

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

TOOLBOX ATTENDANCE FORM

**Title of
today's session:**

**Teaching content
dialogically:
How do teachers
engage the
whole class?
C1.3d**



Name of Facilitator:
Hajah Nor Irniwati
binti Haji Ismail

As Salaam Hello!

I am Cg Hjh Irni

Lead Trainer

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C1.3d Teaching content dialogically:
How do teachers engage the whole
class?

Bil	Hari & Tarikh	Jam	Tajuk Modul	Tempat
1.	Hari Isnin, 10 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Introduction to Teaching for Mastery (TfM)	Secara dalam talian (Online Melalui MS Teams) *pautan akan dikongsikan dalam laman Live EPS linktr.ee/bdltaeps
2.	Hari Rabu, 12 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C2.2 & 2.3b Lesson Planning and Structuring - How do teachers plan for progress in learning? & How do teachers structure and use time in lessons?	
3.	Hari Khamis, 13 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3a Teaching content dialogically – How do teachers questions students	
4.	Hari Selasa, 18 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3b Teaching content dialogically - What questions do teachers ask?	
5.	Hari Khamis, 20 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3c Teaching content dialogically – How do teachers respond to students' answer?	
6.	Hari Selasa, 25 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3d Teaching content dialogically – How do teachers engage the whole class?	
7.	Hari Khamis, 27 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C2.4 – Designing effective learning task: How do teachers use textbooks and other resources?	



TODAY →

Important Reminders for EPS–binar Participants

1. Mute Your Microphone:

- Keep your microphone muted when not speaking to avoid background noise and distractions.

2. Use the MTeams Chat Feature:

- Utilise the chat function to ask questions or make comments without interrupting the presenter.

3. Be an Active Participant:

- Engage with the content by asking questions, participating in polls and contributing to discussions.

4. Take Notes:

- Take some notes to help retain the information, but don't feel pressured to write down everything.

5. Stay Until the End:

- Please stay until the end of the session to get the full benefit of the content and discussions.

6. Minimize Distractions:

- Find a quiet space and minimize distractions to focus fully on the webinar.

Important Reminders for EPS-binar Participants

7. Enjoy and Engage:

- Make the most tasks and opportunities presented. Your active participation will enrich your learning experience.

8. Content Relevance:

- This webinar session is designed to cater to the majority of participants who are Brunei Malay and some who are teaching subjects such as *Bahasa Melayu* (Malay Language), *Sastera* (Malay Literature), *Pengetahuan Ugama Islam* (Islamic Religious Knowledge), and *Melayu Islam Beraja* (MIB - Malay Islamic Monarchy). We aim to provide content and examples that are culturally relevant and beneficial to your teaching practice.

9. Specific Focus:

- This webinar is tailored exclusively for participants seeking a comprehensive understanding of the expectations for **Band 5 in rubric C1.3d**.
- The trainer aims to deliver **focused, high-value content without wasting anyone's time.**
- *If you are already familiar with these expectations, your attendance may not be necessary.*

DIALOGIC TEACHING

C1.3a

how do teachers question students?
bagaimana guru menyoal pelajar?

C1.3b

what questions do teachers ask?
apakah jenis soalan yang diajukan oleh guru?

C1.3c

how do teachers respond to students' answers?
bagaimana guru merespons terhadap jawapan pelajar?

C1.3d

how do teachers engage the whole class?
bagaimana guru melibatkan pelajar secara menyeluruh?



Today's PD Agenda

2.00pm

• Recital of Surah Al Fatihah

• Starter Activity

2.30pm

• PD Objective 1

• PD Objective 2

3.00pm

• Plenary

3.00 – 3.30pm

• Evaluation & QA



BDLTA
AMBASSADOR

Dear BDLTA Ambassadors,

- ✓ You have the power to inspire!
- ✓ Share the knowledge and insights from our EPS-binar trainings with your colleagues who have not yet attended.
- ✓ Together, let us ensure every teacher in Brunei is equipped with a deeper understanding of the expectations for BTS-TPA Band 5.
- ✓ Your efforts as **BDLTA Ambassadors** will create a ripple effect, empowering others and driving excellence across our Brunei education system.
- ✓ **Thank you for making a difference, Cg!**
- ✓ Our next EPS-binar will be in July 2025, in Syaa ALLAH.

PD Objectives

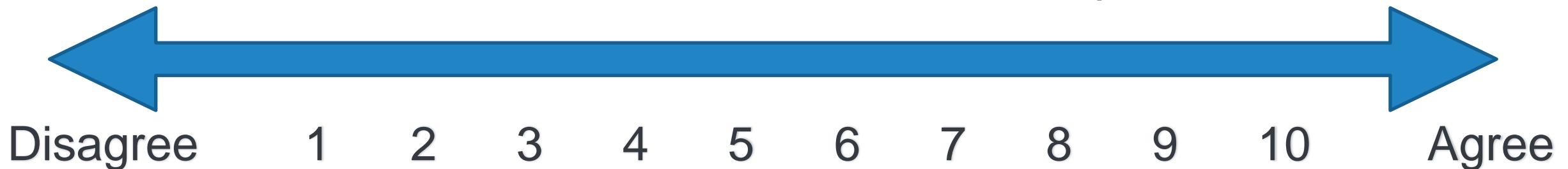
- ▶ To provide opportunities for students to discuss their ideas in pairs or small groups during whole class work.
- ▶ To facilitate a productive whole class discussion.

