

Taking responsibility for my own professional development

Guidelines to compiling ...

Professional Development Portfolios

A resource for school-based educators

Part 2: Post Level 3/4 Educators

[INSERT ICON FOR POST LEVEL THREE EDUCATORS]

Professional Development Portfolio of ...

Deputy Principal / Principal's Name _____

School _____

District / Region / Circuit _____

Province _____

General guidelines for organising your portfolio

1. Use the ring bound file provided with the guidelines to collate evidence of your professional development and practice.
2. Clearly mark the front of your professional development portfolio with:
 - ★ Your name;
 - ★ Your school;
 - ★ The district / region / circuit within which your school is located;
 - ★ The province in which your school is located.
3. Divide your portfolio into four sections with the interleaves provided, as follows:
 - ★ Section 1: A personal introduction, my teaching philosophy and teaching and learning context;
 - ★ Section 2: My professional practice;
 - ★ Section 3: My professional development;
 - ★ Section 4: Review of my professional development portfolio.
4. Start your portfolio with a table of contents showing details of its contents.
5. Section 1: A personal introduction and my teaching and learning context, should include:
 - ★ A personal introduction
 - ★ My curriculum vitae
 - ★ My personal biography and teaching philosophy
 - ★ My teaching and learning context, including
 - the learner and classroom profile; and
 - the school and community profile
 - ★ Reflections on professional development, including
 - a summary of participation in professional development programmes
 - completed reflection sheets on participation in a selection of professional development programmes
 - pockets of evidence supporting reflections in this section

6. Section 2: My professional practice, should include:
 - ✦ Guided reflections completed in the first quarter;
 - ✦ Unguided reflections for completed in the third quarter;
 - ✦ Pockets of evidence related to each set of reflections

7. Section 3: My professional development
 - ✦ Professional growth plan
 - ✦ Achievement towards my professional development outcomes
 - ✦ Pockets of evidence to support reflections on achievements towards professional development outcomes

8. Section 4: A review of my professional development portfolio
 - ✦ Completed review sheets

To further support you in compiling your professional development portfolio, we include more specific guidelines that relates to each of the above sections.

Table of Contents

A table of contents is useful in a portfolio and serves two purposes:

- ★ It will be useful for you in organising your portfolio and finding your way around the portfolio;
- ★ It is also useful for the reader to find their way around the portfolio.

You might want to use the following template with which to structure a table of contents for your portfolio. The first column provides an indication of the different pieces of evidence contained in the portfolio in each section and the second column provides a space within which to indicate a page reference for each piece of evidence. If you use this template, you might have to complete the second column with the page references.

A useful consideration ...

[INSERT ICON SUGGESTED FOR USE IN PART 1 – AN BRIGHT IDEA EXCLAMATION OR SOMETHING LIKE THAT]

You might want to consider adding page numbers to the various templates, forms and questionnaires as you work through them. These page numbers would then be included in your table of contents.

Table of Contents

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Section 1: A Personal Introduction and My Management Context

- A personal introduction
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- Reflections on participation in past professional development programmes
- My expectations of developing a professional development portfolio

Section 2: My Professional Practice

- Reflections on creating a positive learning environment in our school
- Reflections on knowledge of the curriculum and learning programmes in my learning area(s)
- Reflections on planning, preparation and presentation of learning activities in my learning area(s)
- Reflections on the selection, adaptation and use of teaching and learning support materials
- Reflections on monitoring and assessing learner progress and achievement
- Reflections on human relations in the school environment
- Reflections on supporting the development of the school
- Reflections on extra-curricula and co-curricula activities at the school
- Reflections on administration of resources and records
- Reflections on managing and developing personnel
- Reflections on decision – making and accountability
- Reflections on leadership, communication and servicing the Governing Body
- Reflections on strategic planning, financial planning and education management development

Section 3: Professional Development

- My professional growth plan
- Achievements towards my professional development outcomes

Section 4: A review of my professional development portfolio

- Review completed by
- Review completed by
- Review completed by
- Review completed by
- Review completed by

Section 1

A personal introduction and
my management context

A personal introduction

A portfolio is as personal as the educator who has compiled it. It is useful then to provide a personal introduction of yourself to the reader. Some of the aspects you might like to consider in this personal introduction:

- ★ I am
- ★ I grew up in ...
- ★ I have a family of ...
- ★ Some of the fondest memories I have of my childhood are ...
- ★ I really enjoy ...
- ★ I really don't like ...
- ★ I dream of ...
- ★ Etc ...

My curriculum vitae

Your curriculum vitae (CV) provide details of your personal, academic and professional background and experience. The next few pages include a template that you might find useful in compiling your curriculum vitae. It provides a space for listing:

- ★ Your personal details
- ★ Your academic qualifications
- ★ Professional development programmes in which you have participated
- ★ Your professional experience (inside and outside of the school)
- ★ Experience and skills gained
- ★ References

You might also want to include some certificates, diplomas, degrees and letters of reference, amongst others that support your curriculum vitae. A space has been provided at the end of the template within which to list these attached documents.

Most of the details in the template are self explanatory, but please note the following:

- ★ In the columns provided for under 'Professional Experience' we encourage you to note all positions held, whether **inside or outside of the school context** and whether formal or casual employment or voluntary services rendered.
- ★ Related to these positions we encourage you to list experience and competences (see glossary) acquired, in the column provided.
- ★ It is useful in your curriculum vitae to list your most recent employment first and work towards the earliest employment, listed at the end.
- ★ It is also useful in your curriculum vitae to use dates to show chronologically how you have progressed through your career;
- ★ Through your life, you might have participated in some professional / community bodies / organisations. In the section headed 'Participation in Professional / Community Bodies / Organisations we encourage you to list all of these activities and the experience, skills and / or competences gained.
- ★ You might have at some point written an article for a journal or magazine, presented a paper at a conference / workshop / seminar or convened a research project and prepared a report for this. You might then want to list any of these activities in the section headed 'Publications / Papers Presented / Reports Prepared'.
- ★ In the section 'Documents Attached' you might want to number the documents that you choose to attach and name each one in the right hand column.

Curriculum Vitae of _____

Personal Details							
Surname							
First Names							
Residential Address							
Postal Address							
Telephone Number	Home	()					
	Work	()					
Fax Number	Home	()					
	Work	()					
Cell Phone Number							
E-mail Address							
Identity Number							
Nationality							
Sex							
Marital Status	single		married		divorced		co-habiting
Drivers' Licence	yes		no		code		
Home Language (s)							
Additional Languages							
Health							
Interests & Hobbies							

Tertiary Qualifications				
Professional Qualifications				
Institution	Period	Completed?	Qualification	Area of Specialisation
Academic Qualifications				
Secondary Qualifications				
School (s) attended				
Period				
Highest Grades Passed				
Learning Areas				
Extra Mural				

Participation in Professional Bodies and Associations / Community and Non-Governmental Organisations / Unions / Etc.			
Bodies / Association / Organisations / Union / Etc.	Period	Position Held	Experience and competence acquired
Publications / Papers Presented / Reports Prepared			
Publication / Papers / Reports			Date

References	
Contact Person	
Institution / Organisation	
Position	
Contact Details	Address: Contact Number (s): E-mail Address:
Contact Person	
Institution / Organisation	
Position	
Contact Details	Address: Contact Number (s): E-mail Address:
Contact Person	
Institution / Organisation	
Position	
Contact Details	Address: Contact Number (s): E-mail Address:
Documents attached	
Ref No.	Description

My Personal Biography and Teaching Philosophy

In this personal biography, we encourage you to reflect on yourself as a leader in education and your professional development and practice, both **inside and outside of the school context**. We encourage you here to share with the reader your teaching and management philosophy (your values and attitudes towards teaching and those educators with whom you work), some of the factors that have shaped you as a leader in education and your professional practice and some of the visions and goals that you have for yourself, your staff, the learners at your school and the school community.

