Ministry of Education, National Heritage, Culture & Arts.

## SCHOOLS STANDARD MONITORING AND INSPECTION POLICY

## CONTENTS

## 1.0 POLICY OBJECTIVE

The purpose of this policy is to provide clear guidelines on why, when, how and by whom the Schools Standard Monitoring and Inspection Policy [hereinafter referred to as SSMIP] shall be conducted to provide assurance to stakeholders and to promote continuous improvement and successful innovation that enhances learners' experiences and leads to achievement of better outcomes. Correspondingly, it is also designed to professionally assist schools and teachers develop educational strategies and set up learning environment that is conducive to quality performance and improved educational outcomes. Lastly, SSMIP offers an evaluation system which is fair and consistent, both in the manner in which inspection is carried out and in the style of reporting which it generates so that it;

a. identifies, acknowledges and affirms good educational practices in schools

b. promotes continuing improvement in the quality of education offered by schools

c. promotes self-evaluation and continuous development by schools and staff

d. provides an assurance of quality in the educational system as a whole, based on the collection of objective, dependable and high quality data.

## 2.0 POLICY

### 2.1 Schools Standard Monitoring and Inspection

Schools Standard Monitoring and Inspection [hereinafter referred to as SSMI] is the cornerstone of the quality assurance system in schools. It enables a school and external inspectors to provide an account of the school's current performance and to show to what extent it address fundamental educational objectives and meet needs of the public, communities and fulfill national goals. This approach provides the opportunity for acknowledging the achievements of a school and for identifying areas that need attention. SSMI implies the need for all schools to look continuously for ways of improving, and the commitment of the Ministry of Education, National Heritage, Culture & Arts [hereinafter referred to as MoENHCA] to provide development programmes designed to support their efforts.

### 2.2 Follow up School Review/Inspections

There is a need to facilitate appropriate follow-up after inspection of schools to ensure that schools implement suggested changes for improvement.

### 2.3 Classroom Observations

Classroom observation should be given a great deal of emphasis in a normal practice of school inspection.

### 2.4 External Reviewers/ Inspectors

External reviewers shall be designated Education Officers to evaluate key subject/learning area and have an awareness of the teaching and the learning needs, leadership and management, community, partnership and the learning environment.

2.5 **Role of External Reviewers/ Inspectors**

External Reviewers/Inspectors [hereinafter referred to as ERIs] shall evaluate and assess objectively with integrity, courtesy, sensitivity and ensuring confidentiality in relation to individual teacher's information and provide clear feedback to the school.

2.6 **Measures for Non Compliance**

School Heads and teachers are obligated to conduct suggested improvement specified through the Review/ Inspection visit report/recommendation.

2.7 **Policy Monitoring**

It is imperative to ensure that the policy is meeting its objectives and measures in place to assure quality education are maintained.

# 3.0 BACKGROUND

3.1 The School Inspectorate system was an integral part of the education system in Fiji until the early 1970's when it was abolished. The inspectors inspected, reviewed and assessed the performance of schools and teachers.

3.2 The rationale behind the re-instatement of this policy stems from the growing need to professionally assist schools and teachers to develop educational strategies and a learning environment conducive to quality performance and improved educational outcomes.

3.3 Cabinet approved the re-instatement of FPSSISP [Fiji Primary and Secondary School Inspectorate System Policy] on 18th November, 2008.

3.4 `The Improving Performance of Schools Project' undertaken by the Ministry highlighted the importance of the Ministry providing in-school professional guidance to School Heads & teachers for quality improvement in schools.

3.5 The SSMIP framework provides the means for a professional and thorough approach to improvement and the interaction between the school and the reviewer in verifying the school's performance.

3.6 The process of self-assessment is central to a school being able to make judgments about the standards of student achievement and the effectiveness of its operations. This involves the school gathering information about student achievement of standards, analysing and judging the adequacy of the achievement, identifying strengths and weaknesses in its overall performance, and assessing which aspects of the school's operation should be changed to generate improved student achievement.

3.7 The school head will lead and oversee the self-assessment process and in doing so will consult widely, as and where appropriate. Typically other senior staff, teachers, students, members of the Parent Teacher Association (PTA), relevant unions, associated religious groups, school managers and officers of the MoENHCA will be consulted. In addition old

scholars and members of the wider school community should also be consulted so as to form a broadly based view of the school.

3.8 The school plans that are developed as a result of the school's self-assessment will delineate the strategies for improving all aspects of student achievement and the overall efficiency and effectiveness of the school.

3.9 The external review will focus on the extent to which the school has undertaken a rigorous assessment of its own performance and is implementing plans for improvement.

3.10 School review provides assurance to stakeholders that each school is addressing the intellectual, physical, social, emotional, spiritual, moral and cultural needs of its students and is performing to expectations within its particular context.

**RATIONALE**

The SSMI is an important element of the process of continuous improvement and critical to achieving the vision of the Ministry to ensure '***Quality Education for Change, Peace and Progress'.***

SSMI assures all stakeholders that schools make a significant contribution to the intellectual, physical, social, emotional, spiritual, moral and cultural growth of their students. It assures stakeholders that schools are overtly focusing on student learning in a well-established culture of problem-solving, responsiveness and continuous improvement. It assures stakeholders that schools are engaged in quality self-assessment and improvement processes that lead to improved student achievement in all aspects of their lives.

School review complements and follows directly from school self-assessment, which together forms the cornerstone of the SSMIP framework**.** When combined, school self-assessment and school review processes provide a reliable basis on which the school can plan for improved student achievement.

The school self-assessment and review process in the ***Republic of Fiji Islands*** has its origins in international best practice and is a response to the recommendation of the ***Education Commission 2000.***

Sound to mention that SSMI is grounded on the:

(a)  universal recognition of the right of every child in every classroom, in every school to receive a high quality education appropriate to their needs and aptitudes;
(b)  effectiveness in education system is a key influence on economic well-being of every nation;
(c)  recognition of the need to equip students with the kind of education that will enable them to contribute to increasingly complex and changing society.

**4.0 DEFINITIONS**

4.1  **CDU** – Curriculum Development Unit

4.2  **ERIs** - External Reviewers/Inspectors

4.3  **ESRI** - External School Review/ Inspection

4.4 **ISRI** - Internal School Review/Inspection

4.5 **Learning Environment –** includes classrooms, playground, farm and other areas in the school compound which is used for student's education.

4.6 **Non performing school heads/teachers** – Those school heads/ teachers that are deemed not to be acting favorably towards students' academic achievement or not responding positively to advice given by the ERIs during the visit.

