



هيئة جودة التعليم والتدريب
Education & Training Quality Authority

TEACHERS COMMON QUESTIONS AND ANSWERS



Teachers Questions

1. How will the review process affect my teaching and lesson planning?

The review process does not require any change to the way you plan and implement lessons.

2. What areas or criteria will the reviewers use to evaluate our school?

The review team relies on the Schools Reviews Handbook to evaluate the school practices according to specific criteria and indicators.

3. Can teachers state their views or feedback during the Review?

Yes, as the review process provides the opportunity for you to express your opinions electronically before the review process through a teacher questionnaire sent by BQA, as well as a planned meeting with a sample of teachers during the review, and another meeting with a sample of senior teachers.

4. Will there be any changes to the school schedule or routine because of the review?

No, the review process doesn't require any change in the school schedule.

5. What happens if a school is unable to meet the required standards?

If a school receives an (Inadequate) judgment, the school is followed-up with a one-day visit (Monitoring visit) after 6-12 months to measure the extent of progress achieved in addressing the recommendations.

6. How can teachers contribute to improving the school based on the review findings?

Teachers contribute to improving the school performance by reflecting on the review report and using its findings to reinforce the positive practices and



spread them, as well as to develop the areas that need improvement, such as those related to the aspect of Teaching, Learning and Assessment.

7. Will there be additional training or support for teachers after the review process?

The training process is a continuous process, and it is the responsibility of, Senior and Middle leadership to provide professional development programmes for teachers according to their training needs that may be derived from the Review report. Teachers may also benefit from the electronic self-training on the framework and Review procedures, which is provided by BQA on its official website.

8. How will the reviews consider the individual needs of students such as students with special educational needs?

The review team monitors the role that teachers play, such as diagnosing students with special educational needs, providing them with personal and academic support, monitoring their progress and communicating regularly with their parents.

9. Will the views and feedback from teachers be considered?

Yes, teachers' opinions are considered according to the review processes.

10. Can teachers participate in the review process? And how can they prepare for this?

Yes, teachers can participate in the review procedures by attending the planned meeting and filling out the questionnaire before the review. As for preparing for the review, teachers are only required to carry out their usual daily tasks, such as delivering lessons and actively participating in school life.

11. How can teachers be sure that the review process is fair and neutral?

The review team depends on specific criteria within the Schools Reviews Framework against which the work aspects are judged. In addition, an impartial



team is selected with a high degree of professionalism and training to conduct the review. The review process is subject to continuous quality assurance procedures.

12. Do teachers have the opportunity to provide feedback on the review or any suggestions for improvement?

After the review, the school leadership receives a survey on the Review process from BQA, and therefore it is possible for teachers to participate in completing this.

13. How will the faculty be informed of the results of the review? Are they given opportunities for discussion and feedback?

The senior leadership has the right to share the daily feedback with teachers, and similarly it is recommended to share the content of the report upon receipt, especially the recommendations related to Teaching, Learning and Assessment in order to focus on important areas that contribute to the development of school performance.

14. What roles do Middle leadership and teachers play in developing educational plans based on the outcomes of the review process?

The review process encourages a hands-on approach among Middle leadership and teachers to develop their departmental plans as they make use of the observations provided to the school leadership during the daily feedback, particularly those related to the Teaching, Learning and Assessment aspect. This, consequently, impacts teachers' development of daily lesson planning.

15. Will the review consider extra-curricular activities and students' support services?

Yes, the review team follows-up on extracurricular activities and support services provided to students by analysing documents, attending the programmes offered and conducting interviews with those concerned.



16. Can teachers view the review report?

Yes, teachers can view the Review report through BQA's website via the following link:

<https://www.bqa.gov.bh/en/reports/schoolsreports/pages/report.aspx>

17. How can teachers support students to ensure they have a positive experience during the review process?

Teachers have an important role in preparing students for the review process, such as comforting them, clarifying the role of the review team, and motivating them to interact positively with the reviewers.