The English Supervision Office | ESO wishes all teachers a successful Academic Year 2017-2018

Guidelines for English teachers

Qatar’s education reform initiative gave teachers vital roles in preparing students to be engaged and productive citizens. Decisions about how best individual teachers teach their students are left to the teachers’ resourcefulness and creativity as long as critical thinking, enquiry and reasoning are at the heart of teaching/learning. However, certain guidelines must be followed for all pertinent language to be dispensed to all students in an engaging and motivating way. These guidelines aim to be an additional resource on which teachers base their planning, teaching and assessment and also help them develop their students’ ability to work creatively, think analytically and solve problems.

A. Teaching & Learning

Lesson Planning: Lesson planning keeps teachers organized and on track and gives them confidence when delivering the lesson. In order to have proper planning and be well prepared, teachers need to:

- Use the designated and updated lesson plan template provided by the English department - Educational Supervision Office daily lesson plan template 2017-2018: http://www.edu.gov.qa/Ar/SECInstitutes/EducationInstitute/CS/English/Pages/LessonsPlans.aspx
- Refer to the MOE English Site for lesson plans to make use of sample lesson plans for different grade levels: http://www.edu.gov.qa/Ar/SECInstitutes/EducationInstitute/CS/English/Pages/default.aspx
- Maintain regular well-organized team planning sessions in which teachers work collaboratively, contribute ideas and produce quality plans. Plans should follow semester overviews and show progression and proper implementation of the curriculum content
- Set clear SMART objectives to fit the stages and activities in your lesson. The ABCD Model (Audience, Behaviour, condition and degree) can help in achieving SMART objectives.
- Be creative in planning a variety of motivating lesson activities that are relevant to students’ social and cultural background and do your best to address their interests. Activities should be well linked, progressive and lead to the achievement of learning goals. You may refer to teachers’ books carefully and take points into consideration when planning the lessons.
- Think about your students and your teaching context: Anticipate difficulties students might have with the lesson topic and include possible solutions/alternative procedures within the lesson plan.
- Be prepared. Have a plan B ready in case something goes wrong with plan A.
- Decide on and prepare a variety of assessment tools (formative & summative) to check understanding of key concepts and/or skills development.
- Script 'teacher language' into the lesson plan if necessary in order to ensure greater confidence and accuracy.
- Ensure that lesson plans are reader friendly, detailed and clear.
- Signpost lesson stages and activities.

Lesson Delivery: Prepare thoroughly. But in class, teach the learners not the plan: Though lesson plans express the teacher’s intended practices, many things which the teacher had not anticipated may happen in a real classroom. Individual teachers, therefore, need to modify their plans in order to respond to their pupils’ actual needs and be attentive to those unanticipated things.

- Introduce the topic and main lesson objectives via a motivating warm up activity.
- Share objectives using simple English in spoken and written form.
- Set up tasks carefully: (a) Keep instructions simple, short and clear, (b) provide examples and models for students to follow and (c) set realistic time-limits for each activity.
- Be accurate in your use of English during lesson delivery and in teaching correct pronunciation of target vocabulary and/or grammar. (Check the meanings and pronunciations of vocabulary in the preparation phase)
- Vary lesson activities and teaching strategies to make the lesson more motivating and interesting.
Differentiate lesson activities to cater for all learning needs, styles and preferences (multiple intelligences).

Use a variety of questioning techniques and grade the level of questions according to students’ needs. Decide on what’s HOT and what’s not and make sure to tackle high level questions in the subject.

Personalize and connect lesson topics to the real world and students’ own life experience.

Follow a student-centred approach to teaching and apply a variety of interaction patterns (pair, individual or group work) to maximize learning opportunities.

Develop learner autonomy through engaging, creative, higher order and critical thinking tasks.

Wrap up the lesson to pull it together at the end: Review the main points and objectives covered in the lesson during closure.

