sticks.

TEACHER: So you have 7 tens and 5 units

What do you need to do?

MESERET: Share the tens first

Meseret gives a bundle of ten to each student and has 1 bundle of ten and 5 sticks left.

TEACHER: Ok Meseret, How many tens has each person got?

MESERET: 1

Teacher writes on the board

The class copies the sum

$$\begin{array}{r} 1 \\ 6 \overline{) 75} \end{array}$$

TEACHER: What have you got left?



MESERET: One bundle of ten and 5

TEACHER: Can she share the bundle of ten

CLASS: No

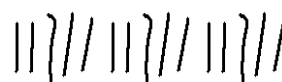
TEACHER: What are you going to do?

MESERET: Untie the string

TEACHER: Ok

Meseret unties the string of the bundle of ten

TEACHER: What has Meseret got left?



$$\begin{array}{r} 1 \\ 6 \overline{) 75} \\ \underline{60} \\ 15 \end{array}$$

CLASS: She has 15

TEACHER: Yes she has 15 units. Can she share 15 between 6? (*Pointing to the 6 students*)

CLASS: Yes

TEACHER: OK Meseret share the 15 units

The Teacher writes 15 on the board and the class copy. Meseret gives one stick to each child. Then give another stick to each child. She has 3 left.

TEACHER: Hold up your units. (*to the students in the front*)

How many units has each person got?

CLASS: 2

Teacher writes this on the board.

TEACHER: How much has each person got?

$$\begin{array}{r} 12 \\ 6 \overline{) 75} \end{array}$$

CLASS: 12

TEACHER: What have you got left?

MESERET: 3

TEACHER: Can Meseret share 3 between 6?

CLASS: No

TEACHER: Why

CLASS: Because it would not be fair

TEACHER: So we have 3 left over. So we write remainder 3

$$\begin{array}{r} 12 \text{ r}3 \\ 6 \overline{) 75} \end{array}$$

(writing r3 on the board)

TEACHER: Well done everyone

Then the teacher then goes over the sum on the board.

TEACHER: Does everyone understand? Show by showing your thumbs.

Ok, red group you seem unsure. I will go over it with you while the rest of you can do the exercise.

26th January 2011

Reflections on the Interactive Whole Class introduction

In this interactive session there was:

- *role play (action) – Meseret sharing out to 6 students*
- *visual clues- the sum on the board and the bundles of sticks*
- *oral clues-*
 1. *the teacher asking the questions*
 2. *appropriate mathematical vocabulary being used*
- *class involvement- writing the sum, answering questions, watching the role play*
- *a safe positive environment*

Choosing girls and boys to demonstrate how to divide worked well. It gave a positive image of girls and boys working together. Selecting the less confident male and female students to hold the sticks allowed them to be involved without them panicking. They were able to physically hold the sticks and see how many they had. In the written task they were able to work on their own doing the sums from the book; which for Solomon, Muski, and Tigist was the first time they worked confidently on the written work.

Meseret confidently worked out the sum and this was the first time she had volunteered to come out to the front of the class. The class worked well with Meseret - again showing respect for the girls in the class.

After the interactive whole class session I asked the children who had understood dividing by 6 by putting their thumbs up/down. Only 6 children – 2 boys and 4 girls were not sure. I set the class to work and went over the work with the students who were not sure. This gave them the confidence to have a go. They completed half of the sums and got most of them right.

18 girls finished the task and got all the sums right. This is an increase of 11 from the pre-research observations.

Using the sticks seems to work well as all the students can see them even the students at the back of the class. Using both girls and boys to demonstrate worked well especially as a girl led the demonstration. This gives a balance within the classroom and the students see it as fair. I will use this method again.

Section 4:

Additional information

This section includes:

ELIP Training

The previous years' CPD activities

*English Language
Improvement
Programme*

This is to certify that

Solomon Meseфин

has attended the training for ELIP

at the Management Centre in Addis Ababa

October 3rd – 14th 2009

Ministry of Education

ELIC Team Leader

Yeshitla Belay

Karen Jones

Section 5:

Assessment and

Feedback

This section includes:

- *Feedback from the head of department*
- *Notes on a discussion with my colleague*
- **Proforma for the Assessment of Professional Portfolio**

