

Pre-lesson Conference of RL1

Venue: Conference Room

Facilitator: _____

Scribe: _____

Time taken	Details	Remarks
15 min	<p>If teachers just learnt a strategy etc and would like to clarify some matters, it should be done before or at the beginning of the conference.</p> <p>It is a chance for other teachers in the team to share how their lessons have turned out, using the strategies learnt.</p>	
15 min	<p>RL1 teacher runs through lesson plan.</p> <ul style="list-style-type: none"> • Class <ul style="list-style-type: none"> ○ What areas may be challenging for students? ○ What areas are difficult to teach • Skill <ul style="list-style-type: none"> ○ Why the topic is chosen? ○ Is the area identified within SOW • Lesson objectives <ul style="list-style-type: none"> ○ What kind of prior knowledge should the students have? • Activities <ul style="list-style-type: none"> ○ Why did you choose the main activity? • Assessment <ul style="list-style-type: none"> ○ What kind of evidence would be sufficient for demonstrating students' understanding? 	<ul style="list-style-type: none"> • RL1 tr to prepare the lesson plans and resources for the team • Scribe: to write the main details of the lesson on the board

Time taken	Details	Remarks
	Teacher-observers to take note of: <ul style="list-style-type: none"> • Link between lesson objectives & activities • Time taken for each part of the lesson • Task design • Assessment (Any elements of AfL) 	
45 min	Team goes through each stage of the lesson and anticipated problems. (Directed to RL1 tr followed by the team) <ul style="list-style-type: none"> • What is the purpose of carrying out this activity? • What do you think are the problems that students will face? Team then comes up with suggestions to counter the problems. (Directed to RL1 tr followed by the team) <ul style="list-style-type: none"> • How do you overcome them? 	<ul style="list-style-type: none"> • Scribe to get whiteboard, markers • Scribe to write anticipated responses by students / challenges, followed by suggestions
20 min	Team decides on changes to be made based on the suggestions.	<ul style="list-style-type: none"> • Facilitator to go through the suggestions • Scribe to tick the changes made for the lesson.

Time taken	Details	Remarks
10 min	<p>Facilitator informs team of what to do during observation. Focus must be on students, not the tr.</p> <ul style="list-style-type: none"> • Physical changes in students • Interaction between students during activities • Attitudes of students towards questions posed to them • Attitudes of students towards feedback • Students' exploration of learning (and tr's scaffolding) • Students' demonstration of understanding • Quality of verbal information (oral and written) <p>Team decides on students and stages to observe.</p> <p>Facilitator reminds trs to bring artifacts of the lessons.</p> <p>Facilitator reminds RL1 tr:</p> <ul style="list-style-type: none"> • to improve on lesson plan • to collect all artifacts from students. 	<ul style="list-style-type: none"> • Facilitator to direct teachers to the lesson plan and inform them to write the observations in the column provided.

Estimated time taken: 1h 30 min

On the whiteboard

Stages	Activity	Challenges	Suggestions

RL1 Colloquium

Venue: Conference Room

Facilitator: _____

Scribe: _____

Time taken	Details	Remarks
20 min	<p>Facilitator will ask the following questions to RL1 tr:</p> <ul style="list-style-type: none"> • What he/she liked about the lesson? • What he/she would want to change? <p>Siti will ask how the teachers feel about the lesson (focus on students, not teacher).</p>	<ul style="list-style-type: none"> • Teachers to bring lesson plans and artifacts. • Scribe to get whiteboard, markers
15 min	<p>RL1 tr to run through what RL1 tr did during the lesson.</p>	<ul style="list-style-type: none"> • Scribe to write important points of the lesson on the whiteboard.
1 hour	<p>Team goes through each stage of the lesson.</p> <ul style="list-style-type: none"> • What are your observations during that stage of the lesson? (Remember to focus on students, not teacher.) • Initially we thought of carrying out (activity X), but we decided to do away with it and carry out (activity Y). Is it effective? How has it help the students' learning? • Why did you carry it out in that way instead? Do you think it was more effective? • How else can we improve on the activity? 	<ul style="list-style-type: none"> • Facilitator will allow I/C of each stage to begin before opening it up to the floor for further comments on each stage of the lesson – observations, what went right/AFIs • Scribe to write important points of the lesson on the whiteboard.

Time taken	Details	Remarks
15 min	Team goes through the stages once again and adds any other further suggestions. Then team decides on suggestions to be acted upon for RL2.	
10 min	Facilitator to inform team about focus for RL2 again. Team decides on stages and students to be observed. Facilitator to remind Esther to make the changes and prepare copies for the team.	

Estimated time taken: 2h 30 min

On the whiteboard

Stages	Observed?	Achieved?	AFIs	Key Takeaways
Follow Up				LOs Strategies Students

RL2 Colloquium

Venue: Conference Room

Facilitator: _____

Scribe: _____

Time taken	Details	Remarks
20 min	<p>Facilitator reminds team of the focus of RL2.</p> <p>Facilitator then asks the following questions to RL2 tr:</p> <ul style="list-style-type: none"> • What he/she liked about the lesson? • What he/she would want to change? <p>Siti will ask how the teachers feel about the lesson (focus on students, not teacher).</p>	<ul style="list-style-type: none"> • Teachers to bring lesson plans and artifacts. • Facilitator to get whiteboard, markers
15 min	<p>Facilitator runs through what she did during the lesson.</p>	<ul style="list-style-type: none"> • Scribe to write important points of the lesson on the whiteboard.
45 min	<p>Team goes through each stage of the lesson.</p> <ul style="list-style-type: none"> • What are your observations during that stage of the lesson? (Remember to focus on students, not teacher.) • Initially we thought of carrying out (activity X), but we decided to do away with it and carry out (activity Y). Is it effective? How has it help the students' learning? • Why did you carry it out in that way instead? Do you think it was more effective? • How else can we improve on the activity? 	<ul style="list-style-type: none"> • Facilitator will allow I/C to begin before opening it up to the floor for further comments on each stage of the lesson

Time taken	Details	Remarks
15 min	<p>Team goes through the stages once again and adds any other further suggestions.</p> <p>Then team think of more suggestions (ways to carry an activity out etc) to be acted upon for the same lesson to be carried out in other classes.</p>	
10 min	<p>Facilitator informs trs to do follow-up on the lesson.</p> <ul style="list-style-type: none"> Incorporation into Scheme of Work <p>Trs give final feedback (what they have learnt/found useful) on the lesson and cycle (focus on students).</p>	

Estimated time taken: 2h 15 min

Stages	Observed?	Achieved?	AFIs	Key Takeaways
Follow Up				<p>LOs</p> <p>Strategies</p> <p>Students</p>