In constructing this personal biography, you might want to consider some of the following questions:

- ★ For how long have you been teaching, and how has your career progressed from there towards your current position as a leader in education?
- ★ What changes have you experienced through your career as an educator?
- ★ How have these changes taken place and how have they shaped your career?
- ★ In which learning area do you teach?
- ★ For how long have you taught in this learning area?
- ★ How do your qualifications relate the learning area / grade / phase in which you teach?
- ★ Do any of your qualifications relate to educational management, which and how?
- ★ What are some of the strengths and / or challenges that you experience in your leadership role of the school?
- ★ How would you describe your management style with respect to the learners in the school? Motivate.
- ★ How would you describe your management with respect to the educators at your school? Motivate.
- ★ What are some of your life experiences that have shaped these management styles?
- ★ What are some of the visions that you have for education in South Africa?
- ★ What visions and goals do you have for yourself as an educator, for the educators whom you lead and the learners at your school?
- ★ What is your vision for your school and the community that it serves?
- ★ What are your thoughts and feelings towards outcomes – based education and educational change in South Africa?
- ★ Has the staff at your school been working with the NCS?
- ★ In which ways have the staff being working with the NCS?
- ★ How are they experiencing this process?
- ★ How have you been able to support them in the work that they have been doing with the NCS?

My teaching and learning contextual profile

In the following pages we have provided you with two questionnaires through which to compile:

- * A profile of your learners and your classroom
- * A profile of your school and the community within which your school is located

The questionnaires are fairly self-explanatory and ask you various questions about your learners, your classroom the school and community. In completing these questionnaires we hope that you would come to a better understanding of your teaching and learning context. It also helps others, for example the reader of your portfolio, to better understand the teaching and learning context within which you teach.

Learner and Classroom Profile

1. Do you teach in any specific grade and learning area? _____
2. How many classes do you teach? _____
3. Which grade (s) do you teach? _____
4. Which learning area (s) do you teach and to which grade (s)? _____

5. How many learners do you have in the different learning area (s) / grade (s) class?

6. What is the age profile of learners in your different classes?

Class	Age groupings and number of learners			
	5-6	7-8	9-10	Older than 10 – specify ages
Eg. Grade 1 No. of learners	13	21	4	2 – 12 & 14

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7. What is the primary mother tongue language (s) spoken by your learners at school, at home or in the community?

school	home	community

8. What additional languages do your learners, speak, write, read and / or understand?

speak	write	read	understand

9. What are some of the primary teaching and learning methods, approaches and styles that you use in your classroom?

10. How do these work for you and your learners?

11. Comment on some of the strengths and challenges of these methods, approaches and styles.

13. What are some of the general challenges which you as an educator are faced with in your classroom context? _____

14. What are some of the issues / challenges which your learners are confronted with in the community context?

15. How do these issues manifest in the classroom context, if at all?

16. How are you able to overcome some of these challenges?

17. Have you started working with the NCS in your classroom? If so, how?

18. How are you experiencing this process? Comment here on some of the challenges that you are experiencing and some of your more positive experiences. _____

School and Community Profile

1. Which grades are offered at your school? _____

2. If this is a high school, what are the subjects / learning areas offered at the school?

3. What is the total number of staff members at the school? _____

4. What is the current status of implementation of the NCS at the school?

5. What are some of the processes of support offered to educators in terms of curriculum change and the implementation of the NCS? _____

6. How are educators at your school generally responding to curriculum change initiatives and the implementation of the NCS?

7. What are some of the extra-curricula activities at your school, would you describe any of these as particularly significant to the school and why? _____

8. How would you describe the socio-economic context of your school? _____

9. How would you describe the school – community relationship? _____

10. What are some of the community based activities with which your school engages, if any?

11. What are some of the other significant aspects about your school that you would like to share and note why you find these aspects significant? _____

12. General comments _____

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13. If you have a photograph of your school, your staff and learners, include it here.

[INSERT PHOTO / SKETCH OF SCHOOL, LEARNERS AND STAFF HERE]

[INSERT ICON USED FOR POST LEVEL THREE EDUCATORS]

Reflections on Previous Professional Development

In this section we would like to encourage you to reflect critically on participation in prior professional development activities. The intention with this process of reflection is to:

- ★ help you understand your own strengths, challenges and areas that require further development;
- ★ help you understand how you have progressed through your teaching career; and
- ★ develop a professional growth plan as part of section 3, through drawing on these reflections and those undertaken in section 2.

[INSERT ICON AS SUGGESTED IN PART 1]

A point to consider ...

We often think of **professional development** taking place through participation in formal study programmes or workshops offered outside of the school context, by education departments, teacher unions or higher education institutions. The draft discussion document of the National Teacher Education Framework (Draft Discussion Document, 2004) however recognises a range of continuing professional teacher development programmes that contribute to the professional development of educators, an improvement in teaching and learning and an enhancement of the profession. These include:

Research activities	<ul style="list-style-type: none"> - Participate in a research activity to improve teaching and learning; - Conduct an action research programme to address a specific issue in your school / classroom / community;
Professional networks	<ul style="list-style-type: none"> - Participate as a school representative on the School Governing Body; - Participate in a teacher union / association or subject / learning area committee; - Serve as an executive on a teacher union / association at school, regional or national level; - Participate in formal observation of exemplary teaching practices; - Observe or teach in other schools, businesses, industries or institutions; - Serve as a sub-examiner for national / provincial examinations;
Mentoring and networking	<ul style="list-style-type: none"> - Serve as a part-time lecturer for a faculty / school of education; - Participate in a formal induction programme for newly qualified educators; - Participate in a formal mentoring programme for peers; - Participate in a study / reading group around teacher professional development issues; - Participate in a regional / provincial / national / school board or governing council addressing educational issues; - Participate in recognised workshops, seminars, conference of a recognised professional educational association;
Professional contributions	<ul style="list-style-type: none"> - Design / plan / deliver a one day workshop, seminar or training programme related to teacher professional development;
Publications	<ul style="list-style-type: none"> - Write an educational article for a journal or magazine; - Contribute to a text book, teacher manual, guide or professional learning resource - Present a paper at an educational conference; - Publish action research projects;
Projects	<ul style="list-style-type: none"> - Implement a school based project eg. School environmental awareness campaign; - Develop a school based club; - Produce / direct a school play / concert;

Reflecting on these examples might help you to identify those professional development programmes within which you have participated in the past and that have contributed to your professional development and practice.

Some of you might have extensively participated in professional development programmes. So as not to overload your portfolio unnecessarily, you might want to consider selecting a sample of professional development programmes in which you have participated and which have been particularly significant to you in terms of your professional practice. In this case, we offer you the following resources in this section:

- ★ a template on which to summarise your participation in professional development programmes over a period of time (we leave you to decide on the time frame for this summary).
- ★ a template on which to reflect on your participation in the most significant professional development programmes within which you have participated and its implications for your practice (if the number of templates provided is not enough, use one of these templates to make additional copies as you require them).
- ★ a pocket of evidence in which we encourage you to file any documentation relating to your participation in these professional development programmes.

A point for consideration:

[INSERT ICON AS SUGGESTED IN PART 1]

Remember that we are looking at this process of compiling your professional development portfolio as a process of evaluating your current status of professional development and practice so as to enhance and improve your future development and practice. In this case your portfolio is **more than an extended CV**. Try not to overload this section with too much detail about the programmes and try to focus more on **reflecting on your participation in professional development programmes as a way of informing your future development and practice**.

[INSERT ICON USED FOR POST LEVEL THREE EDUCATORS]

Throughout these guidelines we have used the term **professional practice**. At this point it might be useful to clarify the term. We use this term to encompass all professional activities that you engage with as an educator. These professional activities could take place both inside and outside of the classroom and school context. These would encompass all activities that promote teaching and learning both in the school and in a broader sense. Some examples of professional activities include, amongst others:

- ★ managing a registered class, with some specific activities, for example, being recording and reporting learner achievements, engaging with parents around learner progress or lack thereof, motivating learners and supporting learners through difficult circumstances;
- ★ teaching and learning activities which include, for example, planning for these, actual co-ordination of learning activities, monitoring and assessing learners and supporting learners through difficulties and challenges in learning;
- ★ co-ordination and management activities at the school, for example, being a member of the School Governing Body, supporting processes of recruiting educators, managing the finances of the school and supporting the strategic planning at the school, for example participating in drawing up of the time table;
- ★ extra-curricula and co-curricula activities which include, for example managing, coaching and supporting sports codes at your school, convening and managing certain school clubs / societies (for example, an environmental club, a debating society, a drama group, etc);
- ★ representing your school and / or colleagues on certain professional bodies for example, teacher unions, regional clubs and societies or supporting the activities of these professional bodies for example, the union might plan a professional development activity and you might support logistical arrangements at your school or provide input into this activity;
- ★ supporting community organisations in the work that they do, for example, work as a volunteer in a soup kitchen that serves the community in close proximity to your school.

