

# Learning ladder/ Career ladder



*Lesson Planning*

01-08-2023 to 31-08-2023

*Feedback and Assessment*

01-04-2023 to 29-05-2023

*Active Learning Strategies*

31-04-2023 to 29-05-2023

*Learning and Acquisition*

31-03-2023 to 30-04-2023

*Motivating and Engaging Students*

28-02-2023 to 31-03-2023

*Facilitating Teaching and Learning*

04-02-2023 to 28-02-2023

## LEARNING CYCLE 06

- Engage students in active learning
- Explain what they are learn today.
- Connect to prior knowledge and future learning and with real life.

## LEARNING CYCLE 05

- Basic types of assessment ( formative and summative)
- Ways for giving feedback
- Difference between effective and ineffective feedback
- Copy checking as a strategy for constructive feedback

## LEARNING CYCLE 04

- Components of active and passive learning
- Significance of active learning strategies
- Role of active strategies along with Bloom's Taxonomy to improve the quality of the lesson

## LEARNING CYCLE 03

- Difference between learning and acquisition
- Significance of active teaching and learning strategies
- Some active teaching and learning strategies in the light of Bruner's constructivism theory

## LEARNING CYCLE 02

- Role of motivation in engaging the learners and facilitators in the classroom
- Ways/strategies to motivate and engage the learners in classroom
- Types of motivation and their contribution to engaging the learners
- Motivational strategies according to age/grade level

## LEARNING CYCLE 01

- student-teacher relation in the classroom.
- Formulate strategies for group cohesion in the classroom
- centered teaching and learning
- Organize their teaching time in three phases (introduction, practice and consolidation)

# MY PORTFOLIO



**SUMIRA ALVI**

**JUNIOR SCHOOL TEACHER**

**GUIDE TEACHER**



**GOVERNMENT GIRLS (PROV) HIGH SCHOOL TANDO MUHAMMAD KHAN**

**CONTINUOUS PROFESSIONAL DEVELOPMENT MODEL 2022  
UNDER CLUSTER SCHOOLS POLICY**

PORTFOLIO

POSITIVE INTERACTION FACILITATING

NEW LEARNING CYCLES

STRATEGIES

FACE TO FACE

ON THE

JOB

MANAGEMENT

ASSESSMENT

PROFESSIONAL PROGRESSION

SESSIONS

LEARNING NEEDS

MANTORING

SCHOOL VISITS

LESSON PLANS

CLASS ROOM

OBSERVATIO

REPORTING COACHING

PROFESSIONALNS

DEVELOPMENTS

MOTIVATION

FEEDBACK SKILLS

# Table of contents

| S# | Content   |
|----|---|
| 1  | <b>Career Ladder</b>  |
| 2  | <b>About Me</b>   |
| 3  | <b>CPD Model</b>  |
| 4  | <b>Philosophy of Education</b>  |
| 5  | <b>Roles And Responsibilities Of Guide Teacher</b>  |
| 6  | <p><b>Learning Cycle One<br/>(Facilitation Teaching And Learning)</b></p> <p><b>1. School Visit Reports</b></p> <p><i>i. GGPS Alam Khan Talpur</i><br/> <i>ii. GBPS Alam Khan Talpur</i><br/> <i>iii. GBELS Barrage Colony</i><br/> <i>iv. GGPS Soomra Muhalla</i></p> <p><b>2. Reflections</b></p> <p><i>i. Reflection about learning cycle one conducted by Guide Teachers</i><br/> <i>ii. Reflection about learning cycle one with Feeder School Teachers</i><br/> <i>iii. Reflection about Reflection Session</i><br/> <i>iv. Reflection about First Visit</i><br/> <i>v. Reflection about Second visit</i><br/> <i>vi. Reflection about classroom observations</i></p> <p><b>3. Teachers Observation Forms</b></p> |
| 7  | <b>Reflection about Learning Cycle One</b>  |
| 8  | <b>Monthly Summary Report</b>   |
| 9  | <p><b>Learning Cycle Two<br/>(Motivation &amp; Classroom Engagement)</b></p> <p><b>1. Reflections</b></p> <p><i>i. Reflection about learning cycle two conducted by Guide Teachers</i><br/> <i>ii. Reflection about learning cycle two with Feeder School Teachers</i><br/> <i>iii. Reflection about Reflection Session</i><br/> <i>iv. Reflection about classroom observations</i></p> <p><b>2. Teachers Observation Form</b></p>  |
| 10 | <b>Reflection about Learning Cycle Two</b>  |
| 11 | <b>Monthly Summary Report</b>   |

# Table of contents

|    |  |
|----|--|
| 12 | <b>Learning Cycle Three<br/>(Learning and Acquisition Engagement)</b><br><b>1. Reflections</b><br><i>i. Reflection about Learning cycle Three</i><br><i>ii. Reflection about Reflection Session</i><br><b>2. Teachers Observation Form</b> |
| 13 | <b>Reflection about Learning Cycle Three</b>   |
| 14 | <b>Monthly Summary Report</b>  |
| 15 | <b>Learning Cycle Four<br/>(Active Learning Strategies)</b><br><i>i. Reflection about Learning cycle Three</i><br><b>2. Teachers Observation Form</b>  |
| 16 | <b>Reflection about learning cycle Four</b>  |
| 17 | <b>Monthly Summary Report</b>  |
| 18 | <b>Learning Cycle Five<br/>(Active Learning Strategies)</b><br><i>i. Reflection about Learning cycle Three</i><br><b>2. Teachers Observation Form</b>  |
| 19 | <b>Reflection about learning cycle Five</b>  |
| 20 | <b>Monthly Summary Report</b>  |
| 21 | <b>Learning Cycle Six<br/>(Active Learning Strategies)</b><br><i>i. Reflection about Learning cycle Three</i><br><b>2. Teachers Observation Form</b>   |
| 22 | <b>Reflection about learning cycle Six</b>   |
| 23 | <b>Monthly Summary Report</b>  |
| 24 | <b>Lesson Planning</b>   |

# About Me

Sumira Alvi



## Education

E-mail: [sumairahassanalvi@gmail.com](mailto:sumairahassanalvi@gmail.com)

1999

SSC from H.R.H Prince Agha Khan Girls H/S Mirpur Sakro

Phone: [03322991233](tel:03322991233)

2007

HSC from Govt: Girls Degree College Tando Muhammad Khan

Address: [Khuwaja Muhalla Tando Muhammad Khan](#)

2009

BCS from Govt: Girls Degree College Tando Muhammad Khan

Personal ID [10810895](#)

2013

MCS from IMCS University of Sindh Jamshoro

## Skills

90%  Determination

80%  Creativity

70%  Presenting

## Experience

2011-2012

Early Childhood Education section CBS, TMK

2014 - now

Junior School Teacher In Government School

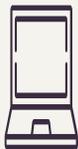
# PHILOSOPHY OF EDUCATION

---

I believe that a classroom should be safe, caring and like a family where children are free to speak their minds to grow physically, mentally, emotionally and socially. Every child has unique needs and a teacher is morally obligated to mentor her child to meet their unique needs.

## WHY I TEACH

Everyday of the teaching is different, challenging and new.. Teaching is an artform that allows me to facilitate to unlock student potential and promote lifelong learning.



## WHAT I TEACH

I teach my students problem solving skills and involving thinking along with responsibility. I teach my students valuable life skills including social ethics, creativity, and communication



## HOW I TEACH

As a facilitator in my students learning process, I engage my students in every aspect of a lesson through real world applications while maintaining high expectations



# CPD MODEL

---

CPD Stands for Continuous Professional Development The CPD model was developed to complement the School Clustering Policy to improve students' learning achievements in Sindh through the systematic improvement of teacher pedagogical practices and subject matter knowledge. The goals of the CPD model are to improve students' learning outcomes. This involves a focus on teacher professional development improving the school learning culture and environment. The CPD model 2022 is based on a cluster-cum-school approach. The professional development activities under the framework will be managed through a central elementary/ high school (referred to as School Clustering policy 2021. The method of forming clusters and selecting Cluster Hub Schools has been adopted from the School Clustering Policy 2021 and School Consolidation Policy 2012. CPD will be facilitated using a blended mode:

- Face-to-face
- On the job
- Online

The CPD Model represents a structure and approach to the professional development of teachers that is different from that of other forms of professional development. It ensures peer coaching of teachers. The Subject Coordinators will be the peer coaches.

# Roles And Responsibilities Of Guide Teacher

---

The guide teacher serve to familiarize teachers with new pedagogical skills, to stimulate them to reflect on and to change their own pedagogical practice.

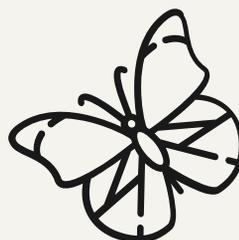
One week before the start of each Learning Cycle, the guide teacher will travel to the cluster hub school for a **training on the Learning Cycle topic** together with the Subject Coordinators facilitated by TTI Master Trainers or PITE Resource Persons.

In the third and fourth week the guide teacher will **visit 2-3 teachers** in his/her cluster, **observe** teachers and their classroom practice and **provide coaching and feedback**.

Once a month, the guide teacher will **host a meeting** with the Subject Coordinators of their cluster at the Cluster Hub School where participants **discuss** current **achievements, challenges and solutions**.

The guide teachers are also responsible for the ongoing quality control of the CPD activities. This includes hosting and attending meetings, writing reports and evaluating progress.

In addition to the tasks listed above, Subject Coordinators and teachers as well as students and head teachers in cluster need guide teachers **support. Motivation** and an **open ear** for their concerns.



# Learning Cycle One

**FACILITATING TEACHING AND**

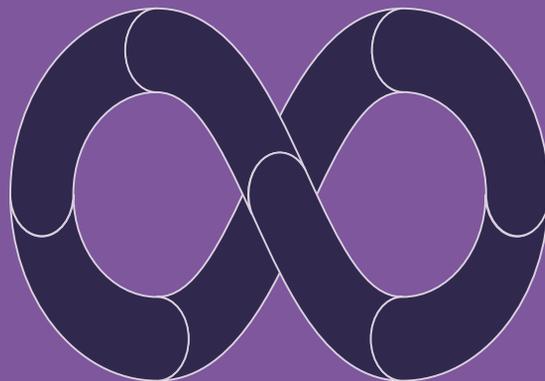
---

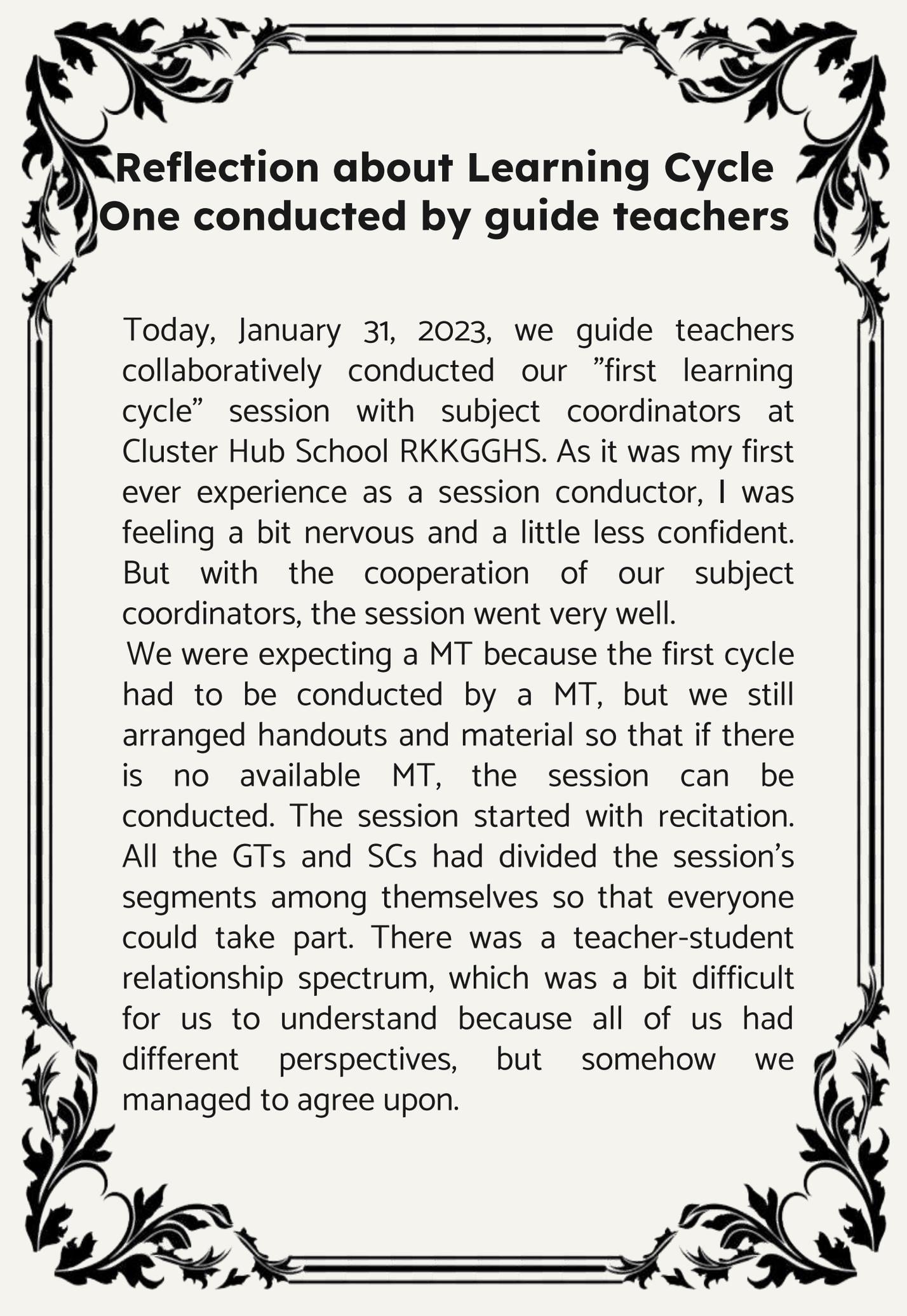
**LEARNING**

**31**

**January**

**2023**



A decorative border with intricate floral and scrollwork patterns surrounds the text. The border is black and white, with a double-line horizontal bar at the top and bottom.

## **Reflection about Learning Cycle One conducted by guide teachers**

Today, January 31, 2023, we guide teachers collaboratively conducted our "first learning cycle" session with subject coordinators at Cluster Hub School RKKGGHS. As it was my first ever experience as a session conductor, I was feeling a bit nervous and a little less confident. But with the cooperation of our subject coordinators, the session went very well.

We were expecting a MT because the first cycle had to be conducted by a MT, but we still arranged handouts and material so that if there is no available MT, the session can be conducted. The session started with recitation. All the GTs and SCs had divided the session's segments among themselves so that everyone could take part. There was a teacher-student relationship spectrum, which was a bit difficult for us to understand because all of us had different perspectives, but somehow we managed to agree upon.

# A picture is worth a thousand words

---



# Reflection about Learning Cycle One with Feeder School Teachers

We conducted our first learning cycle today, Friday, February 4, 2023, at Cell Hub School. Me, Miss Asifa Ghori, and Miss Sanam Behrani set up the classroom's seating for the session a day in advance, which was a demanding and a challenging task. All the required materials for the session were organized by all Guide Teachers and Subject Coordinators. About 200 teachers were attending the session, thus three blocks were made, and two sessions had to be conducted.