4.7 **Quality Improvements** - Improvement of the whole school's quality and quantity performance in internal and external examinations and assessments

4.8 **Schools** - Refers to Primary and Secondary schools

4.9 **School Heads** – Refers to head teachers and school principals

4.10 **School management** - means the school manager and members of the school committee/School Board, and also refers to the Principal, Head Teacher, Vice Principal, Assistant Principal and Assistant Head Teacher.

4.11 **School Review/ Inspector's assessment** – MoENHCA School Inspectorate's reports and recommendation which are based on appropriate analysis of relevant and reliable data

4.12 **Self–assessment** –School's own report of the quality of its student's achievements and the effectiveness of its operations.

4.13 **Stakeholders** - Parents, students, school committee, community and the government.

4.14 **SSMI** – School Standards Monitoring and Inspection

4.14 **TEST** – Technology and Employment Skills Training

## 5.0 RELEVANT LEGISLATIONS AND AUTHORITIES

5.1 The Republic of Fiji Constitution-2013
5.2 Child Welfare Decree - 2010
5.3 Education Act – 1978
5.4 Employment Relation Decree - 2009
5.5 Public Service Act -1999
5.6 Social Justice Act 2001
5.7 Standards Monitoring in Schools – A guide to Self – Assessment
5.8 State Service Decree – 2009

## 6.0 PROCEDURES

6.0 **Schools Standard Monitoring and Inspection**

6.1.1   All schools will produce in partnership with their stakeholders, a school plan setting out their key objectives, priorities, major strategies and evaluation measures.

6.1.2   The SSMI cycle includes school self-assessment, detailed on-site validation, post-evaluation reporting and support.

6.1.3   The SSMI is grounded on the following four pillars: Students and Learning, Leadership and Management, Community and Partnerships, Learning Environment contained in the **Primary School Internal/ External Inspection Template [Appendix 1], Secondary School Internal/ External Inspection Template [Appendix 2], Primary Teacher Internal/ External Review Inspection Template [Appendix 3] and Secondary Teacher Internal/ External Review Inspection Template [Appendix 4].**

6.1.4   All schools will self-assess their performance in terms of standards of student achievement and operation of the school and shall monitor their progress through Internal School Review/Inspection [hereinafter referred to as ISRI] to ensure the continuity and sustainability of the Improvement Cycle.

6.1.5   All schools shall submit their ISRI report to the District Education Office by week 7 of Term One considering the space needed for consultation with other sections of MoENHCA in preparation for the ESRI visit.

6.1.6   External School Review/ Inspection [herein referred to as **ESRI**] shall be carried out by the ERIs only on targeted schools to validate ISRI results.

6.1.7   A compiled summary report of the ESRI/ ISRI 2 detailed in the **ISRI/ ESRI Summary Report [Appendix 5]** shall entail recommendations and **Agreed Actions** designed to help the school continue to improve.

6.1.8   Collated report from the District Education Offices shall be furthered to the Asset Management Unit to necessitate support for improvement.

6.1.9   The Asset Monitoring Unit shall tend to the essential recommendation for school improvement in collaboration with the relevant agencies and the concerned District Education Office.

6.1.10  Consequently, schools shall formulate and implement an improvement plan based on the recommendations in the report.

6.1.11  Schools will be reviewed at least once every three years to quality assure targeted school improvement.

86.1.12  ERIs shall:

6.1.12.1        target teaching and learning processes inside the classrooms and focus on children's needs to assist them realise their full potential, appreciate fully their inheritance, take pride in their

national and cultural identity and contribute fully to sustainable national development

6.1.12.2      be independent, rigorous, open and fair

6.1.12.3      be grounded on professional engagement between the teaching staff, stakeholders and inspectors

6.1.12.4      allocate time appropriate to circumstances to first-hand observation  learning and teaching, interacting with staff and stakeholders

6.1.12.5      take full account of the stakeholder perspective through;

a] analysis of questionnaires that gather the views of pupils, parents and staff;

b] through face-to-face meetings with a range of stakeholders.

6.1.12.6      take account of the context and nature of the school and where relevant, the needs of children

6.1.12.7      a] **not** share any information about individual persons during review/inspection activities with any other inspectorates or similar bodies or agencies which are not involved in the review/inspection;
b] The only exception to this principle is when the safety and wellbeing of a person is considered to be at risk.

6.1.12.8      Schools shall be continuously reviewed through Internal Review Inspection and reports made available immediately.

6.1.12.9      School will be reviewed once every three years by ERIs and reports should be made available one week after the inspection is taken

## 6.2 **Follow up External Review/Inspections**

6.2.1 The follow-up External Review/ Inspections should be undertaken within a specified period of time to determine the extent to which the recommendations of the implementation.

6.2.2 Report of the follow-up should be availed to the relevant stakeholders.

6.2.3 Further to this, the ERI shall endeavor to establish appropriate post-inspection action plan which should be tabled with the key stakeholders in the management of the schools.

6.2.4 Once inspection is over, the school needs support to move forward.

## 6.3 **Classroom Observations**

6.3.1 ERIs shall verify documentation of the school's internal teacher observation report to quality assure maintenance of the process at the different level.

6.3.2 ERIs shall undertake direct observation of classes using the Teacher Observation & Lesson Assessment Form **[Appendix 6]** to enable them to make judgments about the quality of teaching and learning based on the evidence they collect in the schools.

6.3.3 Noting down lesson observation helps keep ERI's commentary rooted in the key aspects of teaching and also tease out precisely the strengths and give accurate account on the areas to target improvement.

## 6.4 External Reviewers/ Inspectors

6.4.1 ERIs shall comprise subject advisors from the Curriculum Development Unit to evaluate teaching and learning areas.

6.4.2 Subsequently, District Education Officers shall evaluate key elements on leadership and management, community, partnership and the learning environment.

## 6.5 Role of External Reviewers/ Inspectors

6.5.1 ERIs will provide an advisory role to school's progress in improving student achievement, while also reviewing their organizational and financial performance.

6.5.2 Schedule periodic visits to and inspection of schools and provide progressive and evaluation report to MoENHCA and school boards and management.

6.5.3 Conversely, ERIs may visit, with or without notice, may enter and review/inspect any school or any place in which there is reason to believe that a school is being conducted and inspect the work of any teacher or teachers in such school or place.

6.5.4 ERIs would seek evidence of effectiveness and provide guidance and counsel in key areas: teaching & learning (curriculum, instruction and assessment); climate (environment and discipline); facility (buildings, school equipment and resources) and commitment to the school & MoENHCA's Strategic and Annual Corporate Plans.

6.5.5 Review and Inspection visits shall include interviews with the Head Teacher/Principal, classroom visitation, interviews with staff and students and review of students and teachers work.

6.5.6 ERIs shall also scrutinize existing school records and documentation to ensure it is current and valid.

6.5.7 The ensuing reports from these visits communicate the Inspectors insights, conclusion and discussion to the school and would inform stakeholders of the progress of the school towards meeting its academic goals as set out in their plans.

