

31.05.07

PMP ENHANCEMENT

<u>Strengths:</u>	<u>Weaknesses:</u>	<u>Opportunities:</u>	<u>Threats:</u>
As a reference/Guidelines	Time consuming to do. Not knowing (as a teacher) where it ends up.		
It puts the teacher in a better position to set out tasks and objectives that should be achieved during the scholastic year.	The PMP remains rather broad when it comes to Focus on primary classroom Attainments.	Remedies should be made such as a tick list that eases the way PMP's should be filled. We are not administrative officers.	It may turn out to be a burden rather than a help.
Guidelines for the teacher for that particular year. Objectives to focus on.	Lack of resources. Depending on the pupils you'll have, some goals cannot be reached.	Presentation of the work done during the years will serve as a record.	Constant change.
You have a guidelines on which aims and objectives you have to focus on for the coming year for your own individual class.	Due to lack of resources and depending on the children you have in your class some goals cannot be reached.	Effective & efficient tool for growth and development.	Constant change. One cannot predict what will have by the end of the year.

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It's a guideline and can be adopted to each individual class. Effective teaching and learning.	Due to lack of resources, some goals cannot be reached.	Affective & efficient tool. For growth & development.	Constant change. One cannot predict the future.
Ownership. Effective teaching & learning. It is a guideline and can be adopted to each individual class.	Some goals cannot be reached because of lack of resources and according to students in class.	Far growth & development. Effective & efficient tool.	Constant change and one cannot predict the future.
It's a guideline and can be adopted to each individual class. Effective teaching and learning both for the teacher and student ownership.	Some goals cannot be reached because of lack of resources and according to student in class.	For growth & development. Effective & efficient tool.	Constant change & one cannot predict the future.
Helps planning and encourages extra effort. Unites individual efforts into one large effort. Helps discuss positive & negative issues.	Focus on limited aims. Still occupies 3 rd place after exams + syllabus. Many teachers consider it unnecessary paperwork.	Focus on achievement of pre-set objectives. Actualization of School development plan. Putting key areas & educational aims in practice.	May give more importance to objective at the expense of other educational priorities. May result in head teacher clashes and teacher – teacher jealousy.
School aims more clear.	Not always reachable aims.	Never given re-seminars courses re aims.	Not all work can be described on PMP.

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It helps the teacher to focus on particular areas & thus makes teaching & learning even more interesting.	It might not always be possible to put into practice what was planned. This may be due to unknown class characteristics.	This, undoubtedly provides opportunities for continuous Professional Development for teachers.	As outlined earlier, unknown class characteristics might hinder the putting into practice of the PMP targets.
Focus of good planning.	Time consuming.	Gives the opportunity for good planning ahead. The teacher will evaluate children's learning and his/her own teaching effectiveness.	May become too repetitive along the years.
The PMP leads towards improving performance by aligning planning and management.	It can be subjective towards teachers.	It identifies priorities, set goals and targets in respect of each priority, allocates resources & assigns responsibility for action and results.	As for me, it is no threat.

<u>Strengths:</u>	<u>Weaknesses:</u>	<u>Opportunities:</u>	<u>Threats:</u>
<p>You can focus on specific tasks and try to accomplish them. Next year then you can focus on other goals/aims and the ways and means to achieve them.</p>	<p>You can feel discouraged at not reaching desired ends. The PMP provides only the framework. Teaching goes beyond it.</p>	<p>To try new methods, new ideas, offers challenges. Working as a school towards a common goal, collegiality.</p>	<p>Writing down and not putting ideas/methods in practice. Writing the PMP regarded only as something you have to do.</p>
<p>The teacher can focus on specific objectives and try to achieve them.</p>	<p>PMP provides only the framework while teaching goes beyond it. The teacher may feel discouraged at not reaching the aiming goals.</p>	<p>It offers challenges and new ideas. Teachers work together to reinforce their work.</p>	<p>Ideas and methods are not done in practice but only written down. PMP could be only something one has to do.</p>
<p>The teacher commits herself to carry out certain tasks. It is a skeleton/plan which helps the teacher plan ahead.</p>	<p>At times, as the scholastic year goes by, the teacher might realize a particular task could have been carried out differently for better results/more student achievement.</p>	<p>The teacher gets the chance to discuss her plans with Head of School and at the end of the year, she can evaluate and give evidence to the Head.</p>	<p>Are all teachers being honest with themselves and truly work hard to carry out their tasks written on their PMP?</p>