In the first session, the teachers were very enthusiastic and curious. Because they all wanted to know what they were going to learn. They participated very well, and every activity was very well attended. But they also said that this training is very basic for them because they have taken a lot of training.

The introduction was very energetic when teachers were asked to go in flashback and recall their relationship with their teachers during their schooling. They discussed and shared their experiences about "how they treat or deal with noisy, naughty, and quiet students in their class.

Time management was problematic because of the late arrival of teachers and the short interval between two sessions. The second session was more managed. Total 208 teachers attended the session.



# School Visit Reports



# **GGPS Alam Khan Talpur**

**SEMIS Code 425010079**

---

I paid my visit along with SC Miss Mehtab on February 9, 2023, at 8.30 a.m. The first impression of the school was a clean and conducive learning environment. The school has a total of four rooms; two classes are set on verandas. The school had furniture but no staff room or Head Mistress's office. Although classes were little decorated, classrooms were well ventilated and well lit. The school has two functional washrooms, a drinking water cooler, and a boundary wall. The total number of on role students is 133. The school has a total of 10 teachers, including HM. I observed the classes of Miss Rabia, Miss Benazir, Miss Saira Gul, Miss Parveen, and Miss Naseem Akhtar. They all showed a positive and respectful relationship with their pupils. To meet the new challenges of the world, teachers should apply a variety of activities and methodologies to make learning more attractive and enjoyable.

# **GBPS Alam Khan Talpur**

**SEMIS Code 425010022**

---

I paid my visit with SC Miss Mehtab on February 11, 2023, at 8.30 a.m. The school has a total of three rooms for seven classes. One class was set on the veranda. Only four teachers were there for seven classes. The school has insufficient furniture. In ECE class, planks were put on bricks to make benches. Broken cupboards, no staff room, and the head mistress' office were also lacking. Even teachers chairs were also lacking. School has total 05 teacher. Total number of enrolled student is . I observed the class of Mr Usama Talpur, Mr Faheem Ghaho, and Mr Muhammad Iqbal. Teachers were engaging students in learning, but the school's physical environment was creating barriers to the teaching and learning process.

# **GBELS Barrage Colony**

**SEMIS Code 425010281**

---

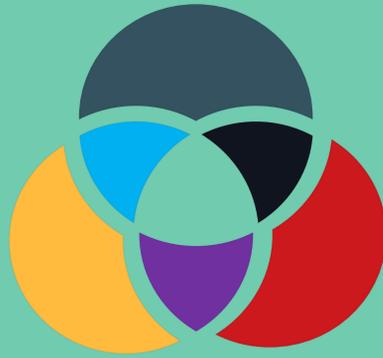
I paid my visit on 14<sup>th</sup> February 2023 at 8.30 am. School has total five rooms for from ECE to Eight class. Lacking staff room and Head Master office. School was unclean. Total number of on role students is . The school has a total of 25 teachers, and an HM. I observed the classes of about 15 teachers. Teacher showed polite behavior with their students. Some teachers has excellent subject knowledge. Classroom were congested and hard to move around due to multi-grade classrooms. Teachers were engaging students in learning but I suggest them to practice new methods of teaching and learning, time management and students involvement should be considered more.

# **GGPS Soomra Muhalla**

**SEMIS Code 425010069**

---

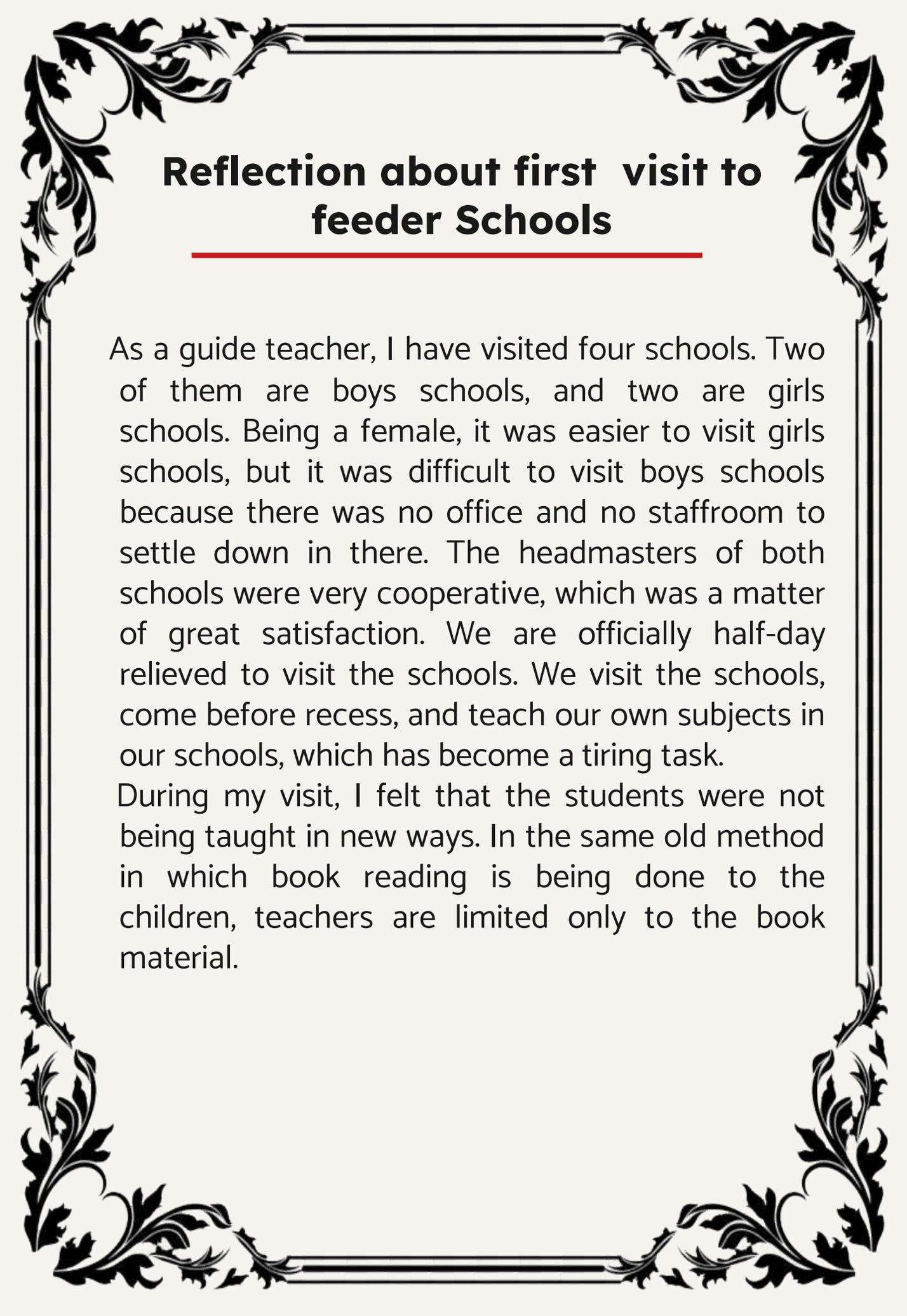
I paid my visit on February 17, 2023, at 11 a.m. The school had a very clean and peaceful environment. Classrooms were well decorated, well lit, and ventilated. The teacher showed a very polite and respectful relationship with their students. Most teachers have excellent subject knowledge. Most students were active. Total number of on role students is 223. The school has a total of twelve teachers, and an HM. I observed the classes of Miss Zakia, Miss Shumaila, Miss Musarat, and Miss Farzana. Students were well behaved. I suggest they practice new methods of teaching and learning; time management and student involvement should be considered more.



# Reflections

---



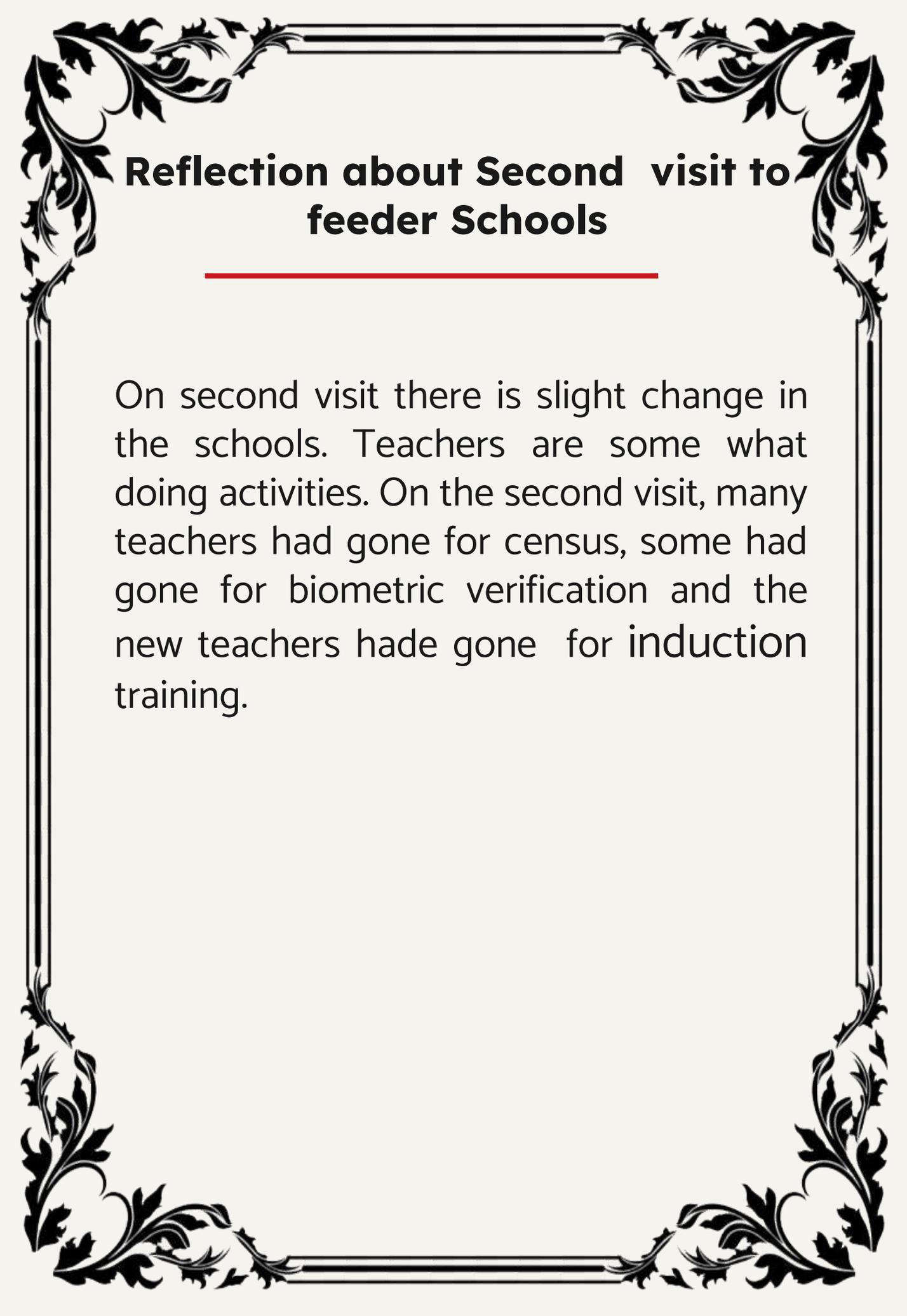
A decorative border with intricate floral and scrollwork patterns in black and white, framing the entire page. The border is thicker at the corners and has a double-line horizontal bar at the top and bottom.

## **Reflection about first visit to feeder Schools**

---

As a guide teacher, I have visited four schools. Two of them are boys schools, and two are girls schools. Being a female, it was easier to visit girls schools, but it was difficult to visit boys schools because there was no office and no staffroom to settle down in there. The headmasters of both schools were very cooperative, which was a matter of great satisfaction. We are officially half-day relieved to visit the schools. We visit the schools, come before recess, and teach our own subjects in our schools, which has become a tiring task.

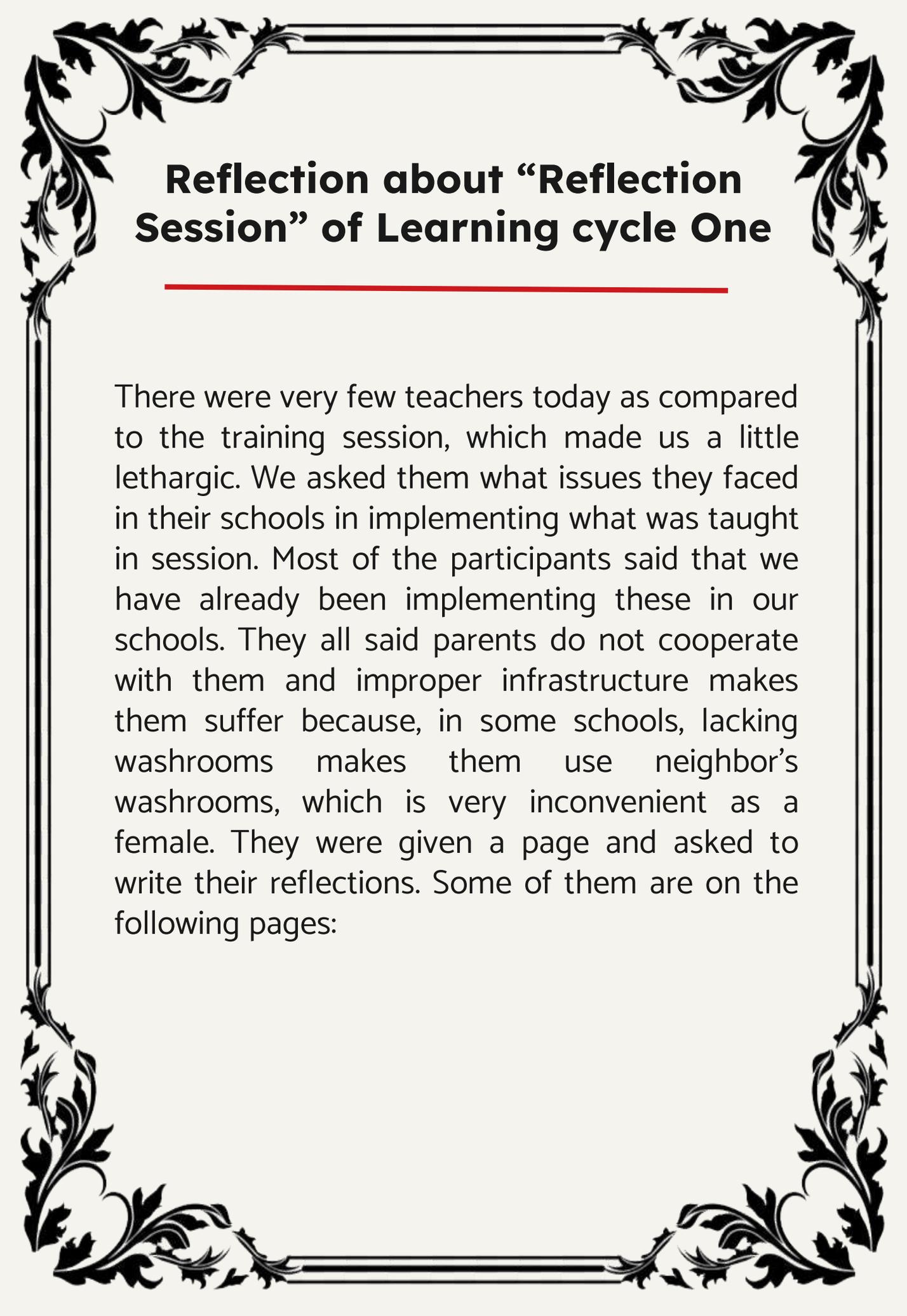
During my visit, I felt that the students were not being taught in new ways. In the same old method in which book reading is being done to the children, teachers are limited only to the book material.