6.5.8 The ERIs is also duly tasked to observe that students have access to the highest standard of education they are entitled to.

## 6.6 Measures for Non Compliance

6.6.1 ERI's reports of nonperformance on individual teachers will be placed in the school heads'/ teachers' Personal Files and will have a direct bearing on promotional prospects, further training and performance review leading to merit salary increases for school heads and teachers.

6.6.2 ERIs shall grant school heads, teachers three months to resolve shortcomings and this will be closely monitored by the relevant District Education Office.

6.6.3 Persisting non – performing officers shall be advised, counseled and cautioned by the ERIs of the resulting consequences after the validation visit.

6.6.4 Failure to improve merits recommendation for replacement, suspension, regrading or even non-renewal of contract.

6.7 **Policy Monitoring**

    6.7.1    Adherence to the contents of this policy shall be monitored by the Asset Monitoring Unit of the MoENHCA.

## 7.0 GUIDELINES

Important guiding principles for SSMI specify that;

7.1    The core mission of schools is to improve the educational achievements of all learners. The SSMI, therefore, is designed to enable school heads, school management, and important stakeholders to identify to what extent the school is adding value to learners' prior knowledge, understanding and skills.

7.2    All members of a school community are responsible for the quality of their own performance. SSMI intends to enable the contribution made by staff, learners and other stakeholders to improve their own and the school's performance, to be properly recognized.

7.3    All evaluation activities must be characterized by openness and collaboration. Therefore, the criteria to be used in evaluating schools must be made public.

7.4    SSMI must be standardised and consistent. The guidelines, criteria and instruments must ensure consistency over periods of time and across settings.

7.5    Staff development and training are critical to school improvement. A measure used by SSMI in judging a school's performance is the amount and quality of in-service training undertaken by staff and its impact on learning and standards of achievement.

7.6    Schools are inevitably at different stages of development. Many factors contribute to this. A basic principle of this SSMIP is to seek to understand why schools are where they are and to use the particular circumstances of the school as the main starting point of the assessment. The Policy recognises that schools in disadvantaged areas, for example, must not be disadvantaged in terms of SSMI.

**8.0 EFFECTIVE DATE**……………………………………………**5th March, 2014**

**9.0 REVIEW DATE**…………………………………………..**5th March, 2017**

**10.0 KEY SEARCH WORDS**

Self-Evaluation, School Heads /Teachers Personal Files, School Review/ Inspectors, School Review/Inspections, School Standard Monitoring and Inspections.

**11.0  APPROVED BY THE HONOURABLE MINISTER FOR EDUCATION, NATIONAL HERITAGE, CULTURE & ARTS, AMBASSADOR FILIPE BOLE.**

………………………………                5th March 2014
    **SIGNATURE**                              **DATE**

# MINISTRY OF EDUCATION

## QUALITY EDUCATION FOR CHANGE, PEACE AND PROGRESS

| PRIMARY SCHOOL INTERNAL /EXTERNAL REVIEW INSPECTION TEMPLATE | |
|---|---|

| | |
|---|---|
| **SCHOOL NAME** | |
| **REGISTRATION NUMBER** | |
| **SCHOOL LEVEL** | |
| **HEAD TEACHER** | |
| **TPF** | |
| **TRB** | |
| **ACTING LEVEL/GRADE (If APPLICABLE)** | |
| **SUBSTANTIVE LEVEL/GRADE** | |
| **SCHOOL MANAGER** | |

| **SCHOOL ROLL AS AT 31st March, 20__ :** | **Boys** | **Girls** | **TOTAL** |
|---|---|---|---|
| **Day scholars** | | | |
| **Boarders** | | | |
| **Grand Total** | | | |
| **NUMBER OF TEACHERS** | **Sanctioned** | **Actual** | **Total** |
| **DISTRICT/DIVISION** | | | |
| **DATE OF ISRI /ESRI VISIT** | | | |
| **REVIEW INSPECTORS** | | | |
| | | | |

**Note:**
- This template to be completed during the ISRI 1/ESRI
- School Review Inspector to identify school strengths, key findings from the visit and areas of improvement.
- Agreed actions are to be developed in collaboration with the School Head.
- School Heads will be required to report outcomes of agreed actions during ISRI 2/ESRI.
- The following should be sent to the District office:
  - ✓ **Original School Template**
  - ✓ **Teachers Templates and**
  - ✓ **School Summary Report**

**Duplicate of the above documents MUST be kept in school**

| 1 | Focus Area: Students & Learning | | | |
|---|---|---|---|---|
| *1.1* | *Curriculum & Instruction* | *Yes* | *No* | *Comments* |
| 1 | **Tools of Teaching** **Prescription** **Scheme of Work** **Work book** **Lesson Plan** **Lesson Notes** **Summary Notes**(available & appropriate for class level) <br> • Accessible Concise and comprehensive entries being made and aligned to the Prescription <br> • Advance preparation & sighted by Head | | | |
| 2 | **Lesson Delivery.** **Teaching aids** **Teacher Observation File** **Extra-Curricular Activities/ Co – curricular** <br> • Advanced preparation <br> • Planned & Documented <br> • Implemented & Evaluated | | | |
| *1.2* | *Students Achievement* | | | |
| 3 | **School Target/ Class Target** <br> • Displayed | | | |
| 4 | • **School Assessment Plan** <br> • **Evidence of class based assessment, designed & implemented, recorded & analyzed**(Refer to CDU for no. of CBA & CAT and at what level ) | | | |
| 5 | **Blueprints for Termly or Mid-Year & Annual Exams** All exams for each subject have | | | |

| | | Yes | No | Comments |
|---|---|---|---|---|
| | a blueprint | | | |
| 6 | **Examination Register** | | | |
| 7 | *Evidence of :*<br>***Class Homework** programme*<br>**Class Remedial Programme**<br>**School Students' report book**<br>• Well organized, documented & reflected in the students books<br>• Common report for all student<br>• Evidence of extra activities to assist disadvantaged students complete homework | | | |
| 8 | **School Achievement Records** | | | |
| **1.3** | **Good Citizenship** | | | |
| 9 | **Students Attendance**<br>**Students Punctuality**<br>***Students Discipline***<br>• Updated<br>• Analyzed<br>• Recorded<br>• Evidence of being sighted by Head<br>• Action taken to address issues weekly<br>• Evidence of actions to address poverty( no lunch/school) issue<br>• Evidence of school promoting healthy school concept | | | |
| 10 | **Students Bio-Data**<br>Updated, analyzed and accessible to class teachers and administrators | | | |
| 11 | **Counseling and Pastoral care Record** | | | |

