



SCHOOL MANAGEMENT AND INSTRUCTIONAL LEADERSHIP

SUPERVISION AND SUPERVISORY SERVICES: EDF 111

UNIVERSITY OF MALAWI & MALAWI INSTITUTE OF EDUCATION

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University of Malawi
School of Education
P.O. Box 280, Zomba
Tel: +265 1 524 200
Email: deaned@unima.ac.mw

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- Symon Chiziwa
- Richard Nyirongo
- Frank Mtemangombe
- Naireti Molande
- Collins Chiwanda

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Valesi Binali

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Introduction

As in many countries, education in Malawi has been given great attention for it is the basic engine of economic growth and development. School leaders need to improve their basic functions for them to ably empower all teachers and students through effective instructional improvement, administration, and supervision. The National Education Standards for primary and secondary (2015, Standard 20) stresses the importance of improving teaching and learning and students outcomes. In this module, participants will analyze the process of supervision. They will learn about motivation of members of staff and appreciate the importance of continuing professional development.



Module Intended learning outcomes

By the end of this module, you should be able to:

1. describe the process of supervision in contemporary schools
2. develop effective strategies on how to motivate and raise morale of teachers and other staff in your schools
3. use teacher supervision, evaluation, and follow-up as a lever for instruction improvement
4. identify and recognize high performing teachers in your schools
5. explain the importance of teacher development programs in schools
6. manage teacher Appraisal Systems

UNIT 1 UNDERSTANDING SUPERVISION IN CONTEMPORARY SCHOOLS



Introduction

Supervisory and advisory services are central to the attainment of the goals and objectives of the school. Teachers need continuous supervision and guidance for their growth and development. Consequently, school leaders need to know the strengths, weaknesses and support needs of individual teachers for them to provide the necessary support to improve the teachers' practices and level of learner achievement. Supervisory and advisory services therefore help in quality control of instruction and other educational services. This unit will explain the concept of supervision, the purpose of school-based supervision and the process of school-based supervision.



Intended learning outcomes

By the end of this unit, you should be able to:

- a. define the term supervision
- b. explain the purpose of school-based supervision
- c. describe qualities of a good supervisor
- d. explain the process of school-based supervision



Key concepts

Supervision, school-based supervision, career development, instructional supervision, professional support.



Session 1 The concept of supervision

Schools are the formal agencies of education where students are shaped and developed through the process of teaching and learning. Schools need to help all students develop their potential to the fullest. This requires the effectiveness and commitment of teachers, school leaders and management. To ensure this, schools must improve their basic functions of the teaching process through supervision of members of staff.



Activity 1.1a Defining supervision

- Individually, write down what you think the term supervision means.
- Identify key words from your definition and write them on a sticker.
- Place your stickers on a flip chart.
- Compare your definition with your friends using gallery walk.



Supervision

'Supervision' means provision of professional support to teachers for the improvement of instruction. It is a complex process that involves working with teachers and other educators in a collegial and collaborative relationship to enhance the quality of teaching and learning within the school. Supervision promotes career development of teachers (Beach & Reinhartz, 2000; Nolan and Hoover, 2004). Supervision is therefore any service for teachers that eventually results in improving instruction, learning and the curriculum (Daresh, 1989; Glickman., Gordon., and Ross-

Gordon 2017). Igwe (cited in Enaigbe, 2009) indicated that to supervise means to direct, oversee; guide and to make sure that expected standards are met. School leaders are charged with the responsibility of making sure that teaching and learning is progressing well in schools hence their role to supervise teachers and other members of staff is of great importance.



Activity 1.1b Supervisory options for teachers

- Does teacher supervision take place at your school?
- Who supervises teachers at your school?
- What supervisory options are there at your school?
- In groups, identify the importance of each supervisory option that you mention.
- Present your findings in plenary.



Supervisory options for teachers

The problems and issues of teaching and learning that teachers encounter in their practice differ just like their needs and interests (Sergiovanni & Starratt, 2002). Instructional supervision processes must meet the unique needs of the teachers being supervised. Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers' professional development and improve instructional efficiency. As Sergiovanni and Starratt (2002) noted, there are at least five supervisory options for teachers.

Supervisory options

a. Clinical Supervision

Clinical supervision is the face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni & Starratt, 2002). Supervisors work with teachers in a collaborative way to

provide expert assistance with the view of improving instruction. This involves supervisors collecting data from the teacher in the classroom. Both the supervisor and teacher need to plan collaboratively with the aim of improving the teacher's classroom behavior.

If teacher supervision is done properly in the schools, teachers would develop and perfect their own teaching skills for the benefit of the learners. Acheson and Gall (1987) define clinical supervision as "supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance with the interest of rational modification. Clinical supervision therefore helps teachers to modify existing patterns of teaching in ways that make sense to them and in ways that support agreed upon content and teaching standards.

b. Collegial supervision

Collegial supervision is defined by Glatthorn (1984) as a "moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other feedback about the observations, and discussing shared professional concerns". In collegial or peer supervision, teachers agree to work together for their own professional development. The role of head teachers in this kind of supervision is to make sure they provide a conducive environment where teachers share challenges they encounter in their classrooms.

c. Self-directed supervision

In self-directed supervision, teachers work alone by assuming responsibility for their own professional development. This approach of supervision is suitable for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other

teachers. Furthermore, this option is particularly suited with competent, experienced teachers who are able to manage their time well.

d. Informal supervision

Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss aspects of their work (Ben, Sally & Penny, 1997). It comprises frequent informal visits to teachers' classrooms, conversations with teachers about their work, and other informal activities.

e. Inquiry-based supervision

Inquiry-based supervision in the form of action research is an option that involves an individual initiative or collaborative effort between teams of teachers who work together to solve a particular problem or challenge. Its aim is to enable teachers to discover new ideas or practices as well as testing old ones so that they improve their work.



Session 2 The purpose of school-based supervision

Supervision for successful schools attempts to remove the obstacles in the work environment so that teachers can see each other's work, receive feedback from others, engage in professional dialogue, and have the opportunity to make decisions about collective instruction actions (Glickman, 1985). As it is indicated in Jacklyn (2008), there are five essential purposes of supervision. In this session, you are going to identify and explain each of the purposes. You will also describe the qualities of a good supervisor.



Activity 1. 2a Discussing the purposes of school-based supervision

- How do you understand the concept of school- based supervision?
- In pairs, discuss the purposes of school based supervision.
- Compare your Findings with next pair near you.
- Write your answers on a chat.
- Share in plenary.



Activity 1. 2b Qualities of a good supervisor

- Reflect on the time you were a teacher.
- Were you once supervised?
- Were your supervisors good or bad?
- Using quick write, list down qualities of a good supervisor?
- Share to the whole class in plenary.



The purposes of school based supervision

School-based supervision aims at promoting growth, interaction, fault-free problem solving interaction and a commitment to build capacity in teachers at school level. Supervision helps teachers to be professionally responsible, analytical of their performance, open to criticism and to be self-directing. School-based supervision should also be considered as a social process of stimulating, nurturing and appraising the professional growth of teachers where school leaders coach and mentor others into expected behaviors. The main intent of school- based supervision is therefore to enable teachers learn to analyze and reflect on their classroom practices with support from a colleague or the school leaders.

Acheson and Gall (1987) articulated the following five specific goals of supervision:

- To provide teachers with objective feedback on current state of their instruction;
- To diagnose and solve instructional problems;
- To help teachers develop skills in using effective instructional strategies;
- To help teachers develop a positive attitude towards continuing professional growth and development;
- To track teachers' performance in order to appraise him or her for other administrative decisions including recommendations for promotion.

Qualities of a good supervisor

A supervisor needs to have some qualities to handle well his/her responsibilities. Claude (1992) indicates that supervising teachers requires that the one responsible should have a skill in motivation, communication, conflict resolution, performance and counseling. The supervisor also adopts and adapts his knowledge and puts it into practice in his or her own unique way. An effective supervisor should have the following qualities;

- A positive attitude. When the supervisor's attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006).
- Approachable, good listener, very patient, and should be a strong leader.
- Ability to motivate others as well as being able to create a feeling of trust in others.



Activity 1. 2c Examining roles of a school-based supervisor

- Reflect on your work as a supervisor.
- Can you individually identify some of your roles as a supervisor?
- Share your answers in pairs.
- Share to the whole class in plenary.



The Roles of a school-based supervisor

Supervision of staff is central to the attainment of the goals and objectives of the school. School leaders need to know their role in the supervisory process. Some of their roles include;

- Giving overall instructional leadership to staff members.
- Evaluating lesson plans of teachers.
- Conducting the classroom supervision to ensure the application of lesson plans is done effectively.
- Arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments.
- Organizing model teaching programs for teachers' or staff members.
- Ensuring that the curriculum being implemented addresses the needs of the community.



Session 3 The process of school-based supervision

Offering supervisory and advisory services to teachers based on their classroom practices ensures that teaching is of high quality. It is through supervision of teaching and learning that school leaders can appreciate the

level of engagement between teachers and learners in the schools. It is therefore crucial that you understand the process of supervision.



Activity1. 3a Discussing the process of school-based supervision

- Describe how teacher supervision takes place in your school?
- Write your answers on a chat.
- Share your work using gallery walk.



Activity1. 3b Examining the processes of school based supervisory and advisory services

Study the case below and answer the questions that follow.

Case study



Before observation

I arrived at my new school at about 7:00 am, only to be told that the head teacher was waiting for me to observe one of my lessons. My previous encounters with the head teacher led me to expect an unfriendly reception and confrontation. I was therefore worried. To my surprise, the head teacher, Mrs. Dziko, approached me in a friendly manner. She did not go

straight to my class. Instead, we decided together which lesson she would observe. We settled on the first period of the next day. During this pre-meeting, we discussed the lesson plan. The head teacher advised me on some teaching ideas and the materials that could be used during the lesson. Thereafter, we agreed that she should observe my lesson focusing on questioning techniques and use of teaching and learning resources.