A decorative border with intricate black floral and scrollwork patterns framing the page. The border is composed of four corner pieces and four side pieces, each featuring detailed leaf and vine motifs.

## **Reflection about Second visit to feeder Schools**

---

On second visit there is slight change in the schools. Teachers are some what doing activities. On the second visit, many teachers had gone for census, some had gone for biometric verification and the new teachers hade gone for induction training.

A decorative border with intricate floral and scrollwork patterns in black and white, framing the entire page. The border is composed of four corner pieces and two horizontal pieces at the top and bottom.

## **Reflection about “Reflection Session” of Learning cycle One**

---

There were very few teachers today as compared to the training session, which made us a little lethargic. We asked them what issues they faced in their schools in implementing what was taught in session. Most of the participants said that we have already been implementing these in our schools. They all said parents do not cooperate with them and improper infrastructure makes them suffer because, in some schools, lacking washrooms makes them use neighbor's washrooms, which is very inconvenient as a female. They were given a page and asked to write their reflections. Some of them are on the following pages:



## Reflection about “Class Observation” of learning cycle One

---

I paid my first visit to Alam Khan Talpur on February 9, 2023. Miss. Benazir conducted her English lesson in the first period. She was well prepared with the activities, although students were not so involved in them; only a few were focused. She took more time in the introduction of the topic. The lesson plan was missing. I praised her strengths and made her count the little shortcomings in her lesson, which she took positively. I suggested her to work on time management during the lesson and use the blackboard. Then I went into Miss Rabia’s class she had lesson plan and activity material. She was also suggested to work on time management and lesson plan. After that, Miss Naseem took lessons in Sindhi. Which is quite a typical but effective method. Students were answering her confidently. Ms. Naseem was told to use activities in lessons and make lesson plans. Miss Sahira Gul conducted the students’ written test. Suggestions were made for decorating the classrooms.

I visited GBPS Alam Khan Talpur school February 11, 2023. Sir Usama was making children do fair work on the blackboard. When he was asked to plan a lesson plan, he said that today I am getting fair work done. Usama said that I am a newly appointed teacher and have not yet gotten induction training, which is why I do not know how to make lesson plans. Then I observed Mr. Faheem’s class. Mr. Faheem was teaching in class one in an old and typical manner. Faheem has good knowledge of his subject and he also took a lot of training. Letter I went to Sir Muhammad Iqbal’s class. He was also teaching in a typical manner. After class observation, teachers asked me why are you visiting for, are you a member of any NGO? Here I came to know that they could not attend learning cycle one because they were not informed about the training session. I briefly explained to them about the cluster school policy and why it came into action and some key points of learning cycle one.

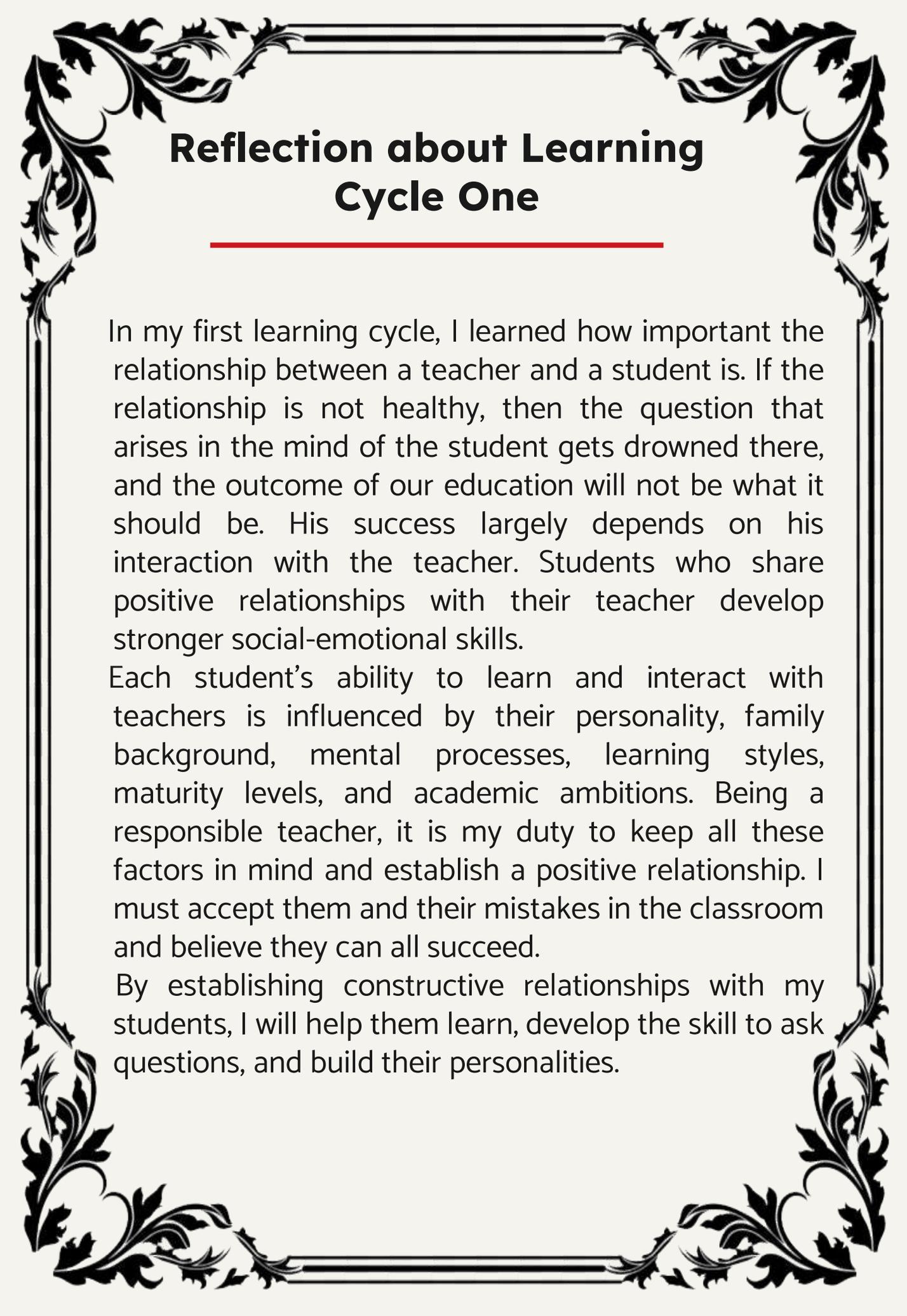
# Reflection about “Class Observation” of learning cycle One

---

I visited GBELS Barrage Colony on **14th February 2023**. I observed fifteen teachers' classes. First, I went to ECE class where Mr Abdul Qadir was teaching students with an old method. Then Mr. Sabghatullah class was observed by me. He is a newly appointed teacher and yet not trained. He was reading an English lesson and students were repeating after him. Mr. Abdul Samad taught Math in class six. Students were confident and active in his class. He very masterly explained sums to students. Mr Anil Iqbal was teaching English to class eight. He took almost 20 minutes for motivation and interacted with front row students only. Mr. Wahid Bux is the science teacher of class eight. He used blackboard and maintained it. He only read from the book, and did not explain the topic to students. Mr. Faique also did the same in class seven Science. Mr. Imtiaz Ali, Sindhi Language Teacher of class seven, used instructional materials excellently. Mr. Jahanzeb showed command over Math. All other teachers only read book lines. I suggested them to maintain blackboards in classrooms, keep lesson plans in their daily practices and use available instructional material efficiently.

I visited GGPS Soomra Mohlla on **17th February 2023**. I observed Miss Zakia's class first. She was teaching Sindhi language subject to class one's students. She motivated students very well and had good subject knowledge. She made them read books. They were pro-active and their reading skills were excellent. Miss Farzana showed a good and polite relationship with the students. Miss Musarat taught Sindhi subjects. She was strict and impolite to students as well as to me also. Miss Shumaila taught science to class five but only book reading. I suggested them apply in class to whatever has been learned in learning cycles and the next visit I hope for the best out of you.



A decorative border with intricate black and white floral and scrollwork patterns surrounds the text. At the top center, there is a horizontal line consisting of two parallel lines.

## Reflection about Learning Cycle One

---

In my first learning cycle, I learned how important the relationship between a teacher and a student is. If the relationship is not healthy, then the question that arises in the mind of the student gets drowned there, and the outcome of our education will not be what it should be. His success largely depends on his interaction with the teacher. Students who share positive relationships with their teacher develop stronger social-emotional skills.

Each student's ability to learn and interact with teachers is influenced by their personality, family background, mental processes, learning styles, maturity levels, and academic ambitions. Being a responsible teacher, it is my duty to keep all these factors in mind and establish a positive relationship. I must accept them and their mistakes in the classroom and believe they can all succeed.

By establishing constructive relationships with my students, I will help them learn, develop the skill to ask questions, and build their personalities.

# Learning Cycle Two

MOTIVATING AND ENGAGING

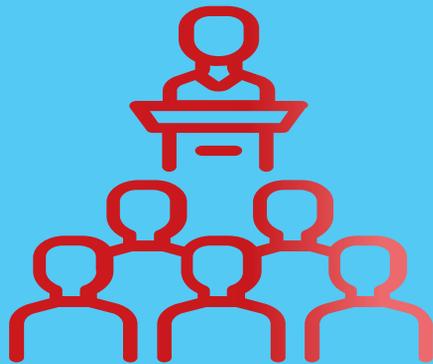
STUDENTS

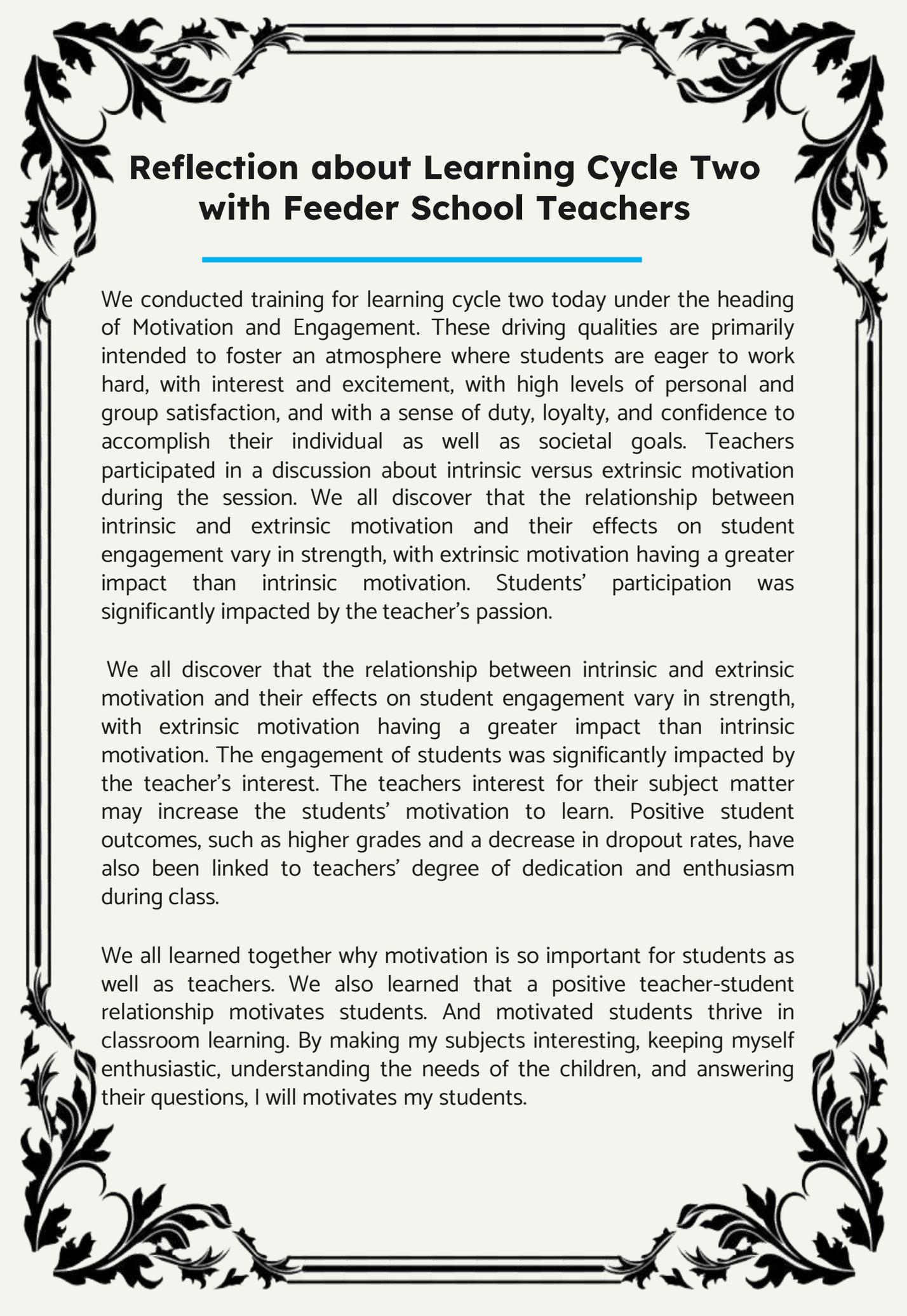
---

04

March

2023



A decorative border with intricate floral and leaf patterns surrounds the text. The border is black and white, with a central horizontal line at the top and bottom.