| 2 | Focus Area: Leadership & Management | | | |
|---|---|---|---|---|
| **2.1** | *Policy and Planning* | *Yes* | *No* | *Comments* |
| 12 | **Planning**<br>**Clearly displayed Vision & Mission**<br>**Strategic Plan 2012-2014**<br>**Annual Plan** for which year?<br>**IWP** for all staff<br>**School Annual Plan Monitoring Reports** | | | |

| | | | | |
|---|---|---|---|---|
| | School **Emergency Evacuation Plans** for all the emergencies that the school is prone to | | | |
| | **Calendar of Events/Special Events** | | | |
| | **School Maintenance Plan** | | | |
| 13 | **Policies** <br> MoE policies eg,Child Protection Policy | | | |
| | School Housing Policy | | | |
| | OHS policy | | | |
| | Homework policy | | | |
| | Counseling & Pastoral Care policy & other relevant policies | | | |
| | Canteen Guidelines | | | |
| 14 | School Constitution | | | |
| 15 | PSC /Schools  Code of Ethics | | | |
| 16 | Regulatory Requirements for Enrolment and Returns | | | |
| **2.2** | *Staff Management* | | | |
| 17 | Staff Meeting minutes recorded and circulated for information | | | |
| 18 | Analyzed Time book. Includes Staff Leave & punctuality analyses | | | |
| 19 | Staff Inventory Record & Action Taken  to recover for any loss | | | |
| 20 | Staff Bio- Data/ Staff audit | | | |
| 21 | Professional Development Record | | | |
| 22 | Teachers Duty Roster | | | |
| 23 | *Organization Board* to include Teachers Roles and Responsibilities / Display of School Policies | | | |
| **2.3** | *Finance Management* | | | |
| 24 | School Budget | | | |
| | Audited Financial Report | | | |
| | SOPs for School Finances | | | |
| | Finance Log Book | | | |
| | Grants Acquittal File | | | |
| **2.4** | *School Administration* | | | |
| 25 | FEMIS updated | | | |
| | Log Book/ Official correspondence | | | |
| 26 | Board of Survey Reports | | | |
| 27 | Handing Over Statements | | | |
| 28 | AGM  Reports | | | |

| 3 | Focus Area: Community & Partnerships | | | |
|---|---|---|---|---|
| **3.1** | *Community Involvement* | Yes | No | Comments |

| 29 | PTA Minutes | | | |
|----|-------------|---|---|---|
| 30 | Community Awareness Record | | | |
| 31 | Evidence of Donor Assistance ( Eg, AQEP/UNICEF) | | | |
| **3.2** | **Communication** | | | |
| 32 | Minutes of Consultation meetings with the Community | | | |
| 33 | Evidences of Correspondences with stakeholders | | | |

| 4 | Focus Area: Learning Environment | | | |
|---|---|---|---|---|
| **4.1** | **Physical Environment** | Yes | No | Comments |
| 34 | Special Rooms for: **Library Computer Room Storeroom Staffroom Ablution Block Dormitories Dining Hall Kitchen Canteen Sick Bay Storage for Science Equipment & Chemicals Storage for PEMAC Equipment & Materials** <br>• Safer schools minimum standards and hygiene standards evaluated<br>• Serves its purpose well | | | |
| 35 | **Facilities Walkways Regular Power Supply Regular water supply & drainage Beautification Program & Maintenance Playground Fencing Classification & Proper Waste management (using 3R concept)** <br>• Safer schools minimum standard & hygiene standards evaluated<br>• Serves its purpose well | | | |
| **4.2** | **Classroom Management** | | | |

| 36 | **Classroom Arrangement** For eg, Students seating arrangement to ensure maximum learning and development | | | |
|---|---|---|---|---|
| 37 | **Class Duty Roster** To ensure the cleanliness and healthy standard of the classroom environment | | | |
| 38 | **Classroom organization Classroom Rules** Evidence of organization of the whole classroom environment so that it is conducive to learning | | | |
| *4.3* | *School Safety Programs* | | | |
| 39 | Evidences of school drills implemented and evaluated on all the Emergency evacuation plans in place. (Eg, Fire, Tsunami, Earthquakes ,Hurricanes/Cyclone etc) | | | |

1. **SCHOOL STRENGTHS / HIGHLIGHTS**

| FOCUS AREA | COMMENTS |
|---|---|
| 1. Students and Learning | |
| 2. Leadership and Management | |
| 3. Community And Partnership | |
| 4. Learning Environment | |

2. **AREAS FOR IMPROVEMENT – BE SPECIFIC WHEN FILLING IN THIS SECTION**

| FOCUS AREA | COMMENTS |
|---|---|
| 1. Students and Learning | |
| 2. Leadership and Management | |
| 3. Community and Partnership | |
| 4. Learning Environment | |

3. **AGREED ACTIONS TO IMPROVE SCHOOL PERFORMANCE – TO BE AGREED BY BOTH PARTIES**

| FOCUS AREA | AGREED ACTIONS | WHO IS RESPONSIBLE? |
|---|---|---|
| 1. Students and Learning | | |
| 2. Leadership and Management | | |
| 3. Community and Partnerships | | |
| 4. Learning Environment | | |

**APPENDIX 1**

| | Name | Signed | Date |
|---|---|---|---|
| **Head Teacher** | | | |
| **School Manager** | | | |
| **External Review Inspector** **Designation** | | | |

# MINISTRY OF EDUCATION

## QUALITY EDUCATION FOR CHANGE, PEACE AND PROGRESS

| SECONDARY SCHOOL INTERNAL/ EXTERNAL REVIEW INSPECTION TEMPLATE |
|---|

| | Boys | Girls | TOTAL |
|---|---|---|---|
| **SCHOOL NAME** | | | |
| **REGISTRATION NUMBER** | | | |
| **SCHOOL LEVEL** | | | |
| **PRINCIPAL** | | | |
| **TPF** | | | |
| **TRB** | | | |
| **ACTING LEVEL/GRADE (If Applicable)** | | | |
| **SUBSTANTIVE LEVEL/ GRADE** | | | |
| **SCHOOL MANAGER** | | | |
| **SCHOOL ROLL AS AT 31st March, 20____** | Boys | Girls | TOTAL |
| Day Scholars | | | |
| Boarders | | | |
| Grand Total | | | |
| **NUMBER OF TEACHERS** | Sanctioned | Actual | TOTAL |
| **DISTRICT/DIVISION** | | | |
| **DATE OF ISRI /ESRI VISIT** | | | |
| **REVIEW INSPECTORS** | | | |
| | | | |
| | | | |

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- School Heads will be required to report outcomes of agreed actions during ISRI 2/ESRI.
- The following should be sent to the District office:
  - ✓ **Original School Template**
  - ✓ **Teachers Templates and**
  - ✓ **School Summary Report**

