

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَفَاتِحَةٌ

TOOLBOX ATTENDANCE FORM

**Title of
today's session:**

**Structuring and
Organising Lessons**



Name of Facilitator:

Hajah Nor Irniwati
binti Haji Ismail

STRUCTURE & ORGANISE

Lessons Effectively with AI

Rubrics C2.2 & C2.3b BTS-TPA 2.0

12th February 2025

TODAY



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?	

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 MSTeams 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.*

Agenda of the day

01.45pm

- Arrival of participants and Registration

02.00pm

- Recitation of Surah Al Fatihah

02.05 – 02.10pm

- Starter Activity

02.10 – 02.25pm

- 1st Objective: To clarify Rubric C2.3b

02.25 – 02.40pm

- 2nd Objective: To clarify Rubric C2.2

02.40 – 02.55pm

- 3rd Objective: To leverage with AI

03.10 – 03.30pm

- Plenary, Evaluation & QA session





1. Structure and Organise Lessons Effectively

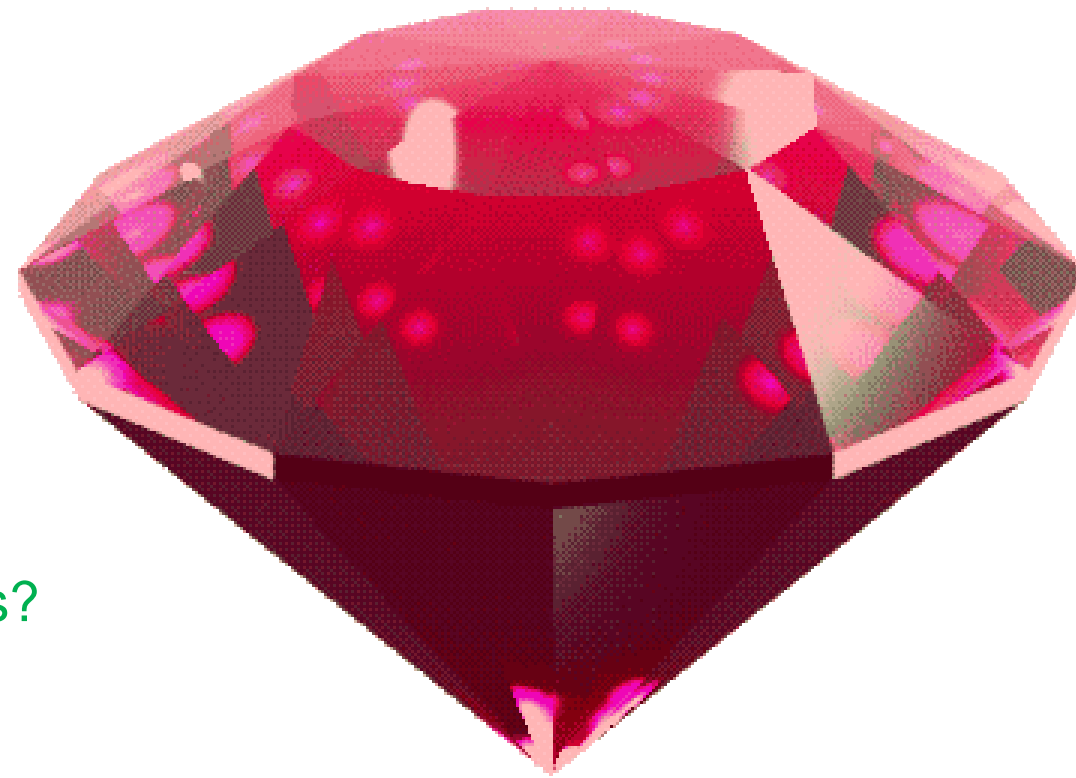
- C2.2 How do you plan for progress in learning?
- C2.3b How do you structure and use time in lessons?

3. Design Effective Learning Tasks

- C3.2 How do you use tasks to engage students and develop both their understanding and skills?
- C3.1 How do you ensure that tasks are appropriately challenging for all students?
- C2.4 How do you use textbooks and other resources?
- C2.3c How do you organise and group your students?

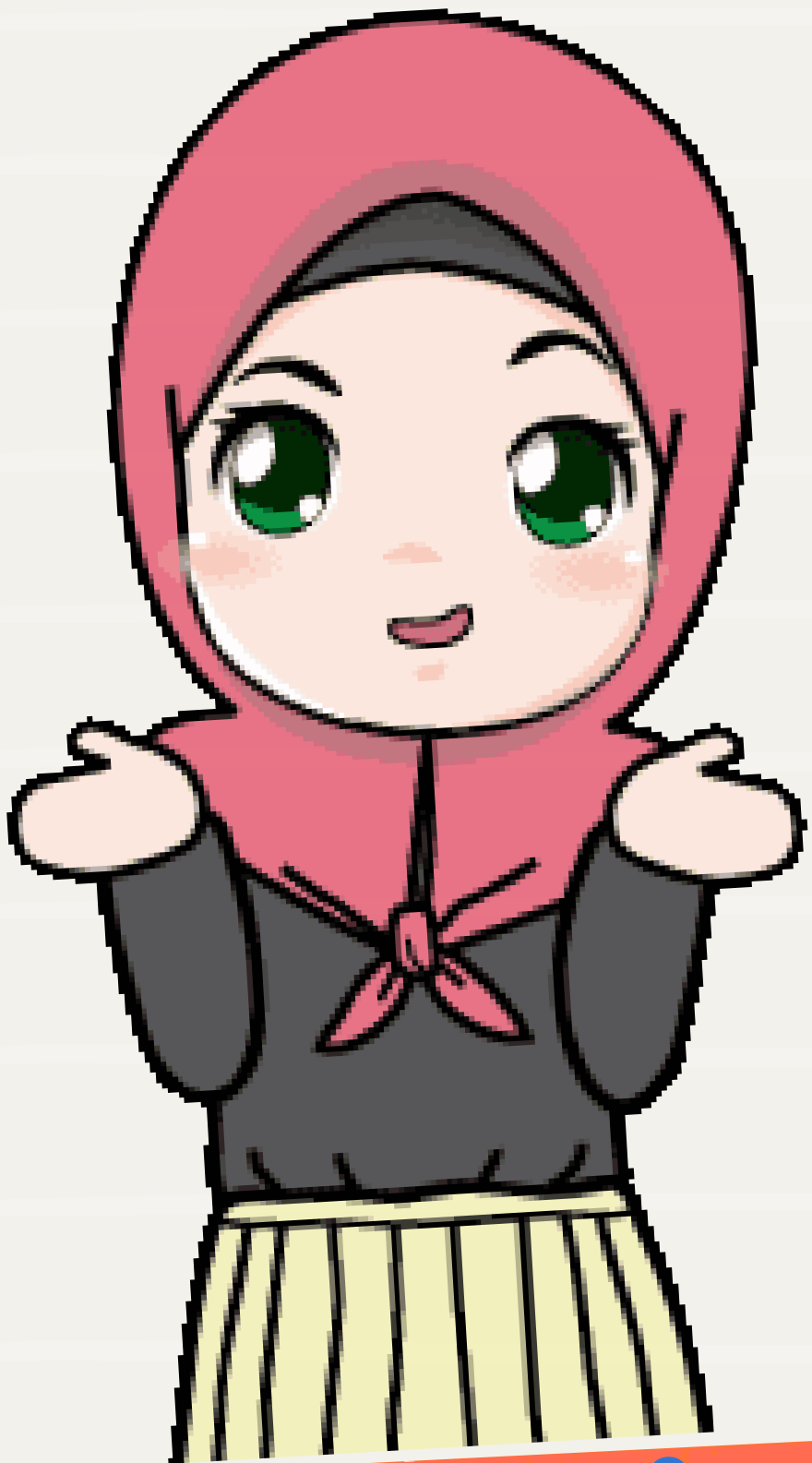
2. Teach Content Dialogically

- C1.3a How do you question students?
- C1.3b What questions do you ask during lessons?
- C1.3c How do you respond to students' answers?
- C1.3d How do you engage the whole class?



4. Assess Learning Continuously

- How do you ensure that what students are expected to learn is made clear to them? C4.1a
- How do you assess students' learning in lessons? C4.2 .
- How do you use feedback to students to support their learning? C4.3 .
- How do you adjust your teaching in response to assessments information and feedback from students? C4.1b



I am here to support
biskita on how to
structure & organise
lessons effectively



**ARE YOU
READY?**



How do BTS-TPA Band 5 (Excellent) high-quality instructions look during lessons with your students in the classroom?