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We are made aware of school and class objectives in the School Development Plan.	There is no reason to repeat the same work year after year since the objectives remain the same.	You can assess how the school and class targets have been reached.	You cannot assess without ambiguity.
Helps the teacher to think more about the needs of the group of pupils she has in that particular year.		Try to adopt methods of positive reinforcement. Also enhance what went wrong the year before.	
Can gauge where you stand (educationally). Helps you become more focused on your job. helps you on time management; helps you become more professional.	Can be restrictive.	Can be further structured to help teachers/administrator; Align themselves on modern curricular trends.	
Clear targets Planned direction Assessing targets	More paperwork at times a little vague	To improve teaching quality based on NMC	Planned in advance when you don't know the children yet.
Identifies priorities. Sets goals and targets in respect of each priority. Allocates resources and assigns responsibility for action and results.		Improves working relationship.	If I have successfully completed my targets. If I have succeeded in the time frame for the completion of each school objective.

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Re-inforces discipline and curriculum. Organisation in schools.	Too much stress on children and teachers.	An opportunity for all children to be given good quality of education.	
Good planning Overview of yearly objectives.	Objectives and planning in class is done on a daily basis in class!!	Follow up of various activities. Follow up of achievement.	Objectives will remain the same year after year.
It gives a sense of order and structure. Sense of discipline.	Sometimes it is vague and not realistic.	Room for personal and team improvement. Support (interpersonal) Intrapersonal (development of skills & concepts).	Tend to be a routine concept formation.
I cannot think of any benefits that are coming out of this exercise.			Filling a PMP may give the false idea that during that particular year the officer has to abide by that programme while not giving enough weight to his other professional duties.

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We are working towards specific goals.	We don't have clear guidelines on how to fill it in.	Helps me to be more specific in my teaching goals.	
Good planning for the whole year. I can analyze and reflect on what went wrong and right at the end of the year.	Certain areas of the PMP are useless in my opinion, e.g. The Training page.	If you take the PMP seriously you can improve what you have done in the past.	They can judge you on the comments giving by former Heads if you change school. Some may be tempted to 'copy and paste' the PMP.
Teachers can adopt to SDP.	These do not know how to compile it.	These work together to follow SDP.	To teachers – when head gives them their due.
Teachers can adapt to SDP.	More discipline.	A Chance for all children to be given life long education.	
Quality learning. Planned work.	Sometimes PMP is not an integral part of work with pupils.	Gives opportunities to more self-evaluation. Lessons evaluation.	
Gives direction to the teacher; a guideline. Serves as an extrinsic motivation for teachers and SMT.	It does not show all objectives the teacher has in mind.	It gives opportunities for teachers to realize their weak points and train for it.	Sometimes not all teachers take the PMP seriously.

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When filling in the PMP, I feel it helps us to keep up-to-date with air school aims and adapt our teaching objectives in relation to the agreed targets.	The disadvantage I sometimes encounter is the fact that too much strategies are to be adopted in one scholastic year.	As far as Promotions, Interviews etc are concerned.	Sometimes I feel Like I am being judged for what I do.
Sets goals & Targets. Assigns responsibility – each teacher contributes towards the attainment of a number of school objectives as decided in the SDP.	Doing the PMP is good for yourself. On the other hand, besides the teacher's supervisor, who's checking it? Too much handwritten work to be left on the shelf!		I don't think there are any threats if you have everything planned. Self-evaluation at the end of the scholastic year gives you job satisfaction & if there's something wrong, you'll work harder to get better results the following year.
You can plan to focus on particular aims for the forthcoming scholastic year.	You cannot always assess clearly whether results have been attained after the year. One aims may differ from those in the SDP.	It serves as a guidelines with regards to interviews and promotions.	Although that one may be judged through the PMP, it offers an opportunity to reflect on methodologies, strategies, etc. Used in teaching and learning.

