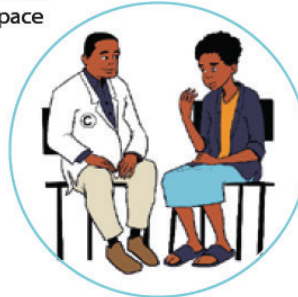


CONTINUOUS PROFESSIONAL DEVELOPMENT CERTIFICATE IN EDUCATIONAL MENTORSHIP AND COACHING

Explore



Allow and
Give Space



Inspire



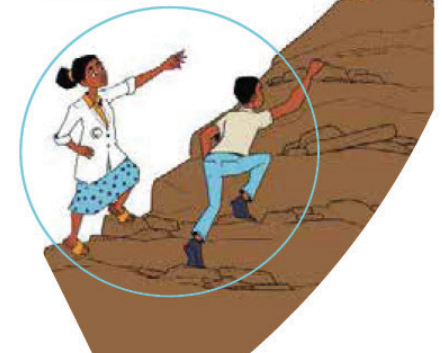
Relax and Keep
your Sense of Humour



Appreciate
and Reinforce



Challenge



Confront and
Stay Connected



ANNEXES

6th edition

Module 1

Coaching and Mentoring for Professional Development of Head Teachers and Teachers

April 2023

Please cite this publication as:

UR-CE (2023) Continuous Professional Development Certificate in Educational Mentorship and Coaching, Annexes, Module 1: Coaching and Mentoring for Professional Development of Headteachers and Teachers, 6th edition, April 2023.

Copyright Notice

This material is licensed under an Attribution-Non-Commercial-Share Alike Creative Commons License. This means that you can remix, tweak, and build upon the work non-commercially, as long as you credit this work and license your new creations under identical terms.



CONTINUOUS PROFESSIONAL DEVELOPMENT CERTIFICATE IN
EDUCATIONAL MENTORSHIP AND COACHING (CPD - CEMC)

ANNEXES OF MODULE 1
COACHING AND MENTORING FOR PROFESSIONAL DEVELOPMENT
OF HEADTEACHERS AND TEACHERS

ANNEXES
VERSION 6
APRIL 2023

Table of Contents

Annex 1: Policy framework for CPD for (head)teachers.....	6
Annex 2: Stakeholders involved in School-Based CPD and induction of NTs in Rwanda.....	8
Annex 3: Reflection models.....	12
1. Kolb's model of experiential learning.....	14
2. Gibbs's reflective cycle model.....	15
Annex 4: Report template for a reflection.....	16
Annex 5: Teacher competences (professional needs self-assessment).....	18
Annex 6: Template CPD plan.....	27
Teacher CPD plan.....	27
School CPD plan.....	29
Sector/district CPD plan.....	31
Annex 7: REB's lesson observation tool.....	33
Annex 8: Guidelines on lesson preparation and teaching under physical distancing and other preventive measures.....	40
Annex 9: Guidelines on lesson preparation for remote teaching and learning.....	42
Annex 10: CoP phases overview.....	44
Annex 11: Description of each PLC phase in action-oriented cycle.....	47
Annex 12: Report template for a CoP cycle.....	50
Annex 13: Stakeholders in CoPs and their roles.....	56
1. School Leaders.....	56
2. School Based Mentor Teacher.....	57
3. School Subject Leader (SSLs).....	57
4. Teachers.....	57
5. TTC Tutors.....	57

6. Sector Education Inspectors (SEIs).....	58
7. MINEDUC and REB.....	59
8. Role of the facilitator.....	59
Monitoring and Evaluation.....	60
Annex 14: Report template for a coaching conversation.....	62
Annex 15: Monitoring Guide for Induction of New Teachers.....	64
Annex 16: Monitoring Guide for Induction of New Headteachers.....	67
Annex 17: Competence profiles of stakeholders involved in the induction of NTs.....	70
1. Sector Education Officer Profile.....	70
2. District Director of Education Profile.....	72
3. NT mentor from pre-service teacher training institution.....	72
Annex 18: Competence profile of the Sector Education Inspector as coach of headteachers.....	75
References.....	78
Set readings.....	80
Core texts.....	80
Background texts.....	80

Annex 1: Policy framework for CPD for (head)teachers

There are 4 main Rwandan educational policies that support CPD:

1) Rwanda Vision 2020:

One of the foundations of Rwanda's Vision 2020 is to have skilled people for the socio-economic development of the country. This foundation underlines the importance of education and training in producing knowledgeable citizens with skills and attitudes that would enable them to be entrepreneurs in their own learning, thinking and doing. Improving the quality of education and training is one of the overall goals of the Ministry of Education. Quality of education depends on many factors, but teachers and school leaders are the two most important actors in raising this quality. Therefore, priority is given to teacher development and management (MINECOFIN, 2000).

2) Education Sector Strategic Plan 2018/2019 – 2022/2023:

This strategic plan is structured around 9 strategic priorities. Priorities 2 and 9 have a particular focus on CPD for (head) teachers:

- **Priority 2:** Strengthened continuous professional development and management of teachers across all levels of education in Rwanda. This priority plans to introduce a complete set of school-based CPD for all categories of teachers. The new approach of CPD for teachers will focus on improving the professional competences of teachers required to deliver the new competence-based curriculum. A sub-element of this strategic priority is to improve teacher management practices. This includes the deployment, staffing norms, transfers, keeping teachers in the profession and motivational strategies (MINEDUC, 2017);
- **Priority 9:** Strengthened governance and accountability across all levels of education in Rwanda. This priority says that headteachers will be trained and supported in school leadership to give them enough skills to provide CPD for their teaching staff and plan for the school improvement and development. Headteachers also need to be able to identify strengths and weaknesses of their teachers and provide support and advice on pedagogy, subject matter, inclusion and other cross-cutting issues (MINEDUC, 2017).

3) Teacher Development and Management Policy in Rwanda (TDM) (draft, 2015):

This policy specifies that (head)teachers will be encouraged to improve their knowledge skills, competences and qualifications upon completion of their first training through a structured programme of Continuous Professional Development (CPD) and Distance Learning (DL).

The TDM-policy is structured around six policy priorities (PP). Three of them are directly related to CPD:

- **PP3:** Introduce a high-quality induction year for newly qualified teachers, and other than in exceptional circumstances, require all teachers to be 'licensed' (i.e., given official approval to teach) following the successful completion of their induction period;
- **PP4:** Require all teachers to implement and record Continuous Professional Development (CPD), and ensure that an effective system for appraisal, mentoring, support, assessment, and re-licensing for all teachers is put in place to support it;
- **PP5:** Improve school leadership quality and training (MINEDUC, 2015; 14).

Furthermore, this policy wants to further professionalise teaching in Rwanda, based on 'the belief that teaching is a distinct and valued profession within the public service, governed by its own code of professional ethics, and having clear ways for professional and personal development'. Four principles of teacher development and management reflected in the TDM policy are:

- Teacher development is a career long process;
- Every teacher has different needs;
- Teacher development and management are a shared responsibility among teachers and employers at different levels;
- Teacher development and management depend on all stakeholders' creativity, proactivity (controlling a situation by causing something to happen rather than waiting to respond to it after it happens), flexibility and resourceful planning (MINEDUC, 2015; 10).

4) The School Based Mentor Programme Framework (REB, 2016)

The SBMPF underlines that teachers will need to learn new methodologies to increase the quality of their teaching, (and therefore the quality of learning) that takes place in their schools. In this framework, CPD will have several forms at the school and sector level. For example, School Based In-service training (SBI), Communities of Practice (CoPs), peer lesson observations, model lessons, self-study, formal training from REB and other courses and workshops (REB, 2016).

The objectives of the SBM programme are to:

- Provide a highly trained resource person at the school level to organise and provide in-service teaching professional development in all areas, as needed;
- Maintain a team of qualified English-speaking teachers who are competent in competence-based practices;
- Install systems for school-based professional development and support the cycle of improving teaching by learning from experience and sharing best practice (REB, 2016; 6).

Annex 2: Stakeholders involved in School-Based CPD and induction of NTs in Rwanda

School-based Mentoring Programme (SBMP) describes the responsibilities of the stakeholders involved in school-based CPD. Based on those stakeholders' responsibilities, interviews with SEIs and focus group discussions with teachers, NTs, parents and headteachers, specific responsibilities for the induction of NTs have been identified.

Responsibilities in SBMPF	Responsibilities in induction of NTs
Teachers	
<ul style="list-style-type: none"> ▪ Keep personal record of training received ▪ Actively Participate in CPD -training/sharing good practice with peers ▪ Implement new teaching methods learned in training. ▪ Ask for support from peers, SSLs and SBMs when needed ▪ Improve skills in English as a Medium of Instruction ▪ Monitor learners' progress through formative and summative assessment to understand the impact of new methodologies on quality of teaching and learning in their class. 	<ul style="list-style-type: none"> ▪ Provide support and guidance through CoPs ▪ Conduct peer lesson observations and model lesson
School Subject Leaders	
<ul style="list-style-type: none"> ▪ Provide suggested CPD Action Plan for the term supported by SBM to Deputy HT ▪ Report CPD activities conducted during the term to Deputy HT ▪ Work with SBM to assess CPD needs, especially for specific subject content ▪ Collaborate with SBM to facilitate CPD sessions for their subjects ▪ Work with SBM to help improve subject specific English for teachers (e.g., vocabulary) ▪ Support teachers to develop Teaching & Learning materials in particular subjects, give model lessons, develop teaching aids ▪ Under direction of Deputy HT, conduct model lessons 	<ul style="list-style-type: none"> ▪ Experts in teaching their subject are informed of innovations and stimulate learning from each other by organising team teaching, lesson observations and discussions on good practices and give special attention to NTs teaching the same subject. ▪ They express beliefs in their professional growth and stimulate try out for new approaches, support NTs in lesson planning and coach them to improve their capacities, give special attention to improve the language capacities of NTs in teaching their subject and stay in contact with the SBM for effective mentoring of the NTs.

School Based Mentors as a ...

- coach in English:
- assist all teachers to improve the quality of their English-language skills for use as a language of instruction
- facilitate teachers' use of English self-study materials to assist peers (colleagues) to improve their English proficiency
- expert in teaching and learning
- are informed and inspired by innovations in education
- show personal leadership in professional development, which makes them role models for other teachers in CPD
- guide and organiser of school based CPD
- promote the development of teachers in order to improve students' learning and to improve the school as a learning organisation
- organise CPD-activities in school and set up learning communities to encourage best practices
- provide support to NTs to facilitate their integration in the school community and to support their growth as teacher. Therefore, SBMs connect NTs to colleagues, who can take an active role in mentoring NTs
- promoter of reflection
- stimulate reflection and facilitate giving of feedback on the quality of teaching and learning at school
- encourage teachers to reflect on their own teaching. Teachers can then improve their teaching practices by focusing on building on strengths and overcoming weaknesses. In this way, SBMs stimulate the capacity for continuous professional development of all teachers in the school

Deputy Headteachers

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Supervise and support SBM and SSL work ▪ Approve CPD plan submitted by SBM and SSLs, and forward to HT ▪ Assist SBMs to find resources for CPD activities ▪ Assist Headteacher in preparing and analysing monthly reports ▪ Conduct lesson observations, CPD meetings, model lessons and training as part of school CPD plan ▪ Teach classes (6 periods or 340 minutes per week) to allow SBM reduced load | <ul style="list-style-type: none"> ▪ Give NTs a warm welcome and present them to the SBM, SSLs, the colleagues, the parents and the children ▪ Collaborate with SBM and SSLs and the whole school community to demonstrate their belief in the capacity and growth of the NTs |
|---|---|

Headteachers	
<ul style="list-style-type: none"> ▪ Organise academic staff to select a mentor ▪ Make time for CPD and mentoring activities on the school timetable ▪ Discuss CPD training needs of school staff ▪ Work together with SBM, teachers and Deputy Headteacher/DoS to develop a CPD plan for school ▪ Work with Deputy HT to supervise SBM activities ▪ Monitor SBM and CPD activities and send reports to SEI each term ▪ Motivate teachers to improve quality of education in their school ▪ Provide necessary resources ▪ Teach classes (6 periods or 340 minutes per week) to allow SBM reduced load 	<ul style="list-style-type: none"> ▪ Give NTs a warm welcome and present them to the SBM, SSLs, the colleagues, the parents and the children ▪ Collaborate with SBM and SSLs and the whole school community to demonstrate their belief in the capacity and growth of the NTs
Sector Education Officers	
<ul style="list-style-type: none"> ▪ Communicate information from district to school and vice versa ▪ Regularly collaborate with Headteachers to monitor SBM work ▪ Report on CPD activities ▪ Co-ordinate and implement SBMP and CPD activities at the sector level: e.g., sector level communities of practice for peer learning between SBMs and teachers 	<ul style="list-style-type: none"> ▪ Ensure that school leaders are focused on the professional development of NTs by effectively implementing an induction programme ▪ Are involved and take their responsibility in the recruitment of teachers ▪ Pay attention to NTs wellbeing by speaking in favour of timely payment of salaries and guaranteeing medical insurance by the district
District Directors of Education & District Education Officers	
<ul style="list-style-type: none"> ▪ Ensure that every public school in the district has a SBM ▪ Through DCC, select qualified Mentor Trainers based on REB guidelines ▪ Facilitate and support SBMP and CPD activities in the district ▪ Ensure every school has resources necessary to implement effective SBMP and CPD activities 	<ul style="list-style-type: none"> ▪ are responsible for facilitating, organising and scheduling the process of recruitment and for the deployment of the NTs ▪ ensure quality of the NTs' induction programme ▪ are attentive to NTs well-being i.e. by paying the teachers' salaries on time, supporting accommodation and guaranteeing health insurance ▪ coordinate all educational activities at district level in relation to NTs through the DCC, District Continuous Professional Development Committee