<p>4th Aspect of TfM</p>	<p>Teachers adapt learning tasks based on their assessments to ensure that all students are challenged appropriately C4.1b</p>	<p>Teachers intervene quickly through providing one-to-one and small group support during lessons to students who are struggling C4.1b</p>	<p>Teachers expose common mistakes and misconceptions. They identify quickly any students who fail to understand a concept C4.2</p>	<p>Teachers routinely provide constructive feedback, both orally and in writing, to students whether they are working in small groups, individually or as a whole class C4.3</p>	<p>Teachers identify what students do well, but also focus on what they need to learn next and what steps they should take to get there. C4.3</p>	
<p>Teachers use peer- and self-assessment to help students think about & take responsibility for their learning C4.1a</p>	<p>Teachers routinely discuss learning objectives and expected outcomes with students at key points of lessons, including beginnings and final plenaries C4.1a</p>	<p>Teachers choose and adapt the textbook and other resources to match learning objectives and the different needs of individual students C2.4</p>	<p>Teachers design and use a rich variety of stimulus materials, learning tasks and resources including ICT that complement the textbook C2.4</p>	<p>Teachers routinely use collaborative learning tasks that require all students to contribute using a range of strategies (e.g. snowball, jigsaw, envoy, and fishbowl) C2.3c</p>		
<p>3rd Aspect of TfM</p>	<p>Teachers share their high expectations with all students C3.1</p>	<p>Teachers adapt learning tasks to challenge all students appropriately through: changing the: level of technical difficulty; level of higher-order thinking involved C3.1</p>	<p>Teachers provide a wide variety and range of differentiated learning tasks that develop conceptual understanding together with skills and knowledge C3.2</p>	<p>Teachers provide tasks that encourage students to make connections between different concepts and ideas C3.2</p>	<p>Teachers use flexible approaches to organise and group students based on learning objectives and tasks, and student needs C2.3c</p>	
<p>Teachers target questions effectively using the full range of strategies C1.3a</p>	<p>Teachers use statements and ask a range of predominantly genuine-enquiry questions C1.3b</p>	<p>Teachers encourage students to exemplify, compare, conjecture and generalise C1.3b</p>	<p>Teachers respond to students' answers reflectively. Teachers identify and address misconceptions, challenge thinking and deepen understanding CARRR C1.3c</p>	<p>Teachers intertwine discussion in pairs, small groups and the whole class seamlessly C1.3d</p>	<p>2nd Aspect of TfM</p>	
<p>1st Aspect of TfM</p>	<p>Learning objectives and expected outcomes are well-defined C2.2</p>	<p>Teachers address vocabulary, common mistakes and misconceptions C2.2</p>	<p>Teachers demonstrate excellent pedagogical content knowledge C2.2</p>	<p>Teachers use a variety of short, interactive starters that engage all students immediately. Main parts of lessons are episodic and use time effectively C2.3b</p>	<p>Teachers use final plenaries to assess and extend learning, discuss and address common mistakes and misconceptions C2.3b</p>	

<p>Aspek TFM 4</p>	<p>Guru mengadaptasi tugas pembelajaran berdasarkan penilaian mereka dalam usaha memastikan keupayaan semua pelajar dapat dicabar dengan cara yang bersesuaian C4.1b</p>	<p>Guru melaksanakan intervensi segera berupa tutorial bersemuka dan sokongan berkelompok semasa pengajaran khusus bagi pelajar yang berusaha, namun menghadapi kesukaran C4.1b</p>	<p>Guru mendedahkan kesilapan biasa dan silap faham. Mereka segera mengenal pasti pelajar yang gagal memahami sesuatu konsep C4.2</p>	<p>Guru secara rutin memberikan maklum balas yang konstruktif, sama ada secara lisan mahu pun bertulis kepada pelajar sama ada dalam kumpulan yang kecil, diri sendiri dan keseluruhan kelas C4.3</p>	<p>Guru mengenal pasti kekuatan pelajar, dan menfokuskan yang mereka perlu pelajari dan bagaimana untuk mereka maju seterusnya. C4.3</p>
<p>Guru menggunakan penilaian rakan sebaya dan sendiri untuk menggalakkan pelajar berfikir dan bertanggungjawab terhadap pembelajaran mereka C4.1a</p>	<p>Guru secara rutin membincangkan objektif pembelajaran dan jangkaan hasil pembelajaran bersama pelajar, baik semasa sesi permulaan; kemuncak dan perumusan akhir pengajaran C4.1a</p>	<p>Guru memilih dan mengadaptasi buku teks dan sumber lain untuk dipadankan dengan objektif pembelajaran serta keperluan individu pelajar yang berbeza. C2.4</p>	<p>Guru mereka bentuk dan menggunakan pelbagai bentuk bahan galakan, tugas pembelajaran dan sumber termasuk ICT sebagai rujukan tambahan kepada buku teks C2.4</p>	<p>Guru kerap menggunakan tugas pembelajaran berkolaboratif dan berpelbagai strategi yang memerlukan penglibatan semua pelajar (contohnya, snowball, jigsaw, envoy, fishbowl) C2.3c</p>	
<p>Aspek TFM 3</p>	<p>Guru mengongsikan jangkaan / ekspektasi tinggi dengan kesemua pelajar. C3.1</p>	<p>Guru mengadaptasi/ menyesuaikan tugas pembelajaran untuk mencabar semua pelajar, mengubah tahap kesukaran teknikal, termasuk tahap pemikiran aras tinggi C3.1</p>	<p>Guru banyak menyediakan tugas pembelajaran berbeza, yang mendorong memperkembangkan konsep kefahaman, kemahiran dan pengetahuan. C3.2</p>	<p>Guru menyediakan tugas yang menggalakkan pelajar menghubungkan antara konsep-konsep dan idea yang berbeza. C3.2</p>	<p>Guru menggunakan pendekatan yang fleksibel dalam mengatur dan membahagikan pelajar berdasarkan objektif pembelajaran, tugas dan keperluan mereka C2.3c</p>
<p>Guru mengajukan soalan yang terarah dengan berkesan menggunakan pelbagai strategi yang luas. C1.3a</p>	<p>Guru menggunakan pernyataan dan kerap mengajukan pelbagai soalan berasaskan inkuiri C1.3b</p>	<p>Guru menggalakkan pelajar untuk memberi contoh, meramal, membanding dan merumus C1.3b</p>	<p>Guru membuat refleksi berpanduan jawapan pelajar untuk mengenal pasti kekeliruan dan menanganinya, mencabar minda serta lebih meningkatkan kefahaman. CARRR C1.3c</p>	<p>Guru menyediakan aktiviti perbincangan pelajar secara berpasangan, berkumpul kecil dan keseluruhan kelas dengan lancar C1.3d</p>	<p>Aspek TFM 2</p>
<p>Aspek TFM 1</p>	<p>Guru menjelaskan objektif dan jangkaan hasil pembelajaran yang difahami pelajar C2.2</p>	<p>Guru mengembangkan kosa kata, mengenal pasti kesilapan dan memperbetulkan kesalahfahaman pelajar yang lazim C2.2</p>	<p>Guru berkepakaran dalam pedagogi mata pelajaran. C2.2</p>	<p>Guru menggunakan pelbagai aktiviti permulaan yang ringkas dan interaktif serta melibatkan pelajar dengan segera. Sesi pengajaran bersalinghubungan dan memanfaatkan masa C2.3b</p>	<p>Guru menggunakan sesi perumusan untuk tujuan penilaian dan pelanjutan pembelajaran, membincang dan mengenal pasti kesalahfahaman lazim. C2.3b</p>

TRAINING OBJECTIVES

3.

BTS-TPA C2.3b
How do teachers structure and use time in lessons?

2.