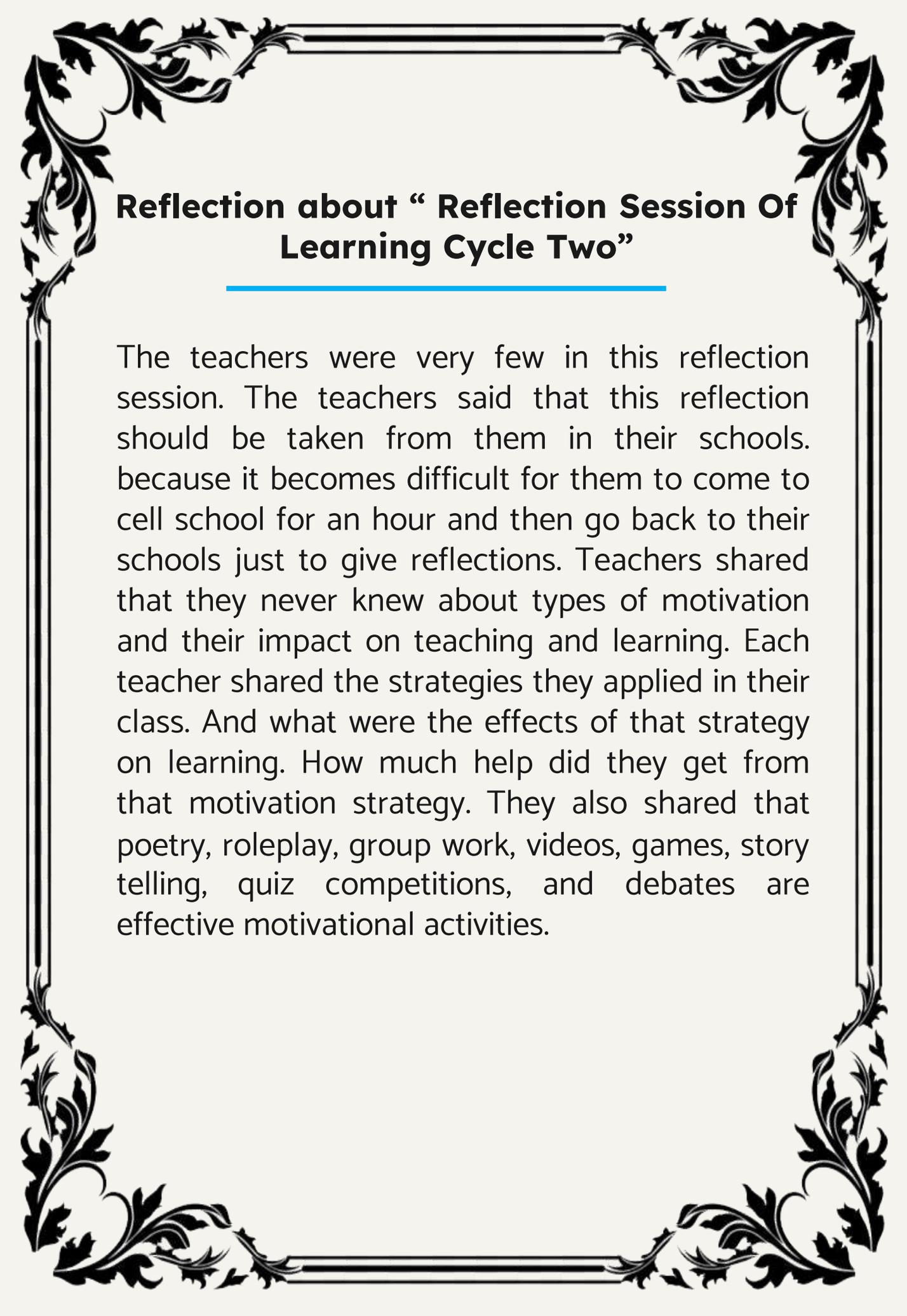
## Reflection about Learning Cycle Two with Feeder School Teachers

---

We conducted training for learning cycle two today under the heading of Motivation and Engagement. These driving qualities are primarily intended to foster an atmosphere where students are eager to work hard, with interest and excitement, with high levels of personal and group satisfaction, and with a sense of duty, loyalty, and confidence to accomplish their individual as well as societal goals. Teachers participated in a discussion about intrinsic versus extrinsic motivation during the session. We all discover that the relationship between intrinsic and extrinsic motivation and their effects on student engagement vary in strength, with extrinsic motivation having a greater impact than intrinsic motivation. Students' participation was significantly impacted by the teacher's passion.

We all discover that the relationship between intrinsic and extrinsic motivation and their effects on student engagement vary in strength, with extrinsic motivation having a greater impact than intrinsic motivation. The engagement of students was significantly impacted by the teacher's interest. The teachers interest for their subject matter may increase the students' motivation to learn. Positive student outcomes, such as higher grades and a decrease in dropout rates, have also been linked to teachers' degree of dedication and enthusiasm during class.

We all learned together why motivation is so important for students as well as teachers. We also learned that a positive teacher-student relationship motivates students. And motivated students thrive in classroom learning. By making my subjects interesting, keeping myself enthusiastic, understanding the needs of the children, and answering their questions, I will motivates my students.

A decorative border with intricate floral and scrollwork patterns in black and white, framing the entire page. The border is composed of repeating motifs at the corners and along the sides.

## **Reflection about “ Reflection Session Of Learning Cycle Two”**

---

The teachers were very few in this reflection session. The teachers said that this reflection should be taken from them in their schools. because it becomes difficult for them to come to cell school for an hour and then go back to their schools just to give reflections. Teachers shared that they never knew about types of motivation and their impact on teaching and learning. Each teacher shared the strategies they applied in their class. And what were the effects of that strategy on learning. How much help did they get from that motivation strategy. They also shared that poetry, roleplay, group work, videos, games, story telling, quiz competitions, and debates are effective motivational activities.

## Reflection about “Class Observation” of learning cycle Two

---

I paid my visit for classroom observation of learning cycle two to Government Girls Primary School Alam Khan Talpur on March 16, 2023, at 11:00 am. I first conducted a meeting with staff and discussed the learning and difficulties they faced during this month. After the meeting, I first went to observe Miss Rabia’s class. She was taking English period in class five. She had made a lesson plan. She used a brainstorming strategy to motivate her pupils, which worked very well. She was confident and friendly and had good subject knowledge. Her students were well-behaved and disciplined. Time management and planning lessons with a variety of activities are some points where improvement is needed. After that, I went to Miss Sahira Gul’s class. She was teaching Math in class two. She used relevant materials for group work. She used a variety of activities and conducted class smoothly. She had a very appropriate lesson plan. Time management was the point where improvement was needed. Then I observed Miss Naseem Akhtar’s class. She was teaching Sindhi subject to class Two. She showed a comprehensive understanding of the topic. She used simple, effective and related daily life examples during class. She was fair and provided feedback and responded quickly. She was confident in what she was teaching. A few things which need improvement are time management and smart lesson plans with a variety of activities.

My visit for classroom observation of learning cycle two to Government Boys Primary School Alam Khan Talpur was on March 18, 2023 at 10.30 am. The first class that was observed was Mr. Faheem Gaho. He was on census duty but he managed to come and conduct his class for observation. He taught math topic addition to the ECE 2 class. His students were well behaved and disciplined. He summarized the main points of the lesson. He was skillfully teaching addition to little kids, which was a good sight for the eye. Perhaps a variety of activities could bring more charm in learning. He should practice lesson plan in his teaching and manage time in an effective way.

## Reflection about “Class Observation” of learning cycle Two

---

Government Girls Primary School Soomra Muhalla was visited by me for classroom observation of learning cycle two on March 20, 2023 at 12:49 pm. I attended the assembly and had a meeting with the Head Mistress. After the meeting, I first observed Miss Nasreen’s class. She was teaching Social Studies to class Five. She had no lesson plan but she was a senior teacher, so she was teaching with experience. Her students were active and obedient. They only spoke when they were permitted. After that, I observed Miss Shumaila’s class. She is a science teacher in class five. She was relying on textbooks for her subject knowledge. She did not use any motivational strategy or any material to teach science. I suggest her explain topics, not just read and translate it into simple words. She said in the next observation I would do my best. After that, I went to observe Miss Zakia’s class. She was teaching General Knowledge in class one. She used an oral questioning method and students were answering actively. She had no lesson plan, no lesson plan steps. She was polite, confident and friendly and had good subject knowledge. I would suggest her to work on time management and plan lessons with a variety of activities and practicing what is being taught in learning cycles.

I paid my visit for classroom observation of learning cycle two to Government Boys Elementary and Lower Secondary School Barrage Colony on March 21, 2023 at 11.00 am. First I observed Mr. Sabghatullah’s class. He is the English teacher of class six. He has adopted what has been taught in learning cycles, which is a very satisfying matter. Then I observed Mr. Rafique, Mr. Tarique and Mr. Wahid Bux classes. They all depended on textbooks for their knowledge. After that, I observed Mr. Imtiaz Ali’s Class. He teaches Sindhi in class eight. He showed a comprehensive understanding of his subject. He used lecture method to teach topics. He had a simple lesson plan. He showed respect to all students and treated every student equally as he had classes with different religions. He had a very clear and audible voice. He had good eye contact while speaking. Things which need improvement are activity-based lesson planning, time management and encouraging students to speak and inquire about topics. Then I observed Mr. Anil Iqbal’s class. He teaches English subjects in class eight. He used brainstorming strategies in class. He was encouraging students to speak and answer questions. Classrooms were very congested because of two merged classes. That is why the learning and teaching process seems difficult. Areas to be improved are lesson plans and time management and involvement of students. Lastly, I observed Mr. Muhammad Akram’s class. He teaches Social Studies in class eight. He showed comprehensive understanding to his subject. He used lecture-method to teach topics. He had a simple lesson plan. Time management and activity-based lesson plans were the points where improvement was needed.

# Learning Cycle Three

LEARNING AND ACQUISITION

31

March

2023



## Reflection about “Learning Session” of Learning Cycle Three

---

I learned that learning and acquisition are two different concepts. We learn when we are involved *mentally*, and acquisition occurs when we are *physically involved*. Both learning and acquisition help a *child’s cognitive development*. Acquisition facilitates social and natural interaction and meaningful communication as well. On the other hand, learning happens in a planned and structured environment. We also learned about Jerome Bruner’s constructivism theory. Which have three modes of information representation.

- ***Enactive*** (0-1 years ) action based information
- ***Iconic*** (1-6 years ) image-based information
- ***Symbolic*** (7+) codes or symbols, such as language

Bruner advocates the use of a spiral curriculum with continuous repetition of the same fundamental concept. We used low-cost materials to plan activities. These activities provide a structured process to analyze and provide feedback to each other on their work. Students shared the possibility of teaching and learning through scaffolding that requires them to move beyond their current skills and knowledge.

I will try to implement three modes to improve students approaches to learning and acquisition. By developing scientific inquiry questions and different other techniques of scaffolding to teach any subject or topic to students of any age or grade at any level.

## Reflection about “Reflection Session” of Learning Cycle Three

---

On reflection day, teachers were given questionnaires. They were asked what new they learned in learning cycle three. Share your experience of activities on “**Low Cost, No Cost**” material. Have you implemented the new skills and knowledge gained in your Learning Cycle 3 training session? Almost all teachers implemented the low-cost activities they learned or mentioned in the learning session in their classrooms. Teachers have also implemented **scientific inquiry techniques** to some extent in the classroom.

In the reflection session, micro-teaching was also introduced. Two teachers conducted the class using low-cost, no-cost material so that those who could not attend the learning session could understand the idea of LC3 content.

Most of the teachers said that it was the first training in their teaching careers that had regular **follow-ups**. What is learned in learning sessions is observed in our classrooms regularly by our guide teachers, and again, we are invited to a reflection session to express what we have implemented, how we implemented it, and what issues we faced while implementation, which is a very strong expectation of this model.

Overall, mostly the teachers took the learning session positively and implemented it in their classrooms, and students also learned effectively and engaged in learning.

# Learning Cycle Four

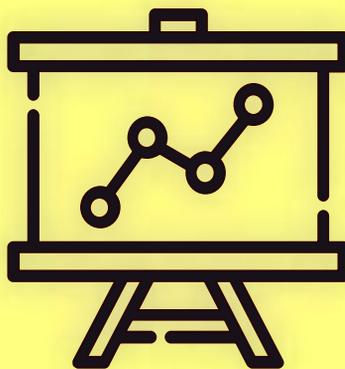
**ACTIVE LEARNING STRETEGIES**

---

30

April

2023



# Reflection about Learning Cycle Four

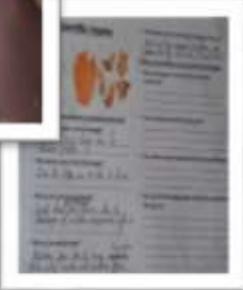
---

We learnt about significance of active teaching and learning strategies to achieve best students' outcomes. How they help in developing teamwork capacities, building lifelong competencies, improved critical thinking skills, and interpersonal skills. We learn active teaching and learning strategies (Think-pair-share, complete turn taking, C3B4ME). And active learning techniques (group discussion, peer review, brainstorming, case studies, role playing, jigsaw discussion etc).

We also learnt that Bloom's Taxonomy helps writing SLOs or educational objectives. Also how it helps to understand the process of learning and writing effective test items for assessing students' learning. The cognitive hierarchy ranges from basic memorizing to inventing something new which encourages higher-order thinking through active learning.

By keeping all learnt points in mind I will put my all efforts to design my lessons with appropriate teaching methods, strategies and activities that nurture critical thinking, collaboration, problem solving skills and so on. Although it takes more preparation work and class time to plan and implement active learning activities. The lack of support, materials, and budget as well as class size are just a few of the constraints which make it difficult to realistically implement some active learning strategies.

By implementing Bloom's Taxonomy for learning I will prepare lesson plans and course material and would try to use all six stages and apply for developing assessment that measure the effectiveness of teaching and learning. I will use to evaluate tasks, understand how difficult they are and simplify or complicate them.



# Learning Cycle Five

## ACTIVE LEARNING STRATEGIES

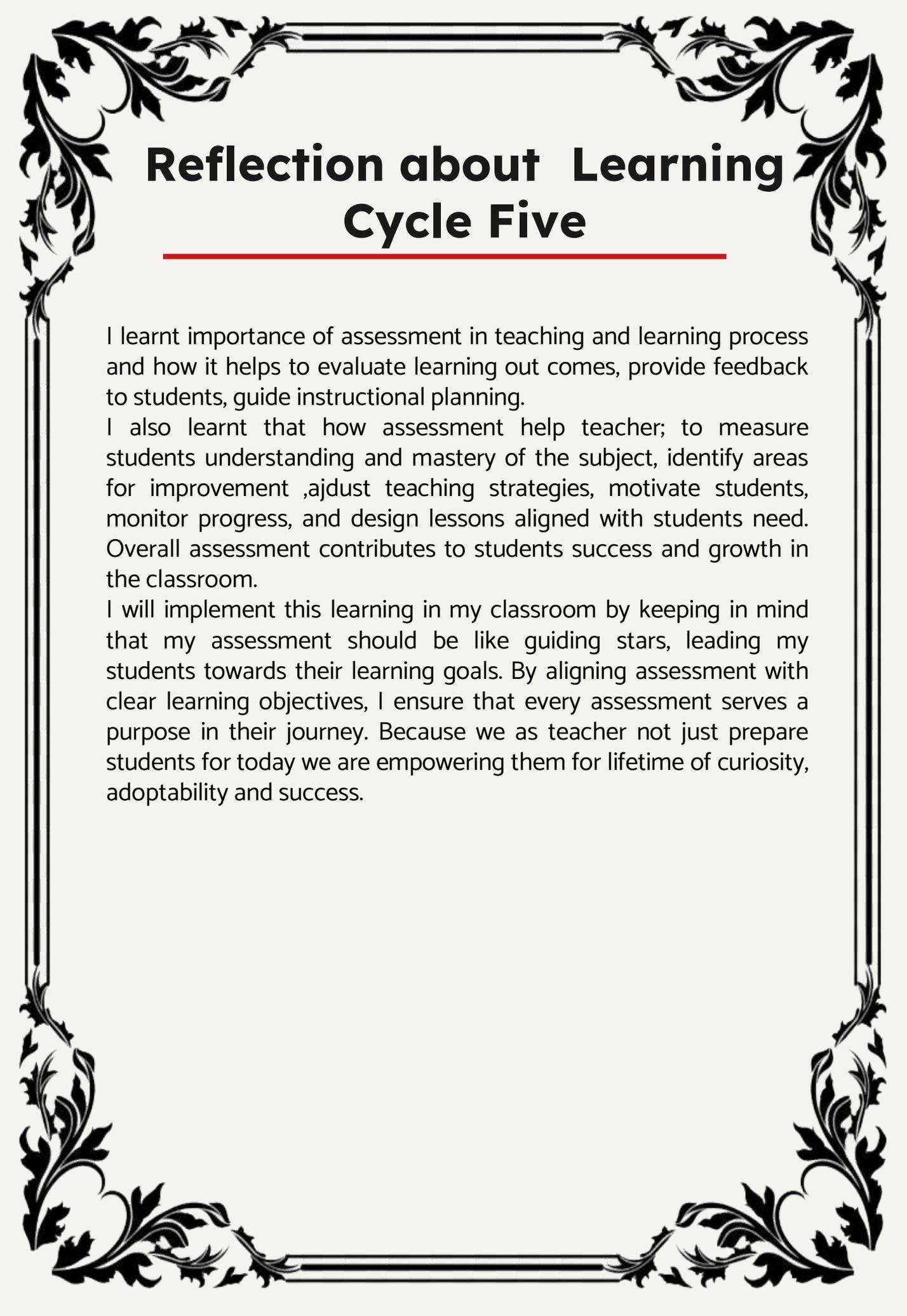
---

01

08

2023



A decorative border with intricate black floral and leaf patterns surrounds the text. The border is composed of four corner pieces and two horizontal pieces at the top and bottom, all connected by thin lines.

