

EVERYONE IS WELCOME TO READ AND SHARE

PREPARED AND COMPILED BY USM TESOLIANS CLASS OF 2020

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1. 11 anjakan pendidikan

Malaysia Education Blueprint- pelan pembangunan pendidikan malaysia

Bagi mencapai aspirasi yang terkandung dalam Pelan Pembangunan Pendidikan Malaysia 2013-2025, kita memerlukan 11 anjakan utama		
ANJAKAN	1 	MENYEDIAKAN KESAMARATAAN AKSES KEPADA PENDIDIKAN BERKUALITI BERTARAF ANTARABANGSA
ANJAKAN	2 	MEMASTIKAN SETIAP MURID PROFISIEN DALAM BAHASA MALAYSIA DAN BAHASA INGGERIS
ANJAKAN	3 	MELAHIRKAN RAKYAT MALAYSIA DENGAN PENGHAYATAN NILAI
ANJAKAN	4 	TRANSFORMASI KEGURUAN SEBAGAI PROFESION PILIHAN
ANJAKAN	5 	MEMASTIKAN KEPIMPINAN BERPRESTASI TINGGI DITEMPATKAN SETIAP SEKOLAH
ANJAKAN	6 	MENGUPAYA JPN, PPD DAN SEKOLAH UNTUK MENYEDIAKAN PENYELESAIAN KHUSUS BERASASKAN KEPERLUAN
ANJAKAN	7 	MEMANFAATKAN ICT BAGI MENINGKATKAN KUALITI PEMBELAJARAN DI MALAYSIA
ANJAKAN	8 	MENTRANSFORMASI KEMAMPUAN DAN KAPASITI PENYAMPAIAN KEMENTERIAN
ANJAKAN	9 	BEKERJASAMA DENGAN IBU BAPA, KOMUNITI DAN SEKTOR SWASTA SECARA MELUAS
ANJAKAN	10 	MEMAKSIMUMKAN KEBERHASILAN MURID BAGI SETIAP RINGGIT
ANJAKAN	11 	MENINGKATKAN KETELUSAN UNTUK AKAUNTABILITI AWAM SECARA LANGSUNG

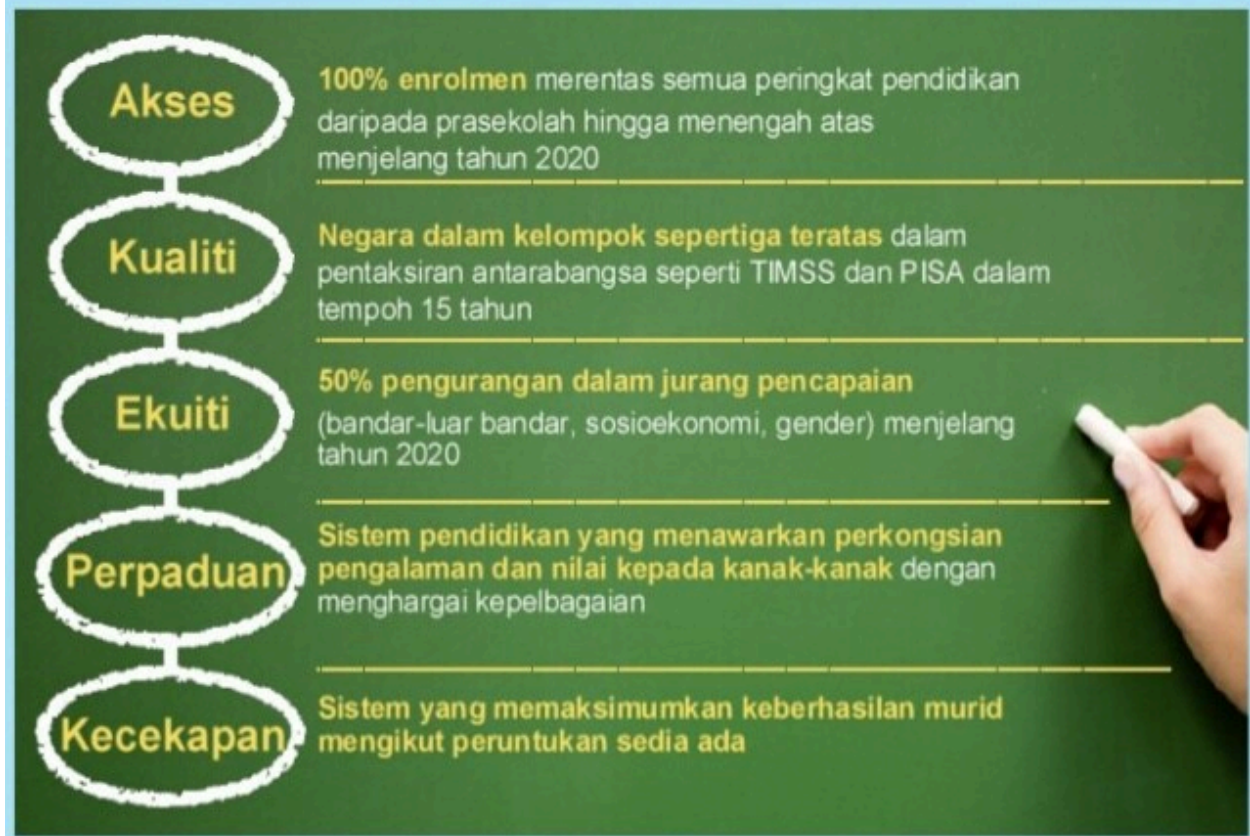
Gred DG - Pegawai Perkhidmatan Pendidikan

ELEVEN SHIFTS TO TRANSFORM THE SYSTEM

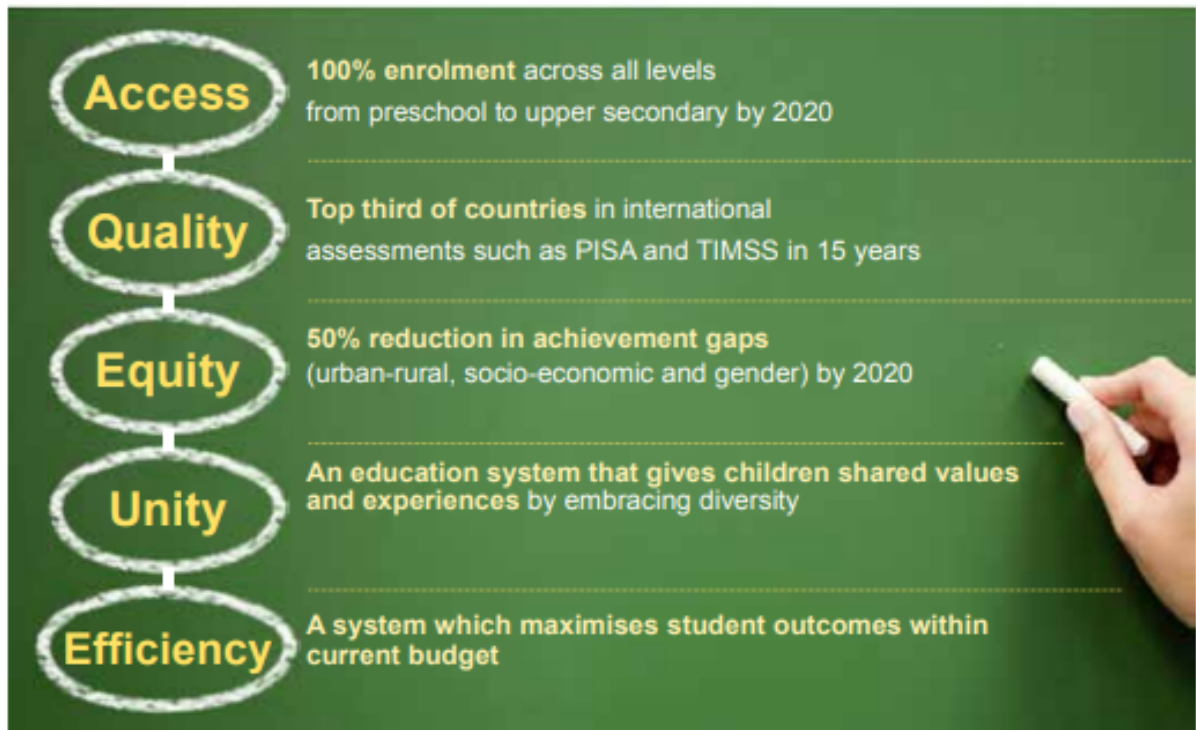


2. 5 Aspirasi/ keinginan sistem pendidikan Msia

Lima aspirasi sistem pendidikan Malaysia



Five system aspirations for the Malaysian education system



21st Century Learning/Pembelajaran Abad ke-21 (PAK21)

21st Century Skills

How today's students can stay competitive
in a changing job market

Learning Skills



critical thinking



creativity



collaboration



communication

Literacy Skills



information



media



technology

Life Skills



flexibility



leadership



initiative



productivity



social skills

The 21st C Learner is . . .



4

ESSENTIAL RULES OF 21ST-CENTURY LEARNING

1. Instruction should be student-centered
2. Education should be collaborative
3. Learning should have context
4. Schools should be integrated with society

teachthought
WE GROW TEACHERS

- [4 Essential Rules Of 21st Century Learning - Teach Thought](#)
- [21st century skills and the English language classroom](#)
- [21st Century Skills and the “4Cs” in the English Language Classroom by Andy Halvorsen](#)
- [What Are 21st Century Skills?](#)

4. Schools should be integrated with society

In order to prepare students to become responsible citizens, we need to model what a responsible citizen is.

