

State of Kuwait

Ministry of education

ELT General Supervision



دولة الكويت

وزارة التربية

التوجيه الفني العام للغة الانجليزية

مذكرة المرشحين للوظائف الإشرافية – وظيفة رئيس قسم

A Guideline For The Nominees For The Position of Head Of Department

العام الدراسي ٢٠١٦-٢٠١٧



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Leadership

Managing human resources in the English department

Behind the production of every product or service there are human minds, efforts and man hours (working hours). Human being is the fundamental resource for making or constructing anything. Professional human beings are needed in searching for talented, skilled and qualified members for further development.

Human Resource Development (HRD) is training an individual after she/ he is first hired, providing opportunities to learn new skills, distributing resources that are beneficial for the member of the staff's tasks, and any other developmental activities.

It is the framework that helps individuals develop their personal, educational and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as individual training, career development, performance management, coaching, mentoring, succession planning, key employee identification, tuition assistance for the sake of work progress and fulfilling visions and goals.

Human Resource Management is the process of recruitment, selection of team members, providing proper orientation and induction, providing proper training and the developing skills, assessment of the team (performance of appraisal), providing proper compensation and benefits, motivating, maintaining proper relations among team members, maintaining their safety, welfare and health in workplace.

Why (HRM) ?

Essentially, the purpose of HRM is to maximize the productivity of an organization by optimizing the effectiveness of its members. Perhaps the paramount principle is a simple recognition that human resources are the most important assets of an organization; any organization cannot be successful without effectively managing this source.

Before managing human resources within the staff, the leaders / managers should manage themselves first by:

- Believing in their vision to convince the members of the team to accomplish the goals /mission.
- Embracing changes and causing them by being proactive not reactive.
- Avoiding stagnation, working hard to develop themselves then their staff.
- Being organized, being ruthlessly efficient, and focusing on performing their work then managing the team.
- Avoiding stress and work pressures.
- Learning from mistakes to grow and develop.
- Managing and valuing time and prioritizing duties, duties, tasks or matters.

When managing human resources within the staff, the leader/manager should

- ✓ **Develop an environment in which staff /team members choose motivation and contribution including the leaders too**

Good leaders /managers should know his staff to enable them to determine what type of environment is best for their department .They should ensure comfortable working environment and avoid conflict that may hinder quality of production and high achievement. A good environment will motivate staff, and they will choose to perform to a high level and reach their goals and the organizations' vision. The leaders should be included too.

- ✓ **Set an example in work ethics, treatment of people, and empowerment worthy of being emulated by others**

Good Leaders/ mangers should lead by being examples to others. They should show their staff how to behave. They are ethical, treat people fairly, and give them the independence they've earned. Leaders who play favourites, steal credit or discriminate against their staff are destroying the team spirit and work.

- ✓ **Plan and distribute work fairly**

Good Leaders/ mangers must divide work fairly and evenly among staff members. Workloads must be divided according to their abilities and capabilities. They should also provide all the tools needed for the work according to the plan designed.

✓ **Trust team members and respect their point of view.**

Good leaders/ managers should trust and respect their teams and their point of view because that will motivate them and, for sure, will increase production and development, because they will perform tasks willingly without pressure.

✓ **Provide direction, clear vision, and goals to the members of the team**

Good leaders/ managers should be the leaders of the groups because they not only divide the work but direct how team/staff members (Human resources) should accomplish the work. They set long term and short term goals. Depending on the type and level of the group, leaders may set overarching goals, allowing their staff the opportunity to set their own lower level goals, or they may take control of the entire process. Both are appropriate, depending on the situation.

Vision is a key task in managing human resources. If your team cannot see the big picture, they are less likely to perform to their highest level. Leaders / managers need to have a clear vision and share it properly with the team.

✓ **Keep an eye on your staff progress by asking for the metrics that tell People how successfully they are performing**

Leaders must provide feedback. Without that feedback, the staff won't know where they stand, what they need to improve and where they are doing well. This is most successful when metrics are built around clear, measurable goals.

✓ **Give plenty of positive reinforcement to the members of the team is important.**

Good leaders / managers should publicly recognize the efforts and achievements of their members to build up their confidence and encourage future contributions and efforts. Praise does not have to be formal; praising teams can be part of leaders' day-to-day communication. Positive reinforcement is also a valuable tool in successful management.

✓ **Celebrate success and reward staff**

Good leaders/ managers should always find opportunities to celebrate success with their staff in any way they find it fit. They could reward their team with tiny simple things/ gestures that team members may like.

✓ **Offer opportunities for both formal and informal development**

Leaders 'job isn't just to get the work done, but to be monitors and help their staff to succeed. They should personally coach their staff, and provide opportunities for formal developmental training, such as classroom training, college courses, workshops, stretch projects and research.

✓ **Lead staffs , listen to and serve people**

Servant leaders focus primarily on the growth and well-being of people and the work community to which they belong. They share power, put the needs of others first and help people develop and perform as highly as possible. The servant leaders / managers are the ones who serve those following, serving them every step of the way, especially by bringing out the best in them and refusing to buy their limitations as achievers. They keep their team fully informed concerning goals, priorities, tasks and important deadlines. Not only effective communication is essential to both establishing leaders' credibility and gaining the support of their teams, but also good staff management leads to good relationships among them because people's relationship are critical and essential for any career development.

✓ **Remove obstacles that impede the human resources progress**

Good leaders / managers help their staff and clear the path for success. They should spot members who need approval on their projects and facilitate these to them. The leaders /managers should realize if the members of their staff need training courses or direct specialized instructions, or assistance with a project.

Leadership traits: Responsibilities and skills

What Leadership Is About

“Leadership is about creating powerful human currents moving enthusiastically in a right direction.” (Leader 360 by Vadim Kotelnikov)

"Leadership is influencing people to get things done to a standard and quality above their norm. And doing it willingly." (Brian O'Neil, the author of *Test Your Leadership Skills*)

Leadership Traits: Responsibilities and skills

To motivate your team to achieve the highest levels of performance (and create an extraordinary organization in the process), here are the qualities you should model every day. Recognizing the leadership traits /qualities that good leaders share is a priority if you hope to thrive in a management position. While you might naturally possess some qualities and characteristics necessary for success, other areas might need improvement.

1-Self- motivation and Passion

Motivated leaders desire to achieve above and beyond expectation. Good leaders have a passion for the work they do and feel it is important. Sharing that passion and enthusiasm with employees can help you motivate your employees to become more productive. Praising your employees when they do a good job can be a natural extension of passion.

2- Communication

Strong leaders know how to communicate effectively with staff at both higher and lower levels in the company. Understanding how to clearly explain tasks and projects to staff while communicating the importance of your department's work to administrators is a crucial skill that takes practice.

3- Commitment to Staff and accountability

Good leaders understand that success isn't possible without the help of their employees. Providing ample training opportunities for your staff and expressing your

confidence in their work will let them know that you are invested in them. Great leaders take initiative to influence the outcome and take responsibility for the results.

4- Team Building

Encouraging employees to work together, rather than competitively, can result in higher productivity and improved morale. Encouraging a cooperative atmosphere and group problem solving will help you ensure that your department completes tasks on time without personal conflicts.

5- Decisiveness

Employees rely on leaders to make decisions that are quick, logical and correct.

6- Awareness

There is a difference between management and employees, bosses and workers. Leaders understand the nature of this difference and accept it; it informs their image, their actions, and their communication. They conduct themselves in a way that sets them apart from their employees--not in a manner that suggests they are better than others, but in a way that permits them to retain an objective perspective on everything that's going on in their organization.

7- Empathy and compassion

Extraordinary leaders praise in public and address problems in private, with a genuine concern. The best leaders guide employees through challenges, always on the lookout for solutions to foster the long-term success of the organization. Rather than making things personal when they encounter problems, or assigning blame to individuals, leaders look for constructive solutions and focus on moving forward.

8- Emotional intelligence

The ability to understand and manage your own emotions, and those of the people around you is crucial. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people. For leaders, this is essential for success.

9- Emotional Control

Similar to emotional intelligence, once you can understand your emotions, you can learn to control them. The ability to stay calm, assess you, and then make adjustments

comes down to simple self-control. If you can control your emotions and reactions to the world, you can better control the outcomes.

10- Accountability

Extraordinary leaders take responsibility for everyone's performance, including their own. They follow up on all outstanding issues, check in on employees, and monitor the effectiveness of company policies and procedures. When things are going well, they praise. When problems arise, they identify them quickly, seek solutions, and get things back on track.

11- Confidence

Not only are the best leaders confident, but their confidence is also contagious. Employees are naturally drawn to them, seek their advice, and feel more confident as a result. When challenged, they don't give in too easily, because they know their ideas, opinions, and strategies are well-informed and are the result of much hard work. But when proven wrong, they take responsibility and quickly act to improve the situations within their authority.

12- Optimism and positivity

The very best leaders are a source of positive energy. They communicate easily. They are intrinsically helpful and genuinely concerned for other people's welfare. They always seem to have a solution, and always know what to say to inspire and reassure. They avoid personal criticism and pessimistic thinking, and look for ways to gain consensus and get people to work together efficiently and effectively as a team.

13- Honesty and transparency

Strong leaders treat people the way they want to be treated. They are extremely ethical and believe that honesty, effort, and reliability form the foundation of success. They embody these values so overtly that no employee doubts their integrity for a minute. They share information openly, and avoid spin control.

14- Focus

Extraordinary leaders plan ahead and they are supremely organized. They think through multiple scenarios and the possible impacts of their decisions, while considering viable alternatives and making plans and strategies--all targeted toward

success. Once prepared, they establish strategies, processes, and routines so that high performance is tangible, easily defined, and monitored. They communicate their plans to key players and have contingency plans in the event that last-minute changes require a new direction (which they often do).

15- Inspiration

Put it all together, and what emerges is a picture of the truly inspiring leader: someone who communicates clearly and concisely. This can motivate everyone to give his or her best all the time. They challenge their people by setting high but attainable standards and expectations, and then giving them the support, tools, training, and latitude to pursue those goals and become the best employees they can possibly.

16- Charisma

Successful leaders are magnetizing and charming which inspires devotion in their followers. This charisma can be difficult to learn, it usually requires most people to go outside of their comfort zone by speaking with more strangers as well as learning how to command the attention and speak to a group of any size.

17- Social skills

More often than not, leaders are charismatic, outgoing, friendly and approachable. They have the ability to speak with anyone in a calm, respectful and engaging way. Both employees and customers want to work for and purchase from people they like, you need to be one of those people if you want to succeed.

18- Lead by example

Actions speak louder than words. The people around you will notice if you are dedicated and working hard to grow your business. But if you're lazy and don't care, your team will note and follow suit. Great leaders always lead by example.

19- Relationship building

"It's all about who you know." Smart leaders know that there is a lot of truth to that saying.

Leaders understand the value of building long-lasting relationships with people in their industry and make a point to pursue partnerships whenever they can. Building a network of valuable people is critical for your long-term success.

20- Public speaking / Speaking skills

Leaders should not have any issues with speaking in front of crowds. Situations where public speaking is required can range from just speaking up at a meeting, to pitching a new idea in a room full of people. Not only is this important for you to be able to get your message across clearly, but it improves your credibility as a leader.

21-Negotiation skills

Leaders must know how to get what they want and can be very convincing. They do this by tapping the desires of others and building a sense of trust with people in order to come to a desirable outcome. From settling differences to overseeing a large deal, leaders should be practical, fair and firm in their negotiations.

22- Listening

In order to give your followers the feedback, support and attention they need to be successful, you need to make a true effort to listen when they speak. Most people are waiting for their turn to speak, great leaders listen first, speak second. Listening is more than being silent; you also need to ask the right questions.

Leadership Behaviours or Styles

It's important to understand that leadership is not only about traits or habits. It's primarily a behavioural phenomenon. So let's be practical for a moment and discuss the sort of behaviour we consistently value in our most cherished leaders.

1-They teach.

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.(*Cindy Harrison and Joellen Killion*)

2-They challenge themselves.

Great leaders are never satisfied with the status quo and that goes for their own status quo, as well. They may recognize the success of the team, especially after a long hard effort, but you'll rarely see them patting themselves on the back.

3-They don't follow.

All leaders learn from experience and mentors. All leaders serve their stakeholders. They have their own unique ways of doing things. And, when it comes to key decisions, they trust only their own judgment and their own gut.

4-They solve big problems.

Real leaders don't play small ball. Whether it's a customer problem, a constituent problem, or a societal problem, they live to come up with innovative solutions to big, tough problems. Real leaders are great troubleshooters.

5-Their vision inspires others to act.

I'll never understand the endless debates over what leadership is and isn't. It's simple, really. Leaders are those who others follow. And leadership behavior causes others to act.

6-They don't whine.

Most great leaders grew up with adversity, so they learned at an early age that complaining gets them nowhere. Instead, they set out to prove something to themselves and others – that they're special, unique, worthy, capable – and that's often a self-fulfilling prophecy.

7-They do only what matters.

Leaders are by definition people of consequence. They're driven by their vision, their obsession, a problem they must solve, whatever, but they're usually driven by one thing and that's what matters to them.

8-They're effective, not efficient.

Since they're consumed by a passion of some sort, that's what they're all about. Minutiae like optimizing, fine-tuning, efficiency, and productivity are completely off their radar screen, unless of course it just happens to be their specific focus. I suppose there have been leaders of the Toyoda (yes, that's how it's spelled, not Toyota) family obsessed with Kaizen – continuous improvement – but that's an unusual circumstance.

Interpersonal Effectiveness

Life is, by nature, highly interdependent. To try to achieve maximum effectiveness through independence is like trying to play tennis with a golf club - the tool is not suited to the reality.

Interdependence is a far more mature, more advanced concept. If I am physically interdependent, I am self-reliant and capable, but I also realize that you and I working together can accomplish far more than, even at my best, I could accomplish alone. If I am emotionally interdependent, I derive a great sense of worth within myself, but I also recognize the need for love, for giving, and for receiving love from others.

The basic view of success shifted from the character ethic to what we might call the personality ethic. Success became more a function of personality, of public image, of attitudes and behaviours, skills and techniques that lubricate the processes of human interaction. This personality ethic essentially took two paths: one was human and public relations techniques and the other was positive mental attitude (PMA). Some of this philosophy was expressed in inspiring and sometimes valid maxims such as "Your attitude determines your altitude," "Smiling wins more friends than frowning," and "Whatever the mind of man can conceive and believe it can achieve.

Many people with secondary greatness -- that is, social recognition for their talents -- lack primary greatness or goodness in their character. Sooner or later, you'll see this in every long-term relationship they have, whether it is with a business associate, a spouse, a friend, or a teenage child going through an identity crisis. It is character that communicates most eloquently.

➤ **The power of paradigm**

Each of us has many, maps in his head, which can be divided into two main categories: maps of the way things are, or realities, and maps of the way things should be, or values. We interpret everything we experience through these mental maps. We seldom question their accuracy; we're usually even unaware that we have them. We simply assume that the way we see things is the way they really are or the way they should be. And our attitudes and behaviors grow out of those assumptions. The way we see things is the source of the way we think and the way we act.

➤ **The Power of a paradigm shift**

Not all paradigm shifts are in positive directions. As we have observed, the shift from the character ethic to the personality ethic has drawn us away from the very roots that nourish true success and happiness. It becomes obvious that if we want to make relatively minor changes in our lives, we can perhaps appropriately focus on our attitudes and behaviors. But if we want to make significant, quantum change, we need to work on our basic paradigms.

➤ **Seeing and Being**

Our paradigms are the way we "see" the world or circumstances -- not in terms of our visual sense of sight, but in terms of perceiving, understanding, and interpreting. Paradigms are inseparable from character. Being is seeing in the human dimension. And what we see is highly interrelated to what we are. We can't go very far to change our seeing without simultaneously changing our being, and vice versa. Paradigms are powerful because they create the lens through which we see the world. The power of a Paradigm Shift is the essential power of quantum change, whether that shift is an instantaneous or a slow and deliberate process.

➤ **Principles of Growth and Change**

The glitter of the personality ethic, the massive appeal, is that there is some quick and easy way to achieve quality of life -- personal effectiveness and rich, deep relationships with other people -- without going through the natural process of work and growth that makes it possible. We know and accept this fact or principle of process in the area of physical things, but to understand it in emotional areas, in human relations, and even in the area of personal character is less common and more difficult. And even if we understand it, to accept it and to live in harmony with it are even less common and more difficult. Consequently, we sometimes look for a shortcut, expecting to be able to skip some of these vital steps in order to save time and effort and still reap the desired result.

➤ **The Way We See the Problem is the Problem**

People are intrigued when they see good things happening in the lives of individuals, families, and organizations that are based on solid principles. They admire such personal strength and maturity, such family unity and teamwork, such adaptive synergistic organizational culture.

And their immediate request is very revealing of their basic paradigm. "How do you do it? Teach me the techniques." What they're really saying is, "Give me some quick fix advice or solution that will relieve the pain in my own situation." They will find people who will meet their wants and teach these things; and for a short time, skills and techniques may appear to work. They may eliminate some of the cosmetic or acute problems through social aspirin and Band-Aids.

➤ **A New Level of Thinking**

Albert Einstein observed, "The significant problems we face cannot be solved at the same level of thinking we were at when we created them. As we look around us and within us and recognize the problems created as we live and interact within the personality ethic, we begin to realize that these are deep, fundamental problems that cannot be solved on the superficial level on which they were created. We need a new level, a deeper level of thinking -- a paradigm based on the principles that accurately describe the territory of effective human being and interacting -- to solve these deep concerns.

Building High Performing Team

What is a team ?

A team is a group of people who are committed to a common purpose, performance goals, and approach for which they are mutually accountable.

Steps to build high-performing team:

1. Clear Goals

This is necessary so that all team members understand the purpose and vision of the team. A vision provides a pulling force that can impel a team toward a new relationship of its possibilities. Clear goals help team members define exactly what the team is doing and what it wants to accomplish, whereas unclear goals foster confusion—or individualism.

2. Defined Roles

It's important for group members to understand their job function and for leaders to tap into the skills and talents of group members. When the members experience conflict, it may be related to their roles. Team members often can manage this conflict by identifying, clarifying, and agreeing on their individual responsibilities so that they all gain a clear understanding of how they will accomplish the team's goals.

3. Open and Clear Communication

This is one of the most important characteristics for high functioning teams. Effective communication will keep a team informed and focused. Healthy and effective communication builds trust. Giving positive and constructive criticism and provide authentic feedback helps to keep things on track and eliminate errors.

4. Effective Decision Making

Awareness of various decision making methods can help a team make efficient decisions. The various points of view of each member of the team are considered, discussed, compared, and discussed again until everyone sees all "views from the tower" for making that solution work.

When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision.

5. *Balanced Participation*

It is important when leaders define what type of participation they expect from members. Balanced participation means that each team member joins the discussion when his or her contribution is pertinent to the team assignment. It also means that everyone's opinions are sought and valued by others on the team.

6. *Valued Diversity*

Valued diversity is at the heart of building a team. Team members are valued for their unique skills and talents. A diversity of thinking, idea generating, problem solving and experiences help to create an effective team.

7. *Managed Conflict*

This is essential to a team's creativity and productivity. In fact, effective teams see conflict as positive. Here are some benefits of healthy conflict.

- Conflict forces a team to find productive ways to communicate differences, seek common goals, and gain consensus.
- Conflict encourages a team to look at all points of view, and then adopt the best ideas from each.
- Conflict increases creativity by forcing the team to look beyond current assumptions and parameters.

8. *Positive Atmosphere*

To truly be successful, a team must have a climate of trust and openness, that is, a positive atmosphere. It means that people are involved and comfortable enough with one another to be creative, take risks, and make mistakes.

9. *Cooperative Relationships*

Directly related to having a positive atmosphere are cooperative relationships. When relationships are strong, relational tension will be weak, and people can focus on the work to be done. There is a sense of belonging and a willingness to make things work for the good of the whole team. The strength of each team member is being utilized. Feedback is given and received constructively. Evaluations are utilized. Success is celebrated.

10. *Participative Leadership*

A Participative Leader, rather than taking autocratic decisions, seeks to involve other people in the process. Leadership is shared among team members at various times.

Leadership challenges

“Leaders get people moving. They energize and mobilize. Although they take people and organizations to places they have never been before, they face challenges and problems.

These challenges are as follows:

➤ **To be respected and to be liked.**

Too many leaders use “being respected” as an excuse for not being liked. If you really had to choose one over the other, then respected is the better choice. But you don’t have to choose. Being competent at what you do gains respect. Being nice to people gets people to like you. To do both takes only a little extra effort. You don’t have to be patronizing (that won’t get you liked anyhow), but you need to pay attention to how you treat the people you lead.

➤ **Balancing the needs of the organization and the needs of people.**

Neither should this be an either/or choice, but many leaders are better at one than the other (or willing to sacrifice one for the other).

You can’t succeed for the long haul if you don’t pay attention to both. Both needs aren’t always perfectly balanced, but if people don’t feel cared for and supported with necessary resources, they won’t produce desired results. There are times when sacrifices will need to be made and most people understand that. But if you continually achieve results at the expense of your team, you’ll experience resentment and high turnover.

Of course if you can’t turn in results for your organization, you likely won’t get to stick around to take care of your team. Being liked but unable to deliver results is faux leadership.

➤ **Staying motivated.**

The biggest mistake a leader can make is waiting for or hoping someone else will motivate him or her. Motivation is ultimately an inside job. An employer can provide a positive environment and aid in motivation, but staying motivated is something a responsible adult does for him or herself.

There are many ways to stay motivated, but knowing your purpose is a great beginning point.

➤ **Maintaining focus.**

There are many demands on a leader's attention and too many leaders allow others to determine theirs. Effective focus comes from knowing what is most important and choosing to focus on that first. Not all distractions can be ignored, but most can be tabled until a better time to deal with them.

Not all tasks are equal, and just as a clear purpose helps in staying motivated, so does it help in staying focused. Never confuse activity with accomplishment. One is an input, the other an output.

At the beginning of each day, in addition to your to-do lists and other time management tools, ask yourself, "What is the most important thing we need to accomplish today?" Make sure your team knows the answer, too.

➤ **Developing Managerial Effectiveness:**

The challenge of developing the relevant skills such as time-management, prioritization, strategic thinking, decision-making and getting up to speed with the job and to be more effective at work.

"Workload is very challenging at times. Lots of different critical projects and activities going on with limited resources in the group. Juggling priorities is always at the forefront."

➤ **Changing dynamics with colleagues**

If you've spent some time in a non-leadership position at your institution and are suddenly promoted, a lot of things about your job are going to change. Yes, your responsibilities and daily work will be different, but your relationship with your co-workers -- especially those on your immediate team -- will no longer be defined as "peers."

Changing from co-worker to boss doesn't mean you can't still be friendly with one another, and it certainly doesn't mean you should abuse your newfound power.

However, just keep in mind that there may be a period of adjustment to earn the respect of your team as an authority figure rather than an equal-level employee.

➤ **Being a 'teacher'**

One key component of shifting into a new dynamic with your colleagues is the role you'll need to play as a teacher. The challenge, however, is knowing how and when to teach others, especially if there's a conflict that must be addressed.

As a first-time leader, you're in a position you're unfamiliar with. You might feel like you're overstepping your boundaries when you have to confront a co-worker on an issue. But, just because you're in a leadership position doesn't mean you need to change your attitude or how you approach your work"

➤ **Inspiring Others**

The challenge of inspiring or motivating others to ensure they are satisfied with their jobs; how to motivate a workforce to work smarter.

➤ **Developing Employees**

The challenge of developing others, including mentoring and coaching.

➤ **Leading a Team**

The challenge of team-building, team development, and team management; how to instill pride in a team or support the team, how to lead a big team, and what to do when taking over a new team.

➤ **Guiding Change**

The challenge of managing, mobilizing, understanding, and leading change. How to mitigate change consequences, overcome resistance to change, and deal with employees' reaction to change.

Managers versus Leaders

Management or Leadership?

As a department head, am I a manager or a leader? What are the differences between management and leadership? Which is more important? These questions and many more must have popped up in every department head, new or old-hand alike.

Perhaps there was a time when the calling of the manager and that of the leader could be separated. A manager didn't have to give much thought to the nature of what he was doing or to the people who were doing it. His or her job was to follow orders, organize the work, assign the right people to the necessary tasks, coordinate the results, and ensure the job got done as ordered. The focus was on efficiency.

But nowadays, where value comes increasingly from the knowledge of people, and where workers are no longer undifferentiated cogs in an industrial machine, management and leadership are not easily separated. People look to their managers, not just to assign them a task, but to define for them a purpose. And managers must organize work, not just to maximize efficiency, but to nurture skills, develop talent and inspire results.

Management guru Peter Drucker was one of the first to recognize this truth. He identified the emergence of the "knowledge worker".

With the rise of the knowledge worker, "one does not 'manage' people," Mr. Drucker wrote. "The task is to lead people. And the goal is to make productive the specific strengths and knowledge of every individual."

In your new position as a department head, your role is twofold: a manager and a leader. Although much has been said about the differences between a manager and a leader, modern management /leadership experts tend to believe that leadership and management must go hand in hand. They, however, admit that they are not literally the same thing, but they also admit that they are necessarily linked and complementary. Any effort to separate the two is therefore likely to cause more problems than it solves.

Generally speaking and for the sake of simplification, the manager’s job is to plan, organize and coordinate. The leader’s job is to inspire and motivate. In his 1989 book “On Becoming a Leader,” Warren Bennis composed a list of the differences:

No.	A manager	A leader
1	administers.	innovates.
2	maintains.	develops.
3	focuses on systems and structure.	focuses on people.
4	relies on control.	inspires trust.
5	has a short-range view.	has a long-range perspective.
6	asks how and when.	asks what and why.
7	has his or her eye always on the bottom line.	's eye is on the horizon.
8	imitates.	originates.
9	accepts the status quo.	challenges it.
10	does things right.	does the right thing.

Effective leaders establish a clear direction for their organizations. They communicate a compelling vision in their writing, speaking and presenting. According to Randall Dunham and Jon Pierce's leadership process model, successful leaders accurately assess a situation before taking an action to get a positive result. These leaders motivate and inspire subordinates to take action, and they enable transitions and transformations.

Effective managers, on the other hand, control and direct people according to established policies and procedures. They ensure that day-to-day operations flow smoothly. Organizations need both functions to succeed.

✓ **Vision**

Effective leaders define their vision and motivate subordinates to adopt this vision, often during meetings and training sessions. Leaders display integrity, empathy, assertiveness and good decision-making skills to lead others effectively.

Once subordinates accept the plan for the future, it requires an effective manager to carry out the vision by assigning resources and completing tasks. Managers ensure that employees have the skills, knowledge and capability to get the job done.

✓ **Participation**

Autocratic leaders operate by making decisions without consulting their subordinates. This tends to work well during a crisis. Under these circumstances, people appreciate a decisive leader who can take charge. Generally speaking, however, employees resent autocratic managers because people who use this style adhere to strict rules and often fail to recognize employee value.

An effective manager requires the participation of his/her subordinates to get work done. By asking for input on how work gets accomplished, he/she improves employee satisfaction, morale and retention.

