

National Institute of Open Schooling

Bridge Course for Teachers - 2026

TEACHER'S PORTFOLIO

Collection of Teachers' Work-Samples
Showcasing Five Best Practices



Name of Teacher/Trainee : _____

Father's/Husband's Name : _____

Name of School : _____

School Address : _____

Class : _____

Subject : _____

Registration Number : _____

Training Centre : _____

Session : 2026 ... 2027



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3. INTRODUCTION

A Teacher's Portfolio is a systematic collection of the teacher's work, experiences, ideas, teaching practices, and samples related to students' learning.

This portfolio presents the professional identity of the teacher. It includes not only the work done by the teacher in the classroom but also samples of the work completed by students.

The portfolio helps us understand how the teacher teaches children, how the teacher understands children's learning, which teaching methods are used, and how the teacher continuously improves the teaching process. It includes evidence related to the teacher's beliefs, teaching approach, classroom activities, curriculum, syllabus, assignments, students' work, learning resources, teacher development activities, community resources, and five best teaching practices.

4. TEACHER PROFILE

My name is _____.

I work as a teacher at _____
_____ School.

My educational qualification is _____
_____.

I have _____ years of experience
in the field of teaching.

For me, teaching is not merely the work of
teaching lessons to children. Teaching is a
process of identifying children's abilities,
encouraging their curiosity, respecting their
experiences, and providing them with
opportunities to learn.

I believe that every child is different. Children
may have different interests, abilities, learning
speeds, and family backgrounds. Therefore, a
teacher should use different teaching methods
according to the diverse needs of children.

5. MY PROFESSIONAL JOURNEY

My professional journey as a teacher has been a continuous process of learning and improving myself.

During my teaching work, I have had the opportunity to work with different types of children. This experience helped me understand that teaching only through textbooks is not sufficient. It is necessary to actively involve children in the learning process.

During my teaching experience, I have conducted different types of activities with children. These include storytelling, talking about pictures, group work, questioning, learning through games, completing worksheets, using local resources, and observing children's work.

With time, my teaching approach has also changed. Now I try to ensure that children do not merely memorize answers but understand the topic, ask questions about it, express their ideas, and connect it with their experiences.

6. MY BELIEFS ABOUT TEACHING

My major beliefs about teaching are as follows:

1. Every child can learn.

Every child may have a different learning speed. With appropriate opportunities, support, and encouragement, every child can learn according to their ability.

2. The child should be an active participant.

Children should not only listen to the teacher but should also get opportunities to ask questions, discuss, participate in activities, and express their ideas.

3. Learning should be connected with experience.

When a topic is connected with children's daily lives and experiences, learning becomes more meaningful.

4. Children's mistakes are opportunities for learning.

Instead of discouraging a child for giving an incorrect answer, the teacher should understand the mistake and help the child move in the right direction.

5. Assessment is a part of learning.

Assessment should not take place only during examinations. Children should be observed throughout the learning process.

7. MY TEACHING METHOD AND APPROACH

I try to use different teaching methods according to the age, class, subject, and learning needs of children.

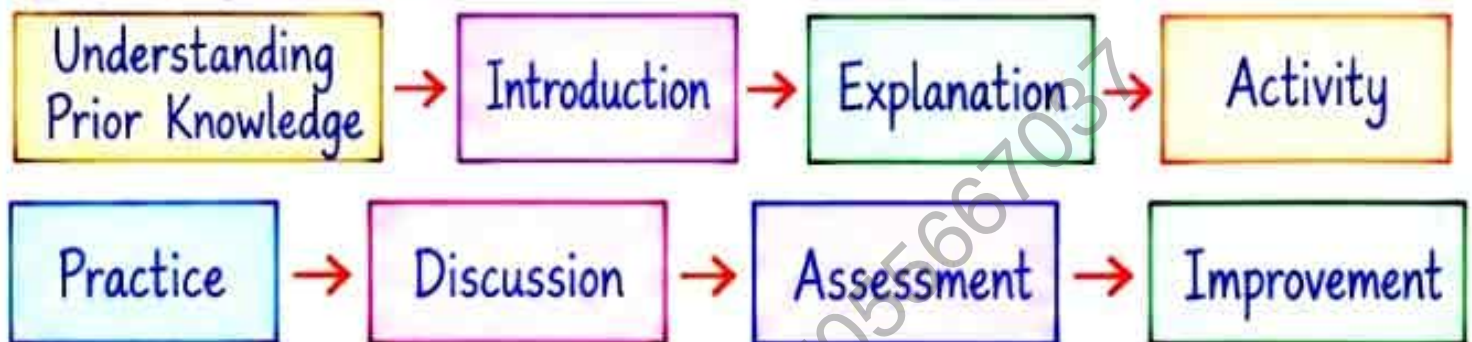
The following aspects are given special importance in my teaching process:

- Understanding children's prior knowledge.
- Connecting the topic with children's experiences.
- Using simple language.
- Providing opportunities to learn through activities.
- Encouraging children to ask questions.
- Providing opportunities for group work.
- Carefully observing children's work.
- Providing individual support whenever required.
- Providing opportunities for feedback and improvement.

8. CURRICULUM AND SYLLABUS

The Teacher's Portfolio also includes details related to the curriculum and syllabus taught by the teacher. While teaching any subject, I try to focus not only on completing the syllabus but also on achieving the intended learning objectives.

The following sequence is generally followed in the teaching process:



In Language Teaching

- Storytelling
- Poetry
- Talking about pictures
- Oral expression
- Reading
- Writing
- Word formation

In Mathematics Teaching

- Counting objects
- Number recognition
- Addition
- Subtraction
- Shapes
- Measurement
- Problems related to daily life

In Teaching the World Around Us

- Family
- School
- Plants
- Animals
- Water
- Cleanliness
- Health
- Local environment
- Community

9. ASSIGNMENTS AND STUDENTS' WORK

Different types of work are given to students so that they can understand the subject and express their knowledge.

These may include:

- Written work
- Worksheets
- Project work
- Drawing
- Story writing
- Questions and answers
- Group work
- Subject-based activities

Samples of some good work done by students can be included in this portfolio.

The name of the student, class, subject, activity, and date may be written along with each sample.

10. CLASSROOM ACTIVITIES

Different activities are conducted in the classroom to actively involve students.

Major Activities

1. Storytelling
2. Talking about pictures
3. Group discussion
4. Questions and answers
5. Role play
6. Learning through games
7. Group work
8. Drawing
9. Worksheets
10. Mathematical activities
11. Observation of local objects
12. Presentation by students

The purpose of these activities is to make children active participants in the learning process.

11. FIRST BEST TEACHING PRACTICE

Activity-Based Learning

Introduction

In activity-based learning, children are provided opportunities to perform activities and gain experiences instead of only receiving information.

Objectives

- To make children active.
- To make the subject simple and interesting.
- To connect concepts with experience.
- To develop children's thinking and problem-solving abilities.

Activity

To explain the concept of addition in Mathematics, children were provided with pebbles, pencils, buttons, or other available objects. Children placed the objects in separate groups and then combined both groups to find the total number of objects.

Role of Students

Children counted the objects themselves, made groups, added them, and presented their answers before the class.

Learning Outcome

Children understood the concept of addition through real objects.

Evidence

- Photographs of the activity
- Students' worksheets
- Work completed by students
- Teacher's observation

Teacher's Reflection

This activity helped me experience that when children are given opportunities to perform tasks themselves, they learn the subject with greater interest and understanding.

12. SECOND BEST TEACHING PRACTICE

Teaching through Stories and Pictures

Introduction

Stories and pictures are effective means of learning for young children. They can be used to develop children's language, imagination, and expression.

Activity

A picture was shown to the children.
They were then asked:

- What can you see in the picture?
- Who are present in the picture?
- What are they doing?
- What did you like about the picture?
- Who can tell a story based on this picture?

Children expressed their ideas and tried to create their own stories.

Objectives

- To develop oral language.
- To increase vocabulary.
- To develop imagination.
- To increase confidence in speaking.
- To develop listening and understanding skills.