Development Stakeholders	
<ul style="list-style-type: none"> ▪ Support trainings for SBMs and SSLs, school leadership, district education stakeholders ▪ Assist in developing communities of practice for SBMs ▪ Provide technical support (financial and resources) for development of materials (English, pedagogy, and mentoring skills) 	
University of Rwanda College of Education	
<ul style="list-style-type: none"> ▪ Stakeholder with REB to provide Continuous Professional Development Diploma in English for teachers ▪ Stakeholder with REB to provide Continuous Professional Development Course on mentoring and coaching ▪ Supervise monitoring & evaluation for the Diploma courses, provide certificates 	<ul style="list-style-type: none"> ▪ NT mentors from URCE ▪ monitor the performance of NTs during their first year of teaching (induction period) ▪ stimulate reflection and give feedback in a positive way (on teaching activities) ▪ plan/organise trainings for SBMs and SSLs on mentoring with a focus on reflection and coaching techniques ▪ monitor the induction process of NTs
Rwanda Education Board	
<ul style="list-style-type: none"> ▪ Produce & distribute training materials for MTs and SBMs ▪ Coordinate and plan training of SBMs through Inspectors, support and collaborate with schools in monitoring of the SBMP ▪ Collect and analyse monitoring reports from district ▪ Provide training to district, sector, and school education leaders to enable them to take up their roles and responsibilities 	<ul style="list-style-type: none"> ▪ support and monitor the induction of NTs through: <ul style="list-style-type: none"> ○ development of a policy and long-term strategy for strengthening the induction system for NTs ○ development of competence frameworks for teachers based on professional standards ○ development of operational manuals on various topics related to effective teaching and learning
TTC tutors as NT mentors	
	<ul style="list-style-type: none"> ▪ monitor the performance of NTs during their first year of teaching (induction period) ▪ stimulate reflection and give feedback in a positive way (on teaching activities) ▪ plan/organise trainings for SBMs and SSLs on mentoring with a focus on reflection and coaching techniques ▪ monitor the induction process of NTs

Annex 3: Reflection models

ALACT model

The **ALACT model** describes the way teachers and other professionals learn. It contains five stages as shown in figure 1:

- (1) Action
- (2) Looking back on the action
- (3) Awareness of essential aspects
- (4) Creating alternative methods of action
- (5) Trial

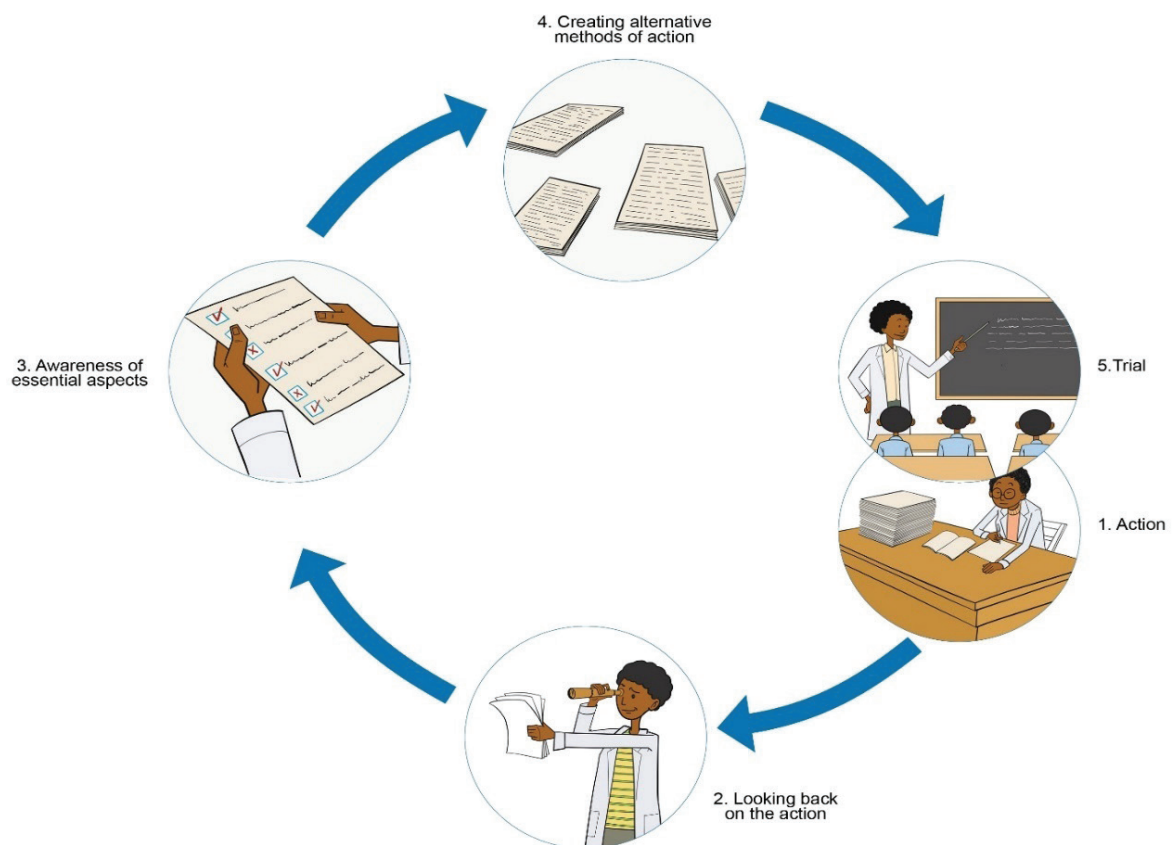


Figure 1: The ALACT model of reflection (Korthagen & Vasalos, 2005)

- **Stage 1 of Action:** ALACT model is all about action. You can reflect on theory as much as you like but true learning occurs when the reflection is done in concrete experience.
- **Stage 2 of looking back on the action:** In this stage, you look back on the action. The following questions are useful:
 - What was the context?
 - What did you want? What did the participants want?
 - What did you do? What did the participants do?
 - What were you thinking? What were the participants thinking?
 - How did you feel? How did the participants feel?
- **Stage 3 of Awareness of essential aspects:** In this stage, you're meant to make sense of the experience by seeing the implications of it and the meaning of it.
- **Stage 4 of creating alternative methods of action:** In this stage you take the significance and implications from the previous stage and ask "Now what?": "How could my practice change as a result of the insights I've had?"
- **Stage 5 of Trial:** The final aspect of the ALACT model is to plan to trial these new modes of action. And in this way the cycle starts all over again (Ingram, 2015).

1. Kolb's model of experiential learning

Kolb's model of experiential learning is another form of the reflective cycle. It begins with the learning experience. The practitioner then **reflects** on this and develops a theory of learning, concluding from the experience. This leads to experimentation and the trying out of new ways of working, which in turn provide further experience and the opportunity to reflect. The model is composed of four steps as adapted by research (White et al., 2009):

- 1) **Concrete experience:** doing, having an experience - what happened?
- 2) **Reflective observation:** reviewing, reflecting on the experience - why did it happen that way?
- 3) **Making an abstract concept:** concluding, learning from the experience - what can I learn from this?
- 4) **Active experimentation:** planning, trying out what you have learnt - how do I plan to improve?

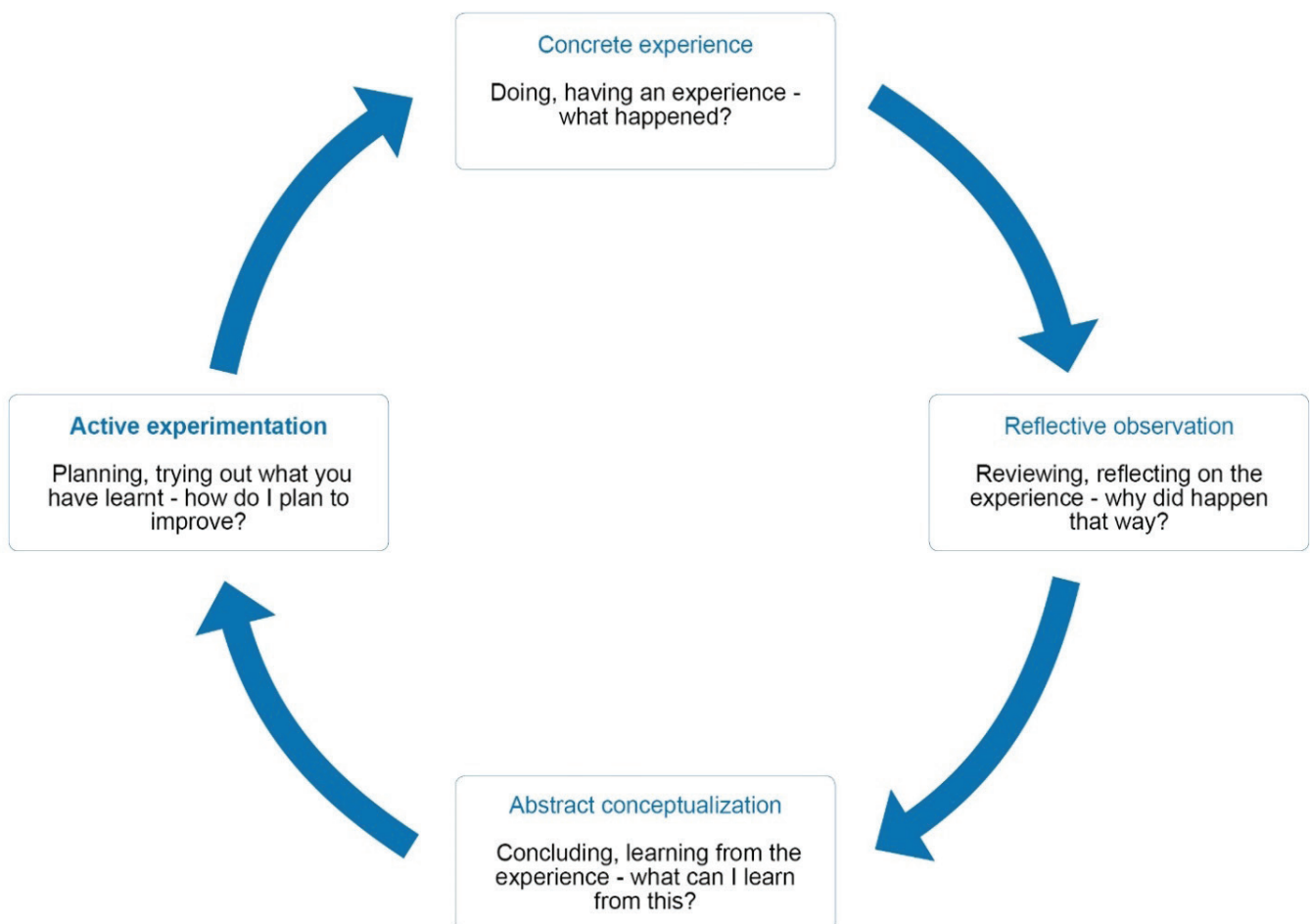


Figure 2: Kolb's model of experiential learning (1984) as adapted by White et al. (2009)

2. Gibbs's reflective cycle model

The Gibbs' reflective cycle (1988), inspired partly by Kolb's learning cycle, helps us to focus especially on our own and others' feelings and points of view. In common terms people call this "Standing/walking in someone else's shoes". This relates strongly to ideas about empathy. The process is essentially a cycle containing the following elements:

- 1) **Description:** what happened?
- 2) **Feelings:** what were you thinking and feeling?
- 3) **Evaluation:** what was good and bad about the experience?
- 4) **Analysis:** what sense can you make of the situation?
- 5) **Conclusion:** what else could you have done?
- 6) **Action Plan:** if it happened again what would you do? (back to 1 Description)