✓ **Planning**

Effective leaders set goals for their organizations. They establish a long-term strategy. These leaders review the work of managers and provide sponsorship for activities.

Then comes the job of effective managers which is to initiate, plan, execute, monitor and close projects to achieve the strategic goals.

A successful organization needs both a strong leader and manager to get the team on board to follow them towards success. Leadership is about getting people to understand and believe in your vision and to work with you to achieve your goals while managing is more about administering and making sure the day-to-day things are happening as they should.

As a department head, you must adopt both stances (of a manager and an leader) because if you:

- **Lead too much, with little standards, and you will risk the rule of chaos and little discipline.**
- **Manage too much and you will stifle morale by being an authoritarian manager.**

Many people, by the way, are both. They have management jobs, but they realize that you cannot buy hearts, especially to follow them down a difficult path, and so act as leaders too. Therefore, the bottom line is that you need to mix both up. The best leaders and managers are interchangeable.

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Educational Planning

PLANNING

➤ How do you understand the term “educational planning”?

There are many definitions of educational planning. Educational planning first starts with a vision. A clearly articulated picture of the future you intend to create for yourself. It's a dream. A passion for what you want to do, and the benefit it brings others as well as yourself. However, if that vision (dream) does not have direction, it will always remain a dream and will never become a reality. Therefore, the vision comes first which also includes the will to change circumstances; your overall long-term career goals and objectives. Next, you must develop a road-map with short-term goals and objectives which will lead to your long-term career goal. The short-term goals and objectives will ensure you that you are moving in the right direction, and will serve as a catalyst giving you excitement and incentive to carry on. When creating a road-map, it should never be without the collaboration of a mentor, or we could say a coach, or reputable counsellor.

It is a process of finding the best solutions for a problem in the light of the available resources. This process should be purposeful and done carefully to achieve the aims.

- Acquire the will to change circumstances
- Acquire the vision (dream)
- Develop a road-map leading to the overall career goal and objective
- Just do it with 100% commitment and don't let go until it becomes a reality.

➤ Why planning?

-Wherever a person works and whatever he does, his activity can be productive or effective only if it has a scientific basis. In industry, agriculture, and every other field we aim at scientific organization of labour and wish to work with knowledge of what we are doing.

- “An effective teacher plans, organizes, and keeps one step ahead.”

Adams and Johnson

- “Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.” **Parker J. Palmer “The Courage to Teach”**

- The more prepared you are to provide prime learning opportunities for your students, the more confident you will feel in the classroom. Effective planning will assist you to reach this goal.

➤ **Pedagogical Labour:**

The work of teaching and education conducted by teachers at schools – also needs a scientific basis. For this reason the teaching of foreign languages must have its scientifically based technique. Language teachers should constantly strive to improve their techniques and work unremittingly or ceaselessly to improve both their linguistic and teaching qualifications.

➤ **Key characteristics of strategic planning**

The strategic planning approach, which is supposed to remedy any shortcomings, can be defined as follows: "**A management tool to help an organization to improve its performance by ensuring that its members are working to the same goals and by continuously adjusting the direction of the organization to the changing environment on the basis of results obtained.**" In line with this definition, some key characteristics of a strategic planning approach are worth highlighting. Strategic planning is guided by an overall sense of direction. Strategic planning is not just a cold technical undertaking that spells out future objectives to be reached and actions to be taken. It needs a global sense of purpose and direction capable of guiding implementers in making everyday choices about what actions should be taken in order to produce the expected results. Handbooks on strategic planning usually recommend starting with the formulation of a mission and a vision statement (Kaufman and Herman, 1991). A mission statement is a short paragraph summarizing:

- The overall goal which the organization is trying to accomplish;
- The main method it is going to follow to reach its goal; and

- The basic principles and values that will guide the fulfilment of the mission.

➤ **Strategic planning is sensitive to the environment:**

Strategic planning is based on the belief that the successful development of an organization is the result of finding the right fit between its internal strengths and weaknesses and the external opportunities and threats stemming from the environment. The main assumption is that, in order to be effective, organizations must be responsive to their environment, which is continuously changing. They must place the emphasis on understanding the changes and adapting their decisions accordingly. Consequently, a careful scanning of the environment is important not only at the stage of making the initial diagnosis for preparing a plan, but also, and even more so, at the stage of monitoring the plan implementation.

➤ **Strategic planning is result-oriented:**

Strategic planning considers compliance monitoring as not good enough and prefers to concentrate on whether the expected results have been obtained. In other words, the main emphasis is shifted away from compliance monitoring to performance (or results) monitoring. The focus on results has important technical implications at the stage of the plan formulation. Indeed, in order to be able to measure properly the different types of results obtained, the overall broad policy goals will have to be translated into more precise objectives (expected results). Those objectives will have to be made SMART.

➤ **Strategic planning is a mobilization instrument**

Strategic planning cannot succeed without the commitment of the plan implementers and the different stakeholders. Commitment can only be obtained if people identify with the plan, so that they are motivated to produce the expected results. Strategic planning should therefore not be carried out in isolation by experts alone, but rather as an inclusive process in which the implementers and stakeholders are actively involved in one way or another. If organized in a participatory way, the preparation of a strategic plan in itself becomes a learning experience. It creates a privileged moment for opening new lines of communication and dialogue, for promoting understanding

and ownership of what is being planned for and disseminating a spirit of strategic thinking throughout the whole organization.

➤ **Strategic planning is flexible in its implementation:**

Strategic planning is based on the belief that no neat, final plan can be prepared, simply because situations have become too complex and environments are too unpredictable, and because it is impossible to foresee every possible consequence of future decisions that will be made. An essential characteristic of strategic planning is, therefore, to proceed by ‘intelligent trial and error’ rather than by linear adherence to a detailed, polished plan document.

✚ **There are three kinds of plans:**

- 1- Long-term plan
- 2- Short-term plan
- 3- Daily-plan

1. Long Term Planning

- One of the responsibilities of a teacher is to complete a long term plan each year. Long term planning assists teachers in preparing for the needs of their students. It enables teachers to ensure that the curriculum for their grade/subject is covered and assists the principal (people in charge) to monitor classroom activities.
- Long term planning can be completed by term / semester or for the whole school year. It can be written by the individual teacher, by team, by department level or by grade level. There is no prescriptive format to follow when creating your long term plan. Feel free to be creative and use whatever format that works best.
- A long term plan should include the following details:
 - Teacher’s name, grade, time frames used i.e., term / semester, etc.
 - Expectations/strands covered in that time frame
 - Specific topics used to teach the expectations/outcomes
 - What the students will be doing. (demonstrations, performances, products)

- How student learning will be assessed. (assessment tools)
- Teaching strategies used to help students achieve the expectations.

2. Short Term Planning

Once a long term plan has been established, it is important to plan each topic/unit in detail. This is referred to as short term planning. Unit planning should include the content of the lessons in detail and the process that will be used to teach the lessons.

Once again, the format should include the following details:

- | | |
|----------------------------------|------------------------------------|
| 1) topics for individual lessons | 2) classroom activities/strategies |
| 3) teacher directed | 4) small group |
| 5) individual | 6) assessment/evaluation tools |
| 7) student demonstrations | 8) performance |
| 9) product/tasks/tests | 10) resources required |

Short term planning helps focus the teacher on the expectations that are to be taught and avoids repetition.

3. Daily Plan

A daily plan provides a brief summary of what is to be taught on a particular day. It is wise to prepare the lesson day by day. A daily plan should include the following:

- | | |
|--|---------------------------------|
| 1) day and date / class / period / unit and lesson | 2) resources needed (Materials) |
| 3) procedures | 4) evaluation.....etc. |

In setting a plan we have to put priorities into our consideration. We start with urgent needs.

➤ **Elements of successful planning: (Also planning stages)**

- 1- Think about a problem and its implementation
- 2- Collect data
- 3- Specify the aims
- 4- Specify the resources

- 5- Publicize the project
- 6- Implement, follow up and evaluate

➤ **Elements of successful administration:**

- 1- Planning
- 2- Organization
- 3- Implementation
- 4- Supervision
- 5- Follow up and evaluation

➤ **Kinds of planning:**

- A- Educational Planning
- B- School Planning
- C- Inclusive Planning

A-Educational Planning:

It is the rational orientation towards the future of education. It is the regulations that have been settled and agreed upon in the field of education to achieve the desired aims.

B- School planning:

It is the use of thinking in orienting the educational process at school.

➤ **Significant works of the school planning (types of plans):**

- 1- General school plan
- 2- Timetable plan
- 3- A plan for developing teachers' technical abilities
- 4- A plan for the low - high achievers
- 5- A plan for class visits
- 6- A plan for analyzing and developing a curriculum

7- A plan for extracurricular activities

➤ **The importance / value of educational planning in points:**

- 1- It is necessary if organizational excellence is to be achieved.
- 2- It is the roadmap of the whole process.
- 3- It focuses the attention.
- 4- It helps identify where the pitfalls are over the short-term.
- 5- It helps achieve the overall objectives and goals.
- 6- It helps avoid confusion.
- 7- It saves time and effort.
- 8- It minimizes the cost.
- 9- It achieves coordination and cooperation among different administrations.

➤ **VISION**

The ELT General Supervision seeks that every learner should achieve at his or her maximum potential in an engaging, inspiring and challenging learning environment.

➤ **MISSION**

The ELT Supervision prepares learners to understand, contribute to, and succeed in a rapidly changing society, and thus makes the school a better and more attractive place. We will ensure that our learners develop both the skills and understanding education provides and the competencies essential for success and leadership in the emerging creative society. We will also lead in generating practical and theoretical knowledge that enables learners to better understand our world and improve conditions for local and global communities.

While the formulation of brief mission and vision statements is common practice when preparing school development plans, it is less common when preparing overall education sector plans. Though in some cases it is being done, it is generally found that preparing such statements is not so easy in the case of a big, complex organization such as the education system. Indeed, statements might become so general and vague as to be no longer very meaningful. However, this is not a real issue, since in any case a strategic plan should contain a much more explicit policy

presentation (either as part of the introduction or as a special section) which clearly spells out the overall long-term goals and the broad strategies proposed for reaching these goals.

➤ **Designing an operational plan (Planning stages) :**

- 1- Thinking of the problem and all its dimensions.
- 2- Collecting all data related to the problem.
- 3- Specifying the aims that the planner seeks to achieve.
- 4- Specifying the resources and the manpower needed to accomplish the plan.
- 5- Publicize the project to stimulate others to take part and give opinions.
- 6- Setting up implementation procedures.
- 8- Implementation with ongoing follow-up and evaluation.

➤ **The main ELEMENTS of any educational plan:**

- 1- Clear objectives/Aims: Specify the final aims that the plan will achieve.
- 2- Content of the plan and the implementation procedures.
- 3- Manpower: The staff members who are going to execute the plan.
- 4- Tools and equipment with which we execute the plan.
- 5- Time: Specify enough time for implementing the plan to achieve its aims.
- 6- The required educational technology (resources) to implement the plan.
- 7- Cost.
- 8- Ongoing evaluation.

➤ **The main COMPONENTS of any educational plan:**

- 1- The Pupil
- 2- The Teacher
- 3- The Syllabus
- 4- The Teaching Aids and Extra-Curricular Activities

➤ **How to set an educational plan?**

- 1- Specify the general aims.

- 2- Study the status quo.
- 3- Specify the means with which you implement the plan.
- 4- Prepare a brochure for aims, policies and implementation procedures.
- 5- Estimate the cost.
- 6- Prepare a draft plan (aims – time - procedures – responsibilities)
- 7- Follow-up and evaluation.

C- Inclusive Planning :

Inclusion requires a large vision and specific competencies for all teachers. Now the teachers need to know that diversity is present in the classroom, and that they should attend to learners with a range of diverse needs. In this frame, it is imperative to prepare teachers for inclusion in all curricular plans for pre-service teachers, also for teachers in services, with the following professional aptitudes:

- **Researcher:** Always searches for explanations about their educative reality, has intellectual skills to propose diverse hypothesis, solve problems, generate innovation, and face challenges in the education field.
- **Strategic:** Is a professional with strong self- regulation, skills for planning, guiding and assessing, not only their own intellectual resources about the learning of curricular issues but also in their performance as a teacher. Always has an attitude to learn and improve and faces uncertainty with creativity.
- **Resilient:** Always moves towards the future, in spite of their difficult situations, by making healthy adjustments against adversity.

The knowledge, skills and attitudes for all inclusion teachers must emphasize that the purpose of all teacher interventions is the students' learning. They also need to have high expectations for all (inclusive vision), develop inclusive projects including diverse teaching strategies and support systems (inclusive practices) and participate in a collective work (inclusive language).

There are three important educational aspects that every teacher needs to be inclusive: *Equality*; promoting the same opportunities for all, *quality*; offering functional and meaningful learning and *equity*; responding to special educational needs.

➤ **Execution of plans (The implementation process) :**

Teachers are the key to success in inclusion. Here are seven essential components for Teacher Preparation Programmes :

FIRST: The Inclusive Teacher is a professional in education with a strong commitment to his/her community. The Teacher Preparation Programme should include subjects with **high social and community content** because they need to be sensitive to the needs of students and the environment; It is important to recognize the school as a point of encounter among different people, it promotes agreements among all the members of the community and meaningful relationships among the components that impact the learning of the students by removing barriers, promoting high expectations and a positive environment characterized by continuous improvement and values. The dialogue, participation and collaboration allows full awareness to all as a community and, in consequence ensures successful experiences in inclusion. For this reason the teachers need to be involved.

SECOND: The Inclusive Teacher **recognizes individual differences and implements learning strategies for all**. The educational intervention is oriented to diversity and promotes learning strategies for all (equality), for quite a few and for only one (equity). These are other essential aspects in the teacher Preparation Programmes. Quality, equality and equity concepts should be translated into specific actions of educative interventions.

Every inclusive teacher needs to move among these three realities in his/her classroom – seeing his/herself as being like all others, also like some others and finally, in some ways unique. Inclusion promotes co-operation in the classroom.

In inclusive education, the school and classrooms are very dynamic and have a lot of interactions and roles. The exchange and experience enrich individuality. Diverse contexts indicate diverse relationship and interactions.

THIRD: The collaborative work among educators, facilitates inclusion and needs to be promoted in the Teacher Preparation Programme. Inclusion is funded on a collective of teachers, a team sharing knowledge, making decisions, solving problems together and generating actions in order to improve the school and to increase the learning for all. In consequence, the collaborative work is a source of dialogue, co-teaching and updating. Information on the process of collaborative work now follows.

FOURTH: All programmes for pre-service teachers and in-service teachers must be based on the **interpretative and critical paradigms**. Allowing encounter with others, and the collective and interpretive insight into environments and circumstances and the development of research activities are fundamental. The inclusive teacher has strong skills in action research methods. This paradigm generates conditions for dialogue and collaboration. The dialogue needed for relationships and the essence of collaboration is the recognition of otherness. Recognizing that the other, is not a continuation of me, but has its own worldview that leads teachers to explain, interpret and act from their personal background. Collaboration takes the value of the other as implicit – this implies strengths, occupations and concerns. This vision then transforms from two ideas (you and me) to a new figure (us). Such dialogue and collaboration are key elements in inclusive education.

FIFTH: Contextual Preparation. Connecting with the educational services, allowing identification of diversity as an enriching element has three great steps outlined below. For teachers to promote inclusive education, their training should link directly with the educational services in so called contextual professional practice. This approach, in our experience, must be presented to all throughout the training process structuring

with multi-directional flow between theoretical and experiences close to educational field. Three important steps are proposed:

a) Re-significance of own school experience of future teachers.

This period of time is essential. Each future teacher should discuss his/her own experience as a student, analyze emotions and be aware of school and pedagogical theory made by teachers, allowing them to 'see' those components that were previously 'hidden' such as school's culture, school's type, teachers, uses and customs that marked the dynamic school and the values that predominated, characterizing the experiences from other angles and points of view. It certainly requires time to work individually and collectively, interchange coincidences and differences of experiences.

b) Approach to various contexts of school children.

This consists of visiting previously selected schools, taking part in observation activities and educational practices in three stages:

- Planning activities: after assessing the educational context, it is important to develop instruments of work; observation guides, questionnaires, interviews and to make teams to provide all aspects for implementing the planned approaches.
- Critical route implementation.
- Presentation of experiences: This is done in the classroom where all of the evidence and results are presented from the previous phase.

As a result of these activities, each student keeps a portfolio and checks research to support their actions. At all times they are accompanied by an experienced teacher. Certainly, they should include diverse environments, contexts, and educational services that characterize the educational system.

c) Professional practices in real environments.

In the teacher's training, the student must remain for a long period of time, in a school under the tutelage of a teacher.

This teacher must exert mentoring activities, to enrich their teaching experience with the knowledge of a mentor who attends and promotes inclusion activities.

At this time, the Faculty holds an agreement with diverse educational centres. Partnerships with the training institutions for teachers and schools are necessary. This enriching experience also enables the development of educational research in the corresponding professional options.

SIXTH: Cross Categorical formation. Diversity needs a global and common vision; philosophy, values, legal frame, language and shared knowledge as learning theories, special educational needs, support systems, educational intervention; strategies for large and small groups and individuality, tutoring and curricular adjustments. Inclusive education must characterize all training teacher programs, offering skills and common benchmarks for everyone regardless of education level to be entered (e.g. Primary, Secondary and High Education). This versatile training enables various teachers, regardless of their field or level of training, to collaborate and participate in the diversity of educational contexts together. The common reference on inclusive education frameworks that must be present in all Teacher Training Programs are:

a) *Common vision.* The philosophy of inclusion, legal frameworks that enable an education for all with quality and equity, educational policy that promotes attention to diversity, the historical evolution from marginalization to inclusion and conceptions among others, are fundamental aspects in educational programs.

b) *Language and common knowledge.* Emphasize the student's possibilities and support systems, with a clear vision that all children can learn. In this way the school needs to prevent the barriers and limitations for learning that could marginalize children and young people from their potential. It also includes learning conception, individual differences, the values of solidarity, respect, and collaboration. Cognitive and affective elements framed in the conception of collectively and community empowerment as well.

c) *Educational attention to diversity practices.* Includes strategies for large or small groups and one-on-one, mentoring, curricular adjustments, alternative support systems, diversity assessment actions, collaboration with other professionals and co-

teaching, trans-disciplinary action, among others. They are essential for the development of the professional skills of attention to diversity.

SEVENTH: Mentoring. New teachers must participate with experienced teachers at least during the first two years. This includes dialogue sessions, reviews of situations, decision-making arrangements and work plans, among others to provide the following to the new teacher: intervention (**guidance**), facilitation (**advice**), and cooperation (**co-responsibility**).

The new teacher needs counselling and mentoring actions to consolidate his/her skills as an inclusive teacher. Whereas educational dynamic is intense and complex, it is necessary that new teachers participate under the accompaniment and mentoring of experienced teachers to enable consolidation of an inclusive vision in those teachers. It seems that this is essential to ensure the best results in the first years of teaching work. Many education systems face the phenomenon of 'burnout' among their teachers, often causing the abandonment of the teaching task, or loss of enthusiasm and commitment. This is a terrible loss to any education system or country.

Mentoring are actions carried out by a teacher, preferably of the same school, or networks of teachers that assume this important task. It requires a lot of creativity and a clear and definite plan for the monitoring of such actions. The time should be defined by each environment, however this task should be carried out at least in the first year very closely and the second year in a more distant way. Nieto (2004) identifies three models of advice that characterize actions of accompaniment and mentoring:

a) **Intervention**. The role of the experienced teacher is directive and assumes a leadership position, where instruction is given through interpersonal behavior which provides materials and ideas to be adapted, and so dominates the transmission of information with an emphasis on the explanation and application of knowledge and skills.

b) **Facilitation**. The role of the experienced teacher is consulting. His/her interaction with the novice teacher provides advice and listens, encourages and clarifies. The

experienced teacher provides materials designed for this purpose and promotes the discussion and review of diverse conceptions. The experienced teacher assumes a role of coordinator of decisions and is a strong observer. This model focuses on interactive work methodology and improves the quality of action processes.

c) **Cooperation**. A critical friend or colleague is the experienced teacher role and their relationship is interdependent and a source of mutual learning, shared responsibility, experience or convergence of perspectives. Materials and ideas are developed together. There is an awareness of reaching agreements and reaching a consensus on courses of action. Cooperative research is promoted. Both input to the improvement plan. There is shared leadership and promotion of interdependence, reciprocity, collegiality and solidarity. The best features of accompaniment and mentoring are developed under the facilitation and cooperation approach.

Key outcomes and lessons learned

The profile for the inclusive teacher should be as follows:

- ❖ The inclusive teacher is a professional educator committed to his/her community, who recognizes individual differences and considers them in his/her educational intervention actions. S/he participates in collective teaching because it is essential for collaboration and dialogue and is also creative in implementing education by facing the challenges of diversity in specific educational project interventions.
- ❖ The inclusive teacher has a holistic educational view with strong skills and experience in order to participate in diverse contexts. Some conclusions are:
 - a) Work together with other institutions to build a collaborative network, connecting colleagues and diverse professionals, interchanging knowledge and making new friends.
 - b) Promote educational research projects to develop innovation.
 - c) Participate in diverse social and educative programs in each community.

- d) Support the collaborative work of all teachers because it is the best way to attend to the diversity of our schools. In this sense, the mentoring process has a transcendent role.
- e) Choose the best student profile for teacher education.
- f) Enrich the Teacher Preparation Programs, with transversal competencies along the curricular plan.

Preparing for a Meeting:

Preparing is very important in having a successful meeting. Meetings are also a major part of most careers, so it can be a big deal! Follow these steps to help encourage success in your next meeting.

1. Knowing how to prepare for a meeting is important for all employees and critical for any manager or leader. Knowing when not to have a meeting is equally important.
2. Decide the type of meeting you are going to have:
(Informational / Creative / Decision / Motivational)
3. Determine the roles and ask those participants to accept them. The roles are the following: (Leader / Facilitator / Recorder / Timer / Participants)
4. Prepare a notice, this should include the date, time, agenda, and venue of the meeting.
5. Attach the minutes of the previous meeting (if there has been one). This gives members the chance to bring up anything they do not understand or disagree with.
6. Call the meeting to order. This means the chairperson asks everyone to stop talking as the meeting is about to begin. Determine the quarterly goals for the team. The agenda is a list of the topics you'll address to get to that objective, with a time limit to keep you on track.
7. Pass around the attendance book or sheet of paper and ask everyone attending to sign their names at the beginning of the meeting. These names will be entered in the minutes.
8. Set a date for the next meeting and formally close the meeting.

(Examples of plans):

In general we have a daily plan, a weekly plan, a monthly plan and a term plan.

(NB: see appendix)

Appendix Suggested Plan for the First Term:

- 1- Distributing classes according to the number of classes and teachers' proficiency and needs.
- 2- Checking the available media.
- 3- Distributing syllabus sheets.
- 4- Assigning tasks and distributing extracurricular activities among staff members.
- 5- Giving the diagnostic test.
- 6- Preparing remedial exercises according to the feedback of the diagnostic test.
- 7- Preparing and following up written work exercises.
- 8- Preparing the first period test.
- 10-Analyzing tests results.
- 11-Low achievers and brilliant students follow up.
- 12- Class visits and inter-visitations.
- 13-Staff meeting topics according to the feedback from class visits, inter-visitations and the latest educational issues.
- 14-Preparing workshops, seminars and demo lessons.
- 15- Following up reinforcement classes.
- 16- Preparing the second period test (Primary-Intermediate) and analyzing their results.
- 17- Following up of newly recruited teachers or teachers who are old hand but rusty.
- 18- Preparing end of term exam. (Primary-Intermediate)

- Suggested Daily / Weekly Plan:

Day	Period 1	Period 2	Period 3	Period 4	Period 5
Sun.	<i>Checking preparation notes and preparing for the day's plan</i>	<i>My class</i>	<i>Getting ready for the meeting</i>	<i>Weekly Staff meeting</i>	<i>Extended discussion of the staff meeting topics with free colleagues</i>
Mon.	<i>Revising the items for the day's plan and collecting related work</i>	<i>Written work follow-up</i>	<i>My class</i>	<i>Class visit: class.....</i>	<i>Writing the report of the class visit and discussing it with the colleague</i>
Tues.	<i>Revising the items for the day's plan and collecting related work</i>	<i>Sub-Meeting with grade-nine teachers</i>	<i>My class</i>	<i>School Board Meeting</i>	<i>Writing the minutes of the administration board meeting in the specified register</i>
Wed.	<i>Revising the items for the day's plan and collecting related work</i>	<i>A class visit in class....</i>	<i>My class</i>	<i>Writing the report of the class visit and discussing it with the colleague</i>	<i>Preparing extra material and activities for brilliant students</i>
Thur.	<i>Revising the items for the day's plan and collecting related work</i>	<i>Written work follow-up</i>	<i>setting a new plan for the following week</i>	<i>Sub-Meeting with teachers of grade seven</i>	<i>My class</i>

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Report writing

Report Writing

Introduction

Contrary to current situation thinking that head of departments' works only involve working with teachers and students, many tasks perform by involve writing. Written communication, in fact, is an integral part of their tasks. The ability to write a technical report in a clear and concise manner is a mark of a good head of department. She/he must be able to translate the formulae, numbers, and other indicators abstractions into an understandable written form. There are uncountable variations in educational process report format. Each group, institution, company may have its own "standard" format to follow. This article is being offered as an example of the kind of information and progression order that should be present in a sound formal report. There are certain elements common in most writings. Any useful report must inform readers of the reasons, means, results, and conclusions of the subject matter being reported. The mechanics and format of writing a report may vary but the content is always similar.

What is a report?

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analyzed and applied to a particular problem or issue. The information is presented in a clearly structured format, making use of sections and headings so that the information is easy to locate and follow.

When you are asked to write a report you will usually be given a report brief, which may outline the purpose, audience and problem or issue that your report must address, together with any specific requirements for format or structure.

This guide offers a general introduction to report writing; be sure also to take account of any specific instructions provided.

What makes a good report?

An effective report presents and analyses facts and evidence that are relevant to a specific problem or issue. As with an essay, all sources used should be acknowledged

and referenced throughout, in the format set out in the course referencing guide. The style of writing in a report is less of a continuous piece of writing than an essay, with a more direct and economic use of language. A well written report will demonstrate your ability to:

- understand the purpose of the report
- gather, evaluate and analyze relevant information
- structure material in a logical and coherent order
- present a report in a consistent manner according to the instructions provided
- make appropriate conclusions that are supported by the evidence and analysis of the report
- make thoughtful and practical recommendations where required

The structure of a report

This will depend on the particular exercise and your topic. There is no set format and you should decide what you think is appropriate. It is the style of presentation that is important, rather than exactly which headings you use.

Title Page

This should briefly describe the specific purpose of the report. Other details you may include could be your name, the date and for whom the report is written.

Terms of Reference

Under this heading you could include a brief explanation of who will read the report (audience) why it was written (purpose) and how it was written (methods). It may be in the form of a subtitle or a single paragraph.

Summary (Abstract)

This is not always necessary and you may find you do not have enough space to include a summary.