These are only some of the many examples of activities that constitute an educators' professional practice. When you reflect on your professional practice, try to consider all activities with which you are involved as **an educator**.

Summary of participation in previous professional development programmes for period _____ to _____

Date	Programme	Programme outcomes	What I have gained from participation in this programme?	How has this programme helped me in my professional practice?

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[INSERT ICON USED FOR POST LEVEL THREE EDUCATORS]

Reflections on participation in past professional development programmes

1. Date _____

2. Programme _____

3. Programme outcomes

4. Have you earned any credits towards qualifications through participation in this programme? If so explain.

5. Was your participation in this programme voluntary, were you nominated to participate or were you expected to participate? Provide a motivation for your response.

6. Describe the programme briefly and some of the activities within which you participated. (include some documentation in the pocket provided).

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7. What are some of the key skills and / or competence that were developed through this programme?

8. How were you able to use these skills and / or competences in your professional practice?

9. What are some of your strengths identified through participation in this programme?

10. What are some of the limitations / challenges / weaknesses / areas that could be developed further that you were able to identify from participation in this programme?

11. How do you think that these can be addressed in future?

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to the participation in the professional development programme discussed earlier. You might want to include:

- * Notice of the workshop and related correspondence;
- * Some documentation received at the workshop / programme meeting;
- * Some examples of work that you completed during the workshop / programme;
- * Some examples of work that you have done subsequent to the workshop / programme and that was informed by the workshop / programme;
- * Certificates of attendance / participation / completion;
- * Evaluations that you might have done on the programme;
- * Reports that you might have completed to provide feedback to your colleagues;
- * Other documentation.

Section two

My professional practice

My Professional Practice

In this section, we encourage you to reflect on your professional practice to identify strengths, challenges and areas that require further development. This process informs the **development of your professional growth plan in section 3**. We further encourage you to engage within a range of professional development opportunities that respond to the needs outlined in your professional growth plan and to attempt to reorient or change your practice as you develop professionally. We then encourage you to engage in further processes of reflecting on practice to evaluate trends and patterns in **enhancing and improving practice**.

As noted in Part 1 we have structured the professional development portfolio around various policy initiatives and the expected levels of performance for educators, inherent in these. In this section of the portfolio we have defined various aspects of an educators' professional practice drawing on the seven roles of the educator defined in the Norms and Standards for Educators (Department of Education, 2000), the Duties and Responsibilities of Educators (Resolution Number 8 of 1998) and the performances standards on which Development Appraisal and Performance Management in the IQMS will be based. Various aspects of these sources overlap so it is hard to define which aspects relate to specific policy initiatives. We have however tried to cover as broad a range of aspects of professional practice as possible. If you do find that we are missing some aspects of what you do in this section, please feel free to include these aspects.

To support you in compiling this section, we have provided you with the following resources, one set for each of the various aspects of professional practice that we have identified:

- ★ **A guided reflection sheet** – this sheet poses some critical questions related to each aspect of professional practice, and provides a space within which to respond to these questions – this reflection sheet has been included for use during a process of self-evaluation in the **first quarter** [\[INSERT ICON THAT DENOTES THE FIRST QUARTER\]](#);
- ★ **An unguided reflection sheet** – this sheet provides you with an open space within which to reflect and the questions provided on the guided reflections sheet might provide you with some guidance in engaging with these open ended reflections – these reflection sheets we have included for use during further reflections on your professional practice during the **third quarter** [\[INSERT ICON THAT DENOTES THIRD QUARTER\]](#);

- ★ **Pockets of evidence** within which to file data / documentation of evidence that relates to your reflections – in each pocket we provide you with some guidelines to selecting material appropriate to your reflections related to each aspect of your professional practice.

In line with the time frame offered in part one of these guidelines to support the compilation of your professional development portfolio, you are encouraged to undertake the work in section 2:

[INSERT ICON THAT DENOTES THE FIRST QUARTER]	towards the end of the first quarter (guided reflections)
	and
[INSERT ICON THAT DENOTES THE THIRD QUARTER]	during the third quarter (unguided reflections).

- ★ **Reflections in the first quarter** are meant to inform the design of, and engagement within your professional growth plan, as part of the process of self-evaluation – these reflections are guided by specific questions contained in the '**guided reflection**' sheets;
- ★ **Reflections in the third quarter** are meant to provide opportunities through which you can feed your professional development back into your work, and visa versa – you are encouraged to do these reflections using the '**unguided reflection**' sheets.

Guided reflections on ...

Creating a positive learning environment in our school

Date of reflections in the first quarter: _____

1. What factors in your school context reflect a 'positive learning environment' and enable effective individual and group learning? Why do you say so?

2. How do you think that the learning environment in your school can be enhanced to support and contribute to productive individual and group learning? List these ways below.

3. How are you able to assess whether learners at the school experience teaching and learning positively in the school?

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4. What could you do in your position as Principal to ensure and encourage active teaching and learning processes for all learners in your school?

5. What are some of the policies, regulations and procedures that support your educators in implementing effective classroom management strategies?

6. How effective are these policies, regulations and procedures in ensuring effective classroom management in your school?

7. What are some of the policies and strategies used to promote a sense of respect and responsibility to others in your school?

8. In which ways could the teaching and learning experience of all learners be improved in your school?

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections creating a positive learning environment in your classroom. You might want to include:

- * Some of the policies, vision and mission statements that support the creation of a positive learning environment in your school;
- * Examples of some of the policies that support your educators in fostering an effective classroom management strategy
- * Examples of the school rules and how these are used to effectively manage learners in the school environment;
- * Other documentation that might support reflections on creating a positive learning environment in the school

Remember to date these pieces of evidence, so as to reflect any changes that you have made in your classroom to improve the learning environment.

Guided reflections on ...

Knowledge of curriculum and learning programmes in my learning area

Date for reflections in the first quarter: _____

Please note: for reflections on this aspect of your professional practice, it might be necessary for you to select one or more learning activity used in your classroom as a focus

1. Describe briefly one or more learning activity used in your classroom?

2. Which learning area were you addressing through this / these learning activities? Include the lesson plan / notes that integrate these learning activities in your pocket of evidence.

3. How does the theme / skills / competences / content of the learning activities relate to the learning area noted above?

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4. How were you able to use your own knowledge to advance the knowledge of your learners?

5. What are some of the learning techniques and strategies that you have used in your classroom to promote the acquisition of skills and knowledge, critical thinking and problem solving?

6. Describe how these activities have contributed to the acquisition of skills and knowledge and critical thinking and problem solving.

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on your knowledge of curriculum and learning programmes in your learning area. You might want to include:

- * Documentation detailing the learning programme – if you have for example, written down some notes to guide your teaching or if you have formally written out a lesson plan, you might want to include this here. You might also want to include two lesson plans developed sequentially to indicate any improvements in the second round of reflections;
- * Some examples of activities that reflect opportunities for acquiring basic skills and knowledge and promotes critical thinking and problem solving;
- * Some examples of learners' work that reflects their learning, for example, group exercises or activities, individual exercises;
- * A report from one of your colleagues or your immediate supervisor that attests to your knowledge of the curriculum and learning programmes;
- * Other documentation that might support your reflections on knowledge of the curriculum and learning programmes.

Remember to date these pieces of evidence, so as to reflect any changes that you have made to improve teaching and learning in your learning area.

Guided reflections on ...

Planning, preparation and presentation of learning activities

Date for reflections in first quarter: _____

1. Describe the processes that you use in planning learning activities? Include in your portfolio a copy of a typical learning activity plan that you have used.

2. Are there any ways in which you could strengthen the process of planning for learning activities?

3. Describe how these learning activities fit into a broader learning programme, commenting on previous lessons on which it has built and lessons through which follow up activities will be undertaken.

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4. Did you experience any challenges in implementing the learning activities that you have planned? If so, describe these and comment on ways in which you can overcome the challenges in future.

5. Do you have any system of recording your planning of learning activities? Describe this process clearly.

6. Are there any areas in planning, preparation, presentation and management of learning activities that in your opinion requires added attention? Note these and consider ways in which you can address these areas requiring further development.