**Duplicate of the above documents MUST be kept in school**

| 1 | **Focus Area: Students & Learning** | | | |
|---|---|---|---|---|
| *1.1* | *Curriculum & Instruction* | *Yes* | *No* | *Comments* |
| 1 | **Tools of Teaching**<br>**Prescriptions in all subjects taught at the school**<br>**Scheme of Work**<br>**Teachers Workbook**<br>**Teachers Lesson Notes**<br>**Lesson Plans**<br>• Accessible and aligned to Scheme of Work<br>• Reviewed and coverage monitored regularly,(all subjects).<br>• Prepared a week in advance<br>• Summarized and simplified for students to understand.<br>• Documented and evaluated to improve teaching | | | |
| 2 | **Evidence of Lesson Delivery**<br>• Improvised **Teaching aids**<br>• **Teacher Observation** & *records timetabled, implemented & evaluated*<br>• **Interactive teaching methods** in all subjects taught<br>• **Co-Curricular Activities** timetabled<br>• **Vocational Academic subjects** offered Progress | | | |
| 3 | **Timetable**<br>Allocated according to CDU requirement for each subject | | | |
| *1.2* | *Students Achievement* | | | |
| 4 | **School Vision and Mission**<br>Clearly defined and accessible to all students. | | | |
| 5 | Are **Students' Target** in line with School Target and Career Pathway well discussed and recorded? | | | |

| 6 | **Assessment** <br> • **Students' Notes and Activity/Exercise Books** marked regularly and according to marking policy <br> • **Students Continuous Assessment Records**(Short tests/internal exams)- Updated, analyzed and remedial measures taken <br> • **Evidence of Internal Assessments [Forms 3 CAT & CBA,F 5-7 )**- Designed, implemented, school moderated and marks submitted.[Refer to attachment on page 9] <br> • **External Examinations Analysis** [ for the past 3 years] and plans to improve | | | |
|---|---|---|---|---|
| 7 | Evidence of Follow up and **remedial work** | | | |
| **1.3** | **Good Citizenship** | | | |
| 8 | *Evidence of Observance of Flag Raising ceremony* | | | |
| 9 | **Attendance Registers- DAR/ Form/subject** <br> **Students' Bio-Data** <br> **Students' Leave, Punctuality and Truancy for each form and subject** <br> **Students' Discipline** <br> • Updated <br> • Analyzed <br> • Monitored regularly <br> • Actions taken to address issues weekly <br> • Evidence of actions to address poverty( no lunch/school) issue <br> • Evidence of school promoting healthy school concept | | | |

| 2 | Focus Area: Leadership & Management | | | |
|---|---|---|---|---|
| **2.1** | **School Policy & Planning** | **Yes** | **No** | **Comments** |
| 10 | **Planning** <br> **Strategic Plan** (updated and implemented in Annual Plan <br> **Annual Plan** (current and evidence of consultation with stakeholders) <br> **IWP** for all staff (current and evidence of linkage with Annual *Plan)* <br> **Calendar of Events/ Highlights** (evidence of consultation with HODs, reflected in Dept Calendars) <br> **Maintenance Plan** for 3 years budget <br> **School Assessment Plan** | | | |
| 11 | **Policies** <br> **MoE Policies eg, Child Protection policy, Behavioural policy etc.** <br> **School Housing Policy** <br> **School OHS Policy** <br> **Homework Policy** <br> **Text Book Policy** <br> **School Canteen Policy** <br> **Marking Policy & other relevant policies** <br> • Documented | | | |

| | | | | |
|---|---|---|---|---|
| | • Displayed<br>• Evidence of implementation<br>• Monitored regularly & evaluated | | | |
| 12 | **School Constitution**(developed and implemented) | | | |
| 13 | **PSC/ School Code of Ethics**(documented, accessible and followed) | | | |
| *2.2* | *Staff Management* | | | |
| 14 | Staff Bio-Data(updated , analyzed and appropriate template to verify staff information) | | | |
| 15 | Evidences of Staff Meetings (Timetabled, Agenda and Minutes) endorsed by P's | | | |
| 16 | Analyzed Time book ( Includes Staff Leave/Punctuality Analysis (documented ,analyzed and record of counseling sighted) | | | |
| 17 | Staff Department  Inventory Record updated (Equipment/stationeries etc) | | | |
| 18 | Staff Professional Development Reports compiled and accessible to all teachers. | | | |
| 19 | Record of Teachers Counseled by Principal | | | |
| 20 | Teachers' Duty Roster (updated weekly and evaluated.) | | | |
| *2.3* | *Finance Management* | | | |
| 21 | School Budget | | | |
| 22 | Audited Financial Report | | | |
| 23 | SOPs for School Finances | | | |
| 24 | Finance Log Book | | | |
| 25 | Grants Acquittal File | | | |
| *2.4* | *School Administration* | | | |
| 26 | Roll (Updated ,classified and displayed | | | |
| 27 | Organization Board(updated with relevant information, displaying Teachers roles & responsibilities) | | | |
| 28 | School Admission Register updated | | | |
| 29 | Log Book(Updated regularly) | | | |
| 30 | FEMIS Updated | | | |
| 31 | Board of Survey Reports(updated and evaluated) | | | |
| 32 | Record of End of Year Teacher Clearance (All Teachers) | | | |
| 33 | Record of proper  Handing Over sighted | | | |

| 3 | **Focus Area: Community & Partnerships** | | | |
|---|---|---|---|---|
| *3.1* | *Community Involvement* | *Yes* | *No* | *Comments* |
| 34 | Calendar of  Activities(Planned and implemented) | | | |
| 35 | PTA  Minutes(updated, documented and endorsed | | | |
| 36 | Parents participation  record(updated ,evaluated) | | | |
| 37 | AGM minutes documented | | | |
| 38 | PTA Constitution(developed and implemented) | | | |
| 39 | Evidence of Donor  Support  [e.g. Live and Learn. Rotary, Fiji Water, AQEP,UNICEF etc]. | | | |
| 40 | Community Awareness  (organized and tabulated) | | | |
| *3.2* | *Communication* | | | |

| 41 | Evidence of consultation with the community | | | |
|---|---|---|---|---|
| 42 | Records of Correspondences with stakeholders | | | |