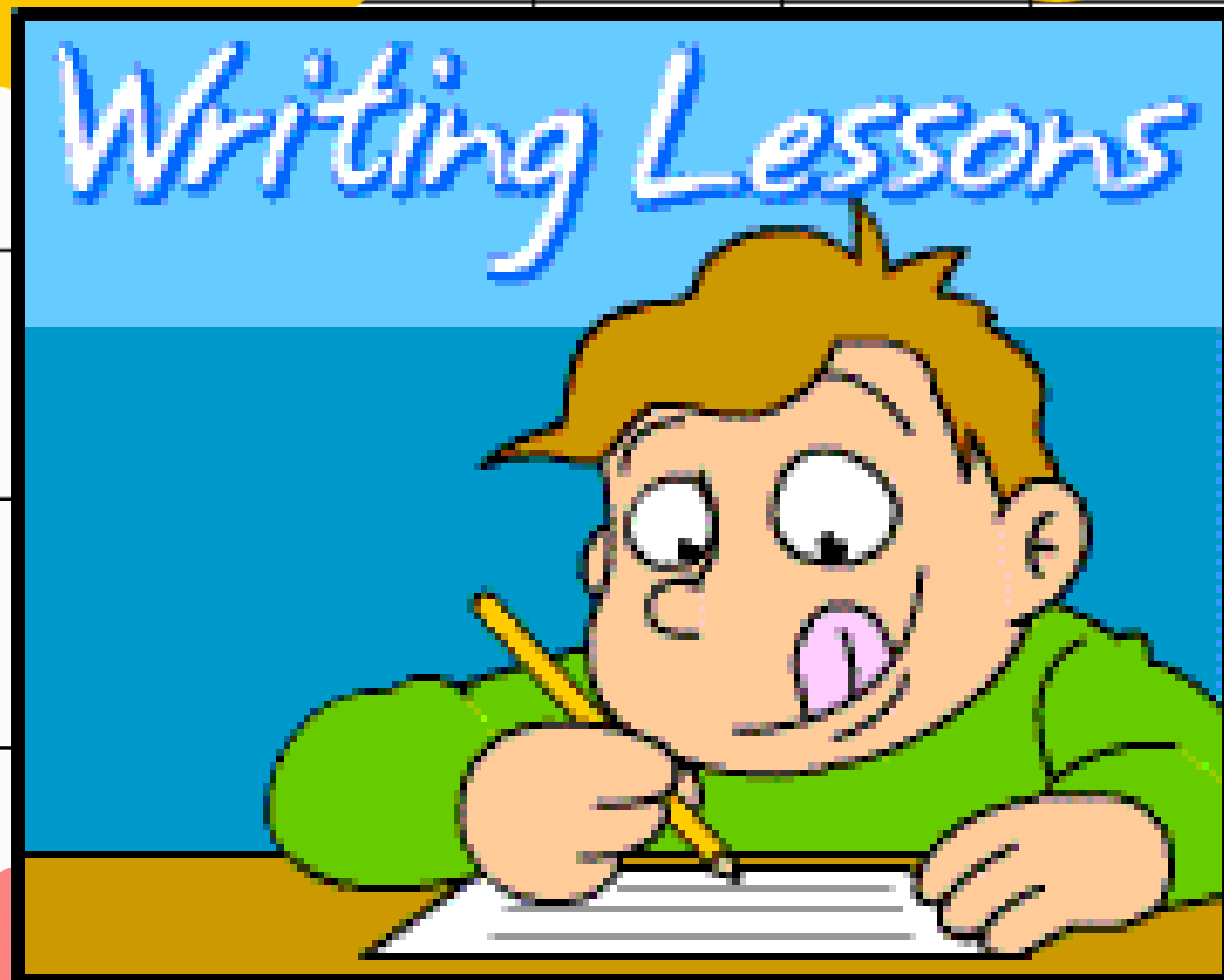
BTS-TPA C2.2
How do teachers plan for progress in learning?

1.

Leverage Deepseek / ChatGPT to aid in lesson planning

Starter

Activity



Starter

Activity

Which of the following best describes your experience in creating lesson plans?

1.

BTS-TPA C2.3b
**How do teachers structure
and use time in lessons?**

BTS-TPA C2.3b

How do teachers structure and use time in lessons?

Focus Area	Guiding Questions	Unsatisfactory 1	Satisfactory 2	Good 3	Very Good 4	Excellent 5
C2.3b Classroom management	How do teachers structure and use time in lessons?	Lessons are unstructured. They start slowly and the pace of learning remains slow. Time is wasted, either by unnecessary repetition or by teachers spending too long on administrative tasks. Many students spend time in lessons not engaged.	Lessons begin with a short starter activity that engages most students. The main parts of lessons are structured into episodes that include whole class teaching and individual or group tasks. Teachers bring lessons to a clear end.	Lessons begin promptly with a short starter activity. The main parts of lessons are structured into timed episodes that involve a variety of activity. Teachers use final plenaries to encourage students to summarise key ideas and reflect on their learning.	Lessons begin with a short starter activity that engage all students. Episodes of interactive whole-class teaching are balanced with a variety of interesting and engaging individual and/or group tasks. Final plenaries are interactive and help to consolidate learning.	Teachers use a variety of short, interactive starters that engage all students immediately. Main parts of lessons are episodic and use time effectively. Teachers use final plenaries to assess and extend learning, discuss and address common mistakes and misconceptions.

Let us unbox these expectations...



Excellent
5

Teachers use a variety of short, interactive starters that engage all students immediately. Main parts of lessons are episodic and use time effectively. Teachers use final plenaries to assess and extend learning, discuss and address common mistakes and misconceptions.

BTS-TPA C2.3b

How do teachers structure and use time in lessons?

STARTER

Teachers use a variety of short, interactive starters that engage all students immediately.

MAIN LESSON

Main parts of lessons are episodic and use time effectively.

PLENARY

Teachers use final plenaries to assess and extend learning, discuss and address common mistakes and misconceptions.

Examples of Starter Activities

An effective starter activity:

PROMPTNESS

begins the lesson promptly and with pace, getting all students thinking immediately;

ENGAGING

ensures that all students are engaged and taking an active part in the lesson;

PURPOSEFUL

has a clear purpose; is usually linked to the rest of the lesson;

SIMPLE

is quite short and simple to administer

ACCESSIBILITY

is accessible to all students but also provides an appropriate level of challenge for all students;

PRACTICE AND RECALL

provides an opportunity to practice and recall previously learned facts and skills (no new teaching)

1. Engaging and Relevant Content

2. Ineffective Communication

3. Rote Memorization

4. Active Learning

5. Problem-Solving and Critical Thinking

6. Feedback and Assessment

7. Limited Interaction

8. Inadequate Support



9. Inclusive Practices

10. Collaborative Learning

11. Scaffolded Learning

14. Exclusion and Insensitivity

12. Lack of Feedback

13. Teacher Apathy

15. Teacher Enthusiasm and Reflection

16. Passive Learning

17. Clear Learning Objectives

18. Unclear Objectives

19. Effective Communication

20. Disengaging Content



1. Engaging and Relevant Content

2. Ineffective Communication

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4. Active Learning

5. Problem-Solving and Critical Thinking

6. Feedback and Assessment

7. Limited Interaction

8. Inadequate Support

High Quality

Low Quality

9. Inclusive Practices

10. Collaborative Learning

11. Scaffolded Learning

14. Exclusion and Insensitivity

12. Lack of Feedback

13. Teacher Apathy

15. Teacher Enthusiasm and Reflection

16. Passive Learning

17. Clear Learning Objectives

18. Unclear Objectives

19. Effective Communication

20. Disengaging Content

Error Analysis Where's the Mistake?

Question:

Find the Error:

Model the Correct Solution:

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ERROR Analysis Template for the Whiteboard



Error Analysis - Example Where's the Mistake?

Question: $72.6 \times 28.3 =$

Find the Error:

$$\begin{array}{r} 72.6 \\ \times 28.3 \\ \hline 2168 \\ 58080 \\ + 145200 \\ \hline 20544.8 \end{array}$$

Model the Correct Solution:

$$\begin{array}{r} 72.6 \\ \times 28.3 \\ \hline 2178 \\ 58080 \\ + 145200 \\ \hline 2054.58 \end{array}$$

An effective final plenary provides an opportunity:

PRESENT AND DISCUSS

for students to present and discuss what they have done during the main part of the lesson;

SUMMARISE AND REFLECT

for the teacher and students to draw together learning, summarise and reflect on the lesson;

ASSESS AND EVALUATE

to assess and evaluate the progress that students have made during the lesson, including whether or not they have achieved the learning objectives;

