

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَفَاتِحَةٌ

As Salaam Hello!

I am Cg Hjh Nor Irni

Lead Trainer

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Introduction to

Teaching for Mastery

EPS-binar; Online Training

Educators Professional Support Programme

11th February 2025



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?	

Toolbox Attendance Form

**Title of
today's EPS-binar:**

**Introduction of
Teaching for
Mastery (TfM)**



Name of Facilitator:
Hajah Nor Irniwati
binti Haji Ismail

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.*

Starter

Activity

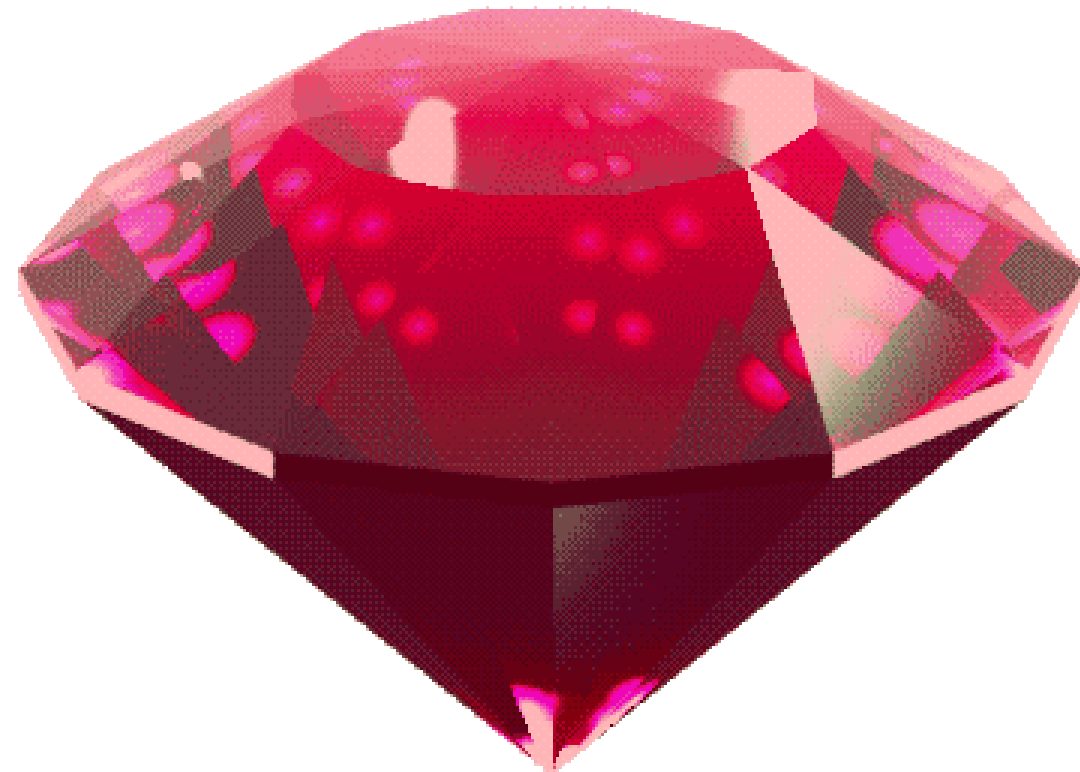
Four Expectations of **TfM**: Teachers in Brunei should



1. Structure and Organise Lessons Effectively



2. Teach Content Dialogically



3. Design Effective Learning Tasks



4. Assess Learning Continuously

Starter

Activity

Which of the four aspects of Teaching for Mastery (TfM) do you find the most challenging to implement during teaching and learning?

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: 1st Expectation of TfM

02.25 – 02.40pm

- 2nd Objective: 2nd Expectation of TfM

02.40 – 02.55pm

- 3rd Objective: 3rd Expectation of TfM

02.55 – 02.10pm

- 4th Objective: 4th Expectation of TfM

03.10 – 03.30pm

- Plenary, Evaluation & QA session



1.

Structure and Organise Lessons Effectively

I know how to generate the following components for my weekly lesson plans confidently and effectively:

1. Learning Outcomes
2. Lesson Objectives
3. Steps-to-success
4. Key questions
5. Vocabulary
6. Starter activity
7. Differentiated activity
8. Plenary activity
9. Common mistakes
10. Misconceptions.

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	<p>How do teachers plan for progress in learning?</p> <p>*NOTE: Based on evidence in lesson planning</p>	<p>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*.</p>	<p>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.*</p>	<p>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.*</p>	<p>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</p>	<p>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.*</p>

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.

Examples of AI Prompts

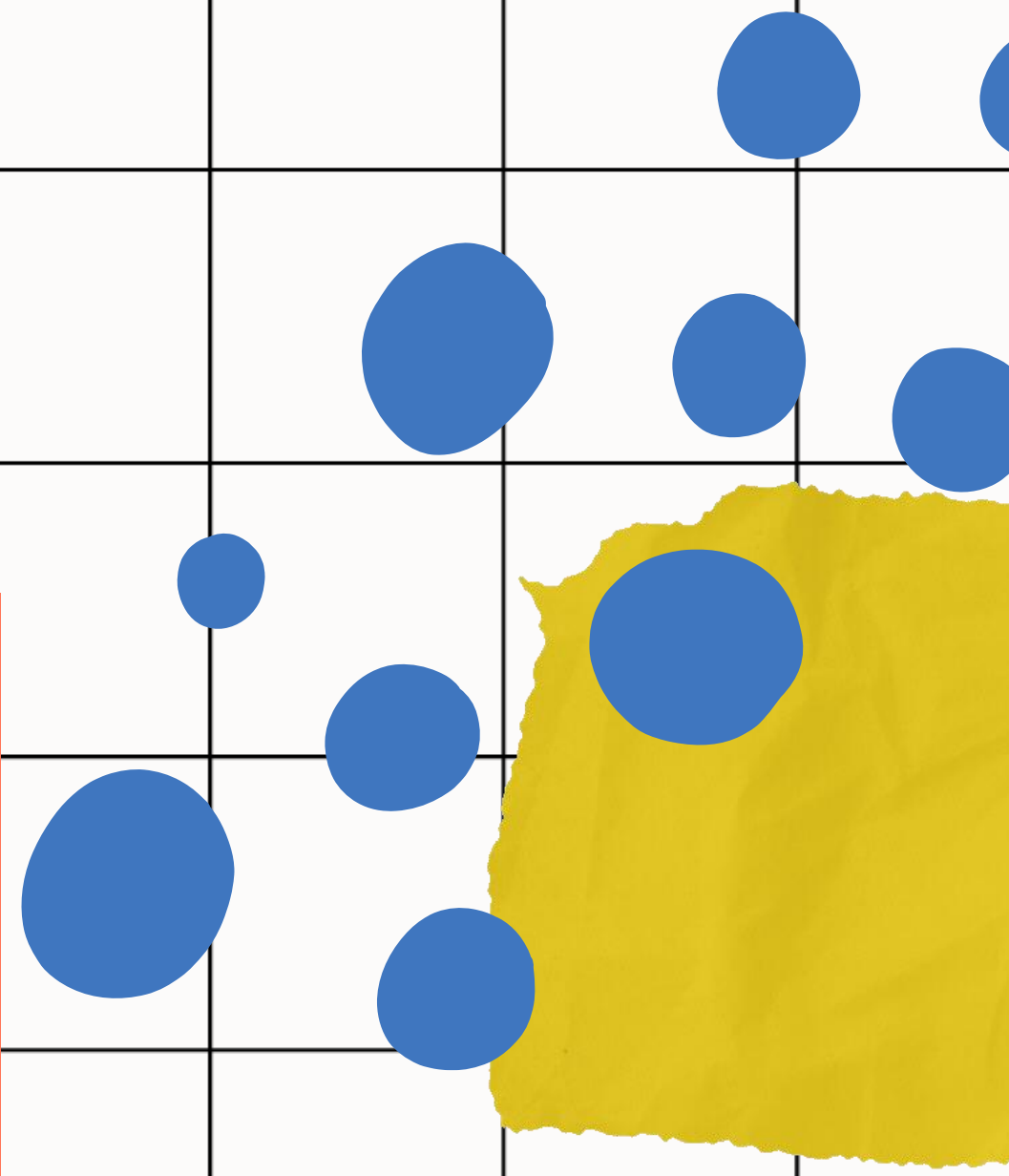
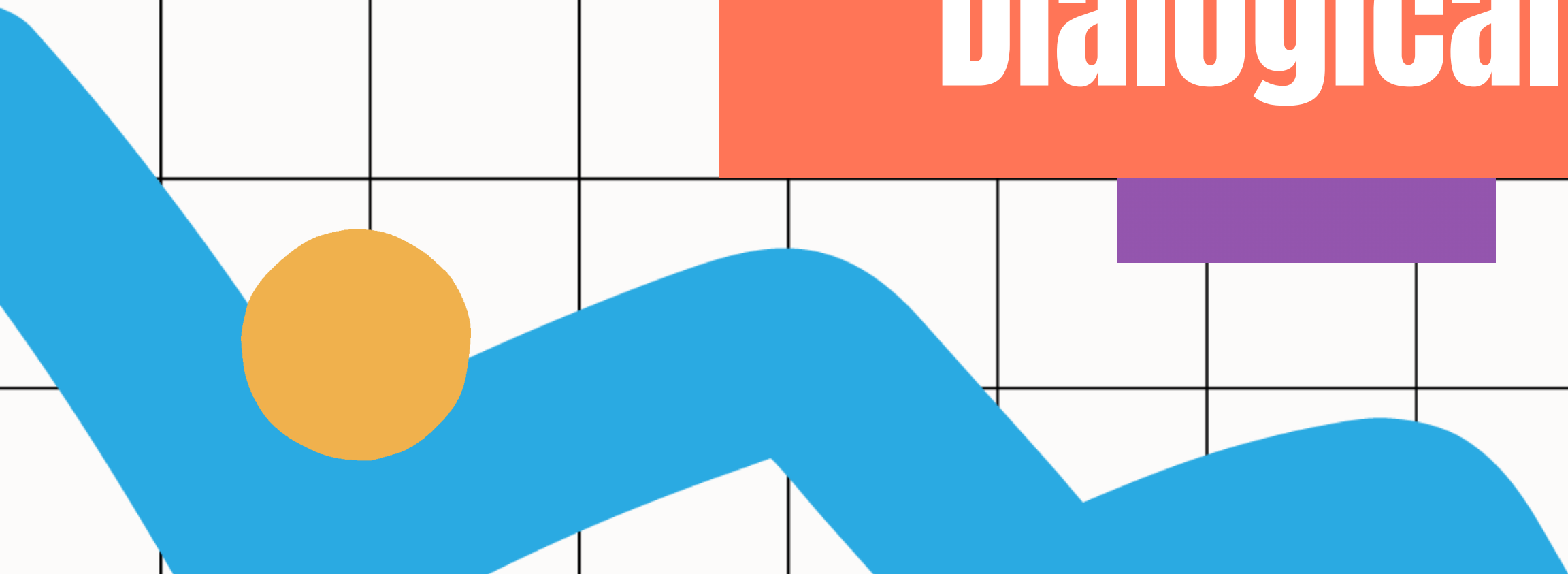
Create a 60-minute lesson plan on [type the lesson objective as stated in the syllabus] for [Name of Subject] Year 11 Ordinary level Cambridge students.