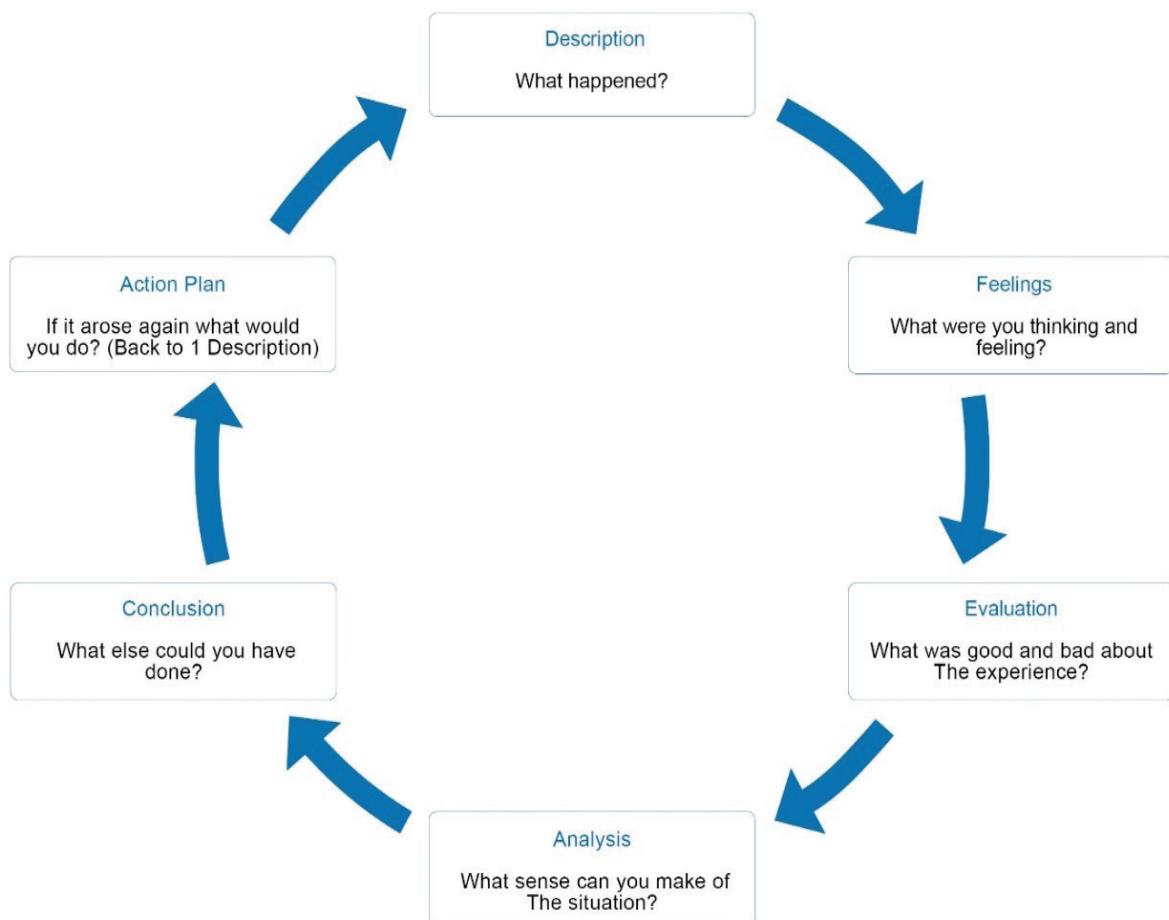


Figure 3: Gibbs's reflective cycle (1988)

Annex 4: Report template for a reflection

Report on reflective practice (self-reflection)

Name of the SBM:

Topic of reflection:

Date of the reflection:

WHAT model	Reflection notes
<p>WHAT? What happened? I describe my and other's experience and actions:</p> <ul style="list-style-type: none"> • What was my role? • What did I do? • What did others do? 	
<p>SO WHAT? What can I learn from this? I analyse and reflect on my experience:</p> <ul style="list-style-type: none"> • What was so important about this experience? • Why did it happen that way? • What did I learn? 	
<p>NOW WHAT? How will I use what I have learnt in future practice? I draw conclusions after reflecting on my experience:</p> <ul style="list-style-type: none"> • What do I change to make this experience better? • What will be my new actions? • What will be the consequences of my new actions? 	

Report on reflective practice (supporting peer reflection)

Name of the SBM: Name of teacher:

Topic of reflection:

Date of the reflection:

WHAT model	Teacher's reflection	SBM's feedback
<p>WHAT? What happened? Describe your and other's experience and actions:</p> <ul style="list-style-type: none"> • What was your role? • What did you do? • What did others do? 		
<p>SO WHAT? What can you learn from this? Analyse and reflect on your experience:</p> <ul style="list-style-type: none"> • What was so important about this experience? • Why did it happen that way? • What did you learn? 		
<p>NOW WHAT? How will you use what you have learnt in future practice? Draw conclusions after reflecting on your experience:</p> <ul style="list-style-type: none"> • What do you change to make this experience better? • What will be your new actions? • What will be the consequences of your new actions? 		

Annex 5: Teacher competences (professional needs self-assessment)

Domain 1: Knowledge and understanding self-assessment

Standard 1: Knowledge and Understanding of the Curriculum and Subject Matter		I don't know this	I need more information about this	I know this	I master this fully
1	The Competence-Based Curriculum, its principles and pedagogical approach				
2	Subject syllabus and key learning outcomes for school level and grades taught				
3	Basic and generic competencies within and between subjects				
4	The National examination system and examination criteria for subject/s				
5	Key concepts, skills and competences for subject/s taught and links between them				
6	Real world applications of subject/s				
8	Relevant spoken and written forms of the language of instruction				
9	Principles of language teaching and learning				
Standard 2: Knowledge and Understanding of Teaching and Learning		I don't know this	I need more information about this	I know this	I master this fully
1	Teaching and learning strategies for subject/s and grade/s				
2	Strategies for teaching and learning in large and/or mixed ability classes				
3	Strategies for teaching children with special educational needs				
4	Strategies to support language learning				

5	Strategies for teaching thinking skills, and learning approaches related to subject/s				
6	A variety of course-books, locally available resources and ICT for subject/s grade/s				
7	How to select/adapt/make and use of TLMs for learning for subject/s grade/s				
8	Strategies to organise, store and share TLMs with colleagues and learners				
9	Strategies to guide learners in the safe and sustainable use of TLMs				
Standard 3: Knowledge and Understanding of Students		I don't know this	I need more information about this	I know this	I master this fully
1	The intellectual, physical and emotional development of learners				
2	How learners develop knowledge, skills and attitudes				
3	How learners' backgrounds, current knowledge, skills and attitudes inform learning				
4	Strategies to identify and build on learners' current knowledge, skills and interests				
5	Barriers to learning and participation linked to gender, SEN, and learners' backgrounds				
6	Strategies for identifying and overcoming barriers to learning and participation				
7	The abilities, interests, needs and social backgrounds of your learners				
8	Child protection and safeguarding policy and processes in your school				

Standard 4: Knowledge and Understanding of Instructional Planning		I don't know this	I need more information about this	I know this	I master this fully
1	The importance of instructional planning				
2	How to write unit plans and schemes of work using the Competence-Based Curriculum				
3	How to write lesson plans with clear objectives, and measurable outcomes				
4	How to plan activities which support learners to achieve learning outcomes				
5	How to identify the language, concepts and skills needed for participation in the lesson				
6	Strategies for working with colleagues to plan assessments for teaching and learning				
7	How to adapt plans for different learners				
8	How to ensure plans link to previous and future learning				
9	Strategies for time management and to organise, store and share plans with colleagues				
Standard 5: Knowledge and Understanding of Learning Assessment and Evaluation Strategies		I don't know this	I need more information about this	I know this	I master this fully
1	The importance of assessment for learning, teaching and teacher development				
2	A variety of activities and strategies for formative and summative assessment				
3	How to create/access and use valid, reliable and inclusive assessments				
4	Strategies for working with colleagues to use data				

5	How to interpret assessment data from a variety of sources				
6	How to use assessment data to provide feedback to learners and families				
7	How to use assessment information to inform teaching and learning				
8	Strategies to support learners with exam preparation				

What are the 5 knowledge topics that you want to improve?

- 1.
- 2.
- 3.
- 4.
- 5.

Domain 2: Professional practice Self-Assessment

Pedagogical aspect 1: Preparation and Planning	Sometimes	Often	Almost always	Always
1. I plan learning outcomes and appropriate learning objectives which include competences for my lessons				
2. I plan the lesson based upon knowledge of subject matter, students, the community and curriculum goals				
3. I keep the needs of learners with SEN in mind during the planning of my lesson				
4. If needed, I can adapt my planning during the lesson				
5. The lesson objectives are adapted to the students in my class (level of understanding)				
6. I plan safe and effective use of teaching and learning materials and room layout				
7. I plan assessment for teaching and learning				
Pedagogical aspect 2: Lesson content	Sometimes	Often	Almost always	Always
1. I can apply my knowledge to help the learners to achieve appropriate objectives				
2. I can create a learning experience that makes the subject matter meaningful for students				
Pedagogical aspect 3: Learners' engagement and progress	Sometimes	Often	Almost always	Always
1. All learners are actively engaged in the lesson, throughout the lesson and the time is used well				
2. I can engage students in active learning				
3. The needs of any learners with SEN are considered so that they are fully involved in the activities and the learning				
4. Learners make significant (great) progress towards the learning objectives including competences and subject knowledge				

Pedagogical aspect 4: Learner-centred methods enable all the learners to learn effectively	Sometimes	Often	Almost always	Always
1. Nearly all learners develop new knowledge and understanding, skills and competences, at a level appropriate to their ability				
2. The methods used by the teacher lead to excellent learning				
3. I balance between teacher-directed and student-centred learning experiences				
4. I can engage students during instruction				
5. Nearly all learners including any learners with SEN achieve challenging learning objectives				
6. I design developmentally appropriate learning opportunities for all students				
7. I can differentiate (modify instructional plans) based on learners' needs, meeting the needs of different kind of students				
8. I am sensitive to individual needs and differences				
9. I understand how to motivate students to learn (I know which factors motivate students to learn)				
10. I can determine student learning problems				
11. Provide opportunity for learners to apply and extend their knowledge and competencies				
Pedagogical aspect 5: Management of learners and learning environment	Sometimes	Often	Almost always	Always
1. I can create a positive and supportive learning environment where learners are happy, motivated to learn, feel safe to ask questions, are not afraid of making mistakes and behave well				
2. Learners are actively involved in my lessons (respond to the teacher's questions and cooperate with all activities)				
3. The teacher knows the learners, addresses them by their names and uses praise frequently				
4. Display is used well and stimulating resources are managed and maintained effectively				

5. I can use effective verbal and nonverbal communication strategies (questioning and dialog skills)				
6. I keep student records well (attendance, student records, student grades)				
7. I have good time management skills				
8. I can challenge unmotivated students				
9. I use active inquiry, collaboration and supportive interaction in the classroom				
10. I can use appropriate feedback and reinforcement				
11. I can manage student behaviour effectively (e.g., deal with disruptions)				
12. Ensure varied interaction between learners and with the teacher				
13. Identify, access and use available teaching and learning materials				
14. Use of teaching and learning materials to achieve learning objectives, outcomes and competencies				
Pedagogical aspect 6: Assessment of learners' progress (formative and summative)	Sometimes	Often	Almost always	Always
1. I systematically and effectively assess the learning throughout the lesson				
2. I provide helpful feedback to learners, so they know how to improve				
3. Learners are encouraged to reflect on their own understanding and ability to apply their knowledge and to support each other				
4. Assessment activities are fully inclusive for learners with SEN				
5. I am aware of the learning needs of each student				
6. I use a variety of formal and informal assessment strategies				
7. I promote student self-assessment and responsibility for learning				
8. I use student data (assessment) to help with planning/ inform instructional decisions				
9. Monitor participation and learning and provide timely feedback				

10. I recognise learners' effort, participation and their achievement				
Pedagogical aspect 7: The use of the medium of instruction and communication	Sometimes	Often	Almost always	Always
1. I use good English (P4 and above) and other media of instruction and develop the language skills of the learners at an appropriate level				
2. I communicate in ways that all learners (including learners with SEN) can understand				
3. Learners are encouraged to contribute to the lesson and communicate with each other in the correct medium of instruction when working in groups				
4. I use questions that encourage a variety of thinking skills				

What are the 5 practice topics that you want to improve?

- 1.
- 2.
- 3.
- 4.
- 5.

Domain 3: Professional attitudes and behaviour self-assessment

	Sometimes	Often	Almost always	Always
1. I participate in school planning and improvement processes				
2. I work with colleagues to plan, teach and assess units of learning				
3. I involve families and local community in support of student learning and well-being				
4. I collaborate with colleagues, learners and families to identify and address barriers to participation and learning				
5. I maintain required professional development and appraisal documents				
6. I can reflect on my practice and I continually evaluate the effects of my choices and action on students, parents and professionals in the learning community				
7. I participate in school-based CPD, sector and district educational activities				
8. I seek the input of others (including supervisors, teachers, administrators and students) to deepen reflective practice				

What are the 5 attitude topics that you want to improve?

- 1.
- 2.
- 3.
- 4.
- 5.

Source: Rwanda Basic Education Board, 2019

Annex 6: Template CPD plan

Teacher CPD plan

Name of teacher:				
Targeted Competence 1 & Expected level to be achieved				
Smart goal:				
CPD activity: – what (type of activity) – where (place) – type of reporting (formal/ informal)	Support/ resource needed	Deadline	Responsible person	How will I know if I am successful? (means of verification)
1.				
2.				
3.				
Targeted Competence 2 & Expected level to be achieved				
Smart goal:				
CPD activity: – what (type of activity) – where (place) – type of reporting (formal/ informal)	Support/ resource needed	Deadline	Responsible person	How will I know if I am successful? (means of verification)
1.				
2.				
3.				
Targeted Competence 3 & Expected level to be achieved				
Smart goal:				

CPD activity: – what (type of activity) – where (place) – type of reporting (formal/ informal)	Support/ resource needed	Deadline	Responsible person	How will I know if I am successful? (means of verification)
1.				
2.				
3.				
Name	Comments (if any)	Signature		Date
(New) teacher:				
NT mentor/SBM:				
(D)HT:				

(this template can also be used for the review of the teacher's CPD plan)

Source: REB, 2018 – Adapted for this CPD Certificate Programme

School CPD plan

Name of school:				
Targeted Competence 1 & Expected level to be achieved				
Smart goal:				
CPD activity: – what (type of activity) – where (place) – type of reporting (formal/ informal)	Support/ resource needed	Deadline	Responsible person	How will I know if I am successful? (means of verification)
1.				
2.				
3.				
Targeted Competence 2 & Expected level to be achieved				
Smart goal:				
CPD activity: – what (type of activity) – where (place) – type of reporting (formal/ informal)	Support/ resource needed	Deadline	Responsible person	How will I know if I am successful? (means of verification)
1.				
2.				
3.				
Targeted Competence 3 & Expected level to be achieved				
Smart goal:				

CPD activity: – what (type of activity) – where (place) – type of reporting (formal/ informal)	Support/ resource needed	Deadline	Responsible person	How will I know if I am success- ful? (means of verification)
1.				
2.				
3.				
Name	Comments (if any)	Signature		Date
SBM:				
(D)HT:				

(this template can also be used for the review of the school's CPD plan)

Source: REB, 2018 – Adapted for this CPD Certificate Programme

Sector/district CPD plan

CPD plan (Title) Name of the Sector/district:				
Targeted Competence -/-/:..... SMART Goal:				
CPD activity/activities: * what (type of activity) * where (place) * type of reporting (formal/ informal)	Support/resource needed	Deadline	Responsible person	Means of verification (How will I know if I am successful?)
1.				
2.				
3.				
Targeted Competence -/-/:..... SMART Goal:				
CPD activity: * what (type of activity) * where (place) * type of reporting (formal/ informal)	Support/resource needed	Deadline	Responsible person	Means of verification (How will I know if I am successful?)
1.				
2.				
3.				