# Reflection about Learning Cycle Five

---

I learnt importance of assessment in teaching and learning process and how it helps to evaluate learning out comes, provide feedback to students, guide instructional planning.

I also learnt that how assessment help teacher; to measure students understanding and mastery of the subject, identify areas for improvement ,ajdust teaching strategies, motivate students, monitor progress, and design lessons aligned with students need. Overall assessment contributes to students success and growth in the classroom.

I will implement this learning in my classroom by keeping in mind that my assessment should be like guiding stars, leading my students towards their learning goals. By aligning assessment with clear learning objectives, I ensure that every assesment serves a purpose in their journey. Because we as teacher not just prepare students for today we are empowering them for lifetime of curiosity, adoptability and success.

# Learning Cycle Six

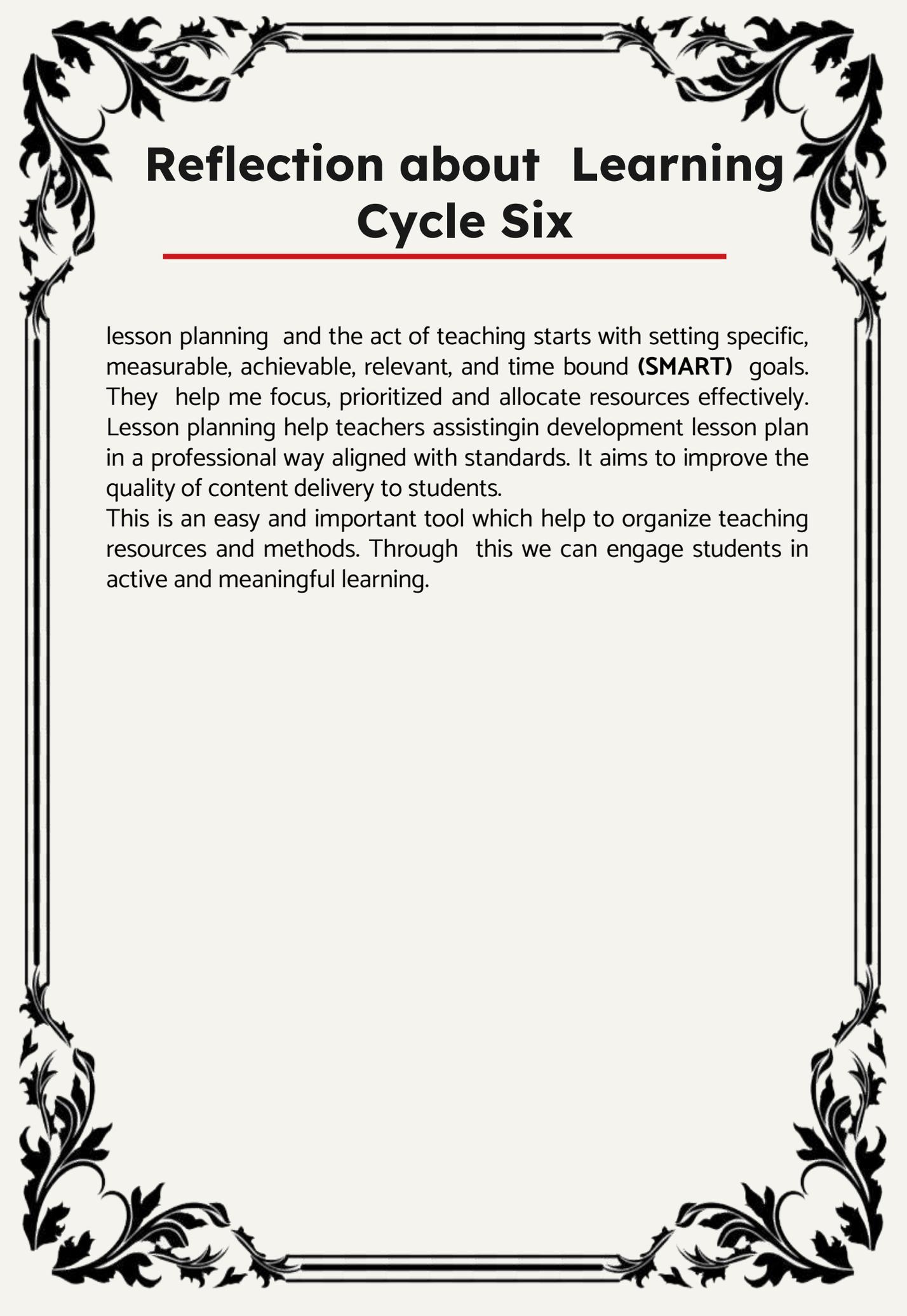
## LESSON PLANNING

01

08

2023



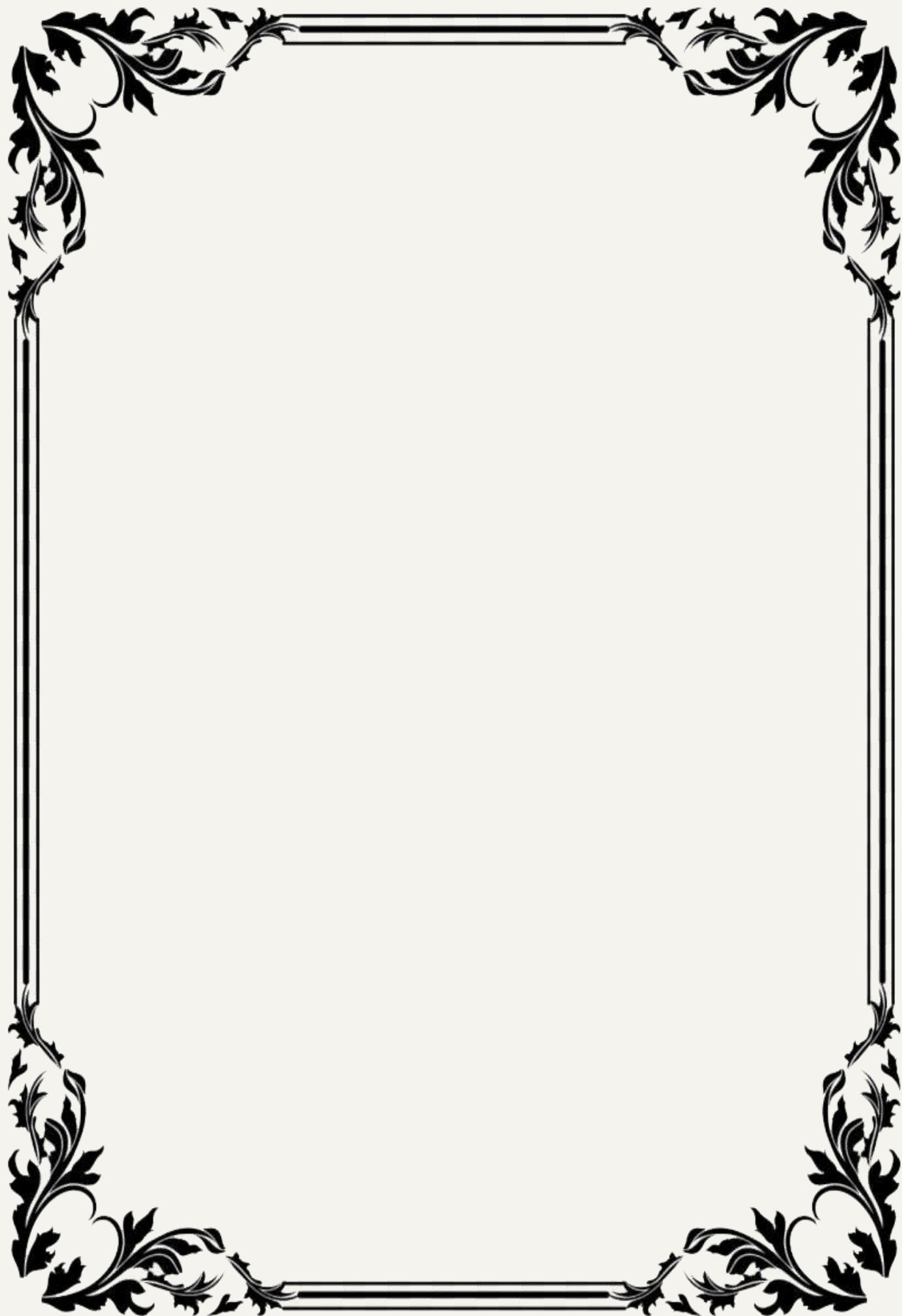
A decorative border with intricate black floral and leaf patterns surrounds the text. The border is composed of four corner pieces and four side pieces, all featuring symmetrical, swirling designs.

# Reflection about Learning Cycle Six

---

Lesson planning and the act of teaching starts with setting specific, measurable, achievable, relevant, and time bound (**SMART**) goals. They help me focus, prioritize and allocate resources effectively. Lesson planning helps teachers assist in developing lesson plans in a professional way aligned with standards. It aims to improve the quality of content delivery to students.

This is an easy and important tool which helps to organize teaching resources and methods. Through this we can engage students in active and meaningful learning.



## CLASSROOM OBSERVATION FORM

Teacher: **Miss Rabia**  
 Observer: **Miss Sumira Alvi**

Subject: **English**      Grade: **V**  
 Date/Time: **16-03-2023**

| Criteria  | Notes   |
|---|---|
| <b>Subject Matter Knowledge</b><br>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)  | <ul style="list-style-type: none"> <li>• She showed comprehensive understanding to the topic.</li> <li>• She should improve to delve deeper into the content and related material.</li> </ul>   |
| <b>Teaching Method</b><br>(uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives) | <ul style="list-style-type: none"> <li>• The instructor used brainstorming strategy.</li> <li>• She needs to utilize variety of strategies and plan variety of activities to make learning more interesting.</li> <li>• She should use simple, effective and related daily life examples to relate learning with real world.</li> </ul> |
| <b>Organization</b><br>(organizes subject matter ; evidences preparation: is thorough: states clear objectives: emphasizes and summarizes main points, meets class at scheduled time)   | <ul style="list-style-type: none"> <li>• She summarized main points of lesson.</li> <li>• Teacher made sure student understand what she was teaching by asking random questions.</li> </ul>   |
| <b>Management</b><br>(evidences good time management; attends to course interaction; maintains discipline and control)  | <ul style="list-style-type: none"> <li>• Students were very well behaved and teacher did not need to discipline them.</li> <li>• Lesson took only 15 minutes. Did not meet scheduled time.</li> <li>• The instructor needs to plan lesson properly to charge beneficial class time.</li> </ul>  |
| <b>Rapport</b><br>(holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)  | <ul style="list-style-type: none"> <li>• She was frequently encouraging students to speak and answer the questions.</li> <li>• She interacted with students positively.</li> </ul>  |
| <b>Sensitivity</b><br>(exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment )   | <ul style="list-style-type: none"> <li>• Teacher showed respect to the students and showed positive relation.</li> <li>• She treated all students equally.</li> </ul>   |
| <b>Assistance To Students</b><br>(assists students with academic problems)  | <ul style="list-style-type: none"> <li>• She guided students while group work.</li> <li>• She provided assistance as needed to complete the task.</li> </ul>  |
| <b>Presentation</b><br>(establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice , strong projection, proper enunciation)  | <ul style="list-style-type: none"> <li>• She provided good eye contact while speaking to students.</li> <li>• She had very clear, polite and audible voice.</li> <li>• She had encouraging facial expressions.</li> <li>• The atmosphere was comfortable and conducive.</li> </ul>  |
| <b>Personal</b><br>(evidences self-confidence; maintains professional comportment and appearance)   | <ul style="list-style-type: none"> <li>• She was a professional and appearance of the teacher meets the requirement of etiquette of education.</li> <li>• The teacher appeared to be very confident on what she was teaching.</li> </ul>  |
| <b>Classroom</b><br>(list any observation of how physical aspects affected content delivery)  | <ul style="list-style-type: none"> <li>• Classroom was big enough for 15 students but furniture was uncomfortable.</li> <li>• Furniture was not organized.</li> </ul>   |

### Strength

- She was confident and friendly.
- She had good subject knowledge.

### Suggestion

- Bring variety in activities.
- Manage time in effective way.
- Design Lesson appropriate and according to grade level.

## CLASSROOM OBSERVATION FORM

**Teacher:** Miss Sahira Gul  
**Observer:** Miss Sumira Alvi

**Subject:** Math                      **Grade:** II  
**Date/Time:** 16-03-2023

| Criteria  | Notes   |
|---|---|
| <b>Subject Matter Knowledge</b><br>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)  | <ul style="list-style-type: none"> <li>• She showed comprehensive understanding to the topic: this was evident in her responses to students' questions.</li> <li>• She is clearly knowledgeable regarding the content matter.</li> <li>• The lesson addressed the math topic "Time" skillfully.</li> </ul>                                    |
| <b>Teaching Method</b><br>(uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives) | <ul style="list-style-type: none"> <li>• The instructor used relevant material in group work. That was focused and related to work.</li> <li>• She used variety of activities to make learning more interesting.</li> <li>• She used simple, effective and related daily life examples to relate learning with real world.</li> </ul>         |
| <b>Organization</b><br>(organizes subject matter ; evidences preparation: is thorough: states clear objectives: emphasizes and summarizes main points, meets class at scheduled time)   | <ul style="list-style-type: none"> <li>• The teacher had the material necessary to conduct this math lesson.</li> <li>• She summarized main points of lesson.</li> <li>• She conducted the lesson smoothly as she was organized.</li> <li>• Teacher made sure student understand what she was teaching by asking random questions.</li> </ul> |
| <b>Management</b><br>(evidences good time management; attends to course interaction; maintains discipline and control)  | <ul style="list-style-type: none"> <li>• Students were very well behaved and teacher did not need to discipline them.</li> <li>• The instructor needs to plan lesson properly to charge beneficial class time.</li> <li>• Scheduled time in lesson plan was 40 minutes but she winded up in 20 minutes only.</li> </ul>                       |
| <b>Rapport</b><br>(holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)  | <ul style="list-style-type: none"> <li>• She held interest of student and frequently encouraged students.</li> <li>• She interacted with students positively and fairly.</li> </ul>   |
| <b>Sensitivity</b><br>(exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment )   | <ul style="list-style-type: none"> <li>• Teacher showed respect to the students and showed positive relation.</li> <li>• She treated all students equally.</li> </ul>   |
| <b>Assistance To Students</b><br>(assists students with academic problems)  | <ul style="list-style-type: none"> <li>• She guided students who were little puzzled while group work.</li> <li>• She provided assistance as needed to complete the task.</li> </ul>  |
| <b>Presentation</b><br>(establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice , strong projection, proper enunciation)  | <ul style="list-style-type: none"> <li>• She provided good eye contact while speaking to students.</li> <li>• She had very clear, polite and audible voice.</li> <li>• She had encouraging facial expressions.</li> <li>• The atmosphere was comfortable and conducive.</li> </ul>  |
| <b>Personal</b><br>(evidences self-confidence; maintains professional comporment and appearance)  | <ul style="list-style-type: none"> <li>• She was a professional and appearance of the teacher meets the requirement of etiquette of education.</li> <li>• The teacher appeared to be very confident on what she was teaching.</li> </ul>  |
| <b>Classroom</b><br>(list any observation of how physical aspects affected content delivery)  | <ul style="list-style-type: none"> <li>• Classroom was big enough for 18 students but furniture was uncomfortable.</li> <li>• Furniture was inappropriate for class two students.</li> </ul>  |

### Strength

- She was confident and friendly.
- She had good subject knowledge.
- Lesson plan was very appropriate

### Suggestion

- Manage time in effective way.
- Organize classroom furniture.

