

## A5/ Orientation of Updated Academic Supervision Tools.

### How to use this document

This document presents an overview of the new tools designed to be used in Academic Supervision to improve learning outcomes in the students. Trainers are expected to go through this document at least one week prior and prepare for the session that they will conduct. Trainers are expected to keep printouts of the tools ready to distribute to the participants as they walk them through the training.

The last part on notes has been intentionally left blank for training participants to take notes and make the training their own.

### Aim

Present a walkthrough of the new academic supervision tools.

### Objectives

The participants will be able to:

1. go through all the tools needed for academic supervision
2. practice using the tools by observing each other

Day	Concepts	Pedagogy	Time
	School Level	Activity 1: Know your audience	40 mins
		Walkthrough demonstration of the following forms <ul style="list-style-type: none"> <li>● <u>Form 1 a) Classroom Observation tool</u></li> <li>● <u>1 b) Verification of teachers and other teaching staff</u></li> <li>● <u>Form 2 Student Information at School Level</u></li> <li>● <u>Form 3 a) Textbook Information</u></li> <li>● <u>3 b) Teacher and School Faculty information based on Qualification</u></li> <li>● <u>Form 4 Teachers and other teaching staff of the school based on specialty</u></li> <li>● <u>Form 5 School Infrastructure</u></li> </ul>	20 mins

Day 1		Activity 2: Think, Pair, Share	30 mins
		Tea/ Coffee Break	
	<b>District Level and Province Level</b>	<p>Walkthrough demonstration of the following forms</p> <ul style="list-style-type: none"> <li>● <u>Form 6 a) Academic Supervision information at the district- teacher details</u></li> <li>● <u>6 b) Academic Supervision information at the district- infrastructure details part 1</u></li> <li>● <u>6c) Academic Supervision information at the district-infrastructure details part 2</u></li> <li>● <u>6d) Academic Supervision information at the district- personnel details</u></li> <li>● <u>Form 7 a) Academic Supervision information at the province level- personnel details</u></li> <li>● <u>7 b) Academic Supervision information at the province level- personnel details part 2</u></li> <li>● <u>7c) Academic Supervision information at the province level- personnel details (teacher details)</u></li> <li>● <u>7d) Academic Supervision information at the province level- school infrastructure</u></li> </ul>	30 mins
		Activity 3: Think, Pair, Share	60 mins
		Lunch	
	<b>National level</b>	<p>Walkthrough demonstration of the following forms</p> <ul style="list-style-type: none"> <li>● <u>Form 8a) Academic Supervision information at the national level- student details</u></li> <li>● <u>8b) Academic Supervision information at the national level- personnel details</u></li> <li>● <u>8c) Academic Supervision information at the national level- teacher qualifications</u></li> <li>● <u>8d) Academic Supervision information at the national level- infrastructure</u></li> </ul>	30 mins
		Activity 4: Think, Pair, Share	60 mins
		Tea/ Coffee Break	
<b>Miscellaneous</b>	<p>Walkthrough demonstration of the following forms</p> <ul style="list-style-type: none"> <li>● <u>Form 10: Supervision of lesson as per lesson plan</u></li> <li>● <u>Form 11: Textbooks information</u></li> </ul>	20 mins	

		<ul style="list-style-type: none"> <li>● <u>Form 12: School Principal Performance Monitoring Checklist</u></li> <li>● <u>Form 16: Identification and Consolidation of Education System Issues</u></li> <li>● <u>Form 18: School Annual Lesson plan</u></li> </ul> <p>Activity 5: Discussion</p> <p>Closing</p>	<p>30 mins</p> <p>40 mins</p>
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## TRAINING GUIDE

### Day 1

#### Concept 1: Understanding the different roles of academic supervision

<p><b>Required trainer skillset:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and experience of using all the academic supervision forms</li> <li>• Experience as academic supervisor</li> </ul>	<p><b>Expected Outcome:</b></p> <ul style="list-style-type: none"> <li>• Participants will be able to articulate the roles and responsibilities of an academic supervisor</li> <li>• Participants will be able to walkthrough and practice the use of academic supervision forms</li> </ul>
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#### **Activity 1: Know your audience (40 minutes)**

Participants will break themselves into groups of 4- 6 each. Each group would be made on the basis of the level of supervision that they are engaged in: school supervisors, district level supervisors, province level supervisors and national level supervisors. have either the identify some participants to play the role of school level supervisor, some district level supervisors, province level supervisors and national level supervisors.