COMMON MISTAKES / MISCONCEPTIONS

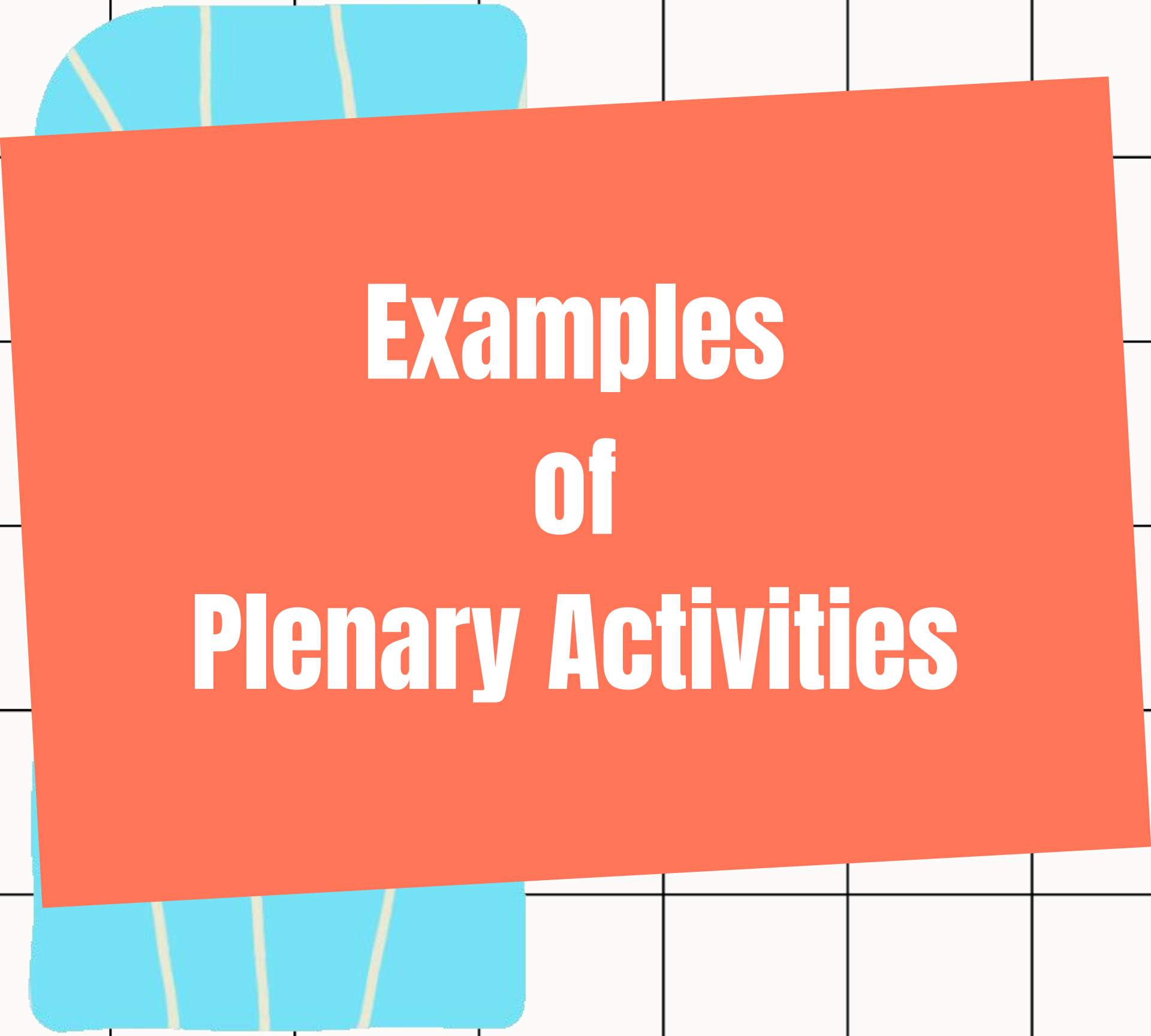
to discuss and address common mistakes and misconceptions;

USE AND APPLY LEARNING

to use and apply the learning that has taken place in the lesson;

DISCUSS NEXT STEPS

to make links to previous learning and other subjects; to set any homework.



Examples of Plenary Activities



Plenary

Choose of one the statements and complete for todays lesson

The strategy I used today was...

One thing I need to remember from today's lesson is ...

When I got stuck I decided to...

I know this is wrong because...

I already knew....so this helped me work out...

I did not know how to... but now I can...

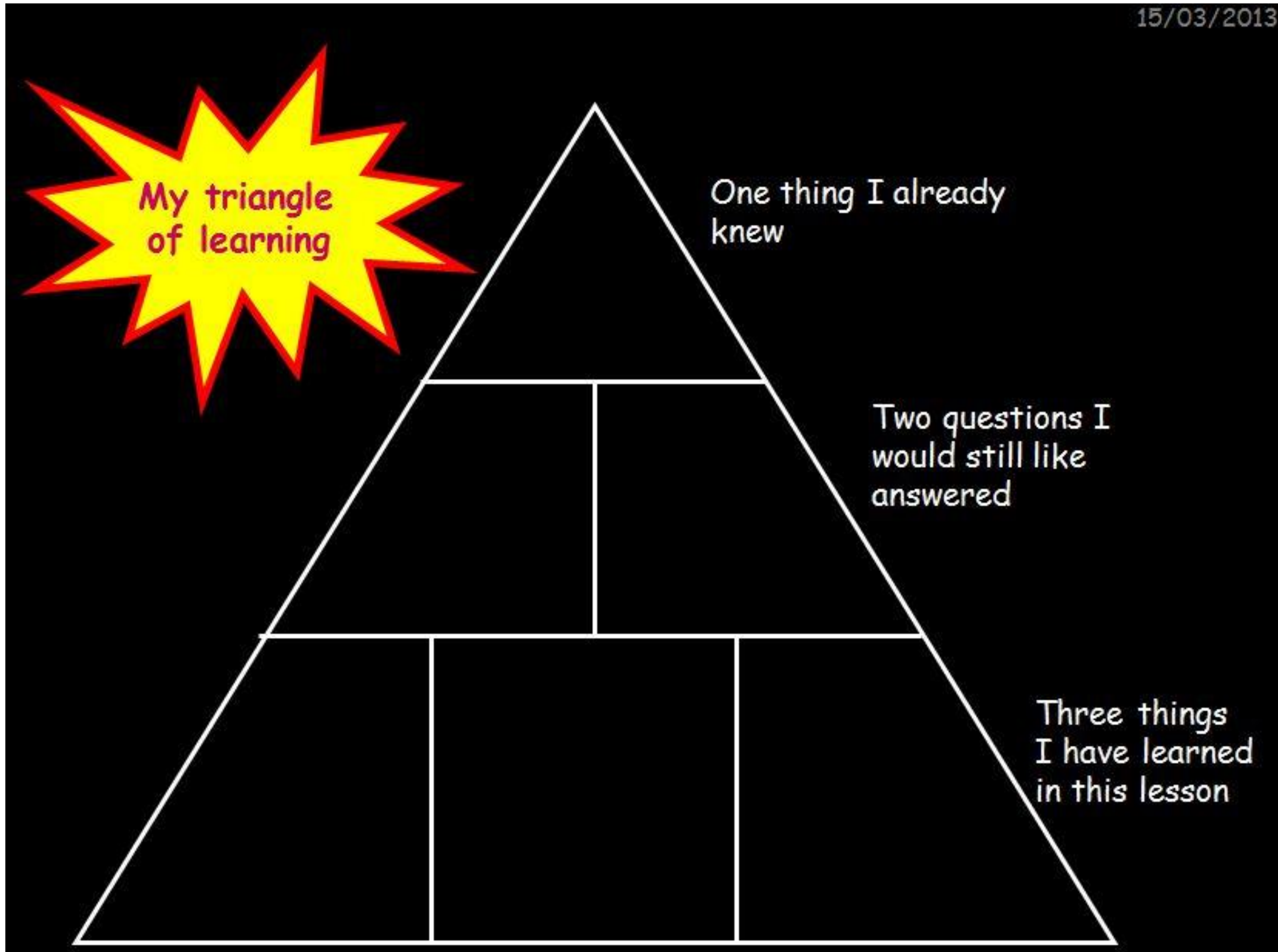
I was successful when I ...

Today I have learned...

The most important thing I learned today is...

Next time I will ...

15/03/2013



Talk Partners

As a plenary or a starter referring to the last lesson, pupils share with a partner:

- 3 new things they have learnt
- What they found easy
- What they found difficult
- Something they would like to learn in the future





**WRITE A TEXT
MESSAGE
EXPLAINING
WHAT YOU
HAVE LEARNT
TODAY, HOW
YOU DID THIS
AND WHY YOU
ARE LEARNING
ABOUT THIS TOPIC.**

Tweet, tweet!







Write a 140 character tweet about what you have learnt.

Status update...

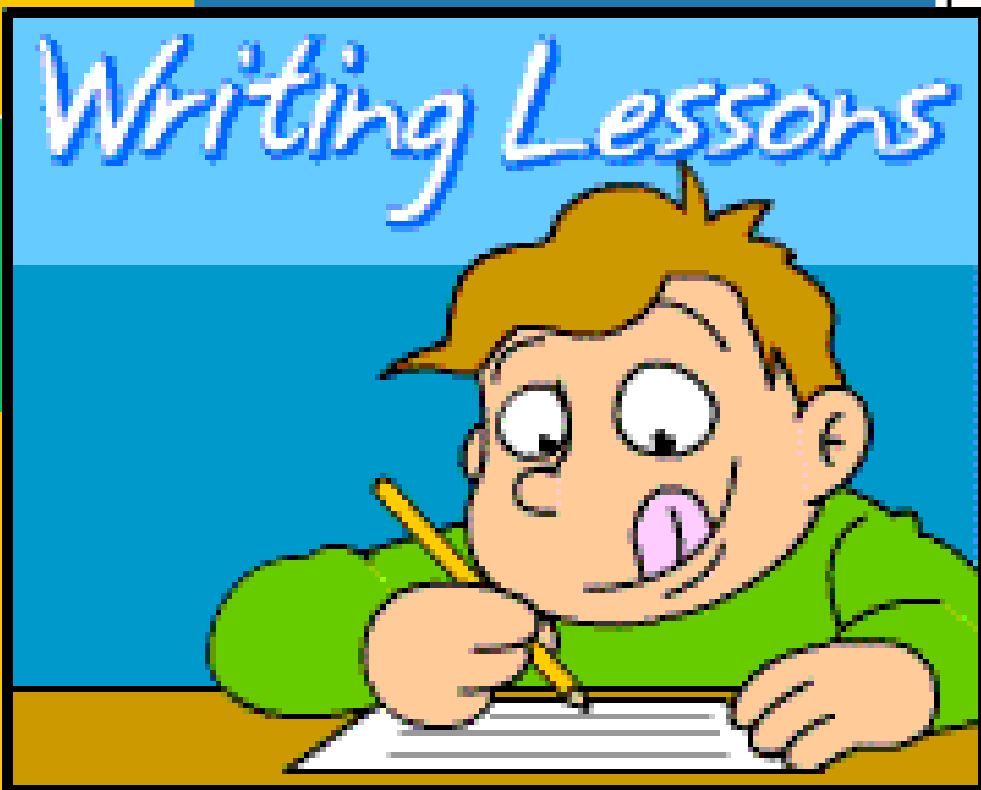


Write a Facebook status update about what you have learnt.