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.

2.

Teaching Content Dialogically



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?



Promote Learning through a Questioning and Reflective Attitude

Please refer to BTS-TPA 2.0 Part C Focus Area 1.3a

Guiding Questions	Unsatisfactory 1	Satisfactory 2	Good 3	Very Good 4	Excellent 5
<p>Teaching content dialogically: how do teachers question students?</p>	<p>Teachers encourage choring by asking mostly untargeted questions for students in the class to shout out answers.</p>	<p>Although teachers occasionally encourage choring, they increasingly target questions using one strategy, such as encouraging students to volunteer answers Individually.</p>	<p>Teachers discourage choring. They use a range of strategies, such as asking students to volunteer answers or asking specific questions of targeted students.</p>	<p>Teachers target questions effectively using the full range of strategies: asking students to volunteer answers; asking specific questions of targeted students; using mini-whiteboards etc.</p>	<p>Teachers target questions effectively using the full range of strategies. Their choice of strategy is based on the purpose of the question they are asking and students' prior achievements.</p>



Questioning Strategies

Dialogue around questions is an ideal way to drive inquiry and spark deeper thinking. Promote conversations with...

Thinking Scaffolds

- 3-2-1 Reflection
- KWL Charts
- Question Stems



Conversation Protocols

- Delve & Dialogue
- Socratic Seminar
- Think Alouds



Cooperative Learning Structures

- Go Round
- Numbered Heads Together
- Partners Report
- Stay & Stray
- Think-Pair-Share








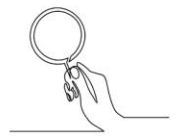
<p>Agree Build Challenge</p> <p>Explain your position in relation to the answer given. It helps strengthen your understanding of what's been said.</p>	<p>COLD CALLING</p>  <p>Stay alert! You could be called on at anytime.</p>
<p>WAIT TIME</p>  <p>Let the question settle in your mind before you rush to a decision. Your first reaction may not always be the strongest.</p>	<p>NO CALLING OUT</p>  <p>It stops others from thinking anymore about the question.</p>

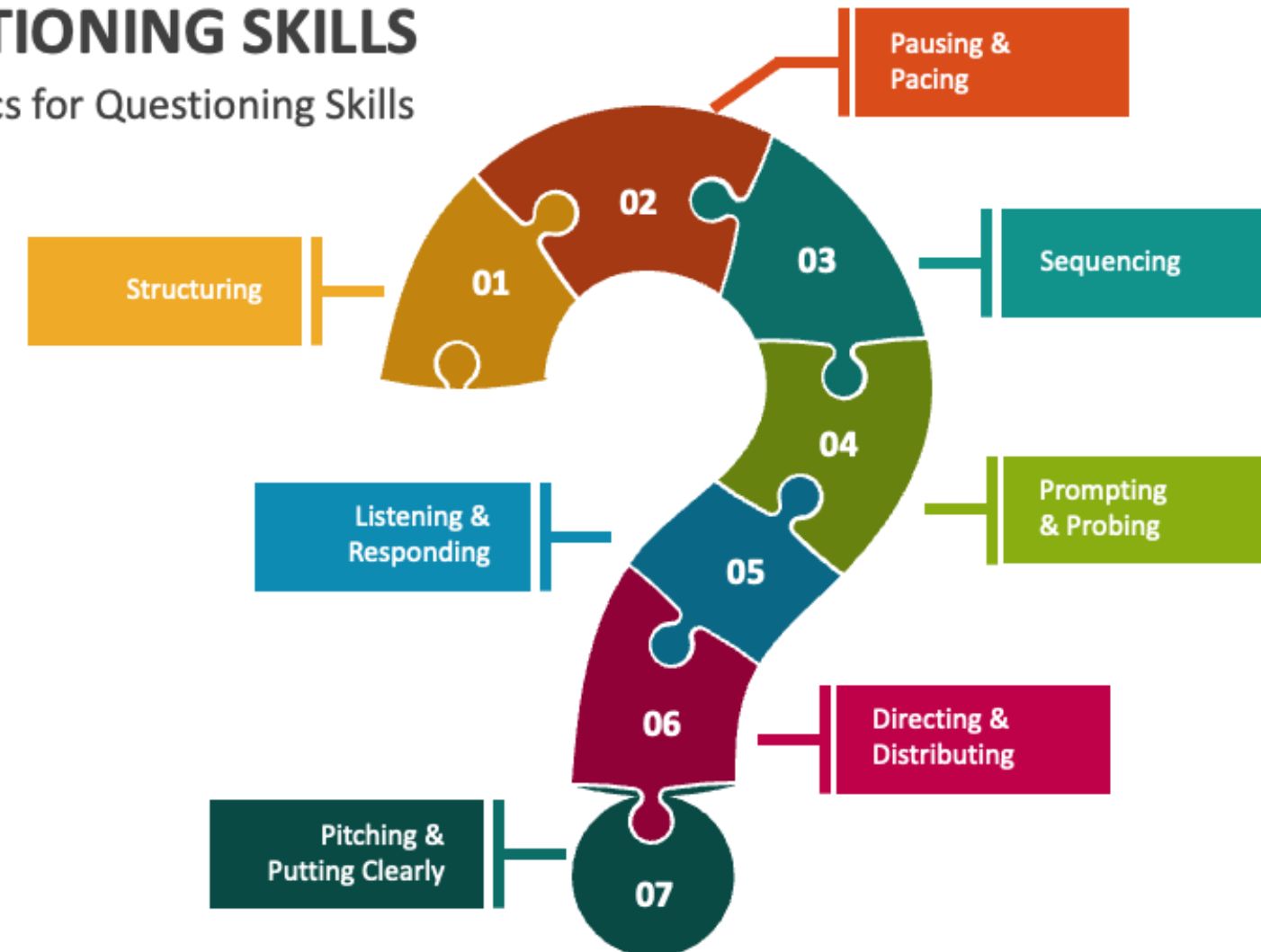


10 Questioning Techniques

@TeacherToolkit
Classroom Ideas, Teacher Training & School Resources

QUESTIONING SKILLS Key Tactics for Questioning Skills

 <p>1 Make a statement <i>Ask students their opinion</i></p>	 <p>2 Collective response <i>Encourage group discussion</i></p>	 <p>3 Scan the room <i>Develop a secure overview</i></p>	 <p>4 Paraphrase <i>Pose questions when walking</i></p>	 <p>5 Who can tell me? <i>Avoid opt-out questions</i></p>
 <p>6 Ask 'Why?' or 'How?' <i>Seek a deeper evaluation</i></p>	 <p>7 Multiple choice <i>Increase the difficulty</i></p>	 <p>8 Make mistakes <i>Pose incorrect statements</i></p>	 <p>9 Vary the thinking <i>Use the question matrix</i></p>	 <p>10 Select carefully <i>Too much or too little?</i></p>