Evidence

- Photographs of the picture activity
- Stories created by children
- Worksheet
- Oral presentation by children.

Teacher's Reflection

This activity provided children with an opportunity to think independently and express their ideas. It increased their active participation in the classroom.

13. THIRD BEST TEACHING PRACTICE

Collaborative and Group Learning

Introduction

In this teaching method, children are divided into small groups and are provided opportunities to complete a task together.

Objectives

- To develop a sense of cooperation.
- To provide opportunities to learn from one another.
- To develop leadership skills.
- To develop communication and expression skills.

Activity

The class was divided into four groups.

- Group One: Will make a picture.
- Group Two: Will answer the questions.
- Group Three: Will prepare a list of important words.
- Group Four: Will present the work of the entire group.

The children discussed the task among themselves and completed it.

Outcome

Children listened to each other's ideas, cooperated, and completed the task collectively.

Evidence

- Photographs of group work
- Materials prepared by the group
- Students' worksheets
- Photographs of presentations

14. FOURTH BEST TEACHING PRACTICE

Local and Community-Based Learning

Introduction

The environment around children is an important learning resource. Objects available in the school, home, and community, as well as the experiences of people, can be connected with teaching to provide children with opportunities to learn from real life.

Activity

Children were taken for observation of the trees and plants present around the school.

Children:

- Observed different trees.
- Compared the shapes of leaves.
- Learned the names of plants.
- Learned their local names.
- Shared their experiences in the classroom.

Objectives

- To develop observation skills.
- To connect children with their surroundings.
- To use local knowledge.
- To provide opportunities for learning through real experiences.

Evidence

- Photographs of the activity
- Drawings made by children
- Observation sheet
- Samples of local objects
- Written work of children

Teacher's Reflection

The use of local resources helped children understand that learning is not limited to books; the world around us is also an important source of learning.

15. FIFTH BEST TEACHING PRACTICE

Continuous and Multidimensional Assessment

Introduction

Children's learning should not be assessed only through examinations. Their knowledge, skills, participation, and progress should be observed throughout the learning process.

Methods of Assessment

- Oral questions
- Written work
- Worksheets
- Activities
- Group work
- Project work
- Observation
- Presentation
- Questions and answers
- Observation of students' notebooks

Activity

After completing the lesson, oral questions were asked to the children. A worksheet was then provided and the children's work was observed. Children who faced difficulty in understanding a concept were provided with additional examples and practice.

Outcome

This process helped in understanding the actual learning status of the children.

Evidence

- Assessment sheet
- Worksheet
- Students' notebooks
- Teacher's observation records
- Remedial work

16. SAMPLES OF STUDENTS' WORK

Actual samples of students' work should be included in the portfolio.

With each sample

1. Name of Student : _____
2. Class : _____
3. Subject : _____
4. Lesson : _____
5. Activity : _____
6. Date : _____
7. Learning Objective : _____
8. Student's Work : Attached
9. Teacher's Comment : _____

17. LEARNING RESOURCES DEVELOPED BY THE TEACHER

Teaching resources prepared by the teacher should also be included in the portfolio.

Examples

- Pictures
- Charts
- Number cards
- Word cards
- Story cards
- Shape cards
- Worksheets
- Teaching models
- Game materials
- Local objects
- Practice materials