## CLASSROOM OBSERVATION FORM

Teacher: **Miss Naseen Akhtar**

Subject: **Sindhi**

Grade: **II**

Observer: **Miss Sumira Alvi**

Date/Time: **16-03-2023**

| Criteria  | Notes  |
|---|--|
| <p><b>Subject Matter Knowledge</b><br/>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>  | <ul style="list-style-type: none"> <li>• She showed comprehensive understanding to the topic.</li> <li>• She should improve to delve deeper into the content and related material.</li> <li>• She must work on Sindhi spellings.</li> </ul>  |
| <p><b>Teaching Method</b><br/>(uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives)</p> | <ul style="list-style-type: none"> <li>• The instructor used relevant aids.</li> <li>• She needs to utilize variety of strategies and plan variety of activities to make learning more interesting and involve student fully.</li> <li>• She used simple, effective and related daily life examples to relate learning with real world.</li> </ul> |
| <p><b>Organization</b><br/>(organizes subject matter ; evidences preparation: is thorough: states clear objectives: emphasizes and summarizes main points, meets class at scheduled time)</p>   | <ul style="list-style-type: none"> <li>• She summarized main points of lesson.</li> <li>• Lesson plan did not meet scheduled time.</li> <li>• Teacher made sure student understand what she was teaching by asking random questions.</li> </ul>  |
| <p><b>Management</b><br/>(evidences good time management; attends to course interaction; maintains discipline and control)</p>  | <ul style="list-style-type: none"> <li>• Students were very well behaved and teacher did not need to discipline them.</li> <li>• Students were confident and active.</li> </ul>  |
| <p><b>Rapport</b><br/>(holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>  | <ul style="list-style-type: none"> <li>• She was fair and provided feedback and response timely.</li> <li>• She was frequently encouraging students to speak and answer the questions.</li> <li>• She interacted with students positively.</li> </ul>  |
| <p><b>Sensitivity</b><br/>(exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment )</p>   | <ul style="list-style-type: none"> <li>• Teacher showed respect to the students and showed positive relation.</li> <li>• She treated all students equally.</li> <li>• Short heighted students were in first row.</li> </ul>  |
| <p><b>Assistance To Students</b><br/>(assists students with academic problems)</p>  | <ul style="list-style-type: none"> <li>• She asked review questions to check their understanding.</li> <li>• No activity was carried out which need her assistance.</li> </ul>   |
| <p><b>Presentation</b><br/>(establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice , strong projection, proper enunciation)</p>  | <ul style="list-style-type: none"> <li>• She provided good eye contact while speaking to students.</li> <li>• She had very clear, polite and audible voice.</li> <li>• She had encouraging facial expressions.</li> <li>• The atmosphere was comfortable and conducive.</li> </ul>   |
| <p><b>Personal</b><br/>(evidences self-confidence; maintains professional comportment and appearance)</p>   | <ul style="list-style-type: none"> <li>• The teacher appeared to be very confident on what she was teaching.</li> <li>• Her appearance was not appealing to student.</li> </ul>  |
| <p><b>Classroom</b><br/>(list any observation of how physical aspects affected content delivery)</p>  | <ul style="list-style-type: none"> <li>• Classroom was big enough for 18 students but furniture was uncomfortable.</li> <li>• Furniture was inappropriate for class 2 students.</li> <li>• Furniture was not organized.</li> </ul>   |

### Strength

- She was polite, confident and friendly.
- She had good subject knowledge.

### Suggestion

- Work on lesson planning
- There were too much steps in lesson plan but lacking in activities to involve students fully.
- Work more on time management.

## CLASSROOM OBSERVATION FORM

**Teacher:** Miss Zakia  
**Observer:** Miss Sumira Alvi

**Subject:** General Knowledge      **Grade:** I  
**Date/Time:** 20-03-2023

| Criteria  | Notes   |
|---|---|
| <b>Subject Matter Knowledge</b><br>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)  | <ul style="list-style-type: none"> <li>• She showed comprehensive understanding to in General Knowledge.</li> <li>• She should improve to delve deeper into the content and related material.</li> </ul>  |
| <b>Teaching Method</b><br>(uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives) | <ul style="list-style-type: none"> <li>• The instructor used oral questioning method and students were answering actively.</li> <li>• She needs to utilize variety of activities to make learning more interesting.</li> <li>• She used simple, effective and related daily life examples.</li> </ul> |
| <b>Organization</b><br>(organizes subject matter ; evidences preparation: is thorough: states clear objectives: emphasizes and summarizes main points, meets class at scheduled time)   | <ul style="list-style-type: none"> <li>• No lesson plan</li> <li>• No organizing of lesson steps.</li> <li>• No evidence preparation.</li> <li>• Lesson took only 15 minutes. Did not meet scheduled time.</li> </ul>   |
| <b>Management</b><br>(evidences good time management; attends to course interaction; maintains discipline and control)  | <ul style="list-style-type: none"> <li>• Students were very well behaved and teacher did not need to discipline them.</li> <li>• The instructor needs to plan lesson properly to charge beneficial class time.</li> </ul>   |
| <b>Rapport</b><br>(holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)  | <ul style="list-style-type: none"> <li>• She was frequently encouraging students.</li> <li>• She could hold interest of students if she has planned interactive activities.</li> <li>• She interacted with students positively.</li> </ul>  |
| <b>Sensitivity</b><br>(exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment )   | <ul style="list-style-type: none"> <li>• Teacher showed respect to the students.</li> <li>• She showed positive relation.</li> <li>• She treated all students equally exhibited no cultural differences.</li> </ul>   |
| <b>Assistance To Students</b><br>(assists students with academic problems)  | <ul style="list-style-type: none"> <li>• Not observed.</li> </ul>   |
| <b>Presentation</b><br>(establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice , strong projection, proper enunciation)  | <ul style="list-style-type: none"> <li>• She provided good eye contact while speaking to students.</li> <li>• She had very clear, polite and audible voice.</li> <li>• She exhibited humble behavior.</li> <li>• The atmosphere was comfortable and conducive.</li> </ul>                             |
| <b>Personal</b><br>(evidences self-confidence; maintains professional comportment and appearance)   | <ul style="list-style-type: none"> <li>• The appearance of the teacher meets the requirement of etiquette of education.</li> <li>• The teacher appeared to be very confident on what she was teaching.</li> </ul>   |
| <b>Classroom</b><br>(list any observation of how physical aspects affected content delivery)  | <ul style="list-style-type: none"> <li>• Classroom was big enough for 27 students but overloaded with furniture.</li> <li>• Class was congested with over furniture. It was hard to move in class.</li> <li>• Teacher could not reach to students.</li> </ul>   |

### Strength

- She was confident and friendly.
- She had good subject knowledge.

### Suggestion

- Bring variety in activities.
- Manage time in effective way.
- Work on lesson plan.

## CLASSROOM OBSERVATION FORM

**Teacher:** Mr. Imtiaz Ali  
**Observer:** Miss Sumira Alvi

**Subject:** Sindhi **Grade:** VIII  
**Date/Time:** 21-03-2023

| Criteria  | Notes   |
|---|---|
| <b>Subject Matter Knowledge</b><br>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)  | <ul style="list-style-type: none"> <li>• He showed comprehensive understanding to his subject.</li> <li>• He is clearly knowledgeable regarding the content matter.</li> <li>• The lesson addressed the Sindhi subject lesson "Abdul Sattar Edhi" skillfully.</li> </ul>                    |
| <b>Teaching Method</b><br>(uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives) | <ul style="list-style-type: none"> <li>• He needs to utilize variety of strategies and plan variety of activities to make learning more interesting.</li> <li>• He used simple, effective and related daily life examples to relate learning with real world.</li> </ul>                    |
| <b>Organization</b><br>(organizes subject matter ; evidences preparation: is thorough: states clear objectives: emphasizes and summarizes main points, meets class at scheduled time)   | <ul style="list-style-type: none"> <li>• He summarized main points of lesson.</li> <li>• Lesson took only 10 minutes. Did not meet scheduled time.</li> <li>• Teacher should make sure student understand what he was teaching by asking random questions.</li> </ul>                       |
| <b>Management</b><br>(evidences good time management; attends to course interaction; maintains discipline and control)  | <ul style="list-style-type: none"> <li>• Students were very well behaved and teacher did not need to discipline them.</li> <li>• The instructor needs to plan lesson properly to charge beneficial class time.</li> </ul>   |
| <b>Rapport</b><br>(holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)  | <ul style="list-style-type: none"> <li>• He should encouraging students to speak and answer the questions.</li> <li>• His interaction with students was formal.</li> <li>• Students were very passive throughout the lesson.</li> </ul>   |
| <b>Sensitivity</b><br>(exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment )   | <ul style="list-style-type: none"> <li>• Teacher showed respect to the students.</li> <li>• He treated all students equally.</li> </ul>   |
| <b>Assistance To Students</b><br>(assists students with academic problems)  | <ul style="list-style-type: none"> <li>• Not observed.</li> </ul>   |
| <b>Presentation</b><br>(establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice , strong projection, proper enunciation)  | <ul style="list-style-type: none"> <li>• He provided good eye contact while speaking to students.</li> <li>• He had very clear, polite and audible voice.</li> <li>• He had encouraging facial expressions.</li> <li>• The atmosphere was comfortable but not conducive.</li> </ul>         |
| <b>Personal</b><br>(evidences self-confidence; maintains professional comportment and appearance)   | <ul style="list-style-type: none"> <li>• He was a professional and appearance of the teacher meets the requirement of etiquette of education.</li> <li>• The teacher appeared to be very confident on what he was teaching.</li> </ul>  |
| <b>Classroom</b><br>(list any observation of how physical aspects affected content delivery)  | <ul style="list-style-type: none"> <li>• Classroom was not enough for two merged classes.</li> <li>• Total strength of both classes was 68 but furniture was only for 30 students.</li> <li>• Students' attendance was drastically low. Out of 68 only 15 students were present.</li> </ul> |

### Strength

- He was confident and friendly.
- He had good subject knowledge.

### Suggestion

- Activity based lesson plan.
- Manage time in effective way.
- Lesson plan was not appropriate.

## CLASSROOM OBSERVATION FORM

**Teacher:** Mr. Anil Iqbal  
**Observer:** Miss Sumira Alvi

**Subject:** English      **Grade:** VIII  
**Date/Time:** 21-03-2023

| Criteria  | Notes   |
|---|---|
| <b>Subject Matter Knowledge</b><br>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)  | <ul style="list-style-type: none"> <li>• He showed comprehensive understanding to the topic.</li> <li>• He should improve to delve deeper into the content and related material.</li> </ul>   |
| <b>Teaching Method</b><br>(uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives) | <ul style="list-style-type: none"> <li>• The instructor used brainstorming strategy.</li> <li>• He needs to utilize variety of strategies and plan variety of activities to make learning more interesting.</li> <li>• He should use simple, effective and related daily life examples to relate learning with real world.</li> </ul> |
| <b>Organization</b><br>(organizes subject matter ; evidences preparation: is thorough: states clear objectives: emphasizes and summarizes main points, meets class at scheduled time)   | <ul style="list-style-type: none"> <li>• He summarized main points of lesson.</li> <li>• Lesson took only 15 minutes. Did not meet scheduled time.</li> <li>• Teacher made sure student understand what he was teaching by asking random questions.</li> </ul>  |
| <b>Management</b><br>(evidences good time management; attends to course interaction; maintains discipline and control)  | <ul style="list-style-type: none"> <li>• Students were very well behaved and teacher did not need to discipline them.</li> <li>• The instructor needs to plan lesson properly to charge beneficial class time.</li> </ul>   |
| <b>Rapport</b><br>(holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)  | <ul style="list-style-type: none"> <li>• He was frequently encouraging students to speak and answer the questions.</li> <li>• He interacted with students positively.</li> </ul>  |
| <b>Sensitivity</b><br>(exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment )   | <ul style="list-style-type: none"> <li>• Teacher showed respect to the students and showed positive relation.</li> <li>• He treated all students equally.</li> </ul>  |
| <b>Assistance To Students</b><br>(assists students with academic problems)  | <ul style="list-style-type: none"> <li>• He guided students while group work.</li> <li>• He provided assistance as needed to complete the task.</li> </ul>  |
| <b>Presentation</b><br>(establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice , strong projection, proper enunciation)  | <ul style="list-style-type: none"> <li>• He provided good eye contact while speaking to students.</li> <li>• He had very clear, polite and audible voice.</li> <li>• He had encouraging facial expressions.</li> <li>• The atmosphere was comfortable but not conducive.</li> </ul>   |
| <b>Personal</b><br>(evidences self-confidence; maintains professional comporment and appearance)  | <ul style="list-style-type: none"> <li>• He was a professional and appearance of the teacher meets the requirement of etiquette of education.</li> <li>• The teacher appeared to be very confident on what he was teaching.</li> </ul>  |
| <b>Classroom</b><br>(list any observation of how physical aspects affected content delivery)  | <ul style="list-style-type: none"> <li>• Classroom was not enough for two merged classes.</li> <li>• Total strength of both classes was 68 but furniture was only for 30 students.</li> <li>• Students' attendance was drastically low. Out of 68 only 15 students were present.</li> </ul>   |

### Strength

- He was confident and friendly.
- He had good subject knowledge.

### Suggestion

- Activity based lesson plan.
- Manage time in effective way.
- Lesson plan was not appropriate.