Starter Activity

Where do you stand?

Teachers usually teach students as a whole class, sometimes for long periods of time. Students then work individually to practise and consolidate what they have been taught. There are limited opportunities for students to work in pairs or in small groups.

Guru kebiasaannya mengajar secara keseluruhan kelas, adakalanya dalam tempoh masa yang panjang. Pelajar menyiapkan tugas secara individu untuk mengamal dan mengabungkan apa yang dipelajari. Peluang untuk pelajar bekerjasama berpasangan atau berkumpul adalah terhad.



STARTER ACTIVITY

https://bit.ly/irni_starter



Discuss participants' responses

Where do you stand?

**Unsatisfactory
1**

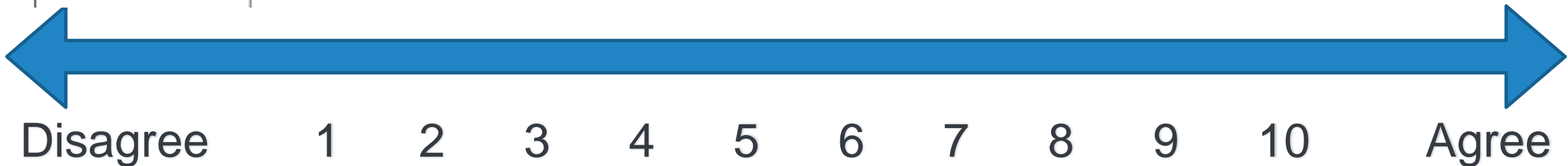
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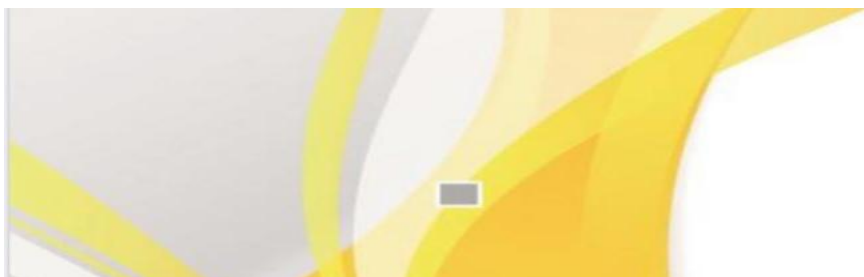
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**Tidak Memuaskan
1**

Guru kebiasaannya mengajar secara keseluruhan kelas, adakalanya dalam tempoh masa yang panjang. Pelajar menyiapkan tugas secara individu untuk mengamal dan mengabungkan apa yang dipelajari. Peluang untuk pelajar bekerjasama berpasangan atau berkumpul adalah terhad.

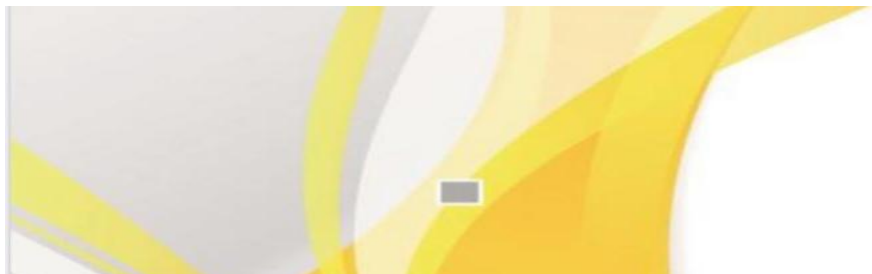




Brunei Teacher Standards Teacher Performance Appraisal Version 2.0

Performance Descriptors for Teaching Competencies,
 Students' Achievements & Students' learning

Bidang fokus	Soalan-soalan Panduan	Tidak Memuaskan 1	Memuaskan 2	Baik 3	Sangat Baik 4	Cemerlang 5
C2.3c Pengurusan Bilik Darjah	Reka bentuk tugas pembelajaran: sejauhmana guru mengatur dan membahagikan pelajar mengikut kumpulan?	Guru kebiasaannya mengajar secara keseluruhan kelas, adakalanya dalam tempoh masa yang panjang. Pelajar menyiapkan tugas secara individu untuk mengamal dan mengabungkan apa yang dipelajari. Peluang untuk pelajar bekerjasama berpasangan atau berkumpulan adalah terhad.	Guru adakalanya mengkehendaki pelajar untuk melaksanakan tugas secara berpasangan dan berkumpulan, keseluruhan kelas serta secara individu.	Guru memberikan tugas secara keseluruhan kelas kumpulan kecil, berpasangan dan individu yang seimbang. Guru adakalanya mengatur pelajar bagi memberi sokongan sasaran kepada kumpulan khusus pelajar contohnya pelajar berkebolehan rendah.	Guru memberi peluang kepada pelajar untuk berbincang secara berpasangan atau kumpulan kecil semasa pengajaran keseluruhan kelas. Mereka mengatur dan membahagikan pelajar berdasarkan objektif pembelajaran, tugas pembelajaran dan keperluan pelajar. Mereka juga adakalanya menggunakan tugas berkolaboratif.	Guru menggunakan pendekatan yang fleksibel dalam mengatur dan membahagikan pelajar berdasarkan objektif pembelajaran, tugas dan keperluan mereka. Mereka kerap menggunakan tugas pembelajaran berkolaboratif dan berpelbagai strategi yang memerlukan penglibatan semua pelajar (contohnya, <i>snowball</i> , <i>jigsaw</i> , <i>envoy</i> , <i>fishbowl</i>).