| 4 | | Focus Area: Learning Environment | | | |
|---|---|---|---|---|---|
| **4.1** | ***Physical Environment*** | **Yes** | **No** | **Comments** | |
| 43 | • Safer School standards & Hygiene standards evaluated<br>• Properly arranged<br>• Serves its purpose well<br>Special Rooms for :<br>**Library** | | | | |
| | **Science Laboratory** | | | | |
| | **TVET** | | | | |
| | **PEMAC/Sports** | | | | |
| | **Staffroom** | | | | |
| | **Storeroom** | | | | |
| | **FLE/Counseling Room** | | | | |
| | **Sick Bay** spacious and clean with adequate supply of first aid kit | | | | |
| | **School Canteen** | | | | |
| | **Ablution Block** | | | | |
| | **Dormitories** | | | | |
| | **Dining Hall /Kitchen** | | | | |
| 44 | **Facilities**<br>**Walkways** (Safer school standard) | | | | |
| | **Type of Water supply & Drainage** | | | | |
| | **Type of Power Supply** | | | | |
| | **Playground**- Meeting Minimum requirements and OHS standards | | | | |
| | **Implementation of Beautification Program** | | | | |
| | **Record of Classification & Proper waste management** | | | | |
| | **Fencing** of school boundaries | | | | |
| **4.2** | ***Classroom Management*** | | | | |
| 45 | **Classrooms conducive to learning**-<br>• Painting<br>• Ventilation<br>• Lighting | | | | |
| | **Classroom Rules** displayed & monitored | | | | |
| | **Classroom Duties and responsibilities evidences** | | | | |
| **4.3** | ***School Safety Programs*** | | | | |
| 46 | **Evacuation Plans for Natural Disasters appropriate for that school**- displayed and evidence of school drills implemented & evaluated | | | | |
| 47 | **Evidence of Disaster Management Plan in place** | | | | |
| 48 | **Fire Extinguisher** – installed and regularly serviced | | | | |
| 49 | **First Aid Kit** | | | | |

**2.  SCHOOL STRENGTHS/ HIGHLIGHTS**

| Focus Area | Comments |
|---|---|
| **2.1  Students and Learning** | |
| **2.2  Leadership and Management** | |
| **2.3  Community & Partnerships** | |
| **2.4  Learning Environment** | |

|  |  |
|---|---|
|  |  |

### 3. AREAS FOR IMPROVEMENT - *BE SPECIFIC WHEN FILLING IN THIS SECTION,*

| Focus Area | Comments |
|---|---|
| **3.1 Students and Learning** |  |
| **3.2 Leadership and Management** |  |
| **3.3 Community and Partnership** |  |
| **3.4 Learning Environment** |  |

| | |
|---|---|
| | |

**4. AGREED ACTIONS TO IMPROVE SCHOOL PERFORMANCE –*TO BE AGREED BY BOTH PARTIES***

| | Focus Area | Agreed Actions | Who is Responsible? |
|---|---|---|---|
| 4.1 | Student and Learning | | |
| 4.2 | Leadership and Management | | |
| 4.3 | Community and Partnership | | |

| | | | |
|---|---|---|---|
| 4.4 | Learning  Environment | | |

| | Name | Signed | Date |
|---|---|---|---|
| **Principal** | | | |
| **School Manager** | | | |
| **External Review Inspector**<br><br>**Designation** | | | |

# MINISTRY OF EDUCATION

## QUALITY EDUCATION FOR CHANGE, PEACE AND PROGRESS

### PRIMARY TEACHER INTERNAL/ EXTERNAL REVIEW INSPECTION TEMPLATE
### YEAR : _____

Teacher's Name  : _____TPF:_____TRB No: _____

Post Held (Level /Grade): _____Substantive Post (Level/Grade): _____

Qualification(s)  : _____

List of PDs Attended (last 3 years) :
[ATTACH SEPARATE SHEET IF SPACE IS NOT ENOUGH]

| MoE | Non - MoE |
|---|---|
|  |  |

Year or Subjects Taught : _____

School      : _____ District      : _____

Years of Service   : _____        No. Yrs in this sch: _____

Date of ISRI           : _____

Date of ISRI 2/ESRI       : _____

Review / Inspector          : _____

|  | **Focus Area 1: Students and Learning** | Yes | No | COMMENTS | |
|---|---|---|---|---|---|
| **1.1** | *Curriculum & Instruction* | *Yes* | *No* | *First Visit* | *Second Visit* |
| **1** | Are the current **Prescriptions** available, accessible and used by teachers | | | | |
| **2** | Are the **SOW** original, completed on time, aligned to prescription & in the recommended format. | | | | |
| **3** | Are the **Teachers Workbook** prepared according to SOW, prepared in advance & monitored by Heads | | | | |
| **4** | Are **Lesson Plans** prepared for lessons and sighted by Heads | | | | |
| **5.** | Are **Lesson Notes** prepared according to coverage as recorded in SOW and Workbook | | | | |
| **6.** | Are the **Co- Curricular Activities** Reports continuously updated | | | | |
| **7.** | Are the **Learning Disabilities** of the class recorded and followed up? | | | | |
| **1.2** | *Student Achievement* | | | | |
| **8.** | Is there a Class **Vision** and **Mission** statement | | | | |
| | Are **Class Targets** set and its progress monitored | | | | |
| **9.** | *General Subjects* Coverage Availability of Materials & Resources Evidence of Children's Work | | | | |
| **10.** | *Mathematics* Coverage Availability of Materials & Resources Evidence of Children's Work | | | | |
| **11.** | *PE* Coverage Availability of Materials & Resources Evidence of Children's Work | | | | |
| **12.** | *Music* Coverage Availability of Materials & Resources Evidence of Children's Work | | | | |
| **13.** | *ART and CRAFT* Coverage Availability of Materials & Resources Evidence of Children's Work | | | | |
| **14.** | *Language* Coverage ( Refer to support material to accompany  ESRI visits). | | | | |

| 15. | Is the **Record of Marking of Students Workbook** regularly updated and monitored by Heads according to the marking policy | | | | |
|---|---|---|---|---|---|
| 16. | Are the Students Internal Assessment, Exam, LANA (RRS) recorded, analyzed & immediate feedback given to students | | | | |
| 17. | Are there any evidence of LANA remedial strategies being used? (classes 4,6 & 8) | | | | |
| 18. | Are blue prints/ marking schemes prepared | | | | |
| 19. | Is the Homework timetabled, monitored and recorded? | | | | |
| 20. | Are the Report for Parents prepared & given to parents during parents interview | | | | |
| **1.3** | **Good Citizenship** | | | | |
| 21. | Are School Values Activities organized for the class/school | | | | |
| 22. | Are the Attendance Register Updated, analyzed and issues continuously addressed | | | | |
| 23. | Are the Students Counseling sessions recorded & followed up by Heads | | | | |
| 24. | Are the students punctuality records updated, analyzed and issues(for eg, poverty) continuously addressed | | | | |
| 25 | Evidence of **class promoting** a **healthy school setting.** | | | | |
| **Focus Area 2 : Leadership and Management** | | | | **COMMENTS** | |
| **2.1** | **Policy & Planning** | **Yes** | **No** | **First Visit** | **Second Visit** |
| 26. | Are your IWP and monthly reports completed on time & aligned to the School Annual Plan? | | | | |
| 27. | Is the OHS Policy for the class implemented & aligned to the school OHS policy | | | | |
| 28. | Is there an Assessment plan in place for your class | | | | |
| **2.2** | **Staff Management** | | | | |
| 29. | What school based PD Program is done to enhance your teaching & learning? | | | | |
| 30. | Are there any evidences of PD disseminated? | | | | |