<p>1.</p> <p>Ask someone else a question about today's lesson to see what they have learnt.</p> 	<p>2.</p>  <p>What have I found difficult today? How did I overcome my problems?</p>
<p>3.</p>  <p>What skills have I used today? Have I learnt a new skill?</p>	<p>4.</p>  <p>What have I struggled to understand today?</p>

Plenary: Summarise the lesson in 5 words





Matching Activity: Key Components of Lesson Structure

Matching Activity: Key Components of Lesson Structure

Instructions:

Match the term on the left with the correct definition on the right by drawing a line or writing the corresponding letter.

Term	Definition
1. Learning Outcomes	A. Clear, actionable criteria that guide students toward achieving the objective.
2. Lesson Objectives	B. Incorrect understandings or beliefs students may have about a topic.
3. Steps-to-success	C. Tasks tailored to meet the diverse needs and abilities of students.
4. Key Questions	D. Errors frequently made by students that need to be addressed proactively.
5. Vocabulary	E. A reflective task at the end of the lesson to consolidate learning.
6. Starter Activity	F. Thought-provoking questions designed to deepen understanding and engagement.
7. Differentiated Activity	G. Key terms or phrases students need to understand to access the lesson content.
8. Plenary Activity	H. A short, engaging task at the beginning of a lesson to hook students' interest.
9. Common Mistakes	I. What students are expected to achieve by the end of the lesson or course.
10. Misconceptions	J. Specific, measurable goals for what students will learn in a single lesson.

Responses

Matching Activity: Key Components of Lesson Structure

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Term	
1. Learning Outcomes	I
2. Lesson Objectives	J
3. Steps-to-success	A
4. Key Questions	F
5. Vocabulary	G
6. Starter Activity	H
7. Differentiated Activity	C
8. Plenary Activity	E
9. Common Mistakes	D
10. Misconceptions	B

2.

BTS-TPA C2.2
How do teachers
plan for progress
in learning?

2.

BTS-TPA C2.2

How do teachers plan for progress in learning?



Focus Area	Guiding Questions	Unsatisfactory 1	Satisfactory 2	Good 3	Very Good 4	Excellent 5
C2.2 Lesson Planning	How do teachers plan for progress in learning? *NOTE: Based on evidence in lesson planning	Lessons are not planned carefully and exist in isolation. Teachers mostly just work through the textbook. The learning objectives for lessons are not clear. There are obvious gaps in teachers' subject knowledge*.	Individual lessons are planned and the tasks that students will work on are clearly identified. Learning objectives are identified but are not always clear. Teachers demonstrate adequate subject knowledge.*	Lessons are planned as part of a sequence. Learning objectives are clear and provide appropriate challenge for the students. The different episodes in a lesson support clear progression in learning. Teachers demonstrate good subject knowledge.*	Teachers use the first lesson in a sequence to find out what students already know and then build on this. Learning objectives are well-defined. Teachers identify expected learning outcomes that focus on developing skills, knowledge* and conceptual understanding	Lessons are part of a coherent sequence that progressively develops learning. Learning objectives and expected outcomes are well-defined. Teachers address vocabulary, common mistakes and misconceptions. Teachers demonstrate excellent pedagogical content knowledge.*

Let us unbox these expectations...



Excellent
5

Lessons are part of a coherent sequence that progressively develops learning. Learning objectives and expected outcomes are well-defined. Teachers address vocabulary, common mistakes and misconceptions. Teachers demonstrate excellent pedagogical content knowledge.*



BTS-TPA C2.2. How do teachers plan for progress in learning?

Lessons are part of a coherent sequence that progressively develops learning

Learning objectives and expected outcomes are well-defined.

Teachers address vocabulary, common mistakes and misconceptions.

Teachers demonstrate excellent pedagogical content knowledge.*

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Lessons are part of a coherent sequence that progressively develops learning

Building Blocks in a Tower:

Each lesson is like a building block, carefully placed atop the last one, forming a tower of knowledge. As each block is added, the tower grows taller and more stable, representing the progressive development of learning.

Teachers address vocabulary, common mistakes and misconceptions.

Teachers help students understand new words (like a tour guide explaining landmarks), fix common mistakes (like showing the right path if they take a wrong turn), and clear up misunderstandings (like removing obstacles from a trail). It's about making learning easier and clearer for students.

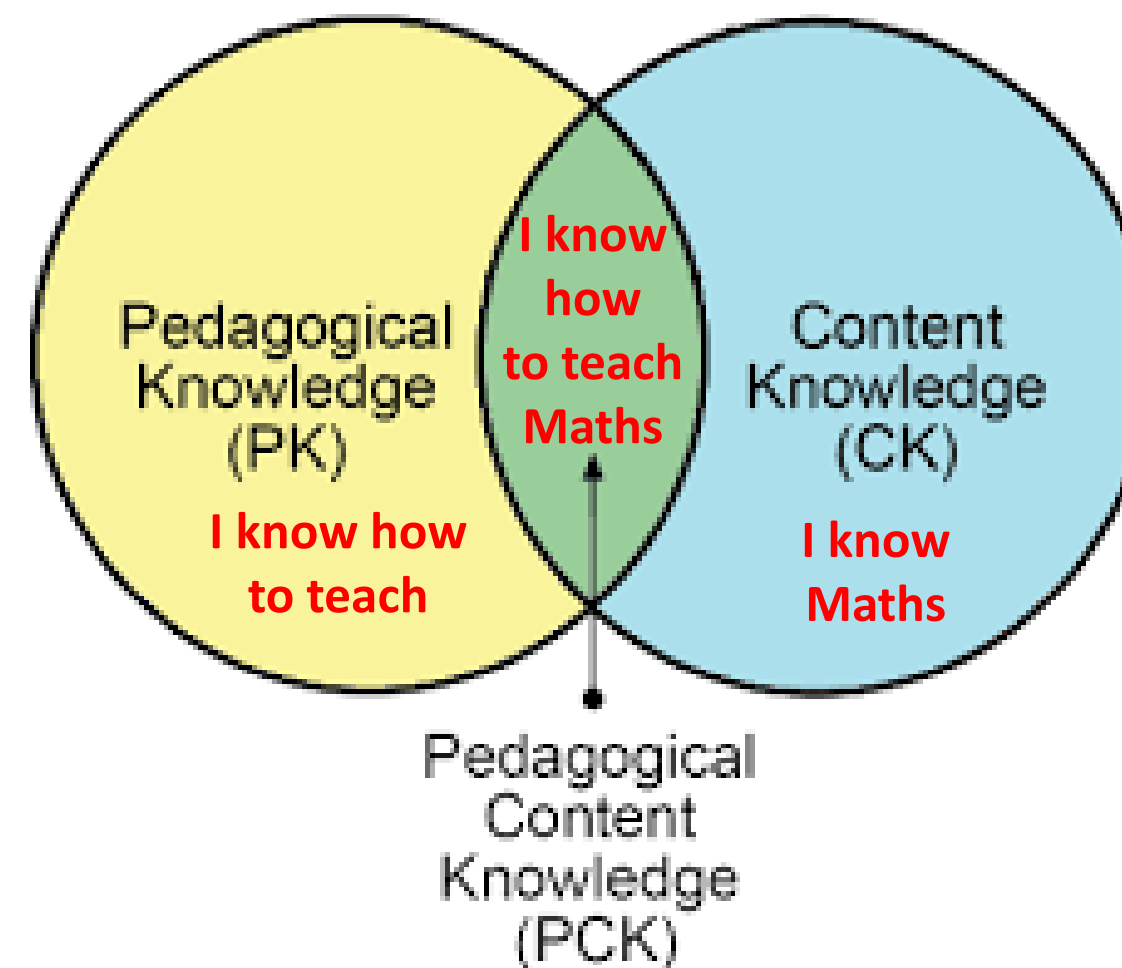


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Teachers help students understand new words, address common mistakes (like showing the right path if they take a wrong turn), and clear up misunderstandings (like removing obstacles from a trail). It is about making learning easier and clearer for students.



Teachers demonstrate excellent pedagogical content knowledge.