Targeted Competence -/-/:.....				
SMART Goal:				
CPD activity: * what (type of activity) * where (place) * type of reporting (formal/ informal)	Support/resource needed	Deadline	Responsible person	Means of verification (How will I know if I am successful?)
1.				
2.				
3.				
Name		Signature		Date
HT:				
SEI:				
DEO/DDE:				

Annex 7: REB’s lesson observation tool

LESSON EVALUATION SHEET

RWANDA EDUCATION BOARD (REB) (REVISED)

P.O. BOX 3817 KIGALI

REPUBLIC OF RWANDA



School name:.....Teacher’s name:.....

Qualification:..... Experience:.....years; Class:.....Number of learners:.....out of.....

Number of learners with SEN:.....

Subject:.....Topic :

Lesson n°.....

Period:..... Date:.....

Pedagogic aspects to be evaluated	Comment
<p>1. Preparation and Planning</p> <p>I. There is clear evidence that the lesson has been carefully planned with the aim that all students are challenged and engaged throughout the lesson.</p> <p>II. There are appropriate learning objectives <u>which include competences</u>.</p> <p>III. The teacher plans for the needs of learners with SEN.</p>	
<p>2. Lesson content</p> <p>I. There is clear evidence that the teacher has a good understanding of the curriculum content and competences.</p> <p>II. The teacher has applied his or her good understanding successfully to help the learners to achieve appropriate objectives.</p>	
<p>3. Learners’ engagement and progress</p> <p>I. All learners are actively engaged in the lesson, throughout the lesson and the time is used well.</p> <p>II. The needs of any learners with SEN are considered so that they are fully involved in the activities and the learning.</p> <p>III. Learners make important progress towards the learning objectives including competences and subject knowledge.</p>	

<p>4. Learner-centred methods enable all the learners to learn effectively</p> <ul style="list-style-type: none"> I. Nearly all learners develop new knowledge and understanding, skills and competences, at a level appropriate to their ability. II. The methods used by the teacher lead to excellent learning. III. Nearly all learners including any learners with SEN achieve challenging learning objectives. 	
<p>5. Management of learners and learning environment</p> <ul style="list-style-type: none"> I. The teacher creates a positive learning environment where learners are happy, motivated to learn, feel safe to ask questions, are not afraid of making mistakes and behave well. II. Learners respond to the teacher's questions and cooperate with all activities. III. The teacher knows the learners, addresses them by their names and uses praise frequently. IV. Display is used well and stimulating resources are managed and maintained effectively. V. The teacher takes account of the needs of all learners especially those with SEN. 	
<p>6. Assessment of learners' progress (formative and summative)</p> <ul style="list-style-type: none"> I. The teacher systematically and effectively assesses the learning throughout the lesson. II. The teacher reacts and adapts the lesson accordingly and is able to judge how far the learning objectives have been achieved, including competences and skills. III. The teacher provides constructive feedback to learners so they know how to improve. IV. Learners are encouraged to reflect on their own understanding and ability to apply their knowledge and to support each other. V. Evidence that the teacher uses assessment to help with planning. VI. Assessment activities are fully inclusive for learners with SEN. VII. Appropriate records of formal assessments are maintained, and the teacher is aware of the learning needs of each student. 	
<p>7. The use of the medium of instruction and communication</p> <ul style="list-style-type: none"> I. The teacher uses good English (P4 and above) and other media of instruction and develops the language skills of the learners at an appropriate level. II. Communication with the learners, including learners with SEN, is effective and language difficulties do not block learning. III. Learners are encouraged to contribute to the lesson and communicate with each other in the correct medium of instruction when working in groups. 	

Conclusion and feedback:

Strong points:

.....
.....
.....
.....

Areas for improvement:

.....
.....
.....
.....

Teacher's comments:

.....
.....
.....
.....

Observer's name: **signature:**

Teacher's name:

signature:.....

	Outstanding	Good	Developing	Inadequate
1. Preparation and planning are effective	<p>There is clear evidence that the lesson has been carefully planned with the aim <u>that all students are challenged and engaged throughout the lesson</u></p> <p>In order to achieve appropriate learning objectives <u>which include competences (knowledge, skills, values and attitudes) and cross-cutting issues.</u> Specific and recorded strategies are planned to meet the needs of learners with SEN and gifted learners.</p>	<p>There is clear evidence of some planning;</p> <p>There are appropriate learning objectives;</p> <p>Activities/resources have been chosen to help learners achieve these objectives.</p>	<p>There is little evidence of planning and preparation;</p> <p>Learning objectives are not clear with perhaps just a title to the lesson;</p> <p>Standard resources have been used and <u>activities have been chosen without careful thought.</u> There is no evidence that the teacher has considered the learning needs of different learners.</p>	<p>There is no evidence of planning.</p> <p>As a result the lesson lacks structure and purpose.</p>
2. Lesson content is relevant (useful) and appropriate including competences and cross-cutting issues	<p>There is clear evidence that the teacher has a good understanding of the curriculum content and <u>competences;</u></p> <p>The teacher has applied this understanding <u>successfully to help the learners to achieve appropriate objectives.</u></p>	<p>There is evidence that the teacher has a good understanding of the curriculum content and <u>some understanding of competences;</u></p> <p>The teacher has used this <u>to set learning objectives.</u></p>	<p>The teacher does not demonstrate a clear understanding of the curriculum content OR</p> <p>There is no real attempt to develop the competences and skills of the learners.</p>	<p>There is evidence that the teacher does not properly understand the curriculum content for this topic and unit;</p> <p>The teacher pays no attention to the requirement to develop the competences and skills of the learners.</p>
3. All learners, including those with SEN, are engaged in the lesson and make significant progress	<p><u>All learners</u> are actively engaged in the lesson, throughout the lesson and the time is used well;</p> <p>The needs of <u>any learners with SEN</u> are considered so that they are fully involved in the activities and the learning;</p> <p>Learners make <u>significant progress</u> towards the learning objectives <u>including competences and subject knowledge.</u></p>	<p>Most of the learners are engaged for most of the lesson;</p> <p>The <u>teacher tries to</u> involve any learners with SEN and stretches the learning of gifted learners;</p> <p>Most learners complete assigned tasks and make good progress.</p>	<p>Not all learners are engaged in the lesson or there are large periods of <u>time when learners are not 'on-task';</u></p> <p>There is <u>little effort to include any learners with SEN or a disability</u> or consider the needs of very able learners;</p> <p>Although there is some progress, this is limited for many learners.</p>	<p>Many learners are not engaged with the learning activities;</p> <p>The majority of learners make little or no progress.</p>

<p>4. Learner-centred methods are used to enable all the learners, including those with SEN, to learn effectively</p>	<p>The methods used by the teacher lead to excellent learning; <u>Nearly all learners</u> including any learners with SEN achieve <u>challenging</u> learning objectives; <u>Nearly all learners</u> develop new knowledge and understanding, skills and competences, at a level appropriate to their ability.</p>	<p>There are appropriate teaching activities for the learning objectives; The majority of learners achieve appropriate learning objectives; The <u>majority of learners</u> can demonstrate that they have gained new knowledge and understanding, skills and competences.</p>	<p>The learning objectives are not clear or lack challenge; <u>Many learners</u> do not achieve the learning objectives; <u>Many learners</u> do not achieve the learning objectives or <u>cannot demonstrate</u> that they have gained new knowledge and understanding, skills and competences.</p>	<p>Few learners are able to demonstrate any important new learning or deeper understanding or have developed new skills or competences.</p>
<p>5. Management of learners and learning environment</p>	<p>The teacher creates a positive learning environment where learners are happy, motivated to learn, feel safe to ask questions, are not afraid of making mistakes and behave well; Learners respond to the teacher's questions and cooperate with all activities; The teacher knows the learners and addresses them by their names and uses praise frequently; Display is used well and stimulating resources are managed and maintained effectively; The teacher takes account of the needs of all learners especially those with SEN.</p>	<p>Learners are managed well and behaviour is good; Learners respond to the teacher's questions and cooperate with all activities; The teacher uses praise and knows the names of the majority of learners; There is some display and the available resources such as textbooks are used appropriately.</p>	<p>There is some poor behaviour which may not be managed well; Some learners do not want to contribute to the lesson; The teacher does not know the learners well and is unable to support them as individuals; Resources such as textbooks are used.</p>	<p>Learners seem inattentive and lack motivation; The teacher is easily angry and learners do not feel comfortable to ask questions and are fearful of making mistakes.</p>

<p>6. Assessment of learners' progress (formative and summative)</p>	<p>The teacher <u>systematically and effectively</u> assesses the learning throughout the lesson; The teacher <u>reacts and adapts the lesson accordingly</u> and is able to judge how far the learning objectives have been achieved, <u>including competences and skills</u>; Learners are encouraged to reflect on their own learning and to support each other; The teacher provides constructive feedback to learners so they know how to improve and there is evidence that <u>the teacher uses assessment to help with planning</u>; Assessment activities are inclusive for learners with SEN; Appropriate records of formal assessments are maintained and the teacher is <u>aware of the needs of each student</u>.</p>	<p>There is some monitoring of work and assessment of learning during the lesson; The teacher is broadly able to judge if the learning objectives are being achieved; General and some group or individual feedback is given to the class; At the end of the lesson the teacher is able to judge if the learning objectives have been achieved; There is a summary of the expected learning and <u>some students demonstrate what they have learned</u>; Records of formal assessments are maintained.</p>	<p>The teacher monitors the work of the learners and asks questions or sets exercises to assess the learning; The teacher does not adapt the lesson or reacts when learners are struggling; Marking is mostly used to indicate if the learner is right or wrong; Much of the assessment is checking the learners' ability to recall knowledge rather than understanding or application of knowledge; At the end of the lesson the teacher is unable to judge with any certainty if the learning objectives have been achieved; Learners with SEN have difficulty completing assessment activities because of the nature of their SEN; Records of formal assessments are maintained.</p>	<p>There is little assessment during the lesson; The teacher relies only on formal assessments to monitor the progress of the learners; The teacher considers that because the lesson was taught the learners have achieved the objectives; Records of formal assessments are not maintained.</p>
--	---	--	---	---

<p>7. The use of the medium of instruction and communication skills</p>	<p>The teacher uses good English (P4 and above) and other media of instruction and develops the language skills of the learners at an appropriate level; Communication with the learners, including learners with SEN, is effective and language difficulties do not hinder learning; Learners are encouraged to contribute to the lesson and communicate with each other in the correct medium of instruction when working in groups.</p>	<p>The teacher uses English (P4 and above) and other media of instruction throughout the lesson and encourages learners to use the medium of instruction; Communication with the learners, including learners with SEN, is mostly effective; All learners, including shy learners, are encouraged to contribute to the lesson and communicate with each other when working in groups.</p>	<p>The language skill of the teacher reduces learning unless the teacher uses Kinyarwanda; The teacher makes errors in the medium of instruction and is not able to effectively help learners with their language skills; Learners are encouraged to contribute to the lesson and communicate with each other when working in groups.</p>	<p>Communication difficulties significantly reduce learning; The low level of the language skill of the teacher blocks the correct use of the medium of instruction; Learners are not encouraged to contribute to the lesson.</p>
---	--	---	---	---

Annex 8: Guidelines on lesson preparation and teaching under physical distancing and other preventive measures

Currently in Rwanda, schools follow the competence-based curriculum where active methods are used in teaching and learning like group discussions, role plays among others. Given the current situation in which physical distancing is required in classrooms some of these activities may not be applicable in the same way as they were applied before the COVID-19 pandemic. To this end, the teacher needs to prepare lessons taking physical distancing into consideration¹.