Picture



Chart



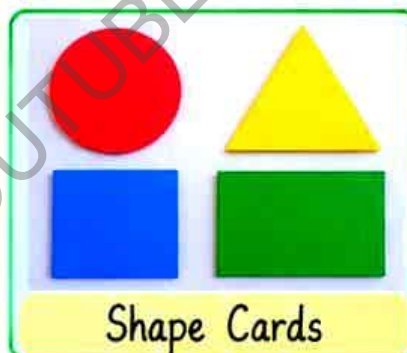
Number Cards



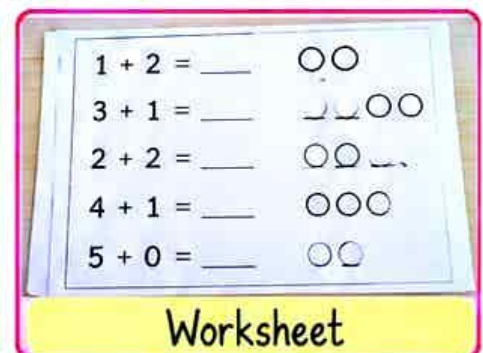
Word Cards



Story Cards



Shape Cards



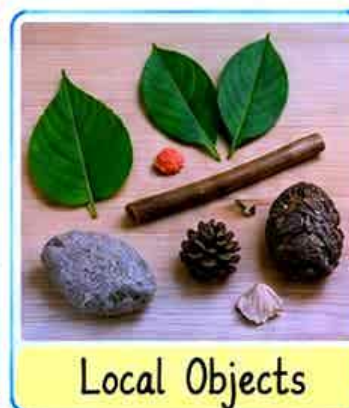
Worksheet



Teaching Model



Game Material



Local Objects



Practice Materials



18. WORKSHEET DEVELOPED BY THE TEACHER



School : _____ Lesson : _____

Class : _____ Name of Student : _____

Subject : _____ Date : _____

Work

Question 1 :

Question 2 :

Question 3 :

Question 4 :

Question 5 :

Teacher's Comment



19. USE OF COMMUNITY RESOURCES

School and community are connected with each other. The knowledge and resources of the community can be used in children's learning.

For example :

- Taking information about farming from a local farmer.
- Understanding the work of a local artisan.
- Learning about health and cleanliness from a health worker.
- Obtaining local knowledge from parents.
- Observing a local market.
- Studying trees and plants in the surrounding area.

In this way, children get opportunities to understand and learn from their own community.

20. TEACHER PROFESSIONAL DEVELOPMENT ACTIVITIES

A teacher should continuously develop their knowledge and teaching skills.

The following evidence can be included in the portfolio :

- Teacher training
- Orientation programme
- Workshop
- In-service training
- Educational programme
- Training certificate
- Photographs of training
- Study material
- Self-study activities
- Educational discussions and exchange of ideas

My Experience :

These activities provided me with opportunities to understand new teaching methods, evaluate my teaching work, and improve my teaching according to the needs of children.

21. PHOTOGRAPHS AND WORK SAMPLES

Actual photographs of activities and work should be included in the portfolio.

Evidence to be Included :

1. Photograph of an activity conducted in the classroom.
2. Photograph of group work.
3. Photograph of children completing a worksheet.
4. Photograph of teaching material prepared by the teacher.
5. Photograph of good work done by students.
6. Photograph of a community-based activity.
7. Photograph of teacher training.
8. Photograph of students presenting their work.

A short description should be written below each photograph.

22.

TEACHER'S REFLECTION

Preparing this portfolio gave me an opportunity to understand and reflect upon my teaching work.

I experienced that when children are actively involved in the learning process, they learn with greater interest.

Activity-based teaching provided children with opportunities to learn by doing.

Story and picture-based teaching supported the development of language and expression.

Group work developed cooperation and communication among children.

Local resources connected learning with children's real lives.

Continuous assessment helped in identifying children's learning difficulties in time.

Based on these experiences, I will continue to use different teaching methods according to the needs of children and try to make my teaching more effective.

23.

CONCLUSION

A Teacher's Portfolio is an important document of a teacher's professional life. It presents not only the teacher's work but also the teacher's ideas, teaching approach, experiences, and professional development.

In this portfolio, five best teaching practices have been presented along with their objectives, processes, students' participation, learning outcomes, and actual work samples.

The curriculum, syllabus, assignments, classroom activities, students' work, learning resources, worksheets developed by the teacher, community resources, and teacher professional development activities give this portfolio a comprehensive form.

Thus, a Teacher's Portfolio is not merely a collection of work. It is an important document that presents the professional identity of the teacher and a holistic picture of the teacher's teaching work.

24.

DECLARATION

I certify that the teaching work, classroom activities, students' work, learning resources, community-based activities, professional development, and work samples related to the five best teaching practices have been systematically compiled in this portfolio.

Name of Teacher/Trainee :

Signature :

Date :

School Seal :