The summary should briefly describe the content of the report. It should cover the aims of the report, what was found and what, if any, action is called for. Aim for about 1/2 a page in length and avoid detail or discussion; just outline the main points.

Remember that the summary is the first thing that is read. It should provide the reader with a clear, helpful overview of the content of the report.

Contents (Table of Contents)

This may be appropriate, but, particularly in very short reports, may not be necessary. The contents page should list the different sections and/or headings together with the page numbers. Your contents page should be presented in such a way that the reader can quickly scan the list of headings and locate a particular part of the report. You may want to number headings and subheadings in addition to providing page references. Whatever numbering system you use, be sure that it is clear and consistent throughout.

Introduction

The introduction sets the scene for the main body of the report. The aims and objectives of the report should be explained in detail. Any problems or limitations in the scope of the report should be identified, and a description of any research methods, the parameters of the research and any necessary background history should be included.

Methodology

If you have conducted your own research, you should explain your research methods.

Results

If you have conducted your own research you may want to present your results in a separate section.

Discussion

The main body of the report is where you discuss your material. The facts and evidence you have gathered should be analysed and discussed with specific reference to the problem or issue. If your discussion section is lengthy you might divide it into section headings. Your points should be grouped and arranged in an order that is logical and easy to follow. Use headings and subheadings to create a clear structure for your material. Use bullet points to present a series of points in an easy-to-follow list. Your ideas must be supported by evidence and theory and, as with the whole report, all sources used should be acknowledged and correctly referenced.

Conclusion

In the conclusion you should show the overall significance of what has been covered. You may want to remind the reader of the most important points that have been made in the report or highlight what you consider to be the most central issues or findings. However, no new material should be introduced in the conclusion.

List of References

Your list of references should include, in alphabetical order by author, all published sources referred to in your report. Check your referencing guide for the correct format.

Writing the report

Having organized your material into appropriate sections and headings you can begin to write your report. Aim for a writing style that is direct and precise. Avoid waffle and make your points clearly and concisely. Sections and even individual paragraphs should be written with a clear structure. The structure described below can be adapted and applied to sections and even paragraphs.

- **Introduce** the main idea of the section/paragraph
- **Explain** and expand the idea, defining any key terms.
- **Present** relevant evidence to support your point(s).
- **Comment** on each piece of evidence showing how it relates to your point(s).

Conclude your section/paragraph by either showing its significance to the report as a whole or making a link to the next section/paragraph

These are suggestions for how your report might be constructed. There is no set format which we expect you to use. For examples of reports, look at, for example, local government websites, or the Home Office website, in Research & Development, or on the Health & Safety Executive (HSE) website, in the Science & Research section.

Reports are written for different purposes. Moreover, they contain different information and structures. It is going to be discussed in the following papers.

Teachers Evaluation report

Nearly everyone agrees that great teachers are critical to student success—and that our schools have not done nearly enough to evaluate teachers accurately and use this information to improve educational quality.

Increasingly, school districts, states and teachers' unions are advancing evaluation reform through legislation and by negotiating changes to collective bargaining agreements. This has compelled education leaders and policymakers to grapple with difficult issues that have received only lip service in the past: How can we help all teachers reach their full potential in the classroom? How can we ensure that teachers love their jobs, so that the best teachers want to keep teaching? How can we address consistently ineffective teaching fairly but decisively?

We cannot address any of these issues without better teacher evaluation systems. Evaluations should provide all teachers with regular feedback that helps them grow as professionals, no matter how long they have been in the classroom. Evaluations should give schools the information they need to build the strongest possible instructional teams, and help districts hold school leaders accountable for supporting each teacher's development. Most importantly, they should focus everyone in a school system, from teachers to the superintendent, on what matters most: keeping every student on track to graduate from high school ready for success in college or a career. Evaluations should do all of these things, but in most cases, they don't even come close. Instead, they are typically perfunctory compliance exercises that rate all teachers "good" or "great" and yield little useful information. As Secretary of Education Arne Duncan noted in a summer 2010 speech, "our system of teacher evaluation... frustrates teachers who feel that their good work goes unrecognized and ignores other teachers who would benefit from additional support." The next several years represent a golden opportunity to create better systems that meet the needs of schools and the professionals who work in them: Teacher Evaluation.

The crucial question now facing education leaders is, "How?" How can they avoid the pitfalls of past evaluation systems? How can they create evaluations that become useful tools for teachers and school leaders, and that help push students to new

heights? What can they learn from the districts and states that are making real progress?

The following are six design standards that any teacher evaluation system must meet in order to be effective. These six standards are interdependent; each is critical to ensuring that evaluations meet the needs of teachers, school leaders and students. Each standard is described in detail in the following pages, along with real-life examples and potential pitfalls.

1) Annual process

All teachers should be evaluated at least annually.

2) Clear, rigorous expectations Evaluations

It should be based on clear standards of instructional excellence that prioritize student learning.

3) Multiple measures Evaluations

It should consider multiple measures of performance, primarily the teacher's impact on student academic growth.

4) Multiple ratings Evaluations

It should employ four to five rating levels to describe differences in teacher effectiveness.

5) Regular feedback

Evaluations should encourage frequent observations and constructive critical feedback

6) Significance

Evaluation outcomes must matter; evaluation data should be a major factor in key employment decisions about teachers.

What does exceptional achievement by pupils look like?

A bit of background: independent schools, such as the one I am going to, are inspected, not by OFSTED but by the Independent Schools Inspectorate (ISI). The ISI approach (known as a framework in the jargon) is very different to OFSTED. ISI inspects two main things - once you get the legal requirements for schools out of the way. These are the quality of the pupils' achievements and their personal development.

The inspection looks to evaluate the quality of both and, most importantly, suggest how a school might improve. Typically, the inspectors are fellow teachers, Heads and others from other independent schools led by a Reporting Inspector - all are trained in what they have to do. Over four days, the inspection evaluates how well the school is achieving its aims for the pupils in the two key areas.

In observing and evaluating lessons we are looking at the two factors and how the quality of teaching affects them. Our primary focus is on the pupils. In other words, it's the outcomes for the pupils which are important not the manner in which they are achieved. Hence, under "achievement" we are looking at what pupils know and can do and under "personal development" we are looking at how they learn and the personal characteristics they portray related to learning. As you can tell, this approach is equally applicable to pupils of any ability.

So what are some of the indicators of excellence when watching lessons? I suggest they might include:

- All pupils understand what is required of them and are able to undertake it with success; they make excellent progress
- All pupils show highly positive attitudes to learning including initiative, independence, perseverance, co-operation & enjoyment
- All pupils are able to synthesise, evaluate and apply reasoning and subject specific skills and/or knowledge at an appropriate level
- All pupils are highly motivated and keen to challenge themselves
- All pupils are inspired, challenged and supported by the teaching and set high expectations for themselves.
- All pupils feel their needs are being met

In every class there is a range of pupils of different abilities and needs. Some are highly able so need specific stretch & challenge, some have specific learning needs or disabilities and some might not have English as their first language. Often the difference between "good" and "excellent" is that in "good" lessons most but not all pupils are fully and effectively engaged whereas in "excellent" lessons they are. So that covers "excellent"; what about "exceptional"?

Well, I suggest, some of the key factors here are the pupils' skills for learning, their attainment in examinations or tests, their rates of progress and their attitudes and behaviours. The other key factor is how ambitious the school is in its aims and how well these are fulfilled. You will rightly protest that these are factors to take into account for all pupils, surely? You are correct. So the judgment that has to be made is the level to which all pupils in these areas are successful and how demanding the school is of its pupils.

Schools have all sorts of aims and it is often difficult to distinguish one school from another. How ambitious are these two sets of aims when set out by individual schools in England? It's not hard to tell!

"...we combine traditional values with a forward-looking and vibrant learning environment where young people are nurtured to become considerate, confident and well-rounded individuals."

"... a school which fosters independence and individuality, the school is managed with a light touch and relationships are respectful yet relaxed. The pupils are encouraged early to take charge of their lives, to be able to embrace the unexpected and to become resilient, self-reliant young people. school is about working together and learning from mistakes as well as successes. Pupils are encouraged to be themselves: they are not expected to be perfect. Above all, this is a place of boldness, warmth, creativity and fun, where the search for precision and beauty matter and where humour and laughter are never far away."

The second school is being much more ambitious for its pupils than the first. In a very real sense, it is setting itself a significantly more taxing challenge. The first school couldn't probably judge the achievement of its pupils to be exceptional as its aims for them are not exceptional. In the second case, the aims are certainly ambitious so the question is to what extent they are fulfilled? The most successful fulfilment of this school's aims in terms of the pupils' achievements in lessons, activities, examinations, Different types of report writing

Informal Report

The purpose of an informal report is to inform, analyze and recommend. It usually takes the form of a memo, letter or a very short document like a monthly financial report, research and development report, etc. This report is shorter and informal than a formal report. It is written according to organization's style and rules but generally does not include the preliminary and supplemental material. The informal report is generally more conversational in tone and typically deals with everyday problems and issues of an organization. Sales reports, lab reports, progress reports, service reports, etc. are few examples of this kind of reports.

An informal report usually consists of

- Introduction
- Discussion
- Recommendations and reference

Introduction:

Mention the general problem first, so that the readers can understand the context. Then state the specific question or tasks arising from the problem that you will be dealing with. Finally, explain the purpose of the essay and its expected results. Since this is an informal and a short report, this part does not need to be long. Two or three sentences will be sufficient.

Discussion:

Present your findings clearly and briefly, in an appropriate method. You can use lists, tables, charts, etc. with adequate explanations. Present your results in descending order of importance. This way, the most important information will be read first. This will be the longest part of your report since this contains the major information.

Conclusions and recommendations:

The conclusion of a report, depending on its intention, should remind the reader what actions need to be taken. Recommendations section might not be needed unless it is requested. It depends on the company's/organization's policy.

Formal report

The purpose of a formal report is collecting and interpreting data and reporting information. The formal report is complex and long, and may even be produced in bound book volumes. A formal letter generally consists of

- Title page
- Executive summary
- Introduction
- Method / methodology
- Results / findings
- Discussion
- Conclusions
- Recommendations
- Appendices
- Bibliography

Title page: Title page should contain the title of the report, name of the author, name of the course (if it is written by a student) or company and date

Executive summary: Executive summary is the summary of the whole report in a logical order. This should highlight the purpose, research methods, findings, conclusions, and recommendations. An executive summary should be written in the past tense and should not be longer than 1 page. Though this section is included in the first part of the report, it is easier to write this part, after completing the rest of the report.

Introduction: The introduction should contain the main problem, its importance and the goals of the research. The background and context of the report are also included in this part.

Method/Methodology: This is the section where you explain the methods used in your research. If it is a scientific research, you can describe the experimental procedures.

Results\Findings: This section presents the results or findings of your project/research. You can also present data using visual methods such as tables, graphs, etc. However, do not interpret the findings here.

Discussion: In this section, you can explain what the above results mean. You can also analyze, interpret and evaluate data, note trends, and compare results with theory. Generally, this is referred to as the most important part of the report.

Conclusions: This is a brief summary of findings. Conclusion should not be confused with Results/Findings section as the conclusion is a simplification of the problem that can reasonably be deduced from the findings.

Recommendations: In recommendation section, suitable changes, solutions should be provided.

Appendices: This contains attachments relevant to the report. For example, surveys, questionnaires, etc.

Bibliography: This is the list of all references cited.

Curriculum / textbook evaluation

According to Worthen and Sanders, (1987) all curricula to be effective must have element of evaluation. Tuckman defines evaluation as meeting the goals and matching them with the intended outcomes. Curriculum evaluation may refer to the formal determination of the quality, effectiveness or value of the program, process, product of the curriculum.

The most widely used is Stufflebeam's CIPP (Content, Input, Product, Process) Model.

The context refers to the environment of the curriculum. Input refers to the ingredients of the curriculum which include the goal, instructional strategies, the learners the teachers the contents and all the materials needed. Product indicates if the curriculum accomplishes its goals.

Regardless of the methods and materials, evaluation will utilize a suggested plan of action:

1. Focus on one particular component of the curriculum.
2. Collect or gather the information.
3. Organize the information.
4. Analyze information.

5. Report the information.

6. Recycle the information for continuous feedback, modification and adjustments to be made.

Curriculum Approaches

Curriculum practitioners and implementers may use one or more approaches in planning, implementing and evaluating the curriculum.

Behavioral Approach- Anchored on the behaviorist principles, behavioral approach to curriculum is usually based on a blueprint. In the blueprint, goals and objectives are specified, contents and activities are also arranged to match with the learning objectives. In education, behavioral approach begins with educational plans that start with the setting goals or objectives. The change in behavior indicates the measure of the accomplishments.

Managerial Approach- The principal is the curriculum leader and at the same time instructional leader who is supposed to be the general manager. The general manager sets the policies and priorities, establishes the direction of change and innovation, planning and organizing curriculum and instruction. Curriculum managers look at curriculum changes and innovations as they administer the resources and restructure the schools. Some of the roles of the Curriculum Supervisors are the following:

1. Help develop the school's education goals.
2. Plan curriculum with students, parents, teachers and other stakeholders.
3. Design programs of study by grade levels
4. Plan or schedule classes or school calendar.
5. Prepare curriculum guides or teacher guides by grade level or subject area.
6. Help in the evaluation and selection of textbooks
7. Observe teachers.
8. Assist teachers in the implementation of the curriculum.
9. Encourage curriculum innovation and change.
10. Develop standards for curriculum and instructional evaluation.

System approach- The organizational chart of the school represents a system approach. It shows the line staff relationships of personnel and how decisions are

made. To George Beauchamp, the systems theory of education see the following to be equal importance are (1) administration (2) counseling (3) curriculum (4) instruction and (5) evaluation

Humanistic approach – This approach is rooted in the progressive philosophy and child-centered movement. The humanistic approach considers the formal or planned curriculum and the informal or hidden curriculum. It considers the whole child and believes that in curriculum the total development of the individual is the prime consideration. The learner is at the center of the curriculum.

Evaluating Your Textbook

Choosing a course book can be extremely difficult. We cannot get a good picture of the suitability of a book until we have been working through it for some time. The teacher's responsibility involves not only student assessment, but also the evaluation of the teaching and learning process itself. This means that the materials must be evaluated as well.

SPECIFIC APPROACHES FOR EVALUATING YOUR TEXTBOOK

A. Evaluate Your Program And Suggest Change.

- What kind of Grammar Focus does your textbook have?
- What kind of Vocabulary Focus does your textbook have?
- What kind of Listening Focus does your textbook have?
- What kind of Speaking Focus does your textbook have?
- What kind of Pronunciation Focus does your textbook have?
- What kind of Reading & Writing Focus does your textbook have?
- What kind of Cultural Focus does your textbook have?

B. Does your text have an Audio Program? What kind?

C. Does your text have a Video Program? What kind?

Criteria for Selection and Use of Course books.

- a. The text makes clear the links between the classroom and the wider world.
- b. The text fosters independent learning.
- c. The text focuses our pupils on their learning process.

- d. The text is easily available.
- e. The text meets our pupils' needs.
- f. The text can be used at more than one level of difficulty (heterogeneity).
- g. The pedagogical objectives of the materials are clear.
- h. The text is more attractive in appearance for the students than the teacher produced materials.

 **Points & Aspects to consider When Selecting a Course Book:**

1. Layout and design: we must judge whether the course book layout and design are appropriate and attractive for our pupils. How appealing is the material? Will it hold student's interest and satisfy them? Is it relevant, transferable, task oriented for maximum student involvement?

 **Activities:**

Is there a balance of activities. There should be a substantial amount of aural language input and a wide variety of communicative activities.

Ask these Questions:

Does the course book provide enough recycling of input for our pupils?

What kind of practice activities is there?

Is there an appropriate balance between controlled and free practice?

Are they motivating and meaningful?

How much variety of activities is there?

Didactic Units should follow the same steps: introduction (presentation), controlled activities (practice) and free or less controlled activities (production).

Language content: analyze of texts, exercises, activities and tasks in the text and ask yourself, "Are the activities sequenced logically, from simple to difficult, from mechanical to meaningful, from passive to productive and from accuracy to fluency".

Skills: Is there a balance of appropriate integrated skills for the level. For lower level and Elementary Education.

Language type: Evaluate the realistic nature authentic, well simulated, and contrived of materials and activities. Authentic or simulated authentic Is the language is realistic and the right type? Relevant to our pupils' needs? Vocabulary should be relevant to

our pupils' interests, close to their world and presented in a meaningful context. Is the progression adequate for the cognitive stage of development of our pupils?

Subject and content: Subject and content should be relevant, realistic at least some of the time, interesting and varied. What topics are included and do they match up to our pupils' personalities, backgrounds and needs.

Guidance: Is there enough guidance not only for the teacher, but also for our pupils. We need to have clear explanations of how the material should be used to take the maximum advantage out of it. The materials should be clear, easy to follow and have well-defined objectives that the whole class can understand. The text fosters independent learning. The text meets our pupils' needs. What will be the learner's role how will they manipulate the materials, complete tasks or exercises. How will the activities advance the learner's communicative competences?

Practical considerations: Is the price of the materials suitable for our pupils? Are all the components of the course (tapes, worksheets, etc.) readily available?

Audience: for whom the text appears to be intended (age of learners, level of proficiency, purpose for studying English)

Authors beliefs about theory and practice in language learning and teaching.

10. What is the teachers role what does the teacher have to do in order to facilitate learning? Also describe the teacher's role in terms of controller, participant, and observer.

TESTS describe how the text assesses the learners learning or attaining the goals set forth.

CHECKLIST FOR EVALUATION OF TEXTS

1. Authors include

- a. Experts in Second Language Research?
- b. Classroom Teachers?
- c. Writers for Children?

2. Philosophy

- a. Agrees to "no one best way" in teaching.
- b. Believes in one specific methodology

- c. Believes in an eclectic approach
- d. Promotes positive attitudes

3. Appropriate for Audience:

text appears to be intended for

- a. Age of learners _____
- b. level of proficiency _____
- c. Purpose for studying English.

4. Physical Aspects

- a. Books and Materials of appropriate size
- b. Clear Type/Illustrations
- c. Stimulates Discussion

5. Literary Quality

- a. Style of writing is appropriate for student group
- b. Quality of writing is native like
- c. Variety, humor, adventure, action

6. Text Program

- a. Sequential development of materials
- b. Adequate explanations: directions easy to understand
- c. Variety of activities
- d. Provides for a range of English proficiency
- e. Enrichment activities to provide practice for each skill introduced
- f. Planned introductions of new words and concepts
- g. Adequate repetition of new words
- h. Analytical comprehension of reading material
- i. Presentation of Alphabet and sounds
- j. Systematic teaching of pronunciation and intonation
- k. Sequential development of oral language
- l. Oral language production
- m. Encourages free oral expression
- n. Exercises draw on students own experiences

- o. Help w/ locating skills reading, (skimming, scanning, using titles, etc...)
- p. Help with charts, maps, graphs, etc...?
- q. Sentence formation
- r. Sentence combining
- s. Paragraph development
- t. Review of previously acquired skill.
- u. Follow-up activities correlate to original presentation
- v. Provides regular assessments activities
- w. Provides informal tests, checklists, vocabulary lists.

Teacher's Manual

- a. Range and variety of suggestions for lesson plan
- b. Suggested activities to introduce new words and concepts
- c. Review of previously acquired skill.
- d. Synopses of student text for teacher convenience?
- e. Suggestions for student activities at different levels of proficiency
- f. Index of skills
- g. Suggestions for extra enrichment activities

Any chosen text must be adapted to the particular requirements of the class. And there are always of materials that provide regular assessment activities or tools

Does this text fit with your Institutional goals?

- a. length of the semester/course,
- b. number of class hours
- c. Covers what the curriculum says needs to be covered.

Finally, No course book will be totally suited to a particular teaching situation. The teacher has to find his/her own way of using it and adapting it if needed.

The materials for a specific lesson will fall into two categories:

1. Those associate with the textbooks
2. Authentic materials that the teacher incorporates into classroom activities. Authentic materials are usually defined as those which have been produced for purposes other than to teach language.

General Tips for Good Writing

Here are a few tips for good writing.

- Keep it simple. Do not try to impress, rather try to communicate. Keep the sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report.
- Use an active voice rather than passive. Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. Here is an example: Bad customer service decreases repeat business.
- Good grammar and punctuation is important. Having someone proofread is a good idea. Remember that the computer cannot catch all the mistakes, especially with words like “red, read” or “there, their.”

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Kuwait National Curriculum

Basic terminology

National Curriculum Framework	The document that defines the aims, vision and concept of the new curriculum, its structure, as well as expected student learning achievement at different education levels.
Teaching Plan	The plan includes a reduced number of weekly periods from 35 to 30 plus a more rational balance between different subjects
Subject-based Curriculum and Standards	This document defines the various competences and levels of achievement students are expected to attain; the subject curricula cover the content to be learned and offer examples of learning activities and guidance on classroom assessment and the use of teaching and learning resources
Subject-based teacher guides	A guide to provide teachers with concrete instructions, instruments and approaches for implementing it in the classroom. These include: (a) guidance for understanding components of the subject curriculum; (b) guidance on curriculum-based planning which replaces content-based planning; (c) guidance on how to conduct competence-based teaching and learning activities; (d) guidance on how to carry out classroom assessment; (e) information on school-based professional development and (f) guidance on using ICT in the learning process.
Curriculum	In the simplest terms, ‘curriculum’ is a description of what, why and how students should learn. The curriculum is therefore not an end in itself. The objective of the curriculum is to provide learners with the knowledge, skills, values and attitudes to be successful in their lives. (<i>Source: UNESCO IBE2011</i>).

<p>Textbooks</p>	<p>The core materials for a course. Providing as much as possible in one resource and are designed so that they could serve as the only material learners necessarily use during a course.</p>
<p>Standards</p>	<p>They are statements about what is valued in learning. They describe expectations and are used to judge the level of performance in a field or domain.</p>
<p>Competences</p>	<p>Within the European Union area a competence is defined as a combination of knowledge, skills and attitudes appropriate to the context. Competence indicates the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and ethical values. (CEDEFOP 2011). Competences can be domain-specific, e.g. relating to knowledge, skills and attitudes within one specific subject or discipline, or general / transversal because they have relevance to all domains/subjects. See also ‘Key competences/competencies or skills’.</p>
<p>Competency-based curriculum</p>	<p>A curriculum that emphasizes what the learners are expected to do rather than mainly focusing on what they are expected to learn about. In principle such a curriculum is learner-centred and adaptive to the changing needs of students, teachers and society. It implies that learning activities and environments are chosen so that learners can acquire and apply the knowledge, skills and attitudes to situations they encounter in everyday life.</p>

Content standards	Statements describing what learners are expected to know and be able to do within a particular subject area or discipline at different grade levels, ages, or other criteria
Range of realities	Knowledge (cognitive domain)
Range of connections	Relations to other subjects(Transfer domain)
Range of operations	Skills and strategies(proficiency domain)
Range of attitudes	Personal and social responses (Affective domain)
Key competences	They represent a transferable, multifunctional system of knowledge, skills, values, attitudes, and personal/social attributes that all individuals need to acquire for their personal development. They are supposed to be achieved by the end of the Secondary Education period. They are cross-curricular
General competences	They define the most general subject-based knowledge, skills and attitudes/values embedded/integrated in students' expected outcomes by the end of Grade 12.
Specific competences	They define more specific systems of integrated knowledge, skills and attitudes/values. They can even cover specialized, topic-based competences students are supposed to display by the end of each grade.
Performance standards	They refer to the quality level to be achieved by students in performing their general competences by the end of each of the school stages –(national summative assessments)
Curriculum standards	They refer to the quality level to be achieved by students in attaining the specific competences. They describe to what extent the specific competences should be achieved by the end of each grade. They are a matter of school- and class-based formative and summative assessment.

<p>Subject curricula</p>	<p>Are official documents that define why, what, how and with which kind of final expected results students learn in a certain subject from Grades 1 to 12. They fully reflect the conceptual foundation and the provision of the key curriculum statements as defined by the Kuwait National Curriculum Framework.</p>
<p>School-based Continuous Professional Development</p>	<p>(SbCPD) is one of the key forms of Continuous Teacher Professional Development (CTPD). SbCPD is a complementary and continuous system of actions and learning opportunities based on school and teachers' needs, organized and managed at school level. This professional development model is taking place within a school where the teachers on a regular basis and in a more appropriate time participate in the range of learning activities aimed to improve their professional knowledge and skills and to implement the best educational practice</p>
<p>Assessment</p>	<p>The process through which the progress and achievements of a learner or learners is measured or judged.</p>
<p>Assessment for learning</p>	<p>Assessment of learner's progress and achievement, the primary purpose of which is to support and enhance learning by adapting the educational process to meet the learner's needs whenever required.</p>
<p>Basic skills</p>	<p>The fundamental skills needed for learning, work and life. Within the curriculum, literacy and numeracy are normally considered as foundational, essential or basic skills. The term can include a range of skills that individuals need to live successfully in contemporary society</p>

<p>Lifelong learning</p>	<p>All learning activity undertaken throughout life, which results in Improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons. (<i>Source: CEDEFOP 2011</i>).</p>
<p>Learning outcomes</p>	<p>The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours an individual is expected to have mastered upon the successful completion of an education programme. (<i>Source: UIS 2012</i>).</p>

Competences

+ What are the Competences?

Competences are defined as integrated systems of knowledge, skills and attitudes, values and beliefs developed through formal and informal education. They allow individuals to become responsible and autonomous persons, able to solve a diversity of problems and perform satisfactorily in everyday life-settings at the quality level expressed by the standards. Through the new *Kuwait National Curriculum* one develops three types of competences:

- **Key competences.**
- **General competences, and**
- **Specific competences.**

Key Competences represent a package (a system) of knowledge, skills, values, attitudes, beliefs, and personal/social attributes that all individuals need to acquire by the end of their Secondary Education, i.e. at the end of Grade 12.

These competences are not generated by one of the subjects (e.g. Mathematics or Arabic). On the contrary, they are developed by the joint and simultaneous contribution of all subjects that learners learn over their schooling. This cross-curricular (i.e. non-subject specific) nature of the key competences is self-explanatory when it comes to some of their main features, such as: high level generality (synthetic character), consistency and sustainability over time.