Schools will often work at accomplishing this by creating events for the school community, by encouraging students to join committees or take part in school projects, and by occasionally helping the community around them with activities such as food drives or neighborhood clean-ups.

(source:

<https://www.teachthought.com/learning/4-essential-rules-of-21st-century-learning/>)

Context-based learning, CBL, refers to the use of real-life and fictitious examples in teaching environments in order to learn through the actual, practical experience with a subject rather than just its mere theoretical parts.

21st Century skills are 12 abilities that today's students need to succeed in their careers during the Information Age.

The Information Age (also known as the Computer Age, Digital Age, or New Media Age) is **a historical period that began in the mid-20th century.**

The twelve 21st Century skills are:

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication
5. Information literacy - Understanding facts, figures, statistics, and data
6. Media literacy - Understanding the methods and outlets in which information is published
7. Technology literacy - Understanding the machines that make the Information Age possible
8. Flexibility - Deviating from plans as needed
9. Leadership
10. Initiative - Starting projects, strategies, and plans on one's own
11. Productivity
12. Social skills

Standard Guru Malaysia 2.0



Bagaimana hendak memanfaatkan SGM 2.0?





KEMENTERIAN PENDIDIKAN MALAYSIA

4 DOMAIN KOMPETENSI

Komponen Dimensi Kompetensi menjelaskan kompetensi yang perlu dimiliki oleh guru pada pelbagai tahap pembangunan profesionalisme untuk melaksanakan PdP dengan berkesan.

Orientasi
Ilmu

Instruksional

Pelibatan
Komuniti

Kualiti
Peribadi

4 TERAS ETIKA KEGURUAN

Komponen Etika Keguruan merupakan prinsip moral dan nilai akhlak yang seharusnya menjadi pegangan dan amalan guru di Malaysia bagi memastikan profesion keguruan sebagai kerjaya profesional serta dipandang mulia oleh masyarakat.

TANGGUNGJAWAB
TERHADAP PROFESION

TANGGUNGJAWAB
TERHADAP MURID

TANGGUNGJAWAB
TERHADAP IBU BAPA/
PENJAGA

TANGGUNGJAWAB
TERHADAP MASYARAKAT
DAN NEGARA




Prinsip Rukun Negara (English & Malay)





Rukun Negara adalah ideologi negara yang telah dibentuk oleh Majlis Gerakan Negara (MAGERAN) selepas berlakunya peristiwa 13 Mei 1969. Rukun Negara telah diisytiharkan pada 31 Ogos 1970 untuk memupuk perpaduan yang lebih erat dalam kalangan rakyat Malaysia


Sumber : Jabatan Perpaduan Negara dan Integrasi Nasional

#KitaMalaysia

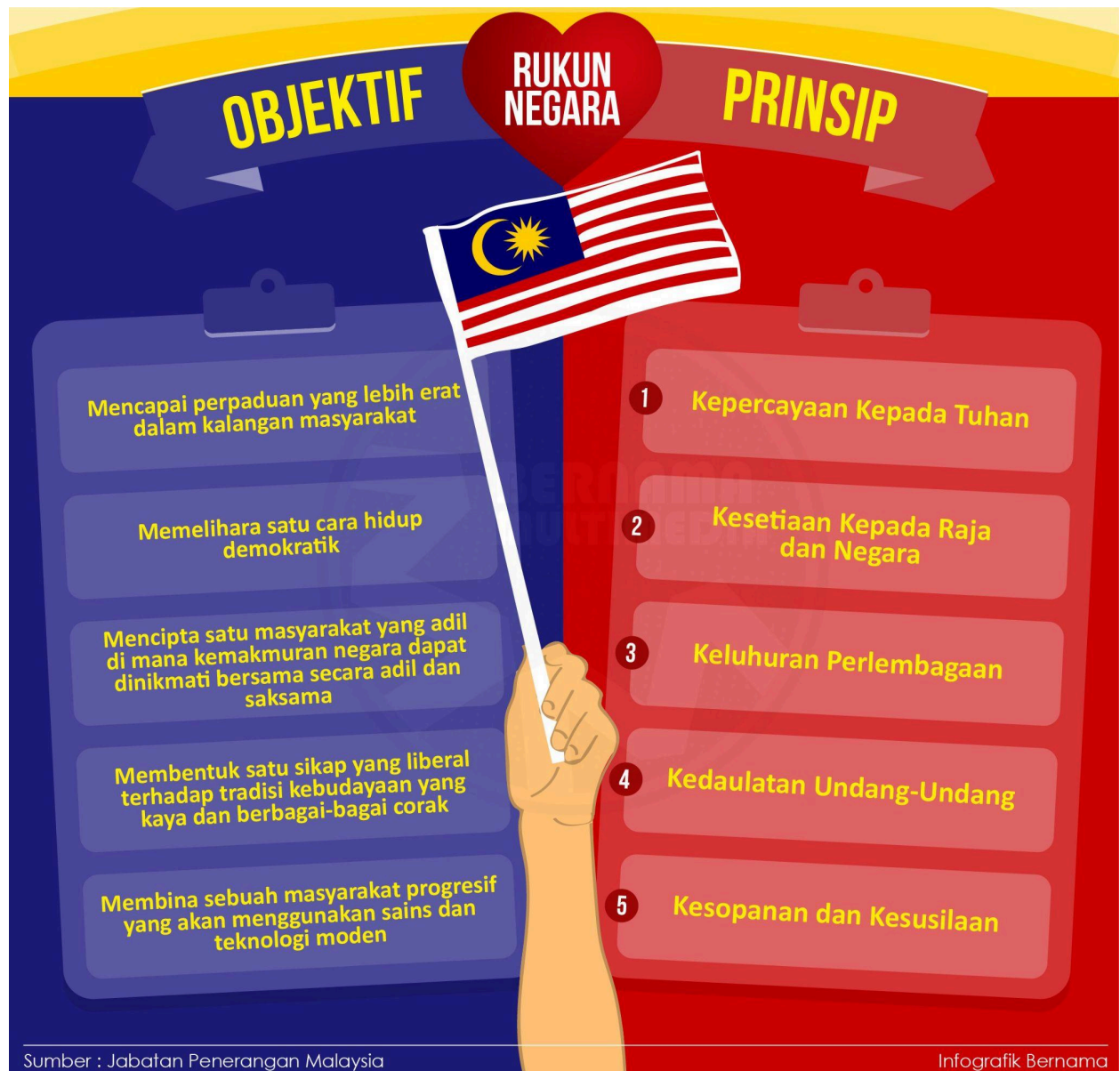
 @JPenerangan

 Japenmalaysia

 Jabatan Penerangan Malaysia

 Jabatan Penerangan Malaysia





- <https://prezi.com/tgh0esyilkq-/kepentingan-menghayati-rukun-negara/>

Ketinggian Perlembagaan

- Perlembagaan merupakan sumber perundangan yang tertinggi.
- Lebih tinggi daripada parlimen mahupun Yang di-Pertuan Agong.
- Sekiranya Parlimen membuat satu undang-undang yang melebihi kuasa yang diberikan oleh Perlembagaan, maka undang-undang tersebut akan dibatalkan.

Learning Objectives

How to Write Learning Objectives

ABCD

A

AUDIENCE

Who will be doing the behavior?

B

BEHAVIOR

What should the learner be able to do?

C

CONDITIONS

Under what conditions do you want the learner to be able to do it?

D

DEGREE

How well must it be done?

E

EXAMPLE

Instructional design students will be able to write learning objectives with the aid of this document 100% of the time.

After this segment, participants will be able to:

- write clear learning objectives using the ABCD method

Audience

Behaviour

Condition

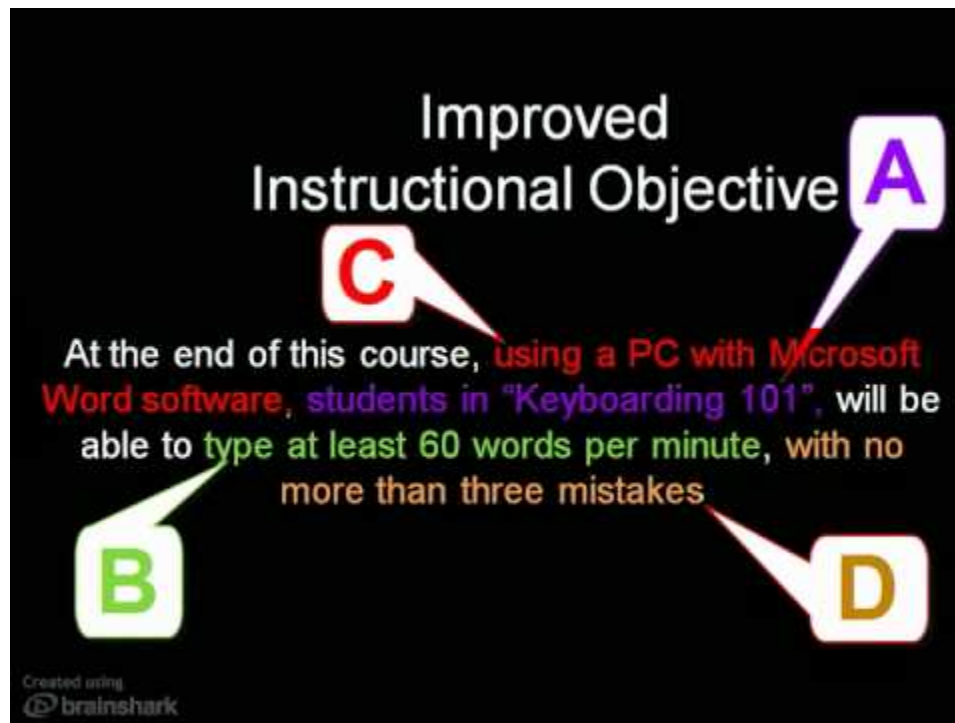
Degree

A - Pupils

B - Identify

D - 5 nouns

C - Based on the given list



Are your learning objectives

SMART?