Stay up to date with the latest technologies, methodology and best teaching and learning practices. Try out new ideas in your teaching to raise the quality of teaching and learning.

**Assessment:** Assessment is a key component of the learning process and it is important for teacher and student:

(a) It motivates students and shows them how they are doing in class and (b) allows teachers to ensure students learn the material to meet the lesson’s learning objectives.

- Use a variety of assessment tools to advance, and not merely check on, students’ learning.
- Be attentive to students’ learning needs and respond sensitively; assess learning throughout the lesson through observation, questions, tasks and quizzes.
- Monitor Students’ performance
- Provide appropriate feedback
- Adjust continuously instruction based on the results of classroom assessments

**Written work/homework:** Homework reinforces language learnt in class, teaches students to work independently, prepares them for the coming class, and gives parents an active role in their children’s learning and education.

- Encourage students to use notebooks for taking notes in class, completing tasks, homework assignments and projects. Students must be given the opportunity to write by hand in English.
- Avoid random homework assignments that can take too much time to complete.
- Weigh the purpose of the assignment and consider if it is making a positive impact in the students’ learning.
- Reduce rote practice work / increase writing assignments as written communication is extremely important in language learning.
- Create interesting and meaningful assignments that will help extend the home school connection.
- Provide timely, effective, accurate and informative constructive feedback on all students’ written work (i.e. notes, written tasks, quizzes in class and homework assignments. Homework assignments should come for the most part from the core resources (student book & workbook).

**Teaching Resources – make the most of available resources**

- Make the most of your core teaching materials (student book & workbook). Ensure that the writing part in activity books is thoroughly covered.
- Read teachers’ books carefully and take points into consideration when planning lessons. They offer a wealth of advice and support for teachers.
- Make regular use of dictionaries to train students on how to use them well. They are a useful tool in language learning and development.
- Use the Learning Management System (LMS) technology as often as possible. It is versatile and offers teachers a wide variety of resources to motivate learners and extend learning opportunities beyond the classroom.
- Create a language rich learning environment – exploit wall space in classrooms and around the school to nurture learning the language and to celebrate creativity of students and staff. This contributes to positive reinforcement.
- Use video clips with discretion. Select and analyse clips carefully before using them in class and design suitable tasks with clear outcomes which link to overall lesson objectives.
- Utilize Smart board and explore suitable resources for them.
- Make use of the PBL guidelines to teach the allocated blocks for Primary and Prep stages.
**Classroom management:** Effective classroom management is central to ensuring that lessons run smoothly, motivating students while maintaining discipline in class, and creating a safe learning environment in which all students can succeed.

- Use a variety of techniques and strategies to maintain discipline and engage students throughout the lesson.
- Make sure you establish classroom rules, routines, relationships and behavior management from the early beginning of the school year and maintain them throughout.
- Use positive reinforcement to encourage good behaviour and deal with inappropriate behaviour in the proper manner following school rules and regulations and MOE guidelines.
- Motivate students by using a variety of teaching methods, resources (visual aids) and activities that involve them in real communication about the lesson topics.

**B. Outside of the classroom:**

- Develop teaching skills and strategies through professional reading, discussions with colleagues, and keeping up-to-date with new trends in education. Attend workshops, seminars, model lessons, training sessions, conferences as often as possible. Teachers and coordinators, who attend any workshops, have to share and/or transfer given knowledge to their colleagues.
- Improve language competency from year to year via independent study or formal courses. It is part of teacher’s professional obligation and commitment.
- Explore and try out new ideas and methods in order to improve teaching and impact learning positively.
- Carry out daily lesson reflection to resolve teaching and learning issues and improve methodology. Reflection is an important tool for teachers’ professional development.
- Get involved in action research from the start of the year - identify problem areas for investigation with the objective of finding possible solutions.

**Available workshops on MOE Website:**
http://www.edu.gov.qa/Ar/SECInstitutes/EducationInstitute/CS/English/Pages/Coordinators%E2%80%99-Meetings.aspx
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