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Performance Descriptors for Teaching Competencies,
Students' Achievements & Students' learning

Focus Area	Guiding Questions	Unsatisfactory 1	Satisfactory 2	Good 3	Very Good 4	Excellent 5
C2.3c Classroom management	Designing effective learning tasks: how do teachers organise and group students?	Teachers usually teach students as a whole class, sometimes for long periods of time. Students then work individually to practise and consolidate what they have been taught. There are limited opportunities for students to work in pairs or in small groups.	Teachers sometimes require students to work on learning tasks in pairs and small groups as well as a whole class and individually.	Teachers use a balance of whole class, small group, paired and individual work in lessons. They sometimes organise students so that they can provide targeted support to specific groups of students, such as lower-attainers.	Teachers provide opportunities for students to talk in pairs or small groups during whole class work. They organise and group students based on the learning objectives, the nature of the learning tasks and student needs. They sometimes use collaborative tasks.	Teachers use flexible approaches to organise and group students based on learning objectives and tasks, and student needs. They routinely use collaborative learning tasks that require all students to contribute using a range of strategies (e.g. snowball, jigsaw, envoy, and fishbowl).

COURSE REGISTRATION 2025

Limited Slots Available for **MGP2103** – Register Now!

Dear Cikgu Hjh Irni's EPS-binar Participants

MGP2103: Exposing Grouping Strategies to Promote Class Collaboration [BTS-TPA Rubric C2.3c]

We are excited to inform you that registration is open but slots are **very limited!**

This course, scheduled for the **second term**, will equip you with practical strategies to enhance collaboration and engagement in your classroom. Don't miss this opportunity to learn and grow with fellow educators. In Syaa ALLAH.

Successful applicants will be notified via an official memo sent to their respective schools.

Looking forward to seeing you in this course!

1st

PD Objective

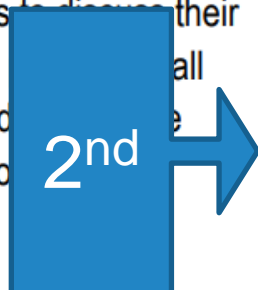
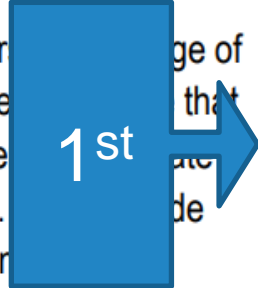
To provide opportunities for students to discuss their ideas in pairs or small groups during whole class work.



Brunei Teacher Standards Teacher Performance Appraisal Version 2.0

Performance Descriptors for Teaching Competencies,
Students' Achievements & Students' learning

<p>C1.3d Promote Learning through a Questioning and Reflective Attitude</p>	<p>Teaching content dialogically: how do teachers engage the whole class?</p>	<p>Teachers don't ensure that all students participate actively in whole class work. Some students dominate whilst others remain quiet or join in chorusing by repeating what other students are shouting out.</p>	<p>Teachers notice students who are not participating actively in whole class work. They target questions and provide support to encourage disengaged students to participate.</p>	<p>Teachers encourage all students to engage in whole class work, anticipating which students may be disengaged. They use 'wait-time' effectively to provide students with time to think.</p>	<p>Teachers use a range of strategies to engage all students actively. They provide opportunities for students to discuss their ideas in small groups or class work.</p>	<p>Teachers intertwine discussion in pairs, small groups and the whole class seamlessly. They build on what they hear during paired and small group discussion to facilitate productive whole class discussion.</p>
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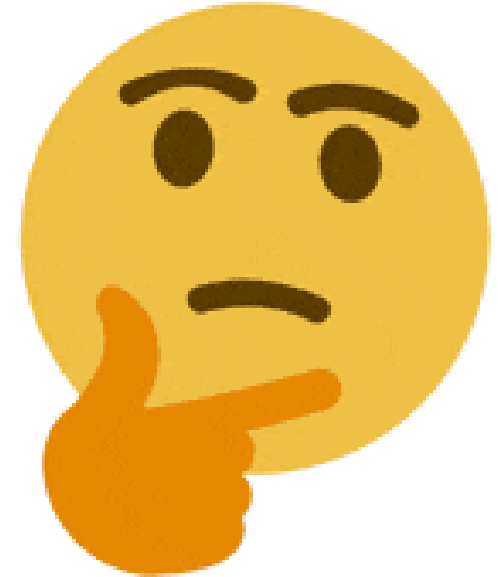


Teachers should use a range of strategies to ensure that all students are actively engaged in lessons. These include:



1st Strategy

Provide students with thinking time. Teachers could explicitly say before asking a question that they just want students to think for 3–5 seconds before attempting to answer.