SEKSYEN C: PENGAJARAN STANDARD

BTS 1: MELIBATKAN PELAJAR DALAM PEMBELAJARAN YANG MENCABAR MINDA

BTS-TPA 2.0 Seksyen C Bidang Fokus C1.3a

Bidang fokus	Soalan-soalan Panduan	Tidak Memuaskan 1	Memuaskan 2	Baik 3	Sangat Baik 4	Cemerlang 5
C1.3a Memupuk Pembelajaran melalui Amalan Bertanya dan Berfikir Secara Reflektif	Pengajaran isi kandungan secara dialogik: bagaimana guru menyoal pelajar?	Guru menyoal soalan tanpa sasaran menggalakkan pelajar menjawab secara ramai.	Guru kadang-kadang menggalakkan menjawab secara ramai namun guru berusaha meningkatkan penggunaan soalan yang terarah dengan satu strategi, seperti menggalakkan individu pelajar untuk menjawab secara sukarela.	Guru tidak menggalakkan menjawab secara ramai. Guru menggunakan pelbagai strategi, seperti meminta pelajar untuk menjawab secara sukarela atau mengajukan soalan khusus kepada pelajar tertentu.	Guru mengajukan soalan yang terarah dengan berkesan menggunakan pelbagai strategi yang luas, contohnya meminta pelajar untuk menjawab secara sukarela atau mengajukan soalan khusus kepada pelajar tertentu, menggunakan <i>mini whiteboard</i> dll.	Guru mengajukan soalan yang terarah dengan berkesan menggunakan pelbagai strategi yang luas. Pemilihan strategi berpandukan keperluan soalan yang diajukan dan pencapaian pelajar terdahulu.

PD Objective 1 – To introduce Dialogic Teaching

Please refer to BTS-TPA 2.0 Part C1.3b

Guiding Questions	Unsatisfactory 1	Satisfactory 2	Good 3	Very Good 4	Excellent 5
<p>Teaching content dialogically: what questions do teachers ask?</p>	<p>Teachers predominantly ask closed testing questions. They often ask ineffective questions, such as leading, rhetorical or guess-what's-in-my-mind questions. Answers are mostly short utterances.</p>	<p>Teachers ask closed and open testing questions as well as focusing questions. They infrequently ask ineffective questions. Students' answers are sometimes short utterances and sometimes sentences.</p>	<p>Teachers ask a range of questions, including testing, focusing questions and genuine enquiry questions. Their questions encourage students to give answers that are more than short utterances.</p>	<p>Teachers ask testing and focusing questions but predominantly genuine-enquiry questions. Their questions encourage students to discuss their ideas.</p>	<p>Teachers use statements and ask a range of predominantly genuine-enquiry questions that encourage students to exemplify, compare, conjecture and generalise.</p>

SEKSYEN C: PENGAJARAN STANDARD
BTS 1: MELIBATKAN PELAJAR DALAM PEMBELAJARAN YANG MENCABAR MINDA

BTS-TPA 2.0 Seksyen C Bidang Fokus C1.3b

<p style="text-align: center;">C1.3b Memupuk Pembelajaran melalui Amalan Bertanya dan Berfikir Secara Reflektif</p>	<p>Mengajar secara dialogik: apakah jenis soalan yang diajukan oleh guru?</p>	<p>Guru kerap mengajukan soalan jenis tertutup. Soalan yang diajukan tidak berkesan seperti soalan mudah, retorik atau soalan yang sudah ditetapkan jawapannya. Kebanyakan jawapan adalah pendek.</p>	<p>Guru mengajukan soalan jenis tertutup, terbuka dan soalan berfokus. Kadangkala mengajukan soalan-soalan yang tidak berkesan. Kadangkala jawapan pelajar pendek dan menggunakan ayat.</p>	<p>Guru mengajukan pelbagai jenis soalan; menilai, berfokus dan berasaskan inkuiri. Soalan menggalakkan pelajar menghuraikan jawapan.</p>	<p>Guru mengajukan pelbagai jenis soalan; menilai, berfokus tetapi kerap berasaskan inkuiri. Soalan menggalakkan perbincangan sesama pelajar.</p>	<p>Guru menggunakan pernyataan dan kerap mengajukan pelbagai soalan berasaskan inkuiri yang menggalakkan pelajar untuk memberi contoh, meramal, membanding dan merumus.</p>
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Promote Learning through a Questioning and Reflective Attitude

Please refer to **BTS-TPA 2.0 Part C Focus Area 1.3c**

Guiding Questions	Unsatisfactory 1	Satisfactory 2	Good 3	Very Good 4	Excellent 5
Teaching content dialogically: how do teachers respond to students' answers?	Teachers only acknowledge correct or incorrect answers (e.g. they respond using 'yes' or 'no') They sometimes ignore incorrect answers. Students' answers are not followed up or probed.	Teachers always acknowledge students' answers. They occasionally follow up incorrect and correct answers, asking students to explain their answers.	Teachers nearly always follow up students' answers to encourage them to explain their ideas or to compare different answers.	Teachers use the full range of strategies to respond to students' answers: comparing; reasoning; adding to; revoicing; rephrasing. Their responses facilitate discussion between students.	Teachers respond to students' answers reflectively. They choose their responses based on students' answers in order to identify and address misconceptions, challenge thinking and deepen understanding.

SEKSYEN C: PENGAJARAN STANDARD
BTS 1: MELIBATKAN PELAJAR DALAM PEMBELAJARAN YANG MENCABAR MINDA

BTS-TPA 2.0 Seksyen C Bidang Fokus C1.3c

Bidang fokus	Soalan-soalan Panduan	Tidak Memuaskan 1	Memuaskan 2	Baik 3	Sangat Baik 4	Cemerlang 5
<p style="text-align: center;">C1.3c Memupuk Pembelajaran melalui Amalan Bertanya dan Berfikir Secara Reflektif</p>	<p>Mengajar secara dialogik: bagaimana guru merespons terhadap jawapan pelajar?</p>	<p>Guru sekadar menerima jawapan yang betul atau salah tanpa ulasan. Kadangkala jawapan yang salah diabaikan. Tiada susulan dan pengukuhan terhadap jawapan pelajar.</p>	<p>Guru menerima jawapan pelajar. Kadangkala membuat susulan terhadap jawapan pelajar.</p>	<p>Guru kerap membuat susulan terhadap jawapan pelajar bagi menggalakkan mereka menerangkan idea atau membandingkannya.</p>	<p>Guru menggunakan pelbagai strategi untuk merespons jawapan pelajar: membandingkan; menghujah secara logik; menambah; menyuarakan dan mengolah semula ayat. Respons guru memudahkan perbincangan sesama pelajar.</p>	<p>Guru membuat refleksi berpandukan jawapan pelajar untuk mengenal pasti kekeliruan dan menanganinya, mencabar minda serta lebih meningkatkan kefahaman.</p>

Promote Learning through a Questioning and Reflective Attitude

Please refer to **BTS-TPA 2.0 Part C Focus Area 1.3d**

Guiding Questions	Unsatisfactory 1	Satisfactory 2	Good 3	Very Good 4	Excellent 5
<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 ensure that all students participate actively. They provide opportunities for students to discuss their ideas in pairs or small groups during whole 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>