During observation

The next day, Mrs. Dziko sat quietly at the back of the class, taking notes. Learners were excited and asked many questions, some of which were off the topic. I did my best to bring them back to the topic. I was surprised, however, that the head teacher assisted me in distributing atlases to the class. She did not interfere with my teaching. At the end, she left the class quietly and we agreed to meet and discuss the lesson at 9:30 am, during my free time.

Discussion after the lesson

Previous briefings by head teachers were mostly in the form of reports of what had taken place during teaching, followed by a series of recommendations. They treated me like a kid or a novice, not like a fellow adult. It was upsetting. However, Mrs. Dziko was very helpful and constructive in her approach. I did not panic because of this supportive approach.

The interview and discussions were the most rewarding. The questions Mrs. Dziko asked were very helpful; which were followed by comments on what else I could have done. The beauty of it all was that she understood my concerns and even gave me time to explain my points of view. Of course, there was one criticism on question distribution to the class. I happened to have been asking boys more challenging questions than girls. But she helped me to understand the effects this could have. Together we thought of ways I could check to see if I kept on doing this.

(Adapted from Malawi Institute of Education (2020), Head teachers training manual)

Questions

- Identify practices that can cause teachers to view head teachers' class visits as times for confrontation.
- Identify ways Mrs. Dziko used to establish a good relationship with the teacher?
- Discuss your experience of being supervised.
- Discuss how you work as a supervisor and advisor?
- Are there other ways Mrs. Dziko would have improved the supervision process?
- Share to the whole class in plenary.



Approaches to school based advisory and supervisory services

Different approaches can be adopted when offering supervisory and advisory services to teachers depending on the situation. Make sure that the approach you adopt will lead to the improvement of teaching and learning achievements. Some of the approaches are discussed below:

- **Non-directive supervision**

It is based on the primary assumption that teachers are capable of initiating improvement activities by analyzing their own instruction. This approach considers that the teacher can make responsible decisions for improving his/her own practice. The supervisor acts as a facilitator supporting teachers as they shape their own improvement. The main activities on the part of the supervisor consist of listening, probing, clarifying and encouraging.

- **Collaborative supervision**

In this approach, either the teacher or the supervisor can initiate the process by calling for a meeting to discuss concerns. Of critical importance is that the parties actively negotiate a plan of action to improve classroom practice. A third party may be invited to work with the teacher and supervisor if there are differences between the two. The supervisor's main activities include problem solving, negotiating and demonstrating.

- **Directive supervision**

In this arrangement, the supervisor exercises greater control in the relationship with the teacher. The supervisor in this case sets very precise standards for the teachers (without being authoritarian) and then openly explains his or her expectations in order to meet the set standards. The assumption is that the supervisor knows a little more about the context of the teaching and learning than the teacher does. The supervisor's main activities consist of directing, standardizing and reinforcing.



Summary

In this unit, you have been exposed to the concept of supervision in schools, described the purposes of school-based supervision and qualities of a good supervisor. You have also examined the process of school-based supervision using case studies.



Unit Assessment

After going through the activities and content in this unit, do the following.

1. Describe what you will do when conducting school-based supervision.
2. What could be the roles of heads of department in the supervision process?
3. Explain the importance of conducting clinical supervision in school.

UNIT 2 THE CLASSROOM OBSERVATION PROCEDURE



Introduction

Instructional supervision is a well-planned and progressive activity that starts outside the classroom before the actual classroom teaching and ends outside the classroom after the observation of the actual teaching. Abongo (1998) classified the procedures for classroom observation into three main phases: the pre-observation conference, the observation and the post-observation conference. In this unit, you will describe the procedure for classroom observation, identify challenges against school-based supervision and explain effective supervisory skills that school leaders need to poses.



Intended learning outcomes

By the end of this unit, you should be able to:

- a. describe the procedure for classroom observation
- b. explain the importance of records in supervisory services
- c. identify challenges against school-based supervision
- d. describe effective supervisory skills



Key concepts

Classroom observation, procedure, pre-conference, post-conference



Session 1 The procedure for classroom observation

Classroom observation follows a particular procedure. Leaders need to be conversant with this procedure in order to carry out the process effectively. This session will help you enhance your knowledge on how to conduct classroom observation.



Activity 2. 1a Describing the procedure for classroom observation

- Role play the process of school-based supervision.
- Suggest the three main stages of classroom observation that you have followed.
- Share to the whole class.
- In groups, discuss what you will do in every stage that you have suggested.
- Write your answers on a flip chart.
- Compare your answers with your friends using gallery walk.



The procedure for classroom observation

Each of the approaches described in unit 1 above can be operationized in a phased procedure of a series of stages as described below.

The pre-observation conference

The pre-observation conference is the period that the supervisor strives to develop a rapport between himself and the teacher. It is an opening meeting between the teacher and the supervisor. During this conference both the teacher and the supervisor set intentions, objectives, general expectations, instruments to be used, rules, time and day of the supervision

process. The pre-observation conference is used as a rehearsal process before the actual classroom observation.

For successful classroom observation, Fisher (cited in Gurnam & Chan, 2010) suggested that supervisors should know the following; (a) what to evaluate, (b) how to observe and analyze classroom observation and information and (c) how to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teachers to improve their teaching.

In general, during pre-observation meeting, the supervisor and teacher should discuss on the lesson plan by stressing on the lesson objectives, relevance and appropriateness of content, time allocation, the availability of teaching aids, teaching methods and evaluation.

Observation phase

The observation phase begins when the teacher and supervisor enter the classroom. During this phase, the supervisor as a professional practitioner observes the teacher based on areas agreed upon during the pre-conference. The supervisor records the teacher's performance on an agreed supervisory instrument. During classroom observation the supervisor does not only focus on recording teachers' performance, but also records what the students are doing. It is better for supervisors to sit at the back of the class so that they observe both students and teacher's behavior. The supervisor is not supposed to interrupt the process of lesson delivery.

Analysis and strategy

This stage entails the teacher and the supervisor reflecting on the nature of what has just transpired and assess the extent to which the observation was related to the goals and objectives developed during the pre-observation conference. Analysis involves making sense out of the

observational data while strategy involves the supervisor and teacher planning together the agenda of the conference that will follow.

Supervision conference

This is a follow up conference primarily to allow the two parties debrief on what has occurred. Answers to questions like; were the goals and concerns of the teacher identified during the pre-observation conference accurate? What was seen during the observation? And What do we now know as a result of the observation?

The post-observation conference

The post-observation conference is an opportunity and setting for teacher and supervisor to exchange information about what was intended in a given lesson/unit and what actually happened (Sergiovanni & Starratt, 2002). This conference helps the teacher and the supervisor to measure strengths and weaknesses and further identify any gaps that could address the needs of the learners and the teachers. The post-observation conference helps the teacher to improve the classroom instruction. The feedback during the post observation conference should focus on modifiable teaching behaviors.



Activity 2. 1b

The importance of records in supervision services in schools

- Reflect on what happens during supervision at your school. What kind of records are needed during classroom observation?
- Using quick write, list the importance of schemes of work and a lesson plan during supervision?
- In pairs, identify effective classroom practices in the areas of class management, teacher preparation, and teacher interaction that will aid good classroom supervision?

- Record your answers in an M- chart as shown below:

Classroom management	Teacher preparation	Teacher-learner interaction
e.g. designed seating plans	e.g carefully prepared lesson plan	e.g. helpful teacher feedback to learners

- Present your findings in plenary.



Importance of records

- Records ensure that the curriculum is fully covered.
- They guide both the teacher and the supervisor. For example a lesson plan helps the supervisor to know what the teacher intends to do during teaching.
- They remind the teacher on materials to carry and when to use them.

Effective classroom practices

Effective teaching does not happen by chance. There are practices that every teacher should cultivate to achieve effective classroom teaching. Therefore, you have a critical role of ensuring ongoing development of best classroom practices among teachers. Effective leaders help teachers identify priority areas, focus on each area in turn, trial changes, monitor the impact and make further changes to improve their classroom practice. Therefore, you need to provide professional guidance to inspire teachers with ideas and techniques for achieving effective classroom practices.

Identifying effective classroom practices

Classroom Management	Teacher preparation	Teacher-learner interaction
Designed seating plans	Carefully prepared lesson plan	Helpful teacher feedback to learners
Effective use of groups	Use of teaching and learning aids	Effective questioning techniques
Use of monitor-teacher systems	Writing lesson plans	Use of teacher reinforcement
Shift systems	Updating schemes of work	Proper level of language
Updating class registers	Updating progress records	Gender sensitivity
		Learner-centered approaches



Activity 2. 1c

Challenges against school-based supervision

- Identify some of the challenges you face as a supervisor?
- Suggest challenges that teachers face?
- In groups, discuss solutions to the challenges.
- Share your answers in pairs.
- Share to the whole class in plenary.



Challenges of supervision

There are several factors which tend to affect effective supervision of instruction in schools. The following are some of the challenges.

Perception of teachers towards supervision

School-based supervision aims at improving the quality of learners' education by improving the teacher's efficiency. As Fraser (cited in Lilian, 2007) noted, the improvement of the teaching and learning process is dependent upon teacher's attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. Actually, teachers strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

Lack of adequate training and support

Supervisors need continuous and sufficient training to carry out their responsibilities effectively. There is need for supervision training programs aimed at providing necessary skills for effective supervision.

Excessive workload

The school level supervisors are responsible for supervision in addition to their own classes and routine administrative tasks. This poses a burden that they hardly find time for supervision.