## CLASSROOM OBSERVATION FORM

**Teacher:** Mr. Faheem Gaho

**Subject:** Math

**Grade:** ECE2

**Observer:** Miss Sumira Alvi

**Date/Time:** 18-03-2023

| Criteria  | Notes  |
|---|--|
| <p><b>Subject Matter Knowledge</b><br/>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>  | <ul style="list-style-type: none"> <li>• He showed comprehensive understanding to his subject.</li> <li>• He was clearly knowledgeable regarding the content matter.</li> <li>• The lesson addressed the math topic "Addition" skillfully.</li> </ul>  |
| <p><b>Teaching Method</b><br/>(uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives)</p> | <ul style="list-style-type: none"> <li>• The instructor demonstrated various addition problems on the board.</li> <li>• He utilized variety of activities to make learning more interesting.</li> <li>• He used simple, effective and related daily life examples to relate learning with real world.</li> </ul> |
| <p><b>Organization</b><br/>(organizes subject matter ; evidences preparation: is thorough: states clear objectives: emphasizes and summarizes main points, meets class at scheduled time)</p>   | <ul style="list-style-type: none"> <li>• He summarized main points of lesson.</li> <li>• Lesson did not meet scheduled time.</li> </ul>  |
| <p><b>Management</b><br/>(evidences good time management; attends to course interaction; maintains discipline and control)</p>  | <ul style="list-style-type: none"> <li>• Students were very well behaved and teacher did not need to discipline them.</li> <li>• The instructor needs to plan lesson properly to charge beneficial class time.</li> </ul>  |
| <p><b>Rapport</b><br/>(holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>  | <ul style="list-style-type: none"> <li>• He was frequently encouraging students to speak and answer the questions.</li> <li>• He interacted with students positively.</li> </ul>   |
| <p><b>Sensitivity</b><br/>(exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment )</p>   | <ul style="list-style-type: none"> <li>• Teacher showed respect to the students and showed positive relation.</li> <li>• Teacher treated all students equally.</li> </ul>  |
| <p><b>Assistance To Students</b><br/>(assists students with academic problems)</p>  | <ul style="list-style-type: none"> <li>• He provided assistance as needed to complete the task.</li> </ul>   |
| <p><b>Presentation</b><br/>(establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice , strong projection, proper enunciation)</p>  | <ul style="list-style-type: none"> <li>• He provided good eye contact while speaking to students.</li> <li>• He had very clear, polite and audible voice.</li> <li>• He had encouraging facial expressions.</li> <li>• The atmosphere was comfortable.</li> </ul>  |
| <p><b>Personal</b><br/>(evidences self-confidence; maintains professional comportment and appearance)</p>   | <ul style="list-style-type: none"> <li>• He was a professional and appearance of the teacher meets the requirement of etiquette of education.</li> <li>• The teacher appeared to be very confident on what he was teaching.</li> </ul>   |
| <p><b>Classroom</b><br/>(list any observation of how physical aspects affected content delivery)</p>  | <ul style="list-style-type: none"> <li>• Classroom was big enough for 16 students but furniture was broken.</li> <li>• Furniture was not organized.</li> <li>• Planks were put on bricks and used as benches.</li> <li>• Furniture was not age appropriate.</li> </ul>   |

### Strength

- He was confident and friendly.
- He had good subject knowledge.

### Suggestion

- Bring variety in activities.
- Manage time in effective way.
- Practice lesson plan in teaching.

## CLASSROOM OBSERVATION FORM

**Teacher:** Mr. Muhammad Akram

**Subject:** Social Studies

**Grade:** VIII

**Observer:** Miss Sumira Alvi

**Date:** 21-03-2023

| Criteria  | Notes   |
|---|---|
| <p><b>Subject Matter Knowledge</b><br/>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>  | <ul style="list-style-type: none"> <li>• He showed comprehensive understanding to the topic.</li> <li>• He should improve to delve deeper into the content and related material.</li> </ul>   |
| <p><b>Teaching Method</b><br/>(uses relevant teaching methods, aids, material, techniques, and technology, includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, appropriate; stays focused on and meets stated objectives)</p> | <ul style="list-style-type: none"> <li>• The instructor used lecture method.</li> <li>• He needs to utilize variety of strategies and plan variety of activities to make learning more interesting.</li> <li>• He should use simple, effective and related daily life examples to relate learning with real world.</li> </ul> |
| <p><b>Organization</b><br/>(organizes subject matter ; evidences preparation: is thorough: states clear objectives: emphasizes and summarizes main points, meets class at scheduled time)</p>   | <ul style="list-style-type: none"> <li>• Lesson took only 15 minutes. Did not meet scheduled time.</li> <li>• Teacher made sure student understand what he was teaching by asking random questions.</li> </ul>  |
| <p><b>Management</b><br/>(evidences good time management; attends to course interaction; maintains discipline and control)</p>  | <ul style="list-style-type: none"> <li>• Students were very well behaved and teacher did not need to discipline them.</li> <li>• The instructor needs to plan lesson properly to charge beneficial class time.</li> </ul>   |
| <p><b>Rapport</b><br/>(holds interest of students; is respectful and fair; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>  | <ul style="list-style-type: none"> <li>• He was frequently encouraging students to speak and answer the questions.</li> <li>• He interacted with students positively.</li> </ul>  |
| <p><b>Sensitivity</b><br/>(exhibits sensitivity to students personal culture, gender differences and disabilities, respond appropriately in a non-threatening active learning environment )</p>   | <ul style="list-style-type: none"> <li>• Teacher showed respect to the students and showed positive relation.</li> <li>• He treated all students equally.</li> </ul>  |
| <p><b>Assistance To Students</b><br/>(assists students with academic problems)</p>  | <ul style="list-style-type: none"> <li>• He guided students while group work.</li> <li>• He provided assistance as needed to complete the task.</li> </ul>  |
| <p><b>Presentation</b><br/>(establishes classroom environment conducive to learning; maintain eye contact; uses a clear voice , strong projection, proper enunciation)</p>  | <ul style="list-style-type: none"> <li>• He provided good eye contact while speaking to students.</li> <li>• He had very clear, polite and audible voice.</li> <li>• He had encouraging facial expressions.</li> <li>• The atmosphere was comfortable but not conducive.</li> </ul>   |
| <p><b>Personal</b><br/>(evidences self-confidence; maintains professional comportment and appearance)</p>   | <ul style="list-style-type: none"> <li>• He was a professional and appearance of the teacher meets the requirement of etiquette of education.</li> <li>• The teacher appeared to be very confident on what he was teaching.</li> </ul>  |
| <p><b>Classroom</b><br/>(list any observation of how physical aspects affected content delivery)</p>  | <ul style="list-style-type: none"> <li>• Classroom was not enough for two merged classes.</li> <li>• Total strength of both classes was 68 but furniture was only for 30 students.</li> <li>• Students' attendance was drastically low. Out of 68 only 15 students were present.</li> </ul>                                   |

### Strength

- He was confident and friendly.
- He had good subject knowledge.

### Suggestion

- Activity based lesson plan.
- Manage time in effective way.
- Lesson plan was not appropriate.

| TEACHER'S NAME & SCHOOL |  | Miss Rabia GGPS Alam Khan Talpur | Miss Naseem GGPS Alam Khan Talpur | Miss Sahira Gul GGPS Alam Khan Talpur | Mr. Faheem Gaho GGPS Alam Khan Talpur | Mr. Anil GBELS Barrage Colony | Mr. Imtiaz Ali GBELS Barrage Colony | Mr. Akrim GBELS Barrage Colony | Miss Zakia GGPS Soomra Mughalla  | RUBRICS  |  |  |  |
|-------------------------|--|----------------------------------|-----------------------------------|---------------------------------------|---------------------------------------|-------------------------------|-------------------------------------|--------------------------------|--|--|--|--|--|
| DATE                    |  | 11-04-2023                       | 11-04-2023                        | 11-04-2023                            | 10-04-2023                            | 13-04-2023                    | 13-04-2023                          | 13-04-2023                     | 15-04-2023   | RATING   |  |  |  |
| GOALS                   |  | LEVEL                            | LEVEL                             | LEVEL                                 | LEVEL                                 | LEVEL                         | LEVEL                               | LEVEL                          | LEVEL  | 1  | 2  | 3  | 4  |
| TEACHER                 | Lesson Plan  | 03                               | 03                                | 04                                    | 02                                    | 02                            | 03                                  | 02                             | TRANSFERRED  | Teachers have no any lesson plan and don't have any idea.  | Teachers know how to make lesson plan but don't practice it.   | Teachers have lesson plan and trying to practice it efficiently.   | Teachers follow lesson plan and deliver it effectively.  |
|                         | Teachers know their subject and teach it so that students understand it                            | 03                               | 03                                | 03                                    | 03                                    | 03                            | 03                                  | 03                             |  | Teachers find it difficult to explain concepts, can't answer students' questions or make mistakes when explaining content. | Teachers rely on the textbook for their subject knowledge  | Teachers adapt content from the textbook to make learning meaningful.  | Teachers deliver concepts in different ways, decide how much content to teach and the sequence in which to teach it.                     |
|                         | Teachers know and use best pedagogical practice  | 03                               | 03                                | 03                                    | 02                                    | 02                            | 02                                  | 02                             |  | Teachers don't conduct class.  | Teachers methodology is Teacher centered. There is little or no interaction with students.                                     | Teachers interact with students and provide student-centered activities.   | Teachers are innovative, engage students in learning through teaching strategies and provide stimulating learning environments.          |
|                         | Teachers take part in continuous professional learning   | 02                               | 02                                | 02                                    | 02                                    | 02                            | 03                                  | 02                             |  | There is poor attendance of teacher at mandatory training.   | Teachers attend and participate in mandatory training.   | Teachers contribute to discussions and activities including reflection activities, and discussing lesson observations.               | Teachers reflect on how to improve teaching and take responsibility for their own learning.  |
|                         | Teachers work collaboratively to develop teaching practice   | 02                               | 02                                | 02                                    | 02                                    | 02                            | 03                                  | 02                             |  | Teachers work individually.  | Teachers collaborate during guided activities at mandatory training or reflective activities.                                  | Teachers exchange ideas for teaching, discuss student progress and class management issues.  | Teachers coordinate lesson and syllabus planning and engage in peer coaching.  |
|                         | Teachers communicate with parents and community  | -                                | -                                 | -                                     | -                                     | -                             | -                                   | -                              |  | Teachers do not communicate with parents and the community.  | Teachers inform parents about student attendance and follow up on children learning.   | Teachers communicate with parents about students achievements and progress in learning.  | Teachers engage parents and community in teaching and learning progress.   |
| STUDENTS                | Students are active learner  | 03                               | 03                                | 03                                    | 03                                    | 02                            | 02                                  | 02                             |  | Students listen to content and speak when prompted. Students copy from the board.  | Students do written work from the textbook during the class.   | Students participate in classroom activities. Students interact with the teacher and other students.                                 | Students make choices about how they learn and take responsibility for their learning.   |
|                         | Students are problem solver and critical thinker   | 02                               | 02                                | 02                                    | 02                                    | 02                            | 02                                  | 02                             |  | Students memorize content without demonstrating understanding.   | Students use subject knowledge to answer questions and do exercise from the textbook.  | Students apply subject and other knowledge to answer questions.  | Students identify problems, analyze, evaluate, find solutions and solve.   |
|                         | Students are confident and creative learners   | 01                               | 01                                | 01                                    | 01                                    | 01                            | 01                                  | 01                             |  | Students sit silently and only speak when prompted, giving short answers.  | Students ask questions to the teacher to help them understand the content of the lesson.                                       | Students discuss topics, share ideas and opinions with the teacher and other students  | Students create, share and present their ideas and opinions.   |
|                         | Students are collaborative learners  | 03                               | 03                                | 03                                    | 03                                    | 03                            | 03                                  | 03                             |  | Students learn individually. They don't know how to learn collaboratively.   | Students can work in pairs or groups.  | Students work in pairs and groups to do activities set by the teacher.   | Students are confident working in pairs or groups to achieve learning goals. They know and follow guidelines for pair and group work.    |
| CLASSROOM OBSERVATION   | Teacher uses motivational strategies during teaching.  | 03                               | 03                                | 03                                    | 03                                    | 03                            | 03                                  | 03                             |  | Teacher did not use motivational strategies  | Teacher used extrinsic motivational strategies most of the time and focused only 2-3 students from the first row of the class. | Teacher used extrinsic and intrinsic motivational strategies equally and focused 5-10 students from the front 2-3 rows of the class. | Teacher used intrinsic motivational strategies most of the time and focused most students from the entire class (all rows in the class). |
|                         | Teacher uses material/objects to help children acquire and Discover new knowledge.                 | 04                               | 04                                | 04                                    | 03                                    | 03                            | 03                                  | 03                             |  | Teacher did not use any material objects to help children acquire and discover new knowledge.                              | Teacher used material/objects and engaged only 2-3 students from the first row of the class.                                   | Teacher used material/objects and engaged 5- 10 students from the front 2-3 rows of the class.                                       | Teacher used the material/objects and engaged most students from the entire class all rows in the class).                                |
|                         | Teacher uses scientific inquiry (questioning) to help children acquire and discover new knowledge. | 01                               | 01                                | 01                                    | 01                                    | 01                            | 01                                  | 01                             | Teacher didn't use scientific inquiry (questioning) to help children acquire and discover new knowledge. | Teacher used scientific inquiry (questioning) and engaged only 2-3 students from the front row of the class.               | Teacher used scientific inquiry (questioning) and engaged 5-10 students from the front 2-3 rows of the class.                  | Teacher used scientific inquiry (questioning) and engaged most of the students from the entire class (all rows in the class).        |  |