S

SPECIFIC

What do you want learners to do?
Is it observable?

M

MEASURABLE

How will you know it is done
successfully?

A

ACHIEVABLE

Do the learners have the prior
knowledge and skills necessary?

R

RELEVANT

Is the objective relevant to the
course/lesson goal?

T

TIME-BOUND

When will it be done?

Falsafah Pendidikan Kebangsaan

FALSAFAH PENDIDIKAN KEBANGSAAN

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri, serta memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

www.pendidik2u.my

Elemen-elemen dalam FPK

→	Pendidikan suatu usaha berterusan
→	Memperkembang potensi individu
→	Perkembangan potensi secara menyeluruh dan bersepadu
→	Insan yang seimbang dan harmonis
→	Kepercayaan dan kepatuhan kepada Tuhan
→	Rakyat Malaysia yang berilmu pengetahuan
→	Rakyat Malaysia yang berketrampilan
→	Rakyat Malaysia yang berakhlak mulia
→	Rakyat Malaysia yang bertanggungjawab
→	Rakyat Malaysia yang berkeupayaan menikmati kesejahteraan diri
→	Rakyat Malaysia yang dapat memberi sumbangan

National Education Philosophy

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are **intellectually, spiritually, emotionally and physically** balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high levels of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large.



VISI & MISI

Visi:

Pendidikan Berkualiti Insan Terdidik Negara
Sejahtera

Misi:

Melestarikan Sistem Pendidikan Yang Berkualiti
Untuk Membangunkan Potensi Individu Bagi
Memenuhi Aspirasi Negara

HURAIAN MATLAMAT KEMENTERIAN PENDIDIKAN MALAYSIA

1. Melahirkan bangsa Malaysia yang taat setia dan bersatu padu
2. Melahirkan insan yang beriman, berakhlak mulia, berketerampilan dan sejahtera
3. Menyediakan sumber tenaga manusia untuk keperluan dan kemajuan negara
4. Memberikan peluang pendidikan kepada semua warga Malaysia



Objektif Dasar Pendidikan Kebangsaan

menubuhkan satu sistem pendidikan yang akan dapat memenuhi keperluan Negara dan menggalakkan perkembangan kebudayaan, sosial, ekonomi, dan politiknya

Beberapa strategi telah digubal untuk mencapai matlamat Dasar Pendidikan yang telah ditetapkan seperti berikut:

- I. Menjadikan Bahasa Kebangsaan sebagai bahasa pengantar yang utama;
- II. Mengadakan kurikulum yang sama dan berorientasikan Malaysia bagi semua jenis sekolah;
- III. Mewujudkan sistem peperiksaan yang sama bagi semua;
- IV. Melicinkan tatacara pengurusan pendidikan;
- V. Meningkatkan mutu pendidikan keseluruhannya dengan menyediakan pendidikan yang menyeluruh, seimbang dan bersepadu;
- VI. Mengadakan peluang pendidikan asas selama Sembilan tahun;
- X. Mempelbagai dan memperbanyakkan kemudahan pendidikan di peringkat universiti terutama dalam bidang sastera gunaan dan sains gunaan;
- XI. Mempertingkatkan pendidikan kerohanian, moral dan disiplin;
- XII. Menjadikan Bahasa Kebangsaan dan Bahasa Inggeris sebagai mata pelajaran yang wajib diajar di sekolah-sekolah dan memberi peluang yang sempurna bagi pembelajaran bahasa - bahasa lain seperti Bahasa Cina dan Bahasa Tamil; dan
- XIII. Menggalakkan aktiviti ko-kurikulum yang memupuk disiplin, seperti pasukan-pasukan kadet tentera, kadet polis, pengakap, puteri Islam dan lain-lain.

Peranan aktiviti kurikulum, kokurikulum dan komuniti

1. Pemupukan Nilai Kewarganegaraan

Semangat setia kpd negara
Semangat kekitaan
Disiplin

2. Pemahaman Perhubungan dan Organisasi

Prihatin terhadap masyarakat dan persekitaran
Pemupukan perasaan setia di kalangan keluarga, komuniti, dan organisasi

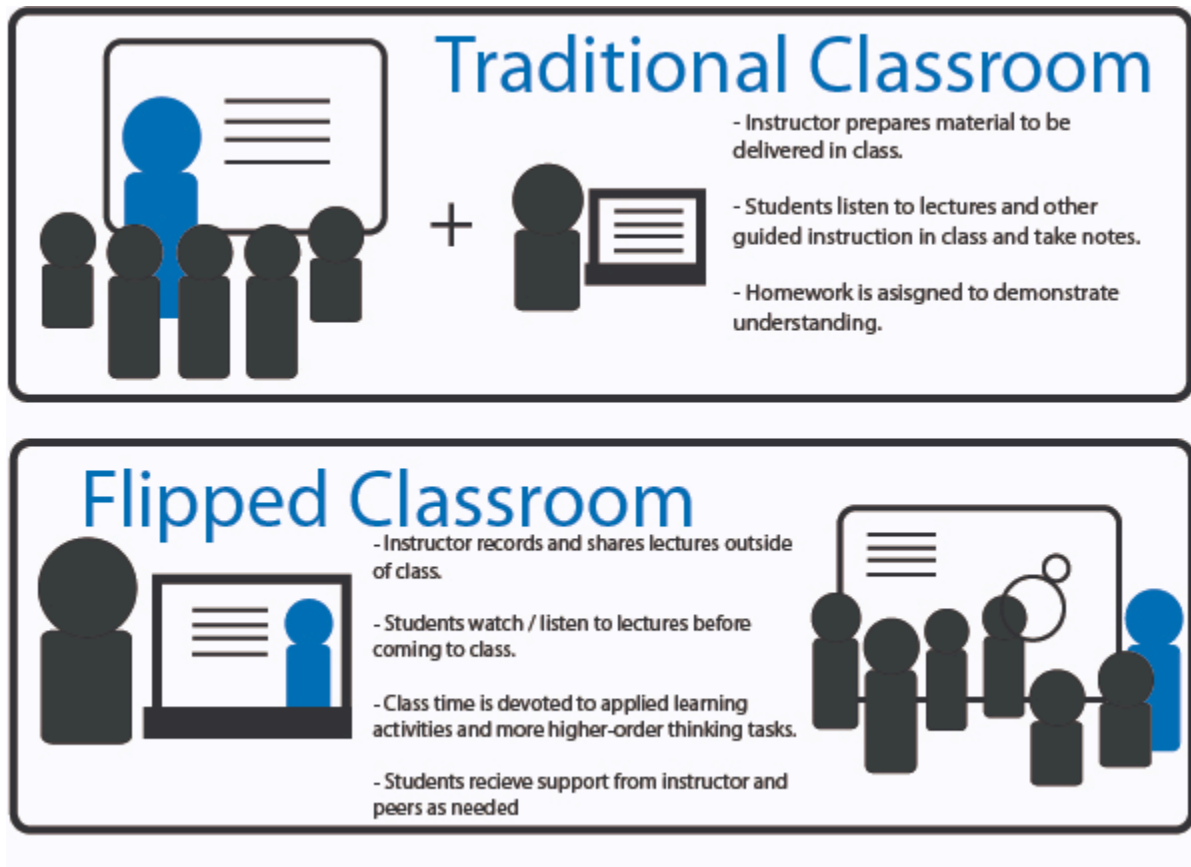
3. Pengiktirafan BM sbg Bahasa Kebangsaan

Akta Pendidikan Kebangsaan 1996

4. Pemupukan Ketatanegaraan

Setia kpd raja dan negara
Perasaan hormat menghormati
Patuh kpd peraturan
Cinta kepada negara
Perpaduan kaum

Traditional vs Flipped Classroom



Blended learning - teacher and student put in effort - HOTS

Flipped classroom is in blended learning

Blended Learning

blended learning combines both classroom and online education,

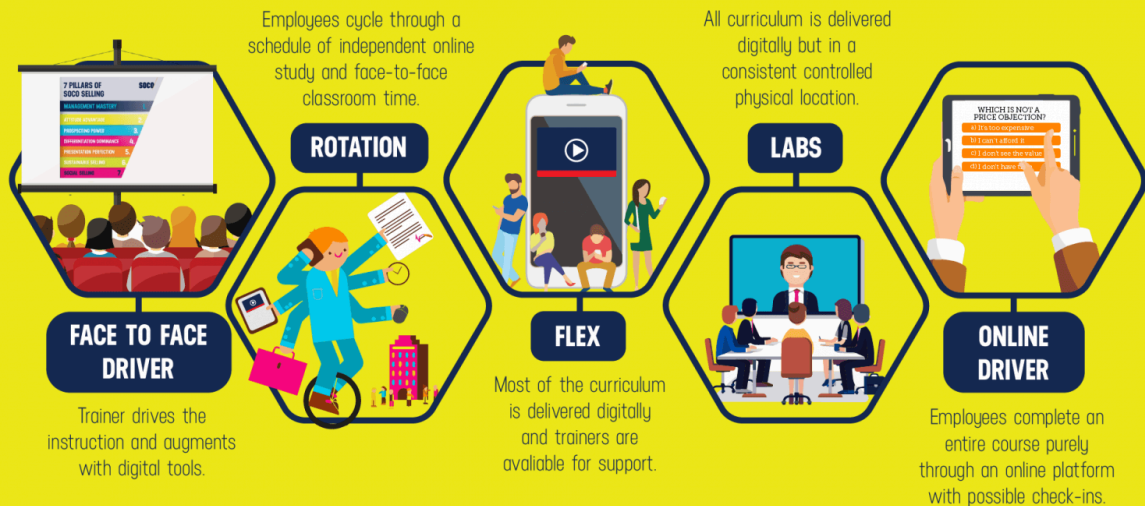
Benefits for learners

- offers the learner convenience and flexibility; they have the ability to control their learning pace and learn remotely.
- gives learners a more comprehensive understanding of the course content.
- allows learners to interact with instructors and fellow learners, [social learning](#) is supported.
- students with physical disabilities or conditions that are difficult to accommodate in the classroom
- students with **Autism Spectrum Disorders** ASD who are sensitive to noise and distraction
- the introverts who'd rather die than put their hand up in a class discussion.
- equips students with these technological soft skills
- flexible