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It gives me an opportunity to sit down and think deeply about what really would matter in my scholastic year. Priority would be given to a holistic education for each and every child.	Sometimes it's impossible to follow step by step what was listed down in the PMP. The situation in the class can alter all that was put down and different objectives listed down.	It could help in future promotions, interviews, etc. especially the points, evaluation written down after the scholastic year flies away. But one has to be present in the classroom to see how things really move on.	I don't feel examined but what is put in the PMP is not the law of the classroom as different needs lead one to act accordingly.
PMP – a plan for the teacher of how to reach a number of targets during the scholastic year.	The teacher may decide to work on a particular target and then finds it difficult to reach that target.	To help teachers view PMP as a whole-school task.	Teacher may feel judged by supervisor especially if she failed to reach a particular target.
Serves to review school's aims & objectives. Makes you think best way to reach school goals and not only improve teaching.	If not all staff works in cooperation to reach the same goals, it will be a waste of time. Teachers' first objective remains completing syllabus.	If you work hard and the school management team appreciates and take note of what you have done, it serves to show your efforts.	Sometimes judgement depends on the judger. If a judger thinks teachers can never do more than the requirements, it's useless for the teacher to work hard.
Many ideas presented, can be developed after discussion. Everyone can have their say if allowed.	Some "humans" are more equal than others!	Some.	Judged unfairly. Can be biased especially if relationship between head and teacher not good.

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You can follow a plan. It is easier once you have this plan as you follow it.	Doing the PMP at the beginning of the year is a weakness as we do not know the ability of our pupils and how far we can go with them.	The PMP may be used as reference during interviews.	Some may feel that we are examined but as a teacher we should always be well prepared so for me it doesn't count. The threat is having planned a lot and not being able to carry out all.
Targets are identified and worked upon. They serve as guidelines for the whole scholastic year. There is a common goal among all members of the school. Working together to achieve more.	One may not reach all the targets pinpointed from the beginning of scholastic year. May feel disappointed.	If one has a good report, teacher feels more positive and confident and works more to achieve more. Yes, more positive opportunities when doing interviews.	Yes, it depends on Head of School, one person may be very demanding and gives you a low grade or not so good report and there may be, other Heads that everything is good for them. It's not uniform & fair this way.
Goals are clearly set.	Planning before-hand for a particular class which you would not have met yet. Something you plan might not be viable.	Certain opportunities for courses may arise due to needs.	
Goals are clear.	One may not reach all the targets.	No opportunities at all.	Depends on Head.

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It's very good to plan ahead. Planning is the key to success.	Too many goals that are hard to do.	It can give opportunities for interviews. It can motivate you.	Sometimes it is hard to do what you write in the PMP.
It's a good strategy for planning for the forthcoming year.	Sometimes, the teacher feels afraid of making particular planning because s/he is uncertain if s/he can be able to actuate that particular plan.	I don't feel that the PMP will give me opportunities. But by so far, the results were very satisfactory and it helps me to feel that I'm doing a fine job.	In the end, I feel like being examined by the supervisor which means that it's up to his way of thinking that the result will be.
With clear targets the teacher will be more focused on the work that needs to be done.	Teachers may limit themselves to the targets set.	With detailed aims the teacher will have clearer ideas on what training he/she needs.	Teacher may make more work than he/she may write on the PMP.
School will have clear objectives common for all. Teachers set targets depending on the needs of the class. Performance Measures help teachers to set targets which can be reached.	Teacher has to set targets based on school objectives even if these are not a priority for her/his class.	Training. More resources.	PMP does not reflect all the teacher's work during the year.
School Aims become much clearer.	At times they may not be reached accurately.		Not all work is involved in the PMP.

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Helps the teacher to keep in mind his/her set targets throughout the year. Helps in organizing well the year ahead.	At times due to situations beyond teacher's control targets cannot be met.	Teacher is able to do a self-evaluation.	When targets are not met due to situations beyond teacher's control, a record is kept in PMP. It is restrictive at beginning of year as one has to constantly keep in mind that these targets have to be met.
Planning is well organized at the beginning of the scholastic year.	It has a limited time frame to reach all the objectives.	Opportunities to give feedback & self-evaluation.	
Teachers can choose their preferred objectives from SDP on which to focus his/her work during that particular year.	Spaces provided in booklet for writing are too small.	Evaluation process gives the opportunity for reflecting on better planning for the next year.	New textbooks and new systems should not be presented to the teacher in September but s/he should be equipped with all that is new (and old) at least in June for the coming scholastic year.
Helps teacher plan briefly his performance taking into consideration the aims in SDM. Helps to focus on the aims set, and analyse if they were achieved or not, for better planning.	The 'measurement' part is sometimes too vague. So much more is done in the primary, than what is jotted in a PMP.	Ticking of set objectives and measurements. May also be added; to have a better overview.	PMPs are formal, so a well-planned scheme of work is more fruitful.