Think of pedagogical content knowledge as a superpower for teachers. Teachers who rock at pedagogical content knowledge know their subject really well. When teachers have excellent pedagogical content knowledge, it means they know their subject inside out and have super cool ways to make learning fun and teach it so that students understand easily.

Lessons are part of a coherent sequence that progressively develops learning

Building Blocks in a Tower:

Each lesson is like a building block, carefully placed atop the last one, forming a tower of knowledge. As each block is added, the tower grows taller and more stable, representing the progressive development of learning.

Learning objectives and expected outcomes are well-defined.

SMART

Teachers address vocabulary, common mistakes and misconceptions.

Teachers help students understand new words (like a tour guide explaining landmarks), fix common mistakes (like showing the right path if they take a wrong turn), and clear up misunderstandings (like removing obstacles from a trail). It's about making learning easier and clearer for students.

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3.

Leverage
Deepseek/ChatGPT
to aid in lesson planning

How to use Deepseek/ChatGPT?

Pssstt: Even if you are not tech-savvy

Examples of AI Prompts

Create a 60-minute lesson plan on [type the lesson objective as stated in the syllabus] for [Name of Subject] Year 11 Ordinary level Cambridge students.

Please include the following elements in the lesson plan; Learning outcomes, lesson objectives, steps-to-success, key questions, vocabulary, starter activity, differentiated activity, plenary activity, common mistakes and misconceptions.

Mereka bentuk rancangan pengajaran selama 60 minit tentang [taip objektif pelajaran seperti yang dinyatakan dalam Sukatan Pelajaran] bagi [Nama Mata Pelajaran] untuk pelajar Cambridge peringkat Biasa. Sila masukkan elemen berikut dalam rancangan pengajaran; Hasil pembelajaran, Objektif Pengajaran, langkah-langkah kejayaan, soalan utama, perbendaharaan kata, aktiviti 'starter', aktiviti dibezakan, aktiviti plenary, kesalahan lazim dan kesalah-faham.

Using AI for lesson planning can be a powerful tool for teachers, but there are some important things to keep in mind to ensure its effectiveness and appropriateness.

Discuss some tips to maximise the use of AI.



1. Check Facts: Double-check the info you get from AI.
2. Fit Content: Make sure it suits your class.
3. Be Ethical: Respect copyrights and rules.
4. Adjust Language: Match it to your students' level.
5. Add Engagement: Make it fun and interactive.
6. Keep Privacy: Don't share sensitive info.
7. Review Content: Always check before using.
8. Get Feedback: Improve with student input.
9. Stay Updated: AI changes, so keep learning.
10. Limitations: AI has strengths and limits.

Using AI for lesson planning can be a time-saving and innovative approach, but it's essential to balance its benefits with a teacher's expertise and understanding of their students' needs. Always remember that AI should complement and support teaching, not replace the role of a teacher.



Plenary Activity

TRAINING OBJECTIVES

3.

BTS-TPA C2.3b
How do teachers structure and use time in lessons?

Lessons are part of a coherent sequence that progressively develops learning

Teachers address vocabulary, common mistakes and misconceptions.

Learning objectives and expected outcomes are well-defined.

Teachers demonstrate excellent pedagogical content knowledge.*

2.

BTS-TPA C2.2
How do teachers plan for progress in learning?

STARTER

Teachers use a variety of short, interactive starters that engage all students immediately.

MAIN LESSON

Main parts of lessons are episodic and use time effectively.

1.

Leverage Deepseek / ChatGPT to aid in lesson planning

PLENARY

Teachers use final plenaries to assess and extend learning, discuss and address common mistakes and misconceptions.

PICK YOUR PLENARY!

Type in the MS Teams Chatbox about today's training. Try to provide a response for at least one of the options below.

One thing I learnt today that I didn't know before was...



A key word/term/phrase from today's training was...



In today's training, I found out that...



The most important/interesting thing I found out today is...



The part of the training I enjoyed the most was...



Before this training I already knew...



The skills I used in today's training were...



Plenary

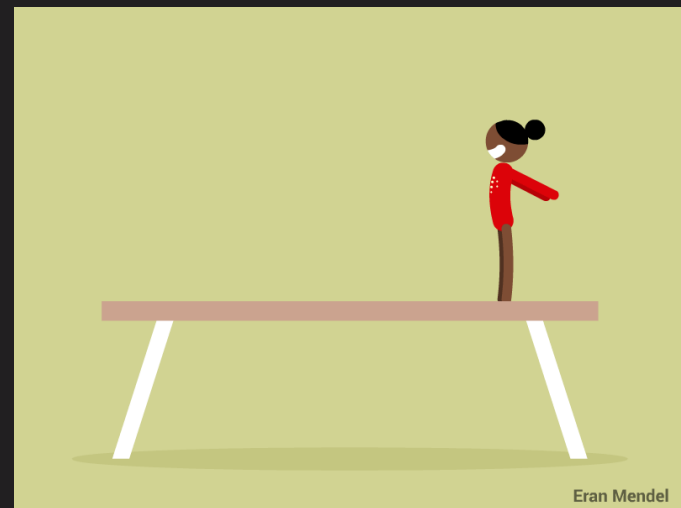
Activity

2 mins

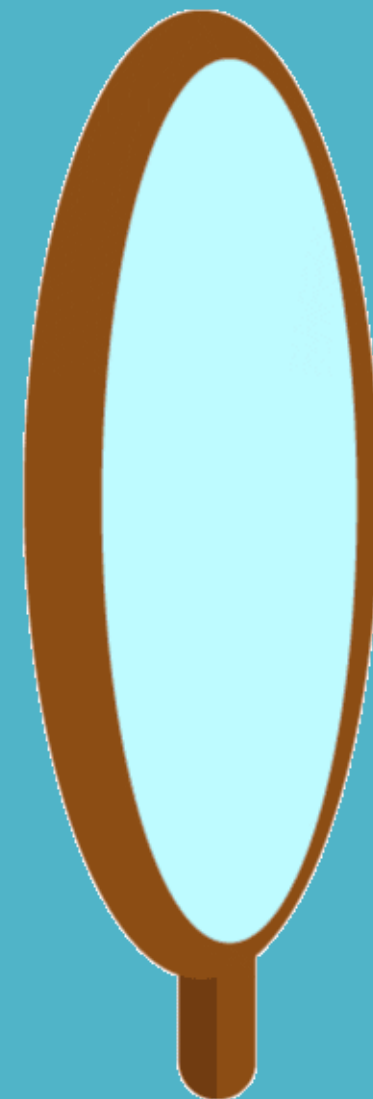
AT THE END OF THE DAY

from the bottom of my heart

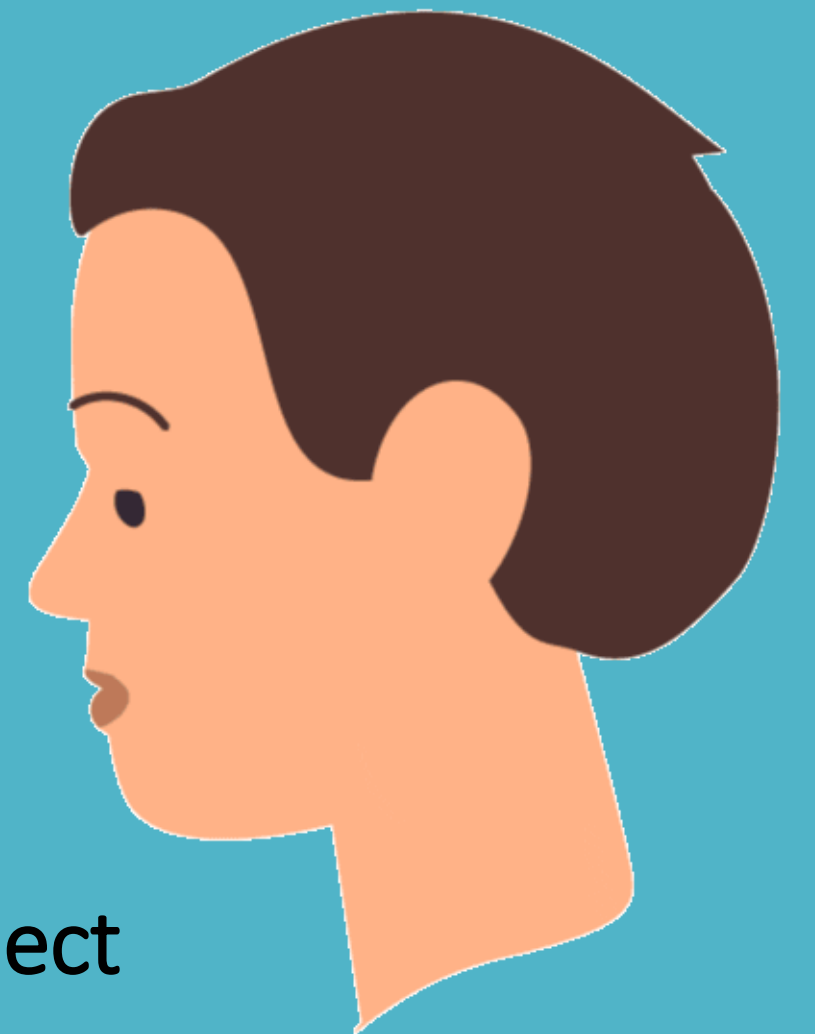
JUST
do it!!!



