



THE INSPECTOR COMPETENCIES

Developed under the Algeria Partnership Schools Program



CREATIVE ASSOCIATES INTERNATIONAL



World Learning
SIT Graduate Institute

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Introduction

The Partnership Schools Program has been funded through the U.S. Department of State, Bureau of Near Eastern Affairs, Office of the Middle East Partnership Initiative (MEPI). MEPI is a unique program designed to engage directly with and invest in the peoples of the Middle East and North Africa (MENA). MEPI works to create vibrant partnerships with citizens to foster the development of pluralistic, participatory, and prosperous societies throughout the MENA region. MEPI partners with local, regional and international non-governmental organizations, the private sector, academic institutions, and governments. More information about MEPI can be found at: www.mepi.state.gov.

The Partnership Schools Program has been delivered in collaboration with the Algerian Ministry of National Education, and implemented by Creative Associates International, Inc. and World Learning/School for International Training (WL/SIT) Graduate Institute. The program began in 2005 and continued through summer 2010.

Central to the Ministry of National Education's goals for national education reform has been the development of school curricula aligned to a Competency-based approach. The major focus of the work of the MEPI/Partnership schools Program has been the facilitation of this process by working with the Ministry to ensure that English language education in Algerian schools is carried out by teachers and supervisors trained to the highest standards of international best practice in the delivery and supervision of a competency based language syllabus. To this end, competency frameworks were developed to measure progress towards linguistic and pedagogical goals for a variety of educational stakeholders: middle and high school English language learners (See the Algerian English Framework, or AEF); middle and high school English teachers (see the Teacher Competency Framework, or TCF) and the following document for English inspectors. Internationally, student and teacher standards, or competencies, have been firmly established as contributing to quality and performance in teaching and learning.

During the 2008-2009 academic year, MEPI/PSP conducted a comprehensive training and professional development program for 55 inspectors across Algeria. Within this context, a set of professional competencies were developed to provide Inspectors with goals for quality and performance. WL/SIT trainers worked with Inspectors over the duration of the course to articulate the following standards and guidelines for English Inspectors across Algeria, clarifying roles and responsibilities in relation to the teachers they supervise and train. The following framework also supports them in self-assessment, professional development and the mentorship of new Inspectors in seven principle areas: English Language Teaching Knowledge and Skills; Reflective Skills; Interpersonal Qualities and Skills; Evaluation and Feedback Skills on Teachers' Performance; Training and Development Skills; Continuing Professional Development Skills; Administrative Skills.

THE INSPECTOR COMPETENCIES

1. English Language Teaching Knowledge and Skills

The Inspector is able to:

- 1.1. Accurately and clearly describe and discuss a variety of approaches to language teaching, including the Competency-based Approach, the Algerian English Framework (AEF) and the Teacher Competency Framework.
- 1.2. Use and refer teachers to available English Language Teaching (ELT) reference material and supplementary materials including on the internet.
- 1.3. Make effective use of available supplementary materials and resources during workshops and post-observation feedback as necessary and appropriate.
- 1.4. In workshops, demonstrate teaching methods that model effective teaching, such as the relevant Teacher Competencies.
- 1.5. Accurately use and be able to explain common terms, concepts and abbreviations relating to ELT: e.g. frameworks (e.g. PDP); teaching methods and techniques (particularly those related to the Competency-based Approach); the Algerian syllabus, textbooks and curriculum; SMART objectives, etc.
- 1.6. Identify competencies, teaching approaches, lesson formats and activity types used by teachers in their lessons and be able to suggest effective lesson formats, methods, techniques and activities appropriate to help students develop English competencies.

2. Reflective Skills

The Inspector is able to:

- 2.1. Reflect on his/her workshop planning and delivery skills: assessing his/her own strengths and areas to improve based on evidence of teachers' learning, and stating realistic and achievable steps toward improvement.
- 2.2. Reflect on his/her teacher observation and feedback skills: assessing his/her own strengths and areas to improve based on evidence of teachers' learning and stating realistic and achievable steps toward improvement.
- 2.3. Based on reflection and feedback from teachers he/she supervises, make changes in behavior and methods and improve the ability to serve teachers' learning when carrying out observation visits and workshops.
- 2.4. Reflect on his/her knowledge of English and of English language teaching. Where relevant, identify gaps in his/her knowledge and skills and develop strategies for self-guided professional development.