These competences (e.g. Islamic and Ethical Competences, Communicative competence in Arabic Language, etc.) are the foundation of successful personal and social lifelong development, including further employability and career advancement. With reference to the Kuwait National Curriculum, key competences students should master at the end of grade 12 encompass Communicative Competences in English and other Foreign Languages. These competences optimise to communicate effectively in English and other foreign languages in a range of contexts – meaning Secondary level graduates that:

- Communicate verbally/nonverbally through the use of English and different foreign languages;
- Express him-herself through the symbols and signs of English and different foreign languages;
- Use English and different foreign language arts represented in speech, listening, reading, writing, media and expression;
- Engage in, and contribute to respectful and productive dialogue in English and different foreign languages;
- Demonstrate the ability to follow general communication/interactional rules in English and different other foreign language while being also creative;
- Process and interpret appropriately the cultural, aesthetic as well as ethic values embedded in the English

General Competences, in contrast to key competences, are subject-specific. They define the most general subject-based knowledge, skills and attitudes/values integrated in learners' expected outcomes by the end of grade 12, when a certain subject is taught (see the system of general competences of English taught in Kuwait education, *Annex 2*)

General Competences to be developed by the end of grade 12

Subjects	Structure of the General Competences		
	Doing what? (gerund verb)	What? / On what??	In which context? With what kind of purpose/benefit?
English	Listening to	oral messages by means of different strategies	in a variety of contexts for effective comprehension
	Speaking	by using strategies of individual and interactive speech	in a variety of communicative contexts
	Reading and viewing	a range of texts by means of different strategies	in a variety of communicative contexts
	Writing	A range of texts	adapted to a variety of communication purposes

Specific Competences are sub-divisions of the above defined *general competences* and represent lower level, underlying stages in the development of the general competences related to a certain subject. The specific competences are structured and acquired by learners during a school year in the limits of certain subjects displayed in the Teaching Plan. Under each subject, the *specific competences* cover specialized, **topic-based** competences (knowledge, skills and values/attitudes) which learners are expected to demonstrate by the end of each Grade.

Within the curriculum, the specific competences are clustered in the following four areas (ranges):

- *A range of realities* specific to the subject (i.e. a cluster of knowledge, facts, and information related to the subject).
- *A range of operations* specific to the subject (i.e., a cluster of skills and strategies related to the subject);
- A range of attitudes, somehow related to the subject (a cluster of attitudes, values, beliefs of all sorts, mobilized by the knowledge and skills acquired in a certain subject);
- *A range of connections* with other subjects and domains of knowledge (a cluster of associations of knowledge, skills, etc. from other areas of study and experience).

The STANDARDS

What does a standard mean?

According to a dictionary; a standard means a level of quality or attainment. It also means a measure, a criterion or a touchstone, a basis for comparison, a reference point against which other things can be evaluated.

What are the standards in KNC?

Standards are statements about **WHAT** is valued in learning. They describe expectations and are used to judge the level of performance in a field or domain.

An operational decision, requirement or regulation related to the quality level to be achieved by a certain aspect of the education system.



What are the different types of standards in KNC ?

There are two kinds of standards :-

A) Curriculum standards

B) Performance standards

Curriculum standards

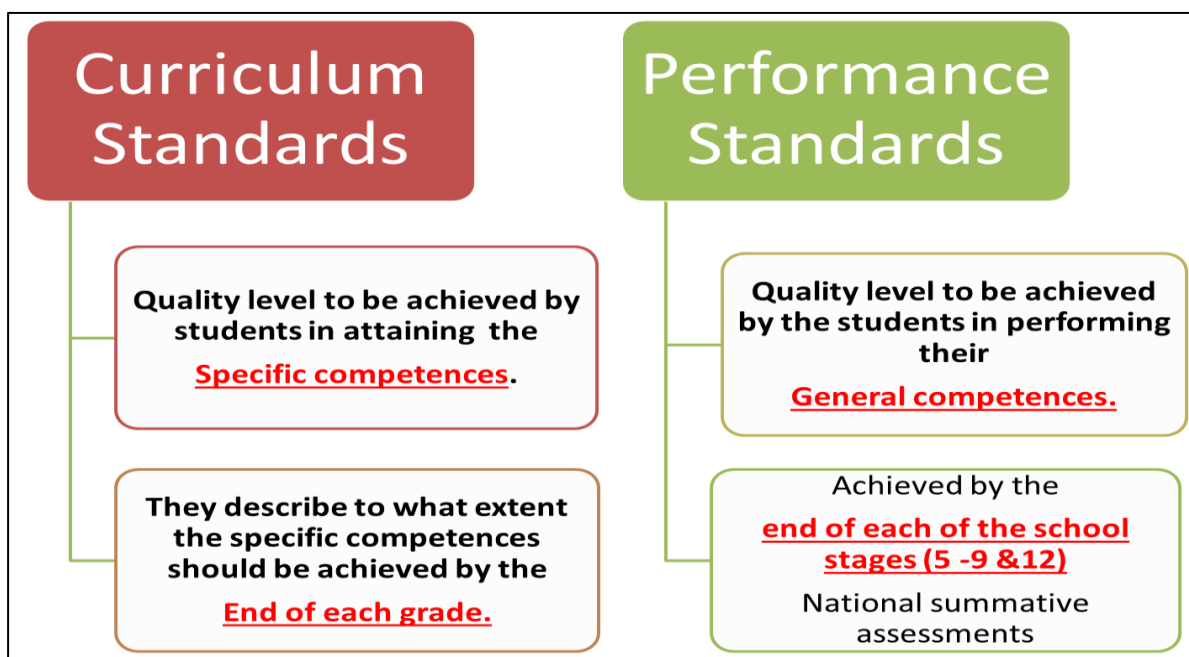
They refer to the **quality level** to be achieved by students in attaining the **specific competences**. Curriculum standards describe to what extent the specific competences should be achieved by the end of each grade.

In the Kuwait Curriculum, curriculum standards are related to specific competences defined in the subject curriculum. Curriculum standards are a matter of school- and class-based formative and summative assessment.

Performance standards

They refer to the **quality level** to be achieved by students in performing their **general competences** by the end of each of the **school stages** – i.e. Primary, Intermediary, and Secondary.

The measurement of the *performance standards* is a matter of different forms of national assessments. (MESA)



Why are learning standards so important ?

- Emphasizing the final aim of the school system and policies: In standards based policies, standards drive all aspects of the school system to ensure all students have opportunities to learn, thus texts books and their content are aligned to this goal, teachers' training, and allocation of resources.
- Making explicit learning expectations for pupils in schools.
- Providing focus to policies and teaching practices.
- Equity: shared expectations for groups of similarly aged students regardless of their backgrounds, gender and ethnicity.
- Accountability.
- Providing a common language to refer to high quality learning.
- Providing common criteria against which to assess students' progress and performance.
- Identifying, through assessment, pupils and schools in need of support or intervention.

Teaching and learning in a competence-based, learner- and learning-centered curriculum environment

1. Undertaking effective teaching

The new Kuwait National Curriculum is, first and foremost, learner and learning-centered. This means that the focus of the educational process is on the student and her/his learning.

Effective teaching strategies within a competence-based curriculum need to consider:

- the characteristics of the situation, the learner and prior learning,
- the student's internal motivation, interest, relevance and attitude.
- the learning environment created by the teacher (motivation, interest, relevance, attitude of the student).

Thus, a teacher needs to:

- realize that learning should start from the students' previous knowledge. This means it starts from what the student already knows and from what is relevant for the student's personal development and the development of what may be considered agreeable social relationships.
- recognize that education takes place through individual study by students and group activities, both of major importance, depending on the context of the process.
- appreciate the importance of the curriculum standards (what the students are expected to achieve). This gives the teacher a better understanding of students' gradual learning progression. It also allows the teachers to take the best measures in order to enhance every student's individual performance, even going beyond the curriculum standard where appropriate.
- develop a clear plan of action, indicating, step by step, how the students will concretely achieve these curriculum standards. With this in mind, teachers need to apply effective techniques to enhance students' on-going learning.
- apply teaching approaches that proved to be effective.

Successful learning frequently takes place when the teacher:

- enhances student learning by employing different learning styles at different speeds of presentation and also at different dynamic levels.
- promotes learning via constant inquiry, effort and self-discipline.
- recognizes that learning develops relationships and abilities and contributes to acquiring competences (knowledge, skills and attitudes/values).

Most recent teaching approaches aim at developing the students' competences through gaining a combination of knowledge, skills, attitudes and values. This ensures that students can meet the challenges of today's rapidly evolving world both in terms of functionality and employability.

Learners need to acquire skills, process, analyze and interpret new knowledge independently in a flexible and creative manner, think critically, reflect on ideas, and draw conclusions from collected information. Experience demonstrates that the learner-centered teaching approach and active/interactive teaching methods effectively provide learners with these skills and abilities.

2. Key principles underlying learner-centered teaching

Learner-centered teaching is an approach that shifts the focus of the activity from the teacher to the learner: it stresses how the students are to learn rather than what the teacher does to promote the learning. Key principles of learning-centered teaching are:

- Learners discover and construct the meaning from information and experience based on their unique perceptions, thoughts and feelings. Learning does not occur in a vacuum.
- More information does not necessarily mean more learning. Learners seek to create meaningful uses of knowledge regardless of the quantity of the information presented.
- Learners link new knowledge to existing information in ways that make sense to them. The remembering of new knowledge is facilitated when it can be tied to a learner's current knowledge.

- A learner's 'personality' influences his/her learning. Learners have varying degrees of self-confidence and differ in the clarity of their personal goals and expectations for success and failure and this affects their learning levels.
- Learners want to learn but personal insecurities and fear of failure often get in the way of learning. Individuals are naturally curious and enjoy learning.
- Learners like challenges and are most creative when the learning is challenging.
- Learners are individuals and not all learners are at the same stage of physical, intellectual, emotional, and social development. Learners also differ in their cultural backgrounds. Although the basic principles of learning apply to all learners regardless of these differences, teachers must take into account such differences between learners.
- The learning environment is important. Learners learn best in a friendly, socially interactive and diverse environment.
- Learners like positive reinforcement. Learning environments that support the self-esteem and respect of the individual learner tend to be more successful.
- Past experiences affect learning. Personal beliefs and impressions from prior learning color the learners' world views and their approach to learning.

3. Active learning within a learner-centered teaching

Active-learning describes the learning as a process based on the lively and dynamic cognitive activity of students in collaboration with other students.

The essence of this approach is that learning is not based on the memorization of new scientific knowledge or information, but on the systematic development of *thinking, self-acquisition and learning skills*. Under the guidance and facilitation of the effective teacher, students learn how to access, analyze and interpret information and draw logical and coherent conclusions by themselves.

Faced with a challenge, students use problem solving and learning through dialogue ways to address the challenge and seek solutions. Very often, "problem-based learning" and "an interactive teaching method" are used as synonyms for the "active-learning approach".

The main features of active/interactive learning are:

- an active cognitive attitude of students throughout the lesson, based on the activation of thinking;
- students are considered as discoverers and researchers: self-discovery and mastery of knowledge in the process of problem solving;
- the role of the teacher is a facilitator, creating the conditions for self-discovery and learning;
- the collaboration of students and teachers and thus joint problem solving, group interaction and feedback are significant;
- the challenge or problem-issue put forward at the beginning of the lesson forms the focus of learning;
- a tendency to emphasize inquiry-based learning (lessons are presented as “research” problems);
- students are guided to undertake different types of thinking, for example logical, critical, and creative thinking;
- stimulation of student’s autonomy and independence of thought are stimulated by the teacher;
- a focus on the creative application of knowledge for a meaningful and useful purpose;
- Extensive use of group work (not necessarily of one type), for example work in large groups, in pairs, in groups of intentionally selected diverse individuals etc.);
- a respectful and trusting style of relationship between students and teacher;
- Use of effective methods of organization and indicators of success of the learning activities; (for example, worksheets and handouts; forms of organizing the learning environment; various methods of determined achievement, etc.)

The outcomes expected by students when successfully employing active learning include:

- Short-term mastery of information,
- Long-term retention of what has been studied,
- Depth of understanding of material learned,
- Acquisition of critical thinking or creative problem-solving skills,
- Development of positive attitudes toward learning, as well as
- Increase in learner engagement with the subject being taught, or level of confidence in knowledge or skills.

4. Making teaching effective by engaging students in active learning

Engaging students and supporting them to develop knowledge, insights, problem solving skills, self-confidence, self-efficiency, and a passion for learning are common expectations associated with effective teaching.

As teachers, you may ask, “**When do children learn best?**”

According to current theories and practices, the learning will be motivated (“**learning engagement**”) **best if:**

- learners see a worthwhile end-product to the process;
- learning content is relevant to personal interest and choices;
- learners learn by doing. Understanding is essential to effective performance and only through doing one can obtain true understanding.
- learners have a freedom to make mistakes safely. Learning by doing means that people run the risk of failure. Learning events or experiences must therefore ensure that individuals know that it is safe and permitted to fail, but teachers have to help them learn from their mistakes.
- learners receive feedback on their work and their educational progress. Learners need feedback on how they are doing but this is best provided by giving learners the means to evaluate their own progress, i.e. self-checking.
- learners have a freedom to learn in their own time and at their own pace. Learning will be more effective if trainees can manage their learning themselves in accordance with their own preferences as to how it should progress.

Effective teaching needs to include learning approaches and activities in the three domains of learning: knowledge, skills and attitudes/values. These are also termed as cognitive, psychomotor, and affective domains of learning. This can be considered as:

- cognitive (thinking) or ‘minds-on’
- psychomotor (doing) but rarely doing without thinking leading to ‘hands-on, minds-on’
- affective (feeling) or ‘hearts-on’.

5. The possible difficulties in an active-learning environment and how they could be diminished

Educational experiences for students should be challenging and enriching. Too-easy learning activities and too-easy assignments are not as effective at engaging students as activities and assignments that challenge them. When students are reflecting, questioning, conjecturing, evaluating, and making connections between ideas, they are generally engaged.

The challenge here is to give a lesson that has an “inquiry character”/ a problem/a challenge, as well as a change in the traditional, dominant role of the teacher... and allows students to become equal participants in the educational process. This becomes possible by altering traditional roles of student and teacher in the educational process.

The student’s position is that of “a discoverer” and “a researcher”. The students are placed in a learning context in which they should face a number of challenges, questions and issues that need to resort to inquiry and micro-inquiry in order to get to a solution. However, it is very important that the students clearly understand the purpose of the learning exercise as being a cognitive one; one that answers what, why and how s/he is performing and what kind of final result the students should achieve.

The teacher’s position is a guide or facilitator. The teacher must create the conditions necessary for the students to be able to conduct their inquiry, help them to define their inquiry goals and facilitate their learning process by asking relevant questions and guiding the learners to, or in the direction of sources of information. This is a new type of leadership in teaching where the learning process is based on the joint activity of the teacher and the students which is oriented to the achievement of

the learning objectives. In this case, the teacher doesn't dominate the class as a strong authority, and does not distance himself/herself from the students. The teacher systematically and purposefully works with the class, organizes the problem situations, promotes development of research tasks by students, provides technical assistance in solving them, and points the way forward to the acquisition of knowledge. The teacher cooperates with the students, and guides them towards *what* they must learn and *how* to learn.

✚ To encourage learners' active cognitive participation in active/interactive learning, it is necessary that:

- the teacher demonstrates special respect, trust and individual approach to each student;
- the teacher must demonstrate a high level of sensitivity to the classroom climate.

✚ During the active/interactive learning, a teacher should:

- have attitudes of mutual respect, trust and kindness with the learners;
- support learners and accept them as they are;
- motivate and stimulate learners by believing in their capability;
- avoid direct criticism of the learners, refuse to evaluate the answers as good or bad so the student should believe and be sure that any attempt to solve the problem will be discussed, evaluated as a creative idea and that the learners' ideas and abilities deserve serious and respectful attention.

These attitudes expressed above will help to build confidence of each individual learner and create a feasible learning environment in the class. These are the keys to full participation of students in the educational process and the learners' possibility to openly share their viewpoints. Through adherence to the above suggested teacher attitudes, students' fear of failure or fear of ridicule will disappear --- and as a result, the cognitive activity of students will be maintained throughout the learning process.

Reference :

Guidelines for Effective Teaching of the English Language in Grade One

Dr. Zulfiyya Veysova - Subject experts

1.1. Kuwait National Curriculum

The Kuwait National Curriculum covers the system of learning experiences offered to students through all subjects in terms of knowledge, skills and attitudes/values from Kindergarten to Grade 12 by relevant educational institutions. Therefore, the Kuwait National Curriculum defines, by necessity, what students should know, be able to do, and how they are expected to reflect their attitudes as values-oriented human beings as a result of their learning process.

1.2. Kuwait National Curriculum Framework

The Curriculum and Standards for all stages of the educational system (i.e., Primary, Intermediate and Secondary) and for all school subjects are developed based on the same conceptual foundation and set of common curriculum statements defined by the Kuwait National Curriculum Framework. The Kuwait National Curriculum Framework is the leading document of the Kuwait National Curriculum. It defines what is common for all components of the Kuwait National Curriculum in terms of:

- **Conceptual foundations;**
- **Key curriculum statements defining the vision, mission, basic principles and the philosophy of the new curriculum;**
- The way in which the curriculum is organized in a Teaching Plan and, in this context, its underlying subjects or fields of knowledge

A. Conceptual Foundations

The new Kuwait National Curriculum is conceptually a competence- and standards-based curriculum that aims at gradually developing in students a coherent system of competences that can be measured by means of curriculum and performance standards. The Kuwait National Curriculum Framework and the subject curricula include:

- (a) Key competences at the end of Grade 12;
- (b) General competences; and

(c) Specific competences (see Annex 1 for their definitions; see Annex 3 for the list of key competences).

Each subject curriculum is built having in view:

- Curriculum standards; and
- Performance standards.

B. Key Curriculum Statements

The Key Curriculum Statements define the vision, mission, basic principles, and the philosophy of the new curriculum. The main role of the curriculum statements – to be found in the Kuwait National Curriculum Framework - is to ensure horizontal and vertical consistency in the development of the:

- Kuwait National Curriculum as a whole;
- Subject curricula;
- Teaching and learning materials, including the textbooks, etc.

The Curriculum Statements have the role to “lead” the whole curriculum in terms of processes and products, including the subject curricula and standards. They determine, in a concrete way, the What?, Why?, and How?, based on what rationale, in which order and, last but not least, for what benefits children and students learn in Kuwait education.

In addition, the Curriculum Statements clearly guide policy makers, curriculum writers and school and education administrators in the process of designing, organizing, managing and evaluating school activities, and the effectiveness of these activities.

1.3. Subject Curricula

The Subject Curricula and Standards for all stages of education fully reflect the conceptual foundation and the provision of the Key Curriculum Statements as defined by the Kuwait National Curriculum Framework. As such, all subject curricula are built on the same overall curriculum vision, mission, educational philosophy, and principles that support students to achieve the key competences by the end of each stage. From

an operational point of view, the core part of all subject curricula is designed to fit into the following structure:

- Rationale
- General competences developed through the subject from Grades 1 to 12
- Performance Standards to be achieved by the end of Grade 12
- Scope and Sequence of the curriculum and standards from Grades 1 to 12
 - o Overview of the progression of the specific competences developed through the subject in Grades 1 to 12
- General and Specific Competences developed, grade by grade with examples of learning activities and curriculum standards; Learning content.

References:-

- Kuwait National Curriculum Document
- Guidelines for Effective Teaching of English Language in Grade One (Dr.Zulfiyya Veysova – Subject Expert)
- A work shop presentation by: Loreena Mix (Kuwait-October 2012)
- Presentations by World Bank Group in Kuwait.
- ELT. General Supervision (The Standards)

Continuous Professional Development

Continuous professional development

It is a career-long process in which educators fine-tune their teaching to meet students' needs

Training versus Development

✓ **What is the difference between training and development?**

So what is the difference between training and development? Does it really matter?

It matters because we need to be able to **identify activity**. We often hear of employees never having been trained in a skill or process. But is this really true? We need to understand what training is and is not, to be able to educate our workforce , and develop our organizations.

✓ **Understanding the difference between training and development**

So what we can perform a comparison between training and development we need to understand what they are. Or could be.

Traditionally training has comprised of learning a set of skills. Or predictable actions or behaviour. This change in skills and behaviour is usually aimed at improving the current job performance of an individual. Training may also prepare an individual for a potential job or role.

Development not only seeks to improve performance in a role, but seeks to bring out some form of maturity growth. Development is used to increase the potential of an employee as well as equip them to be "better" individuals.

Training

✚ **Training**

- ✓ Training is usually a short time term process.
- ✓ Training usually requires guidance (or instruction) in a series of steps to gain a skill, or set of predictable knowledge.
- ✓ Often for non-leadership related activities.
- ✓ Aimed at a specific task or job role.

- **The purpose of training**

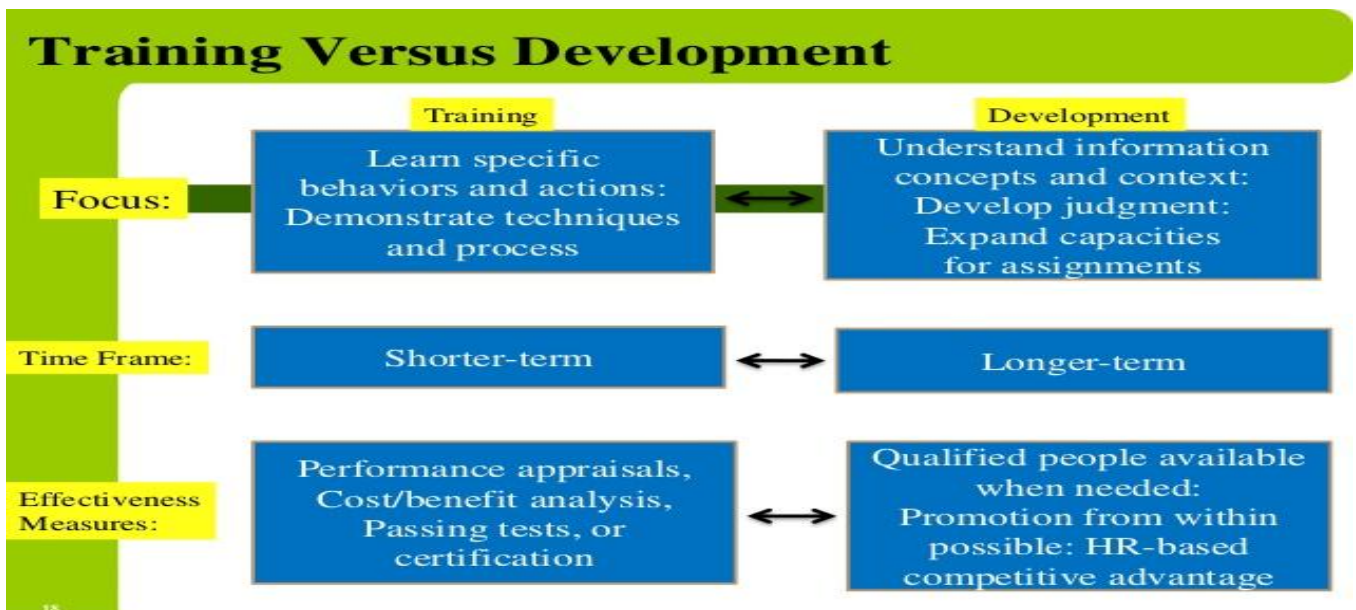
- ✓ To provide the ability to undertake a task or job.
- ✓ To improve productivity and workforce flexibility.
- ✓ To improve quality.
- ✓ To develop the capability of the workforce.

- **Development**

- ✓ Development is more term in nature.
- ✓ Often includes education in philosophical and theoretical concepts.
- ✓ Aimed at developing relationship. Often for the purpose of improving leadership skills.
- ✓ More general and non-tangible than specific.

- **The purpose of development**

- ✓ More productive leadership come from better educated and informed individuals.
- ✓ Better knowledge.
- ✓ Increased capability and skills.
- ✓ The purpose of “development” to improve leadership effectiveness through planned and structured learning. A planned approach to developing leaders will enable their growth.
- ✓ It will also provide for the future needs.



DIFFERENCES BETWEEN LEADERSHIP TRAINING & LEADERSHIP DEVELOPMENT

1. **Training** keeps to the status quo, while **development** aims for something further.
2. **Development** is more people-focused.
3. **Development** focuses on the future, while **training** is on the past.
4. **Development** is always more interested in developing potential.
5. **Training** depends on transactions – **development** focuses on transformations.
6. **Development** is growth-based.
7. **Development** is more interested in the person, than the role.
8. **Development** tries to educate – **training** tries to indoctrinate.
9. **Development** leads culture, does not try to stifle it.
10. **Development** encourages performance over compliance.
11. **Training** is more focused on efficiency than effectiveness.
12. **Training** is problem-based, while **development** is solution-based.
13. **Development** relies more on intellect than **training**.
14. **Development** explores the unknown, while **training** relies on what is known.
15. **Development** is ongoing, while **training** is finite.

** When you are looking for innovative leaders, it is essential to develop them.

✚ **Setting up and implementing Continuous Professional Development (CPD)**

➤ **IDENTIFYING AND ANALYZING TRAINING AND DEVELOPMENT NEEDS**

The first two stages of the staff development cycle are concerned with the identification

of staff needs and their analysis. The measurable discrepancy between the present state of affairs and the desired state of affairs is the first and pivotal issue of CPD or staff development management. No CPD should be undertaken without taking into account what teachers and other staff already know and can do. It is therefore important to identify individuals' needs (rather

than wants) along with those of the school and the education system. Needs identification is about discovering individuals' needs for training and in which particular areas it might be most effective.

➤ **INDIVIDUAL OR SCHOOL NEEDS**

Continuing professional development coordinators and other educational leaders have to ensure that training and development programmes meet the needs of both individual staff members and their schools, minimizing any tensions that may exist between system needs and priorities (the school development or improvement plan) and those of individuals (the individual development plan).

One of the key issues that CPD coordinators have to consider is managing the tension between the demands of the school (as reflected in school improvement plans), the latest government or local initiatives and the needs of individuals. In the past, professional development has been more focused on addressing school needs than individuals' needs. Schools are better at identifying their own needs than those of their staff. As HMI note:

Let us assume the English department has identified the need to strengthen its teaching of media. The second in department is sent on a course run by an external provider. An adviser is brought to a team meeting and does a splendid job of outlining a creative, activity based approach to the teaching of the subject centered on the concept of pupils doing things: making newspapers, editing TV news bulletins, writing comment columns and the like. So far, so good. But what of the two newly qualified members of the department who struggle to achieve purposeful order with group work? What of the teacher of 30 years' experience who does not perceive the need at his time of life to master the skills of desktop publishing and what has that got to do with English teaching anyway, thank you very much? (ibid.: 49)

Each individual is different and a 'one size fits all' approach to meeting development needs is unlikely to be successful. A more 'personalized'

approach is needed for CPD to be effective but this is not without its own challenges.

➤ **PERSONAL DEVELOPMENT**

But what about personal development? Managers and leaders of CPD need to ensure that personal development is not marginalized as it is crucial to teacher effectiveness and school success. Research makes a compelling case for personal development as a key component of teacher development. In the introductory chapter professional development was defined as the knowledge and skills relating to ‘occupational role development’ and personal development as the development of ‘the person, often the “whole person”’ (Waters, 1998: 30), and that personal development was ‘often necessary to complement and “complete” professional development’ (ibid.: 35).

However, meeting the needs of individuals makes the CPD coordinator’s role yet harder. There are many different people taking many different roles in schools. Each person will have different needs, different learning styles and will be at a different stage of development. Table 4.1 illustrates five stages that new teachers typically go through. Clearly there is no point in planning professional development requiring someone to think deeply about assessment for instance, when they are in the ‘Survival’ stage battling for control. Equally, teachers at the ‘Moving On’ stage will want more than quick tips.