Inadequate educational resources

There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). Materials like supervision guides and manuals have their own impact on supervision work.



Session 2 Effective supervisory skills

School leaders need knowledge and skills to carry out their work if the supervision process is to be effective. There are several skills that you need to poses as a supervisor. Of very much concern is how you develop interpersonal skills and communication. This session will help you

appreciate some skills you need to have for you to carry out supervisory services.



Activity2. 2a Identifying effective supervisory skills

- In groups, identify the skills necessary for effective supervision.
- Explain each skill you have identified.
- Write your answers on a chat.
- Share in plenary.



Activity 2. 2b Discussing effective communication skills during supervisory services

Study the following table which lists ways of communicating with teachers during supervisory and advisory services

Purpose of communication	Example
Questioning	What makes you say that?
Testing their Understanding	So what you are saying is.....
Giving information	I will check your lesson plan tomorrow
Seeking Clarification	When you say "the learner", Do you mean all of them
Encouraging	That's very good idea, we can also add.....
Building on ideas	That's a good point, who can take it from there
Compromising	Let's see if we can both get what we want
Reflecting	I wonder why that happened
Summarising	Let me put that in one sentence

- Give other examples of proper way of communicating?

- In pairs, identify situations when each of the nine ways of communication will be useful?
- Share to the whole class.



Effective supervisory skills

To facilitate instructional improvement, those responsible for supervision must have the following prerequisite skills.

- **Knowledge skills base:** supervisors need to understand the supervisory process and develop necessary skills for supervision.
- **Interpersonal skills base:** supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers and then study ranges of interpersonal behaviors that might be used to promote more positive change-oriented relationships.
- **Technical skills:** supervisors must have technical skills in observing, planning, assessing and evaluating instructional improvement. Supervisors have certain educational tasks at their disposal that enable teachers to evaluate and modify their instruction.



Activity 2. 2c

Discussing headteacher-teacher relationships for effective supervision and advisory services

Study the scenarios presented below:

Scenario 1

Head teacher 1

One of your teachers has not been performing as you expected recently, and has been absent because of illness. His classes seem noisy and poorly disciplined. He has been late for school several times, and you have heard

that some parents have complained that he has been shouting at their children. You have asked him to come and see you about this, as you do not like poor discipline in the school. You have also put a lot of effort into improving relationships with parents, and you are angry that this teacher is undoing your good work.

Teacher 1

The head teacher has asked to see you to talk about poor discipline in your class. Yesterday there was so much disturbance that your colleagues complained about the noise, and you think the head teacher must have heard about this. Usually, you do not have problems in controlling your class, but recently you do not seem to have enough energy to cope with them - in fact you have been unwell, tired and short-tempered for the past few weeks. The head teacher is a strong disciplinarian, and you expect him to be angry with you, but you think that if he would just give you a little time you will be able to sort out your health problems, and get medical help.

Scenario 2

Head teacher 2

One of your teachers has not been performing as you expected recently. You are surprised because he is an experienced teacher. You are sure that the problems he has in controlling his class and the rather sloppy behavior (poor-timekeeping, not keeping up with his work) he has been showing must have an explanation. You have asked him to come and see you to find out what the problem is and see if there is anything you can do to help.

Teacher 2

You have not been effective in the classroom and you have been finding the learners very lively as a result you have not had the energy to cope with them. The problems began three weeks ago, when your mother died. Your father is old and not really able to take care of himself, but is very

stubborn. He insists on staying in his own house - 10 miles away, and so every evening after school you have been cycling over there, staying for a couple of hours to make sure he is alright, and then cycling home. You are exhausted, and it has also left you with insufficient time to plan your lessons properly. As a result, you have not been prepared for your classes, and the learners have taken advantage of this to behave less well than usual. In a couple of days, you will be meeting with your sisters to decide what should be done about your father. You are sure that, once this problem is sorted out, things will improve in the classroom.

Questions

- In groups, role play each of the scenarios?
- Discuss how head teachers and teachers behaved.
- What have you learned from the two scenarios?
- Share with a friend lessons that you have learnt from the two scenarios?
- Share in plenary.



Communication skills for effective school-based supervision

The ability to communicate effectively with teachers during supervision is perhaps the most important interpersonal skill school leaders must have. Effective communication helps to foster a good working relationship between school leaders and other members of staff, which can in turn improve morale and efficiency.

Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner. Effective communication skills consist of knowing “when to speak, when not, and what to talk about, with whom, when, where and in what form. It also involves “delivering a message with courtesy and

respecting the values, beliefs, opinions and ideas of the receiver. Therefore, there is need for you to communicate effectively with your teachers during supervision. Some points that you should consider when communicating with your teachers during supervision include:

- the need to control anger.
- the importance of listening carefully to your teachers' explanations.
- the need to negotiate an outcome that both you and your teachers can be satisfied with.
- being clear about the resolution reached by the end of your meeting.



Session 3 Instruments for supervisory and advisory services

Lesson observation is the most obvious way to identify effective practices in the classroom during supervision. A lesson observation instrument is a valuable tool for improving the quality of teaching. An observation instrument can help you to focus your observations and identify the effective practices. In this session, you will develop a lesson observation instrument that you will use for supervision.



Activity 2.3 Developing instruments for classroom observation

- In groups, discuss components of a lesson observation instruments you have been using in your schools?
- Develop a lesson observation instrument you can use for observing lessons in your school.
- Share in plenary.



In most schools, instruments for supervision are developed by head teachers. Therefore you have a responsibility to develop your own instrument with categories you would wish to observe. You may choose to develop an instrument like the one below;

A. Preamble

Name of school.....
Name of teacher.....
Date of joining the school.....
Length of service as a teacher.....
Date..... Time/Period.....
Highest qualification..... Date(s).....
Subject.....
Topic.....

B. Observable behavior

<p>TEACHING PRESENTATION</p> <ul style="list-style-type: none">- PRESENTATION- Does the teacher use a lesson plan?- Use of teaching aids- Quality of communication- Flow of thought/mannerism- Degree of participation of students in the lesson- use of questioning to induce and sustain students' attention- Chalk-board practice-writing & summary	
--	--

- Knowledge of the subject	
STUDENTS' WRITTEN WORK - Are notes developed on the chalkboard? - Are students' notes checked? How? - Are the books used standard one standard ones?	

COMMENTS:.....

.....
.....

CONCLUSION.....

.....
.....

SUMMARY OF MAIN RECOMMENDATIONS.....

.....
.....

Signature/Name of supervisor

Date

Another format of a supervision form is a rating scale. A rating scale will also have a preamble as in the example below:

A. Preamble

Teacher classroom performance rating Scale

Please observe in full a classroom lesson and rate the teacher's performance on each characteristic listed below on a 5-point scale by ticking the appropriate column.

5 = Very Good, 4 = Good, 3 = Average, 2 = Poor, 1 = Very Poor

School:-----

Teacher:-----

Class:-----

Subject:-----

S/N	Characteristics	1	2	3	4	5
1.	Teacher's Personality					
a.	Liveliness					
b.	Friendliness					
c.	Neatness					
d.	Composure					
2.	Classroom Management					
a.	Cordiality of teacher-pupil relationship					
b.	Alertness to pupil's problems					
c.	Individual attention to pupils					
d.	Maintenance of discipline					
e.	Observance of safety precautions					
3.	Teaching Procedure					
a.	Mastery accuracy of subject content					
b.	Logical presentation of content					
c.	Appropriate use of chalkboard					
d.	Appropriate use of questioning techniques					
e.	Gender sensitivity/inclusivity					
f.	Command of voice					
g.	Appropriate use of teaching and learning materials					
h.	Use of varying methods					
i.	Attractiveness and creativity					
j.	Coverage of content within allocated time					
k.	Pupil participation					
l.	Evaluation of the understanding of pupils					

Overall score points

Grade



Summary

In this unit, you have described the procedure for supervision, the importance of each stage in the supervisory process, and identified challenges that pose as obstacles to successful supervisory and advisory process and how to overcome them. You have also learnt the importance of developing effective supervisory skills. You have developed some classroom observation tools which will help in conducting supervision in schools.



Unit Assessment

1. Having gone through this unit, are you able to conduct supervision in your schools?
2. Apart from the challenges covered in this unit, can you identify other school-based challenges to supervisory services at your school? How do you intend to solve them?
3. Discuss the importance of a lesson plan during the process of supervision.
4. Explain any two interpersonal skills that you need to possess as a supervisor.

UNIT 3 TEACHER PROFESSIONAL DEVELOPMENT (CPD)



Introduction

Continuous Professional Development (CPD) has become a major policy priority within education systems worldwide including Malawi (Meke, 2013; National Education Standards, 2015; NSTE 2017: CPD Framework; 2013). In all these policies, CPD is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development

for staff and to improvement in teaching and learning. Malawi institute of Education Head Teachers Training Manual (2020) indicates that every teacher needs to continually grow professionally in order to improve his or her skills and to keep abreast with current ideas and practices in education. This unit will equip you with knowledge, skills and attitudes to support activities leading to professional growth of teachers.



Intended learning outcomes

By the end of this unit, you should be able to:

- a. define the term life-long learning
- b. analyse professional needs of teachers
- c. identify ways of supporting continuing teacher professional development
- d. facilitate continuing professional development activities in your school



Key concepts

Life-long learning, professional needs, professional growth, coaching, mentoring



Session 1 The concept of Life-long Learning

Good policies and ideas take off in learning cultures, but they go nowhere in cultures of isolation. Developing a culture for learning involves a set of strategies designed for people to learn from each other. Learning from each other widens the pool of ideas and enhances a greater “We” identity beyond the school. When a school establishes cultures of learning, it constantly seeks to develop its teachers’ knowledge and skills required to create effective new learning for students (Senge, 2006; Lussier and Achua, 2015). Nevertheless, in this environment where change is the order of the

day, a performing school needs to become a “learning organisation. As such developing a culture of life-long learning is inevitable in schools today.