At the first level, each group will discuss their roles for 5 minutes and prepare a presentation for the other groups (10 minutes). Each group will then do a whole group presentation- explaining details about their roles and how their roles link with the other supervision roles. For example, school supervisors will explain their job profile first, and then share how their work is impacted by the district, province, and national level supervisors. Same would be done by the other supervisors also. Whole group presentations should last for 6 minutes per group (25 minutes total).

#### **School basics (50 mins)**

After setting the base, trainers will present the school basics academic supervision forms to the participants. The participants will have 20 minutes to go through the forms individually.



**Activity 2: Think, Pair, Share (30 mins)**

Participants will break themselves into mixed groups of 4- 6 each. Each group should have representation from all four categories: school level supervisor, some district level supervisors, province level supervisors and national level supervisors.

All members of the group will choose a form and share their understanding of that form. They will also explain why the data generated from this form is important from the perspectives of their jobs.

-----Tea/ Coffee Break-----

**District and province level (90 mins)**

In the next two sections, focus of the training shifts towards collection of similar data at various levels- school level, district level, province level. In this section, all participants will be distributed forms 6 and 7 (all subparts included). The trainer will demonstrate how to use each form by doing a detailed walk through of each form. Later the participants will engage in a Think, Pair, and Share again. Trainers will have 30 mins to do a walkthrough.



**Activity 3: Think, Pair, Share (60 mins)**

Participants will break themselves into mixed groups of 4- 6 each. Each group should have representation from all four categories: school level supervisor, some district level supervisors, province level supervisors and national level supervisors.

All members of the group will choose a form and share their understanding of that form. They will also explain why the data generated from this form is important from the perspectives of their jobs.

-----Lunch Break-----

### **National level (90 minutes)**

This section continues the theme of going through all the forms and understanding the significance of these forms for all levels of academic supervision - school level, district level, province level. In this section, all participants will be distributed form 8 (all subparts included). The trainer will demonstrate how to use each form by doing a detailed walk through of each form. Later the participants will engage in a Think, Pair, and Share activity. Trainers will have 30 mins to do a walkthrough.



#### **Activity 4: Think, Pair, Share (60 mins)**

Participants will break themselves into mixed groups of 4- 6 each. Each group should have representation from all four categories: school level supervisor, some district level supervisors, province level supervisors and national level supervisors.

All members of the group will choose a form, highlight what stands out to them, or any questions that they might have, and share their understanding of that form. They will also explain why the data generated from this form is important from the perspectives of their jobs.

-----Tea/ Coffee Break-----

### **Miscellaneous forms (90 mins)**

In this section, last bunch of academic supervision forms will be presented to the participants. The trainer will first explain the significance of each form and then demonstrate how to use it. They should be able to answer questions like, Why is it important to have an annual lesson plan, why are all teachers expected to follow a common teaching plan, what are the advantages of this, how to assess school principals and why is it necessary etc. Trainers will have 20 mins to do a walkthrough.

Later the participants will engage in a discussion.



#### **Activity 5: Discussion (30 mins)**

Participants will remain in the whole group settings. Each participant will choose a form, highlight what stands out to them, or any questions that they might have, and share their understanding of that form. They will also explain why the data generated from this form is important from the perspectives of their jobs.

**Closing (40 minutes)**

At the end of this training, participants will reflect on their own experiences and share stories based on their collection of data using such forms. Trainers are encouraged to start the sharing of experience activity, and other supervisors should follow.

*Space for trainers to make their own notes on this. Notes/*