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on planning, preparation, presentation and management of learning programmes. You might want to include:

- * A lesson plan that reflects the process of planning that you engage with. You might want to include two lesson plans developed sequentially to indicate any improvements to planning in the second round of your reflections.
- * A written self-evaluation of a lesson implemented and taught, reflecting its links to former lessons and following lessons.
- * Examples of planning at a meso and macro level that reflects the integration of lesson plans within a broader learning programme framework.
- * A report from one of your colleagues or your immediate supervisor that attests to thorough processes of planning, preparation, presentation and management of learning activities.
- * Other documentation that might support your reflections on planning, preparation, presentation and management of learning programmes.

Remember to date these pieces of evidence, so as to reflect any changes that you have made to improve planning, preparation, presentation and management of learning programmes.

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4. What motivated you to use this resource in the way that you did and in relation to the learning activity that you describe above?

5. Describe the relevance of this resource relative to the learning area and learning activity in which you used it.

6. Were learners able to engage in any way with the resource during the lesson to enhance their learning experience? If so, how?

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on the selection, adaptation and use of teaching and learning support materials. You might want to include:

- * A copy of the resource;
- * A copy of the lesson plan or notes on the lesson within which you used the resource;
- * Any adaptations that you have made to the resource;
- * Examples of how learners have engaged with the resource;
- * Other documentation that might support your reflections on selecting, adapting and using teaching and learning support materials. .

Remember to date these pieces of evidence, so as to reflect any changes that you have made to improve the selecting, adaptation and use of learning support materials.

Guided reflections on ...

Monitoring and assessing learner progress and achievement

Date for reflections in the first quarter: _____

1. What are some of the assessment methods and activities that you use in your classroom context? Include some examples of assessment tasks in your pocket of evidence.

2. How do these methods and activities link to the assessment criteria defined in your learning area? Include some assessment tasks that reflect the links to assessment criteria in your learning area.

3. How are learners provided with feedback on assessment processes, methods and activities? Provide some examples of evidence through which learners' are provided with feedback on assessment.

4. Why have you chosen this / these forms of providing feedback?

5. In your classroom context, how do you address the issue of learners' not achieving competence relative to some of the assessment criteria?

6. How do you manage some learners achieving competence and others not achieving competence relative to some of the assessment criteria that you are assessing?

7. What records of assessment do you keep? Include in your pocket of evidence some examples of records held on assessment.

8. How do you use these records?

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on monitoring and assessing learner progress and achievement. You might want to include:

- * An assessment plan relative to a lesson plan that you developed and taught. You might want to include two assessment plans developed sequentially to indicate any improvements in assessment methods and processes.
- * Some examples of assessment activities that you have developed as part of your assessment plan.
- * Some examples of learners' work in relation to the assessment activities noted above.
- * Some examples of feedback provided to learners on their engagement in assessment processes.
- * Some examples of assessment outcomes documented and recorded.
- * Other documentation that might support your reflections on monitoring and assessing learners' progress and achievements.

Remember to date these pieces of evidence, so as to reflect any changes that you have made to improve monitoring and assessing learner progress and achievements.

Guided reflections on ...

Human relations in the school environment

Date for reflections in the first quarter: _____

1. Describe some of the ways in which policies and programmes respond to learners' needs in the school environment.

2. How would you describe your interaction with learners in the school context?

3. What are some of the opportunities that you have for interaction with the parents of learners in your school?

4. How would you describe the nature of these interactions with the parents of the school?

5. How do you think these interactions contribute to or support learners' learning and progress at school?

6. How would you describe interactions between yourself and the educators at your school?

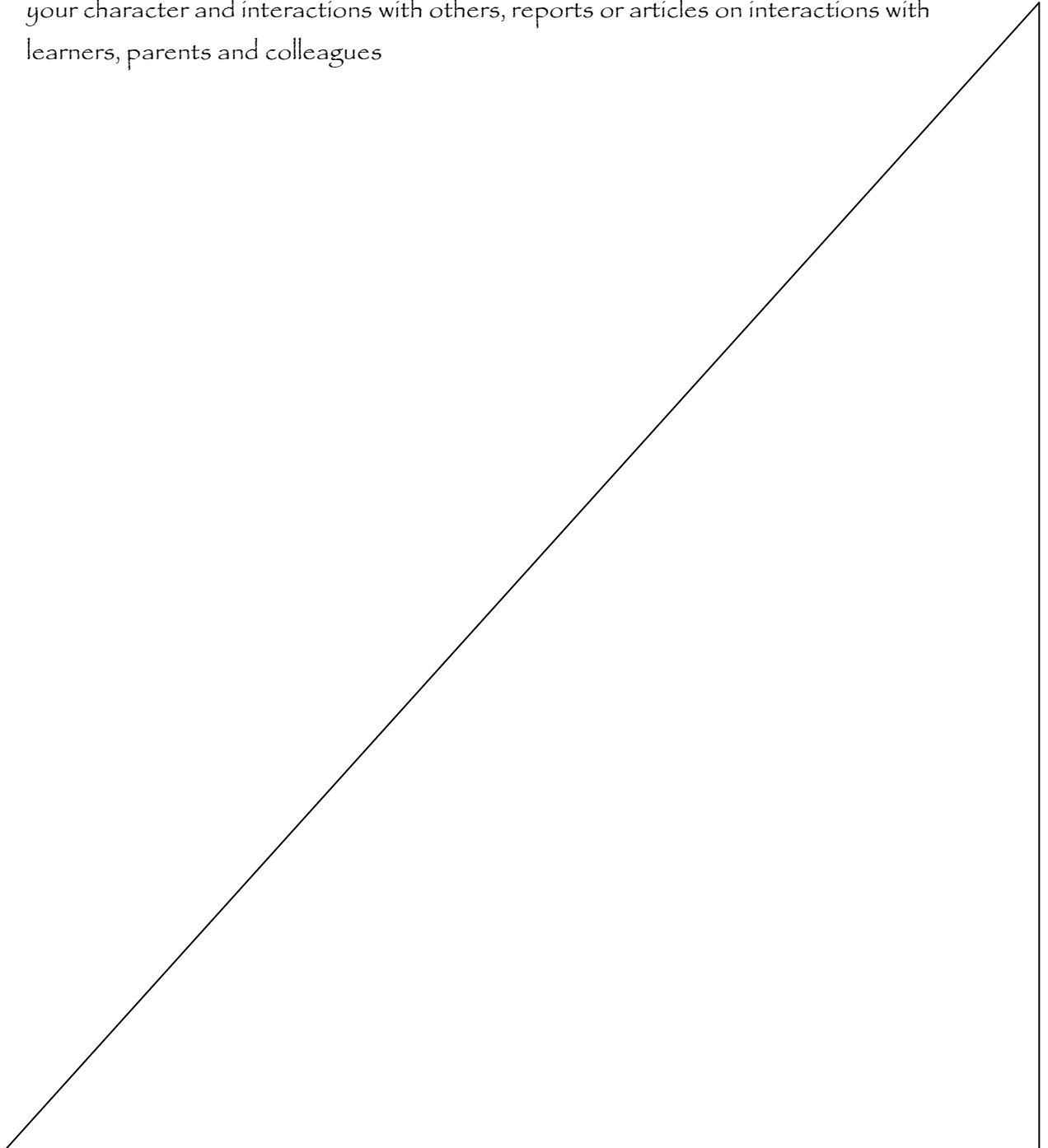
7. How do these interactions shape / influence the work that you and the educators do in the school context?

8. How do you think supportive interactions amongst colleagues in your school could be enabled?

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on human relations in the school environment. You might want to include:

- * Documentation that supports your reflections on your interactions with learners, parents and colleagues. This might include for example, letters of references, letters attesting to your character and interactions with others, reports or articles on interactions with learners, parents and colleagues



Guided reflections on ...