Hustler et al. have drawn pen portraits of types of teacher saying, ‘It is clear that the “person” a teacher is, makes a difference, revealed from the somewhat differing learning styles, personality characteristics, and social situations reflected’ (2003: 220).

➤ **FINDING OUT WHAT CPD STAFF WANT AND NEED**

The most used methods for assessing the training and development needs of individuals are interviews and questionnaires. A good example in relation to ICT need identification is given by Adams (2005). Performance management reviews can be extremely useful to elicit participants’ views of their needs, but are not always helpful

because it is often difficult for staff to think about those areas of their own practice where they feel least knowledgeable, skilled and competent. Teachers and other staff are likely to be better at identifying ‘wants’ rather than ‘needs’!

Effective needs assessment is an important factor in contributing to the success of training programmes. This cannot always be derived from interviews and questionnaires – some people do not know what they need. Monitoring of teaching, such as observation, is useful in such cases. The role of individuals in the identification of their needs has often been a minor one. Indeed, there is evidence that where they do choose the professional development they undertake, it can be in a random and ad hoc way: It involved them glancing through a list or booklet of advertised professional development courses prepared by their employing schools or professional association. They selected a course to attend based on criteria such as their interest in the topic, when and where it was to be held, and/or its cost, and whether or not the school or employer will meet these costs.

➤ **CATERING FOR A RANGE OF PEOPLE**

Any school or college will have a range of people working within it who will have varying preferred learning styles (see Chapter 2). An audit of learning styles may help to explain people’s perceptions and expectations of the training they receive, and to support schools in recognizing and facilitating different ways to support individuals’ learning. If one looks just at teachers, there will be people with a range of experience and needs, and who vary in how effective their teaching is. Our colleague Kathryn Riley (2003) distinguishes two broad groups of teachers, which she calls the ‘glow-worms’ and ‘skylarks’.

Many of the ‘glow-worms’ find it difficult to think beyond the confines of their class- room. Locked into a dependency culture by prescriptive reforms, they are cautious and lack spontaneity, caught up in a ‘painting by numbers approach to teaching’. They find it difficult to see how they can take responsibility for their own professionalism. Nevertheless, the ‘glow’ of teaching is still there, however dimly lit and however intermittent. They occasion- ally gets excited about new things such

as interactive whiteboards that they see having a direct impact on pupils. To 'glow' again, this group will need to be fanned and nurtured.

➤ *Setting objectives*

Under the 2007 PM arrangements in England people can have as many or as few objectives as they like and they don't have to relate to any particular area. One objective is enough but people may want to use a model of choosing one to do with teaching, another relating to other roles in the school and perhaps another about them as a person. This last point is important. Performance management, and the professional development that goes with it, need to support and increase wellbeing, physical and emotional resilience, job satisfaction, sense of achievement and commitment. This is particularly relevant when teaching in challenging conditions.

How many times have we been told that objectives should be SMART: **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-bound? This is of course also true of learning objectives in lesson plans or targets on Individual Education Plans (IEPs) but it's easier said than done. A frequent problem with objectives is that they are not made specific enough, which can lead to failure. Research on NQTs (Bubb, 2003b) found that many objectives were too large so that they had to be repeated. 'Improve control' may be too general and benefit from being more specific about what needs most urgent attention, such as 'To improve control, particularly during transitions, after break times, in independent activities and at tidying-up time'.

The benefit of objective-setting as a way to manage steady improvement by children and adults is well recognized. Objectives provide a framework for staff doing a complex job at a very fast pace. They encourage people to prioritize tasks and make best use of time and other resources, and feel a sense of achievement when objectives are met. However, if the processes of reflection, setting an objective, drawing up an action plan and evaluating the impact of the learning do not take place, professional development may be reduced to the level

of ad hoc activities. The very act of writing things down causes people to consider whether they are the real priorities and gives them something to focus on.

➤ **DIAGNOSING A PROBLEM AREA**

Some teachers and other staff have suffered from not having areas for development accurately diagnosed. It is very hard to decide what to work on when things are not going right because each problem has a huge knock-on effect. Always remember that objectives should be able to be met, while containing a degree of challenge, but setting ones which will be useful and that contain the right amount of challenge is not easy. Particularly when someone has a problem, it needs to be reflected upon and diagnosed accurately in order to draw up the most useful objectives and plan of action.

✚ **Effective mechanisms of Continuous Professional Development**

During the first year of organizing CPD in your school, you will work through five stages, from “Getting Started” through “Reviewing Progress”, eventually starting the cycle again. From then onwards, you will follow an annual cycle around the three stages linked by large arrows in the diagram below. This 3-stage cycle does not necessarily have to take one year. The number of weeks shown in each stage box indicates approximately the amount of time in which each stage of the cycle will take during this first year of managing CPD. The first stage does not indicate a timeframe because this will vary according to the individual school's circumstances.



✚ The CPD cycle enables you to update, maintain and develop your capabilities by:

- Helping you identify your individual learning needs
- Recognizing the learning that occurs in the workplace
- Acknowledging that we learn in a variety of ways and that you will have your own preferred approaches
- Avoiding the need to complete a fixed number of hours of continuing education. The emphasis will be on quality, rather than quantity.

1. REFLECT

What is reflection on practice and how does it help identify your learning needs?

A key part of CPD is the identification of your learning needs through reflection on practice. If you don't identify the right needs it doesn't matter how well you subsequently manage your learning, you will not see the changes in your practice that you might have hoped for. You are the person best placed to identify these needs. Always remember that the best means of identifying your learning needs is to be honest and open in reflecting on your practice. A good way to start the process is to take a moment to think about your practice to date. Think where you might have struggled in the past and, more importantly, where you want your practice to go in the future.

➤ **Methods that you can use to help identify your learning needs**

'Self-diagnosis' of learning needs can be challenging, but there are a variety of methods to help give you a more objective view of your needs:

a. Critical incident analysis

Learning from your own experience is one technique that can be used. This is sometimes known as critical incident analysis or learning from meaningful events. In this approach, an event that was associated with a particular outcome is analysed. If the outcome was negative, you will have identified the need to find ways to avoid this in the future. If the outcome was positive, think about why it was positive and if you have learned anything that you could apply to other situations.

b. Appraisal and peer review

Do not ignore the value of discussing your practice and learning needs with colleagues, your line manager and friends. Their opinions can be very useful – our insight often differs from that of others. Their input may take the form of appraisal, peer review or an informal conversation. You may wish to discuss a critical incident with a colleague or friend in order to help you understand the event more fully.

c. Professional audit

Professional audit offers a systematic approach to developing your performance. The objective results from an audit can provide a clear indication of learning needs. If audit is not a term with which you are familiar with, you have just identified a learning need. Record the need and plan how you are going to find out about audit.

d. Reading and other learning activities

Reading the *Educational Journal* and other publications, and participation in workshops, meetings and study groups will also introduce fresh ideas and help you to reflect on your needs. For example, CPD articles include pre-reading questions to help you establish if you have any learning needs that the article might help you meet. Remember to ask yourself if the questions are relevant to your practice.

e. Setting objectives

It is important to set SMART objectives:

- **Specific** – state exactly what it is you want to learn to do
- **Measurable** – be able to test whether you have met your learning objective (if you have already been specific, this should be more straightforward)
- **Achievable** – take into account constraints such as time, cost and support.
- **Relevant** – if the learning need has been identified in the way that we have described earlier, this should already be the case
- **Timed** – set yourself deadlines for achieving your goals. (You will record this detail in the planning section of the recording format)

Personal development plan

From time to time the Society will develop materials to help you identify your learning needs. The first of these is a personal development plan (PDP). A PDP is designed to structure the reflective process and to link your development, career and business plans to service needs and their delivery through your CPD. Your employer might already require you to develop a PDP as part of their performance review process.

f. Reflection on practice

Having identified one or more learning objectives, you need to think about prioritizing them and deciding how you will meet them.

g. Identifying appropriate activities to meet your learning needs

The list (below) shows some approaches to learning that you can consider.

Some are more formal than others.

Learning by doing/ presentations / tutoring/teaching/educational meetings / presentation / symposia / work shadowing /writing / research / projects / workshops / reading / short courses/ brainstorming/ distance learning/ talking to colleagues/ monitoring.....

2. PLANNING

Planning is important to CPD because it enables you to identify and set priorities according to their urgency and importance. Some things need to be done immediately while others can wait. Similarly, some of the things you want to learn are more important than others. Once you have identified something you want to learn we ask you to consider its importance. We recommend that you focus your planned CPD on those activities that are likely to have the biggest impact on your colleagues.

3. Action

Completing this stage of a CPD entry is easy. You need to record what you did, what you have learned and when the learning was undertaken or completed. It is quite common to learn something unexpectedly without prior thought or planning. It can happen, for example, when you are reading a journal, talking to a colleague or when you attend a professional meeting. This is sometimes referred to as unplanned or

unscheduled learning. In these circumstances you can start to record a CPD entry at the action stage.

4. Evaluation (reflection on learning)

This is the most important stage of the cycle as this is where you think about (reflect on) what you have learnt. There are two stages to evaluation.

Firstly, you need to think about the success of your learning activities. Have you learnt all you wanted to, or is there something else that you still need to learn? This is important to understand because you may need to undertake additional learning activities to achieve what you set out to learn.

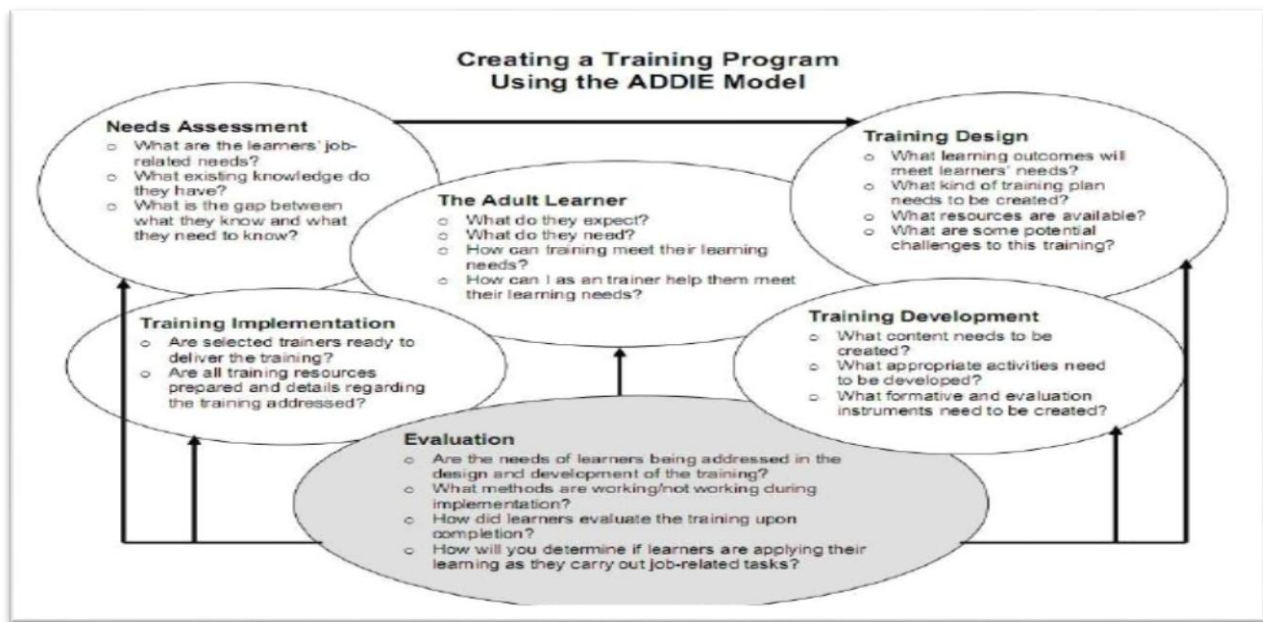
Secondly, you need to understand if what you have learned has benefited or will benefit your practice as a teacher/ HOD. This may be the case even if you did not complete the learning fully. Identifying benefits is not always obvious. If you are able to introduce a new service successfully, the benefits will be clear. If, as a result of some learning, you are more confident in your ability to respond to a particular query or have some new knowledge that you can use in your practice that is a beneficial outcome.

Designing and evaluating a training course.

The ADDIE method of instructional design consists of five phases that trainers and instructional designers may use to plan and implement training. The steps in the process are: analyze, design, develop, implement and evaluate.

ANALYZE

In the analysis phase, the training team with the trainer to analyse and assess the goals and objectives for the train being developed. One question addressed in this phase is what type of training delivery method will be used. Will it be web-based or instructor led? Additional questions such as who the audience is and what are their learning patterns may also be discussed during the analysis phase. Deadlines and a project plan may be determined at this time as well.



▪ DESIGN

After questions are assessed and answered during the analysis phase, the training designer begins to layout the training content and to develop the design document. This document, while not containing actual content, will contain the outline of content, any groupings of content that may be necessary and media notes. Quizzes or assessments will also be included in the design document as well any types of training exercises the participants will be required to do.

▪ DEVELOPMENT

The development phase is when storyboards for the training are developed, and graphic designs are created or chosen. The graphics will be implemented into the training and will enhance the training by giving the learning visuals to complement the content. The actual course content is written during the development phase. For web-based training, a small version of the course may be put together at this time. This allows the web team to upload and test the content online and to make necessary adjustments. After the training content is developed, it is then set to the stakeholders and the subject matters experts for review and approval.

▪ IMPLEMENTATION

After the course content is finalized and approved by the stakeholders, the training is ready to be launched. This occurs during the implementation phase. Facilitators must review and understand the curriculum as well as the testing process.

Books and handouts should be obtained if necessary to be distributed during the training. Course scheduling and trainees enrollment are completed during this time. Any necessary travel arrangements are made for facilitators or participants during the implementation phase.

▪ **EVALUATION**

During the evaluation phase, feedback is generated by the participants of the course. This can be done by surveys, either paper-based or electronic. Receiving participants' feedback is important for the development of future course. The evaluation process will allow the instructional designers to find out if learning objectives are being met and how well the course is being received. Long-term evaluations may be necessary to determine whether material was retained or if teachers' behavior changed in the workplace. This type of evaluation may be done several months after the training has occurred. These types of evaluations are summative and are completed after the training. Formative evaluations are ongoing during each phase of the ADDIE method, which allows for errors to be caught early in the process.

❖ **HOW TO PLAN FOR MEETINGS**

✓ **Preparing for meetings**

1. The CPD Team must be clear about the purpose of the meeting and communicate it to the people invited to the meeting.
2. The agenda should be agreed in advance .
4. Decide who will be the Secretary.
5. Decide where the meeting will be held (the venue).
6. Decide when the meeting will be held and how long it should last.
7. Prepare the venue and any materials needed, before the meeting is due to start.

✓ **During meetings**

1. The HOD must outline the purpose and agenda for the meeting.
2. The HOD needs to be aware of how everyone is participating in and following the meeting, using various strategies to manage dominant and passive participants to ensure that everyone contributes equally.

3. The Secretary must record the agreements reached, so that they can be put in the record.

4. The HOD must try to keep to the timeframe so that the meeting does not go on too long (see the Tool sheets, later in this document).

5. A time, date and place must be agreed for the next meeting.

✓ **After meetings**

1. The CPD Team must think about what happened at the meeting and decide what action they need to take as a result of the meeting.

2. The HOD must make sure that the decisions of the meeting are recorded in the appropriate Tool.

3. The HOD must take any actions that have been agreed upon so that progress will continue.

Evaluating CPD effectiveness

✓ **EVALUATING CPD: POSSIBILITIES AND PRACTICALITIES**

It is clear that there are a wide variety of levels at which CPD can be evaluated. It is also clear that most useful evaluations combine methods, marrying the rigour of quantitative measures to the deeper formative information provided by qualitative methods, a process sometimes known as ‘holistic’ evaluation (Clare, 1976). Especially where CPD programs are complex and multifaceted, this needs to be reflected in evaluation strategies, with methods appropriate for each component (Schwartz, et al., 1977). Evaluation of CPD will usually want to serve two main purposes: summative evaluation (does the program improve outcomes?) and formative assessment (how can the program be improved?). These two goals can best be served by collecting data in different ways, test scores for example often being used combatively while interview and survey data can be used to guide formative evaluation (Scannell, 1996). A further point is that in order to minimize bias, data needs to be collected from a variety of stakeholders, rather than just one group, and to use a variety of research method (Smith, 2002).

Evaluation can be carried out either entirely in-house or with the help of external experts. When pure in-house evaluation is carried out, evaluation capacity must exist, and where necessary be developed through professional development (Trevisan, 2002). When external evaluation is preferred, it is important to ensure that participants contribute to evaluation design and activities, as use of evaluation results has often been found to be patchy where that is not the case (Torres and Preskill, 2002). Furthermore, it has been found that where participants themselves are not involved in developing evaluation, they are less likely to take account of evaluation information to change their practice (Gordan, 1997).

For evaluation to be most effective in contributing to CPD as well as evaluating it, feedback on evaluation should be provided to participants wherever possible (Schwartz, et al., 1977). Providing continuous feedback that is useful to program developers is also one way of reducing ‘excessive evaluation anxiety’, which has been found to be a problem in many evaluations. Characterized by conflict with evaluators, refusal to cooperate, stalling and resistance and trying to hide program weaknesses, evaluation anxiety often results from negative past experience of evaluation, high personal stakes in the innovation, and fear of negative consequences, and is strongest where evaluation is conducted by externals or senior management. As well as providing continuous feedback, evaluation anxiety can be reduced by stressing positive as well as negative outcomes, involving stakeholders in evaluation, clearly explaining the purpose of the evaluation and discussing the purpose of the evaluation and prior experiences of evaluation with stakeholders (Donaldson, Gooler and Scriven, 2002).

Evaluation at best will provide not just an overview of whether CPD itself has been successful, but will also have strong positive learning benefits to teachers in the school (Knight, 2002). To be most effective evaluation processes need to be embedded in the school and just not added on at the end of a CPD programme of activity (Guskey, 2002).

LIMITATIONS OF EVALUATING CPD

While the ultimate purpose of CPD is to secure changes in classroom practice that will have a positive impact, directly or indirectly, on student learning the evaluative evidence to support this relationship appears to be less forthcoming. The current CPD evaluation processes would appear to be restricted in a number of ways. **Firstly**, it is clear that most evaluation models applied to CPD overlook or omit the issue of cost effectiveness. Benfield, et al. (2001) point out that CPD should not be undertaken if the costs to the system outweigh the benefits. Yet in evaluating the impact of CPD in schools the issue of cost effectiveness is rarely explored. As a result, we know relatively little about the cost effectiveness of alternative forms of CPD. **Secondly**, CPD evaluation processes are rarely fine grained or sufficiently robust enough to capture evidence about the relationship between CPD and learning outcomes. It would appear that there are major limitations in the evaluation methodologies employed in schools. Guskey (2000) has suggested that there are three major weaknesses of the evaluation processes applied to CPD. **These are as follows:**

1. Most 'evaluation' consists merely of summarizing the activities undertaken as part of the professional development program. What courses were attended, how many credits accrued etc. This clearly gives no indication of the effectiveness of the activities undertaken, making this form of data-collection inadequate as a means of looking at the effects of CPD.

2. Where some evaluation does exist, this usually takes the form of participant satisfaction questionnaires. Obviously, this allows one to gauge whether participants consider the event to have been enjoyable and successful, but does not engage with issues such as gains in knowledge, changes in practice expected from professional development and certainly does not evaluate whether there have been changes in student outcomes.

3. Evaluations are also typically brief, one-off events, often undertaken post hoc. As most meaningful change will tend to be long-term, and many professional development activities will take place over a longer period of time, evaluation efforts

need to reflect this and likewise take place over time. Evaluation will also need to be built in to run alongside professional development activities.

One of the major problems in collecting evidence about the impact of CPD resides in schools' attention at one level i.e. the teacher. As noted earlier, most attention is paid to the response of teachers to the CPD which can be both superficial and limited. In contrast Guskey (2002) suggests that there are five levels at which the impact of CPD can be evaluated. These are as follows:

- Participant reaction.
- Participant learning.
- Organizational support and change.
- Participant use of new knowledge and skills.
- Pupil learning outcomes.

LOCALIZATION OF TRAINING

Local Training Initiative programme is a training and work experience programme carried out in partnership with community and voluntary organisations. The programme enables local communities to carry out valuable and necessary projects of benefit to their communities, while at the same time training participants in areas related to the project work so that they can go on to gain employment or progress to further training. Student teachers, primarily those over 16 and under 35 years of age, with no formal qualifications or incomplete secondary level qualifications and who are experiencing some form of disadvantage are eligible to apply. There are no formal educational requirements for the programme. It is recognised that many people may have some problems reading and writing but that this should not however deter them from participating on a programme. Help is provided in a discreet and sensitive manner to anyone who wishes to improve their literacy levels.

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**Thinking Skills
and Activities
with Bloom's &
SOLO Taxonomy**

THINKING SKILLS

Thinking skills are comprised of different types of cognition; information processing, enquiry, creative thinking and reasoning.

Schools take different approaches to teaching thinking skills, either introducing them within the curriculum as a discrete unit, or instituting them through the use of a specific methodology. The best approach however, is one that stimulates learners to use and apply thinking skills across the curriculum and upon their learning.

Offering learners opportunities to apply their higher order thinking skills gives stretch and challenge and can reduce the boredom experienced in conventional lessons.

The teaching of thinking skills can be grouped into three broad categories.

- **Brain based**
- **Philosophical**
- **Cognitive intervention**

Philosophy and thinking skills

Among the thinking skills that philosophy for children aims to foster are just those skills

which are : information processing, enquiry, reasoning, creative thinking and evaluation.

Philosophy for children provides opportunities for developing:

- **Information-processing skills** (Logical thinking): through reading, discussion and writing to make meaning from the texts they read, identifying what they do and do not understand, reflecting on what they read and discuss, and interpreting information to show they understand relevant concepts and ideas. Information processing skills are guided during discussion by questions such as: What do we know from the text? What do we not know? What do we need to know?
- **Enquiry skills** (Critical thinking): through reading, discussion and writing to ask relevant questions, pose problems, engage in a process of investigation and find possible solutions and open new areas of enquiry. Enquiry skills are guided during a philosophical enquiry by questions such as:

What do we want to find out? What question(s) do we want to ask? What are the problems?

- **Reasoning skills** (Critical thinking): through reading, discussion and writing to draw inferences and make deductions, give reasons for opinions, use precise language to explain what they think, and make judgments and decisions informed by reasons and/or evidence. Reasoning skills are guided during a philosophical enquiry by questions such as: What can we infer? Are there good reasons for believing it? Can we explain what it means?

- **Evaluation skills** (Critical thinking) : through reading, discussion and writing to apply their own judgments contestable issues, develop criteria for judging the value of ideas, evaluate the ideas and contributions of others, and practice being self-critical and self- correcting.

Evaluation skills are guided during a philosophical enquiry by questions such as: What have we learned from this enquiry? How has our thinking changed? What do we still need to think about?

- **Creative thinking skills**: through reading, discussion and writing to generate and be playful with ideas, suggest possible hypotheses, apply imagination to their thinking, and to look for alternative explanations and ideas: like thinking impossible things and wondering if they are impossible.

Creative thinking skills are guided during a philosophical enquiry by questions such as:

Can we suggest another question? Is there another possible viewpoint? Could it have been different?

These skills include the higher order thinking skills identified in many taxonomies of thinking skills but skills alone are not enough, what must be added to these to make them effective are the dispositions to use the skills to make a difference. These involve two sets of dispositions or attitudes which philosophy for children aims to foster. Both

derive from the dialogical nature of the process, developing individual skills through co-operative activity. We might call these aspects ‘caring’, ‘collaborative’ or ‘connected’ thinking. It is caring in the sense of taking responsibility for one’s own thinking, and collaborative in the sense of being open to and connecting with what others think (Fisher 2000b). Co-operative dispositions involve learning to collaborate and cooperate with others in a community of enquiry, building self- esteem, empathy and respect towards others, guided by the question: What do others think? Can I understand what they think? Can I learn from what they think?

Philosophy for children integrates all these aspects of thinking into one process. Nothing achieves these ends more effectively than open-ended group discussions of ideas and questions in which young people are interested, assisted by a philosophically aware teacher. This is the claim that has been made for philosophy for children as a cognitive intervention programme (Splitter & Sharp 1995).

The sorts of evidence teachers report seeing include children being better able to:

<u>Evidence</u>	<u>Skills</u>
○ listen to each other	listening skills
○ formulate and ask questions enquiry skills	questioning and
○ think of good/new ideas	creative thinking
○ translate their thoughts and ideas into words	communication
○ communicate their ideas	speaking skills
○ respond to others in a discussion social skills	co-operative and
○ make inferences and give reasons for what they think	verbal reasoning skills
○ develop their understanding of challenging concepts	concept building
○ read, reflect and respond critically to texts	critical reading skills

THE REVISED BLOOM’S TAXONOMY

In 2001, a former student of Bloom’s, Lorin Anderson, and a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and

assessment specialists published a revision of Bloom's Taxonomy entitled A Taxonomy for Teaching, Learning, and Assessment. The revision updates the taxonomy for the 21st century, and includes significant changes in terminology and structure. In the revised framework, 'action words' or verbs, instead of nouns, are used to label the six cognitive levels, three of the cognitive levels are renamed, and the top two higher-order cognitive levels are interchanged. The result is a more dynamic model for classifying the intellectual processes used by learners in acquiring and using knowledge.