Benefits for organizations

- reduces face-to-face training costs, such as travel, accommodation, and printed training materials.
- Companies can use varying eLearning methods, such as [webinars](#), [gamification](#), etc., which result in better learner engagement.
- more efficient and cost-effective way to train, you'll see a quicker and greater [return on investment](#).
- It's also easier to track exactly who has, or hasn't, completed training

5 WAYS TO IMPLEMENT BLENDED LEARNING



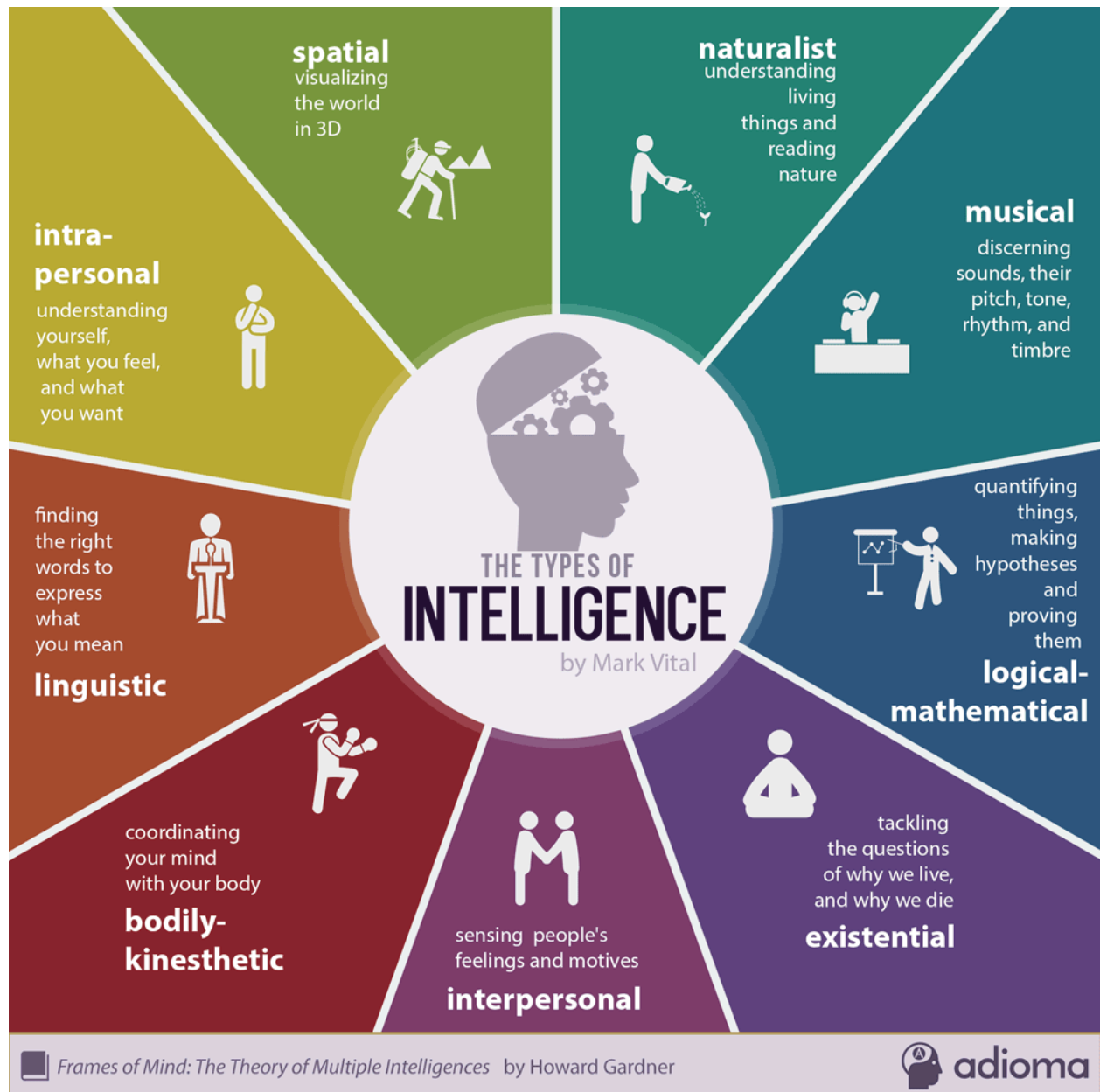
SOCOACADEMY.COM



<https://elmllearning.com/blended-learning-everything-need-know/>

<https://www.3plearning.com/blog/understanding-blended-learning/>

Types of Intelligence



Lesson Plans

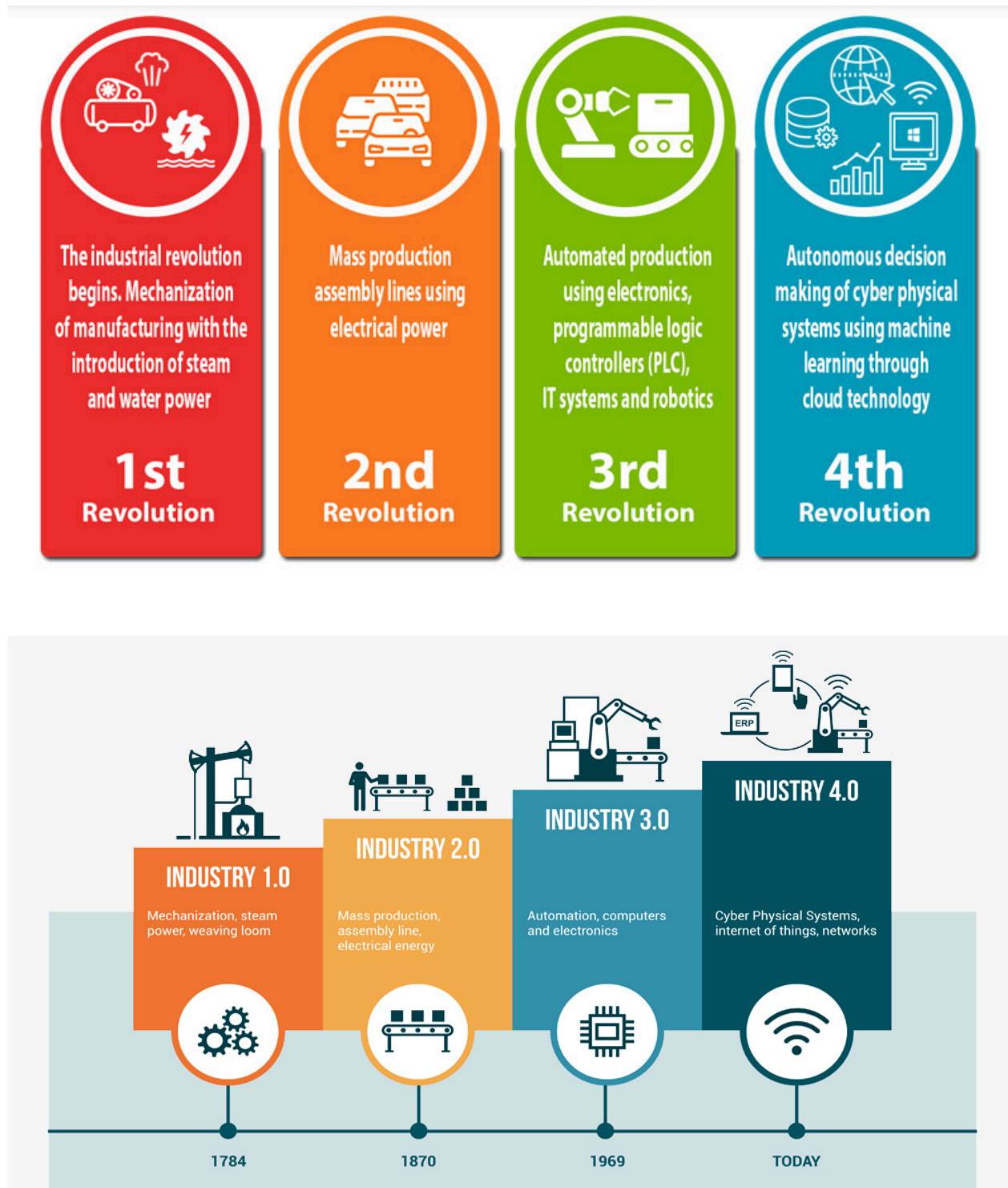
guides the direction in which the teacher can invest her efforts and resources for the day.