2nd Strategy



‘PHONE A FRIEND’
IF A STUDENT
APPEARS TO BE
STRUGGLING OR NOT
ABLE TO ANSWER A
QUESTION THEY CAN
ASK A FRIEND TO HELP
THEM.

- 'Phone a friend' is a practice that encourages students to seek help from their peers when they're struggling with a question or concept.
- It fosters collaboration, empathy and active engagement with the material.
- By normalizing asking for help, it reduces stigma and creates a more supportive learning environment where students feel comfortable expressing their uncertainties.
- This approach benefits both the student seeking help and the one providing assistance, promoting a sense of community and enhancing overall academic performance.

3rd Strategy

Provide time for private talk.

‘Think, pair and share’



Think
about the question



Pair
with your partner



Share
your ideas with
others

1. Think-Pair-Share:

- How would you introduce the **Think-Pair-Share** strategy to your students?
- How can you ensure that students with different levels of prior knowledge are effectively engaged during the **"Think"** phase?
- What prompts or questions would you use to guide students' discussions during the **"Pair"** phase?
- How would you facilitate the sharing of ideas during the **"Share"** phase to ensure all students have an opportunity to contribute?

1. Ensuring Engagement During the "Think" Phase for Students with Different Prior Knowledge

- **Differentiation:** Provide prompts or questions that are open-ended and allow for multiple levels of response. This ensures that students with varying levels of prior knowledge can engage meaningfully.
- **Example:** If the topic is *“What makes a good friend?”*, you could say:
 - For students with less prior knowledge:
“Think about qualities you like in a friend.”
 - For students with more prior knowledge:
“Think about how you would describe a good friend and why those qualities are important.”

2. Prompts or Questions to Guide Discussions During the "Pair" Phase

- **Purpose:** The goal is to encourage students to compare, contrast and build on each other's ideas. Use prompts that promote active listening and collaboration.
- **Example Prompts:**
 - *"What did you think about?"*
 - *"How is your idea similar to or different from your partner's?"*
 - *"Can you explain why you think that?"*
 - *"What new idea did you learn from your partner?"*
- **Encouragement:** Remind students to take turns speaking and to ask follow-up questions if they don't understand something.

3. Facilitating Sharing During the "Share" Phase to Ensure All Students Contribute

- **Structure:** Use a variety of methods to ensure all students have a chance to share. For example:
 - Call on pairs randomly (e.g., using popsicle sticks with names).
 - Ask pairs to share one idea they discussed.
- **Example:** After the pair discussion, say, *“Let’s hear from a few pairs. What did you and your partner talk about? Did you agree or disagree?”*
- **Encouragement:** Create a supportive environment by acknowledging all contributions positively. For example, *“That’s an interesting point! Did anyone else think something similar or different?”*

Think-Pair-Share could include:

Introduction of Think-Pair-Share:

- Describe the Think-Pair-Share strategy as a three-step collaborative learning technique.
- Explain that it involves students first thinking individually about a question or prompt, then discussing their thoughts with a partner, and finally sharing their ideas with the whole class.

Engaging Students in the "Think" Phase:

- Strategies for engaging students in the initial "Think" phase could include providing clear prompts or questions, giving students time to jot down their thoughts in writing or using visual aids to stimulate thinking.

Facilitating the "Pair" Phase:

- Responses for facilitating the "Pair" phase might involve pairing students strategically to ensure diverse perspectives, providing guidelines or sentence stems to guide discussions or circulating among pairs to monitor progress and offer support.

Encouraging Sharing in the "Share" Phase:

- Ideas for encouraging sharing during the final "Share" phase could include establishing a supportive classroom environment where all contributions are valued, using random selection methods to call on students or allowing students to volunteer to share their ideas.

Managing Time:

- Considerations for managing time during each phase of Think-Pair-Share might include setting clear time limits for each phase, using signals or timers to keep students on track or adjusting the duration of each phase based on the complexity of the question or task.

Assessing Learning:

- Methods for assessing student learning during Think-Pair-Share could involve circulating among pairs to listen in on discussions and gauge understanding, collecting written responses from students during the "Think" phase or conducting a brief whole-class discussion to debrief after the sharing phase.

2nd

PD Objective

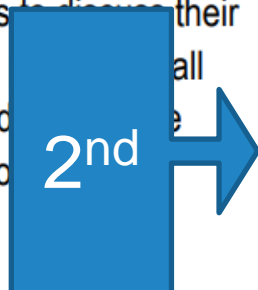
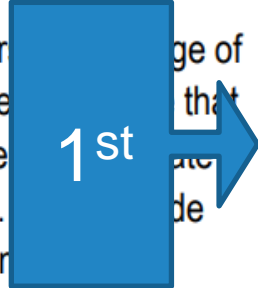
To facilitate a productive whole class discussion.