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We strengthen the SDP, by following its targets.	A teacher cannot be restricted to what she writes on her PMP, because sometimes, and most often, she has to work according to the students in the class.	Discussing of PMP's may give opportunities to teachers to share their ideas.	PMP's show only a minimum amount of work that a teacher performs in a class during the scholastic year.
The teacher has objectives to reach as guidelines.	More targets are reached than we can ever write in a PMP.	Sharing of ideas.	It's degrading to the teacher to put 9 months work in a 2 square inch of Paper.
Helps us single out our broad objectives.	Lack of time to cover syllabus and manage broad objectives.	Keeping records of past years.	
Sharing of opinions.	The teacher does much more than written on PMP.	Teacher gives the students much more opportunities.	
Objectives are written and reached.	Lack of time & resources.	To have feedback from previous years.	We have children with different needs in the class.
The Head will know better what is going on in the classroom. Teachers make targets according to the ability of their class.	It is impossible to write all the work that is done in classroom. It is very poor in how the targets are reached.	Sharing of ideas.	Sometimes it is a waste of time because the teacher has her schemes of work, forecast and lesson notes to carry on her work.

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Good to have goals and targets on a holistic level as a school.	But as individuals we cannot always stick to some targets therefore much time is wasted analyzing.	It would be a good opportunity for teachers to be heard but it seems that teachers are never consulted when and before changes are made. So why bother!	It's a lot of additional paper work for the teacher which takes away precious time that is better given to the class.
Objectives are identified and teachers focus on the aims set. Then analyse if they were achieved or not. This helps for better planning.	Lack of time and resources.	To have feedback.	Sometimes it is a waste of time because teachers already have their own schemes of work and forecast to guide them in their work.
It helps the teacher to plan in advance according to the school objectives.	It tends to limit the school objectives.	Professional development is helped through required training: in service courses.	Every school has its different needs so in-service courses for all schools may not always give teachers the required training.
To be able to relate the school objectives to everyday teaching and learning situations. This will lead to a more effective school and a positive environment.	The evaluation process should be more concrete and done with less rigidity and more on a friendly basis.	Such training is a good opportunity to improve in all, especially in personal qualities to be delivered further on.	Schools need individualized training and in service designed for a particular age class. But yearly meetings can be a very good exercise for college support.

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It helps teachers to improve and plan teaching strategies.	Subjective	If done in a serious way it can be a right tool to teacher's accountability.	Teacher's work cannot be judged by the information written in the PMP.
Work is planned in advance – thus it allows a better chance in attaining one's goals and in achieving timely results.	Limited in the choice of school objectives. Not free to choose your own.	An opportunity to increase one's knowledge through the in service and other courses held throughout the year.	
It helps the teacher to reflect on his/her work in order to improve and plan better his/her teaching.	Superficial. Subjective.	If seriously done it can be a right tool to check teacher's accountability.	Teacher's work cannot just be judged by the information written down in the PMP where the opinions of important stakeholders of the learning experience especially students, are not taken into consideration.
Teachers have a written record of their teaching performance.	How come <u>Outstanding</u> is not to be given to any teacher however excellent his/her performance is? Are teachers who have to educate 30 children considered?	PMPs serve as a self-evaluation and they also help teachers grow through the Head's continuous monitoring.	I find no threats in the PMP.

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<p>To be able to relate the school objectives to everyday teaching and learning situations. This will lead to a more effective school and positive environment.</p>	<p>The evaluation process should be more concrete and done with less rigidity and more on a friendly basis.</p>	<p>Such training is a good opportunity to improve in all especially in personal qualities to be delivered further on.</p>	<p>I believe that each school need individualized training and in service especially designed for a particular age class. But meeting for a yearly meeting can be a very good exercise for college support.</p>
<p>Work planned in advance, and so it helps you to achieve one's goals.</p>	<p>It may limit you in the choice of school objectives.</p>	<p>Increase our knowledge through the in-service courses.</p>	<p>It may restrict you.</p>
<p>It helps you plan according to the school objectives found in the SDP and mission statement. All will be working towards the same vision so this makes our school a more effective one.</p>	<p>Not properly monitored so the assessing results given on how the objectives are achieved are questionable. Must think of a better evaluation process.</p>	<p>Can help in professional development if the required training is given. It can also serve as a collegial exercise.</p>	<p>The required training teachers ask for is usually not taken into consideration. We have to attend in-service training for all schools which is not a good idea as each school has its own needs which are different from others.</p>