Activity 3. 1a Discussing ways of supporting life-long learning

- Using think-ink share, define life long-learning.
- Identify key words from your definition and write them on a sticker.
- How can you support the spirit of life-long learning at your school?
- Place your stickers on a flip chart.
- Compare your definition with your friends using gallery walk.



Life-Long Learning

Lifelong learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places (MIE, 2020). Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life. Continuing professional development of teachers constitutes a continuous process that is based on the lifelong learning concept. That is why being a lifelong learner plays an important role in the teacher’s life and the educational process. It helps teachers incorporate new tools and strategies into the teaching and learning process to boost their learners’ achievement levels.

Ministry of Education, Science and Technology encourages school leaders and teachers to become life-long learners within their own professional practice: to learn by doing, by testing new approaches, and assessing their impact on learner achievement. As a school leader, it is necessary that you

stimulate individual and collective reflection process in solving problematic situations in teaching practice. You should make sure that you create and maintain an environment of collaboration and social interaction to promote life-long learning among your teachers through various activities such as classroom partnership and CPD activities.



Activity 3. 1b

Discussing ways of supporting life-long learning among teachers

Read the following case and answer the questions that follow

Case study “I may be posted away”

Nthandizi Community Day Secondary School is a large school with an enrolment of 500 learners. It is reputed for its high quality education evidenced by the large number of learners that are selected to university every year. The head teacher, Mrs Chikho, says her success is among other things due to her strict adherence to the National Education Standards; regular meetings with teachers to discuss issues that may help to improve teaching and learning in the school; frequent lesson observations to find out how teachers are teaching; conducting demonstration lessons for teachers to observe ; supporting teachers when they organize in-service seminars on topics that they find difficult; and sending teachers to cluster meetings so that they can meet with other teachers from the cluster. By and by, the reputation of the school became the talk of the community around the school. Because of all these efforts, her teachers are highly motivated and no surprise the performance of the learners at her school is very good.

Mr Dzana, head teacher of Kadzungu Community Day Secondary School, upon hearing this, decided to contact Mrs Chikho in person to seek ways of

improving his school. At their meeting, Mr Dzana complained bitterly to Mrs Chikho about the depressing situation at his school. The main issue was that many students were taking transfers and teachers too were asking for postings to other schools. He continued to say that students and teachers were becoming demoralized and, as a result, were very inactive in class. "I am afraid if this continues the SEMA will recommend my posting away from the school. Please, Mrs Chikho, help me," Mr Dzana pleaded.

- Using quick write, list two activities that Mrs Chikho does to promote CPD of teachers at Nthandizi Community Day Secondary school?
- Why do you think learners and teachers got transfers at Mr Dzana's school?
- Why is the concept of CPD relevant in schools?
- Do you conduct CPD activities at your school? Write the CPD activities that you conduct in your schools on stickers and place them on a chart.
- Present your answers in plenary.



Continuing Professional Development (CPD)

Teachers need to develop their ability to react quickly to the needs of the changing world and at the same time maintain awareness about their moral responsibility to their students and to society as a whole. It is no longer adequate for teachers to master the subject they teach, they must also be supported for upgrading their competencies through CPDs. CPD according to the CPD Framework (2013) are "activities that develop an individual's skills, knowledge, expertise and other characteristics". Therefore, as head teachers, you should make sure that teachers continue to develop and improve their teaching practices.



Activity 3. 3c Discussing ways of setting priorities for continuing professional Development

1. Individually, copy on cards, and reflect on the following nine statements.

Statements about professional learning

- a. The most important learning opportunities available to teachers are in the school.
 - b. INSET courses play a major role in teacher development and school improvement.
 - c. You really need an expert to tell you what to do.
 - d. Teachers should always continue to learn about teaching and classroom processes.
 - e. Professional learning should be determined by individual teachers working on their own.
 - f. The staff's professional development should be carefully managed and coordinated.
 - g. Staff development days are valuable opportunities for professional learning.
 - h. Teacher supervision offers many opportunities for professional learning.
2. Now arrange the statements in order of priority where 1 is of highest priority and 5 the lowest.
 3. Why are CPD programs important to teachers?



Continuing professional development of teachers is a continuous process that keeps teachers focused on how well they are helping students to learn,

and how they are growing as professionals. CPDs also helps teachers to reflect on their practice, discover their strengths and weaknesses, build on their strengths and find ways of improving on their weaknesses. These programmes help to improve the quality of teaching and learning and of education in general (NESP, 2008-2017). School leaders therefore can help teachers discover their strengths and weaknesses by utilizing the process of supervision.



Session 2 Professional development needs of teachers

All teachers and other staff in education need to have their knowledge, skills and other characteristics developed in the process of their career for them to remain relevant and up to date. This can only be achieved through CPDs. A good CPD program will require proper needs assessment. Needs assessment should be done so that programs are made to address real and practical issues affecting teachers. In this session, you will identify and analyze the professional development needs of teachers.



Activity 3. 2a

Identifying professional needs of Teachers

Individually, study the case below and then answer questions that follow.

Most teachers at Magome CDSS are teaching in the junior section while senior section is short of teachers because most of them do not feel confident to teach in senior section. A good number of the teachers graduated more than 10 years ago. There are also some teachers who are not trained. The head teacher feels that she is not experienced to help promote their confidence to handle classes in the senior section.

The last time the head teacher observed the teachers' lessons, the following things were noted:

- When teaching, most teachers lacked confidence and had little control of the class.
- Teachers had no schemes of work and lesson plans.
- There was a tendency towards teacher-centred strategies in the classroom, thereby making students passive.
- Teachers' skills in the use of chalkboard were poor.
- Teachers rarely made appropriate use of teaching and learning materials or aids in the classroom.
- The school had not been inspected for the past three years.
- Most teachers were MSCE certificate holders, and primary school teacher qualification.
- Unqualified teachers complained that they were not given adequate support or guidance from the headquarters and other experienced teachers.

In groups:

- Discuss what made most teachers feel uncomfortable to teach in senior classes at Magome CDSS?
- Why does the head teacher feel that he is not confident enough to help promote teachers' confidence and competences?
- Identify the main professional needs of teachers at Magome CDSS.
- What role can you play to address the needs identified in your school?
- Share in plenary.



Professional development needs

Meaningful professional development activities can be done when they are based on proper assessment of the needs of teachers. This involves finding out areas that should be addressed through professional development training. It is one key step towards improving education because when the gaps are identified, appropriate programmes are planned and conducted.

Assessing professional development needs

There are various ways of finding out professional needs of teachers in schools. Some of the techniques involve other people and in some instances it involves people in authority over that person. The assessment is either done by the more senior person or is jointly conducted with the person whose needs are being assessed. Thus a senior teacher could assess the needs of teachers while you as a head teacher would assess the needs of senior school staff in the school. Some of the techniques for doing this are:

- individual interview
- focus group discussion (group interview)
- school and classroom supervision
- performance appraisal

Types of professional development needs

Teachers have different professional development needs. Some needs are specific to an individual, though several teachers may have similar needs. Other needs may concern groups of teachers. Those related to change, such as the introduction of a new curriculum, belong to this second category. Needs may be related to a current job or to a potential future job.

Prioritising professional development needs

It is clear that not every staff development need can be tackled immediately. Those responsible for planning professional development programmes need to put needs in order of priority. There are four principles which you can consider in prioritizing professional development needs.

Urgency of the need

Some needs are more pressing than others. These are needs which have potentially negative consequences if they are not dealt with immediately or in the near future. For example, if a new subject is introduced and learners are to be examined on it, then there is need to train teachers to teach that subject. Other needs are less urgent and can be dealt with later. These are needs where nothing very serious will happen if the need is not attended to.

School, group or individual

The needs which affect a greater number of people require urgent attention than those which affect fewer people or only one person. This does not mean that individual development needs should be ignored altogether. They are very important to that individual and have to be addressed. However, school-level changes which affect everyone should be a higher priority. It is even better if the individual needs can somehow be incorporated into a professional development needs affecting the whole school.

School mission

There are some professional development needs which are closely associated with the school mission. The school mission may be recorded in a formal statement or it might be implicitly understood by the staff. Whatever the case, issues connected with learner learning will be at the heart of the mission. Needs related to learner learning should therefore be prioritised.

Benefits

If the benefits expected from dealing with a need are great, then usually that need should be given higher priority. For example, if addressing the need is likely to result in a change in practice, then this is more beneficial than a need which does not have such definite consequences. Of course, it is not always easy to predict likely benefits. At the same time, you should not ignore those things which are resistant to change. Nevertheless, as a broad principle, benefits should be considered when prioritising.



Activity 3. 2b Prioritising own professional development needs

- Reflect on your job as a leader. Identify professional developmental needs that you may require.
- What could be your three most important professional development needs?
- Why are these needs priorities over others?
- Share to the whole class in plenary.



The importance of continuing professional development of teachers

CPD is important because it:

- helps teachers keep up-to-date with new developments in teaching
- refreshes teachers' thinking by helping them to share ideas from others
- leads to improvements in learning and so to the quality of education
- teachers continue to develop as teachers, then pupils' learning will also improve
- improves the motivation and morale of teachers as it shows that someone is paying attention to their professional learning needs
- recognises the fact that we all need to keep on learning about our jobs
- should enhance people's promotion prospects

- can be used to retrain teachers for special roles
- allows people to address personal professional weaknesses



Session 3 Coaching and mentoring teachers

Professional development is the strategy schools and educators use to ensure that teachers and teacher educators continue to strengthen their practice throughout their career. As a result school teachers and teacher educators participate in high quality and appropriate continuing professional development, which impacts upon classroom practice to ensure improved learning and achievement. Therefore, school leaders ought to create conditions which allow teachers to: experience and develop understanding of knowledge and skills; gain multiple opportunities to learn and apply information to classroom practice. Coaching and mentoring provide a means by which these and other key principles can be achieved and teacher learning be enhanced. This is why effective school leaders consider coaching and mentoring as priorities in the course of their duty.