Brunei Teacher Standards Teacher Performance Appraisal Version 2.0

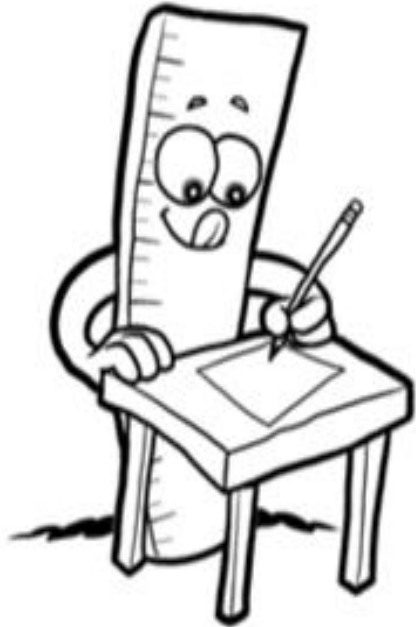
Performance Descriptors for Teaching Competencies,
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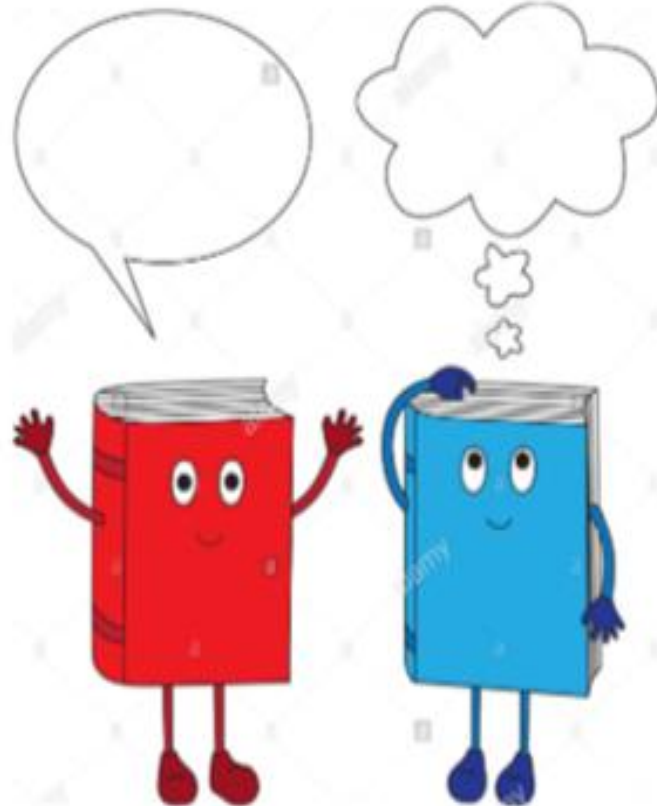


Snowball

First - Individually



Second - in pairs

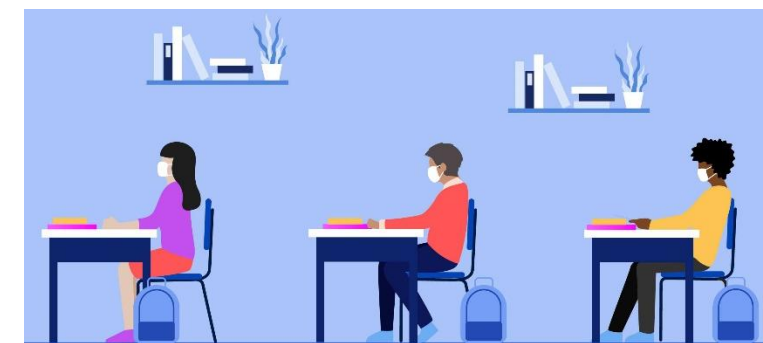
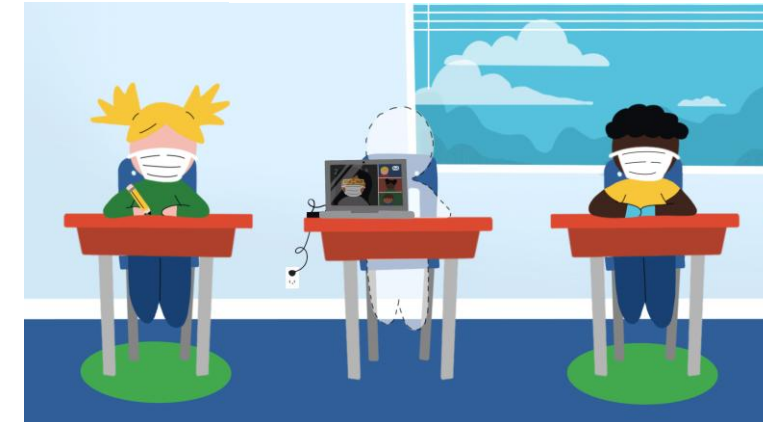


Third - pair discusses with another pair



List your points...

- ▶ Discuss the
- ▶ **IMPACT OF LOW-QUALITY TEACHING**
in Brunei Classrooms.
- ▶ Snowball the ideas.





کمنترین قندیقن
MINISTRY OF EDUCATION
BRUNEI DARUSSALAM



اکادیی کوروبرونی دارالسلام
BDTA
BRUNEI DARUSSALAM TEACHER ACADEMY



Discuss the impact of **low-quality teaching** on our country.