The revised taxonomy identifies the following new levels of cognitive learning (arranged from lower order to higher-order levels of learning):

- **Remembering** – Retrieving, recognizing, and recalling relevant knowledge from long-term memory
- **Understanding** – Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining
- **Applying** – Using information in new ways; carrying out or using a procedure or process through executing or implementing
- **Analyzing** – Breaking material into constituent parts; determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing
- **Evaluating** – Making judgments based on criteria and standards through checking and critiquing; defending concepts and ideas
- **Creating** – Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing

Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes

The comparison below illustrates the differences between Bloom's original taxonomy and the 2011 revised taxonomy:

Changes in Bloom's Taxonomy of Educational Objectives

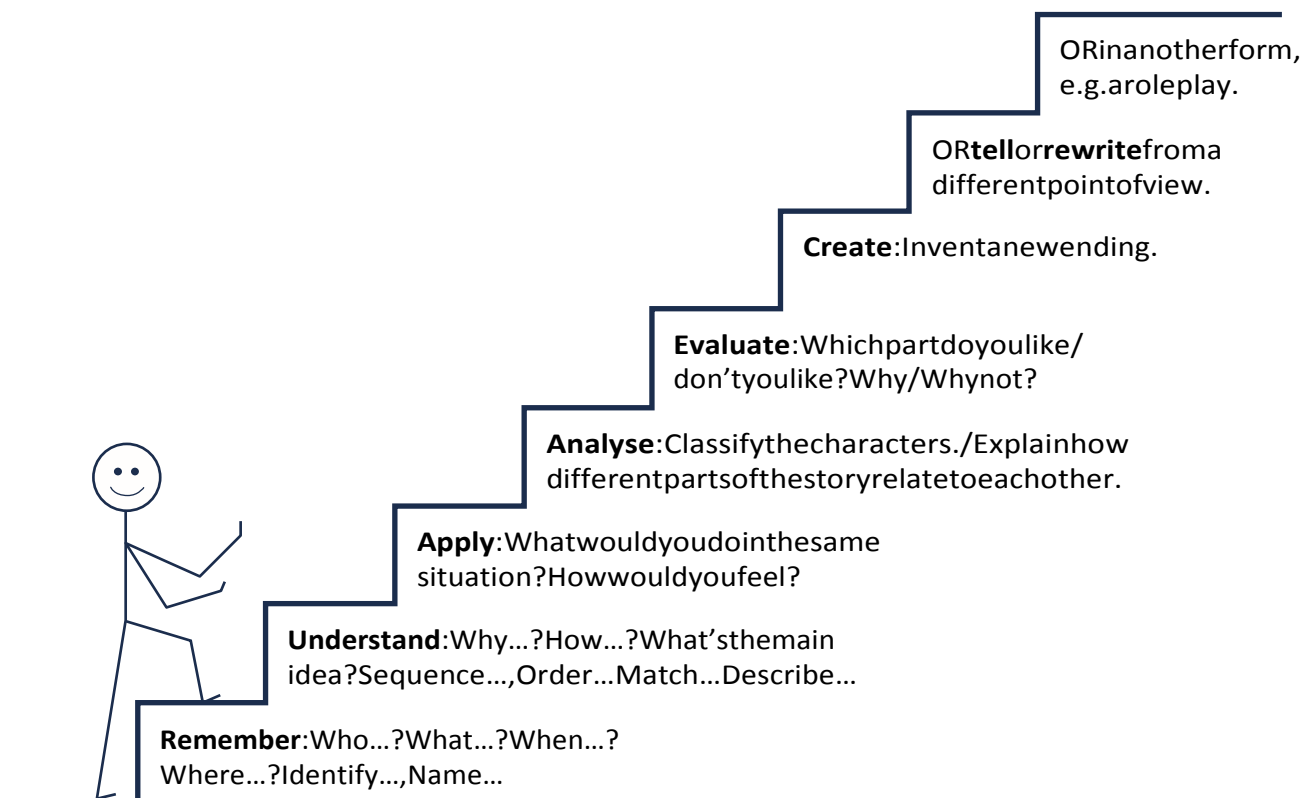
Original Taxonomy (1956) Revised Taxonomy (2001)

- | | |
|-----------------|---------------|
| ○ Evaluation | Creating |
| ○ Synthesis | Evaluating |
| ○ Analysis | Analyzing |
| ○ Application | Applying |
| ○ Comprehension | Understanding |
| ○ Knowledge | Remembering |

(Noun Form)

(Verb Form)

The following question staircase can help clarify the way to apply this in the classroom moving from the easier to the more challenging



Question staircase

As was the case in the original taxonomy, we can identify a list of suitable verbs for describing the new cognitive levels in written objectives. For each new cognitive level in the revised taxonomy, the following table provides a list of sample verbs to use in writing intended student learning outcomes that are appropriate for that cognitive level

of learning. In the table, the learning levels are arranged from lower-order learning to higher-order learning.

Revised Bloom's Taxonomy of the Cognitive Domain Cognitive Level Sample Verbs to Use in Writing Intended Student Learning Outcomes

No.	Thinking level	Verbs used
1	Remembering	articulate - define - duplicate –identify – list - name - recall recognize – reproduce– tell
2	Understanding	calculate – categorize – clarify – classify – compare - conclude contrast - describe - discuss - distinguish - exemplify - expand explain – illustrate – infer – interpret – locate – match - outline paraphrase – predict – report – restate – summarize– translate
3	Applying	carry out - classify – demonstrate – execute - illustrate implement – practice – solve – use– utilize
4	Analyzing	appraise – attribute – compare – contrast – deconstruct - detect differentiate – discriminate – distinguish – examine - formulate infer – integrate – organize – parse – relate – select - sequence structure– test
5	Evaluating	appraise – check – coordinate – critique – defend – detect dispute – judge – monitor – prioritize – rate – reconstruct - select – support – verify
6	Creating	change – combine – compile – compose – construct - create design – formulate – generate – hypothesize – improve - invent plan – predict - produce

Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes

WHY USE BLOOM'S TAXONOMY?

The answer to this question is multi-faceted and lies in the fact that Bloom's framework provided one of the first systematic and easy-to-understand classifications of thinking and learning. Bloom's Taxonomy provides a clear and robust tool for guiding the development of teaching and learning.

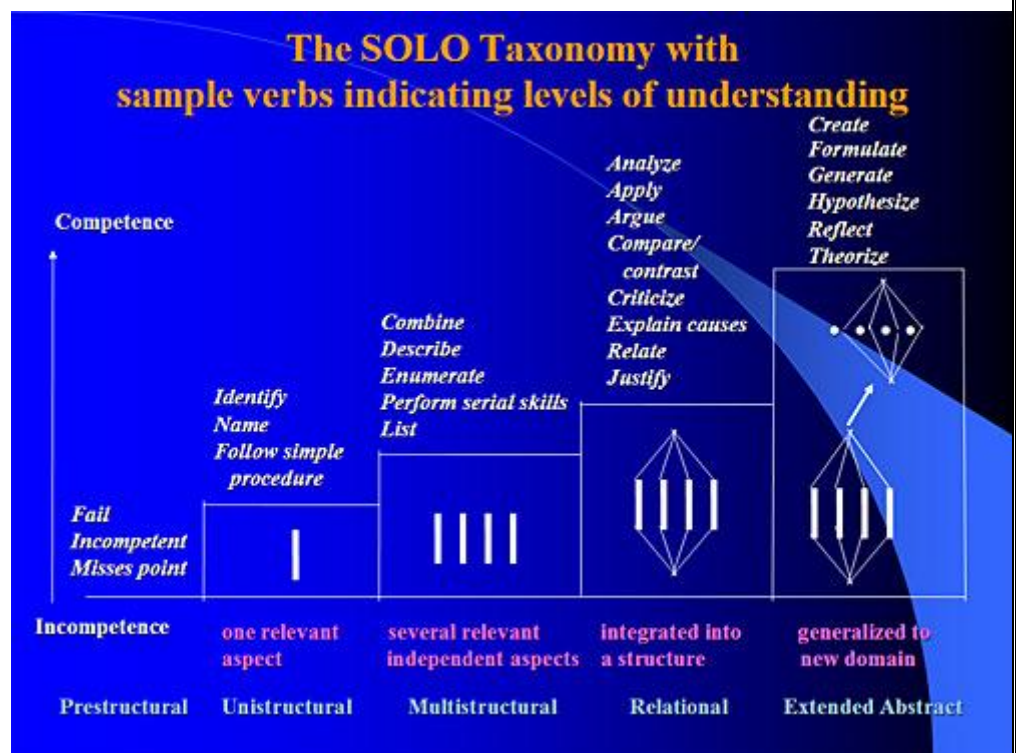
Some of the reasons for employing Bloom's Taxonomy include:

- Accurately measuring students' abilities requires an understanding of the different levels of cognition that are critical for learning.
- Developing intended student learning outcomes according to Bloom's Taxonomy helps students understand what is expected of them.
- Using Bloom's Taxonomy to develop intended student learning outcomes helps professors to plan and deliver appropriate instruction.
- Developing intended student learning outcomes using Bloom's Taxonomy helps faculty to design and implement appropriate assessment tasks, measures, and instruments.
- Having intended student learning outcomes based on Bloom's Taxonomy helps to ensure that instruction and assessment are appropriately aligned with the intended outcomes.

SOLO Taxonomy

SOLO TAXONOMY

As learning progresses
it becomes more



complex. SOLO, which stands for the Structure of the Observed Learning Outcome, is a means of classifying learning outcomes in terms of their complexity, enabling us to assess students' work in terms of its *quality* not of how many bits of this and of that they have got right. At first we pick up only one or few aspects of the task (*unistructural*), then several aspects but they are unrelated (*multistructural*), then we learn how to integrate them into a whole (*relational*), and finally, we are able to generalise that whole to as yet untaught applications (*extended abstract*). The diagram lists verbs typical of each such level.

SOLO can be used not only in assessment, but in designing the curriculum in terms of the learning outcomes intended, which is helpful in implementing **constructive alignment**. SOLO can also explain why those who use low complexity arguments in political or marital disputes usually win – in the short term. But in politics that's all you need.

SOLO was first described by Kevin Collis and myself in *Evaluating the Quality of Learning: The SOLO Taxonomy* (New York: Academic Press, 1982).

There are five main stages for applying SOLO in the classroom:



Prestructural

I am not sure about...

This is the first stage – where students don't really have any knowledge or understanding of the topic being studied. A student who is pre-structural will usually respond with '*I don't understand*'.



Unistructural

I have one relevant idea about...

Moving on from pre-structural, students who are unistructural have a limited knowledge of the topic – they may just know one isolated fact about the topic. So, a typical response might be:

'I have some understanding of this topic'

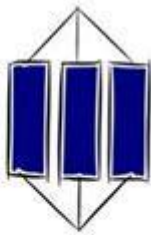


Multistructural

I have several ideas about...

Progressing from unistructural to multistructural simply

means that the student knows a few facts about this topic – but is unable to link them together. So a typical response might be *‘I know a few things about this topic’* or *‘I have gathered some information about this topic’*.



Relational

I have several ideas about...

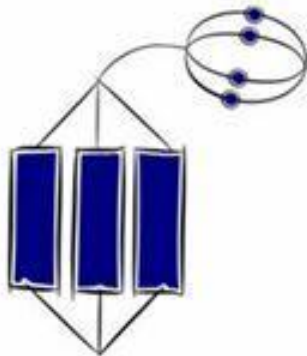
I can link them to the big picture

With relational, we are starting to move towards higher

level thinking – students are able to link together and explain several ideas around a related topic.

So a typical student ‘relational response might be:

‘I can see the connections between the information I have gathered’.



Extended abstract

I have several ideas about...

I can link them to the big picture

I can look at these ideas in a new and different way.

The final and most complex level is extended abstract. With this, not only are students able to link lots of related ideas together, but they can also link these to other bigger ideas and concepts. So a student response at this level might sound like:

‘By reflecting and evaluating on my learning, I am able to look at the bigger picture and link lots of different ideas together’.

An example....

In science, students might be asked the question *‘What do you understand by the term respiration’*. Students may then respond in the following ways:

- **Prestructural** – *“Err.....What?”*
- **Unistructural** – *“It releases energy“*
- **Multistructural** – *“It’s a chemical reaction that releases energy, uses oxygen and glucose and release carbon dioxide.”*
- **Relational** – *“It’s a reaction that takes place in all body cells. Products of digestion, such as glucose, are transported to cells by the blood and reacted with oxygen to produce carbon dioxide – which is breathed out. Energy is released.”*
- **Extended abstract** – *“It’s a reaction that takes place in all body cells. Products of digestion, such as glucose, are transported to cells by the blood and reacted with oxygen to produce carbon dioxide – which is breathed out via the lungs (using gas exchange and ventilation). As energy is released, respiration is an example of an exothermic reaction. The energy that is released can then be used by the body for growth of new cells, repair of tissues and keeping warm.”*

Why is it so useful?

- It supports students to reflect on their own thinking
- It helps teachers to thoughtfully shape learning intentions and learning experiences.
- It makes it easy to identify and use effective success criteria.
- It provides feedback and feedforward with regards to learning outcomes.
- It helps students to reflect meaningfully on what the next steps in their learning are.
- The diagrams provide a simple and easy to remember staged approach for students, in terms of these next steps.

Using SOLO in the classroom

The following describes one way in which a SOLO activity can be set up in a lesson:

Uni-structural : Write one fact about the topic on a post-it

Multi-structural:
Now stick your Post-It note on the board. While you're there, have a look at everyone else's points...already progressing!

Relational:
In pairs, come up to the board and pick 3 Post-Its that have something in common. For example about one particular character, setting or idea. Combine your points into a short paragraph and use connectives.

Extended abstract : Add at least one sentence to your paragraph that begins with one of the following: "I think this is really effective because..." or "This made me think about..."

Activities

Learners need to understand the parameters of a task and teachers therefore need to set the parameters. However, great care is needed that the parameters don't close the task down too much, which could limit the quality of learners' outcomes.

Examples of good practice might include 'produce a presentation that you could deliver to the class in 3 minutes'. In this way, learners are clear of the size of the presentation but can choose how to present, therefore giving opportunity for creativity in their response. Another one could be 'describe and explain the main features of a river's journey from source to sea'. This is clear yet does not limit learners to the number or types of features (or indeed stages) that they choose.

Group size

The size of the group is influenced by:

- the task
- the learners and their ability to work in larger groups
- the classroom itself.

When starting group work, strategies such as ‘think-pair-share’ or ‘talk partners’ might be more easily managed (by teachers and learners) than larger groups. This eases learners into collaborative work. Tasks for paired work are generally shorter and more focused than those for group work. In general, the longer and more complex a task, the larger the group needs to be. However, most research points to a maximum group size of 6 to ensure all are involved. With young adults and adults themselves the maximum group size, shown by research, is twelve.

Teachers reorganise their classrooms to ‘cabaret style’. Learners sit around desks in groups rather than facing the front. This gives the impression that group work is important as well as ensuring that precious time is not wasted moving furniture. Learners can easily face the front for any whole-class teaching.

Deciding on the makeup of the group

In order to remove the teacher as the ‘director’ of learning in lessons where paired or group work is used, it is important to use some means of randomising pairs or groups.

Possible reasons for this include:

- learners accept this is a fair system.
- learners experience a range of learning methods as they engage with a wide variety of approaches
- learners get to know others in the class they might not otherwise socialise with
- learners are not distracted by being left wondering if selection has been made on the basis of ability/ behaviour/ favouritism etc.

This is only likely to succeed if a suitably rich task is selected. However, the makeup of pairs or groups can be manipulated to ensure that learners are learning from those with a deeper understanding, if the need arises.

Ground rules

The class could be invited to create their own rules for successful small group talk, or they could be given a prompt list such as that below and asked to invent one rule for each point.

- taking turns
- listening to others
- interrupting
- looking at the person speaking
- asking for reasons
- how to agree with someone
- how to disagree with someone
- ensuring everyone is treated fairly
- coming to a conclusion/ decision

This could lead to a set of rules such as the following:

- We make sure everyone has the chance to speak.
- We listen to what our classmates say.
- We don't interrupt.
- We usually look at the person who is speaking.
- If we disagree with an idea, we say why we disagree.
- We may criticise an idea, but not a person.
- We sometimes introduce a new idea.
- We sometimes back up someone else's idea.
- We sometimes say why we think an idea is flawed/wrong.
- We sometimes ask for a reason for someone's idea.
- We try to come to an agreement.

Teachers obviously need to be sensitive to learners who are particularly unsettled by eye contact. It is likely that different types of group work will require amendments to the rules for different occasions, but the main set of rules which apply in most cases could be displayed prominently in the classroom. These could then be referred to every time small group discussion takes place.

In secondary schools it would probably be necessary to have rules that are started by one class and then added to by others before displaying. However, it's essential that all learners have their own opportunity to develop rules from scratch before adding to others'.

Deciding on roles

For a discussion to be successful, learners need to adopt a range of roles. At first learners will need the teacher to discuss, question learners and model roles. For example the teacher could ask what learners think each of the following roles in a group entail:

- **chairperson** - leads the discussion, ensures all learners are involved, maintains the rules
- **ideas person**- thinks 'outside the box' to suggest ideas
- **ideas developer**- reviews ideas and reigns in the most whacky, develops those agreed by the group
- **questioner**– asks; Why are we doing that? Why do you think that? How can we do that? etc.
- **summariser** - can bring together and express progress as the task develops and, if needed, at the end.
- **observer**– monitors and evaluates the quality of the group work.
- **envoy(spy)** - travels briefly to other groups to listen in and bring back ideas might also be used to research in external sources.

Younger learners might well just have a leader, a scribe, a 'gofer', a researcher etc.

For most subject contexts it is not necessary to develop the skills of all learners in all of these ways. However, successful group work does require the skills to be displayed by some members of the group. Some learners may be able to display all of these skills over time, and obviously it is desirable that as many learners as possible can demonstrate as many of these skills as possible. In some contexts the teacher may wish to allocate roles according to individual strengths, especially if the task is particularly challenging.

Success criteria for each role - ideally these should be developed over time by the groups themselves. Of course many of these skills overlap.

Chairperson

- can clearly state the aim of the discussion
- can keep the discussion relevant
- can help involve all in the group by helping all members of the group feel they have had a fair chance to speak
- can ensure fair play
- can draw the discussion to a successful conclusion.

Ideas person

- is good at coming up with new, interesting and relevant ideas
- does not just say the first thing that comes into their head
- can express good ideas clearly.

Ideas developer

- is quick to understand the ideas of others
- can boost the confidence of the originator of good ideas where appropriate
- can build on the ideas of others, explaining/ developing ideas.

Questioner

- can see possible problems with ideas

- can see when an idea is underdeveloped
- can express any problems clearly
- can help other learners express their reasoning more fully
- can challenge other learners to be more effective in their reasoning/ logic
- can suggest potentially more successful alternatives.

Summariser

- makes sure the group doesn't move to consensus too early
- can identify sources of disagreement and finds possible solutions/ compromises
- can build a consensus which all members of the group think is fair to their point of view
- can clearly state the main points of the discussion
- can leave out what is irrelevant, minor or trivial
- can articulate the views of the whole group clearly and effectively.

Observer

- can evaluate the quality of the talk
- can provide helpful feedback to group members in terms of collaboration/participation /achievement
- can identify strategies used to solve the problem etc.
- can identify strategies that helped make the group discussion effective
- can recommend how the group can be more successful next time.

Envoy/spy

- can pick up ideas quickly
- can clearly report back to the group what others' are doing
- can tactfully suggest modifications
- can research external sources to help the group's knowledge-base.

Eventually, learners will be able to decide on which roles are needed for a specific task - once they understand the task and what is required. Who does which role can be left to learners to decide as long as group membership is going to be changed at a later date.

Teachers have found the following useful:

- Initially, randomly select pairs/groups.

This shifts ownership away from teachers but stops learners selecting friendship groups.

- Maintain this composition for 2 weeks or so (primary) or 4/5 tasks (secondary).

Learners need to develop their expertise in a role before switching to a new one.

- Some teachers then decided to have all past ‘chairpersons’ in the same group, all past ‘ideas people’ in the same group etc. for specific tasks.

This ensured that learners developed their abilities in different roles.

The whole idea of roles in groups and the way that group membership is decided will be dependent on the learners involved, their needs and abilities, and the preferences of the teacher. However, learners need to be challenged by group work so that they progress in their ability to perform as any member of a group.

Using random feedback

Within research on learning and teaching called Complex Instruction, one particular feature is of note. Groups of about four learners were set tasks in Mathematics. All groups were told that they would have to report back, but they had no idea precisely who in the group would be called on to report back.

The effect of this simple change in reporting back procedures produced dramatic results. All learners were highly motivated to understand– and be able to explain the results of the whole group. There was therefore a higher incidence of:

- learners asking questions of each other
- learners explaining to each other
- learners insisting on further clarification until they genuinely understood
- all learners taking a fair share of the work

- articulate explanations of results, and how these results were obtained.

It might be thought that the main beneficiaries would have been the struggling learners, but in fact all learners benefited, and the highest initial gains were among the 'more able and talented' in that subject area. Through metacognition, they were encouraged to articulate methods of working which were previously purely intuitive to these learners.

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Learning styles

Learning Styles

All Students are Created Equally (and Differently.)

Introduction

Various theories on learning have been developed with increasing frequency in the last few decades. In order to understand the relationship between these theories, Curry's onion model (Curry, 1983) was developed with four layers -- personality learning theories, information processing theories, social learning theories, and multidimensional and instructional theories.

Personality learning theories define the influences of basic personality on preferences to acquiring and integrating information. Models used in this theory include Myers-Briggs Type Indicator, which measures personality in dichotomous terms -- extroversion versus introversion, sensing versus intuition, thinking versus feeling, and judging versus perception, and the Keirsey Temperament Sorter, which classifies people as rationals, idealists, artisans, or guardians.

Information processing theories encompass individuals' preferred intellectual approach to assimilating information, and includes David Kolb's model of information processing, which identifies two separate learning activities: perception and processing.

Social learning theories determine how students interact in the classroom and include Reichmann's and Grasha's types of learners: independent, dependent, collaborative, competitive, participant, and avoidant.

Multidimensional and instructional theories address the student's environmental preference for learning and includes the Learning Style Model of Dunn and Dunn and the multiple intelligences theory of Howard Gardner. This chapter focuses on this type of learning theory by Howard Gardner.

What is Multiple Intelligences Theory?

Howard Gardner's theory of Multiple Intelligences utilizes aspects of cognitive and developmental psychology, anthropology, and sociology to explain the human

intellect. Although Gardner had been working towards the concept of Multiple Intelligences for many years prior, the theory was introduced in 1983, with Gardner's book, *Frames of Mind*.

Gardner's research consisted of brain research and interviews with stroke victims, prodigies, and individuals with autism. Based on his findings, Gardner established eight criteria for identifying the seven (he has subsequently added an eighth and is considering a ninth) separate intelligences. The eight criteria used by Gardner to identify the intelligences are listed below:

- Isolation by brain damage/neurological evidence
- The existence of prodigies, idiot savants, and exceptional individuals
- Distinguishable set of core operations
- Developmental stages with an expert end state
- Evolutionary history and plausibility
- Susceptibility to encoding in a symbol system
- Support from experimental psychological tasks
- Support from psychometric research

Originally, the theory accounted for seven separate intelligences. Subsequently, with the publishing of Gardner's *Intelligence Reframed* in 1999, two more intelligences were added to the list. The intelligences are Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic, and Existential.

Gardner's theory challenges traditional, narrower views of intelligence. Previously accepted ideas of human intellectual capacity contend that an individual's intelligence is a fixed entity throughout his lifetime and that intelligence can be measured through an individual's logical and language abilities. According to Gardner's theory, an intelligence encompasses the ability to create and solve problems, create products or provide services that are valued within a culture or society. Originally, the theory accounted for seven separate intelligences. Subsequently, with the publishing of Gardner's *Intelligence Reframed* in 1999, two more intelligences were added to the

list. The nine intelligences are outlined in more detail in the section below. Listed below are key points of Gardner's theory:

- All human beings possess all nine intelligences in varying degrees.
- Each individual has a different intelligence profile.
- Education can be improved by assessment of students' intelligence profiles and designing activities accordingly.
- Each intelligence occupies a different area of the brain.
- The nine intelligences may operate in consort or independently from one another.
- These nine intelligences may define the human species.

Gardner, a Professor of Education at Harvard University, and other researchers and educators continue to work towards a more holistic approach to education through Project Zero. For more information on the projects and research involved in Project Zero, visit the website at <http://www.pz.harvard.edu>.

Although the theory was not originally designed for use in a classroom application, it has been widely embraced by educators and enjoyed numerous adaptations in a variety of educational settings. Teachers have always known that students had different strengths and weaknesses in the classroom. Gardner's research was able to articulate that and provide direction as to how to improve a student's ability in any given intelligence. Teachers were encouraged to begin to think of lesson planning in terms of meeting the needs of a variety of the intelligences. From this new thinking, schools such as the Ross School in New York, an independent educational institution, and the Key Learning Community, a public magnet school in Indianapolis emerged to try teaching using a Multiple Intelligences curriculum. The focus of this part of the chapter will be on lesson design using the theory of Multiple Intelligences, and providing various resources that educators may use to implement the theory into their classroom activities.

The Eight Intelligences

- **Verbal / Linguistic**

Verbal/Linguistic intelligence refers to an individual's ability to understand and manipulate words and languages. Everyone is thought to possess this intelligence at some level. This includes reading, writing, speaking, and other forms of verbal and written communication. Teachers can enhance their students' verbal/linguistic intelligence by having them keep journals, play word games, and by encouraging discussion. People with strong rhetorical and oratory skills such as poets, authors, and attorneys exhibit strong Linguistic intelligence. Some examples are T.S. Elliot, Maya Angelou, and Martin Luther King Jr. Traditionally, Linguistic intelligence and Logical/Mathematical intelligence have been highly valued in education and learning environments.

- **Logical/Mathematical**

Logical/Mathematical intelligence refers to an individual's ability to do things with data: collect, and organize, analyze and interpret, conclude and predict. Individuals strong in this intelligence see patterns and relationships. These individuals are oriented toward thinking: inductive and deductive logic, numeration, and abstract patterns. They would be a contemplative problem solver; one who likes to play strategy games and to solve mathematical problems. Being strong in this intelligence often implies great scientific ability. This is the kind of intelligence studied and documented by Piaget. Teachers can strengthen this intelligence by encouraging the use of computer programming languages, critical-thinking activities, linear outlining, Piagetian cognitive stretching exercises, science-fiction scenarios, logic puzzles, and through the use of logical/sequential presentation of subject matter. Some real life examples people who are gifted with this intelligence are Albert Einstein, Niels Bohr, and John Dewey.

- **Visual/Spatial**

Visual/Spatial intelligence refers to the ability to form and manipulate a mental model. Individuals with strength in this area depend on visual thinking and are very imaginative. People with this kind of intelligence tend to learn most readily from

visual presentations such as movies, pictures, videos, and demonstrations using models and props. They like to draw, paint, or sculpt their ideas and often express their feelings and moods through art. These individuals often daydream, imagine and pretend. They are good at reading diagrams and maps and enjoy solving mazes and jigsaw puzzles. Teachers can foster this intelligence by utilizing charts, graphs, diagrams, graphic organizers, videotapes, color, art activities, doodling, microscopes and computer graphics software. It could be characterized as right-brain activity. Pablo Picasso, Bobby Fischer, and Georgia O'Keefe are some examples of people gifted with this intelligence.

- **Bodily/Kinesthetic**

Bodily/Kinesthetic intelligence refers to people who process information through the sensations they feel in their bodies. These people like to move around, touch the people they are talking to and act things out. They are good at small and large muscle skills; they enjoy all types of sports and physical activities. They often express themselves through dance. Teachers may encourage growth in this area of intelligence through the use of touching, feeling, movement, improvisation, "hands-on" activities, permission to squirm and wiggle, facial expressions and physical relaxation exercises. Some examples of people who are gifted with this intelligence are Michael Jordan, Martina Navratilova, and Jim Carrey.

- **Naturalistic**

Naturalistic intelligence is seen in someone who recognizes and classifies plants, animals, and minerals including a mastery of taxonomies. They are holistic thinkers who recognize specimens and value the unusual. They are aware of species such as the flora and fauna around them. They notice natural and artificial taxonomies such as dinosaurs to algae and cars to clothes. Teachers can best foster this intelligence by using relationships among systems of species, and classification activities. Encourage the study of relationships such as patterns and order, and compare-and-contrast sets of groups or look at connections to real life and science issues. Charles Darwin and John Muir are examples of people gifted in this way.

- **Musical Intelligence**

Musical intelligence refers to the ability to understand, create, and interpret musical pitches, timbre, rhythm, and tones and the capability to compose music. Teachers can integrate activities into their lessons that encourage students' musical intelligence by playing music for the class and assigning tasks that involve students creating lyrics about the material being taught. Composers and instrumentalists are individuals with strength in this area. Wolfgang Amadeus Mozart and Louis Armstrong are examples.