Supporting the development of the school

Date for reflections in the first quarter _____

1. What are the processes used for the development of regulations, programmes and policies in your school environment?

2. Are all educator at the school aware of all policies, procedures and programmes?

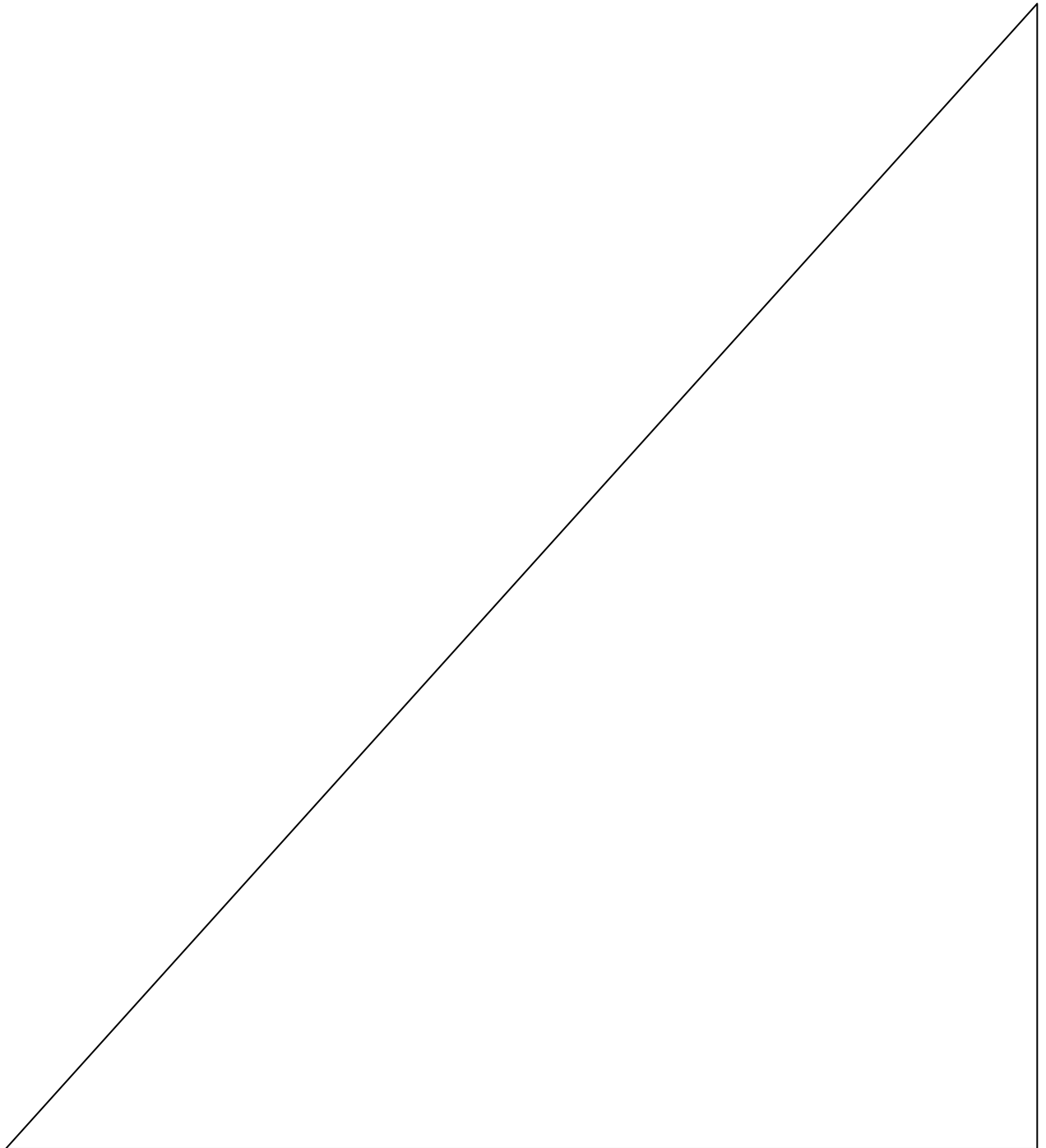
3. How are policies, procedures and programmes communicated to educators at the school?

4. How often are the policies, procedures and programmes at your school revised and what informs this revision. It might be useful to use a specific example in these reflections.

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on your contribution and support to school development. You might want to include:

- * Documentation that supports your reflections on contributions made to the development of the school, for example, programmes and policies developed and managed.



Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on participation in extra- and co-curricula activities. You might want to include:

- * Evidence that reflects some examples of extra-curricula and co-curricula activities at the school, for example, meeting minutes, activity reports, sporting logs, etc..
- * Evidence that reflects contributions made towards the holistic development of learners at the school, for example, newspaper articles of events and activities, awards received, etc..
- * Evidence that reflects educators involvement in extra-curricula and co-curricula activities at the school.
- * Examples of your own administration and organisation of these extra- and co-curricula activities.

Remember to date your evidence. This could be the date on which you included the evidence into your portfolio, to show any progression in your professional practice.

4. Would you say that educators at the school are clear on what is expected from them in terms of job performance? Why do you say so?

5. What processes of mentoring and support are offered to staff at the school? Comment on the effectiveness of these processes of mentoring and support.

6. How would you describe your processes of record keeping and which areas in this aspect of your work can be improved and how?

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on the administration of resources and records. You might want to include:

- * Evidence that reflects planning for and the utilisation of resources, for example, meeting minutes, staffing structures and allocations, physical resource allocations, etc.
- * Evidence that reflects processes of communication, for example, meeting minutes, communication distribution lists, etc.
- * Evidence that reflects processes of mentoring, for example, reports on educators' development, etc.

Remember to date your evidence to show any progression relative to the administration of resources and records.

Guided reflections on ...

Managing and supporting the development of staff

Date for reflections in the first quarter: _____

1. List some of the staff development programmes that have been formulated for staff over the past five years.

2. What informed the formulation of these programmes?

3. What has been the outcome of educators' participation in these staff development programmes?

Taking responsibility for my own professional development

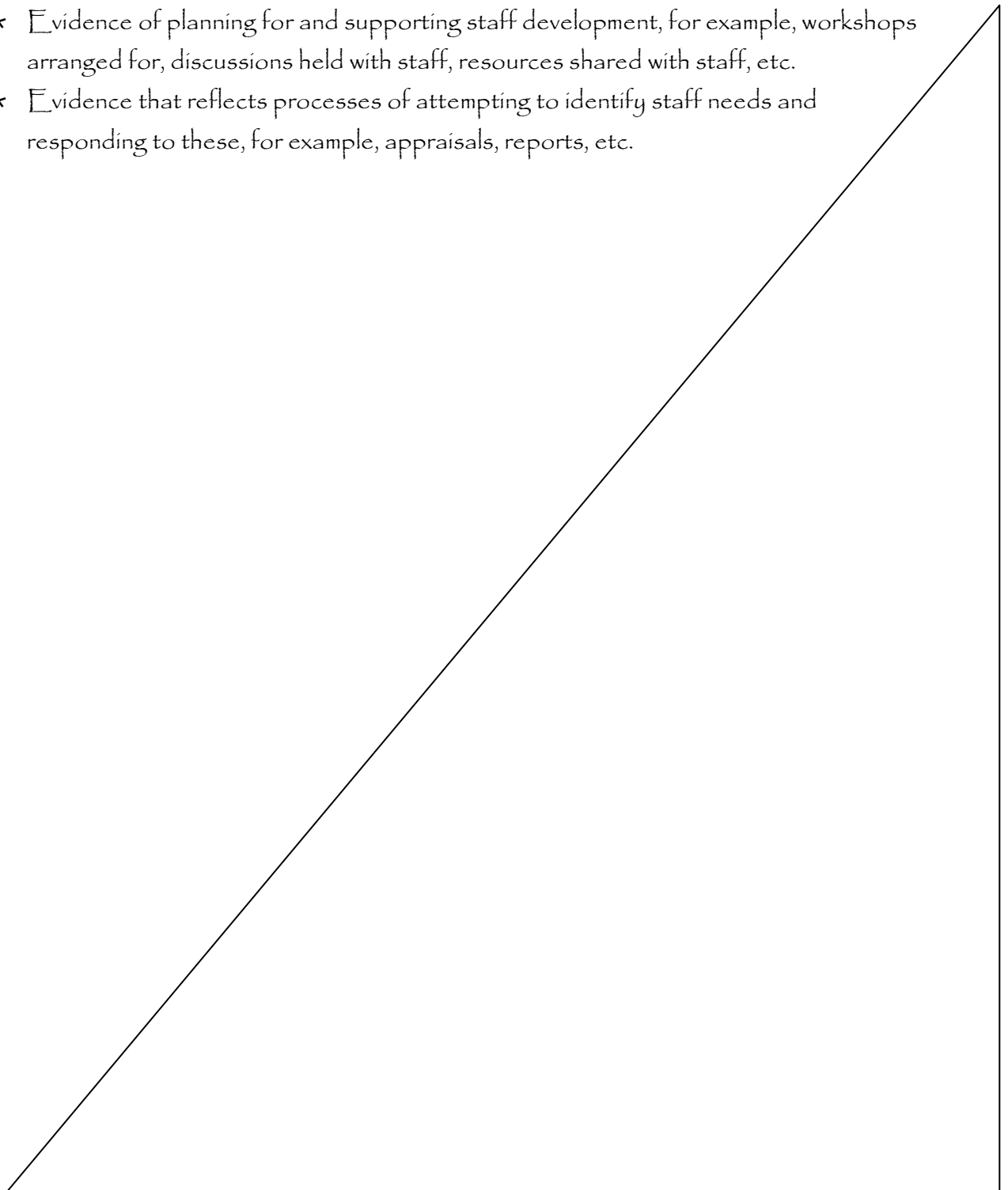
4. How would you describe your style of staff management and why do you say so?
Comment on the effectiveness of your management style.