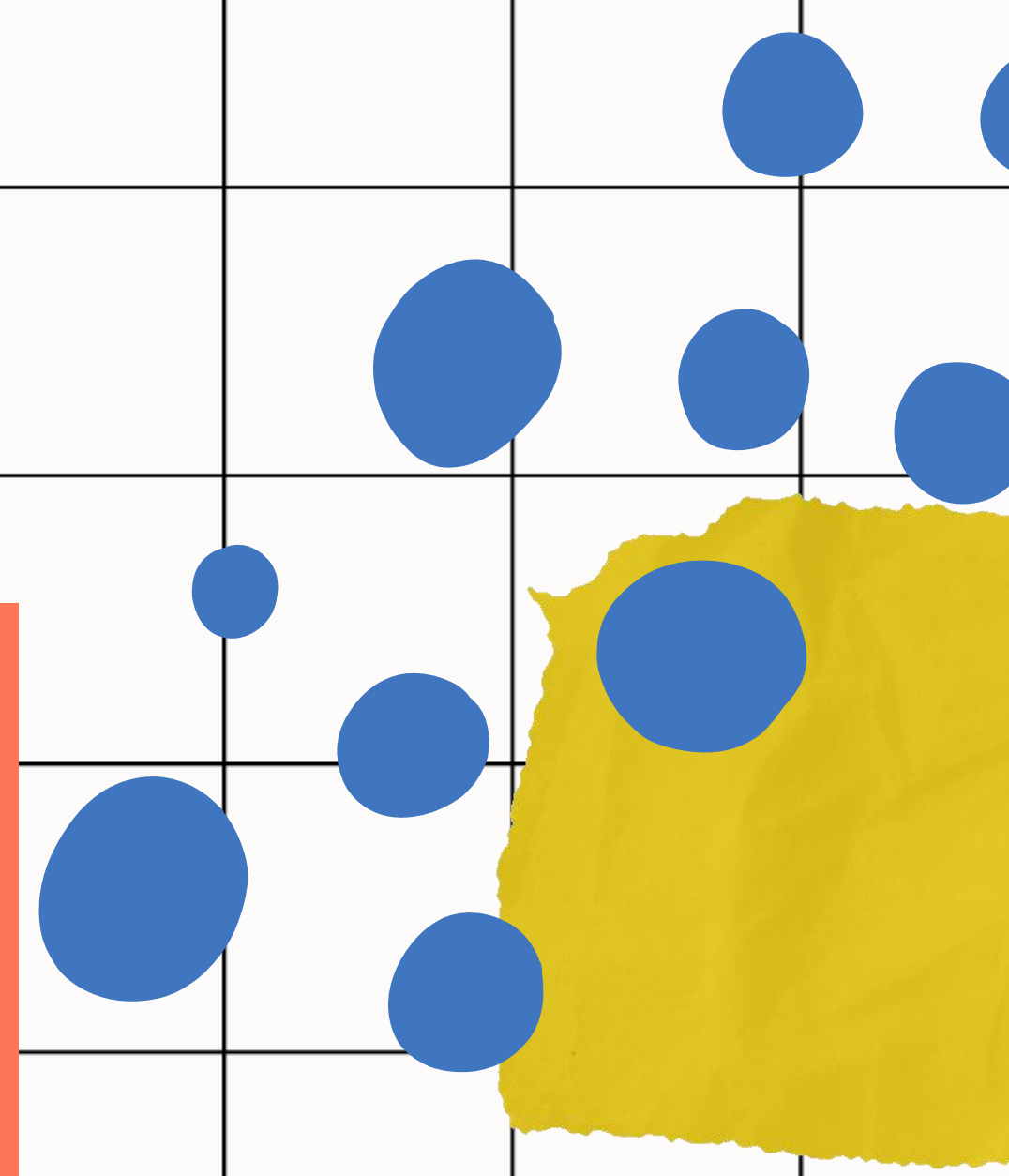
SEKSYEN C: PENGAJARAN STANDARD
BTS 1: MELIBATKAN PELAJAR DALAM PEMBELAJARAN YANG MENCABAR MINDA

BTS-TPA 2.0 Seksyen C Bidang Fokus C1.3d

<p style="text-align: center;">C1.3d Memupuk Pembelajaran melalui Amalan Bertanya dan Berfikir</p>	<p>Mengajar secara dialogik: bagaimana guru melibatkan pelajar secara menyeluruh?</p>	<p>Guru kurang menggalakkan penglibatan aktif semua pelajar dalam melaksanakan tugas. Sebahagian pelajar menguasai sementara selebihnya mendiamkan atau melibatkan diri menjawab secara ramai dengan mengulang jawapan pelajar lain.</p>	<p>Guru menyedari penglibatan pelajar yang kurang aktif dalam aktiviti pembelajaran. Soalan yang terarah dan sokongan diberi untuk menggalakkan pelajar yang pasif untuk melibatkan diri.</p>	<p>Guru menggalakkan semua pelajar untuk terlibat dalam aktiviti pembelajaran menjangka kemungkinan ada pelajar yang pasif. 'Masa berfikir' digunakan secara berkesan bagi memberi ruang untuk pelajar menjawab.</p>	<p>Guru menggunakan pelbagai strategi untuk memastikan semua pelajar terlibat secara aktif. Pelajar diberi peluang untuk membincangkan idea secara berpasangan atau kumpulan kecil semasa aktiviti pembelajaran.</p>	<p>Guru menyediakan aktiviti perbincangan pelajar secara berpasangan, berkumpulan kecil dan keseluruhan kelas dengan lancar. Hasil perbincangan pelajar dimanfaatkan untuk memudahkan perbincangan seluruh kelas secara produktif.</p>
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3.

Design Effective Learning Tasks



APA YANG BERBEZA?

Tutong

Temburong

Brunei

ODD ONE OUT

44

9

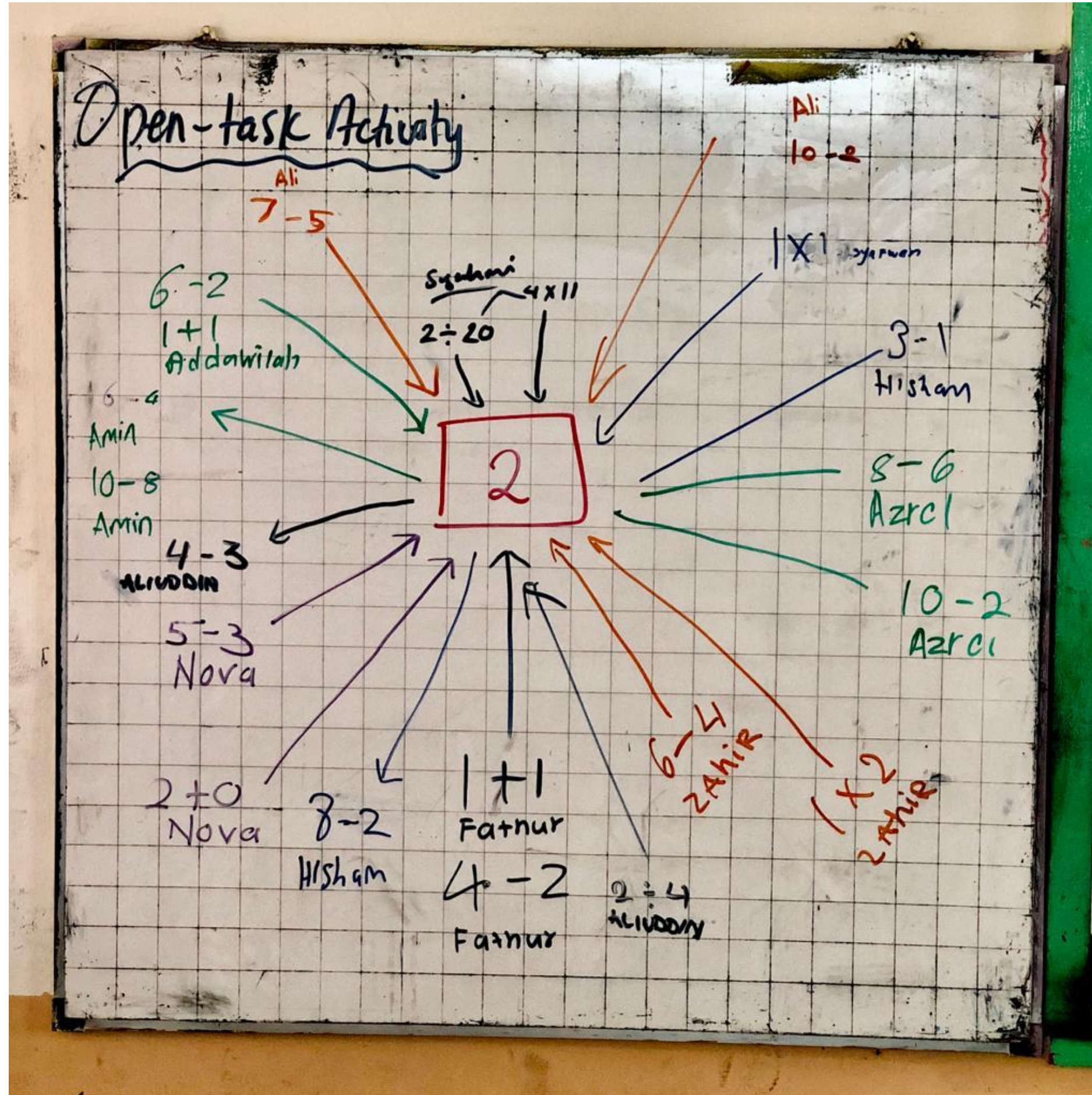
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Today's Number

Represent today's number in many
different ways.