Activity 3. 3a Defining coaching and mentoring

- Individually write down anything that you think can mean:
 - i) coaching
 - ii) mentoring
- In pairs, discuss the importance of coaching and mentoring at a school.
- Discuss the qualities of a good coach and mentor.
- Share your work using gallery walk.



Activity 3. 3b Describing challenges faced when coaching and mentoring

- What could be some of the challenges that you may face when conducting coaching and mentoring of teachers?
- What could be possible solutions to the challenges?
- Share to the whole class in plenary.



Coaching and mentoring

A coach sees what others do not and applies specific strategies to enhance his client's perceptions. Mentoring is for people whose performance is above average. You mentor teachers to be part of your performing team. The catchwords for coaching are "inspire" and "motivate," and the catchwords for mentoring are "instruct" and "guide." When you mentor, it's your job to teach new skills and explain different outlooks. Mentoring is about giving people broader outlooks, for example, more things to consider. It is for career planning, succession planning and retention.

The importance of coaching and mentoring

a. coaching

It involves the belief that the individual has the answers to their own problems within them. The coach focuses on helping the individual to unlock their own potential.

b. mentoring

A mentor is a guide who helps someone to learn or develop faster than they might do alone. Mentors have considerable experience and expertise in the individual's line of issues.

Importance of coaching

- Establishes and acts towards achieving goals.
- Increases level of engagement.
- Provides safe place to gain perspective.
- Deepens level of learning.
- Builds personal awareness.
- Ensures that a motivating climate for performance is developed.
- Ensures that the gap between actual and expected performance is bridged.

Importance of mentoring

- Supportive relationships are formed.
- Objective advice and constructive criticism is provided.
- Reasonable and reachable goals are set.
- Important skills and knowledge are passed on from mentor to mentee.

Qualities of a good coach

- Self-awareness.
- Brings specific well defined issues to the attention of others.
- There is preparation for each session with information, examples and ideas and is ready for discussion.
- Knows the strengths and weaknesses of his or her employees.
- Expresses encouragement.

Mentor

- Ability and willingness to communicate.
- Preparedness.
- Approachability, availability and the ability to listen.
- Honesty with diplomacy.
- Inquisitiveness.

- Objectivity and fairness.
- Compassion and fairness.

Challenges faced when coaching and mentoring

	Challenges	Solutions
mentoring	<ul style="list-style-type: none"> • Lack of time and resources • Lack of understanding of the value of mentoring • Low levels of skills and experience within the organisation • Resistance • Setting of reasonable goals 	<ul style="list-style-type: none"> • Being innovative and creative • Conducting CPDs • Effective communication strategies • Improvisation • Community engagement
coaching	<ul style="list-style-type: none"> • Time pressure and deadlines • Lack of understanding of the value of coaching • It is not seen as a priority • Lack of time and resources • Lack of motivation 	<ul style="list-style-type: none"> • Being innovative and creative • Conducting CPDs • Effective communication • Improvisation • Community engagement • Develop a tracking progress mechanism



Summary

All teachers need to grow professionally. In this unit, you have been exposed to some activities that you can carry out in schools to promote teachers knowledge and skills in order to improve the quality of teaching and learning. The knowledge and skills acquired will help you to develop programmes that may help to promote continuous learning among members of staff.



Unit Assessment

After going through the activities and content in this unit, do the following.

1. Assess the needs of your school.
2. Develop a CPD programme for your school (consider the four principles you can consider in prioritising).
3. What could be some challenges that you are likely to face when mentoring or coaching a colleague.

UNIT 4 TEACHER MOTIVATION AND MANAGEMENT



Introduction

Motivation is the word derived from the word 'motive' which means needs, desires, wants or derives within an individual. It is the process of stimulating people to actions to accomplish goals. High performance is achieved by well-motivated people who are prepared to exercise discretionary effort. School leaders need to motivate people and therefore it is necessary to appreciate how motivation works. In the quest to know what motivation is, questions like; "why do certain leaders have dedicated members of staff while others do not; why are some leaders influential while others are not," are usually asked. In this unit, you will discuss the concept of motivation and leadership, theories of motivation, how to sustain a motivated staff and team building.



Intended learning outcomes

By the end of this unit, you should be able to:

- a. define the terms motivation and morale
- b. Distinguish intrinsic motivation from extrinsic motivation
- c. describe theories of motivation
- d. explain strategies for sustaining a motivated staff



Key concepts

Motivation, morale, needs, recognition, reward, goal-oriented.



Session 1 Understanding Motivation

The relationship between the school as an organisation and its members is influenced by what motivates them to work and the rewards and fulfilment they derive from it. The school leader needs to know how best to stimulate the co-operation of staff and direct their performance to achieving the goals and objectives of the school. The school leader must understand the nature of human behaviour and how best to motivate staff so that they work willingly and effectively.



Activity 4. 1a **Defining the terms motivation and morale**

- Using quick write, let participants list three issues or things that motivate them to remain in the teaching profession (on stickers).
- Let participants select the common ones as reflecting common issues that motivate teachers.
- Using think-ink-share, define the terms motivation and morale.
- Compare your definition using gallery walk.



Motivation and Morale

Researchers have defined the term motivation differently. For example, Lussier and Achua, 2015) defined the term motivation as “anything that affect behavior in pursuing a certain outcome.” A number of authors agree that motivation is a psychological feature that energises and directs goal-oriented behavior in individuals (Robbins, & Judge, 2013; Mullins 2009).

Motivation is like a driving influence from internal or external forces that give teachers power to run their daily routine. Motivation gives purpose or direction to individual behavior. Note also that individuals are motivated by different factors. As a leader your job is to motivate your members of staff to work hard for increased performance.

Teacher morale looks at a feeling a teacher has about his/her job, how they perceive themselves in the school, and the extent to which the school is viewed as meeting the workers' needs and expectations.

The pursuit for happiness and satisfaction is fundamental to motivation. Although there are exceptions, there is support that making employees (teachers) happier and healthier increases their efforts, contributions and productivity which leads to good teacher behavior going above and beyond expectations (Lussier Achua 2013; MIE, 2020, MoEST, 2019). Satisfied teachers stay on-the job longer. Keeping staff happy should be one of your priorities as leaders because satisfied teachers, apart from staying on the job longer, they also teach effectively thereby raising performance of students in schools.

Motivation of teachers should not be undermined especially that most teachers work in difficult situations including scarce resources, large classes and unsupportive peers. Motivation in general explains why people do the things they do, the interest and intensity they show and demonstrate in completing tasks. This helps you to reward or recognize work and effort they put into their work.



Activity 4. 1b Discussing intrinsic and extrinsic motivation

Read the following case and answer the questions that follow

Tilimbe is a teacher at chimbamera community day secondary school. Every time she expects some material reward from the school leadership for performing well. For example, when all her learners in form 4 passed the Malawi School Certificate of Examination (MSCE) last year, she expected the head teacher to give material rewards such as money or gifts but she was not rewarded in anyway which resulted in her being frustrated and this year she refused to teach in form 4.

Gift, who was teaching with Tilimbe last year in form 4, is still teaching in the same class and she stays late after normal teaching hours to assist slow learners with Mathematics problems without expecting any reward. She enjoys doing it. She says she is always happy when learners get distinctions in Mathematics during MANEB examinations.

Questions

- Do you have such teachers at your school?
- Which behaviour of the teachers exemplify intrinsic or extrinsic motivation?
- What do you understand by the terms intrinsic and extrinsic motivation?
- Identify ways of promoting extrinsic motivation in a resource constrained environment.
- Give other examples of intrinsic motivation?
- Present your findings in plenary.



Intrinsic and extrinsic motivation

Today, teachers are faced with a lot of problems to deal with, for example, lack of resources, large classes, health issues, family issues and teaching learners with disabilities. These problems require teachers to be properly motivated. School leaders need to recognise the great job that teachers perform and find ways of motivating them. There are two types of motivation namely; intrinsic and extrinsic motivation.

Intrinsic motivation

Intrinsic motivation can rise from self-generated factors that influence people's behavior, for example need for recognition, achievement, responsibility, job satisfaction and growth. Intrinsic motivation is not created by external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and provides them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance, scope to use and develop their skills and abilities. Intrinsic motivation can be enhanced by job or role design. The job itself must provide sufficient, variety, sufficient challenge and sufficient skill to engage the ability of the worker.

Extrinsic Motivation

Extrinsic motivation occurs when things are done to or for people to motivate them. These include rewards, such as incentives, increased pay, praise, or promotion and punishments (such as disciplinary action, withholding pay, or criticism). Extrinsic motivators can have an immediate and powerful effect but will not necessarily last long. The intrinsic motivators, which are concerned with 'the quality of working life' are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside in such forms as incentives.



Activity 4. 1c

Designing motivation strategies



- In groups of four, role play teachers in your school who might not be motivated. Explain what could be the likely cause of that?
- Discuss ways of developing motivation strategies.
- Share your work in plenary.



Below are some examples of sources of teachers' motivation

1. Teachers' own values and beliefs about work

- They value the teaching profession because it is for some a fulfilment of their calling (a vocation).
- They value tasks that offer inner satisfaction (meaningful, worthwhile and purposeful).