- **Interpersonal**

Although Gardner classifies interpersonal and intrapersonal intelligences separately, there is a lot of interplay between the two and they are often grouped together. Interpersonal intelligence is the ability to interpret and respond to the moods, emotions, motivations, and actions of others. Interpersonal intelligence also requires good communication and interaction skills, and the ability show empathy towards the feelings of other individuals. Teachers can encourage the growth of Interpersonal Intelligences by designing lessons that include group work and by planning cooperative learning activities. Counselors and social workers are professions that require strength in this area. Some examples of people with this intelligence include Gandhi, Ronald Reagan, and Bill Clinton.

- **Intrapersonal**

Intrapersonal Intelligence, simply put, is the ability to know oneself. It is an internalized version of Interpersonal Intelligence. To exhibit strength in Intrapersonal Intelligence, an individual must be able to understand their own emotions, motivations, and be aware of their own strengths and weaknesses. Teachers can assign reflective activities, such as journaling to awaken students' Intrapersonal Intelligence. It's important to note that this intelligence involves the use of all others. An individual should tap into their other intelligences to completely express their Intrapersonal Intelligence. Those who are often associated with this intelligence are Sigmund Freud, Plato, or Virginia Woolf.

****There is a ninth intelligence that has yet to experience full acceptance by educators in the classroom. This is Existential intelligence, which encompasses the

ability to pose and ponder questions regarding the existence -- including life and death. This would be in the domain of philosophers and religious leaders.

The table below summarizes the strengths, learning preferences, and needs that correspond to the intelligences.

Table 1. Summary of the Eight Intelligences

Intelligence Area	Strengths	Preferences	Learns best through	Needs
Verbal / Linguistic	Writing, reading, memorizing dates, thinking in words, telling stories	Write, read, tell stories, talk, memorize, work at solving puzzles	Hearing and seeing words, speaking, reading, writing, discussing and debating	Books, tapes, paper diaries, writing tools, dialogue, discussion, debated, stories, etc.
Mathematical / Logical	Math, logic, problem-solving, reasoning, patterns	Question, work with numbers, experiment, solve problems	Working with relationships and patterns, classifying, categorizing, working with the abstract	Things to think about and explore, science materials, manipulative, trips to the planetarium and science museum, etc.
Visual / Spatial	Maps, reading charts, drawing, mazes, puzzles, imagining things, visualization	Draw, build, design, create, daydream, look at pictures	Working with pictures and colors, visualizing, using the mind's eye, drawing	LEGOs, video, movies, slides, art, imagination games, mazes, puzzles, illustrated book, trips to art museums, etc.
Bodily / Kinesthetic	Athletics, dancing, crafts, using tools, acting	Move around, touch and talk, body language	Touching, moving, knowledge through bodily sensations, processing	Role-play, drama, things to build, movement, sports and physical games, tactile experiences, hands-on learning, etc.

Musical	Picking up sounds, remembering melodies, rhythms, singing	Sing, play an instrument, listen to music, hum	Rhythm, singing, melody, listening to music and melodies	Sing-along time, trips to concerts, music playing at home and school, musical instruments, etc.
Interpersonal	Leading, organizing, understanding people, communicating, resolving conflicts, selling	Talk to people, have friends, join groups	Comparing, relating, sharing, interviewing, cooperating	Friends, group games, social gatherings, community events, clubs, mentors/apprenticeships, etc.
Intrapersonal	Recognizing strengths and weaknesses, setting goals, understanding self	Work alone, reflect pursue interests	Working alone, having space, reflecting, doing self-paced projects	Secret places, time alone, self-paced projects, choices, etc.
Naturalistic	Understanding nature, making distinctions, identifying flora and fauna	Be involved with nature, make distinctions	Working in nature, exploring living things, learning about plants and natural events	Order, same/different, connections to real life and science issues, patterns

Multiple Intelligences in the Classroom

There are many ways to incorporate Multiple Intelligences theory into the curriculum, and there is no set method by which to incorporate the theory. Some teachers set up learning centers with resources and materials that promote involving the different intelligences. For example, in the above scenario, Ms. Cunningham creates an area with art supplies in her classroom. Other instructors design simulations that immerse students into real life situations. Careful planning during the lesson

design process will help to ensure quality instruction and valuable student experiences in the classroom.

Other instructional models, such as project-based and collaborative learning may be easily integrated into lessons with Multiple Intelligences. Collaborative learning allows students to explore their interpersonal intelligence, while project-based learning may help structure activities designed to cultivate the nine intelligences. For instance, Ms. Cunningham uses aspects of project-based learning in her classroom by allowing students to plan, create, and process (through reflection) information throughout the Civil Rights unit, while also integrating activities that teach to the intelligences. This particular instructional model allows students to work together to explore a topic and to create something as the end product. This works well with Multiple Intelligences theory, which places value on the ability to create products. By collaborating with the Media Specialist to give students the opportunity to choose from a variety of resources to complete their assignments, Ms. Cunningham uses aspects of resource-based learning, an instructional model that places the ultimate responsibility of choosing resources on the student.

It is important for teachers to carefully select activities that not only teach to the intelligences, but also realistically mesh with the subject matter of the lesson or unit. Multiple Intelligences theory should enhance, not detract from what is being taught.

Disney's website entitled Tapping into Multiple Intelligences suggests two approaches for implementing Multiple Intelligences theory in the classroom. One is a teacher-centered approach, in which the instructor incorporates materials, resources, and activities into the lesson that teach to the different intelligences. The other is a student-centered approach in which students actually create a variety of different materials that demonstrate their understanding of the subject matter. The student-centered approach allows students to actively use their varied forms of intelligence. In a teacher-centered lesson, the number of intelligences explored should be limited to two or three. To teach less than two is nearly impossible since the use of speech will always require the use of one's Verbal/Linguistic intelligence. In a student-centered lesson, the instructor may incorporate aspects of project-based learning, collaborative

learning, or other inquiry-based models. In such a case, activities involving all nine intelligences may be presented as options for the class, but each student participates in only one or two of the tasks.

Ms. Cunningham incorporates both student-centered and teacher-centered activities into her unit on the Civil Rights Movement. The teacher-led lecture is a standard example of a teacher-centered activity. The lecture teaches to students' Verbal/Linguistic Intelligence. The viewing of the videotape is another example of a teacher-centered activity. This activity incorporates Visual/Spatial Intelligence into how the unit is learned. It is important to note that many activities, although designed to target a particular intelligence, may also utilize other intelligences as well. For example, in Ms. Cunningham's classroom the students may work together on creating a mural of Civil Rights Leaders. This is a student-centered activity that directly involves Visual/Spatial intelligence, but also gives students a chance to exercise their Interpersonal Intelligence. The journal assignment, also a student-centered activity, is designed to enhance students' Intrapersonal Intelligence by prompting them to reflect on their feelings and experiences in relation to the Civil Rights movement. This activity also taps into Verbal/Linguistic Intelligence. The timeline and map assignments are student-centered activities that are designed to enhance students' Logical/Mathematical Intelligence, but they also delve into Visual/Spatial Intelligence. Students must collect and organize information for both the timeline and the map therefore using their Logical/Mathematical intelligence. In creating these items, students must think visually as well. By incorporating dance into one lesson, Ms. Cunningham is able to promote awareness of her students' Bodily-Kinesthetic intelligence. By showing videos of popular dances from the time period, or inviting an expert from the community to talk about the social aspects of dance, Ms. Cunningham might incorporate a teacher-centered activity. Having students learn and perform dances is a student-centered way of teaching through Bodily-Kinesthetic intelligence. The short plays that students prepare involve Bodily-Kinesthetic intelligence, as well as Interpersonal and Verbal/Linguistic intelligences. Class discussions provide an

opportunity for students to exercise both areas of their personal intelligences, as well as to reinforce the subject matter.

Planning and Implementing Student-Centered Lessons

This type of lesson revolves around student created materials. The types of activities and assignments that support student-centered lessons can be easily designed in concert with many of the inquiry-based models discussed in the text of this book. One of the most important aspects of student-centered lessons is allowing students to make choices. Teachers should encourage students to exercise their weaker intelligences, but allow them to explore their stronger areas as well. In Ms. Cunningham's class, the student named James is very strong in Visual/Spatial Intelligence and always leans towards this type of project. The teacher encourages James to participate in other activities, but when it is obvious that his interest lies in working on the mural Ms. Cunningham allows him to work on the project.

Listed below are steps to implement a student-centered lesson or unit:

- Carefully identify instructional goals, objectives, and instructional outcomes.
- Consider activities that you can integrate into the lesson or unit that teach to the different intelligences. Teachers need not incorporate all nine intelligences into one lesson.
- When gathering resources and materials, consider those which will allow students to explore their multiple intelligences.
- Specify a timeframe for the lesson or unit.
- Allow for considerable element of student choice when designing activities and tasks for the intelligences
- Design activities that are student-centered, using inquiry-based models of instruction.
- Provide a rubric for student activities. You might consider having students help create rubrics.
- Incorporate assessment into the learning process.

In an effort to maximize students' interest in both the subject matter and their own learning proclivities, teachers may wish to teach their students a little bit about

Multiple Intelligences. Teachers can brief the class about each type of intelligence and then follow up with a self-assessment for each student. In this way, students will be able to capitalize on their strengths and work on their weaker areas. Disney's Tapping Into Multiple Intelligences website includes a self-assessment.

Planning and Implementing a Teacher-Centered Lesson

Structured, teacher-centered activities provide an opportunity for teachers to introduce material and establish prior knowledge and student conceptions. Teachers may lecture students, show informational videos and posters, perform drills, pose problem-solving exercises, arrange museum visits, and plan outings to concerts. There are all examples of teacher-centered activities. All of these activities integrate the Multiple Intelligences into the subject matter being taught. Teacher-centered lessons should be limited to a few activities that provide a foundation for students to later complete more exploratory tasks in which they can demonstrate understanding of the material. A teacher may choose to start an instructional unit or lesson with teacher-centered activities and then follow up with subsequent student-centered lessons. Teachers may follow these steps when designing and implementing a teacher-centered lesson:

- Identify instructional goals and objectives
- Consider teacher-centered activities that teach to students' Multiple Intelligences. In a teacher-centered lesson, limit the number of activities to two or three.
- Consider what resources and materials you will need to implement the lesson. For example, will you need to schedule a museum visit or to consult the Media Specialist for videos or other media?
- Specify a timeframe for the lesson or unit.
- Provide an opportunity for reflection by students
- Provide a rubric to scaffold student activities
- Integrate assessment into the learning process

Assessment is one of the biggest challenges in incorporating Multiple Intelligences in the classroom. Ms. Cunningham's students are given the option of working on several mini-projects during the course of the Civil Rights unit. At the end of the unit, their

performance is assessed through a portfolio that represents their work on these projects. It is very important for assessment to be integrated into the learning process. Assessment should give students the opportunity to demonstrate their understanding of the subject matter. One of the main goals of acknowledging and using Multiple Intelligences in the classroom is to increase student understanding of material by allowing them to demonstrate the ways in which they understand the material. Teachers need to make their expectations clear, and may do so in the form of a detailed rubric.



Benefits of Multiple Intelligences

Using Multiple Intelligences theory in the classroom has many benefits:

- As a teacher and learner you realize that there are many ways to be "smart"
- All forms of intelligence are equally celebrated.
- By having students create work that is displayed to parents and other members of the community, your school could see more parent and community involvement.
- A sense of increased self-worth may be seen as students build on their strengths and work towards becoming an expert in certain areas
- Students may develop strong problem solving skills that they can use real life situations

Multiple Intelligences: Classroom Application (Table added by Brandy Bellamy and Camille Baker, 2005)

Table 2. *Multiple Intelligences: Classroom Application (Table added by Brandy Bellamy and Camille Baker, 2005)*

	Teacher Centered	Student Centered
 Verbal/Linguistic	<ul style="list-style-type: none"> • Present content verbally • Ask questions aloud and look for student feedback • Interviews 	<ul style="list-style-type: none"> • Student Presents Material • Students read content and prepare a presentation for his/her classmates • Students debate over an issue
 Logical / Mathematical	<ul style="list-style-type: none"> • Provide brain teasers or challenging questions to begin lessons. • Make logical connections between the subject matter and authentic situations to answer the question "why?" 	<ul style="list-style-type: none"> • Students categorize information in logical sequences for organization. • Students create graphs or charts to explain written info. • Students participate in web quests associated with the content



Bodily/Kinesthetic

- Use props during lecture
- Provide tangible items pertaining to content for students to examine
- Review using sports related examples (throw a ball to someone to answer a question)

- Students use computers to research subject matter.
- Students create props of their own explaining subject matter (shadow boxes, mobiles, etc...)
- Students create review games.



Visual/Spatial

- When presenting the information, use visuals to explain content:
- PowerPoint Slides, Charts, Graphs, cartoons, videos, overheads, smart boards

- Have students work individually or in groups to create visuals pertaining to the information:
- Posters; timelines; models; PowerPoint slides; maps; illustrations, charts; concept mapping



Musical

- Play music in the classroom during reflection periods
- Show examples or create musical rhythms for students to remember things

- Create a song or melody with the content embedded for memory
 - Use well known songs to memorize formulas, skills, or test content



Interpersonal

- Be aware of body language and facial expressions
- Offer assistance whenever needed
- Encourage classroom discussion

- Encourage collaboration among peers
 - Group work strengthens interpersonal connections
- Peer feedback and peer tutoring
- Students present to the class
 - Encourage group editing



Intrapersonal

- Encourage journaling as a positive outlet for expression
- Introduce web logging (blogs)
- Make individual questions welcome
- Create a positive environment.

- Journaling
- Individual research on content
- Students create personal portfolios of work



Naturalistic

- Take students outside to enjoy nature while in learning process (lecture)
- Compare authentic subject matter to natural occurrences.
- Relate subject matter to stages that occur in nature (plants, weather, etc)

- Students organize thoughts using natural cycles
- Students make relationships among content and the natural environment (how has nature had an impact?)
- Students perform community service

Learning Styles Section

Scenario

A group of four city planners in Boston is working on a project to improve the methods of repairing streets. They have spent a lot of time in the field looking at streets and learning about the stresses they receive, how engineers currently deal with those problems, and the public's perceptions of street conditions. Some improvements have been made including a new system of diagnosing problems and new methods of repairing the streets. The final stage of their project is to determine how to educate the city's employees on these improvements.

Jessica believes that showing maps of where the various sidewalks in various states of decay would be helpful. She also wants to use a flow chart to represent the new repair process. Maybe a computer instruction guide could be utilized in the employee education program.

Patrick feels that the planners need to discuss these improvements with the city's employees. A question and answer session could also be implemented in an attempt to answer any questions concerning the new system of diagnosing problems and new methods of repairing the streets.

Will has already begun work on an extensive training manual, which will provide a concrete resource to guide employees in training and for later reference. The manual will be available in hard copy and on the web.

Claire thinks that the city employees would benefit the most from a multimedia presentation as well as a CD-ROM with links to other useful information. She also wants the employees to go into the field and see some of the streets that were used as models in the new program. If that is not possible, pictures could be provided as examples to give the employees a concrete idea of the improvements.

Learning Styles

The term "learning styles" is commonly used throughout various educational fields and therefore, has many connotations. In general, it refers to the uniqueness of how each learner receives and processes new information through their senses. The National Association of Secondary School Principals defines learning style as, "the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." Other phrases are used interchangeably with learning styles. Some include perceptual styles, learning modalities, and learning preferences. Each person is born with certain preferences toward particular styles, but culture, experience, and development influence these preferences. The four most common learning styles are visual, aural, reading/writing, and kinesthetic/tactile. Most people learn through all modalities, but have certain strengths and weaknesses in a specific modality. Some people have an equal propensity for more than one style, which is titled as the multimodal style. This preference can be determined through various testing instruments. Once a person's learning style is ascertained, accommodations can be made to increase academic achievement and creativity, as well as improve attitudes toward learning.

✓ *The Visual Learning Style*

Visual learners process information most effectively when the information is seen. Depictions can include charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies and other devices that instructors use to represent what could have been presented in words. These learners think in pictures and have vivid imaginations. Most people are classified as visual learners.

Jessica is a visual learner. Her suggestions focus on the use of visual aids to increase information processing.

✓ *The Aural Learning Style*

Aural learners process information most effectively when spoken or heard. These learners respond well to lectures and discussions and are excellent listeners. They also

like to talk and enjoy music and dramas. When trying to recall information, aural learners can often "hear" the way someone told them the information.

Patrick is an aural learner. His need to discuss the new improvements points to the benefits of obtaining information in an oral language format.

✓ *The Reading/Writing Learning Style*

Reading/Writing learners process information most effectively when presented in a written language format. This type of learner benefits from instructors that use the blackboard to accent important points or provide outlines of the lecture material. When trying to recall information, reading/writing learners remember the information from their "mind's eye." Many academics have a strong preference for the reading/writing style.

Will is a reading/writing learner. His comprehensive training manual allows the employees to utilize the written language format.

✓ *The Kinesthetic/Tactile Learning Style*

Kinesthetic/Tactile learners process information actively through physical means. Kinesthetic learning refers to whole body movement while tactile learning refers only to the

✓ *The Kinesthetic/Tactile Learning Style*

Kinesthetic/Tactile learners process information actively through physical means. Kinesthetic learning refers to whole body movement while tactile learning refers only to the sense of touch. These learners gesture when speaking, are poor listeners, and lose interest in long speeches. Most students that do not perform well in school are kinesthetic/tactile learners. The crux of this learning style is that the learner is connected to real situations through experience, example, practice, or simulation.

Claire is a kinesthetic/tactile learner. Her method of instruction utilizes "hands on" demonstrations and field experiences.

Learning Strategies for Each Learning Style

➤ **The Visual Learning Style**

- Replace words with symbols or initials.
- Translate concepts into pictures and diagrams.

- Underline or highlight your notes or textbooks with different colors.
- Practice turning your visuals back into words.
- Make flashcards of key information with words, symbols, and diagrams.

➤ **The Aural Learning Style**

- Attend lectures and tutorials.
- Discuss topics with your instructor and other students.
- Put summarized notes on tape and listen to them.
- Join a study group or have a "study buddy."
- Tape record your lectures.
- When recalling information or solving problems, talk out loud.

➤ **The Reading/Writing Learning Style**

- Write out important information again and again.
- Read your notes silently.
- Organize any diagrams into statements.
- Rewrite the ideas and principles in other words.
- Make flashcards of words and concepts that need to be memorized.

➤ **The Kinesthetic/Tactile Learning Style**

- Sit near the instructor in classroom situations.
- Read out loud from your textbook and notes.
- Copy key points onto large writing surfaces (i.e. chalkboard or easel board).
- Copy key points using word processing software.
- Listen to audiotapes of your notes while exercising.
- Take in information through field trips, laboratories, trial and error, exhibits, collections, and hands-on examples.
- Put real life examples into your notes summary.
- Recall experiments and role-play.
- Use pictures and photographs that illustrate an idea.

➤ **Educational Implications for Learning Styles**

Teachers that rely on learning styles have opened their classrooms to more than one approach to intellectual work. The activities planned by these teachers are more

student-centered than traditional activities and have engaged in learning-style based instruction.

The first step in implementing learning style-based instruction is diagnosing the individual learning styles of each student. A variety of methods exist for testing learning styles in a relatively quick manner. Many are available online, like the VARK Questionnaire listed above.

The second step is profiling group preferences and weaknesses. Are most of the students visual learners? Does your class have very few kinesthetic/tactile learners?

The third step is assessing current instructional methods to determine whether they are adequate or require more flexibility. If modifications need to be made, various activities can be developed and/or adapted to conform with learning styles. Three techniques have been proposed.

1. Teachers can add alternative activities that could replace or supplement ones. This could create increased opportunities for students to use different styles. For example, hands on activities can be conducted after a lecture to confirm abstract concepts.
2. Teachers can also challenge students to develop skills in other areas by completing assignments that utilize all learning styles. For example, the students can complete multidimensional packets, which contain activities from each learning style.
3. Another approach to include learning styles in an education curriculum is to organize activities around complex projects. These projects would require that students use all learning styles. An example of a complex activity would be a project-based learning project.

When teaching an individual, teachers should present the most difficult concepts in the preferred style. Easier concepts should be introduced in a different style. When teaching an entire class, teachers should use all learning styles in their presentations if they are to reach every student. This can be fairly simple.

For example, Mrs. Erwin, a fifth grade teacher is going to teach a unit on Charlotte's Web. In order to accommodate all learning styles, she will have the students read

sections of the book silently and out loud to others, act out various scenes, and complete a timeline of events on the bulletin board. Mrs. Erwin understands that students must be exposed to the concepts in a variety of ways to ensure full comprehension.

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Assessment & Evaluation

Assessment & Evaluation

A major concern of teaching English language for teachers has been assessing and evaluating students' progress during their courses of study as well as their classroom achievements at the end of it. This study focuses upon the quality of English language learning assessment and evaluation process in the educational system.

Classroom assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods.

Through using appropriate classroom assessment strategies and techniques, teachers can increase their students' motivation and show them how well they have learned the language.

Definition of Evaluation

Evaluation is the systematic exploration and judgement of working processes, experiences and outcomes. It pays special attention to aims, values, perceptions, needs and resources. Evaluation in teaching English language is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programmes.

Evaluation is not only an important part of educational process but also an integral part of our everyday life. It occurs at one moment in time and involves both quantitative and qualitative analysis of information. It appraises the strengths and weaknesses of programmes, policies, personnel, outcomes, and organizations to improve their effectiveness.

Evaluation is a process that includes five basic components:

- 1) Articulating the purpose of the educational system.
- 2) Identifying and collecting relevant information.
- 3) Having ideas that are valuable and useful to learners in their lives and professions.
- 4) Analyzing and interpreting information for learners.
- 5) Classroom management or classroom decision making.

Purposes for evaluation:

First, it can be used to explain and confirm existing procedures, to obtain feedback about classroom practice. Evaluation is used to confirm the validity of features of classroom context. A second motivation for evaluation can be to gain information and bring about innovation or change.

General Functions of Evaluation

1- Informative function of evaluation

Evaluation has an informative function which means it should bring information about pupils' results. This is for pupils themselves, for teachers, for parents and other institutions like the future school the pupils want to study in. Evaluation also serves as a control of the educational process to check whether the educational aims have been reached. Based on evaluation, the teacher can find out the level and quality of his teaching.

2- Formative function of evaluation

On the other hand, there is a formative function which means that evaluation does not only work with what was done but also influences and forms the future performance of pupils and the development of pupils' personality and also the future planning and teaching of teachers. This means that based on given information, the teacher has from evaluating, he/she should try to support future effective learning of the pupil.

3- Summative function of evaluation

The summative function means that evaluation summarizes what was done. The function of evaluation to somehow sums up what was done and achieved. To measure what was done in the process of teaching and learning and provide useful information for future teaching or learning, the evaluator has to go through what was done and thus summarize it before drawing any conclusion.

The role of testing in Evaluation:

Testing is closely tied to evaluation. Tests of some sort play a role in virtually all educational program evaluations; indeed, too often an "evaluation" is no more than a hasty analysis of whether test scores rose.

What is a Test?

A test is defined as a systematic procedure for measuring a sample of behavior. The phrase "systematic procedure" indicates that a test is constructed, administered and scored according to predetermined rules. It also indicates that test items are chosen to fit the test specifications, and the same items are administered to all persons who share the same time limits.

Value of Testing

- 1- Collecting information about where students are in their learning to decide what should be covered next.
- 2- Deciding whether teaching is effective or not (Assessment of teaching)
- 3- Highlighting what needs to be reviewed. (Which parts need to be revised)
- 4- Giving pupils a sense of achievement (What they know / What they should know)
- 5- Giving pupils a learning opportunity after what has been done. (The test is a review in itself)
- 6- Assessing pupils' strengths and weaknesses indicating which skills pupils are good at and which ones they need more practice on.
- 7- Giving feedback to parents, other teachers, the school, the principal to all who matter.
- 8- Discovering what pupils have already learned and what they still need to learn.
- 9- Deciding what to teach next and which methods should be used.

Types of tests

Tests may be divided into many types:

A) In terms of technique:

1-Subjective Tests:

These tests take the form of writing sentences, paragraphs or essays. In subjective tests, it usually happens that different scores are given to the same question.

- ***Types of Subjective Tests:***

1. Short-answers.
2. Extended-response.
3. Problem solving.
4. Performance test items.

2-Objective Tests:

The grading of this test is independent of the person marking the tests because these tests have definite answers, which have no room for subjectivity in grading.

- ***Types of objective Tests:***

1. Multiple choice tests.
2. True or False Tests.
3. Matching Tests.

B) In terms of what they are intended to measure:

1. Placement test:

It is used to place new students in the right class in a school. It assesses students' productive and receptive skills. It is designed to show how good a student is at English in relation to a previously agreed system of levels.

2. Diagnostic test:

It is used to discover student problems, difficulties or deficiencies in a course. We use this type of tests to know students' strengths and weaknesses so as to be able to do something about them.

3. Progress/Achievement test:

It is designed to measure students' language and their skill progress in relation to the syllabus they have been following. This type is directly related to language courses and done during the course.

4. Final Progress/ Achievement test:

It is done at the end of the course to measure students' achievement of the course objectives or goals.

5. Proficiency test:

It is not necessarily based on certain courses that students may have previously taken. Most students take this type of tests to admit to a foreign university, get a job or obtain some kind of certificate. It is designed to measure students' knowledge and ability in a **language.**

6. Aptitude test:

It is designed to discover whether a student has a talent or basic ability for learning a new language or not.

C) In term of function:

1-Norm- Referenced Test:

Such tests place the student in a rank order. i.e. it tells the examiner how a student has performed compared with his classmates.

2-Criterion- Referenced Tests:

These tests tell the examiner whether the student has achieved the desired objectives or not, regardless of other students standards. The purpose of this kind of testing is to classify students according to whether they are able to perform some tasks satisfactorily.

✓ Characteristics of a Good Test

A good test is characterized by the following qualities:

1- Validity:

A valid test measures what is ought to be tested.

2- Reliability:

A reliable test should provide consistency in measuring the items being evaluated. In other words, if the same test is given twice to the same students, it should produce almost the same results.

3- Practicality:

A practical test ought to be easy to administer and scored without wasting too much time or effort.

4- Comprehensiveness:

A comprehensive test should cover all the items that have been taught.

5- Relevance:

The test is relevant when it measures reasonably the desired objectives.

6- Discrimination:

A discriminative test should distinguish between different levels of students.
(Individual differences)

7- Clarity:

It is necessary that the questions should be clear so that the students can comprehend exactly what the teacher wants them to do.

8- Balance:

A well- balanced test should examine both linguistic and communicative competences.

9- Authenticity:

The language of the test should emphasize the everyday interaction.

10- Difficulty:

The question must neither be too hard nor too easy. The questions should progress from easy to difficult so as to reduce stress and tension especially on the part of the struggling students.

