



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Professional Documents

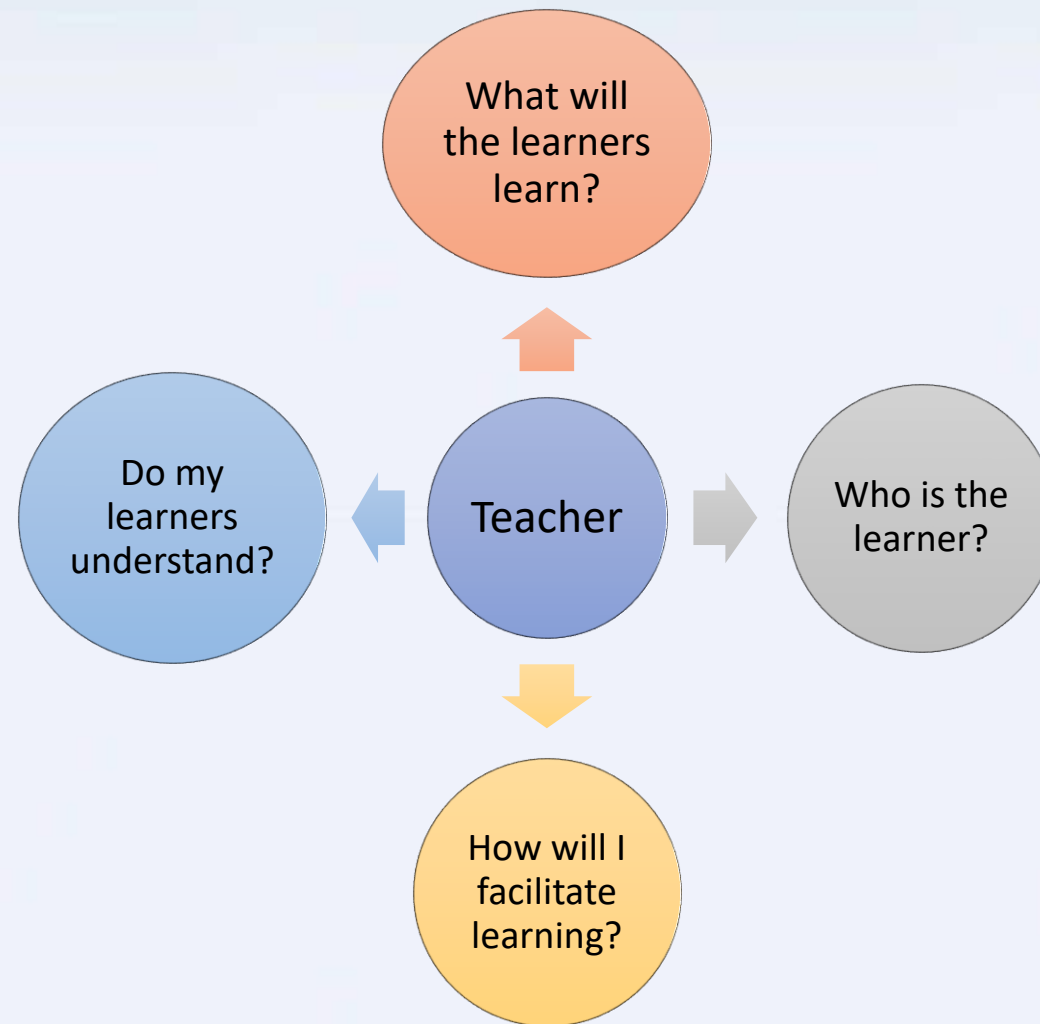


KWL

- 1. What *I know* about
- 2. What *I want to know* about



Reflection



Activity

What are your experiences or observations with regard to preparation and use of professional documents?



Activity

What innovative strategies can we employ when writing professional documents?



Introduction

- ❖ Professional documents are official documents developed to make learning efficient and effective as the teacher implements the Curriculum.
- ❖ Development guided by the curriculum designs thereby enhancing the teacher's understanding of the designs.
- ❖ Lay the foundation for sound administration, planning, evaluation and monitoring of curriculum delivery.
- ❖ Teachers should prepare and use the professional documents in their day-to-day teaching.



Types of Professional Documents

- ❖ Schemes of work
- ❖ Lesson plan
- ❖ Record of work
- ❖ Individualised Education Programme



Schemes of work

- ❖ Developed from the curriculum designs
- ❖ Plan of how learning shall be organised within the allocated time
- ❖ Allows the teacher to manage the time appropriately
- ❖ All aspects of the learning process are thought through in advance



Components of a scheme of work contd

- ❖ Specific Learning Outcomes
- ❖ Learning Experiences
- ❖ Key Inquiry Questions
- ❖ Learning Resources
- ❖ Assessment
- ❖ Reflection



Scheme of work template

Institution:

Subject/Learning area:

Term:

Year:

| W e e k | L E s s o n | S t r a n d | Sub strand | Specific learning outcome | Learning experiences | K I Q | Learning resources | Assessment | Reflection |
|----------------------------|--|--|-----------------------|--|---------------------------------|----------------------|-------------------------------|-------------------|-------------------|
| | | | | | | | | | |
| | | | | | | | | | |



Lesson Plan

- ❖ A lesson plan is a breakdown of the scheme of work into teachable units.
- ❖ It shows what needs to be accomplished within the time allocated for the lesson.
- ❖ It enables the teacher trainer to contextualise the lesson activities at a glance.
- ❖ Adopt **inquiry-based learning techniques** when planning, since they are learner centred and key to successful implementation of the Competency Based Learning.
- ❖ Establish the learning outcomes to be achieved during the lesson.