**1.
INDIVIDUAL
ROUND**

1 minute

Gather your own thoughts on the topic.

**2.
WORKING IN
PAIRS**

2 minute

Share your thoughts with the person sitting next to you.

**3. WORKING IN
GROUPS**

5 minutes

Ask the pair to share with another pair

What is our

SITUATION?



We need to achieve that
'Finishing Kick GOAL'
after conducting any activities
or after conducting lessons
with our students.

Finishing

POWER

Discuss the IMPACT OF LOW-QUALITY TEACHING in Brunei Classrooms

Within a school / schools

Within the Ministry

Within the Nation



Discuss the impact of **low-quality teaching** on our country.

4.
One Group to Volunteer sharing their points

Facilitator recorded the responses on the whiteboard

5.
Obtain additional points from other remaining groups

6.
Peer Assessment
7.
Self-Assessment



Peer-Assess

A method of evaluation in which students assess and provide feedback on the work of their peers.

- **Instead of being solely evaluated** by teachers or instructors, students actively participate in the assessment process by **evaluating the work of their classmates.**
- This approach is commonly used in educational settings to **promote a collaborative and reflective learning environment.**

Self-Assess

a process in which students evaluate and reflect on their own learning, performance, and progress.

- **Empowers students** to take an active role in their learning, fostering a **sense of responsibility and ownership.**
- Through self-assessment, students develop **metacognitive skills, self-awareness, and the ability to set and monitor their own learning goals.**

IMPACT OF LOW QUALITY TEACHING

Low-quality teaching has far-reaching consequences at multiple levels of the educational system, society, and the economy:

The impacts of low-quality teaching within a school can be detrimental to both students and the overall educational environment. Here are some key consequences:

1. **Poor Academic Performance:** Low-quality teaching leads to lower student performance, impacting grades and test scores.
2. **Lack of Engagement:** Students become disinterested, leading to increased absenteeism and a negative view of education.
3. **Widening Achievement Gaps:** Educational disparities grow, contributing to inequality.
4. **Teacher Burnout and Turnover:** Frustrated educators leave, disrupting continuity.
5. **Diminished Reputation:** The school's poor image affects enrollment and community support.
6. **Reduced Parental Confidence:** Parents become less involved and supportive.
7. **Limited Opportunities:** Students' growth prospects are limited.
8. **Negative School Culture:** Low morale leads to an unsupportive environment.
9. **Struggle to Meet Standards:** The school may fail to meet educational benchmarks.
10. **Difficulty Attracting Quality Staff:** Talented educators avoid schools with poor reputations

Low-quality teaching can have profound and systemic effects on an education department, impacting various aspects of the educational system. Here are some key impacts:

11. **Decline in Academic Achievement:** Widespread low-quality teaching affects overall academic achievement.
12. **Erosion of Public Trust:** Trust in the education department diminishes.
13. **Challenges in Meeting Goals:** Goals for student achievement become difficult to achieve.
14. **Increased Inequality:** Achievement gaps worsen, undermining equity efforts.
15. **Resource Allocation Issues:** Resource allocation becomes challenging.
16. **Recruitment and Retention Problems:** High-quality educators avoid the department.
17. **Impact on School Accreditation:** Accreditation may be at risk.
18. **Policy Reassessment:** Policies may need revision, requiring resources.
19. **Strain on Support Services:** Additional support services are needed.
20. **Long-Term Economic Impact:** A less-educated workforce affects economic development.

Low-quality teaching can have significant and far-reaching impacts on a country's education system and, consequently, on its social and economic development. Here are some of the key impacts:

21. **Reduced Academic Achievement:** Low-quality teaching leads to a less skilled workforce.
22. **Increased Achievement Gaps:** Existing social inequalities widen.
23. **Economic Consequences:** Reduced productivity and innovation impact economic growth.
24. **Unemployment and Underemployment:** Higher rates of unemployment and underemployment contribute to social issues.
25. **Limited Social Mobility:** Individuals find it hard to move up the social and economic ladder.
26. **Strain on Social Services:** Low educational attainment strains government resources.
27. **Impact on Innovation and Research:** A less-educated population hinders innovation.
28. **Political and Civic Engagement:** Low-quality teaching affects civic engagement.
29. **Health and Well-being:** Education is linked to better health outcomes.
30. **Global Competitiveness:** Quality education impacts a country's global competitiveness.