| | | Yes | No | | |
|---|---|---|---|---|---|
| 31. | Have you attended any LANA or LANS workshop? | | | | |
| 2.3 | **Finance Management** | | | | |
| 32. | Are Class Financial records documented & accounted for | | | | |
| 2.4 | **School Administration** | | | | |
| 33. | Staff Meeting evidences | | | | |
| 34. | Other official Records for eg, Excursion correspondences | | | | |
| | **Focus Area 3: Community & Partnership** | | | **COMMENTS** | |
| 3.1 | **Community Involvement** | Yes | No | | |
| 35. | Evidence of Community visits by teachers being conducted. | | | | |
| 36. | Community outreach programs are in place and operating. | | | | |
| | **Focus Area 4: Learning Environment** | | | **COMMENTS** | |
| 4.1 | **Classroom Management** | Yes | No | *First Visit* | *Second Visit* |
| 37. | Is the Year Inventory Record regularly updated & accounted for | | | | |
| 38. | Classroom Arrangement & Organization For eg, Students seating arrangement to ensure maximum learning and development | | | | |
| 39. | Availability of Duty Roster To ensure the cleanliness and healthy standard of the classroom environment | | | | |
| | **Total Percentage(%) of Items that are available and updated** | | | | |

**SUMMARY**

**1. Strengths** [ATTACH SEPARATE SHEET IF SPACE IS NOT ENOUGH]

_____
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**2. Areas for Improvement/ Issues Raised and Agreed Actions** [ATTACH SEPARATE SHEET IF SPACE IS NOT ENOUGH]

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**Signature:…………………………… Signature:……………………………………**

**( Review Inspector) (Teacher)**


**Date:……………………………………..**

# MINISTRY OF EDUCATION

## QUALITY EDUCATION FOR CHANGE, PEACE AND PROGRESS

### SECONDARY TEACHER INTERNAL/EXTERNAL REVIEW INSPECTION TEMPLATE
### YEAR: _____

Teacher's Name  : _____TPF: _____ TRB No: _____

Post Held (Level/Grade): _____ Substantive Post (Level/Grade):  _____

Qualification(s)            : _____

**List of PDs Attended (last 3 years):**
[ATTACH SEPARATE SHEET IF SPACE IS NOT ENOUGH]

| MoE | Non- MoE |
|---|---|
|  |  |

Subjects Taught  : _____

Teaching Load    : _____

School           : _____     District: _____

Years of Service  : _____     No. Yrs in this sch: _____

Date of ISRI      : _____

Date of ISRI 2/ESRI: _____

Review / Inspector: _____

ISRI/ESRI SECONDARY SCHOOL TEACHER'S CONFIDENTIAL REPORT FORM A        1

| | Focus Area 1: Students and Learning | | | COMMENTS | |
|---|---|---|---|---|---|
| **1.1** | *Curriculum & Instruction* | *Yes* | *No* | *First Visit* | *Second Visit* |
| **1** | Are the **prescriptions** for each of the subjects you teach available, understood and accessible? | | | | |
| **2** | Are the **schemes of work** planned from the prescription and distributed at each level? | | | | |
| **3** | Are the **Workbooks** prepared according to the scheme of work, updated and regularly monitored by HOD/P? | | | | |
| **4** | Are the teachers **planning their lessons** and preparing **lesson notes** for students according to the Workbooks. | | | | |
| **5** | Are **Extra Curricula Activities** Reports updated?(Eg,Cadet, Rovers, Guides etc) | | | | |
| **6** | Are Form **Excursion Reports** updated? | | | | |
| **7** | Are the **students with special needs** attended to? | | | | |
| **8** | Are the **Texts recommended** in the Text Book lists available, recorded and used in the planning process. | | | | |
| **1.2** | *Students Achievement* | | | | |
| **9** | Is there a **Form Vision** and **mission** | | | | |
| **10** | Are the students individual **targets** set & monitored | | | | |
| **11** | Are **Form Targets** aligned from School Targets set and known to students? | | | | |
| **12** | Are the **students' notebooks** and **activity books regularly monitored and marked.** | | | | |
| **13** | Are the **students assessments recorded**, analyzed and immediate feedback given to students? | | | | |
| **14** | Is there **a record of student activities/assessments** designed with solutions and marking criteria? eg Form 3 IA/Projects/Labs/Essays etc | | | | |
| **15** | Are the **remedial measures** used to improve learning? | | | | |
| **16** | Are students advised of their **career pathways** including tertiary institutions and scholarship applications? | | | | |
| **17** | Do the students have their own student **portfolio Assessment Record** | | | | |
| **18** | Is a **Homework** timetable in use and Record of its administration kept? | | | | |
| **19** | Are the **students progress** reported to parents/guardians | | | | |
| **1.3** | *Good Citizenship* | | | | |
| **20** | Is a School Values Activities Timetable/calendar available | | | | |

| | | Yes | No | First Visit | Second Visit |
|---|---|---|---|---|---|
| 21 | Are the **students attendance** for each form and subject area recorded, analyzed and **continuously addressed** | | | | |
| 22 | Are the students **punctuality recorded** analyzed and actioned | | | | |
| 23 | **Discipline and counseling**: Are the discipline cases recorded and counseled. | | | | |
| 24 | Are the **Students Bio-Data updated and** used to improve the teaching and learning? | | | | |
| 25 | Is the **FLE** (Family Life Education) program implemented? | | | | |
| 26 | Evidence of **class promoting** a **healthy school setting.** | | | | |
| | **Focus Area 2: Leadership and Management** | | | **COMMENTS** | |
| 2.1 | *Policy & Planning* | *Yes* | *No* | *First Visit* | *Second Visit* |
| 27 | Are your IWP and monthly reports completed on time and aligned to the Departmental Plan and School Annual Plan? | | | | |
| 28 | Is the **OHS Policy** for the Form/ Dept known? | | | | |
| 2.2 | *Staff Management* | | | | |
| 29 | What school based **PD Program** is done to enhance your teaching & learning | | | | |
| 30 | Are there any **evidences of PD** disseminated? | | | | |
| 2.3 | **Financial Management** | | | | |
| 31 | Are the **Form Financial Records** kept? (for eg, Form Fundraising file) | | | | |
| | **Focus Area 3: Community & Partnership** | | | **COMMENTS** | |
| 3.1 | *Community Involvement* | *Yes* | *No* | *First Visit* | *Second Visit* |
| 32 | Evidence of **Community visits by teachers** being conducted. | | | | |
| 33 | **Community outreach programs** are in place and operating. | | | | |
| | **Focus Area 4: Learning Environment** | | | **COMMENTS** | |
| 4.1 | *Classroom Management* | *Yes* | *No* | *First Visit* | *Second Visit* |
| 34 | Are Form /Departmental **Inventory Record** updated | | | | |
| 35 | Availability of Duty Roster To ensure the cleanliness and healthy standard of the classroom environment | | | | |
| 36 | Is the **Notice Board organization updated and** well defined? | | | | |
| 37 | Classroom Arrangement & Organization For eg, Students seating arrangement to ensure maximum learning and development | | | | |
| | **Total Percentage(%) of Items that are Available and Updated** | | | | |