- Teachers value work that offers opportunities to experience responsibility.
- Teachers value tasks that are challenging and stimulating.
- Teachers value work that is designed in such a way that it is doable and manageable.
- Teachers value tasks that offer an opportunity for immediate feedback.
- Teachers value work that offer opportunity for more autonomy to control the planning, execution, and evaluation of the task.
- Teachers value work that can easily translate effort into job performance.

2. Leadership style of Head Teachers (HTs), Deputy Head Teachers (DHTs) and Senior Education Methods Advisors (SEMAs)

Leadership styles of school managers have a strong bearing on the motivation of the school participants including teachers (Lussier and Achua, 2015). Teachers expect their leaders to behave in certain ways as they go about managing their schools. Such behaviour may have a make or break effect on teacher motivation or in general inducing corporation and compliance in fulfilling their role expectations. The following statements describe teachers' behaviour expectations of their supervisors:

- teachers expect to be treated as equals and fairly as they do their work in your school
- teachers expect their leaders to be inspiring and exemplary in the way they carry out their duties (curricular and extra-curricular)
- teachers expect the leaders' behaviours to be consistent with the teachers' and the school organization's professional expectations
- teachers expect to have school leaders whom they can trust and to whom they may feel obligated with loyalty
- teachers expect leaders to effectively convey and clearly communicate their vision, values and aspirations
- teachers expect leaders who do not abuse their power

Motivation strategies

The following are some of the strategies on how to motivate staff.

Desire to succeed

Since teachers like most individuals have the desire to succeed and avoid failure, head teachers must create situations that would require teachers to strive for success. The following ways may help:

- in allocating responsibilities, allocate responsibilities that match their competencies, skills and interests such as assigning the responsibility of a sports master to teachers who are skilled and interested in sports
- in scenarios where there are shortages of teachers and you would like to allocate teachers subjects that they did not specialize, consult the teachers to find out what subjects they can comfortably teach.

Immediate feedback

Teachers tend to be motivated with situations which offer opportunities for immediate feedback.

Autonomy

Being professionals, teachers tend to resent being patronized. They feel free if they are allowed some degree of autonomy in executing their work. This means allowing them to perform their duty with minimal interference.

Responsibility

Teachers regard assigned work that has the potential to have an impact on the school as important to their profession, it adds weight to their contribution to the school. The head teacher may instil a sense of responsibility in teachers, by among others delegating work.



Session 2 Recognising performance of teachers

Apart from the learners, teachers are the other party at the core of teaching and learning activities in the school. To improve and ensure quality of this teaching and learning process, it is inevitable that these teachers are motivated. Motivation is critical where the teachers are working in difficult conditions including scarce resources, large classes and unsupportive peers. However, in order to confer rewards and recognition on those teachers still performing well (strong teachers) under such harsh conditions, it is important to come up with guidelines and methods of identifying such teachers. The school leader is also expected to pay attention to the teachers that may not be doing as well at the time so that they may also improve.



Activity 4. 2a Identifying strong teachers

- In groups, discuss what you consider to be strong or weak qualities/aspects of a teacher.
- What would be the likely sources of motivation in your teachers?
- Compare your findings with next pair near you.
- Write your answers on a chat.
- Share in plenary.



Successful schools are defined by a number of available variables including quality of teachers. These determine not just how friendly the learning environment is but also the nature of the learning going on. Such teachers are usually a product of quality professional preparation/training, guidance

from and treatment by the school leadership. In other words, how prepared and motivated are these teachers for the teaching task? The other question is how do you identify these high performing teachers? This process is necessary because it is only after they are properly identified that one maybe be able to recognize and reward them accordingly (and also to sustain their performance). In addition, decisions including teacher-class allocation, and devising of peer support systems may be informed by knowing the outstanding teachers.

Characteristics of strong teachers

- They prepare their teaching in advance of their scheduled teaching (Prepare schemes of records, lesson plans and collect teaching and learning (TL) resources) in advance.
- Conduct effective lessons which are characterized by self-evaluation, motivated learners, frequent assessment and provide constructive feedback to learners.
- Make sure that slow learners are provided additional support.
- Keep adequate and accurate records from class activities.
- Frequently update themselves to current and emerging best practices in teaching and learning for use in their job.
- Influence, encourage and develop an active reading and learning culture in students.
- Uses positive language with the learners without any sarcasm.
- Avail themselves and are involved in all programmed school activities
- Is aware of the importance of motivation.
- Uses student experiences to enrich and give meaning to content.
- Promptness in meeting obligations.
- Uses a variety of techniques and innovations to reach desirable goals.
- Accepts has responsibility to improve attitudes, work habits and skills
- Shows imagination when adapting materials for classroom use.
- Displays materials that stimulate students' desire to learn.
- Can present ideas in a clear and concise manner.

Teachers' efficiency

Another way of identifying strong teachers in your school is by examining the issue of their efficiency. Teacher's efficiency refers to a teacher performing or functioning in the best possible manner with the least waste of time and effort. Specifically, the level of teacher's efficiency may be monitored through their actual teaching performance and contact hours with the learners.

To deliver lessons designed to maximize academic learning time, school leaders must see to it that teachers are:

- accurately diagnosing each learner's knowledge and skill level;
- prescribing learning tasks appropriate to a learner's levels;
- structuring engaging lessons around the learning tasks and give clear, concise task directions; and
- having substantive teacher-learner interaction during the lesson, such as: modelling, guiding students as they practice, asking probing questions, and giving corrective feedback, among others.

Ways of identifying a strong and performing teacher

Determination of who the strong and high performing teachers are is supposed to be as objective as possible. The teachers should be made aware that the evaluation is designed and meant to improve instruction, aid in their professional growth and development as well as identify their areas of strengths and weaknesses. The system of evaluation should be part of the school culture (where all members of staff are aware and expect it at all times). The identification process could be achieved through some of these methods:

- lesson observations
- monitoring contributions during meetings
- checking school records for learner assessment and performance
- head-teacher conferencing

- learner feedback
- teacher self-evaluation and report



Activity 4. 2b Rewarding strong teachers.

Read the case study below and answer the questions that follow;

Mr Mofati and Mr Khakhi are head teachers at Chongani and Landirani CDSSs respectively. They attended a presentation by a certain organisation on motivation and its importance. When they went back to their schools they started putting into practice what they learnt. Mr Mofati of Chongani CDSS always gave out rewards in terms of gifts and honoured teachers with certificates. However, these seem to have worked for some time. His worry is that now resources for the gifts are hard to come by. It is becoming difficult to be consistent with the gifts.

Mr. Khakhi, on the other hand, frequently uses open talks with the teachers -sometimes one on one discussion in his office and at other times he acknowledges, recognises and offers praise for teachers' achievements. Mostly, he uses rewards methods that do not cost the school any special funding. He noted that this way of recognising performance of teachers is successful and does not lose sleep over scarcity resources.

Questions

- Discuss the problems of relying on rewards as Mr Mofati does.
- What approach do you use to reward teachers in your school?
- Explain the advantages of using different approaches to reward teacher performance as Mr Khakhi did?
- Which approach would suit your school and why?
- Describe some of the challenges you may face in recognising strong and performing teachers.
- Share to the whole class in plenary



The following are some of the suggestions for rewarding outstanding teachers.

- Engage them as facilitators during school-based professional development activities, this is one way of making such teachers feel valued in the school.
- Assign or pair them with teachers that may need support (this should be with mutual agreement between the involved parties) to mentor them.
- Recommend them for further training/ upgrading.
- Recommending them for promotion or advance recognition by the cluster or district which the case maybe.
- Sending them for national activities like invigilation and marking
- Recommending them to attend workshops both as a reward and to further strengthen their performance.
- Verbal appraisal-this could be done openly before other teachers or in a one on one setting.
- Recognizing them during students' assemblies.
- Issuing recognition certificates e.g. "Teacher of the month or the term or the year" awards or other certificates. These certificates may also be reflective of other specific achievements in both the curricular and extra-curricular activities.
- Giving them various incentives/rewards.
- Working with marginalized teachers, such as females to build their capacity and voice.
- Spending some time talking with them in order to listen to their thoughts, aspirations and complaints.
- Leave little messages in their mail boxes for example a message like; 'I was very impressed with your lesson today. You are my hero.

It is expected that schools in general and the leadership in particular would face challenges in recognizing strong and performing teachers. A number of variables are at work when a school leader attempts to carry out such a task. The diversity in the teaching styles, and the general interaction with learners may sometimes pose a challenge to an evaluator. Absence of and proper/official guidelines may also be another stumbling block/constraint for an effective performance standard evaluation. Sometimes personal biases can have strong influence on results of a teacher evaluation-both in terms of the process followed and results generated. Despite these challenges it is still the duty of the school leader to find ways of overcoming them.



Session 3 Theories of motivation and leadership



Activity 4. 3a Identifying major motivation theories

- Using think-ink- pair, define a theory.
- List any two major theories of motivation that you know.
- Explain any two implications of leadership theories to you as a leader.
- Write all your responses on a flip chart.
- Share your answers in plenary.



Major motivation theories

A leadership theory is an explanation of some aspects of leadership. Theories have practical value because they are used to better understand, predict and control successful leadership. There is no single, universally accepted theory of how to motivate people. The three major motivation

theories are content theories, process theories and reinforcement theory. The table below will help you understand the theories better.