Lesson plan cont'd

- ❖ Consider the learners' ability, background and learning approach to use among others.
- ❖ Ensure the availability of relevant and appropriate materials for the lesson.
- ❖ Determine appropriate assessment methods to use.
- ❖ Lesson notes should be prepared for every lesson as they accompany the lesson plan.



Activity

Which factors do we consider when developing a lesson plan?



Factors to Consider when Developing a Lesson Plan

- Age of the learner
- Nature of the learner
- Level/grade/year of the learner
- Learner's entry behaviour
- Available learning resources
- What will be learnt
- Learning environment



Other aspects to Consider when Developing a Lesson Plan

- 1) The specific learning outcome(s)
- 2) Learning experiences: how the specific learning outcome(s) will be achieved
- 3) Key Inquiry Question(s)
- 4) Integration of ICT in the lesson plan
- 5) Learning Resources
- 6) Core competences to be developed
- 7) Values
- 8) Assessment: a way of measuring how well the outcome was attained; test, worksheet and homework among others



Brainstorming session

What makes the revised lesson plan different from the older version?



Components of a Lesson plan

Administrative details

| Name of Institution | Year | Subject/ Learning Area | Date | Time | Roll |
|---------------------|------|---------------------------|------|------|------|
| | | | | | |



Components of a Lesson Plan

- ❖ Strand
- ❖ Sub strand
- ❖ Specific Learning Outcomes
- ❖ Key Inquiry Question
- ❖ Learning Resources
- ❖ Organisation of learning

- ❖ Introduction
- ❖ Lesson development
 - ✓ Step 1
 - ✓ Step 2
 - ✓ Step 3
 - ✓

(Which core competences, PCIs and values have been incorporated in each step e.g. The core competency of learning to learn will be developed as the teacher conducts research online on a given concept or skill)

- ❖ Extended Activity
- ❖ Conclusion
- ❖ Reflection

Organisation of learning

- Where will it take place?
- How will learners be organised? e.g. group work, pair work

Extended Activity

These are activities that will be given in the form of assignment, take away etc. Since some of the learning outcomes may not be achieved within the allocated time, e.g. project work, creative writing etc.



Activity

Using the curriculum designs:

- 1. Develop a scheme of work for one week in your subject*
- 2. From the scheme of work develop a lesson plan*
- 3. In groups critique the scheme of work and lesson plan developed*



Record of Work

Provides evidence of work covered by the teacher

Components

- ❖ Administrative details
- ❖ Time frame
- ❖ Lesson
- ❖ Work done
- ❖ Reflection
- ❖ Signature



A record of work should have the following:

Administrative Details

School: Patience Junior Secondary School

Year: 2

Subject: Mandarin

Strand: Listening and speaking

Sub strand: Physical appearance

Name of Teacher : John Nyamai

| Date | Lesson | Record of work done | Reflection | Signature |
|------------|--|---|------------|-----------|
| 21/04/2021 | Describe physical characteristics fluently | Selected appropriate adjectives to describe physical characteristics fluently | | |
| 22/04/2021 | | | | |

Importance of Records of Work

- ❖ Provides evidence of work covered by the teacher and ensures. **accountability and transparency** of work covered by the teacher
- ❖ Involves storing and managing records appropriately so that the information will be available when needed.
- ❖ Provides **continuity** of teaching of a particular class since a new teacher is able to trace where to start teaching a class.
- ❖ Allows both teacher learner to reassess the teaching-learning relationship.
- ❖ Helps identify the learner **who needs more help, guidance and support** and helps them understand what they need to do next to improve their work.
- ❖ Effectively monitor the **progress of the teacher**, for planning and decision making.



Activity

In groups prepare a record of work for 1 week and report during plenary



Activity

In Groups of 10-12:

- a) Prepare a one week scheme of work for the strand/sub strands provided. (15 minutes)**
- b) Prepare a lesson plan based on the scheme of work you have prepared. (15 minutes)**



Activity contd

- c) Post the scheme of work and the lesson plan on the classroom/lecture hall wall.(5 minutes)
- d) Take a gallery walk and note down your observations (strengths/ weaknesses).(20 minutes)
- e) Discuss any emerging issues at plenary.(20 minutes)
- f) Presentation of a model lesson plan(20 minutes)





Self-Reflection

1. I learnt.....
 2. I need to learn more about.....
 3. How I will apply what I have learnt
- Suggestions I have for improvement of the session

Upload your responses on

<https://forms.office.com/r/7nHVcLMZrt>

Facilitators to use this link to View Responses:

<https://tinyurl.com/KWL-Facilitators>



The End