Proforma for the Assessment of Professional Portfolio

<u>Structure</u>	Yes / No	Comment/s
Are all compulsory items present?	<i>yes</i>	
Is there a range of items from the optional list present?	<i>yes</i>	<i>Good range from the optional list</i>
Is the structure logical and the content well-organised, including dates, headings and numbered pages?	<i>yes</i>	<i>Clear structure and easy to follow</i>
Is the work clearly set out, legible and well presented?	<i>yes</i>	<i>Very well presented</i>
Are the items up to date, relevant and obviously developed throughout the year?	<i>yes</i>	<i>All items up to date</i>
Are the contents evidently the teacher's own work, as appropriate?	<i>yes</i>	
<p><u>Range and Appropriateness of Activities</u> Comment on the range of activities; the appropriateness of the activities to the priorities; whether there is clear evidence that the activities helped to improve teaching and learning;</p> <p><u>Comments</u> <i>A very good range of methods of evaluation and reflection shown. There was clear evidence that the strategy you used had improved the girls' learning. It also improved the boys' results as well. The observations of the newly qualified teachers were thoughtful. They challenged but supported the teachers in their development of mathematical understanding and teaching skills. As part of your CPD for next year I would like you to work through the mentoring module so that you will further develop these skills. I would like you to become a mentor.</i></p>		
<p><u>Quality of Thinking, Reflection and Evaluation</u> Comment on the quality of thinking, reflection and evaluation in relation to the three identified priorities. Are the reflections and evaluations relevant to the activities done? Do the reflections and evaluations show a deep understanding of the issues raised. Is there evidence of the teacher using reflection and evaluation to improve teaching and learning?</p> <p><u>Comments</u> <i>I like your thoughts on teaching and learning as you assessed yourself against the criteria for what makes a good teacher. Your class is indeed a safe, learning environment for all your students.</i> <i>You have thought very deeply about improving your teaching and the students' learning. This is a very good portfolio and I want you to share it with your colleagues in the next staff meeting. I would also like you to do some demonstration lessons for our new teachers.</i> <i>A good year's work</i></p>		

Derenge Worku

Signature of Assessor

Salomon Mesfin

Signature of Teacher

Appendices

Appendix 1 The Philosophy of Learning and Teaching in Ethiopia

“If you stop learning you should stop teaching”

A Norman

There are many books on the Philosophy of Learning and Teaching and each has its theories and pedagogy, such as behavioural, constructivist, social-cultural; far too complex and wide ranging than can be discussed here. These theories have changed over time and are still being developed today. However, it still remains true that teachers' attitudes and skills are extremely important to student learning.

It is important that teachers believe that all children can learn and that they create a safe learning environment where children can discuss, ask questions and investigate problems/subjects without the fear of ridicule.

Teachers have a great influence over the classroom and the learning environment. Even with limited resources and large class sizes the attitude and the way the teacher teaches can have a great influence. In these situations the teacher often needs to be more creative and thoughtful in developing the best ways to stimulate interest and excitement about learning in their students.

Teachers should be constantly seeking new and improved ways to develop their students' understanding. They should try out and evaluate, revise and reflect their teaching strategies constantly, always taking into account the ways their students learn. This will change from class to class, and year to year, so the teacher must also be changing his/her ways of teaching. A new teacher will develop a range of ways to interest students and an experienced teacher will be refining their list to suit the needs of the class. This is a constant process of learning and re-learning for the teacher. It should be an enjoyable and stimulating experience for the teacher and the students. For teachers in self contained classrooms (0-4 grades) or newly deployed teachers, developing subject knowledge in a range of subjects can develop the teacher as a person. With experienced or subject teachers presenting well known facts in a new and interesting way can reinvigorate teacher interest and thereby stimulate the students' interest and develop their knowledge.

Teachers should investigate what Active Learning means within Ethiopian

Schools; for example, if the size of the class or the class furniture does not allow group work to be effective, maybe paired work or working in three might be a better way to encourage students to discuss and work together.

Active learning does not necessarily mean moving around but developing 'higher order skills' in students, such as:

- Problem-solving
- Investigating
- Reflecting
- Analysing
- Being able to discuss an issue
- Listen and respond appropriately by following and developing a line of argument
- Researching relevant information and using it appropriately
- Developing thinking skills
- Working independently
- Creative thinking

A good, creative teacher is one that develops the above skills in their students in interesting ways that encourage students to want to learn and enjoy the experience of learning.

CPD is a way of supporting teachers in this; and the portfolio is a way in which the teacher can collect and show the evidence of creative thinking and inspirational teaching.

Appendix 2 Proforma for Self Assessment

Self Assessment What is Good Teaching?

Component	Comment
<p>Professional Knowledge and Understanding</p> <ul style="list-style-type: none">• uses wide and up-to-date subject knowledge of the curriculum• displays a good understanding of classroom pedagogy• has a broad understanding of the impact of the teachers' role in the local community, is aware of national and local initiatives and priorities, and includes them in teaching programmes	
<p>Teaching Skills</p> <ul style="list-style-type: none">• plans effectively for student involvement and learning• gives clear learning objectives and provides students with the skills necessary for study and learning• uses a wide variety of active teaching methods and strategies, appropriate to the learning preferences of the students• relates subject matter to the everyday lives of the students• encourages student participation and problem solving attitudes• rewards and praises progress and challenges poor performance or behaviour• is aware of the individual progress and learning needs of each student• treats all students fairly and with respect• is reflective about classroom practice• is a competent assessor of student progress and provides effective student feedback	

Values and attitudes

- has a love of the profession
- has a hunger for learning and self-improvement
- forms excellent working relationships with colleagues
- cares for the progress and wellbeing of students
- fosters inclusion and equal opportunities within the classroom and institution
- sets high standards and has high expectations of the students

Learning Environment

- maintains an attractive and supportive learning environment
- creates a safe and ordered environment in which all students are able to learn
- uses a wide range of appropriate teaching aids and materials, including locally available resources