Execution > Planning

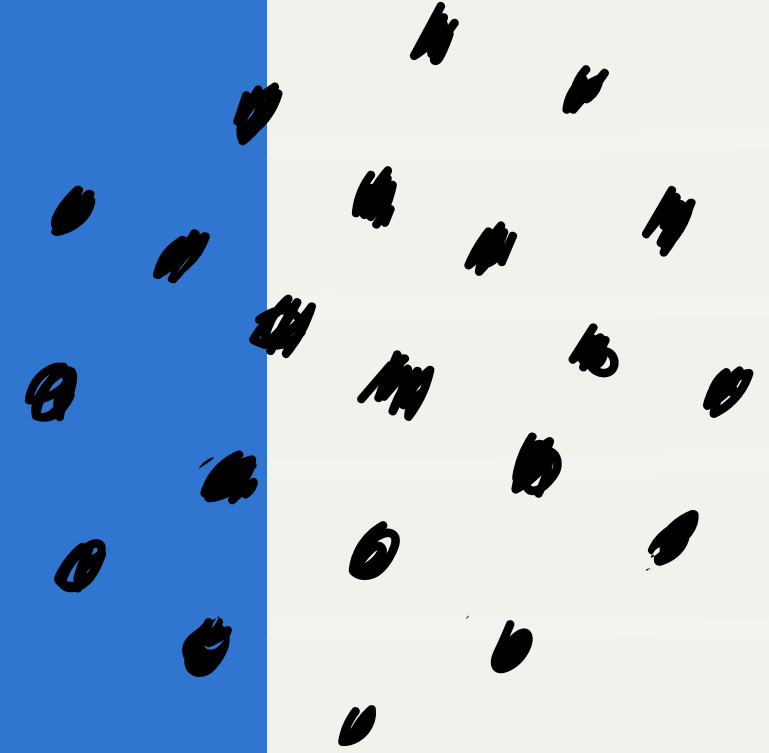
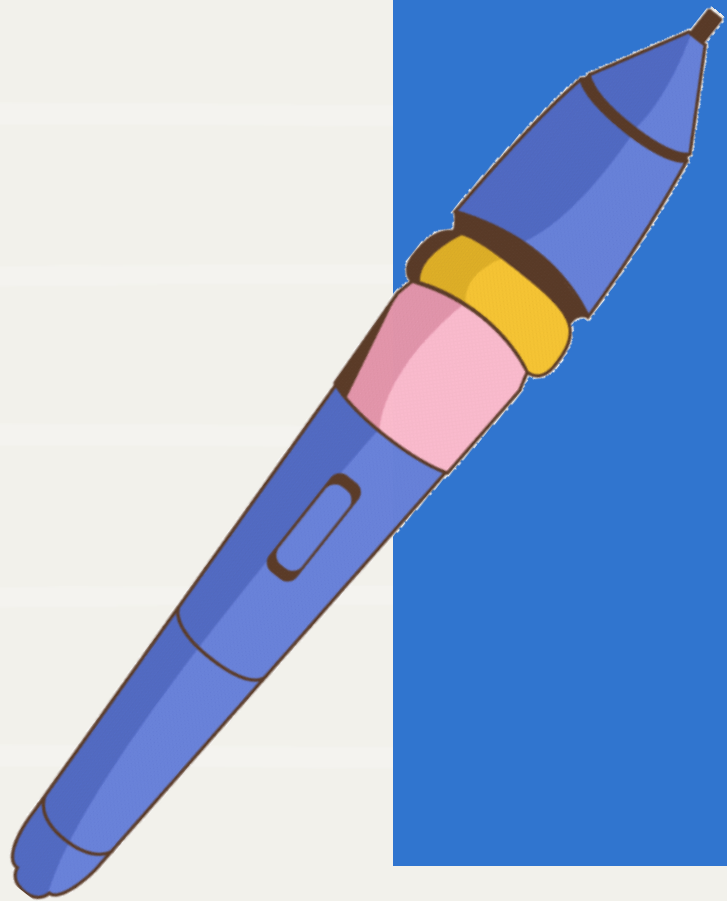


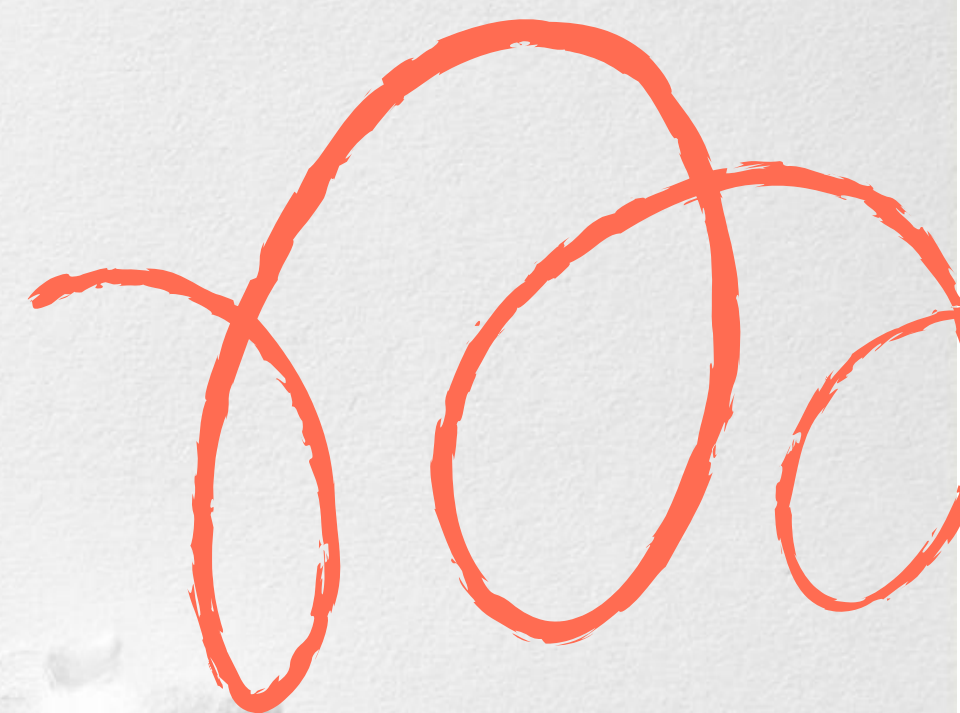
self-reflect





Toolbox Evaluation Form





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
وَالْعَصْرُ إِنَّ الْبَشَرَ لَفِي خَسِرَاتٍ
وَإِلَّا صَبْرًا وَتَوَاصُحًا وَتَوَاضُعًا
وَعِلْمًا وَصِلَاتٍ وَتَوَاضُعًا وَتَوَاضُعًا

Wasalaam
THANK YOU!



Plenary (1)

Work in pairs.

List 3 things you learnt today.

Share them with your partner.

List 3 things your partner remembers.

Is there anything additional you remember?

Ext: Rank these on a ladder from most to least difficult.

Plenary (2)

The 60 Second Challenge!

Turn to your partner and talk for 60 seconds about everything you remember about the lesson.

Use the success criteria to guide your discussion.

Then swap roles.

Plenary (3)

Vocabulary Challenge:

List all the Maths vocabulary covered in the lesson.

Either:

- Draw pictures to represent each word.
- Act out the word.
- Link the word to another word in your list (or from previous learning).
- Choose one from the list to describe and get your partner to guess which one it is.
- Odd One Out.
- Aide memoirs – students devise their own ideas/mnemonics e.g. picture/visual clues to the meaning of key words (e.g. parallel or Never Eat Shredded Wheat) linked to objective

Plenary (4)

Top Tips!

Work as pairs.

List 3-5 top tips for completing the mathematics/success criteria you have covered during the lesson.

Compare your lists.

Are there any different approaches you might try?

Plenary (5)

Work in Pairs.

Take one minute to compose two sentences in your head to explain:

What we have learnt.

How we have learnt it.

...using the key words from the lesson.

Share your findings with a partner.

Plenary (6)

Work in pairs.

Where can you use/apply this skill in other areas of mathematics or in other subjects?

Make a mind map to show the links to different areas of mathematics and other subjects.

Share your findings with a partner.

Plenary (7)

Work in pairs.

Show your work to a partner.

List two effective features of the work.

Find 1-2 areas of improvement.

How could you make improvements?

Plenary (8)

Progression

After covering the objectives we have today, predict what you think the next stage will be? Why?

Turn to your partner to share your thoughts.

Plenary (9)

Imagine you are the teacher.