- It is in this context that the following guidelines are suggested on lesson preparation for teaching and learning under physical distancing:
- When preparing lessons for your subject, try to incorporate attitudes and behaviours needed of learners in this period of COVID-19 pandemic. For example, for some teachers, using songs that emphasize the importance keeping the distance from one another can be a good activity as a warm-up moment. Other elements to include in lessons may be examples, facts about COVID-19, etc.
- Your school will set up rules and measures to prevent the spread of the virus. As a teacher, include and stress these ground rules in your classroom to safeguard learners all along the teaching/ learning process.
- Adopt teaching and learning methodologies that limit or discourage physical contact among learners. For example, teacher guided discussions where learners can discuss in their individual seats observing social distancing, with a topic initiated by the teacher or by the learner(s), distributing copies of activities to every learner so that learners can hold discussions while distancing themselves. Question and answer can also be considered as an alternative approach during teaching and learning.
- Change traditional classroom routines about how they greet each other, what they do during break time, etc. into new routines that mitigate the spread of the COVID-19 virus. Routines that need to change are for example the sharing of water bottles between learners or holding hands during break time. An example of a new routine is an adjusted seating arrangement with the required physical distance between learners.
- Select teaching materials (reading texts) that teach positive attitudes/behaviours towards fighting against the pandemic. For example, texts that train learners how to regularly wash their hands, how to use sanitizers, etc.

1 <https://www.unicef.org/coronavirus/teacher-tips-classroom-precautions-covid-19>

- Make sure enough materials are available to avoid sharing among learners. Distribute and collect materials in a manner that upholds the prevention measures.
- Agree at school level if you want to adopt a special assessment code to motivate physical distancing among learners. Identifying ways of recognising or appreciating learners who observe the social distancing measures.
- Think of ICT tools that are available and appropriate to use while teaching/learning without necessarily having learners physically get closer to one another. For example, lessons and activities can be prepared online, forum discussions prepared and learners post their discussions in these forums.

Consider lessons outside the classroom to create more space and keep learners at distance from one another.

Annex 9: Guidelines on lesson preparation for remote teaching and learning

The World Health Organization (WHO) declared COVID-19 as a Public Health Emergency of International Concern on January 30th, 2020 and as a pandemic on 11th March, 2020. The first case in Rwanda was declared on March 14th 2020, followed by declaration of the outbreak and measures. Rwanda gradually eased lockdown measures since May 4th 2020, in a bid to stimulate the economy. It is imperative to define and implement mitigation measures for safe reopening of schools with minimum risk. In case of lockdown, teachers need to devise means to continue teaching and learning. One of the strategies is to teach and learn online. It is under this perspective that these guidelines are put in place to be followed by primary and secondary teachers while preparing lessons for remote teaching and learning.

- A lesson plan is the teachers' road map of what students need to learn and how it will be done effectively. While preparing lessons for remote teaching and learning, teachers need to observe the following guidelines:
- Teachers need to be mentally and logistically prepared i.e they should be mastering the content and having in place all resources needed (time, safe space, bundles, airtime, laptops, etc) for remote teaching and learning.
- Prepare yourself how to engage with your students via online teaching/learning: Decide how and when teachers will be engaging with their assigned students/learners from different batches/groups.
- Learners also need to be mentally and logistically prepared by all concerned stakeholders for remote teaching and learning.
- Choosing your best medium for lesson delivery: The teachers should decide on medium of communication to be used while preparing content for remote teaching and learning. In this point, teachers need to choose from MS Teams, Zoom meeting, group WhatsApp, Cisco WebEx meetings, and Big Blue Button via Moodle as well as Google Docs. They need to choose what is effective and efficient for both teachers and learners.
- Create an online classroom: During lesson preparation for remote teaching and learning, teachers will categorise learners in different groups and decide the ways/means of letting learners know their groups.
- Make learning objectives clearer and more accessible to trainees: Prepare simple, summarised and meaningful chapters and unit learning outcome/objectives to share to learners through an identified medium of communication.
- Design appropriate online learning activities and develop strategies to obtain feedback on students learning.

- Collaborate with others: Teachers need to create a working network with other teachers across the sector, district, province and country to ensure that they are preparing same remote teaching and learning materials to achieve same goal.
- Design lesson plans that address and integrate the learning objectives.
- Plan online learning activities of which students will need to engage in, in order to develop the skills and knowledge required to demonstrate effective learning in the course. Learning activities should be directly related to the learning objectives of the course, and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives.
- Estimate how much time learners will spend on each learning activity.
- Plan to assess students' understanding: While planning online assessments, teachers need to make sure that the planned assessments provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the learning objectives, and for teachers to offer targeted feedback that can guide further learning. These assessments allow teachers to find out whether students are learning or not.
- Create a realistic timeline: While preparing the lessons for online teaching and learning, teachers should make sure they narrow down the list of objectives to the two or three key concepts, ideas, or skills they want students to learn in the lesson.
- Estimate how much time each of the activities will take, when you prepare your lesson plan, next to each activity indicate how much time you expect it will take.
- Establish your presence right away: Agree on time of online lesson sessions for remote teaching and learning and time for reaching the learners.
- Segmentation of content: Divide content to small groups and clarify every group members' responsibilities Vis a Vis the assigned activity/content.
- Make your assignments clear: Prepare a clear, precise, and simple assignment to upload to online platform for remote teaching and learning.
- Provide ongoing feedback: Prepare automatic constructive feedback to online students/learners and create an online room for discussion. Plan to provide feedback to the learners as much as possible.
- Reflect on your lesson preparation and delivery: teachers need to reflect by directly answering to what went well? What did not go well and what to improve for remote teaching and learning.

Once the above guidelines are observed, it will help teachers to make lesson plans that will facilitate the remote teaching and learning.

Annex 10: CoP phases overview

First CoP phase: Identification, analysis and planning

Objectives

- to identify all challenges from the CBC brought by CoP members, based on evidence (assessment results, lesson observation, lesson plan, lesson study, etc.). These challenges can be related to varying topics such as gender, use of ICT, inclusive education, school CPD plan, etc.
- to classify the challenges in categories of control
- to prioritise the listed challenges
- to analyse the prioritised challenges
- to discuss possible solutions for the priority challenges
- to plan activities to overcome the challenges in order to strengthen teaching and learning

Activities during the CoP

- discuss evidence and arguments leading to the identification of the challenges for the cycle in relation to teaching and learning
- classify the challenges into the categories: direct control, indirect control and out of control
- analyse the challenges to understand the dynamics and issues at hand
- discuss possible solutions and set goals to solve the challenges
- brainstorm about activities, experiments, questions, formative assessment to be conducted to reach the set goal... (using a CPD manual, Open Educational Resources (OERs), resources of the African Institute for Mathematics and Science (AIMS), etc.)
- draw a plan (including time and resources) for implementation of the activities

Resources to facilitate the session

- CBC syllabus
- REB textbooks
- CPD manual
- CPD plan of the school
- internet resources such as OERs
- evidence provided by CoP members

Follow-up (activities in between CoP sessions)

- facilitator of the CoP session documents the progress in the e-portfolio and e-monitoring tool
- implement the planned activities to improve teaching and learning
- the implementor takes personal notes on how the try-out went

Middle CoP phase: Reflection and consolidation

Objectives

To reflect on the activities that have been tried out

If the try-out was successful:

- to document the lessons learnt from the try-out
- to discuss and plan consolidation efforts

If the try-out wasn't successful:

- to review (change, reset and readapt) the activities based on the reflection
- to avail additional resources that will make it possible to solve and meet these expectations
- to plan a second action/try-out

Activities

- members who tried out the activities share the results of the try-outs
- discuss the advantages and disadvantages of the tried-out approach

If the try-out was successful:

- document all the lessons learnt from the tried-out approach
- discuss what each member can do to put together all the lessons learnt
- plan consolidation efforts (e.g., develop learning materials, case study, assessment tool)

If the try-out wasn't successful:

- analyse the challenge on a deeper level (ALACT)
- discuss new possible solutions
- plan a second try-out

Resources to facilitate the session

- activity template (from REB or self-developed) e.g., a lesson observation tool
- CPD manual
- teaching and learning materials
- first try-out plan and report from the first CoP session

Follow-up

- facilitator of the CoP session documents the progress in the e-portfolio and e-monitoring tool
- if the try-out was successful: carry out the consolidation efforts
- if the try-out wasn't successful: implement the plan for the second action

Last CoP phase: Dissemination (sharing) and evaluation

Objectives

- to review the consolidation efforts
- to plan for dissemination (sharing)
- to assess the effectiveness of the completed CoP cycle
- to reflect on how to make the next CoP cycle even more effective

Activities

- share the consolidation efforts that have been undertaken
- discuss and plan how to share the lessons learnt and the consolidation efforts
- identify lessons learnt (for all CoP members) at the end of the CoP cycle
- reflect on the effectiveness of the action-oriented CoP cycle and discuss how to make the next cycle even better

Resources to facilitate the session

- CPD manual
- consolidation outputs (video, lesson plan, assessment tool, story of change, case study, success story, etc.)
- report from the previous CoP session

Follow-up

- facilitator of the CoP session documents the progress in the e-portfolio and e-monitoring tool
- share the lessons learnt and consolidation efforts
- submit short report of the CoP cycle to (D)HT, including consolidation outputs
- teaching and learning resources are stored in the staff/teachers' room and/or school library

Annex 11: Description of each PLC phase in action-oriented cycle

(Source: Diploma in Effective School Leadership)

Note: Each phase can take as many sessions needed to cover the objectives of the phase.

PLC-phase	Timeline
Phase 1: Planning	March
<p>Objectives</p> <ul style="list-style-type: none"> • Sharing challenges/problems identified at school level by every school leader • Sharing findings from root causes and consequences of the Problems identified at their school level. • Agreeing on one common problem to be solved as a priority • Identifying indicators of success, targets, initial situation, data to be collected... • Selecting 2-3 strategies to try-out to address the PLC priority/ problem to be solved • Developing an implementation plan for the selected strategies to try-out (that is part of or aligns with the SIP) <p>Activities during the PLC</p> <ul style="list-style-type: none"> • Identify one PLC priority to be explored throughout the year • Analyze the priorities thoroughly and comprehensively • Brainstorming and selecting 2 or 3 more strategies to try outs • Indicate measures of success to observe the achievement of the PLC priorities • Develop an implementation plan to solve the identified PLC priorities/Problems at school level. • Report the plc priority to both VVOB and District <p>Resources</p> <ul style="list-style-type: none"> • School improvement plans • Guidelines to identify a PLC priority • Problem Tree template • Measures of success template • List of examples of challenges • Implementation plan template <p>Follow-up</p> <ul style="list-style-type: none"> • Discuss the identified strategies with the SIP team and school community • Write critical reflection on the role of the PLC in their professional development (for participants in CPD DESL) • Trying out the 2-3 strategies • Recording processes, challenges and lessons learnt 	

Phase 2: Implementation follow-up session	May
<p>Objectives</p> <ul style="list-style-type: none"> • Sharing experiences (success and challenges) from the tried-out strategies • Identifying/developing the best strategies • Developing a final implementation plan for the best strategies <p>Activities</p> <ul style="list-style-type: none"> • Share findings about the 2-3 different strategies tried out • Discuss and/or identify/develop the best strategy (solution to address the PLC priorities) • Develop a final implementation plan around the selected strategies customized for each school • Develop measures of success for this implementation plan <p>Resources</p> <ul style="list-style-type: none"> • Template to record the try-outs • Guidelines to identify/develop the best strategies • Implementation plan template (including the measures of success template) <p>Follow-up</p> <ul style="list-style-type: none"> • Discussing selected strategies with the SIP team and school community • Implementing the selected strategies 	
Phase 3: Review the implementation – Session	August
<p>Objectives</p> <ul style="list-style-type: none"> • Sharing experiences from the re-tried out strategies • Sharing lesson learnt from the peer learning visit conducted school level • Agreed on the best strategy • Developing a final implementation plan for the best strategies <p>Activities</p> <ul style="list-style-type: none"> • Share findings about the 2-3 different strategies • Discuss and/or identify/develop the best strategy (solution to address the PLC priorities) • Develop a final implementation plan around the selected strategies customized for each school • Develop measures of success for this implementation plan <p>Resources</p> <ul style="list-style-type: none"> • Template to record the try-outs • Guidelines to identify/develop the best strategies • Implementation plan template (including the measures of success template) <p>Follow-up</p> <ul style="list-style-type: none"> • Discussing selected strategies with the SIP team and school community • Implementing the selected strategies 	

Phase 4: Reflection and Evaluation	October
<p>Objectives</p> <ul style="list-style-type: none"> • Conduct an auto-evaluation both on the process and outcomes • Document the lesson learnt and best practices • Developing a dissemination plan for the best strategies <p>Activities</p> <ul style="list-style-type: none"> • Reflect on the action-oriented PLC cycle • Record best practices • Document lessons learnt to be included in e-portfolio (for SLs taking part in the CPD DESL) • Enrich the detailed dissemination plan. <p>Resources</p> <ul style="list-style-type: none"> • Auto-evaluation template • Template to record best practices & lessons learnt • Dissemination plan template 	

Annex 12: Report template for a CoP cycle

REPORT: CoP cycle

District:

Name of school:

Sector:

Name of the SBM/SSL:

Dates on which the CoP sessions took place:

	Planned to take place on	Took place on
First CoP phase, session 1		
First CoP phase, session 2		
Middle CoP phase, session 1		
Middle CoP phase, session 2		
Middle CoP phase, session 3		
Final CoP phase		

Attendance:	Members present			Members absent with apology			Members absent without apology		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
First CoP phase, session 1									
First CoP phase, session 2									
Middle CoP phase, session 1									
Middle CoP phase, session 2									
Middle CoP phase, session 3									
Final CoP phase									

Introduction to each CoP session:

- **Welcome notes:** Note any remarks made by the facilitator at the start of the session, any changes in the composition of the members or any information a member wished to share at the start of the session.
- **Purpose of the session:** Note the focus/purpose of the CoP session.
- **Housekeeping rules:** Note the housekeeping rules that are set in the first CoP session. If in the following CoP sessions, no new rules are added or changes are made to the set rules, you can just refer to the rules in the first CoP session.