*Consider using words, pictures, graphs, numbers, symbols,
equations, examples, angles, etc...*

135





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Cg Irni's Responses

(F) PERSONALITY

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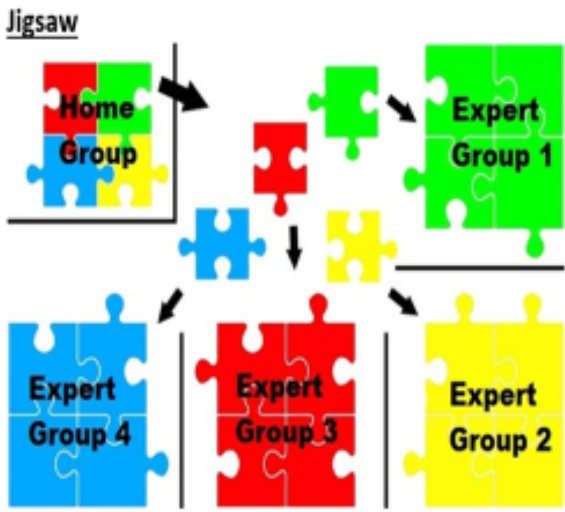
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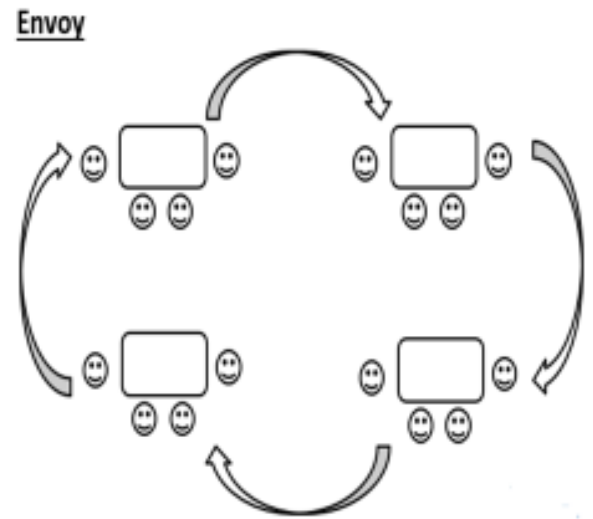
2

Jigsaw



- A topic is broken down into different subtopics.
- This could be decided by the teacher or discussed and agreed by the class.
- 'Expert' groups are formed who develop expertise on a specific subtopic by exploring, discussing and researching.
- New groups are then formed which contain experts on all the different topics.
- Students then take turns sharing their expertise with the other group members, thus generating a group who has 'complete' knowledge about the topic being studied.

Envoy



- Groups work on the same task set by the teacher.
- At a convenient point, once ideas have been formed, solutions developed, or conclusions reached, one student from each group moves to another group.
- Their role is to be an 'envoy': to explain the thinking of their group to the new group, who must listen and then provide the envoy with additional ideas.
- The envoy then carries these back to the original group.
- This challenges the envoy to explain ideas clearly, and others to listen carefully and contribute.
- As a result, learning is applied and consolidated.

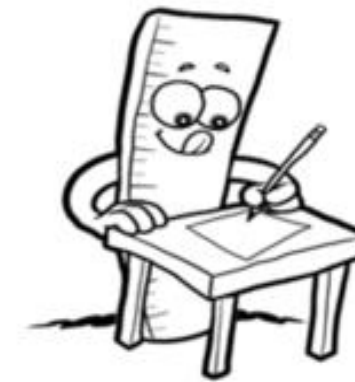
Fishbowl



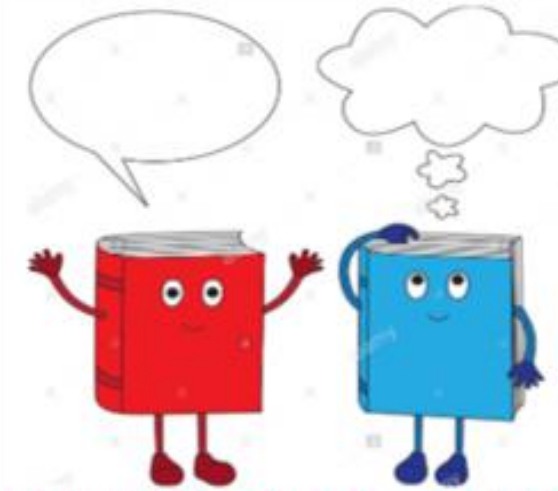
- One group observes another group. One group discusses an issue or problem, works on a problem, plays a game or carries out a role-play.
- The second group observes the first group and depending on the task may be given something specific to observe.
- At the end of the group activity, the second group feeds back on what they observed and both groups then discuss.

Snowball

First - Individually



Second - in pairs



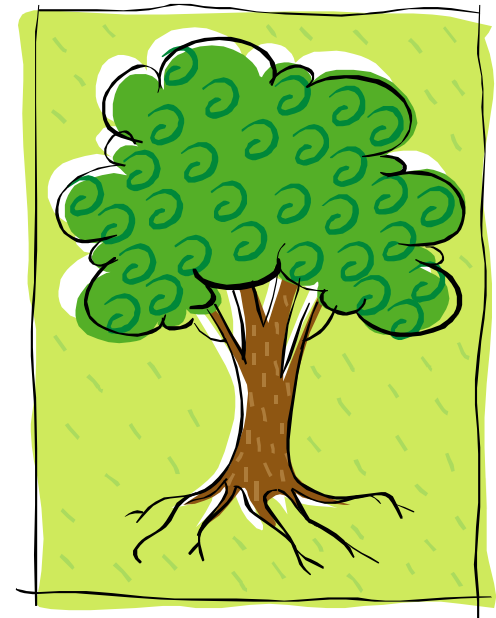
Third - pair discusses with another pair



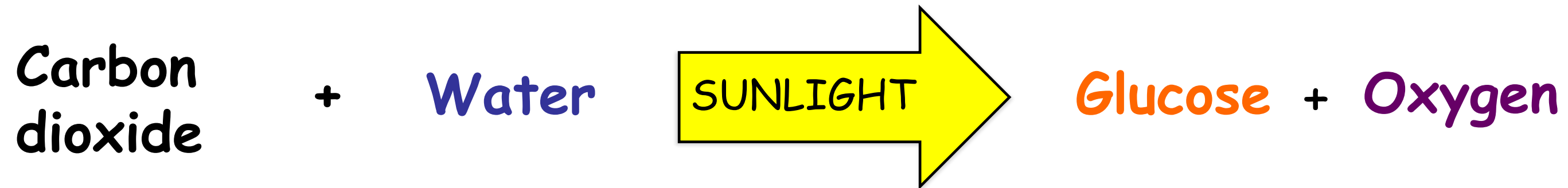
- Students first work individually on a task then come together to work in pairs on the task.
- These pairs then come together to form groups of four who work on the task, and so on.
- In most cases, after working in fours, all students come together for a plenary session in which the ideas of all the groups are shared and discussed.



Photosynthesis

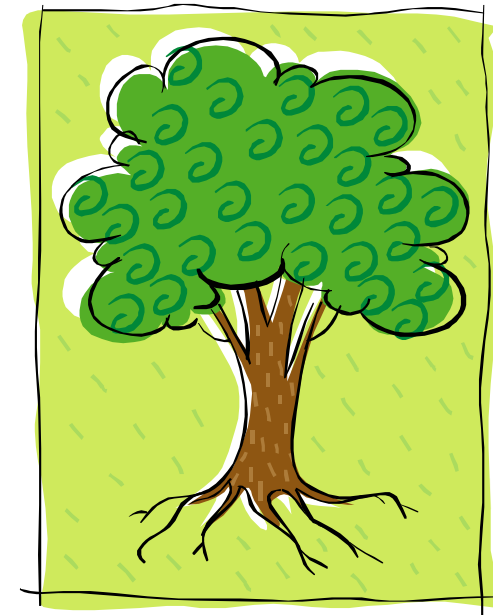


Photosynthesis is the process by which plants make glucose from Carbon dioxide and water using light energy from the sun.