1. A time management tool - optimize your time
2. Builds confidence - well prepared
3. Effective Teaching - activities and methods, teaching aids
4. Facilitates swapping of teacher - assisting teacher will have the necessary details
5. Possible changes - post mortem - what went wrong etc
6. Teaching and learning is systematic

Important in RPH

Learning objectives and reflection

Industrial Revolution



10 skills you will need for the Fourth Industrial Revolution:

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgement and decision making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

PERKEMBANGAN ERA PENDIDIKAN MENGIKUT REVOLUSI INDUSTRI

Industri revolusi 1.0: konsep pendidikan lebih kepada guru mengajar dan pelajar menghafal. Ianya berteraskan sistem pondok yang menggunakan kitab lama sebagai rujukan. Malah, fasiliti yang ada juga cukup terhad.

Industri revolusi 2.0: pendidikan melalui internet dalam pengajaran namun penggunaan internet sangat terhad.

Industri Revolusi 3.0: Pendidikan berasaskan pengetahuan tentang internet. Pembestarian sekolah mula dilakukan oleh pihak kerajaan dan Sekolah Bestari mula dibina.

Industri Revolusi 4.0: Pendidikan menggunakan pelbagai alat bantu mengajar yang moden. Smart LCD Projector, Smart Visualizer, Wireless Presenter, Wireless Mic Speaker, Portable Scanner, Drawing Pad, OTG Pendrive, Wireless Printer, PAK 21 kit, MultiGeo Ruler, Wireless Keyboard, Mouse Scanner, Miracast Dongle, Interactive Smartboard, Smart Laptop, Hard Disk, White Screen / Monitorized Screen, Portable Wireless Speaker.

Transformasi Kurikulum

Kurikulum Bersepadu Sek Men (KBSM) > Kurikulum Std Sek Men (KSSM)

Transformasi ke arah kandungan, pedagogi dan pentaksiran

Kandungan disusun semula dan ditambah baik untuk memastikan murid dibekalkan dengan pengetahuan, kemahiran dan nilai yang relevan dengan keperluan semasa bagi menghadapi cabaran abad ke-21.

Pedagogi menekankan kepada pembelajaran secara mendalam melalui pendekatan pengajaran dan pembelajaran (PdP) yang berasaskan Kemahiran Berfikir Aras Tinggi (KBAT). Fokus diberikan kepada pembelajaran berasaskan inkuiri, penyelesaian masalah, pembelajaran kontekstual, pembelajaran kolaboratif, pembelajaran berasaskan projek dan pendekatan STEM (Sains, Maths, Kejuruteraan dan Teknologi).

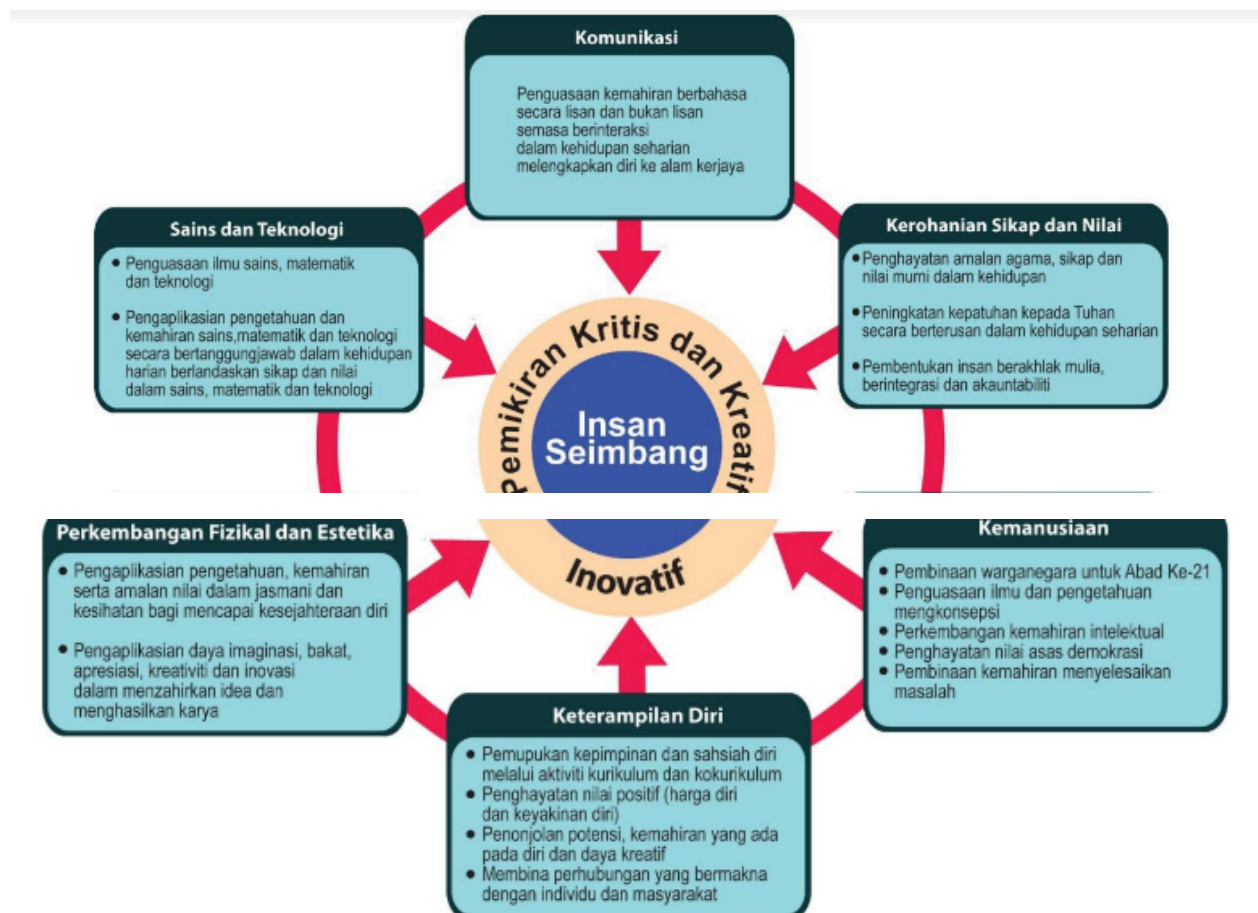
Pentaksiran dilaksanakan secara berterusan untuk memastikan perkembangan dan pencapaian pembelajaran murid. Pentaksiran dalam PdP dilaksanakan dalam bentuk sumatif dan formatif.

Aspek	KBSM	KSSM
Reka Bentuk Kurikulum	Kerangka Kurikulum berasaskan tiga bidang: <ul style="list-style-type: none"> • Komunikasi • Manusia dan Alam Sekeliling • Perkembangan Diri Individu 	Kerangka Kurikulum berasaskan enam tunjang: <ul style="list-style-type: none"> • Komunikasi • Perkembangan Fizikal & Estetika • Kemanusiaan • Keterampilan Diri • Sains dan Teknologi • Kerohanian • Sikap & Nilai
	Berasaskan hasil pembelajaran	Berasaskan standard: <ul style="list-style-type: none"> • Standard Kandungan • Standard Pembelajaran • Standard Prestasi
Dokumen Kurikulum	<ul style="list-style-type: none"> • Sukatan Pelajaran • Huraian Sukatan Pelajaran 	Dokumen Standard Kurikulum dan Pentaksiran (DSKP)
Organisasi Kurikulum	<ul style="list-style-type: none"> • Mata pelajaran Teras • Mata pelajaran Wajib • Mata pelajaran Tambahan • Mata pelajaran Elektif 	<ul style="list-style-type: none"> • Mata pelajaran Teras • Mata pelajaran Wajib • Mata pelajaran Tambahan • Mata pelajaran Elektif
Elemen Merentas Kurikulum	<ul style="list-style-type: none"> • Bahasa • Sains & Teknologi • Teknologi Maklumat & Komunikasi • Kelestarian Alam Sekitar • Nilai Murni • Patriotisme 	<ul style="list-style-type: none"> • Bahasa • Sains & Teknologi • Teknologi Maklumat & Komunikasi • Kelestarian Alam Sekitar • Nilai Murni • Patriotisme • Kreativiti dan Inovasi • Keusahawanan • Kelestarian Global

KSSM juga mengguna pakai empat tonggak pendidikan UNESCO, iaitu belajar untuk mengetahui (learning to know), belajar untuk bertindak (learning to do), belajar untuk hidup bersama (learning to live together) dan belajar untuk membentuk peribadi (learning to be).