	Welcome notes	Purpose of the session	Housekeeping rules
First CoP phase, session 1			
First CoP phase, session 2			
Middle CoP phase, session 1			
Middle CoP phase, session 2			
Middle CoP phase, session 3			
Final CoP phase			

Names of the members who were assigned a role:

	Chairperson	Time keeper	Note taker
First CoP phase, session 1			
First CoP phase, session 2			
Middle CoP phase, session 1			
Middle CoP phase, session 2			
Middle CoP phase, session 3			
Final CoP phase			

List of challenges:

Note all the challenges that were brought forward by the members during the first CoP phase, in order of their priority.

- Challenge 1:
- Challenge 2:
- Challenge 3:
- Challenge 4:
- Challenge 5:

Main elements of the first CoP phase:

- **Key challenges:** Note the key challenges that were selected from the list of challenges to be discussed (only challenges that are in the group's area of control) and resolved in this CoP cycle.
- **Key points of discussion:** Note the key points for each discussed challenge; summarising both the analysis of the challenge as well as the discussion of possible solutions.
- **Chosen resolutions:** Note the resolutions made by the teacher who presented the challenge and the group members.
- **Resources:** Note the resources (remember the GRROW model, not just external also internal resources) that are needed for each resolution.
- **Responsible:** Note the name of the person who is responsible to take action for each resolution.
- **Resolutions time line:** Note the time line/deadline for each resolution.

First CoP phase					
Key challenges	Key points of discussion	Chosen resolutions	Resources	Responsible	Resolutions timeline
1.		a)			
		b)			
		c)			
		d)			
2.		a)			
		b)			
		c)			
		d)			
3.		a)			
		b)			
		c)			
		d)			

Main elements of the middle CoP phase:

- **Key challenges:** Copy the key challenges from the first CoP phase.

- **Reflection pros:** Note the positive elements of the tried-out resolution (what went well?).
- **Reflection cons:** Note the negative elements of the tried-out resolution (what didn't go so well?).
- **Lessons learnt:** Note what lessons you've learnt per challenge; the combined effect of the different resolutions to resolve the challenge.
- **Consolidation actions:** Note the actions your group will take to consolidate the lessons learnt.
- **Responsible:** Note the name of the person who is responsible to take the lead in each consolidation action.
- **Time line:** Note the time line/deadline for each consolidation action.

Middle CoP phase						
Key challenges	Reflection: pros	Reflection: cons	Lessons learnt	Consolidation actions	Responsible	Time line
1.	a)	a)				
	b)	b)				
	c)	c)				
	d)	d)				
2.	a)	a)				
	b)	b)				
	c)	c)				
	d)	d)				
3.	a)	a)				
	b)	b)				
	c)	c)				
	d)	d)				

Main elements of the last CoP phase:

- **Dissemination actions:** Note the actions your group will take to disseminate the consolidation efforts and the lessons learnt.
- **Responsible:** Note the name of the person who is responsible to take the lead in each dissemination action.
- **Time line:** Note the time line/deadline for each dissemination action.
- **Success factor:** Note what the measure of success for each dissemination action.
- **CoP cycle evaluation:** Note the key points of your discussion regarding the level of success of the

entire CoP cycle. Reflect on the effectiveness of the action-oriented cycle, its practical organisation and its quality based on the key enablers. Conclude the evaluation with learning points for the next CoP cycle.

Guiding questions for this evaluation can be:

- Did all sessions take place as foreseen? Did they take place on the agreed dates?
- Did the sessions last for at least 90 minutes each time?
- Were 90% of the members present for the entire CoP cycle?
- Did every resolved challenge lead to several consolidated outputs (lesson plan, assessment tool, case study, guidelines, etc)?
- Are the teachers whose challenges were prioritised satisfied with the results?
- Did school management provide a private meeting room and allocated time for each CoP session?
- Was the communication regarding the organisation of the CoP sessions clear and sufficient?

Final CoP phase			
Dissemination actions	Responsible	Timeline	Success factor
CoP cycle evaluation			

Self-assessment on how the CoP sessions went in reference to the key enablers:

As a group, give a score ranging from 0-10 for each key enabler for each CoP session, based on the guiding statements. Note down any remarks regarding the key enablers per CoP session.

- Purpose and focus:** The purpose of the CoP session was clear to all members and the group achieved that purpose at the end of the session.
- Relationships:** The members trust and respect each other and as a result, share successes and failures openly.

- **Collaboration:** The members collaborate as a team and feel a great collective and personal responsibility to resolve the challenges.
- **Inquiry:** The challenges are analysed in detail, solutions are considered extensively and the try-outs are critically discussed.
- **Leadership:** All members are engaged in the CoP sessions, even without having a role assigned.
- **Accountability:** The members actively hold each other accountable but also feel accountable towards their school management and peers.

	Score from 0 - 10 (10 being the highest score)						Remarks
	Purpose and focus	Relationships	Collaboration	Inquiry	Leadership	Accountability	
First CoP phase, session 1							
First CoP phase, session 2							
Middle CoP phase, session 1							
Middle CoP phase, session 2							
Middle CoP phase, session 3							
Final CoP phase							

! Please attach a photograph and the attendance list after each CoP session.

Signatures CoP sessions:

	Chairperson	Note taker
First CoP phase, session 1		
First CoP phase, session 2		
Middle CoP phase, session 1		
Middle CoP phase, session 2		
Middle CoP phase, session 3		
Final CoP phase		

Annex 13: Stakeholders in CoPs and their roles

Depending on the number of teachers and their common needs/goals, CoPs can be organised per subject or grade. The suggested practice is to organise the CoPs of teachers per subject or groups of similar subjects (SSL-groups) as presented in the figure below.

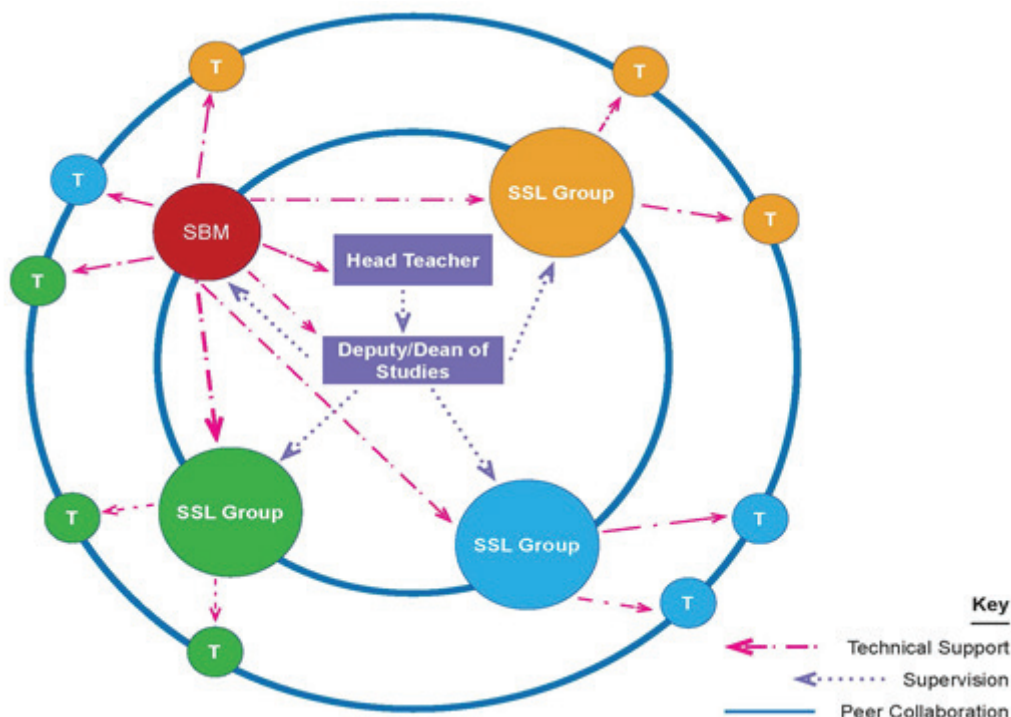


Figure 4: Organisation of school based CPD in Rwandan schools (REB, 2018)

1. School Leaders

A major conclusion of research on CoPs is that it is nearly impossible to create CoPs without the involvement of formal leaders (Murphy, 2015). Indeed, different studies show that CoP participants believed that the success of their CoP depend on their school leader's strong leadership, support, and his or her motivation to create and maintain the CoP (Vangrieken et al., 2017). So, school leaders play a key role in stimulating CoPs.

To take up this role, school leaders need first of all to provide practical support to CoPs such as providing enough time for teachers to work in CoPs by adapting timetables, as well as providing resources and a space for the CoP.

Secondly, school leaders have to provide instructional leadership. Research shows that there are important differences in leadership between schools with strong CoPs and those with weak CoPs. School leaders in schools with strong CoPs described themselves as people-centred; they were interested in the wellbeing, development, and overall job satisfaction of the teachers and modelled their commitment to the school (Owen, 2014). So, school leaders should encourage and motivate teachers to participate, set and monitor the CoP agenda, create a culture that leads to joint learning and enquiry and promote capacity building. They should also communicate clear expectations with regard to the CoP's operations. At the same time, headteachers should involve teachers in the design and implementation phases as well as delegate responsibilities to the teachers and acknowledge their professional development achieved by participating in the CoP (Owen, 2014; Vangrieken et al., 2017).

While also being aware of the related challenges, it is important that school leaders are aware of the possible benefits of facilitating a culture of plurality of opinions and cultivate learning together. In contrast, when school leaders dominate the agenda and functioning of CoPs, and when they impose their own views and neglect teachers' aspirations and concerns, teachers will not contribute to, or believe in, the collective learning realised through the CoP (Vangrieken et al., 2017).

2. School Based Mentor Teacher

School based mentor teachers (SBMs) play an important role in the school coordinating and ensuring the quality of CPD. In this respect, the SBM also has the following roles to play in supporting CoPs:

- i. Raise awareness about the possibility of CoPs to improve school based CPD
- ii. Ensure alignment and exchange of good practices among CoPs
- iii. Encourage teachers to be active in a CoP, in particular new teachers
- iv. Coordinate reporting by SSLs about activities and results achieved in the CoP

3. School Subject Leader (SSLs)

Although CoPs are based on the notion of distributed leadership and teacher leadership, a dedicated (committed) teacher who takes the lead can be helpful. A school subject leader has the following roles to play in creating a successful CoP in the school:

- i. Motivating teachers to participate in a CoP, especially new teachers
- ii. Raising awareness about CoPs among peers and school leaders
- iii. Coordinating the organisation of CoP sessions
- iv. Representing the CoP to the school leadership
- v. Facilitating CoP sessions and ensuring active participation of all members
- vi. Reporting on the results of the CoP to school leadership and other teachers

4. Teachers

CoPs are based on the notion of distributed (shared) leadership. This means that not just one member is the leader of the CoP, but that all members take up leadership functions such as setting the agenda, developing resources, coordinating group activities and supporting colleagues' learning. As such, teachers have following roles to play in a CoP:

- i. Be open to contribute to the CoP as well as learn
- ii. To actively participate in CoPs
- iii. To take up leadership roles in CoPs by, for instance, facilitating sessions, setting the agenda and/or defining outcomes.
- iv. To support the SSL in reporting on the activities and results of the CoP.

5. TTC Tutors

According to the draft TDM Policy, TTC tutors have an important role to play in the induction of new teachers and in the capacity development of SBMs and SSLs, particularly with regard to their coaching, mentoring and facilitation skills. By consequence, they also play a role in supporting CoPs by:

- i. Raising awareness about the value of CoPs during pre-service teacher training;
- ii. Reducing the gap between pre-service and in-service teacher training by providing support to new teachers and mentor teachers;
- iii. Visiting schools with new teachers 3 times a year to support new teachers, SBMs and SSLs in their CoP activities;
- iv. Collecting best practices and sharing experiences between CoPs.
- v. Being a resource person for CoPs.

6. Sector Education Inspectors (SEIs)

Research shows that CoP members perceive the support and attitude of both school leaders and government staff as essential to the productivity of the CoP (Vangrieken et al., 2017).

The success of CoPs is often blocked by misunderstanding of their nature by education officials or facilitators, who see PLCs as a control or supervision body of authorities (VVOB PLC Manual). An impact study on Professional Learning Networks (PLNs) of headteachers in Rwanda (VVOB, 2016) concluded that main problems in schools, as identified by headteachers, were only partly reflected in the agenda-setting. Other practical problems in schools had not been regularly discussed in PLNs because SEIs were mostly pushing their priorities on the agenda.

Additionally, most SEIs allowed very limited time to headteachers to speak.

As such, the role of SEIs in supporting school-based CoPs can be summarised as:

- i. Having a correct understanding about the nature of CoPs;
- ii. Raising awareness with school leaders about the value of school-based CoPs;
- iii. Collecting and aggregating (combining) data at the sector level on the functioning of school-based CoPs.

7. MINEDUC and REB

Putting in place CPD structures and systems for school leaders and teachers is one of the Policy Priorities of the new Teacher Development and Management Policy.

As such, the role of MINEDUC and REB in supporting school-based CoPs can be summarised as:

- i. Creating a policy environment that stimulates teacher CPD and teacher collaboration;
- ii. Creating a conducive policy environment for the setting up and functioning of CoPs;
- iii. Raising awareness and building capacity in the education system on CoPs;
- iv. Collecting, analysing and publishing nationwide (across the nation/country) data on school-based CPD.