Photosynthesis



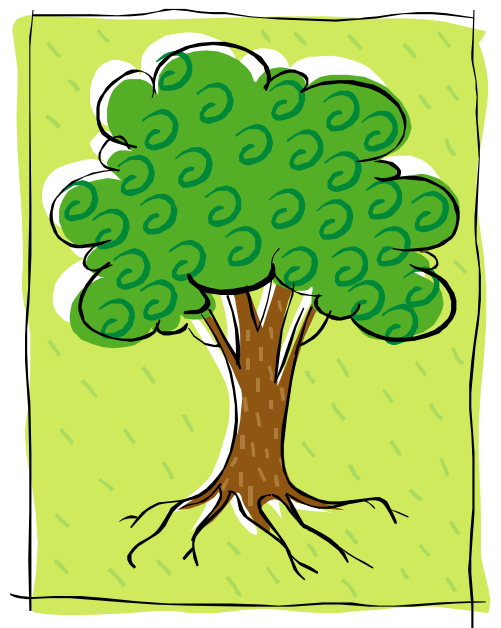
Photosynthesis is _____

State the equation for photosynthesis in words

State the chemical equation for photosynthesis



Photosynthesis



Photosynthesis is the process by which _____ make
_____ from _____ and _____ using
_____ energy from the _____.

State the equation for photosynthesis in words

+



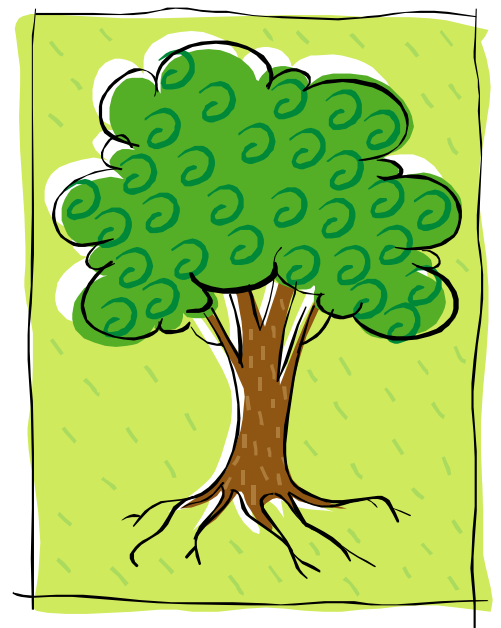
+

State the chemical equation for photosynthesis





Photosynthesis



Photosynthesis is the process by which _____ make
_____ from _____ and _____ using
_____ energy from the _____.

State the equation for photosynthesis in words

+



+



light

Carbon dioxide

sun

water

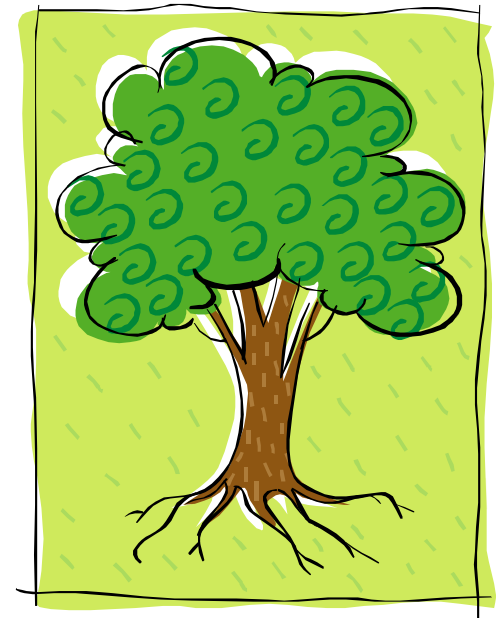
glucose

oxygen

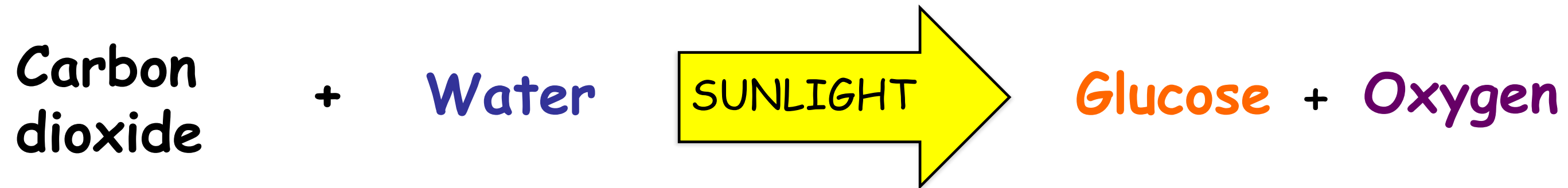
plants



Photosynthesis

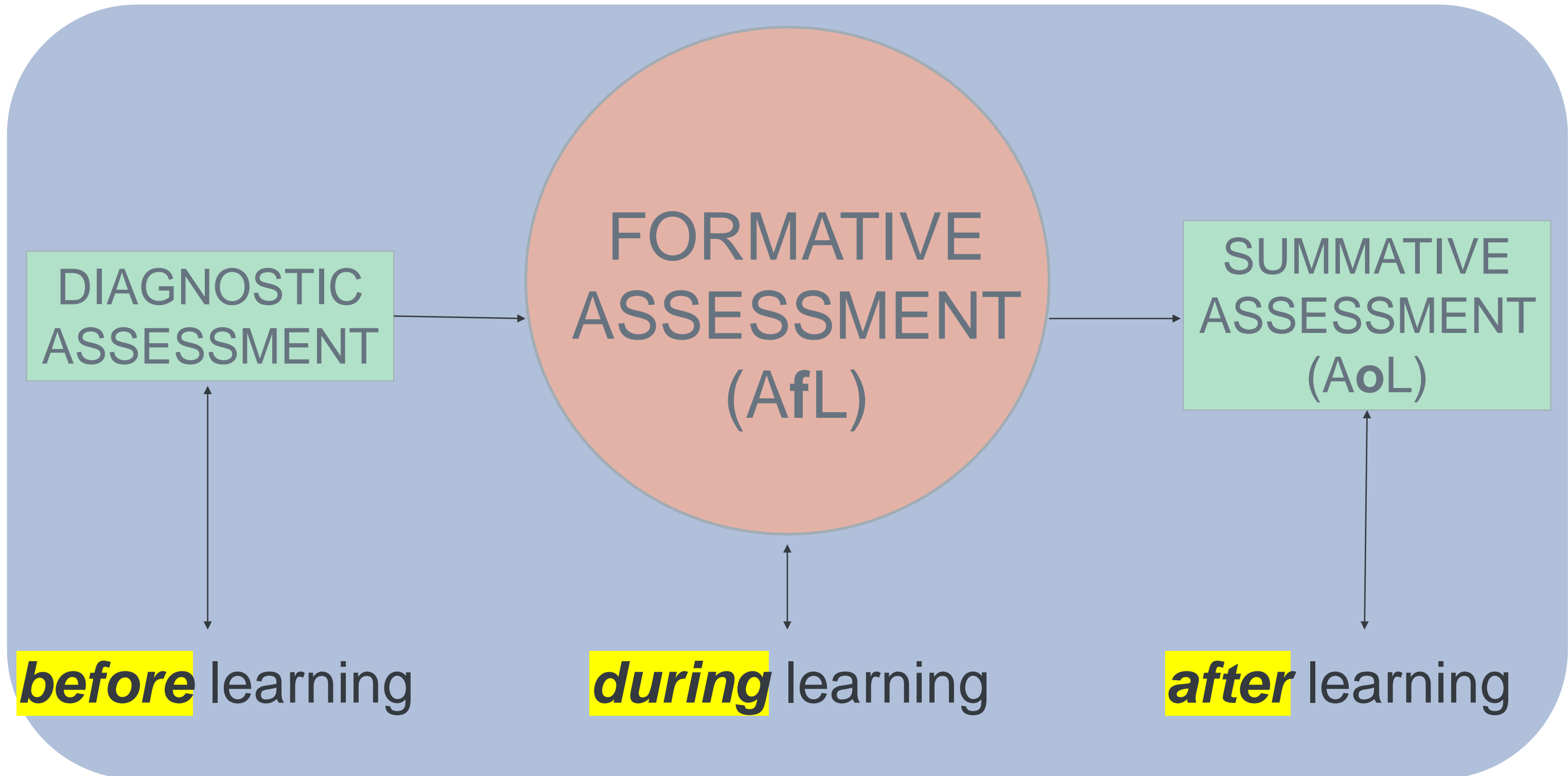


Photosynthesis is the process by which plants make glucose from Carbon dioxide and water using light energy from the sun.