5. Which areas with regard to staff management and development could you improve on and how?

Pocket of evidence

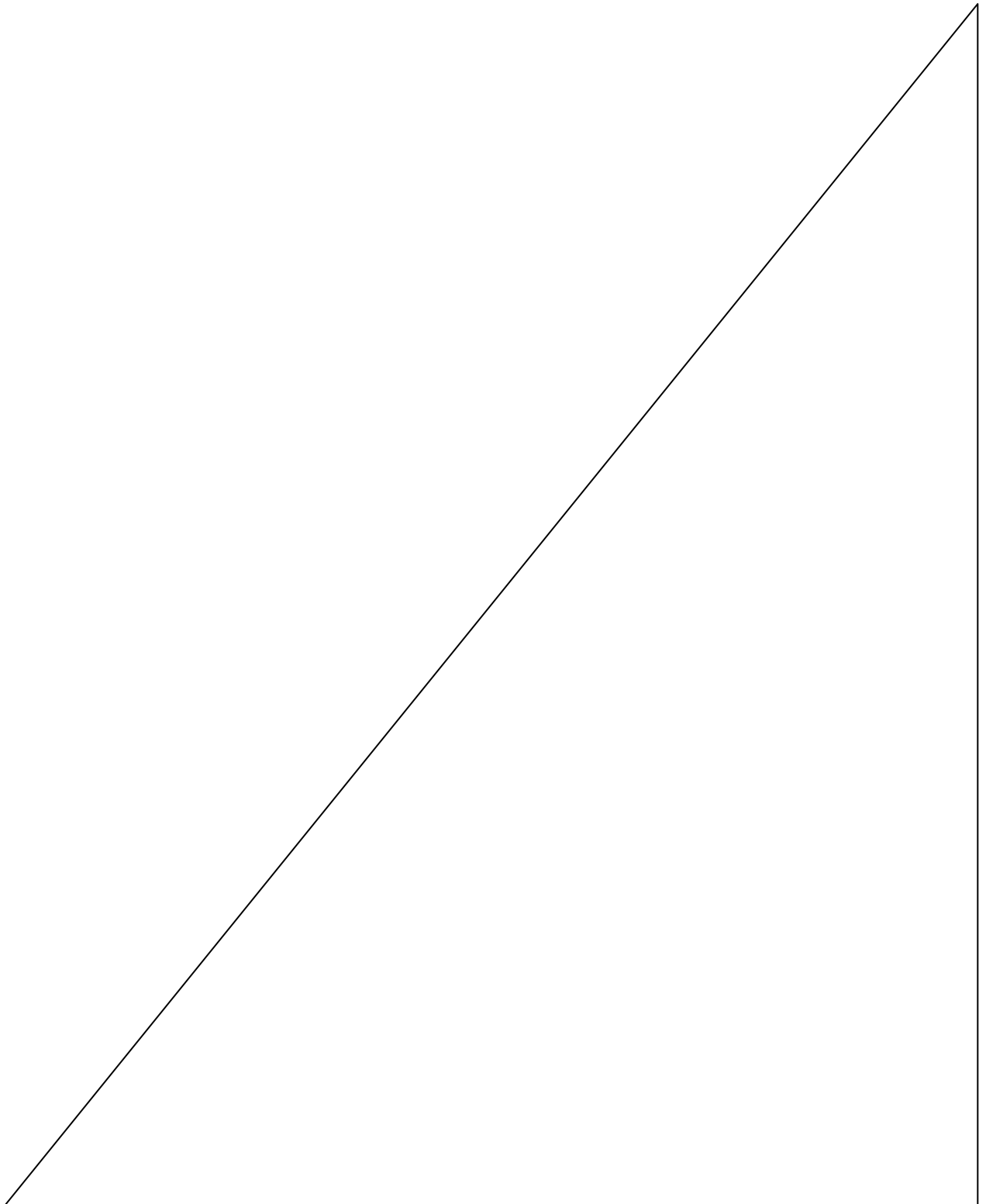
In this pocket of evidence you might want to include some of the documentation that relates to your reflections on the administration of resources and records. You might want to include:

- * Evidence of planning for and supporting staff development, for example, workshops arranged for, discussions held with staff, resources shared with staff, etc.
- * Evidence that reflects processes of attempting to identify staff needs and responding to these, for example, appraisals, reports, etc.



Pocket of evidence

In this aspect of professional practice it is challenging to define any examples of evidence that reflects democratic decision-making processes and accountability. If you are able to think of any evidence that could support your reflections relative to this performance standard, please include it in this pocket.



[INSERT ICON USED FOR POST LEVEL THREE EDUCATORS]

Taking responsibility for my own professional development

3. What are some of the support, mentoring and / or guidance processes that you offer to your colleagues? Comment on the effectiveness of these processes in enabling your colleagues to improve their professional practice.

4. What are the processes of communication that are in place to ensure effective communication with colleagues, parents and the School Governing Body?

5. Would you describe these processes as effective? Comment on how these can be improved and why it would be important to seek improvement in these.

6. In the space below, draw an organogram reflecting the different staff members and their roles, functions and responsibilities in the efficient running of the school. In this organogram, highlight any structural areas that could be improved on and note briefly, in the organogram how these areas could be improved.

Taking responsibility for my own professional development

Structural organogram of _____

[INSERT ICON FOR POST LEVEL THREE EDUCATORS]

Pocket of evidence

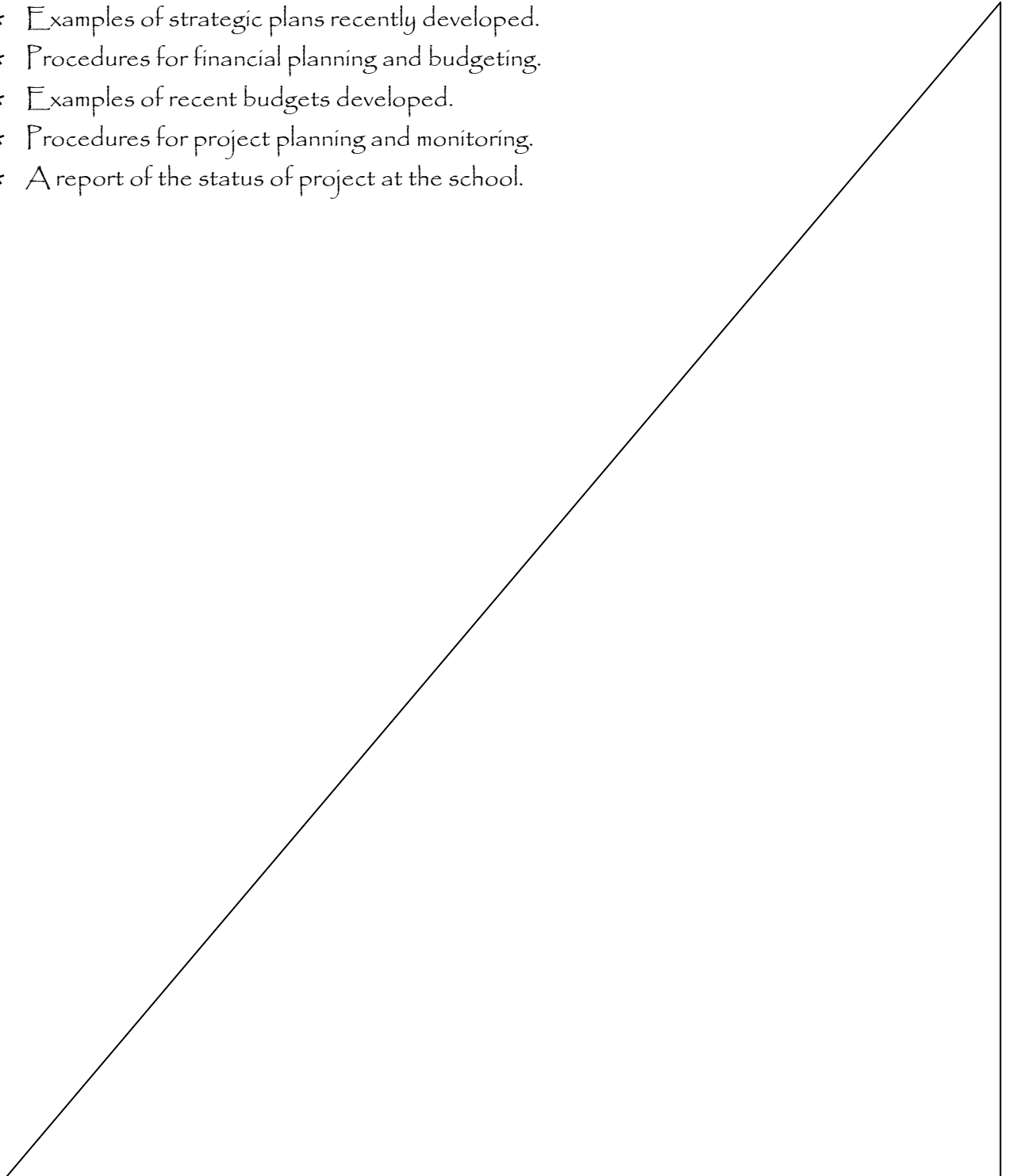
In this pocket of evidence you might want to include some of the documentation that relates to your reflections on your leadership, communication and servicing of the Governing Body. You might want to include:

- * Evidence of support, mentoring and guidance that you have offered your colleagues, for example, workshops arranged for, discussions held with staff, resources shared with staff, etc.
- * Evidence that reflects processes of communication and sharing information with colleagues, parents and the School Governing Body
- * A report of some of the initiatives taken at the school to improve its effectiveness and service delivery to the community

Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on strategic planning, financial planning and education management development. You might want to include:

- * Documented procedures through which strategic plans are developed.
- * Examples of strategic plans recently developed.
- * Procedures for financial planning and budgeting.
- * Examples of recent budgets developed.
- * Procedures for project planning and monitoring.
- * A report of the status of project at the school.



Section three

My professional growth and development

My professional growth and development

In this section we encourage you to design a professional growth plan for one year and to work towards achieving some of your stated outcomes in this professional growth plan. You should not see this section as separate from the previous two sections as most of the initial reflections in these sections could help you in designing your professional growth plan and in working towards some of the stated outcomes.

The following steps might help you to work through this section:

- ★ **Step 1: Review your reflections on participation in previous professional development processes.** What are some of the areas in your professional practice that are highlighted through these reflections that require some further attention. List these in the space provided for in designing your professional growth plan.
- ★ **Step 2: Review your expectations** noted in section one that you have of this process of developing your portfolio. Are there any aspects noted here that could help you identify areas that require attention. List these in the space provided for in designing your professional growth plan.
- ★ **Step 3: Review your guided reflections** in section 2 and list the areas that you have identified for further development in the space provided for in designing your professional growth plan.
- ★ **Step 4:** Drawing on these areas identified that require further attention in professional development processes, **design your professional growth plan.**
- ★ **Step 5:** Attempt to **work proactively towards achieving** some of the **outcomes** stated in your professional growth plan. Note that in some cases you might only achieve a certain measure of progress towards the stated outcome. In which case you should note any progress made, however small, towards these stated outcomes.
- ★ **Step 6: Reflect on your professional development** in an ongoing manner **and** try to **feed your development into your professional practice.**

Step 1 to 3 involves a review of the evidence that has already been collated in your portfolio in sections 1 and 2. The following guidelines cover steps 4 to 6.

Please note that you are likely to engage with this section throughout the process of developing your professional development portfolio. As we deal with each of the above-mentioned steps, we indicate the possible time frame within which to undertake this activity.

My professional growth plan

Before engaging in professional development processes it is often useful to design a plan that responds to your specific professional development needs. In designing the professional growth plan, you begin to focus on your particular needs and ways in which these could be addressed.

An important point for consideration:

We are encouraging you to take a proactive approach to your professional development, to take responsibility for your own professional development needs.

As noted before, we often think of professional development as being a formal learning / study programme offered by a formal institution or organisation over a longer period of time. Though these programmes do offer opportunities for professional development, there are other creative ways in which to develop professionally, for example:

- ★ **Engaging in discussions with colleagues** around pertinent issues, for example, curriculum requirements for particular grades and how to learning programmes that meet these requirements;
- ★ **Reading various circulars** disseminated through the Department of Education that addresses various aspects of professional practice;
- ★ **Engaging with various curriculum and other documents** that could support a better understanding of your professional practice;
- ★ **Self – study** through accessing various literature around a topic of interest, for example, there are countless books on library shelves that provide insight into assessment processes in an outcomes-based system. You might also be able to access literature through discussions with colleagues at your school, a curriculum advisor or other office based officials;
- ★ **Observing teaching processes** in a classroom of, for example, a colleague or your head of department or an educator at another school;

These examples, offer shorter-term options for addressing your professional development needs. In designing your professional growth plan we would like to encourage you to consider some of these shorter-term options rather than waiting for formal professional development programmes that are more likely only accessible over a longer period of time.

In the following pages of your portfolio draw on the reflections that you engaged with in the first term and design your professional growth plan.

In designing your professional growth plan, in each column:

- ★ **Column 1:** Translate your needs into a **tangible and specific outcome** to be achieved at the end of the programme. For example, at the end of this professional development activity, *I want to be able to better understand the curriculum requirements for grade 2 in the Literacy learning area.* In another example, *I want to be able to understand assessment processes appropriate within an outcomes-based framework and linked to assessment criteria for grade 5 learners in the Natural Sciences learning area or I want to be able to develop a system of recording assessment through the use of Excel spreadsheet or I want to improve processes of financial planning in my school.*
- ★ **Column 1:** Distinguish between **long-term and short-term outcomes**. You might want to highlight the short-term outcomes to distinguish them from the long-term outcomes. Another way in which you could distinguish the short-term outcomes from the long-term outcomes is by using a different colour ink.
- ★ **Column 2:** Identify **programmes, opportunities and activities** that would support you in working towards these outcomes. In compiling this column you might have to discuss some aspects with your Head of Department, Principal, Curriculum Advisor or find out more about programmes on offer. You might also have to review adverts in the newspaper for courses on offer or visit a website of an institution in close proximity to you. Often, the provincial department of education also has a listing of professional development programmes that support the professional development of educators. So in essence, developing this column would require some extensive research of available programmes.
- ★ **Column 3, 'resource person / institution'** provides a space within which to record the name and contact details of the person with whom you could liaise to find out more about the programme or the institution who is offering the programme.
- ★ **Column 4: Time frames** within which you would participate in the programme
- ★ **Column 5: Resources** needed for participation in this programme or activities.
- ★ **Column 6:** Provides a space for recording the **completion of a programme or activity towards a stated outcome** and for commenting briefly on the achievement of the outcome.

[INSERT ICON FOR POST LEVEL THREE EDUCATORS]

My professional growth plan

1. From reflections on participation in past professional development programmes, I have identified the following areas that I need to address through ongoing processes of professional development:

2. From a review of my expectations, I have identified the following areas that need to be addressed through future professional development processes:

3. From reflecting on my professional practice, the following areas need to be addressed through professional development programmes:

Professional Growth Plan of _____ for 200 _____

Outcomes	Programmes / Activities	Contact person	Time frame	Resources	Outcome achieved
What do I hope to achieve to address the professional development needs that I have?	Who offers this programme? Who can support me in participating in this programme / activity?	Who can I contact with regard to this programme / activity?	When can I participate in this programme / activity?	What do I need and need to plan for in order to participate in this programme / activity?	Have the stated outcome been achieved? What more can I do to strengthen this area of my professional practice?

Achievements towards my professional development outcomes

In the following section, we encourage you to reflect on your participation in the professional development programmes and / or activities in which you have participated towards the outcomes defined in your professional growth plan. We also encourage you here to reflect on the implications of this professional development for your practice.