Prinsip Kurikulum Standard Sekolah Menengah

- Kesenambungan Pendidikan Rendah dengan Pendidikan Menengah
- Pendidikan Umum untuk Semua Murid
- Penggunaan Disiplin Ilmu Yang Ada
- Kesepaduan Antara Unsur-unsur Intelek, Rohani, Emosi dan Jasmani
- Penekanan Nilai-nilai Murni
- Peningkatan Penggunaan Bahasa Melayu
- Pendidikan Sepanjang Hayat



LAPORAN BARNES 1951

- Jawatankuasa Pelajaran Melayu dipengerusikan oleh L.J Barnes
- Menekankan perkembangan SEKOLAH RENDAH
- Membina rupa bangsa penduduk yang menganggap **Tanah Melayu sebagai tempat tinggal yang kekal dan tumpuan taat setia**

KANDUNGAN LAPORAN BARNES :

- Sekolah RENDAH menggunakan **BAHASA MELAYU @ BAHASA INGGERIS** sebagai Bahasa Pengantar
- Sekolah Menengah menggunakan Bahasa Inggeris sebagai Bahasa Pengantar

NZRUSHAH@SEJARAHSMITJ

LAPORAN FENN - WU 1951

- Bantahan masyarakat Cina terhadap Laporan Barnes
- Meminta mengkaji Pendidikan Cina
- Mencadangkan penambahbaikan untuk jadikan SEKOLAH CINA sebagai institusi yang memberikan faedah kepada penduduk Tanah Melayu

KANDUNGAN LAPORAN FENN-WU :

- Sekolah CINA diteruskan secara berasingan di bawah Sistem Kebangsaan
- Pendidikan Sekolah Cina haruslah beroreintasikan Tanah Melayu

ORDINEN PELAJARAN 1952

- Diluluskan selepas JK Penasihat Pusat Pelajaran meneliti Laporan Barnes & Laporan Fenn - Wu
- Ordinan ini bertujuan membentuk Sistem Pendidikan yang menggunakan Bahasa Rasmi Persekutuan
- Semua murid pelbagai bangsa **disatukan** dalam sistem pendidikan berorientasikan Tanah Melayu
- Tanah Melayu mempunyai 2 Sekolah Rendah : **Sekolah Pengantar Bahasa Melayu dan Inggeris**
 - Bahasa Cina & Bahasa Tamil sebagai Bahasa Ke-3 (Sekiranga terdapat 15 orang atau lebih murid)
- Sekolah Menengah guna **Bahasa Inggeris sebagai BAHASA PENGANTAR**
- Ordinan ini ialah Undang - undang **PERTAMA** berkaitan Sistem Persekolahan Sekolah RENDAH
- Bahasa **Melayu & Inggeris** sebagai **BAHASA PENGANTAR**
- Ordinan ini belum dapat memenuhi aspirai semua kaum kerana masih mendapat **TENTANGAN**

NZRYSHAH@SEJARAHSMITJ

PENYATA JAWATANKUASA PELAJARAN 1956

JAWATANKUASA PELAJARAN :

- Dipengerusikan oleh Dato' Abdul Razak Hussien selaku Menteri Pelajaran
- Ditubuhkan untuk **mengkaji sistem pendidikan sedia ada**
- JK ini akan **mencadangkan satu Sistem Pelajaran Kebangsaan yang baharu**

Penyata JK Pelajaran 1956 kemukakan TERAS pembentukan sistem pendidikan kebangsaan dengan hasrat memupuk INTEGRASI dan PERPADUAN rakyat berbilang kaum melalui :

- Sistem Persekolahan yang **SAMA** bagi kanak - kanak daripada semua bangsa
- **Bahasa Kebangsaan** sebagai Bahasa Pengantar
- **Kandungan Kurikulum yang seragam dan bercorak kebangsaan**

PENYATA JAWATANKUASA PELAJARAN 1956

CADANGAN JAWATANKUASA PELAJARAN :

- **SEKOLAH UMUM (RENDAH)**
menggunakan **BAHASA MELAYU**
- **SEKOLAH JENIS UMUM (RENDAH)**
menggunakan sama ada **BAHASA INGGERIS, BAHASA CINA @ BAHASA TAMIL**
- **SEKOLAH MENENGAH KEBANGSAAN**
menggunakan **BAHASA MELAYU** sebagai **BAHASA PENGANTAR, BAHASA INGGERIS** menjadi **MATA PELAJARAN**

Penyata JK Pelajaran 1956 :

- **Asas pembentukan Sistem Pendidikan Kebangsaan**
- **Sukatan Pelajaran & Peperiksaan menggunakan Bahasa Pengantar yang SAMA**
- **Langkah memupuk perpaduan, nilai kewarganegaraan, identiti sepunya dan kesetiaan kepada negara**

Challenges of Rural Students

- increasing digitalisation in the field of education
- internet connection, logistics and lack of teachers during this pandemic.
- higher ground to gain internet access - **can use Veveonah Mosibin as example**
- Many do not have laptops, smart phones or computers to run the home learning programmes.
- Some got gadgets but no connection
- Teachers seek help from students in the class Whatsapp group for them to inform their friends who do not have smartphone or access to the Internet on the school assignments
- students' involvement in PdPR session was very limited because not all of them have internet access.
- Transportation - to take module etc - school far from home

CEFR

Common European Framework of Reference

- Guideline

MUET

- Malaysian University English Test

IELTS

- International English Language Testing System

English Teaching Method

No.	Methods	Advantages
1	Grammar translation method	Grammar is important
2	Reading method	Quantity and quality of reading Good vocabulary
3	Direct method	Oral communication Practical method Direct contact Fast observation
4	Audio lingual approach	Lots of activity Scientific Student's motivation There is a laboratory
5	Cognitive methodology	Communication Paying attention to individual development Explicit and sequential presentation
6	Total physical response	Stress free Game and fun No formal examination
7	Natural approach	Interesting input Visual aid
8	Community language learning	More fun Role of students
9	Silent way	Inner Peripheral learning Discover learning
10	Suggestopedia	Relaxation environment Imagination Culture learning

DSKP

Teachers must refer to the curriculum document prepared by the Education Ministry. It has provided teachers with the Standard Curriculum and Assessment Document (Dokumen Standard Kurikulum & Pentaksiran (DSKP)) for each subject.

The document consists of three standards i.e. Content Standard, Learning Standard and Performance Standard.

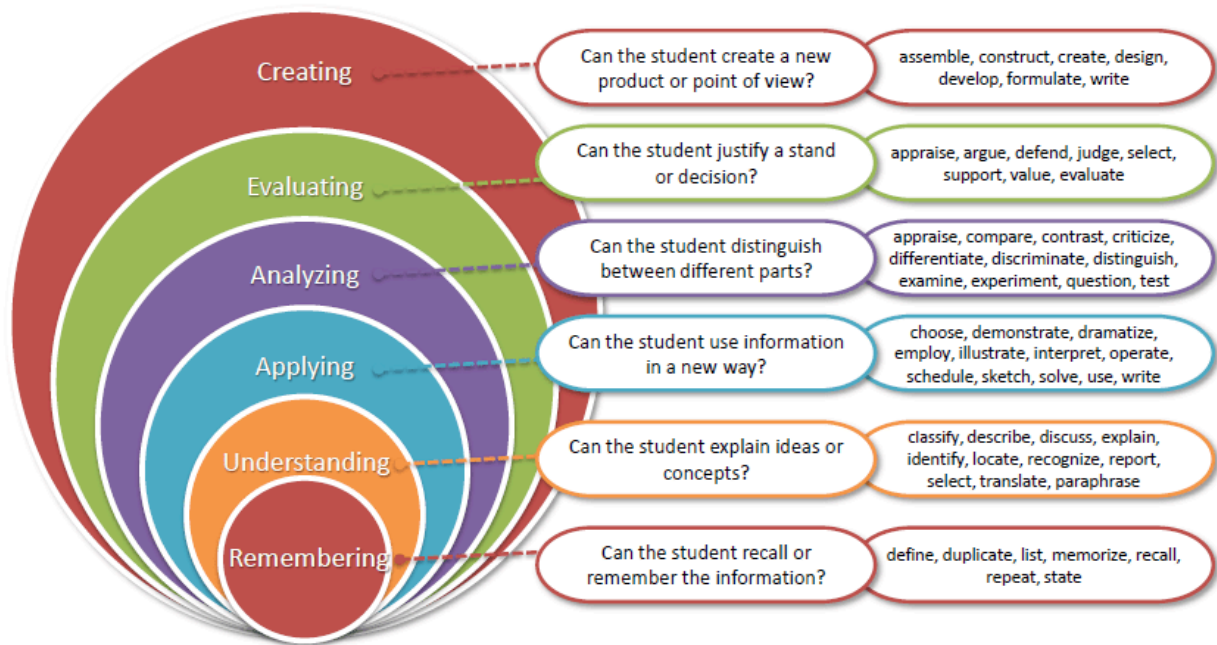
Content Standard is the specific statement on what students should know and are able to work out in a specific schooling time consisting of knowledge, skills and value aspects.

Learning Standards is the stipulated criteria or indicator of learning quality and the performance that can be measured for each content standard.

Learning standards are also specific statements about what students should know and can do in terms of knowledge or concepts understood and their ability to master knowledge, skills and values in measurable forms.

Bloom's Taxonomy

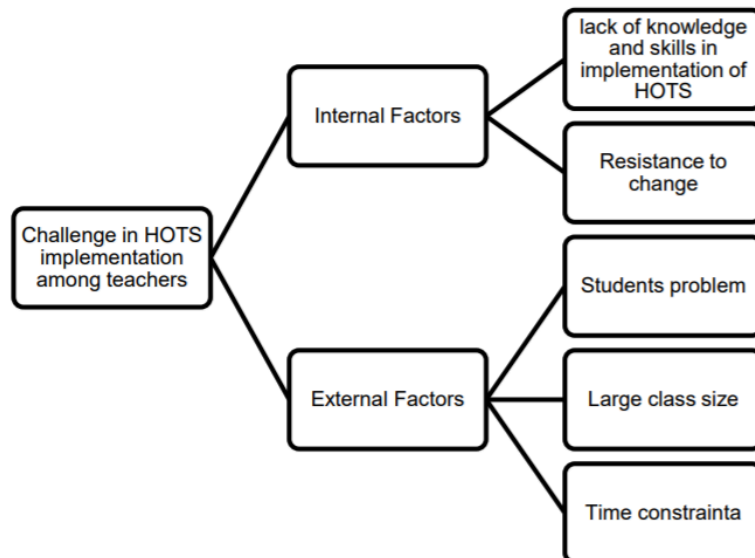
Bloom's Taxonomy (Revised)



HOTs (implementation challenges)

On top of that, based on the interview with the teachers, Abdul Aziz et al.[5] found that there were three factors that made the implementation of HOTS became more challenging for the teachers; which are student, pedagogical and institutional factors. For student factor, the teachers reported that teaching in regular public secondary schools were challenging as the students have not even reached the basic proficiency level. Therefore, the teachers were not confident to include HOTS elements in the classroom as the students did not even acquired the LOTS and basic skills for that subject. Meanwhile, for the pedagogical factors, most of the teachers reported their hesitancy in applying HOTS in classroom because of their own limitation in terms of planning, implementation and assessing HOTS in English classrooms, especially when they have student with various proficiency levels. If they were to ask any HOTS questions, it often be that the same high-achieving students who would be answering the questions while the rest of the class would keep silent. In terms of institutional factor, teachers reported that large class size and time constraints were the factors that hinder them from applying HOTS in classrooms. They could not facilitate all of them as the student to teacher ratio was too large. To make things worse, teachers are required to complete the syllabus within a certain time period. Since the implementation of HOTS seem to consume more time, they refused to apply it and opted to stick with their existing teaching methods instead. In conclusion, it can be seen that challenge in implementation of HOTS in school can be divided into two part which were internal and external factors from teacher's perspectives and these factors were summarize in chart 1.1.