4.

Assessing Learning Continuously



Assessment of Learning (Summative) AoL



provides

- ▷ a ‘snapshot’ of a student’s attainment at a particular point in time,
- ▷ most usually the end of a term or mid-year or final year.

Their attainment is measured against pre-defined standards and usually **takes in the form of exams and tests**

Assessment for learning (Formative) AfL

Assessing Learning Continuously



is a continuous and informal part of everyday classroom practice. Teachers and students use evidence to:

- Decide
 - where the students are in their learning,
 - the progress they are making and
 - the difficulties that they are having;
- Decide where they need to go next;
- Decide how best to get there.

<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>

Assessment for learning (Formative) AfL

Assessing Learning Continuously

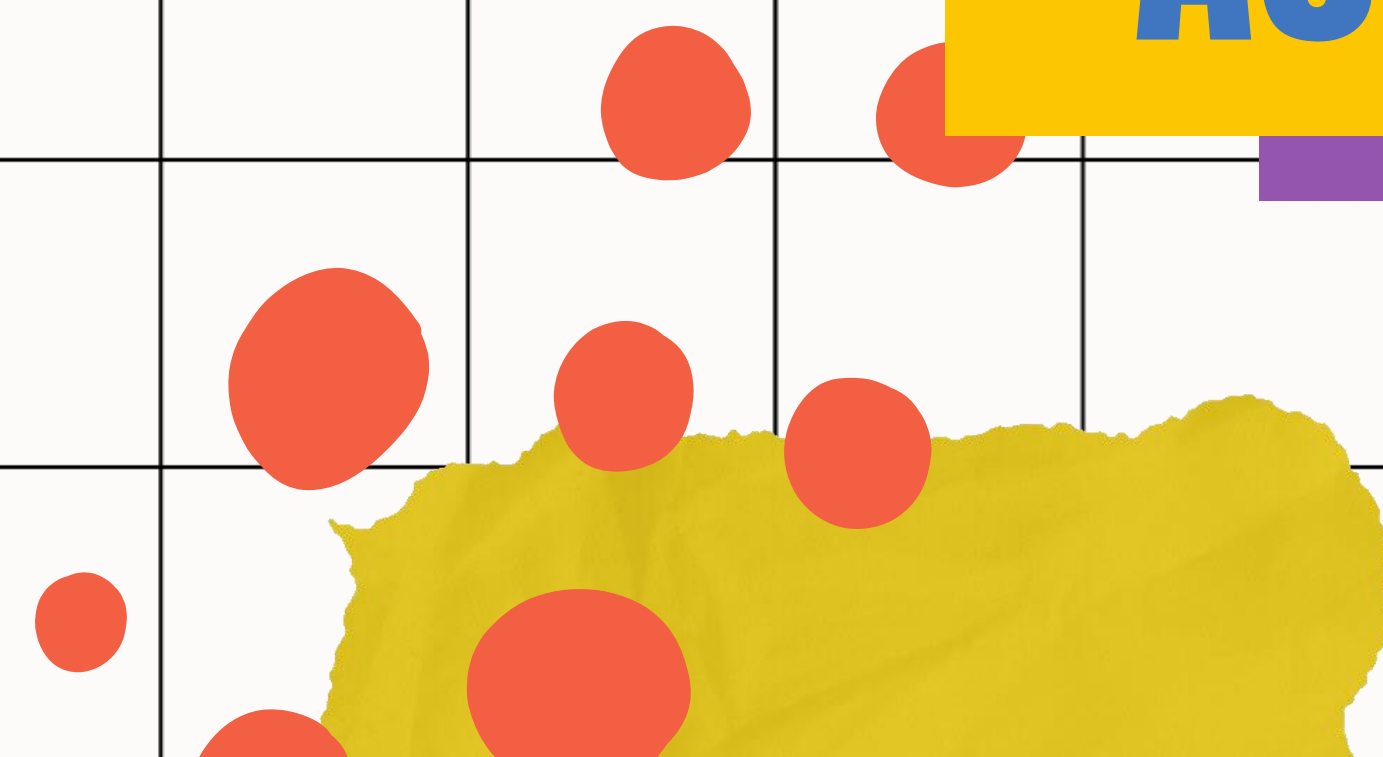
- ✓ Assessing learning continuously is based on teachers having good subject knowledge and knowing how to interpret the outcomes of student activity.
- ✓ This requires teachers to be able to design tasks that reveal the depth of students' understanding and expose any misconceptions.
- ✓ Assessing students' understanding and progress through how well they answer questions, explain their ideas, or 'show their working', also provides teachers with feedback on their teaching.
- ✓ This information supports successful teachers to adjust their teaching to take account of:
 - what students need to spend longer on or need to have explained differently within a lesson;
 - what students need to learn next, adapting future lessons so that important ideas, concepts or skills can be fully secured.

Assessment for learning (Formative) AfL

Assessing Learning Continuously

- ✓ Effective peer- and self-assessment encourage students **to think about the quality of their work** and **reflect on how to improve it.**
- ✓ When students are involved in reviewing and evaluating their own work, they make faster progress, are better motivated and engaged in their work and behave more responsibly.
- ✓ Successful teachers are skilled at involving students in assessing their own work so that they understand what they must do to improve. Using tasks that encourage students to assess their own learning can encourage them to think about where they are 'now' in their learning.

Plenary Activity



Plenary

Activity

Which of the four aspects of Teaching for Mastery (TfM) do you find the most challenging to implement during teaching and learning?

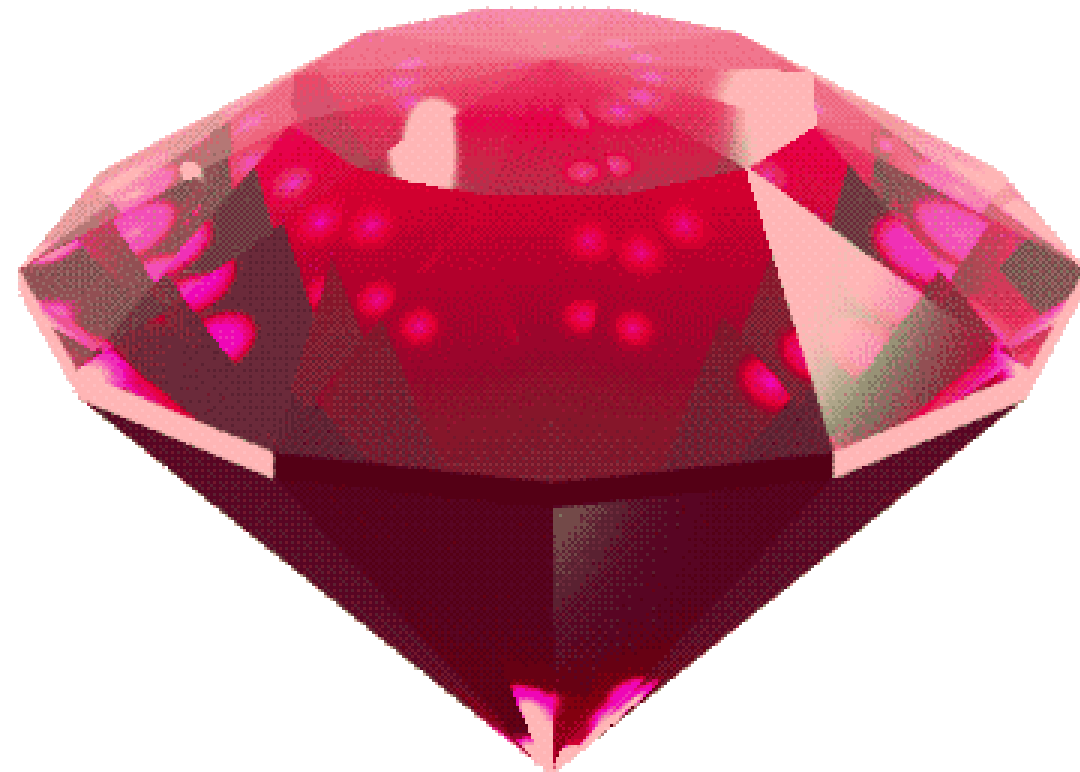
Four Expectations of **TfM**: Teachers in Brunei should