**SUMMARY**

1.      **Strengths [ATTACH SEPARATE SHEET IF SPACE IS NOT ENOUGH]**

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2.      **Areas for Improvement [ATTACH SEPARATE SHEET IF SPACE IS NOT ENOUGH]**

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3.      **Issues Raised and Agreed Actions [ATTACH SEPARATE SHEET IF SPACE IS NOT ENOUGH]**

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**Signature:…………………………**          **Signature:…………………………………**


**Review Inspector:....................**          **Teacher:……………………………………**


**Date:………………………..**


**ISRI/ESRI SECONDARY SCHOOL TEACHER'S CONFIDENTIAL REPORT FORM A**      4

**ISRI/ESRI SECONDARY SCHOOL TEACHER'S CONFIDENTIAL REPORT FORM A**

**MINISTRY OF EDUCATION, NATIONAL HERITAGE CULTURE & ARTS**

**ISRI/ESRI SUMMARY REPORT - 2014**

DISTRICT: _____   SCHOOL LEVEL: _____

SCHOOL: _____   DATE:_____

| # | FOCUS AREA | COMPONENT | STRENGTHS | AGREED ACTIONS | IMPROVEMENT NOTED AS PER EVIDENCE | ISSUES & CHALLENGES |
|---|---|---|---|---|---|---|
| | | | **FILL IN ISRI 1** | | **FILL IN ISRI 2/ESRI** | |
| 1. | STUDENTS & LEARNING | Curriculum & Instruction | • | • | | |
| | | Student Achievement | | | | |
| | | Good Citizenship | | | | |
| 2. | LEADERSHIP & MANAGEMENT | Policy & Planning | | | | |
| | | Staff Management | | | | |
| | | Finance Management | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **School Administration** | | | | |
| **3.** | **COMMUNITY & PARTNERSHIP** | **Community Involvement** | | | | |
| | | **Communication** | | | | |
| **4.** | **LEARNING ENVIRONMENT** | **Physical Environment** | | | | |
| | | **Classroom Management** | | | | |
| | | **School Safety Programmes** | | | | |

RECOMMENDATIONS:

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Signature: …………………………………………………………            Date:…………./…..……./………….

REVIEW INSPECTOR                                    [AFFIX SCHOOL/DISTRICT STAMP]

**MINISTRY OF EDUCATION, NATIONAL HERITAGE CULTURE & ARTS**
**Quality Education for Change, Peace and Progress**
# Teacher Observation & Lesson Assessment Form
# CONFIDENTIAL

| Teacher's Name: | | TPF: | |
|---|---|---|---|
| Grade : | | Experience (yrs): | |
| Qualifications: | | | |

This Lesson Assessment Form provides a framework for the assessment of a teacher's classroom teaching. The assessment shall consist of the award of grades; A, B, C &D for each outcome contained in **Table 2** below. The key to the grades is shown in **Table 1**.

| Table 1: Key to Grades | |
|---|---|
| **Rank** | **Performance** |
| A | Outstanding, exemplary, very strong, almost always |
| B | Good, fairly strong more than half of the time |
| C | Pass, satisfactory - sometimes |
| D | Unsatisfactory, weak, rarely to never. |

**Instruction:**
For each outcome shown in Table 2 below, please assign the grade which best describes the performance on the outcome. Comments, if any, should be placed in the **Comments** column.

**Table 2**

| No. | Outcome | Grade | Comments |
|---|---|---|---|
| | *Lesson Planning and Teacher Preparation* | | |
| 1 | Lesson plan is well sequenced and coherent | | |
| 2 | Objectives are appropriate, clearly stated and achievable | | |
| 3 | Teaching strategies and learning activities are effective and learner centred | | |
| 4 | Assessment strategies: Diagnostic, Formative & Summative are clearly stated | | |
| 5 | Personal presentation. (Dressing /attitude / cleanliness/demeanour. | | |
| | *Lesson Presentation* | | |
| 6 | Used appropriate introductory procedures | | |
| 7 | Motivated children to learn | | |
| 8 | Used positive reinforcement | | |
| 9 | Used varied and relevant pupil activities | | |
| 10 | Activities were meaningful to lesson objectives | | |
| 11 | Effective use of resources | | |
| 12 | Blackboard/Whiteboard layout – was clear/legible | | |
| 13 | Maintained effective pace of delivery | | |
| 14 | Responded to feedback from pupils | | |

| 15 | Lesson objectives were used | | |
|---|---|---|---|
| 16 | Recognised and provided for individual differences | | |
| 17 | Exhibited effective questioning techniques (distribution, sequencing, level, probing) | | |
| 18 | Physical positioning of the teacher enhanced the teaching/ learning process | | |
| 19 | Displayed knowledge of subject content | | |
| 20 | Used appropriate evaluation techniques | | |
| 21 | Concluded lesson appropriately | | |
| 22 | Concluded lesson on time | | |
| | *Quality of Communication* | | |
| 23 | Use of appropriate language | | |
| 24 | Voice is clear, audible and varied (intonation) | | |
| 25 | Good pace of delivery | | |
| 26 | Used non-verbal communication (gestures) | | |
| | *Classroom Management* | | |
| 27 | Exhibited an appropriate degree of confidence | | |
| 28 | Promoted a feeling of enthusiasm/co-operation | | |
| 29 | Gave clear and helpful instructions | | |
| 30 | Maintained a general awareness of the class | | |
| 31 | Maintained good class control throughout lesson | | |

**General Comments:**

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**Recommendation:**

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**School Principal/Head teachers Comments**

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**Name of Assessor**                         **Date**                     **Signature**


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**Name of the Principal**                     **Date**                     **Signature**

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*Note: this report is to be discussed with the teacher assessed and a copy given to him/her for their filing.*