8. Role of the facilitator

Research shows that the facilitator has an important role to play in CoPs. He or she needs to be able to motivate, build trust, understand group dynamics (interaction in social groups), facilitate discussion and guard outcomes. Indeed, group dynamics and composition, and trust and respect are key conditions for success of CoPs (Vangrieken et al., 2017). Creating a trustworthy (trustable) environment is one of the things a facilitator should be capable of.

The facilitator participates in CoP discussions and supports teachers by identifying gaps in their understanding (coaching role). CoPs in which the facilitator dares to question how things are done, are better to spark creativity, to remain responsive to emerging questions and shared interests and to be sustainable in the long run (future). Furthermore, facilitators are expected to support discussions and take action when conflicts arise. They should also make sure that all views are valued and that their own views or that of the leader do not get priority.

Last but not least, the facilitator provides content to the CoP (mentoring role) and contributes to building the community.

Community leadership is a key element in CoPs and has different functions: realising a safe and challenging environment in which collective inquiry can take place, ensuring that appropriate learning resources are present to engage in collective inquiry, and creating an experienced need for change among teachers so they see reason to participate (Brodie, 2014; Vangrieken et al., 2017).

By contrast, the role of the facilitator is not to tell teachers what to do, to impose ideas or to judge people. In practice the role and responsibilities of the facilitator vary by context and/or how the group is formed. When there are many new members in the CoP, he or she will likely have to take more initiative. Step by step, as members become more experienced, the facilitator's role may become less directive and more supporting.

To successfully support the functioning of CoPs, it is important that the facilitator possesses the personal and professional abilities to guide the participants, while giving voice to all teachers and ensuring that teachers feel that they own the results and decisions. The facilitator's task can be challenging, as they often need to deal with difficult interactions among teachers and/or complex group dynamics (Jones, Gardner, Robertson, & Robert, 2013).

Monitoring and Evaluation

Monitoring and evaluation of the CoP should be done internally (by CoP members) as well as externally (by SBMs, school leaders or REB). As the coordinator for CoPs at the school level, the SBM will take the lead in collecting and sharing information about CoPs in their own school. This includes collecting best practices, challenges, lessons learned etc. and documenting these in the portfolio and other (e)-monitoring platforms. To monitor implementation at the school level, REB with the support of UR-CE and VVOB will conduct follow up and monitoring activities. Follow up and monitoring activities will be based on practice at the school level and practical implementation of activities at the school level will be considered in formative assessment for the CPD Certificate in Educational Mentorship and Coaching. Monitoring and evaluation can be done at various levels (activities, outputs, outcomes and impact):

Monitoring and evaluation of activities:

Number of action-oriented cycles completed successfully;

Monitoring and evaluation of outputs:

Number of action-oriented cycles completed successfully; and

Number of materials and lesson plans developed within the CoP.

Monitoring and evaluation of short-term outcomes:

Growing expertise in technological, pedagogical and content knowledge

Application of learner-centred methodologies by CoP members

Monitoring and evaluation of long-term impact:

Keeping more new teachers on the job

Improved learning outcomes

Lower dropout and repetition rates among learners

Monitoring and evaluation of the quality and success of a CoP (changes in member attitudes):

This framework proposes the monitoring of success for implementation of quality CoPs to be based on the key enablers as suggested below (see key enablers in this framework):

Purpose and focus: Have the members defined the purpose of each session and allocated enough time to the matter? At the end of the session, have they concluded and evaluated whether they achieved their purpose?

Relationships: Do the members trust and respect each other and, as a result, share successes and failures openly?

Collaboration: What have the members done take collective responsibility for teaching and learning in their school?

Inquiry: What have the members done to critically and collectively question their teaching routines, examine teaching and learning and engage in supporting each other's professional growth?

Leadership: How are all members engaged and or different roles and responsibilities distributed among members?

Accountability: How are members held accountable both internally and externally?

Annex 14: Report template for a coaching conversation

Report on coaching conversation

Name of the coach:

Name of the coachee:

Date of the coaching conversation:

Main challenge/topic discussed during this coaching conversation:

As coach, briefly summarise the coachee's main challenge/topic to which he/she wants to find a solution.

Resources discussed during this coaching conversation:

As coach, list the resources that the coachee has used or is aware of (own talents/skills, documents, people, objects, etc).

Options discussed during this coaching conversation:

As coach, list the options the coachee thought of during the coaching conversation.

Conclusions made during the coaching conversation:

As coach, indicate which option(s) the coachee chose and what deadline he/she committed him/herself too.

As coach, you can use this template to take notes during your coaching conversation. Later, you can look back to these notes as you do a self-reflection on the coaching conversation.

GRROW model	Which coaching skills did the coach use most?	Coach's notes
GOAL	<ul style="list-style-type: none">○ Explore○ Appreciate and reinforce○ Confront and stay connected○ Challenge○ Inspire○ Allow and give space○ Relax and keep your humour	

REALITY	<ul style="list-style-type: none"> ○ Explore ○ Appreciate and reinforce ○ Confront and stay connected ○ Challenge ○ Inspire ○ Allow and give space ○ Relax and keep your humour 	
RESOURCES	<ul style="list-style-type: none"> ○ Explore ○ Appreciate and reinforce ○ Confront and stay connected ○ Challenge ○ Inspire ○ Allow and give space ○ Relax and keep your humour 	
OPTIONS	<ul style="list-style-type: none"> ○ Explore ○ Appreciate and reinforce ○ Confront and stay connected ○ Challenge ○ Inspire ○ Allow and give space ○ Relax and keep your humour 	
WILL	<ul style="list-style-type: none"> ○ Explore ○ Appreciate and reinforce ○ Confront and stay connected ○ Challenge ○ Inspire ○ Allow and give space ○ Relax and keep your humour 	

Annex 15: Monitoring guide for induction of new teachers

This guide can be used by SBM, (D)HT, SEI, TTC tutor, DEO and DDE in conducting and monitoring induction activities for NTs.

1. Identification of the school and NTs:

Name of the school:					
Name of the sector:					
Name of the district:					
Name of the NT1:					
	Sex	male		female	
	Years of experience				
	Subjects				
	Other				
Name of the NT2:					
	Sex	male		female	
	Years of experience				
	Subjects				
	Other				
Name of the NT3:					
	Sex	male		female	
	Years of experience				
	Subjects				
	Other				

(add more if needed)

2. Checklist of Induction activities/programme

Induction Activities/Programme	Observation
Induction Meeting	
Logistical support for accommodation	
Introduction to school's mission, values, policies, procedures & resources	
Visit of classrooms and staffroom and other school facilities	
Appointing a mentor to each NT	
Introduction to colleagues, learners, school general assembly committee	
Providing or arranging for classroom materials including curriculum resources	
Introduction to record keeping	
Needs assessment of the NT (use Annex 5)	
Development of individual CPD plan (goals and actions)	
Mentoring activities	
Coaching activities	
Community of Practice (CoP) session	
Lesson observation	
Seminars/trainings	
Support from pre-service teacher training institutions	

(add more if needed)

1. Guiding questions to reflect on your role in NT's induction

The following questions can be used to reflect on the induction activities implemented at school level:

- 1) **Which induction activities were conducted?** By whom? If not, why? What are possible strategies to overcome challenges?
- 2) **What were the results/outputs** of the induction activities conducted? Did those results/outputs reach the expected goals? If yes, well done. If not, could you explain why? What are possible strategies to overcome those challenges?

3) **What did you learn** from the induction activities that is relevant to your role/position?

4) **What could you improve** as an SBM/HT/SEI/DEO/DDE regarding your role in induction of NTs?

2. Possible NTs' professional development needs

Ask NTs to fill **annex 5 (Teacher competences (professional needs self-assessment))** and identify their **priority professional development needs**.

Possible needs could include, but are not limited to:

- Filling pedagogical documents
- Setting assessment questions
- Developing teaching and learning activities
- Integrating cross-cutting themes in lessons
- Developing teaching and learning materials
- Integrating generic competences in lessons
- Managing big classes
- Learner centered teaching
- Play based learning approaches
- Inclusive teaching and learning (supporting all educational needs: such as low/high achieving learners, learners with socio-emotional problems, learners with low English proficiency, learners with physical disabilities, ...)
- Formulating instructional objectives
- Applying principles of competence- based teaching
- other:

Annex 16: Monitoring guide for induction of new headteachers

This guide can be used by SEI, DEO and DDE in conducting and monitoring induction activities for NHTs.

1. Identification:

Name of the sector:					
Name of the district:					
Name of the NHT1:					
	Sex	male		female	
	Years of experience				
	School				
	Other				
Name of the NHT2:					
	Sex	male		female	
	Years of experience				
	School				
	Other				
Name of the NHT3:					
	Sex	male		female	
	Years of experience				
	School				
	Other				

(add more if needed)

2. Checklist of Induction activities/programme

Induction Activities/Programme	Observation
Induction Meeting	
Introduction on the roles and responsibilities	
Introduction to the standards of effective school leadership	
Professional Learning Communities (PLCs)	
Appointing a mentor to each HT	
Introduction to colleagues, learners, school general assembly committee	
Providing or arranging for classroom materials including curriculum resources	
Introduction to record keeping	
Needs assessment of the HT	
Development of individual CPD plan (goals and actions)	
Mentoring activities	
Coaching activities	
Seminars/trainings	

(add more if needed)

3. Guiding questions to reflect on your role in NHT's induction

The following questions can be used to reflect on the induction activities implemented at sector/district level:

- 1) **Which induction activities were conducted?** By whom? If not, why? What are possible strategies to overcome challenges?
- 2) **What were the results/outputs** of the induction activities conducted? Did those results/outputs reach the expected goals? If yes, well done. If not, could you explain why? What are possible strategies to overcome those challenges?
- 3) **What did you learn** from the induction activities that is relevant to your role/position?

4) What could you improve as an SEI/DEO/DDE regarding your role in induction of NTs?

4. Possible HTs professional development needs

Ask NHTs to read through the **School Leadership Assessment tool** and use it to reflect and identify their **priority professional development needs**.

Possible needs could include, but are not limited to:

- Understanding of educational policies
- Record keeping procedures
- Reporting systems
- Management of learners and school staff with diverse needs
- Supervision of school activities
- Management of school facilities
- Reporting protocols
- Management of financial resources
- Working with parents and wider community
- Working with other Headteachers

Annex 17: Competence profiles of stakeholders involved in the induction of NTs

The competence profiles from stakeholders involved in the induction of NTs have been developed based on the responsibilities described in the SBMPF, interviews with SEIs and focus group discussions with teachers, NTs, parents and headteachers:

1. Sector Education Officer Profile

Standard description:

In relation to the induction of New Teachers (NTs), Sector Education Officers (SEIs) coordinate educational activities at sector level in relation to the induction of NTs. They ensure that School Leaders are focused on the professional development of NTs by effectively implementing the induction programme. Furthermore, they are involved and take their responsibility in the recruitment of teachers. In addition, they pay attention to NTs wellbeing by speaking in favour of timely payment of salaries and guaranteeing medical insurance by the district.

Competences:

Knowledge:

In order to fulfil his/her responsibilities related to the induction of NTs, the SEI should **know/ understand** the following:

- Principles of recruitment and placement;
- Professional teacher development as a continuous process;
- The meaning and importance of the induction programme for NTs;
- The roles that different education stakeholders play in the School Based Mentor Programme;
- Principles and theory on mentoring, coaching and reflection;
- Understanding the content of initial teacher training and NTs' needs;
- Monitoring and evaluation.

Skills:

In order to fulfil his/her responsibilities related to the induction of NTs, the SEI should **do** the following:

- Set clear goals for the induction of NTs in their sector with relevant stakeholders;
- Include educational activities related to the induction of NTs in the sector education improvement plan with School Leaders;
- Communicate effectively with all stakeholders to ensure the implementation of the induction programme for NTs;

- Monitor the implementation of the induction programme with School Leaders to ensure delivery of appropriate quality induction to NTs;
- Report highlights on the implementation of the induction programme to the Executive Secretary and give a copy to the Director of education at district level;
- Speak in favour of NTs wellbeing, especially at district level;
- Manage conflicts that arise in the implementation of the induction programme for NTs, that can't be solved at school level;
- Work with the stakeholders to develop action plans to respond to economic, social, educational needs related to CPD of NTs;
- Stimulate positive interaction among all stakeholders involved in the induction of NTs; and
- Provide helpful feedback to School Leaders related to the induction of NTs.

Attitudes:

In order to fulfil his/her responsibilities related to the induction of NTs, the SEI should

*show:

- Gender awareness
- Fairness
- Humbleness
- Trustfulness
- Self-confidence
- Accountability
- Integrity
- Commitment
- Growth mindset
- Empathy

*be:

- Approachable
- Role model
- Self-motivated
- Creative and innovative & Flexible to changes

2. District Director of Education Profile

Standard description:

In relation to the induction of NTs, the District Director of Education (DDE) is responsible for facilitating, organising and scheduling the process of recruitment and for the deployment of the NTs. Among many other responsibilities, the DDE should ensure quality of the NTs' induction programme. She/he pays attention to their well-being i.e., by paying the teachers' salaries on time, supporting (or speaking in favour of the support) accommodation and health insurance. They coordinate education activities at the district level in relation to NTs. They supervise the implementation and evaluation of the induction programme in their district.