3. Interpersonal Qualities and Skills

The Inspector is able to:

- 3.1. Recognize his/her positive or negative impact on others. Develop and maintain rapport with and communicate positive regard for teachers and other inspectors, particularly when providing or receiving feedback or criticism.

3.2. Vary Inspector roles as appropriate, primarily, but not exclusively acting as a facilitator^{**}.

3.3 Communicate a positive attitude toward receiving feedback from teachers and a commitment to continued professional development as an inspector.

4. Evaluation and Feedback Skills on Teachers' Performance

The Inspector is able to:

4.1. Conduct a pre-observation meeting in a manner that clarifies for the teacher what to expect as the observation proceeds, and that allows both his/her own and the teacher's objectives for the observation to be understood and agreed upon.

4.2. Provide effective observation notes that are clear and meaningful to the teacher and that offer a balance of affirmation and criticism to the teacher in addressing his/her professional development objectives and needs.

4.3. Accurately identify and prioritize areas of strength and areas that need improvement in teachers' ability to demonstrate the Teacher Competencies and to aid students in meeting year-end learner competencies.

4.4. Lead post-observation feedback sessions that:

- guide teachers primarily, but not exclusively, using a facilitative style to self-assess with a balance of the positive and the critical;
- communicate feedback on the teacher's lesson that is clear, accurate and delivered in a supportive and effective manner;
- in partnership with the teacher, generate a realistic plan for professional development that includes strategies for improvement and on-going learning.

4.5. Prepare a final inspection report that is by its nature formative rather than summative; that is a fair and accurate reflection of the teacher's work in planning and delivering lessons; and that provides the necessary information for the various audiences to which it is addressed.

5. Training and Development Skills

The Inspector is able to:

5.1. Identify areas in which teachers need further professional development and develop and provide appropriate training and development opportunities through workshops or other means.

5.2. Provide workshop sessions that engage and involve teachers in the learning process.

5.3. Provide workshop sessions that are planned with observable outcomes, clearly structured so that the teachers are aware of the focus and key content.

5.4. Provide workshops that are well-organized and that aid the development of Teacher Competencies: scaffolding new material and encouraging active participation and retention of material.

5.5. Draw on teachers' expertise and experience in workshops and observation visits (e.g. expertise related to who their students are and their experiences teaching).

^{**} See description of trainer roles in the section on Workshops in this manual.

5.6. Employ and model a range and variety of effective teaching techniques and methods in workshop sessions with an emphasis on those that are found in the *Teacher Competency Framework* and that support general principles of adult learning.

5.7. Make positive use of teachers' affective state: communicating respect, creating a warm environment and fostering group sharing and peer learning.

5.8. Employ systematic and regular means of getting teacher feedback on the usefulness of workshops in terms of both form and content.

6. Continuing Professional Development Skills

The Inspector is able to...:

6.1. Evaluate his/her needs in relation to each of the areas of Inspector competence using, reflection, self-assessment and teacher feedback.

6.2. Identify and use appropriate resources (online materials, colleagues, seminars, publications etc.) to enhance his/ her professional knowledge and skills.

6.3. Set professional SMART goals and objectives and state strategies to achieve them based on self-assessment using the Inspector Competencies (i.e. filling out this form).

6.4. Make use of available colleagues in and outside of Algeria: meeting face-to-face and using technology to collaborate in planning workshop sessions and developing professional knowledge and skills.

7. Administrative Skills

The Inspector is able to:

7.1. State his/her official and legal duties and rights.

7.2. Manage his/her time so as to achieve his/her professional goals and objectives and better aid the teaching and learning in Algerian schools.

7.3. Observation Protocol: ensure teachers are aware of three-stage program and what to expect at each stage in advance of the visit.

7.4. Provide comprehensive, meaningful post-observation reports to all interested parties in good time following each inspection visit.

7.5. Ensure important materials and information regarding professional development opportunities, workshops and observation visits are received by teachers within an appropriate time frame.

7.6. Maintain accurate and well-organized records, resources and communication in order to reference past data; draw upon resources; and collaborate with colleagues.