The impacts are **interconnected** and can perpetuate cycles of disadvantage. Addressing these challenges requires **investment in teacher training, curriculum development, and educational infrastructure at all levels of the education system.**



*After working in groups,
all participants come together for a
plenary session
in which the ideas of all the groups are
shared and discussed.*

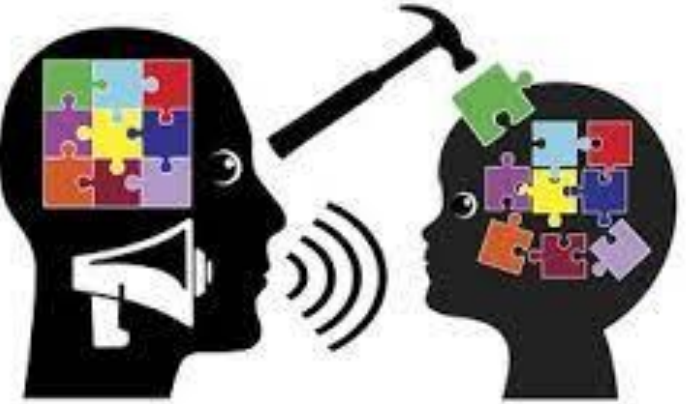


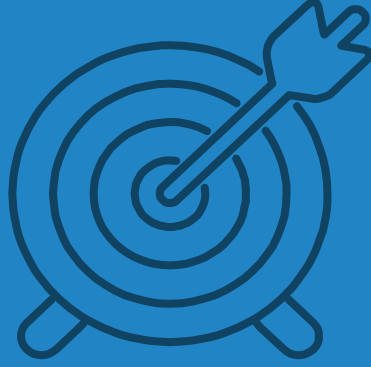
How did you feel when you were asked to answer the question,

- individually?
- then working in pairs?
- later working in small groups?
- Finally as a whole class, led by the facilitator?



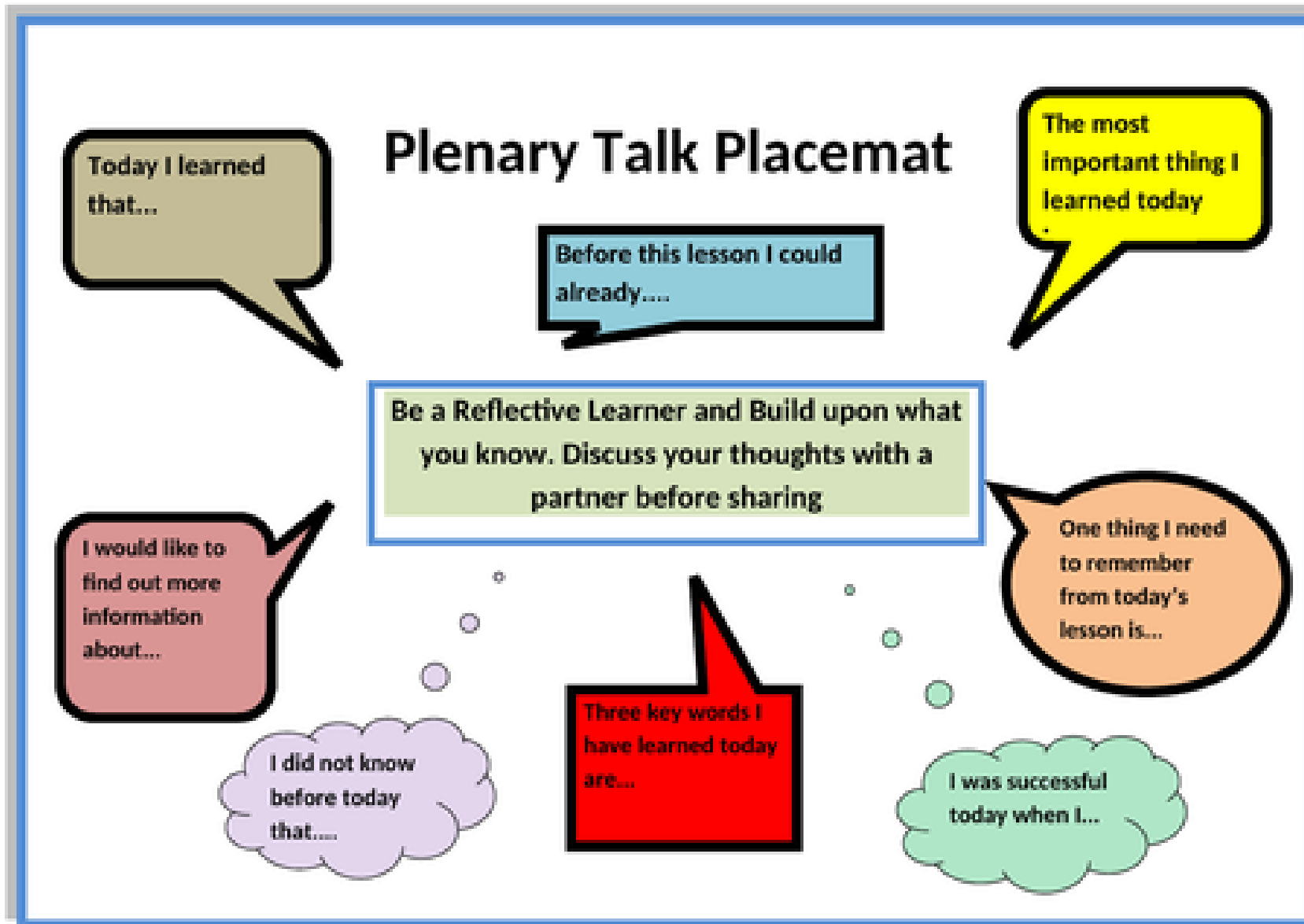
Snowball versus Think-Pair-Share





Plenary

Let us bring today's session to a clear conclusion by consolidating the PD.