1. Structure and Organise Lessons Effectively



2. Teach Content Dialogically



3. Design Effective Learning Tasks



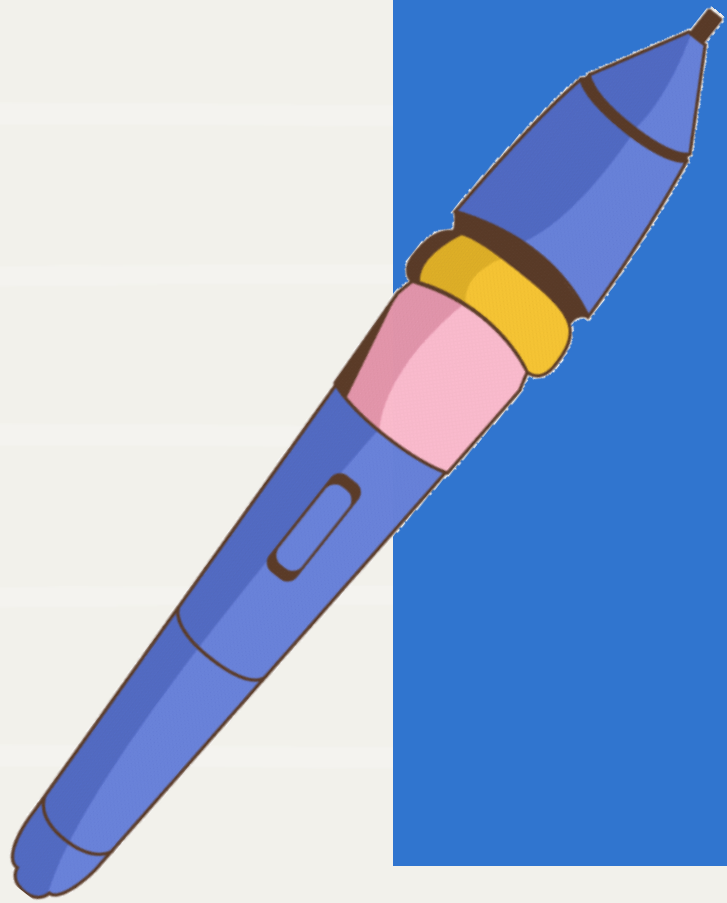
4. Assess Learning Continuously

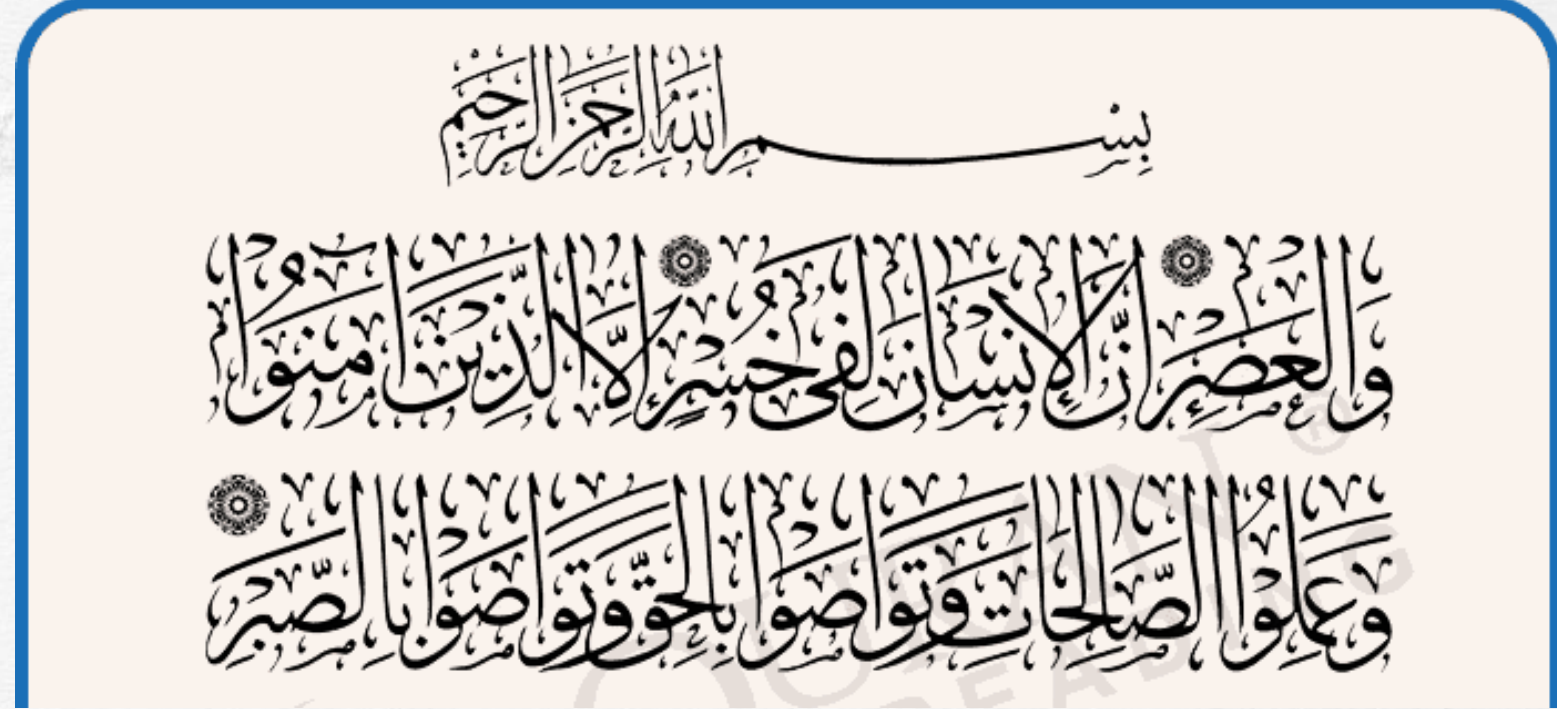
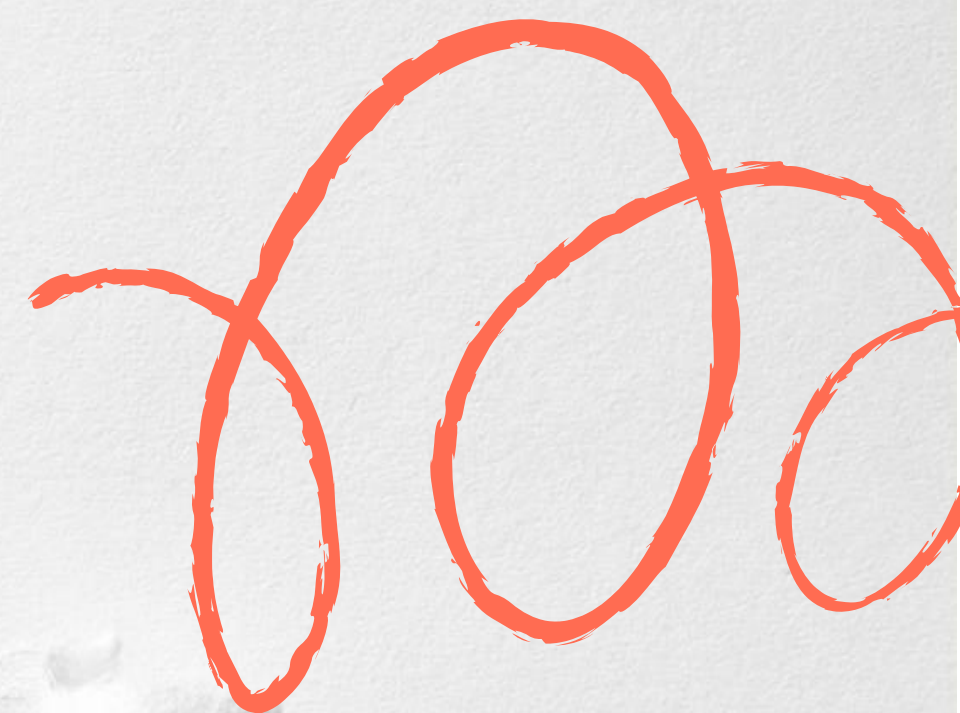
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Aspek TFM 4	Guru mengadaptasi tugas pembelajaran berdasarkan penilaian mereka dalam usaha memastikan keupayaan semua pelajar dapat dicabar dengan cara yang bersesuaian C4.1b	Guru melaksanakan intervensi segera berupa tutorial bersemuka dan sokongan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



Toolbox Evaluation Form





Wasalaam
THANK YOU!