## OBSERVATION SHEET FOR THE LEARNING CYCLE ONE (CPD)

NAME OF GT: Sumira Alvi Month: February

| GOAL                      | TEACHER'S NAME & SCHOOL                           | Miss Benazir<br>GGPS Alam<br>Khan Talpur | Miss Sahira<br>Gul<br>GGPS Alam<br>Khan Talpur | Miss Naseem<br>GGPS Alam<br>Khan Talpur | Miss Rabia<br>GGPS Alam<br>Khan Talpur | Mr Faheem<br>Gaho<br>GGPS Alam<br>Khan Talpur | Mr: Anil<br>Iqbal<br>GBELS Barrage<br>Coloney | Mr:Imtiaz<br>Ali<br>GBELS Barrage<br>Coloney | Mr:<br>Sabhatullah<br>GBELS Barrage<br>Coloney | Mr: Abdul<br>Samad<br>GBELS Barrage<br>Coloney | Mr:Jahanze<br>b Memon<br>GBELS Barrage<br>Coloney | Mr: Akrim<br>GBELS Barrage<br>Coloney | Mr: Wahid<br>Bux<br>GBELS Barrage<br>Coloney | Miss Zakia<br>GGPS Soomra<br>Mohlla | Miss<br>Shumaila<br>GGPS Soomra<br>Mohlla |    |
|---------------------------|---|--|--|---|--|---|---|--|--|--|---|---------------------------------------|--|-------------------------------------|---|----|
|                           | DATE  | 09-02-2023                               | 09-02-2023                                     | 09-02-2023                              | 09-02-2023                             | 11-02-2023                                    | 14-02-2023                                    | 14-02-2023                                   | 14-02-2023                                     | 14-02-2023                                     | 14-02-2023  | 14-02-2023                            | 14-02-2023                                   | 24-02-2023                          | 24-02-2023                                |    |
|                           | COMPONENTS  | LEVEL                                    | LEVEL  | LEVEL                                   | LEVEL                                  | LEVEL   | LEVEL   | LEVEL  | LEVEL  | LEVEL  | LEVEL   | LEVEL                                 | LEVEL  | LEVEL                               | LEVEL                                     |    |
| PERFORMANCE OF TEACHER    | Lesson Plan                                       | 01                                       | 01   | 03                                      | 01                                     | 01  | 01  | 01   | 01   | 01   | 01  | 01                                    | 01   | 01                                  | 01  |    |
|                           | Sequence in Lesson delivery                       | 03                                       | 03   | 03                                      | 03                                     | 03  | 02  | 02   | 01   | 02   | 02  | 03                                    | 02   | 03                                  | 02  |    |
|                           | Linkage of SLOs, Content with daily life examples | 03                                       | 02   | 01                                      | 03                                     | 02  | 03  | 03   | 01   | 02   | 02  | 03                                    | 02   | 02                                  | 02  |    |
|                           | Voice of Teacher                                  | 04                                       | 04   | 04                                      | 04                                     | 03  | 02  | 04   | 03   | 03   | 03  | 04                                    | 03   | 03                                  | 03  |    |
|                           | Effective use of academic time                    | 02                                       | 02   | 03                                      | 02                                     | 02  | 01  | 01   | 02   | 02   | 02  | 02                                    | 02   | 03                                  | 02  |    |
|                           | Effective use of instructional material           | 03                                       | 02   | 03                                      | 03                                     | 03  | 01  | 04   | 02   | 03   | 02  | 03                                    | 02   | 03                                  | 02  |    |
|                           | Eye contact with students                         | 03                                       | 04   | 04                                      | 03                                     | 03  | 02  | 02   | 03   | 03   | 03  | 03                                    | 03   | 03                                  | 03  |    |
|                           | Language Proficiency                              | 03                                       | 03   | 02                                      | 03                                     | 02  | 03  | 03   | 02   | 03   | 03  | 03                                    | 03   | 03                                  | 03  |    |
|                           | Communication Skills                              | 02                                       | 02   | 02                                      | 01                                     | 02  | 02  | 02   | 02   | 02   | 02  | 02                                    | 03   | 03                                  | 03  | 02 |
|                           | Collaborative Learning                            | 01                                       | 01   | 01                                      | 03                                     | 01  | 01  | 01   | 01   | 01   | 01  | 01                                    | 01   | 01                                  | 01  | 01 |
| Personality/ Body Gesture | 03  | 03                                       | 03   | 01                                      | 03                                     | 03  | 03  | 03   | 02   | 03   | 03  | 03                                    | 03   | 03                                  | 03  |    |
| PERFORMANCE OF STUDENTS   | Active Learner                                    | 01                                       | 02   | 02                                      | 01                                     | 01  | 01  | 01   | 02   | 03   | 01  | 01                                    | 01   | 02                                  | 01  |    |
|                           | Problem Solver and Critical Thinker               | 01                                       | 01   | 01                                      | 01                                     | 01  | 01  | 01   | 01   | 01   | 01  | 01                                    | 01   | 01                                  | 01  |    |
|                           | Confident and Creative Learners                   | 03                                       | 03   | 03                                      | 02                                     | 01  | 01  | 01   | 02   | 04   | 01  | 01                                    | 01   | 03                                  | 01  |    |
|                           | Collaborative Learners                            | 01                                       | 01   | 01                                      | 01                                     | 01  | 02  | 01   | 01   | 01   | 01  | 01                                    | 01   | 01                                  | 01  |    |
|                           | Follow Teacher's Instructions                     | 02                                       | 03   | 02                                      | 03                                     | 02  | 02  | 02   | 01   | 03   | 02  | 02                                    | 01   | 03                                  | 02  |    |
|                           | Interaction with Students                         | 01                                       | 03   | 02                                      | 03                                     | 02  | 02  | 02   | 02   | 02   | 02  | 02                                    | 02   | 03                                  | 02  |    |
|                           | Use of Positive Language                          | 03                                       | 04   | 04                                      | 03                                     | 03  | 03  | 03   | 03   | 03   | 02  | 03                                    | 03   | 04                                  | 04  |    |
|                           | Relationship with student                         | 02                                       | 03   | 03                                      | 03                                     | 02  | 02  | 02   | 02   | 04   | 03  | 02                                    | 02   | 03                                  | 03  |    |

RATING OR LEVEL KEY: 1 - NEED IMPROVEMENT (INEFFECTIVE) 2 - FAIR (MINIMALLY EFFECTIVE) 3 - GOOD (EFFECTIVE) 4 - VERY GOOD (HIGHLY EFFECTIVE)

**Monthly Summary Report for use by Guide Teachers and Subject Coordinators**

Reporting Month: February Reporting Date: 28-02-2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

1. Number of assigned schools: 04
2. Number of schools visited during the reporting month: 04
3. Number of assigned mentee teachers in the cluster: #####
4. Number of mentee teachers supported in the cluster during the reporting month: #####
5. Name of the reporting school: Government Boys' Primary School, Alam Khan Talpur, TMK
6. Number of mentee teachers supported in the reporting school: 01
7. Positive aspect/s observed (at least one example)
  - *Head teacher and teachers were cooperative.*
  - *The interaction and relationship with students found good.*
  - *Equal ratio of experienced and young teachers.*
8. Area of improvement (at least one example)
  - *Manage time in effective way.*
  - *Practice appropriate and content-oriented lesson planning.*
  - *Bring variety in activities.*
  - *There was no healthy and hygienic arrangement for drinking water.*
9. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)
  - *School needs furniture according to students' strength and age.*
  - *Shortage of teachers in school.*
  - *Shortage of classrooms.*
  - *Lavatory is nonfunctioning.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

## Monthly Summary Report for use by Guide Teachers and Subject Coordinators

- Reporting Month: February Reporting Date: 28-02-2023
- District: Tando Muhammad Khan
- Taluka: Tando Muhammad Khan
- Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK
10. Number of assigned schools: 04
11. Number of schools visited during the reporting month: 04
12. Number of assigned mentee teachers in the cluster: #####
13. Number of mentee teachers supported in the cluster during the reporting month: #####
14. Name of the reporting school: Government Girls' Primary School, Alam Khan Talpur, TMK
15. Number of mentee teachers supported in the reporting school: 04
16. Positive aspect/s observed (at least one example)
- *School was clean.*
  - *Head teacher and teachers were cooperative.*
  - *The interaction and relationship with students found good.*
  - *General atmosphere in the school was good.*
17. Area of improvement (at least one example)
- *There was no healthy and hygienic arrangement for drinking water.*
  - *Appropriate and content-oriented lesson planning needs to be improve.*
18. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)
- *School needs furniture according to students' strength and age.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

## Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: February Reporting Date: 28-02-2023  
District: Tando Muhammad Khan  
Taluka: Tando Muhammad Khan  
Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

19. Number of assigned schools: 04  
20. Number of schools visited during the reporting month: 04  
21. Number of assigned mentee teachers in the cluster: ####  
22. Number of mentee teachers supported in the cluster during the reporting month: #####  
23. Name of the reporting school: Government Boys' Elementary Lower Secondary School, TMK  
24. Number of mentee teachers supported in the reporting school: 03  
25. Positive aspect/s observed (at least one example)

- *Head teacher was cooperative.*
- *Teachers are willing and excited.*
- *The interaction and relationship with students found fair.*

26. Area of improvement (at least one example)

- *Practice appropriate and content-oriented lesson planning.*
- *Healthy and hygienic arrangement for drinking water.*
- *Non-functioning lavatory.*
- *Cleanliness of school.*

27. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/  
District Education Officials)

- *Teachers are too much in comparison to students.*
- *Two schools are running simultaneously in same building.*
- *Shortage of classrooms.*
- *School needs furniture according to students' strength and age.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

## Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: February Reporting Date: 28-02-2023  
District: Tando Muhammad Khan  
Taluka: Tando Muhammad Khan  
Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

28. Number of assigned schools: 04  
29. Number of schools visited during the reporting month: 04  
30. Number of assigned mentee teachers in the cluster: #####  
31. Number of mentee teachers supported in the cluster during the reporting month: #####  
32. Name of the reporting school: Government Girls' Primary School Soomra Muhalla, TMK  
33. Number of mentee teachers supported in the reporting school: 03

34. Positive aspect/s observed (at least one example)

- *School was clean and tidy.*
- *General atmosphere in the school was good.*
- *Most of the students were active and confident.*

35. Area of improvement (at least one example)

- *Appropriate and content-oriented lesson planning needs to be improve.*

36. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/  
District Education Officials)

- *Classrooms were overloaded with furniture.*
- *Teachers couldn't move and reach to all students.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

## Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: March Reporting Date: 31-03-2023  
District: Tando Muhammad Khan  
Taluka: Tando Muhammad Khan  
Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

37. Number of assigned schools: 04  
38. Number of schools visited during the reporting month: 04  
39. Number of assigned mentee teachers in the cluster: #####  
40. Number of mentee teachers supported in the cluster during the reporting month: #####  
41. Name of the reporting school: Government Girls' Primary School, Alam Khan Talpur, TMK  
42. Number of mentee teachers supported in the reporting school: 03

43. Positive aspect/s observed (at least one example)

- *Teachers applied somehow what was learnt in learning cycle two (motivating and engaging students).*
- *School was clean.*
- *General atmosphere in the school was good.*

44. Area of improvement (at least one example)

- *Time management and time division during period.*
- *Lesson planning.*

45. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

- *Electricity was disconnected.*
- *Shortage of furniture.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

## Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: March Reporting Date: 31-03-2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

46. Number of assigned schools: 04

47. Number of schools visited during the reporting month: 04

48. Number of assigned mentee teachers in the cluster: #####

49. Number of mentee teachers supported in the cluster during the reporting month: #####

50. Name of the reporting school: Government Boys' Primary School, Alam Khan Talpur, TMK

51. Number of mentee teachers supported in the reporting school: 01

52. Positive aspect/s observed (at least one example)

- *Head teacher was cooperative.*
- *General atmosphere in the school was good.*

53. Area of improvement (at least one example)

- *Time management and time division during period.*
- *Arrangement of healthy and hygienic drinking water.*
- *Appropriate and content-oriented lesson planning.*

54. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

- *Disconnected electricity.*
- *School needs furniture according to students' strength and age.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

**Monthly Summary Report for use by Guide Teachers and Subject Coordinators**

Reporting Month: March Reporting Date: 31-03-2023  
District: Tando Muhammad Khan  
Taluka: Tando Muhammad Khan  
Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

55. Number of assigned schools: 04  
56. Number of schools visited during the reporting month: 04  
57. Number of assigned mentee teachers in the cluster: #####  
58. Number of mentee teachers supported in the cluster during the reporting month: #####  
59. Name of the reporting school: Government Boys' Elementary Lower Secondary School, TMK  
60. Number of mentee teachers supported in the reporting school: 03

61. Positive aspect/s observed (at least one example)

- *Teachers want to improve teaching and learning style.*
- *General atmosphere in the school was good.*

62. Area of improvement (at least one example)

- *Time management and time division during period.*
- *Appropriate and content-oriented lesson planning needs to be improve.*
- *Classroom decoration and cleanliness.*

63. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

- *Two schools are running simultaneously in same building.*
- *Shortage of classrooms.*
- *Shortage of furniture.*
- *Low attendance of teachers in sessions due to census and induction training*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

**Monthly Summary Report for use by Guide Teachers and Subject Coordinators**

Reporting Month: March Reporting Date: 31-03-2023  
District: Tando Muhammad Khan  
Taluka: Tando Muhammad Khan  
Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

64. Number of assigned schools: 04

65. Number of schools visited during the reporting month: 04

66. Number of assigned mentee teachers in the cluster: #####

67. Number of mentee teachers supported in the cluster during the reporting month: #####

68. Name of the reporting school: Government Girls' Primary School Soomra Muhalla, TMK

69. Number of mentee teachers supported in the reporting school: 01

70. Positive aspect/s observed (at least one example)

- *School was clean.*
- *Trained and willing young teachers.*
- *General atmosphere in the school was good.*

71. Area of improvement (at least one example)

- *Sitting arrangement in classrooms.*
- *Appropriate and content-oriented lesson planning.*

72. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/  
District Education Officials)

- *Overloaded with furniture.*
- *Attendance of senior teachers in sessions.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

## Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: April Reporting Date: 30-04-2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

73. Number of assigned schools: 04

74. Number of schools visited during the reporting month: 04

75. Number of assigned mentee teachers in the cluster: #####

76. Number of mentee teachers supported in the cluster during the reporting month: #####

77. Name of the reporting school: Government Boys' Primary School, Alam Khan Talpur, TMK

78. Number of mentee teachers supported in the reporting school: 01

79. Positive aspect/s observed (at least one example)

- *Teachers applied what was learnt in learning cycles.*
- *General atmosphere in the school was good.*

80. Area of improvement (at least one example)

- *Variation in activities/ activity bases learning.*
- *Time management and time division during period.*
- *Appropriate and content-oriented lesson planning.*

81. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

- *Disconnected electricity.*
- *Shortage of teachers.*
- *Rough infrastructure.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

## Monthly Summary Report for use by Guide Teachers and Subject Coordinators

Reporting Month: April Reporting Date: 30-04-2023

District: Tando Muhammad Khan

Taluka: Tando Muhammad Khan

Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

82. Number of assigned schools: 04

83. Number of schools visited during the reporting month: 04

84. Number of assigned mentee teachers in the cluster: #####

85. Number of mentee teachers supported in the cluster during the reporting month: #####

86. Name of the reporting school: Government Girls' Primary School, Alam Khan Talpur, TMK

87. Number of mentee teachers supported in the reporting school: 03

88. Positive aspect/s observed (at least one example)

- *Teachers applied content of learning cycle three (learning and acquisition).*
- *School was clean.*
- *General atmosphere in the school was good.*

89. Area of improvement (at least one example)

- *Time management and time division during period.*
- *Lesson planning.*

90. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

- *Shortage of classrooms.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

**Monthly Summary Report for use by Guide Teachers and Subject Coordinators**

Reporting Month: April Reporting Date: 30-04-2023  
District: Tando Muhammad Khan  
Taluka: Tando Muhammad Khan  
Cluster: Rehmani Khatija Khuwaja Government Girls' High School, TMK

91. Number of assigned schools: 04  
92. Number of schools visited during the reporting month: 04  
93. Number of assigned mentee teachers in the cluster: #####  
94. Number of mentee teachers supported in the cluster during the reporting month: #####  
95. Name of the reporting school: Government Boys' Elementary Lower Secondary School, TMK  
96. Number of mentee teachers supported in the reporting school: 03

97. Positive aspect/s observed (at least one example)

- *General atmosphere in the school was nice.*

98. Area of improvement (at least one example)

- *Practice content learnt in sessions*
- *Appropriate and content-oriented lesson planning.*
- *Classroom decoration.*

99. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

- *Two schools are running simultaneously in same building.*
- *Shortage of classrooms.*
- *Shortage of furniture.*
- *Low attendance of teachers in sessions.*

Prepared by:

Name: SUMIRA ALVI

Designation: Guide Teacher

Date: 28-02-2023

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

**Monthly Summary Report for use by Guide Teachers and Subject Coordinators**

Reporting Month: **April** Reporting Date: **30-04-2023**

District: **Tando Muhammad Khan**

Taluka **Tando Muhammad Khan**

Cluster: **Rehmani Khatija Khuwaja Government Girls' High School, TMK**

100. Number of assigned schools: **04**

101. Number of schools visited during the reporting month: **04**

102. Number of assigned mentee teachers in the cluster: **08**

103. Number of mentee teachers supported in the cluster during the reporting month: **###**

104. Name of the reporting school: **Government Girls' Primary School Soomra Muhalla, TMK**

105. Number of mentee teachers supported in the reporting school: **01**

106. Positive aspect/s observed (at least one example)

- ***School was clean.***
- ***Trained and willing young teachers.***
- ***General atmosphere in the school was good.***

107. Area of improvement (at least one example)

- ***Sitting arrangement in classrooms.***
- ***Appropriate and content-oriented lesson planning.***

108. Any Issue or challenge faced (That needs to be discussed with the Cluster Hub In-Charge/ District Education Officials)

- ***Overloaded with furniture.***
- ***Attendance of senior teachers in sessions.***

Prepared by:

Name: **SUMIRA ALVI**

Designation: **Guide Teacher**

Date: **28-02-2023**

Reviewed by:

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_