Here we provide you with a reflection sheet, through which we encourage you to reflect on the professional development programme and / or activities and to consider critically how this programme and / or activity have responded to your needs. We further encourage you to consider the implications of this professional development for your practice.

Remember:

- ✦ to keep the reflections on your professional practice in mind and the needs that you have identified through this process (section 2);
- ✦ try to find opportunities in your professional practice where you can draw on the professional development experience and improve your practice;
- ✦ document any improvements in your practice that you can include in the 'pockets of evidence' for each performance standard in section 2.

As before please photocopy additional copies of these reflection sheets as you require.

Achievements towards my professional development outcomes

1. Name of programme / activity: _____

2. Date of participation: _____

3. Which professional development needs were you intending to address through participation in this programme?

4. Briefly describe the programme.

5. Were the outcomes that you defined for your professional development met through this programme and how?

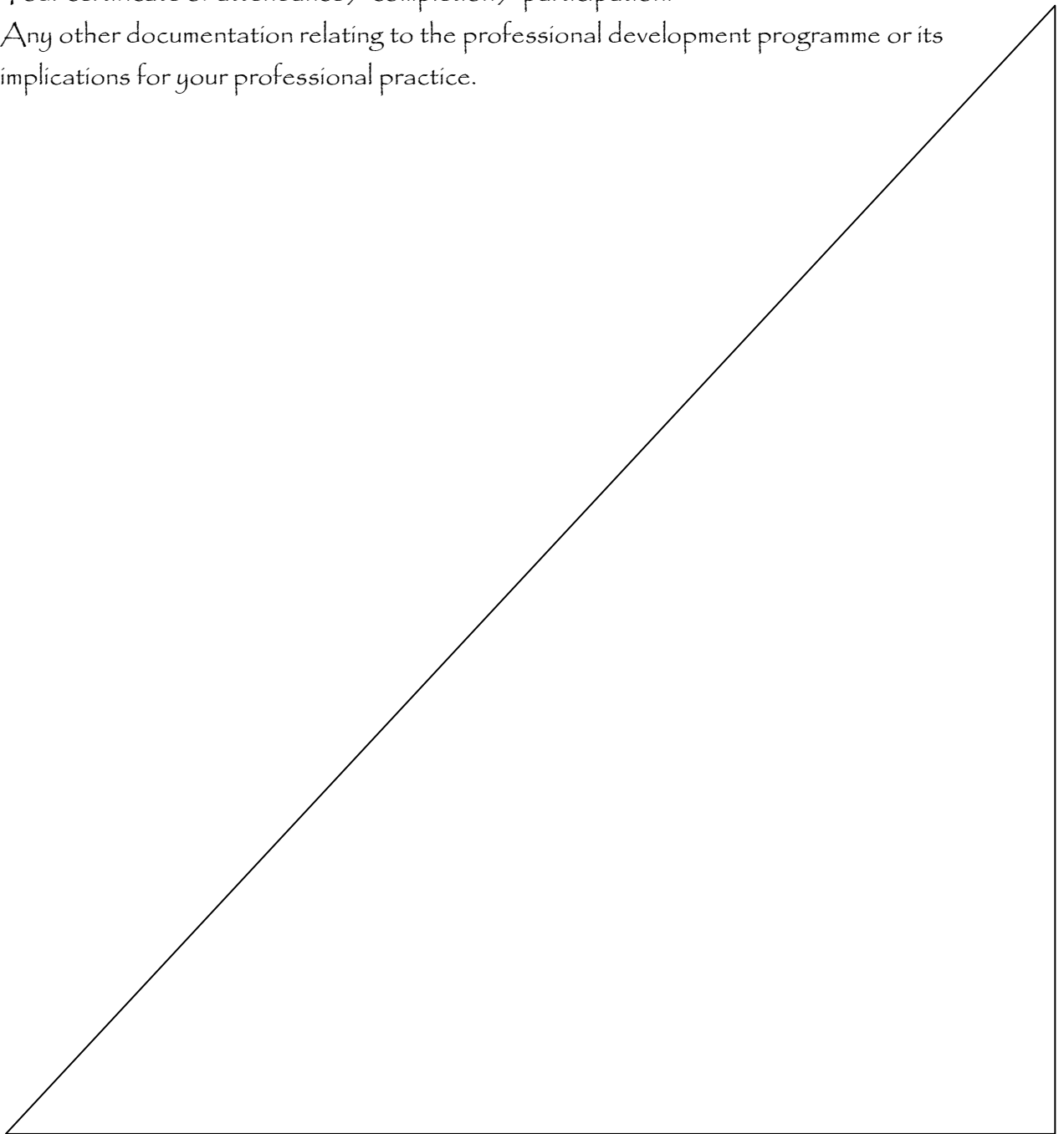
6. What have you learnt through participation in this programme?

7. Were you able to earn any credits towards qualifications through participation in this programme? If so, explain.

Pocket of evidence

In this pocket of evidence you might want to include some evidence of your participation in this professional development programme. Here you might want to include:

- * The professional development programme.
- * Examples of activities with which you have engaged.
- * Examples of work completed during participation in these activities.
- * Your certificate of attendance / completion / participation.
- * Any other documentation relating to the professional development programme or its implications for your professional practice.



Section 4

A review of my professional
development portfolio

Reviewing the professional development portfolio

In part one we suggested the ongoing review of the professional development portfolio, through interactions with various people. To support this process of review, we include the following review sheets that could be used in providing you with feedback on your professional development portfolio.

In this review sheet we provide you with two columns:

- ★ the first column lists a particular area of focus for reviewing the portfolio; and
- ★ the second column provides a space within which the reviewer can list their comments.

We recommend that you include the review sheets into your portfolio, since this provides evidence of your growth through the process of developing the professional development portfolio.

We have recommended in part 1 of these guidelines that processes of review be undertaken by one or more of your peers, a member of the DSG, your Head of Department or your Curriculum Advisor at interim periods, for example, quarterly or six monthly. The intention of this review is to provide you with critical feedback to support the development of your professional development portfolio. We recommend that this review process focus on the contents of the professional development portfolio and the evidence reflected in the portfolio. You might need to discuss this process of review with those colleagues whom you choose to review your professional development portfolio

Review of my professional development portfolio

Name of the Educator: _____

Name and position of the Reviewer: _____

Date of review: _____

Please, comment critically on **the evidence** provided for in the portfolio relative to each of the focus areas, below. This process is intended to provide the educator with critical feedback on the contents of their professional development portfolio so that they are supported in the further development of the portfolio. You might want to comment on the responses to the questions in the various questionnaires and reflection sheets and the supporting evidence. Rather than judging the contents we encourage you to ask critical questions of the educator who has compiled the portfolio

Focus of review	Reviewers' comments
Section 1: A personal introduction and my teaching and learning context	
A personal introduction	
Curriculum Vitae	
Personal biography and teaching philosophy	

<p>Teaching and learning context</p>	
<p>Reflections on professional development</p>	
<p>Section 2: Professional practice</p>	
<p>Reflections on creating a positive learning environment</p>	
<p>Reflections on my knowledge of curriculum and learning programmes in my learning area</p>	
<p>Reflections on planning, preparation and presentation of learning activities</p>	

Reflections on the selection, adaptation and use of teaching and learning support materials	
Reflections on monitoring and assessing learner progress and achievement	
Reflections on human relations in the school environment	
Reflections on my contribution to the school's development	
Reflections on participation in extra-curricula and co-curricula activities	
Section 3: Professional development	
Professional growth plan	
Achievement towards professional development outcomes in growth plan	

Evaluation of the process of developing and compiling a professional development portfolio

To support the ongoing review of these guidelines and processes of supporting the development of professional development portfolios, please complete the following evaluation questionnaire and return to:

Ella Mokgalane
Professional Development Manager
South African Council of Educators
Private Bag X127
Centurion
0046

(012) 663 9517
(012) 663 4944 (fax)
ella.mokgalane@sace.org.za

1. How did you experience the process of compiling your professional development portfolio?

2. What strengths can you identify from this process?

3. What are some of the challenges that you encountered in compiling the professional development portfolio?

4. Did you find this process useful in supporting other policy initiatives in your school context, for example, Development Appraisal and Performance Management in the IQMS, processes to support the implementation of the NCS, amongst others?

5. What are your general impressions of the guidelines?

6. Did these support you in compiling your professional development portfolio?