What questions would you ask the class to they have understood the learning intentions?

Share your questions with your partner.

Select 1-2 really effective questions you could ask the whole class.

Plenary (10)

Dice Roll

Split your class into 6 groups and number them 1-6.

Roll the dice and the number indicates the table chosen to start feeding back findings from a calculation/investigation.

Throw the dice again after 30-60 seconds and allow another group to take over.

Plenary (11)

Write 3 statements from the mathematics covered in today's lesson to be proved true or false.

Number the class 1-3.

The number indicates the statement you must focus on first as an individual for 2-3 minutes and as a group (all the 1s, 2s and 3s in separate groups).

Feedback an agreed answer and explanation to the whole class.

Plenary (12)

Work in pairs.

Look at a photocopy of a past Optional/SATs question with the mark given.

Discuss why that mark was given and 1-2 points for improvement (if needed).

Plenary (13)

Make a deliberate mistake with a similar calculation/explanation/investigation.

Work in pairs.

Can you:

- Spot the mistake?
- Give the correct answer?
- (Ext: Suggest why the mistake may have been made and what could be done about it?)

Plenary (14)

Misconceptions

Work in pairs.

Where errors were made, list the specific area.

Why do you find this particularly difficult?

Share responses with the teacher/whole class.

Consider targets for next lesson/week/term..

Plenary (15)

Take one of the calculations/shapes/conversions you may have looked at within the lesson.

If we know, what else do we know?

Work in pairs and discuss related facts.

Feedback to class.

Ext: Give children a known fact and an unknown fact – find a route from one to the other.

Plenary (16)

Odd One Out

Display three shapes, numbers, calculations, coins:

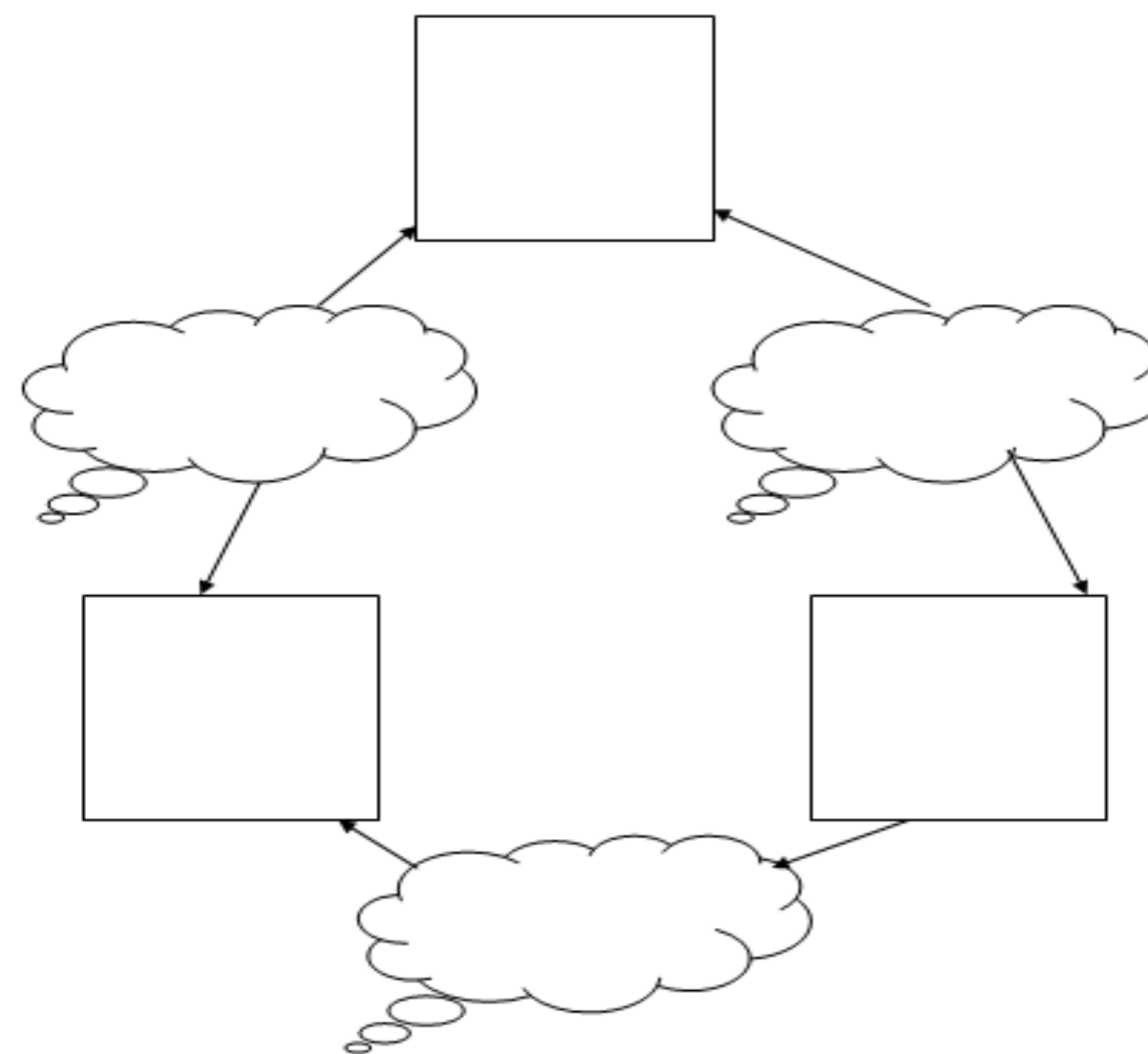
Ask 'Which ... is the odd one out?'

Why?

Work in pairs for 2 minutes and then feedback to the whole class.

Repeat 4-5 times with your chosen three.

Which ----- is the odd one out?



Plenary (17)

Work in pairs.

From lesson objective write 3 true and 3 false statements, give them to your partner to sort out.

Share one of the statements you found particularly challenging. Why?

Plenary (18)

Work in pairs.

Give children a range of numbers/shapes to sort into 2-3 groups (according to your own classifications).

Re-sort the numbers/shapes.

Feedback findings after 5 minutes to the whole class.

Plenary (19)

Work in pairs.

Put 3 numbers/shapes into the boxes provided.

List all the differences and similarities.

Feedback findings to the whole class.

What is the Same?
What is Different?

--	--

--

Plenary (20)

Show the Story

Work in pairs.

One of the pairs, points to different parts in the completed calculation/graph/investigation and the other provides the commentary.

Swap roles.

Plenary (21)

Self Evaluation Questions (comparing):

How did you...?

Why did you use...?

If you did it again would you change the way you did it? Why?

What else might have helped you?

Can you do it in two (or more) ways? Which was the best way? Why?

Plenary (22)

Take a calculation/shape/graph the children have been working on and change it.

Children work in pairs to answer these questions:

What might happen if we change...?

What else might we change?

Can you predict what would happen then? Why?

Plenary (23)

How will you remember this?

Work in pairs.

Look at words/knowledge you have covered today.

Suggest ways to help other children remember them.

Feedback ideas to the whole class.

Plenary (24)

The block it review technique

Pair up children and ask them to tell each other:

3 things I learnt

2 questions I want to ask

1 thing I already knew

Feedback to the class and direct responses to the success criteria.

Plenary (25)

Self-Assessment Questions:

(Choose 1-2 as a focus for paired talk)

Do you remember the learning intention of the lesson?

What did you find difficult?

Did anyone or anything help you move on to learn something new? (friend, equipment, resources, teacher)

What do you need more help with?

What are you most pleased with?

Did you learn anything new?

Plenary (26)

Metacognition Questions to Explore:

(Choose 1-2 as a focus for paired talk)

What have you learnt about the way in which you learn in this lesson?

How did working with a partner help you?

What did you do when you were stuck?

What skills/techniques/strategies did you use to learn . . . ?

How will you be able to remember what you learnt . . . ?

Plenary (27)

Box 1 and Box 2

Use the paper boxes or draw 2 boxes on the board, label box 1 and box 2.

Put in one number.

You can use shapes, angles, lines, graphs, calculations, etc.

Ask the children what category they think box 1 and box 2 is (in other words, how have I sorted the numbers?)

Now add another number to each box.

Have you changed your opinion? What category could it be now?

Continue adding numbers to each box (limit 4-5 for children in Years 5 & 6).

When the children feel they have the category, they can add a number they feel they can add to the box to demonstrate full understanding of it.

This activity allows children to use logic to categorise in mathematics.

Plenary (28)

Learners apply the five aspects of ALICE thinking to a mathematical statement, e.g. 'Everything in the world can be explained using numbers':

A – And...? Put an 'and' after the statement then see what comes to mind

L – Likely...? How likely is the statement: from 0 = Impossible to 1= Certain

I - Imagine if... Being whackily creative, what could happen as a result of the statement?

C – Clue please. If the statement was hidden, what clue could be given to find it out?

E – Explosion! Throw up into the air the individual words of the statement, let them fall back together in a different organisation