3. NT mentor from pre-service teacher training institution

Standard description:

The NT mentor from pre-service in relation to the induction of NTs is responsible for the training of the SBM/SSL and the pre-service support to school-based induction (monitor the performance of NTs) during the induction period and evaluate their professional development at the end. They act as a role model in coaching for SBM/SSL and NTs. They can stimulate reflection and give feedback in positive way (on teaching activities). If needed, they give advice and inspire for alternative and innovative methods of actions in class practices. They are attentive and feel responsible for the well-being of the NT and the SBM/SSL. They set up trainings for SBMs/SSLs on mentoring with a focus on reflection and coaching techniques.

Competences:

Knowledge:

To fulfil its responsibilities related to the induction of NTs a NT mentor should **know/understand** the following:

*Professional Development:

- professional teacher development as a continuous process;
- the roles that different Education stakeholders play in the SBMP;
- the meaning and importance of the induction programme for NTs;
- an overview of teacher development opportunities;
- the process of effective communities of practice;
- effective and positive communicative strategies;
- the theory of growth mind-set;
- principles and theories of mentoring, coaching and reflection;
- facilitation techniques; and
- teacher performance (effective teaching – teacher standards) and performance assessment.

***Teaching & Learning:**

- current primary curriculum and its provision (syllabi, weekly time allocation and subjects) across the different school levels;
- use of resources in learning and teaching (such as charts, ICT);
- importance of planning teaching and learning activities;
- different active teaching and learning methods;
- principles of time management;
- how to create a safe and rich learning environment;
- classroom management strategies;
- learner centred pedagogy and a competence-based approach;
- techniques for assessing learners, including giving feedback; and
- evidence-based literacy and numeracy in instructional practices.

Skills to train and coach SBMs/SSLs to guide and organise school-based CPD, and to promote reflection & skills to provide pre-service support to school-based induction (monitor the performance of NTs):

To fulfil its responsibilities related to the induction for NTs a NT mentor should **do** the following:

- plan, organise and facilitate training sessions;
- use different participatory techniques in facilitating training session;
- recognise the different emotional and professional needs and experiences of SBMs/SSLs/NTs and adapt personal and professional actions appropriately;
- ask open-ended and investigating questions that help SBMs/SSLs understand their strengths and areas in need of improvement;
- stimulate self-reflection;
- offer helpful feedback;
- encourage SBMs/SSLs/NTs to provide fair, balanced, constructive (helpful), accurate (exact) and positive feedback on each other's teaching (coaching in group);
- stimulate SBMs/SSLs/NTs to take action for their own growth;
- helps to create a learning plan/action plan (current situation versus desired situation – road map);
- deal with resistance to change;
- help SBMs/SSLs to understand their responsibilities in the SBMP and induction of NTs;
- support SBMs/SSLs to identify strategies for addressing teachers' and NTs' areas of improvement and strategies for building on their strengths;

- give tips/advice for class practice, including alternative and/or innovative pedagogical techniques, to NTs and SBMs/SSLs regarding:
 - their teaching and learning activities;
 - their social/human relation skills;
 - behaviour in and outside the class; and
 - rights, responsibilities and duties.
- improvise local materials and teacher resources;
- use updated theories, ICT, media, policy documents, etc.
- communicate in a clear, inclusive and peaceful manner, using either the mother language or language of instruction;
- pre-service support to school-based induction (monitor the learning process of NTs);
- create a positive atmosphere; and
- mobilise resources for better teaching and learning.

Attitudes:

To fulfil its responsibilities related to the induction of NTs a NT mentor should:

- be communicative and friendly;
- be humble, accessible and patient;
- be positive and supportive;
- be flexible and open minded;
- have a growth mindset and enjoy continuous learning;
- show empathy for the well-being of NTs and SBMs/SSLs;
- be punctual, focused and accountable;
- be self-confident and trust-worthy (trustable);
- respect NTs' needs by providing an effective training to SBMs/SSLs;
- updated;
- a role model; and
- be a good listener to the needs of the NT.

Annex 18: Competence profile of the Sector Education Inspector as coach of headteachers

Standard description:

In relation with coaching School Leaders in Professional Learning Communities (PLCs), the Sector Education Officer is responsible for creating the conditions and opportunities for collaboration, sharing experiences and mutual learning. Simply bringing school leaders together doesn't guarantee professional development. Therefore, SEIs need to support school leaders in identifying their areas of improvement. Some conditions, such as focus and purpose, collaborative inquiry and accountability must be in place for collaboration, sharing knowledge and mutual learning to be productive and useful. The most important assignment of the SEI is therefore to ensure that all measures are taken for the required conditions to be met. They will focus on creating the conditions to support individual and collective learning among the school leaders through developing and/or identifying the opportunities for them to examine their existing beliefs and to challenge what they do with new ideas, new knowledge, new skills, and even new characters.

COMPETENCES

Knowledge:

In order to fulfil his/her responsibilities related to coaching school leaders in PLCs, the SEI should **KNOW/UNDERSTAND** the following:

- key enablers of effective PLC;
- standards of effective school leadership;
- theories and principles of coaching and reflection;
- gender equity in education;
- background to curriculum development, implementation and evaluation;
- strategies of monitoring PLC-sessions and resolutions;
- educational Policies and plans (Eg: ESSP, TDM policy, SBM framework, law on School General Assembly Committee, ...);
- professional teacher development cycle;
- competence based teaching and learning approach;
- decision making process;
- duties and responsibilities of the SEI as a coach.

Skills:

In order to fulfil his/her responsibilities related to coaching school leaders in PLCs, the SEI should **DO** the following:

USE effective communication:

- communicate clearly and in peaceful manner;
- communicate respectfully and appropriately for each individual's level of understanding;
- create an environment that promotes effective communication;
- maximise positive communication to develop trust and to encourage School Leaders to try out things that they are not used to doing;

- identify and use appropriately different techniques (listening actively with empathy, summarising, responding) to increase positive, open-minded, respectful and peaceful communication; and
- use different gender-responsive communication strategies.

STIMULATE learning:

- stimulate a 'growth mindset' and encourage lifelong learning;
- motivate participation in learning during and after PLC-sessions;
- lead innovation and change within the CoP;
- Create an atmosphere of curiosity to learn from good practices;
- facilitate the process of peer learning and sharing (ensure that Key Enablers are observed for effective CoP):
 - stimulate positive interaction among participants (relationships);
 - stimulate discussions that allow diversity in opinions;
 - stimulate collaborative inquiry (Collaboration; Collaborative inquiry);
 - support setting goals and plans (Purpose and focus);
 - focus on implementing the plans and meeting goals (Accountability); and
 - stimulate personal leadership (Leadership).

COACH:

- ask open-ended and probing questions that help School Leaders understand their strengths and areas of improvement;
- stimulate self-reflection after each PLC-session and come up with points of improvement in the future;
- facilitate evidence-based discussions;
- offer helpful feedback during and after the PLC-sessions;
- encourage School Leaders to provide fair, balanced, helpful, accurate and positive feedback on each other's contribution (coaching in group);
- stimulate School Leaders to act for their own growth;
- manage conflicts that arise between School Leaders and deal with resistance; and
- manage emotions arising among school leaders and between school leaders and the coach.

PLAN, MONITOR and EVALUATE CoP activities:

- demonstrate effective time management;
- coordinate the identification of School Leaders' needs in relation to leading their school;
- develop a schedule of PLC-sessions with the School Leaders;
- guide School Leaders to set the vision and mission of their school;

- guide School Leaders in monitoring and evaluating their School Improvement Plan based on PLC- resolutions;
- organise with the School Leaders the way of reporting internally on PLC-activities;
- report highlights of the PLC-session to the Mayor through the Executive Secretary and give a copy to the Director of Education at district level;
- identify schools with good practices to be visited by the PLC-members;
- organise peer school visits and peer reviews as an input for PLC-sessions;
- elaborate with School Leaders a sector education improvement plan based on the individual School Improvement Plans; and
- speak in favour of the implementation of resolutions that require the participation of other stakeholders.

Attitudes:

To fulfil his/her responsibilities related to coaching school leaders in PLCs, the SEI should **SHOW**:

- Gender sensitivity
- Fairness
- Humbleness
- Trustfulness
- Self-confidence
- Accountability
- Integrity
- Approachability (being easy to meet)
- Respectfulness (self-respect and respect of others)
- Empathy
- Role model
- Self-motivation
- Creativity and innovation
- Flexibility to changes
- Growth mindset
- Commitment
- Positive thinking
- Open mindedness
- Sensitivity to diversity
- Belief in collaborative learning (learning together)

References

- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3–15
- Brodie, K. (2013). The power of professional learning communities. *Education as Change*, 17(1), 5–18.
- Brodie, K. (2014). Learning about learner errors in professional learning communities. *Educational Studies in Mathematics*, 85(2), 221–239. <https://doi.org/10.1007/s10649-013-9507-1>
- Cole, P. (2012). *Linking Effective Professional Learning with Effective Teaching Practice*. Melbourne, Australia: PTR Consulting
- DuFour, R., & Eaker, R. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. National Educational Service
- Guskey, T. R. (2014). Planning Professional Learning. *Educational Leadership*, 71(8), 10–16
- Jones, M. G., Gardner, G. E., Robertson, L., & Robert, S. (2013). Science Professional Learning Communities: Beyond a singular view of teacher professional development. *International Journal of Science Education*, 35(10), 1756–1774
- Katz, S., Earl, L., Ben Jaafar, S., Elgie, S., Foster, L., Halbert, J., & Kaser, L. (2008). Learning networks of schools: The key enablers of successful knowledge communities. *McGill Journal of Education*, 43(2), 111–137
- Kazemi, E., & Hubbard, A. (2008). New directions for the design and study of professional development: Attending to the coevolution of teachers' participation across contexts. *Journal of Teacher Education*, 59(5), 428–441
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press
- Murphy, J. (2015). Creating communities of professionalism: Addressing cultural and structural Barriers. *Journal of Educational Administration*, 53(2), 154–176
- OECD. (2013). *School Leadership for Learning: Insight from TALIS 2013*. OECD Publishing
- Owen, S. (2014). Teacher Professional Learning Communities: Going beyond Contrived Collegiality toward Challenging Debate and Collegial Learning and Professional Growth. *Australian Journal of Adult Learning*, 54(2), 54–77
- Remmerswaal, J. (2015). *Group Dynamics: An Introduction*. Uitgeverij Boom/Nelissen.

Rwanda Basic Education Board (2017). *School-Based Mentor Program Framework 2017-2022*, Kigali: Rwanda Basic Education Board

Rwanda Basic Education Board (2019). *The National Teacher CPD Framework*, Kigali: Rwanda Basic Education Board.

Senge, P. (1990). *The fifth discipline: The art and science of the learning organisation*. New York: Currency Doubleday

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221–258

Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education*, 61, 47–59

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91

Vrikki, M., Warwick, P., Vermunt, J. D., Mercer, N., & Van Halem, N. (2017). Teacher learning in the context of Lesson Study: A video-based analysis of teacher discussions. *Teaching and Teacher Education*, 61, 211–224

Wenger, E., Trayner, B., & de Laat, M. (2011). *Promoting and assessing value creation in communities and networks: a conceptual framework* (No. 18). Ruud de Moor Centrum: Open University of the Netherlands. Retrieved from http://wenger-trayner.com/wp-content/uploads/2011/12/11-04-Wenger_Trainer_DeLaat_Value_creation.pdf

Set readings

Core texts

Birkeland, S., Feiman-Nemser, S. (2007). Building professional learning communities through beginning teacher induction. The Lookstein Center

Clement, J. (2017). Coach and inspire: The art of dynamic conversations for managers, coaches, parents, teachers and companions

Ingersoll, R. & Strong, M., (2011). The impact of Induction and Mentoring Programmes for Beginning Teachers: a critical review of the research. Retrieved from: <http://rer.aera.net>

Korthagen, F. & Vasalos, A. (2005). Levels of reflection: core reflection as means to enhance professional growth. *Teachers and Teaching*. 11.1, 47-71 Link: <http://dx.doi.org/10.1080/1354060042000337093>

Background texts

Balam, R., McMahon, A., Stoll, L., Thomas, S., Wallace, M., Greenwood, A., Hawkey, K., Ingram, M., Atkinson, A. & Smith, M. (2005). Creating and sustaining effective professional learning communities. University of Bristol

Britton, E., Raizen, S., Paine, L., & Hantley, M.A. (2000). More swimming, less sinking, Retrieved from http://www.wested.org/online_pubs/teacherinduction

Feiman-Nemser, S., Yuskoski, B. (2008). Embracing contraries: combining assistance and Assessment in new teacher induction, *Teachers College Record*

Kools, M. & Stoll, L., (2016). What makes a school a learning organisation, OCED – UNICEF

MINEDUC (2015). Teacher Development and Management Policy in Rwanda Kigali: MINEDUC

Ramakrishnan, S., (2013). Coaching Models: FUEL and GROW. Retrieved from <https://www.scrumalliance.org/community/articles/2013/october/coaching-models-fuel-and-grow>

REB. (2016). School-Based mentor programme framework 2017-2022. Kigali: MINEDUC

REB. (2017). School-Based Continuous Professional Development Manual Phase I. Kigali: MINEDUC

Team Free Management E-book (2013). Skills and Models, Coaching Skills. Retrieved from <http://www.free-management-ebooks.com>

White, P., Laxton, J. & Brooke, R. (2009). Reflection: importance, theory and practice. Leeds: University of Leeds



Belgium
partner in development



Flanders
State of the Art