EPS EVALUATION FORM



or simply browse https://bit.ly/EPS_Evaluation

COURSE REGISTRATION 2025

<https://forms.office.com/r/aqYatuUKKz>



Limited Slots Available for **MGP2103** – Register Now!

Dear Cikgu Hjh Irni's EPS-binar Participants

MGP2103: Exposing Grouping Strategies to Promote Class Collaboration [BTS-TPA Rubric C2.3c]

We are excited to inform you that registration is open but slots are **very limited!**

This course, scheduled for the **second term**, will equip you with practical strategies to enhance collaboration and engagement in your classroom. Don't miss this opportunity to learn and grow with fellow educators. In Syaa ALLAH.

Successful applicants will be notified via an official memo sent to their respective schools.

Looking forward to seeing you in this course!

اکادیی کوروبرونی دارالسلام
BDTA
BRUNEI DARUSSALAM TEACHER ACADEMY

COURSE REGISTRATION 2025

Please fill in this attendance form

Modular

STEP 1

1.

GENERAL: INTER - DISCIPLINARY

SPECIALISATION

Next

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COURSE REGISTRATION 2025

GENERAL: INTER - DISCIPLINARY

STEP 2

2. Modular - General

Digital Learning Technology

Teacher Professionalism

Mentoring And Coaching

Special Needs

Back Next

Teacher Professionalism

STEP 3

3. Choose Course

MGP1103 Differentiated Teaching and Learning

MGP1203 Growth Mindset: Are You Smart?

MGP 1303 Emotional Intelligence (EI): Improving Your Teaching

MGP1401 Classroom Action Research (Primary)

MGP1502 Classroom Action Research (Secondary)

MGP1603 The Art of Questioning

MGP1703 Facilitation Skills

MGP1903 Developing A More Powerful Way of Teaching Combined Science

MGP2003 Developing Leaders for Collaborative Action Research

MGP2103 Exposing Grouping Strategies to Promote Class Collaboration

MGP2201 Equipping and Experiencing Teachers for School Collaborative Learning Communities

MGP2303 School Educational Research; Design Based Research Methodology

MGP2403 Genuine Enquiry Questions

MGP2503 Writing and Publishing The Journal Paper

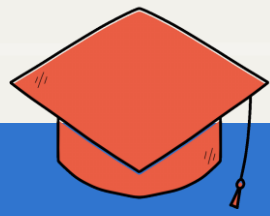
MGP3703 Actionable Feedback to Empower Self-Regulated Learners

MGP3903 Triangulation of Learning and Teaching Data

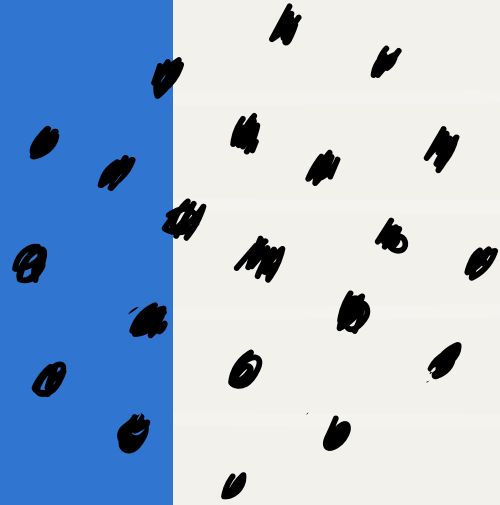
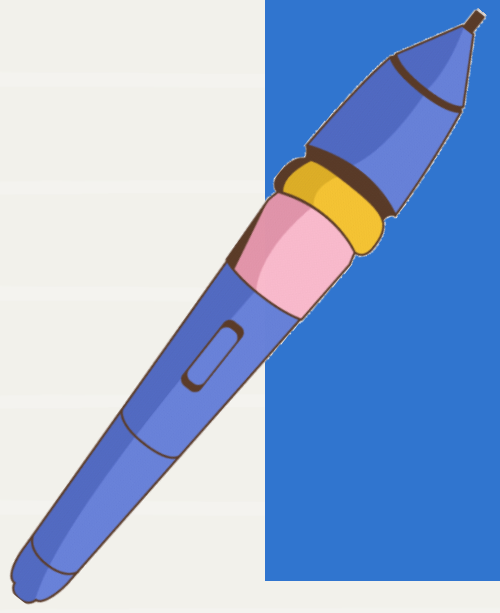
MGP4103 Bringing the Real World into the Classroom

Back Next

MGP2103
Exposing Grouping
Strategies to Promote
Class Collaboration



Toolbox Evaluation Form





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْعَصْرُ إِنَّ الْبَشَرَ لَفِي خَسِرَاتٍ إِنَّ الْإِنْسَانَ لِرَبِّهِ لَكَنَّا كَافٍ إِنَّ رَبَّكَ مَنَّ عَلَى الْبَشَرِ
وَعَمِلُوا الصَّالِحَاتِ وَتَوَضَّعُوا بِحُجُورِهِمْ وَتَوَضَّعُوا بِالصَّبْرِ

Wasalaam
THANK YOU!