Major Motivation Theories

CLASSIFICATION OF MOTIVATION THEORIES	SPECIFIC MOTIVATION THEORY
<p><i>1. Content Motivation theories</i> Focus on explaining and predicting behavior based on employee need motivation</p>	<p>A. Hierarchy of needs theory by Abraham Maslow proposes that employees are motivated through five levels of needs-physiological, safety, social, esteem, and self-actualization</p> <p>B. Two factor Theory by Fredrick Herzberg proposes that employees are motivated by motivators (higher-level needs) rather than maintenance needs (lower level needs) factors</p> <p>C. Acquired needs theory by David McClelland</p>
<p><i>2. Process Theories</i> Focus on understanding how employees choose behaviors to fulfil their needs</p>	<p>A. Equity Theory proposes that employees will be motivated when their perceived input equal their output</p> <p>B. Expectancy Theory proposes that employees are motivated when they believe they can accomplish the task,</p>

	<p>they will be rewarded, and rewards for doing such are worth the effort.</p> <p>C. Goal setting proposes that achievable but difficult goals motivate people.</p>
<p>3. Reinforcement Theories</p> <p>Proposes that behavior can be explained, predicted, and controlled through the consequences of behavior.</p>	<p>Types of Reinforcement</p> <ul style="list-style-type: none"> • Positive • Avoidance • Extinction • Punishment

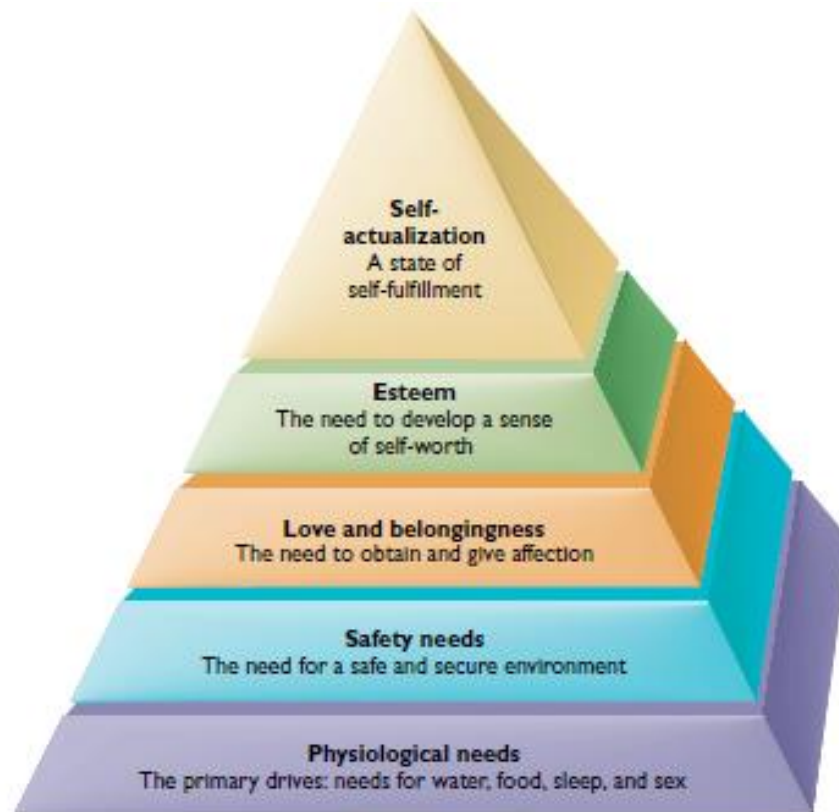
Now let us discuss some of these theories briefly

1. Content Theories

Content motivation theories focus on explaining and predicting behaviour based on people's needs. People want job satisfaction and they will leave one organisation for another to meet this need. The key successful leadership is to meet the needs of employees while achieving organisational objectives.

Maslow developed his hierarchy of needs theory which is based on four major assumptions

- i. Only unmet needs motivate
- ii. People's needs are arranged in order of importance (hierarchy) going from basic to complex needs
- iii. People will not be motivated to satisfy a higher level need(s) unless the lower level needs are met
- iv. Maslow assumed that people have five classification of needs, which are presented in a hierarchical order from low to high level need. (see diagram below.



Herzberg Two-Factor Theory

Herzberg combined lower level needs in Maslow's hierarchy of needs theory into one classification called hygiene or maintenance needs and higher order needs he called them motivators. The two factor theory proposes that people are motivated by the motivators rather than maintenance factors

- **Maintenance -Extrinsic factors**

Maintenance factors are also called extrinsic motivators because motivation comes from outside the person and the job itself. Extrinsic factors include pay, job security, working conditions, fringe benefits and relationships. These factors are related to meeting lower level needs in Maslow's hierarchy of needs theory.

- **Motivators-Intrinsic factors**

Motivators are called intrinsic motivators because motivation comes from within the person through work. Intrinsic motivators include achievement, recognition, challenge, and advancement. These factors are related to meeting high-level needs, and are better at motivating staff than extrinsic factors.

2. Process motivation theories

Process motivation theories focus on understanding how people choose behavior to fulfill their needs. While content theories focus on identifying and understanding peoples' needs, process motivation theories go a step further by attempting to understand why people have different needs, why their needs change, how and why people choose to try to satisfy needs in different ways.

- Equity Theory

This theory stresses on fair treatment of employees. If people perceive that organizational decisions are unfair or unjust, they are likely to experience a feeling of anger, outrage and resentment. Employees have to believe they are being treated fairly if they are to work effectively.

- Expectancy Theory

This theory proposes that people are motivated when they believe they can accomplish a task, they will get a reward, and that the rewards for doing the task are worth the effort.

- Goal-setting theory

Goal-setting theory proposes that specific difficult goals motivate people. Goals give us a sense of direction and purpose as to why we are working to accomplish a given task. School leaders need to articulate goals of their schools in form of visions and mission statements to give direction to

teachers and all stakeholders. This motivates the teachers to accomplish tasks given.



Activity 4. 3b Rating sentences basing on what motivates them most

Here are 12 job factors that contribute to job satisfaction. Rate each according to how important it is to you by pacing a number from 1 to 5 where 5 represents very important motivating factor and 1 not important.

1. An interesting job I enjoy doing.
2. A boss who treats everyone the same regardless of circumstances.
3. Getting praise and other recognition and appreciation for the work that I do.
4. A job that is routine without much change from day to day.
5. The opportunity for advancement.
6. A nice title regardless of pay.
7. Job responsibility that gives me freedom to do things my way.
8. Good working conditions.
9. The opportunity to learn new things.
10. An emphasis on following the rules, regulations, procedures
11. and policies.
12. A job I can do well and succeed in it.
13. Job security.

- Individually rate the sentences?
- Classify the sentences into motivating factors and maintenance factors?
- Give a reason for your choice of classifying them as such.
- In groups of four, discuss the importance of motivating staff at your school.
- Share your answers with a friend?
- Present your answers in plenary.

Classifying sentences as motivating or maintenance factors

Motivating factors

1, 3, 5, 7, 9, 11.

Maintenance factors

2, 4, 6, 8, 10, 12.



Activity 4. 3c **Discussing ways of identifying highly motivated teachers**

- In pairs, discuss ways of identifying a highly motivated and a lowly motivated staff.
- Develop a motivation action plan for your school.
- Write all your responses on a flip chart.
- Share your answers using gallery walk.



Presence or absence of motivation in Teachers

Teachers with High Motivation	Teachers with Low Motivation
<ul style="list-style-type: none">• Shows interest• Always striving to do more• Engaged• Focused• Connected to leaders and other teachers• Makes connections between professional development and his/her classroom activities• Secure and confident in own abilities• Puts forth effort	<ul style="list-style-type: none">• Lack of interest• Does the minimum• Disengaged• Distracted• Disconnected from leaders and other teachers• Does not see relationships among aspects of professional development and his/her classroom• Concerned about self-needs• Drifting



Summary

Motivation is important to school leadership because it helps to explain why teachers behave the way they do. This unit has analysed different ways of motivating staff. It has identified strategies for sustaining staff motivation in a scarce resource context. Different theories of motivation that help in guiding leadership practice have been analysed.



Unit Assessment

After going through the activities and content in this unit

1. Explain how you are going to motivate staff in your school?
2. What strategies will you use to identify strong and weak teachers at your school?
3. Reflect on your work as a school leader, are you motivated or demotivated. Why?

UNIT 5 TEACHER EVALUATION AND SCHOOL- BASED TEACHER APRAISAL



Introduction

One way of motivating teachers is to recognize how they are performing in their work. In order to effectively reward teacher performance, it is important for the school leaders to be knowledgeable and competent enough to identify good performance through appraisal system. Performance appraisal can be defined as the formal assessment and rating of individuals by their managers at or after a review meeting (Armstrong 2009:618). Positive performance behaviors should be rewarded, and poor performance behaviors should be corrected. School leaders must clearly define performance if their employees are to perform well at work. Accurate appraisals help supervisors fulfil their dual roles as evaluators and coaches (Nelson & Quick, 2018). Performance appraisals give employees feedback on performance, identify their developmental needs, and influence promotion, demotion, termination, selection and placement decisions. The Ministry of Education introduced the appraisal system in Malawi as one way of managing the performance of teachers. In this unit, you will enhance your skills of conducting school-based performance appraisals.



Intended learning outcomes

By the end of this unit, you should be able to:

- a. Explain the importance of teacher performance appraisal system
- b. describe the appraisal system
- c. Analyse instruments for conducting teacher appraisal



Key concepts

Teacher appraisal, performance, performance agreement, feedback.



Session 1 The importance of Teacher appraisal systems

A performance appraisal is a regular review of a teacher's job performance. It is sometimes known as an annual review or an evaluation of an employee's or a teacher's skills, achievements and growth or lack thereof at a given time. Performance appraisals are used to give teachers feedback on their work and to justify promotions.

Activity 5.1a Discussing the importance of teacher appraisal

- In groups, discuss your understanding of teacher appraisal?
- Why is teacher appraisal important?
- Why should the teacher appraisal results be used in promoting teachers?
- Present your findings in plenary.