Definition of Assessment

Assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood. Assessments are systematic methods of gathering data under standardized conditions and reaching a conclusion regarding the knowledge, qualification and potential of a learner.

Assessment is an on-going process aimed at improving student learning, programs, and services that involves a process of:

- Publicly sharing expectations
- Defining criteria and standards for quality
- Gathering, analyzing, and interpreting evidence about how well performance matches the criteria
- Using the results to documents, explain, and improve performance

Classroom assessment provides feedback on the effectiveness of instruction and gives students a measure of their progress. Two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students.

Assessment is a process that includes four basic components:

- 1) Measuring improvement over time.
- 2) Motivating students to study.
- 3) Evaluating the teaching methods.
- 4) Ranking the students' capabilities in relation to the whole group evaluation.

Assessment of an individual student's progress or achievement is an important component of evaluation: it is that part of evaluation that includes the measurement and analysis of information about student learning.

Competence Based Assessment (CBA)

It is an educational system which revolves around what is essential for all students to “be able to do, or be like” at the end of their learning experiences, as a result of their education.

Competence based assessment is producing evidence to make a judgment [decision] about whether the person is competent in relation to a particular standard .

Classroom assessments can include a wide range of options; from recording anecdotal notes while observing a student to administering standardized tests. The options can be roughly divided into two categories: formative assessments and summative assessments.

➤ **Formative Assessment (Assessment for learning)**

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. For example, when implementing a new activity in class, you can, through observation and/or surveying the students, determine whether or not the activity should be used again (or modified). A primary focus of formative assessment is to identify areas that may need improvement.

More specifically, formative assessment:

- Helps students identify their strengths and weaknesses and target areas that need work
- Helps faculty recognize where students are struggling and address problems immediately

➤ **Types of Formative Assessment**

- Observations during in-class activities; of students non-verbal feedback during lessons.
- Homework exercises as review for exams and class discussions.
- Reflection journals that are reviewed periodically during the semester.
- Question and answer sessions, both formal—planned and informal—spontaneous.

At this stage the teacher can use the following questioning techniques:

- Open and closed questions.
- Funnel questions (Starting with general questions, then asking more to get more details at each level).

- Probing questions (for finding out more details).
- Leading Questions. (Try to lead the respondent to your way of thinking).
- Conferences between the instructor and student at various points in the semester.
- In-class activities where students informally present their results.
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress.

➤ **Seven Strategies of Assessment for Learning**

Strategy 1: Provide students with a clear and understandable vision of the learning target.

Strategy 2: Use examples and models of strong and weak work.

Strategy 3: Offer regular descriptive feedback.

Strategy 4: Teach students to self-assess and set goals.

Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.

Strategy 6: Teach students focused revision.

Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning.

➤ **Summative Assessment (Assessment of Learning)**

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments.

It is used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competence after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

➤ **Types of Summative Assessment**

- Examinations** (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during its development as a formative assessment)
- Performances.
- Student evaluation of the course (teaching effectiveness).
- Instructor self-evaluation.

Summative assessment is more product-oriented and assesses the final product, whereas formative assessment focuses on the process toward completing the product. Once the project is completed, no further revisions can be made.

➤ **Assessment Tools**

An assessment ‘tool’ is a complete set of documentation needed to assess at one (or more) Unit(s) of Competence. Each assessment tool must include 2 – 3 instruments each of which supports different methods of assessment (e.g. observation checklist and questioning). The tool will include the administration, recording and reporting requirements, and describe the context and conditions of assessment.

An assessment ‘instrument’ is part of an assessment tool — it includes the checklists (or other ‘instruments’) and instructions needed to conduct one part of a -based assessment (e.g. written test with answer key, observation checklist, verbal questioning instruments, log book, etc). Each instrument will outline the evidence the candidates need to supply, and describe the evidence criteria used to judge the quality of performance.

➤ **Assessment Methods**

- Direct observation .
- Verbal questions.
- Simulation.
- Log or diary.
- Portfolio.
- Exercise.
- Self-Assessment.
- Written test.
- Collaborative / group project.
- Problem sheets.

➤ **Types of assessment tools**

- Course and homework assignments.
- Examinations and quizzes.
- Standardized tests.
- Term papers and reports.
- Observations of field work, internship.
- Performance and service learning.
- Research projects.
- Class discussion participation.
- Case study analysis.
- Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances.
- Artistic performances and products.
- Grades that are based on explicit criteria related to clear learning goals.

➤ **RUBRICS**

A scoring rubric is a method of classifying and categorizing identified criteria for successfully completing an assignment or task and to establish levels for meeting these criteria. Rubrics should be used to assess essay questions, projects, portfolios and presentations and given to all faculty that are conducting and scoring the assessment. A well designed rubric will describe the definitions of each characteristic being assessed and descriptions of the best, worst and unacceptable characteristics of the identified criteria.

A rubric is an authentic assessment tool used to measure students' work. It is a scoring guide that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score. A rubric is a working guide for students and teachers, usually distributed before the assignment begins in order to get students to think about the criteria on which their work will be judged. Rubrics can be analytic or holistic, and they can be created for any content area including math, science, history, writing, foreign languages, drama, art, music, etc.

➤ **Three Common Features of Rubrics**

Rubrics can be created in a variety of forms and levels of complexity, however, they all contain three common features which:

- Focus on measuring a stated objective (performance, behavior, or quality).
- Use a range to rate performance.
- Contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met.

➤ **Rubrics offer several advantages:**

- Rubrics improve student performance by clearly showing the students how their work will be evaluated and what is expected.
- Rubrics help students become better judges of the quality of their own work.
- Rubrics allow assessment to be more objective and consistent.
- Rubrics force the teacher to clarify his/her criteria in specific terms.
- Rubrics reduce the amount of time teachers spend evaluating student work.

- Rubrics promote student awareness about the criteria to use in assessing peer performance.
- Rubrics provide useful feedback to the teacher regarding the effectiveness of the instruction.
- Rubrics provide students with more informative feedback about their strengths and areas in need of improvement.
- Rubrics accommodate heterogeneous classes by offering a range of quality levels.
- Rubrics are easy to use and easy to explain.

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Teachers Evaluation

Teachers Evaluation

Introduction:

Like all professionals, teachers want, need and deserve evaluation processes that accurately identify their strengths as well as areas in which they need to improve.

Most teachers are currently evaluated through drive-by evaluations brief, annual drop-in observations of classroom practice. There should be new tools that would give teachers the information and support they need to grow as professionals. These tools can be deployed to create evaluations based on more concrete measures of performance and will serve both teachers and students well.

Teachers Evaluation -Why does teacher evaluation matter?

Because teaching matters: “Without capable, high quality teachers in classrooms, no educational reform effort can possibly succeed” (Stronge & Tucker, 2003, p. 3). The core of education is teaching and learning, and the teaching-learning connection works best when we have effective teachers working with every student every day. While effectiveness can be defined in myriad ways (Cruickshank & Haefele, 2001), the essential issue is that we have the most effective teachers possible guiding the learning of students. And, “without high quality evaluation systems, we cannot know if we have high quality teachers” (Stronge & Tucker, 2003, p. 3).

Teacher evaluation is, first, about documenting the quality of teacher performance; then, its focus shifts to helping teachers improve their performance as well as holding them accountability for their work. “In recent years, as the field of education has moved toward a stronger focus on accountability and on careful analysis of variables affecting educational outcomes, the teacher has proven time and again to be the most influential school-related force in student achievement” (Stronge, 2002, p. viii). Given the emphasis on teacher quality as expressed in No Child Left Behind, as well as legislation, public policy, and practice in every state (and, for that matter, many nations throughout the world), a premium must be placed on high quality teacher evaluation systems to a degree that didn’t exist heretofore.

So again why does teacher evaluation matter? Because regardless of how well a program is designed, it is only as effective as the people who implement it (Stronge, 1993). Thus, a conceptually sound, well designed, and properly implemented evaluation system for teachers is an important – indeed, essential - component of an effective school. Despite the fact that proper assessment and evaluation of teachers is fundamental to successful schools and schooling, this key element in school reform is too frequently neglected - due not to the absence of teacher evaluation, but rather to the implementation of poor evaluation systems and poor evaluation practices.

The basic needs in a quality teacher evaluation system are for a fair and effective evaluation based on performance and designed to encourage improvement in both the teacher being evaluated and the school.

There is room in teacher evaluation systems for both *accountability* and *performance improvement purposes*. In fact, evaluation systems that include both accountability and personal growth dimensions are both desirable and necessary for evaluation to productively serve the needs of individual teachers and the school and community at large.

Performance improvement and accountability purposes are not competing, but supportive interests - dual interests that are essential for improvement of educational service delivery. These two roles are inextricably intertwined in the total evaluation process. Moreover, a conceptual framework for [teacher] evaluation should emphasize the dynamic relationship between individual and institution where the needs and interests of one fuse with and support the other. (Stronge, 1995, p. 13)

Teachers Evaluation - How? (process of evaluation)

Teacher Effectiveness is often defined as the ability to produce gains in Ss' achievements scores. There is increased consensus that highly qualified and effective teachers are necessary to improve Ss performance and there is growing interest in identifying individual teachers' impact on Ss' achievements. The No Child Left behind (NCLB) ACT mandates that all teachers should be highly qualified.

A research Synthesis presents a five-point definition of T E developed through an analysis of research, policy and standards that addressed teacher effectiveness

✚ The Five-Point definition of Teacher Effectiveness consists of the following:

- ✚ Effective teachers have high expectations for all Ss. And help Ss. Learn.
- ✚ Effective teachers contribute to positive academic attitudinal and social outcomes for Ss.
- ✚ Effective teachers use diverse resources to plan and structure engaging learning opportunities ; monitor Ss' progress , adapt instruction as needed and evaluate learning.
- ✚ Effective teachers contribute to the development of classrooms and schools that value diversity.
- ✚ Effective teachers collaborate with other Ts. , administration, parents and education professionals to ensure Ss' success.

✚ Process of Teacher Evaluation:

The following chart shows how a successful Teacher Evaluation process could proceed:

Purpose	<ul style="list-style-type: none"> • Improve teacher practice in order to improve Ss' learning
Prerequisites	<ul style="list-style-type: none"> • Before becoming a teacher-of-record , every teacher must demonstrate subject-area knowledge , pedagogical knowledge and professional teaching ability.
Step I	<ul style="list-style-type: none"> • Provide high quality professional development for every teacher based on state standards. Learning goals and needs of Ss and Ts. • Assess outcomes of professional development • Support Ts' new knowledge and skills.
Step II	<ul style="list-style-type: none"> • Conduct ongoing formative assessments of Ts' skills , knowledge and practices. The assessments should inform Ts growth and development. • Assessments may be conducted by administrators , mentors, coaches , Ts. Themselves or Ts' peers • Criteria should include evidence of Ss' learning and feedback from parents and Ss.

Step III	<ul style="list-style-type: none"> • Provide individual and school wide professional education based on formative assessment results. • If the results are positive , then professions education should include self-directed learning and PD ideally. • If the results identify significant shortcoming then PD and intensive intervention should focus on areas in need of improvement and should be sustained for a significant period of time.
Step IV	<ul style="list-style-type: none"> • Conduct summative evaluation of each teacher. This should be done at frequent intervals for new probationary teacher and less frequently for non-probationary teachers. • Summative assessments of a particular teacher may become optional if formative assessments of that teacher remain positive over a reasonable period. • Teachers who need to improve to meet quality standards should receive intensive intervention support and individualized professional development.
Step V	<ul style="list-style-type: none"> • Implement evaluation results. Inform teachers of evaluation results and the impact on continued employment status tenure, license renewal and career ladder opportunities for high performers.
Step VI	<ul style="list-style-type: none"> • Conduct a comprehensive internal and external examination of the teacher evaluation and development procedss. • The school and district should conduct the examination in partnership with teachers • The purpose is to identify workforce needs and support ongoing professional development.

Methods of evaluating teacher effectiveness:

1-Value-added Models:

Value-added Models are relatively new measures of teacher effectiveness. They provide a summary score of the contribution of various factors toward growth in Ss' achievement. They provide an objective means of determining which teachers are successful at improving Ss' learning. When most Ss in a particular classroom perform better than predicted on standardized achievement tests, the teacher is credited with being effective. But when most of them perform worse than predicted, the teacher may be deemed less effective. Some models take into account only Ss' prior achievement scores; others include Ss' characteristics. Value-added Models are cost efficient and nonintrusive, they require no classroom visits and test score data are already collected for NCLB (No Child Left Behind) purposes.

2- Classroom Observation:

Classroom observation is a quantitative and qualitative method of measuring classroom behaviors. It is a process that includes three stages that specify what to observe, the actual events or behaviors that are recorded and the post observation discussions. Observation is important at every stage of a teacher's career. It is an essential tool for professional development. Classroom observation has many valid and important educational purposes. It has been widely used for the description of instructional practices, the investigation of educational discriminations for different groups of students and the improvement of teachers' classroom instructions.

Phases of Observation:

There are three stages in the process of classroom observation: The pre-observation stage, the during-observation stage and the post observation stage. Each one has its own purposes and procedures as follows:

1. Pre-Observation stage:

This stage is important for the observe more than the observer. Here the two meet to discuss the plan of the lesson, agree on the purposes of the classroom visit, the lesson goals, objectives, used strategies/methodology, and form of assessment. Both of them

may agree upon observation procedures to be used during this session and arrange a schedule for the observations.

2. While (during)-observation stage:

This is the second stage of observation, in which the classroom visit takes place. The observer uses procedures which have been agreed upon with the observee in the pre-observation stage. The observer doesn't usually interfere with the performance of the teacher, or in the teaching learning process in progress. The main task of the observer here is to point out the defects and strengths in teacher's performance and to provide recommendations in his/her feedback to benefit the teacher. Usually the observer has a ready designed checklist with space for comments and recommendations.

Things to observe in classrooms:

1. Organization of the lesson.
2. Time management
3. Students' performance on tasks
4. Time on task
5. Teacher's questions & students' responses
6. Teacher's explanation
7. Teacher's action zone
8. Students' performance during pair/group-work activities
9. Classroom interaction.
10. Use of textbook

3. Post Observation Conferencing Guidelines:

The post observation session comes after the visit to the class. Usually, both the observer and observee sit together for data presentation and analysis. They discuss all the procedures of the lesson and other related items. They raise questions and try to reach mutual understanding, reinforcing and suggesting different alternatives. At this point, the observer should not give any judgment or evaluation on teacher's performance. His/her role is merely to highlight the strongest points, activities, strategies, and techniques used by the performing teacher; besides, he/she may inquire

about the reasons and justifications of unclear situations then may proceed to recommendations and suggesting some alternatives.

Considerations for Effective Classroom Observation:

1. Keeping balance between strengths/areas for development.
2. Keeping balance between talking and listening.
3. The observer should plan carefully for the observation keeping the observe in mind.
4. Ensuring privacy.
5. Avoiding interruptions.
6. Using positive body language.
7. Clear guidance for future action.
8. Being objective not subjective.
9. Being supportive not judgmental.
10. Being sensitive and aware of the potentials of the observee.
11. There shouldn't be any feeling of threat or intimidation
12. High level trust should be established.
13. Positive interpersonal relationships.

Principal Evaluation:

Principal Evaluation is one of the most common forms of teacher evaluation. It can vary widely from a formal process using validated observation instruments for both formative and summative purposes to an informal, unannounced or infrequent classroom visits to develop a quick impression of what a teacher is doing in the classroom. Because principals must attend to several areas simultaneously, any evaluation used for decision-making purposes should minimize subjectivity and potential bias.

Analysis of Classroom Artifacts:

Another method that has been introduced to the area of teacher evaluation is the analysis of classroom artifacts. This method considers lesson plans , teacher assignments , assessments, scoring rubrics , Ss' work and other artifacts to determine

the quality of instruction in a classroom. The idea is that by analyzing classroom artifacts , evaluators can glean a better understanding of hoe a teacher creates learning opportunities for Ss. on a day-to-day basis.

Portfolios:

Portfolios are a collection of materials compiled by teachers to exhibit evidence of their teaching practices, school activities and student progress.

Portfolios are distinct from analyses of instructional artifacts in that materials are collected and created by the teacher for the purpose of evaluation. They may contain exemplary work as well as evidence the teacher able to reflect on a lesson , identify problems in the lesson , make appropriate modifications and use that information to plan future lessons.

Self-report of practice:

Teacher self-report measures ask teachers to report on what they are doing in the classroom and may take the form of surveys, instructional logs or interviews. Self-report measures may focus on broad and overarching aspects of teaching that are thought to be important in all contexts. They may focus on specific subject matter, content areas, grade levels or techniques. They may consist of straightforward checklists of easily observable behaviors and practices ; they may contain rating scales that assess the extent to which certain piracies are used or are aligned with certain standards. Examples of teacher self-report methods are :

- Large scale survey
- Instructional Logs.
- Teacher interviews

Student Evaluation:

Student's evaluation most often come in the form of a questionnaire that asks Ss to rate teachers on a Liker-type scale (usually a four-point or five-point scale) . Ss may assess various aspects of teaching from course content to specific teaching practices

and behaviors. Given that Ss have the most contact with their teachers and are the most direct consumers of teachers' services, it seems that valuable information can be obtained from evaluations of their experience . However, student ratings are rarely taken seriously as part of teacher evaluation systems . Ss' ratings of teachers are sometimes not considered a valid source of information , because Ss lack knowledge about the full context of teaching , and their ratings may be susceptible to bias. There is a concern that Ss may rate teachers on personality characteristics rather than instructional quality.

Teachers Evaluation

Effective Feedback -The better key for teachers' Evaluations

Providing effective feedback is one of the most critical components to fostering improved performance for any educator. Every educator deserves the opportunity to improve and grow professionally from more effective feedback. The question is, what is effective feedback, and how easily can it be incorporated into an existing performance evaluation process? Effective feedback is about reinforcing desired behavior, which by nature, encourages more of the same behavior, a positive benefit to be sure. However, effective feedback is also about identifying the areas in which a staff member's performance is lacking, and for many, this can create uncomfortable situations for both the evaluator and teacher. But it doesn't have to be that way.

When providing feedback to a teacher—as with an employee in any other setting—it is paramount that one begins a performance evaluation conversation by providing the good news before the bad. As mentioned earlier, when high performance is reinforced using specific examples of what they have done well, you encourage more of the same. Similarly, when skill and performance gaps are identified, specific examples give the teacher an opportunity to learn from their experience, and make the required adjustments in the future.

When the feedback is specific and actionable and delivered in a constructive, non-confrontational manner, the individual comes away from the performance evaluation feeling valued and appreciated, which in turn results in a higher level of engagement

in the classroom, and satisfaction in their work—all of which contribute to higher quality academic performance. Knowing how to deliver feedback is one thing, but delivering that feedback consistently, throughout the year will give you the stress relief you're looking for come the end of the final semester. Consistent feedback can be delivered formally, or informally, as there are benefits to be realized from both. Formal, regular feedback sessions should occur as frequently as possible. A report from The New Teacher Project asserts that all teachers should be evaluated at least once a year to provide "ongoing feedback on their performance that all professionals deserve." This gives school leaders and staff an opportunity to revisit academic and personal goals, and identify professional development needs.

Fortunately, delivering additional feedback throughout the year doesn't always have to be within a formal, structured environment. Informal feedback can be as simple as a "thank you" or a "great job" delivered the hallway or in a public forum in front of peers, perhaps during a faculty meeting. When delivered in a staff group environment, a spin off benefit can result, as others within the group may be inspired by the praise and therefore attempt to emulate the behavior of their peer. Of course, any feedback that one might possibly interpret as negative should be delivered confidentially.

If delivered regularly, even informally, during the entire school year, rather than just at the end, there will be no surprises. It will help teachers identify the link between their teaching goals and their teaching methods. Furthermore, everyone will know where they stand, helping remove a significant amount of stress from year end processes.

When this is compared in contrast with performance evaluation feedback delivered only at the end of the school year, you soon realize that neither of the parties invested in the process has an opportunity to truly benefit. Feedback on performance given in a single dose, in any work environment is suboptimal, but when delivered at a time when students and teachers alike are heading out the door for summer vacation gives your staff no immediate outlet through which they can implement change based on your feedback—be it positive or negative.

With performance appraisals delivered and the school shuttered for three months, teachers return in the fall without their most recent performance evaluation feedback fresh in their minds. Old habits invariably return, rendering the recommended changes moot. Any enthusiasm generated by positive feedback delivered before summer simply melts away, while strategically identified areas where performance was lacking is lost in the shuffle.

Effective feedback delivered throughout the year will help you as the evaluator discover what makes your staff ticks, uncovering the root causes that lie in the shadows of poor performance, so you can identify any pain points for your staff that may be holding them back. Similarly, consistent feedback will reveal the environment in which your school excels, affording you the opportunity to recreate those conditions—be they structural or otherwise—whenever possible.

Feedback takes many different forms:

- It can be corrective or reinforcing
- It helps to increase accountability
- It is used for improvement
- It is to provide a balance between positive and negative comments

Feedback should be communicated in a manner that is:

- constructive and emotionally sensitive
- helpful, clear and understandable
- prompt, meaningful and give students an opportunity to rethink and rework the errors of their efforts .

Estep (2004) recommends the following approach in order to ensure that feedback is effective:

- The evaluator should show consideration and describe specific behaviors without belittling the receiver.

- The timing of the feedback is critical and must be provided as close to the time of the behavior as possible.
- The evaluator should recognize that the receiver is not obligated to change in response to the feedback, and should check on the emotional and physically readiness of the receiver if at all possible prior to providing feedback.
- The feedback should be provided with as much clarity as possible.

Departments are required to establish a system of performance evaluations for teachers that reflect an impartial rating of each staff member's performance and potential for further advancement. Appraisals can be a positive means to assist the teacher in improving job performance. Appraisals provide a supervisor the opportunity to make known the objectives and goals of the department and the school and to clarify what is expected of the employee to contribute to attainment of these goals.

Teacher performance evaluations should be conducted on a periodic basis (at least annually) and should not reflect personal prejudice, bias, or favoritism on the part of the supervisor for the rating or review. It is important to be positive in all evaluation meetings. Remember performance is being measured, not the employee's value as a person. Also, remember the employee must know what is expected in job performance and production in order to meet the expectations.

Teacher Evaluation Form Instructions:

1. Both the teacher and the supervisor should have a copy of the current job expectations.
2. If you wish to have the teacher participate in self-evaluation, provide a copy for the employee to use as a worksheet. Self-evaluation is helpful in stimulating discussion of ways in which supervisor and teacher can work together to increase effectiveness.
3. Use one of the following ratings to describe the performance of the individual in each of the categories.

Performs Exemplary: Performance consistently exceeds expectations for the job
Performs Superior: Performance often exceeds expectations for the job°.Performs
Satisfactory: Performance consistently meets expectations for the job
Unsatisfactory: Performance does not meet expectations for the job.

4. The Evaluator must provide an explanation for that rating when score Unsatisfactory in the comments section for that category.
5. All ratings in each category should be averaged together and listed in the comments section for that category.
6. Supervisor and teacher must discuss the evaluation, progress made in performance, and progress toward objectives and goals for the coming year.
7. All ratings are reviewed and approved by the next-higher-level supervisor than the one who prepared the rating.
8. The original teacher evaluation form with the final ratings, comments and signatures is retained in the teacher's file in the department.
9. The teacher has a right to make a written statement or rebuttal on the form at the time of the evaluation and/or within ten working days. Supervisors should make teachers aware of this opportunity.
10. A copy of the signed teacher evaluation form shall be provided to the teacher within 30 days of the date of the evaluation or upon request.

Teacher Evaluation Form: Categories

The teacher evaluation form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria. Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Last, assign an overall evaluation of performance, sign the teacher evaluation form and gain the signature of the employee under review.

Planning and Preparation:

Through their knowledge of content and pedagogy skills in Planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. This section will address Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

Classroom Environment:

Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. This helps to assess Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.

Instructional Delivery:

Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. This covers Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

Professionalism:

Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. This section addresses Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

Teachers Evaluation - Challenges

There are several challenges with having an accurate Teachers Evaluation:

1. Current systems for evaluating teachers too often fail to improve teacher practice and enhance student growth and learning. Annual observations are often performed by

school principals who are not adequately trained to conduct classroom observation and unable to give technical remarks to different subject taught in the school.

2. The use of evaluation checklists is often meaningless when the checklists are not designed to depict good practice. Evaluation systems should identify teachers' professional growth needs and provide the support and professional learning opportunities required to meet those needs.

3. Evaluating teachers from their learning effectiveness. Teachers are not exclusively responsible for students' learning. An individual teacher can make a huge impact; however, students learning cannot reasonably be attributed to the activities of just one teacher – it is influenced by a host of different factors. Other teachers, peers, family, home environment, school resources, community support, leadership, and school climate all play a role in how students learn.

4. Teachers' evaluation measured by learners achievements. Consensus should drive research, not measurement innovations. Trends in measurement can be influenced by the development of new instruments and technologies. This is referred to as “the rule of the tool”. If a person only has a hammer, suddenly every problem looks like a nail (Mintzberg 1989). It is possible that the increase in data linking student achievement to individual teachers and new statistical techniques to analyze these data are contributing to an emphasis on measuring teacher effectiveness using student achievement gains (Drury & Duran, 2003; Hershberg, Simon, & Lea-Kruger, 2004; The Teaching Commission, 2004). This, in turn, may result in a narrowed definition of teacher effectiveness. Instead, important aspects and outcomes of teaching should be defined first; then, methods should be used or created to measure what has been identified. In other words, define the problem; then choose the tools.

5. Evaluating teachers using scores. Test scores are limited in the information they can provide. Information is not available for some nontested subjects and certain student populations. Furthermore, basing teacher effectiveness on student achievement fails to account for other important student outcomes. Student achievement gains do not indicate how successful a teacher is at keeping at-risk students in school or providing a caring environment where diversity is valued. This method does not provide any

additional information on student learning growth beyond the data gleaned through standardized testing. Standardized testing cannot provide information about those who teach early elementary school, special education, or untested subject (e.g., art and music). It cannot evaluate the effectiveness of teachers who co-teach and does not capture teachers' out-of-classroom contributions to making the school more effective as a whole.

6. Concrete teachers' evaluation requires time and periodical observation visits to the classroom would establish a good Teachers Evaluation. In the system there is little room for follow-up and support after feedback is given.

In conclusion, new approaches to teacher evaluation should take advantage of research on teacher effectiveness. While there are considerable challenges in the use of value-added test scores to evaluate individual teachers directly, the use of value-added methods can help to validate measures that are productive for teacher evaluation.

The challenges we detailed also suggest concentrating and differentiating resources to improve teaching. The relatively large number of observations needed to achieve ratings with acceptable reliability suggests that it may be more effective to focus scarce resources on teachers who are most in need of feedback. Conducting multiple observations on teachers who are struggling may yield more benefits than conducting fewer observations across all teachers. To accomplish this, policies might suggest different intervals of observations for teachers who have demonstrated their skill through previous evaluations. This would allow more time and resources to be devoted to high- quality observation and feedback for teachers who may most need targeted assistance.

Conclusion

In general, teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development.

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Good luck مع تمنياتنا لكم بالتوفيق