Chart 1.1: Challenge in Implementation of HOTS in School



Stages for reading

Stages for Reading

- Stage 1: Pre-reading

- ✓ Activate ss general knowledge.
- ✓ Introduce the topic and context.
- ✓ Prediction activities (pictures, titles, text layout).
- ✓ Pre-teaching vocabulary if needed.



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Stages for Reading

- Stage 2: While-reading

- ✓ Look for main ideas and details.
- ✓ Guess the meaning from context.
- ✓ Inferring and predicting the events.
- ✓ Summarize the most important thing that has happened so far.



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Stages for Reading

- Stage 3: Post-reading

- ✓ Take a closer look at the text.
- ✓ Summarize in own words.
- ✓ Answer clarifying questions.
- ✓ Discussions or debates.
- ✓ Craft activities.



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reading strategies

PREDICT

Use clues to think about what will happen.

- *I think/predict _____ because _____.*

QUESTION

What questions come up about the text, character, plot, detail, or action?

- *Who, what, when, where, how, or why did the character...*

CLARIFY

Clear up any confusion or reaffirm what is already known.

- *I think the passage means...*

INFER

Use clues from the text and what is known to figure out what the text means.

- *Because _____ I think that...*

SUMMARIZE

Explain what the text is mainly about.

- *In my words, this is about...*

COMPARE

Identify similarities seen in the text between characters or situations.

- *I see how _____ is similar to _____ because _____.*

CONNECT

Make connections in the text by explaining how one can relate, or how the text relates to something else.

- *I can relate to this because...*
- *This reminds me of...*
- *This is similar to ...because...*

VISUALIZE

Pause to imagine what the setting or action must be like.

- *When I was reading, I pictured...*

EVALUATE

Form an idea or judgement about the text.

- *This is good/bad because...*
- *I would have done _____ differently because...*
- *I liked/didn't like the way the writer...*

SYNTHESIZE

Put the pieces together to see them in a new way.

- *All these details lead me to believe...*
- *Based on _____, the author wants me to think...*

Accuracy vs Fluency

Accuracy refers to how correct learners' use of the language system is, including their use of, pronunciation and grammar.

Fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation and vocabulary.

Fluency activities focus not so much on how the students are communicating but what they are communicating. Examples of fluency activities are conversations, roleplays, debates and projects.

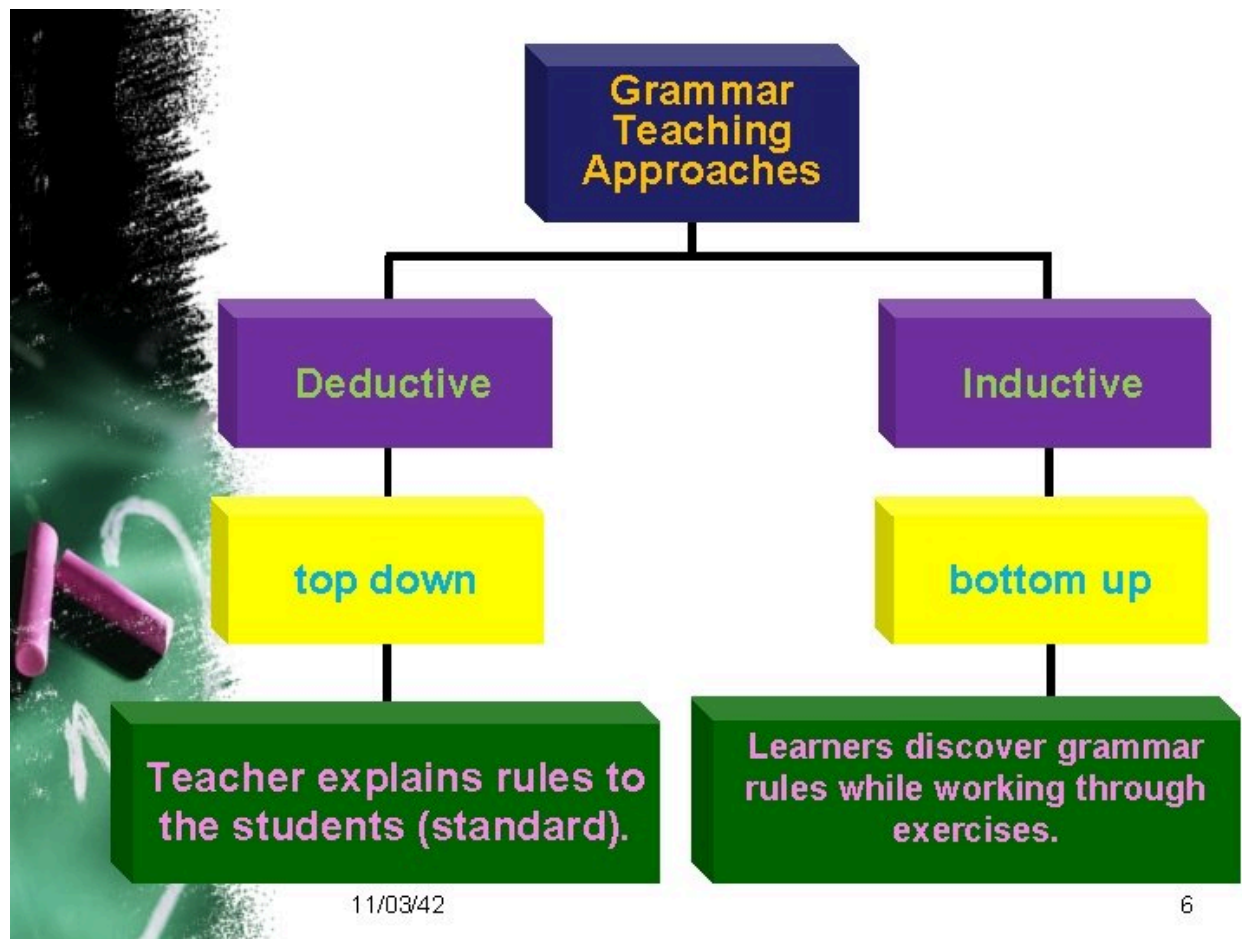
In fact, a student who is more fluent than accurate can be more successful at communication than someone who is more accurate than fluent.

This is because communication is a fluid concept which involves more than one participant, and the other participant may still be able to understand the communication even if the rate of accuracy of the speaker is not very high

Both accuracy and fluency are important in the classroom and one should not be sacrificed for the other.

Fluency in language learning is the ability to use the spoken or written form of the language to communicate effectively. While fluency does require a reasonable knowledge of vocabulary and grammar, the language produced does not need to be flawless as long as you are able to be clearly understood. In contrast, accuracy refers to the production of grammatically correct spoken or written language. While it is important to learn the correct forms of the language, accuracy does not guarantee the ability to communicate fluently.

TOP DOWN BOTTOM UP

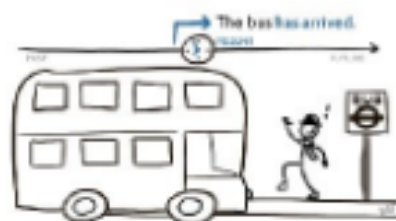


Inductive and Deductive

- **Deductive** is known as a 'top down' approach. This is the standard teaching approach that has a teacher explaining rules to the students.

For example:

The present perfect is made up of the auxiliary verb 'have' plus the past participle. It is used to express an action which has begun in the past and continues into the present moment... etc.



Inductive and Deductive

- **Inductive** is known as a 'bottom up' approach. In other words, students discovering grammar rules while working through exercises.