Performance management in schools is very important. Glickman, Gordon & Ross-Gordon (2017) noted that the process helps in identifying, evaluating and developing the work performance of teachers, so that goals and objectives of the school are effectively achieved. Performance management covers activities that begin with goal setting at organizational level and end with appraisal of performance of employees followed by rewards management. The following is a summary of why performance appraisal is important.

- Help the teachers assess and improve performance.
- Motivate the teachers to improve knowledge, skill and methods.

- Make the teachers accountable for performance expectations.
- Recognize and reward outstanding performance.
- Identify and remediate ineffective performance.
- Plan professional development and training.
- Support organizational credibility.



Activity 5. 1b Identifying perceptions of performance appraisals

- How has the performance appraisal system been perceived at your school by both teachers and school leaders?
- What challenges have you faced in your attempt to implement appraisal systems?
- What did you do to address the challenges?
- Write your Answers on a flip chart.
- Present your work to the whole class in plenary.



Participants' roles

Under performance management, supervisors such as school heads and teachers (supervisees) jointly workout performance goals, review performance, provide feedback and workout remedial actions This remedial actions may be implemented in continuing professional development activities (CPD) that you may conduct at your school.



Session 2 The appraisal process

Before the beginning of a new school year, teachers have to complete a performance agreement form. The teacher fills in the vision and mission of their school which is aligned to that of the MoE in Malawi. Specification

of the teachers' duties is made on the form. The form also includes a work plan which has specific objectives, indicators, targets and critical assumptions (Refer to the form provided below).

This form is complemented by the performance appraisal form where the real assessment of teachers' performance for either grading or improvement is done (see the sample performance appraisal form below). The appraisee and the supervisor agree on the contents and three copies are developed; one for the appraisee, another for the immediate supervisor and a copy may be sent to the division. This appraisal process is very crucial in schools today as MoE has stressed that it will use it for challenges including the fact that it is not the promotion of teachers. The school will also benefit as the evaluation will read to the development of action points during CPDs especially where the school leaders have noted weaknesses.

PERFORMANCE AGREEMENT FORM

SECTION A

PREAMBLE

THIS Agreement is entered into for the period from **1 July 2020** to **30 June 2021** between the Government of the Republic of Malawi (hereafter referred to as the "Employer") and.....(referred to as the "Employee") holding the post of..... in the Ministry of Education, Science and Technology.

SECTION B

MINISTRY'S VISION AND MISSION

1. **Vision:** A Ministry that is a catalyst for socio-economic development and industrial growth.

2. **Mission:** To provide quality and relevant education to the Malawian Nation.

SECTION C

MINISTRY'S STRATEGIC OBJECTIVES/OUTCOMES

No.	STRATEGIC OBJECTIVES/OUTCOMES
1	To equip students with basic knowledge and skills to enable them to function as competent and productive citizens in a free society
2	To provide an opportunity to students with disabilities, with a view to enable them to live an independent and comfortable life
3	To provide the academic basis for gainful employment in the informal, private and public sectors
4	To provide high quality professionals in all fields

MISSION OF NAMASAMBA COMMUNITY DAY SECONDARY SCHOOL

The Mission of **NAMASAMBA** is to meet growing needs of the nation through diverse approaches to quality teacher education and continuing professional development.

SECTION D

KEY DUTIES AND RESPONSIBILITIES (JOB DESCRIPTION)

Purpose of the Post of

The primary role of the post of

Specific Duties and Responsibilities

1. Facilitating Teaching and Learning / Lecturing
2. Assessment – setting and marking assignments and examinations

3. Mentoring and coaching students for their role as Teachers
4. Supervision of Teaching Practice and Micro teaching
5. Guiding and counselling students
6. Developing leadership and Management skills in Teacher Learners and members of staff within the faculty
7. Conducting and attending to departmental, faculty and college meetings
8. Conducting and supervising students' research work.

SECTION E
WORK PLAN

During the period from 1 July 2016 to 30 June 2017 the work plan for will be as follows:

(a) Agreed Objectives (not more than six)

Serial No.	Key Result Areas	Action/Specific Objective	Performance Indicator	Target Date	Critical Assumptions
1	Teaching	To Teach the assigned Subjects	Ability of students to answer questions from the lessons Availability of resources.	By the end of each term.	Availability of all the allocated contact time for the lesson.
2	Assessment				
3					
4					
5					
6					

(b) Performance Factors (tick the ones most relevant to your job, not more than 10)

No	Performance Factors	Most Relevant Factors
1	Knowledge of duties	✓
2	Initiatives	✓
3	Judgement	✓
4	Capacity for accepting responsibility	✓
5	Control of resources (materials and transport)	
6	Control of resources (financial, stores, MPSRs and Procedures)	
7	Organisation of work	✓
8	Relations with others	✓
9	Relations with the public	
10	Output quality	
11	Strategic thinking	✓
12	Innovation	✓
13	Leadership	✓
14	Management of subordinate staff	✓
15	Integrity and trust	
16	Attendance and punctuality at work	✓

SECTION F
AGREEMENT

Name of Officer:

Signature:

Designation:

Date:

Manager's/Supervisor's Name:

Signature:

Designation:

Date:

Counter Signing Officer's Name:

Signature:

Designation:

Date:



CONFIDENTIAL

G.P. FORM 40 A

REPUBLIC OF MALAWI

EMPLOYEE PERFORMANCE APPRAISAL FOR GRADES A TO K

(To be completed in duplicate)

Purpose of Report: Annual----- Special -----

(Circle the applicable)

(Specify)

Report for the period from I JULY, 2016--- to 30 JUNE, 2017-----

PART A

PERSONAL DATA

(To be completed by the employee)

1. Full name (Surname first in Block Capital)-----

2. Ministry and /or Department -----

3. Title and grade of post -----

4. Date of appointment or promotion to present position -----

5. Main strengths or major accomplishments in this position -----

6. Skills to continue to develop -----

7. Areas of interest for career development over the next 5 years -----

8. I certify that the above information is correct -----

Date -----

Signed -----

PART B

PERFORMANCE ASSESSMENT

Instruction (To be completed by the Supervisor and discussed with the Employee being appraised)

- (a) Review the employee's work plan prior to commencing
- (b) Every employee has strong points as well as areas for improvement and it is equally important for the employee and the service that both should be recognized.
- (c) Where it is not possible to answer a question, insert N.A. (not applicable) or N.O (no opportunity for assessment). The "comments" are important and the supervisors are particularly asked to give a frank and considered statement, as the reports will reflect on both.

How long has the employee worked for you? -----

1. Achievement of Objectives and /or Outputs Agreed in the Workplan

No.	Planned Objective for the Performance Cycle	Objective Actually Achieved during Performance Cycle	Score	Comments by Assessor
1	To Teach assigned subject	Taught the assigned subjects		
2	To conduct assessment	Marked assignments and exams		
3				
4				
5				
6				
OUT OF 60			TOTAL SCORE	

2. Performance Factor (✓ 10 factors from work plan)

No	Performance Factors	✓	Score (1-4)	Comments by Assessor
1	Knowledge of duties			
2	Initiative			
3	Judgement			
4	Capacity for accepting responsibility			
5	Control of resources (Materials and Transport)			
6	Control of resources (Financial, Stores, MPSR & Procedures)			
7	Organisation of work			
8	Relations with others			
9	Relation with the public			
10	Output/Quality			
11	Strategic thinking			
12	Innovation			
13	Leadership			
14	Management of Subordinate staff			
TOTAL SCORE				
OUT OF 40				

FINAL SCORE OUT OF 100: Total Score for (1) + Total Score for (2)

=

PART C

OVERALL RATING AND COMMENTS

PERFORMANCE LEVEL	POINTS	DEFINITION	ACHIEVED RATING (Slot aggregate score to appropriate level)
Exceptional	85-100	Exceptional level of performance distinguished by all job accountabilities being developed to fullest potential	
High	65-84	Agreed objectives are exceeded and performance is intelligently integrated with total activities of the wider group or division/section.	
Acceptable	50-64	Meets accountability requirements and agreed targets.	
Inconsistent	25-49	Insufficient objectives are met and the employee needs to improve skills, effort or both	

Progress Review

1. Key achievements since last progress review:

2. Problem/obstacles/constraints affecting performance:

3. Action taken to solve or remove problems/obstacles/constraints:

4. Main achievements required for next Progress Review:

This is to confirm that this report was shown to, and discussed with the officer being appraised. (The officer being appraised may wish to make general observations, if any, in the space provided below :)

COMMENTS: -----

Date ----- **Signed** -----

Officer being appraised

Date ----- **Signed** -----

Reporting Officer

PART D

RECOMMENDATIONS

(To be completed by the supervisor)

Suitability for Promotion: Exceptional --- Suitable -----More
experience required ----- Unlikely -----

Development Plan/Training Needs: (Courses and job exposure)

Date: ----- **Signed** -----

Reporting Officer

I agree/disagree with the Reporting Officer's report.

Date: ----- **Signed:** -----

Controlling Officer/Head of Department /Section /Unit

Date: ----- **Signed:** -----

Secretary for Education



Activity 5. 2 Practicing the appraisal process

- Using the forms provided and your prior knowledge, role play the head teacher appraising the Deputy Head teacher.
- Calculate the overall score.
- Make recommendations.
- Discuss the challenges of the process.
- Share in plenary.



Summary

The performance appraisal system in its design is a tool meant to contribute to improving the quality of teaching and learning in schools. By

appraising and rewarding the teachers, the system recognizes the importance of accountability and transparency in any decision-making process. In this unit, you have gone through the teacher appraisal systems. You have identified challenges in the appraisal system and how to deal with them.

Unit assessment

After going through the activities and content in this unit, do the following.

1. Having gone through the unit, will you be able to conduct teacher appraisals?
2. Explain the challenges you anticipate to have when conducting school-based teacher appraisal?
3. How do you intend to mitigate them?



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