**ANALISIS ESTRATEGICO DE AREAS**

NOMBRE DEL AREA / COORDINACION **English Collegiate**

FECHA DEL ANALISIS **January 24th, 2020**

ELABORADO POR: **Cristina Aracely Alvarado Chavarría**

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| **ETAPA DEL PROCESO** | **RIESGO IDENTIFICADO** | **NIVEL DEL RIESGO (ACORDE CON IMPORTANCIA Y OCURRENCIA)** | **ACCIONES PARA PREVENIR LA OCURRENCIA Y GARANTIZAR LA EFECTIVIDAD DE LA ACTIVIDAD** |
| Take part in appointed sessions | English classes with first grade groups at the same time of the appointed sessions. | High | To approach the Academic Vice-principal every Tuesday in order to get information about institutional issues related to the development of the English programs and classes. |
| Design agenda of the following session | To exclude activities from the English project in the agenda for each collegiate session. | Low | To schedule the topics and activities that need to be addressed in each session according to the actions stablished in the English Project at the beginning of the semester. |
| Receive and revise agenda | To have missing signatures in the meeting agendas. | Low | The English coordinator will approach the Academic Vice-principal every Wednesday before the collegiate session and have her sign and approve the agenda. |
| Execute and standardize agenda | Teachers not being able to reach agreements on the assessment instruments for each learning unit.  English Coordinator not attending the session. | Low / Medium | Teachers will make agreements in accordance to the criteria stablished in the English Academy.  English coordinator will design the agenda and send it to the secretary in order to carry out the collegiate session. |
| Teacher updating | Not receiving enough opportunities to develop as English teachers in order to do a better job inside the classroom. | Low | Teachers who attend conventions or academic exchanges will share their knowledge with the rest of the team.  Teachers will also attend trainings provided by CGNAD. |
| Reach agreements and affairs to be covered in the following session | Not to keep records of the agreements reached during the collegiate session.  Not keeping track of the completion of the tasks set in the agreements. | Medium | The secretary will record the agreements made during the collegiate session, these will be revised at the end of each session and taken to the Academic vice-principal for approval. |
| Term report | Not reaching the objectives set in the English project.  Not having a complete register of the collegiate sessions carried out during the semester. | Medium | To check completion of formats at the end of each collegiate session. |

**FORTALEZAS**

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| **FORTALEZAS DEL AREA/COORDINACION** | **ACCIONES PARA IMPULSARLA** | **LOGROS OBTENIDOS** |
| Teamwork between English teachers | Keep planning English activities which involve the whole school’s community.  Keep sharing successful teaching experiences and working together reaching agreements for a better assessment of our students. | Unified evaluation criteria, term planning and course frameworks.  Planning of activities where students of all levels participate and share.  Good results on the students’ performance in the crossed speaking examinations. |
| Opening to receive training to develop skills which help our teaching practice | To prepare more topics or reading groups for each collegiate session in order to discuss and share opinions about themes that help us improve out teaching practice. | Four of the five teachers became certified Cambridge Speaking Examiners  Two teachers are preparing to take de CAE certification  All the English teachers participated in the training sessions provided by CGNAD. |

**AREAS DE OPORTUNIDAD**

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| **AREAS DE OPORTUNIDAD DEL AREA/COORDINACION** | **ACCIONES PARA MINIMIZARLAS** | **LOGROS OBTENIDOS** |
| Completion and revision of CGNAD formats | Completion of CGNAD formats in every collegiate session. | The English collegiate sessions carried out during the semester have a work agenda, attendance record and collegiate minute in the binder. |