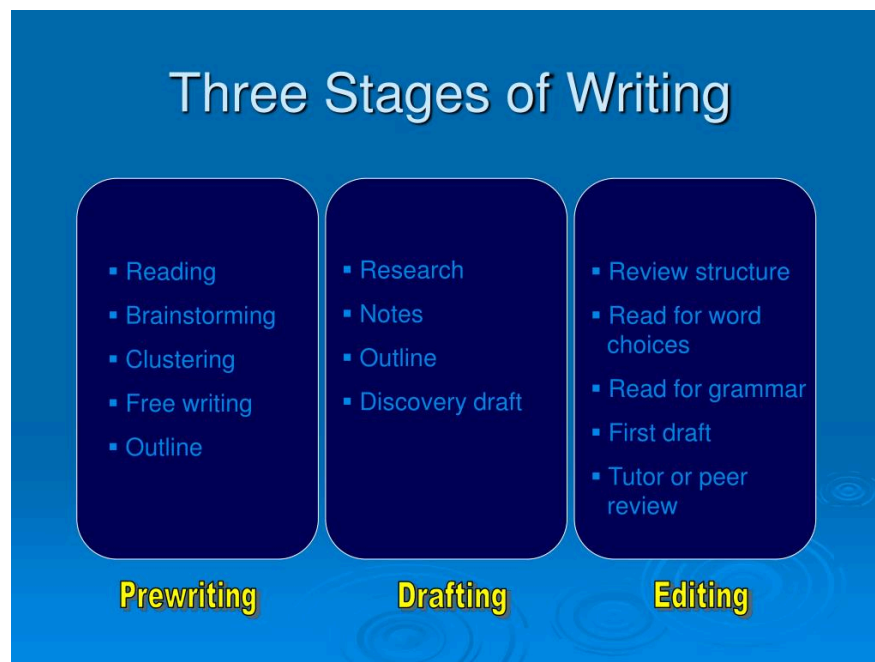
Teaching Reading

1. Use songs and nursery rhymes to build phonemic awareness
2. Word search - start with words
3. Reading aloud - short stories (pronunciation) - lp
4. Teach word by word then can ask them to say out the sentence
5. Make a book from a book - ask pupils to come up w a story based on a popular story and read it out

Teaching Writing

Depending on students proficiency also

1. Encourage students to journal
2. Writing Cards and letter
3. Fill in the story
4. Word search - find words and then write sentences



Three Stages of Writing Process:



1. Pre-writing

- i) Invention & Collection (of ideas)
- ii) Purpose & Audience

2. While-writing

- i) Organization
- ii) Drafting: tone & cohesion/coherence

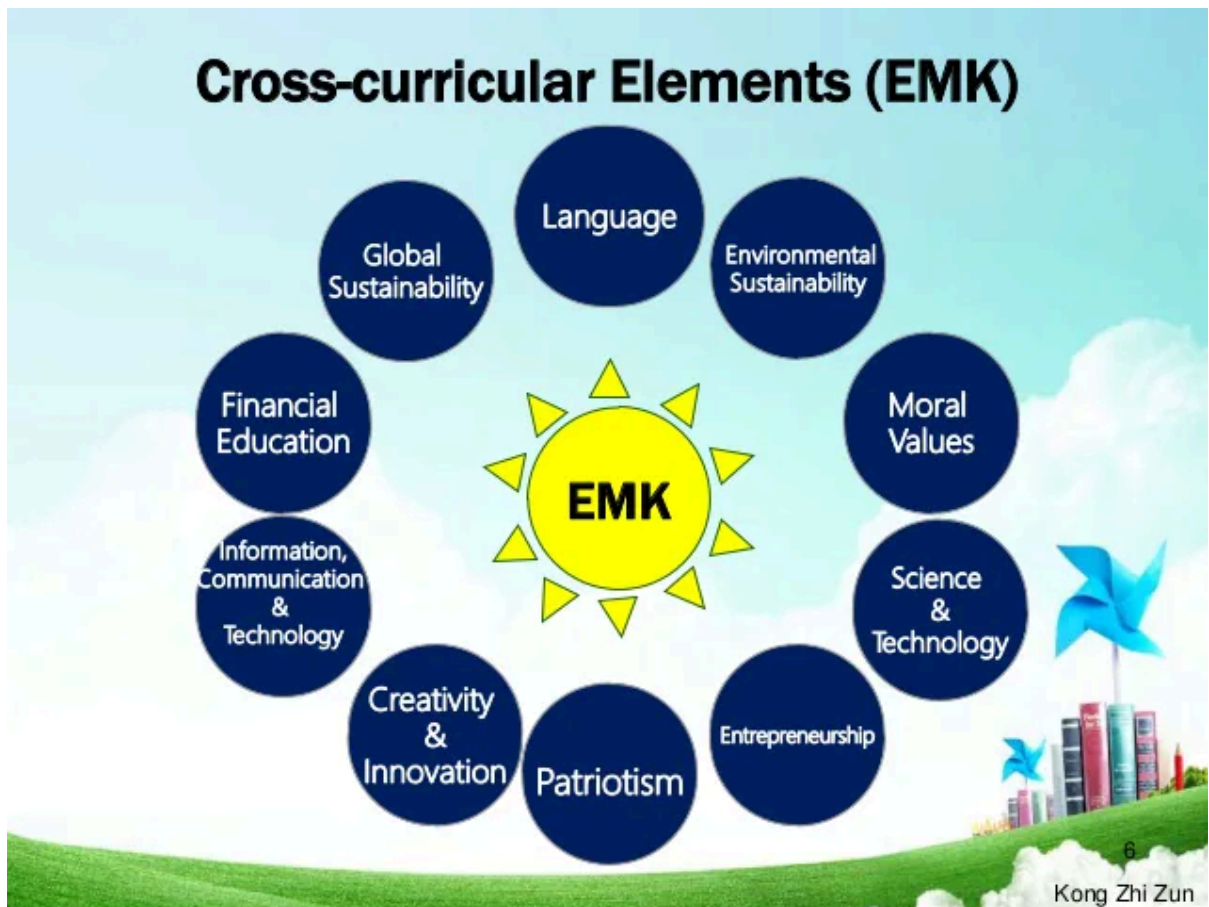
3. Post-writing

- i) Revising
 - ii) Proofreading
-

Benefits of Reading

1. Improves creativity and imagination - idea development
2. Helps you learn abt culture etc
3. Increases vocabulary either through context or by looking them up
4. Improves memory
5. Increases concentration and attention span
6. Improves writing skills
7. Expand understanding of the world - widens your perspective

Cross Curricular Elements - KSSM



Parenting Styles

THE FOUR PARENTING STYLES

	SENSITIVE & RESPONSIVE	STERN & PUNITIVE
DEMANDING	AUTHORITATIVE	AUTHORITARIAN
DOESN'T ENFORCE LIMITS	PERMISSIVE	UNINVOLVED

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Discussing Qs

New norm - general and specific

Mask, check in, sanitize, 3w wear mask, wash hand, watch distance.
Close contact - quarantine if symptoms / buy self test kit and rapid test kit (rtk)
Be prepared for endemic
90% adult vaccination can interstate travel

PdPR problems/ issues/ challenges

Pengajaran dan Pembelajaran di Rumah / Home based learning

Teachers

Few pupils attend lesson
Fewer submit work
Prepare materials - need to prepare various type of lessons/activities so pupils are interested - time consuming
Hard to control students - little responses/ feedback
Impactful or not teaching
Prepare module for those who have no internet connection - students no transport to pick up module - so ask friends - can't discuss module with students
Time constraint especially when discussing exercise - different proficiency
Cant guide pupils one by one don't know if they did the exercise

Pupils

Limited gadgets, share w siblings
Internet connection limited/ no internet access/ unstable connection
Students working - so no interaction when they join class - join for attendance
Working students dont bother joining class - working so berhenti sekolah/ stop schooling
Some are married

Parents

Inexperienced in facilitating learning at home
Working parents no time
Worn out - money, stress

Non pdpr

- Finish syllabus
- Control students
- Feedback - passive students

Mental Health (parents/ students/ teachers) - use JERIS to support those activities

J - Jasmani
E- Emosi
R- Rohani
I - Intelekt
S - Socialise in a correct way (students)

Everyone is severely affected - no space - people keep trying to reach you - can't relax

Teachers

More workload - Too many materials to prepare
Mark students' work on google classroom - strain eyes - headache
Always interacting with students bcz online
Too many activities - paperwork
Poem recital/ debate/ video competition

Pupils

Stressed with lots of activities
Exhausted - always on the phone or computer - strain eyes - headache

Parents

Stressed children always focused on screen - stressed - tired

Solution?

Take a break.

Use the weekend wisely to destress ...

Don't disturb students on weekend

Use games for younger students

Upper form - remind them, motivation helps, spm, start w easy task

Student is suicidal what will you do as a teacher

Shows they trust you - Try to seek help - tell counsellor but ask them permission/ consent - confidential -

See if they are willing to talk to someone they're not close with

Equip yourself w psychology - take courses from SJAM/ RED CRESCENT

Be aware of those courses they offer, can be useful you as teachers

See signs of students - might show early signs so talk to them, seek help together from counsellor

Ask how they're doing every day

Moratorium - a legally authorized period of delay in the performance of a legal obligation or the payment of a debt.

Pengecualian loan

According to BNM, during this period, borrowers/customers with loan/financing that meet the conditions do not need to make any repayment, and no late payment charges or penalties will be imposed.

Abuse of tech

Too much of comfort - go beyond no one to monitor them

Never attend class - wake up early to play games

Solutions:

Parents can download google classroom and see students work submission

Google family link - parental control

Send parents weekly attendance - whatsapp group if they are not tech savvy cant use g. Classroom etc

Rumah Tangga

Students no motivation - gloomy environment at home - domestic violence - loss of job - stress - dont know where to channel - (domestic news)

Education now and future

Huge education gap - different syllabus

Rich and poor - good exposure - comfortable home - good internet - gadgets - private tuition - not left out -

poor students work during lockdown - limited resources - cant afford to buy books

Class - hands on tasks, experiments etc

Online - cant do practicals only theory

Rural urban

Drop out increased during lockdown

Rotation system right now - 50% group A and group B

Didik TV

Revision - access to tv

Effort of gov

The teacher was laughed by everyone

Don't laugh/ mock - always room for improvement

Get good teacher who is proficient

Support

Acknowledge the good also - see the effort of the teacher

What's the point of talking like native when students can't understand

English is our second language

Now how perfect but effort

Probably the best sc teacher isn't good in English

Students are watching - encourage them to use English - they might feel shy to use broken English













Does Not Support

Pronunciation wise - Is that the best we have?

Lots of counselling session - can use with students and talk abt issues

4th IR

Creating job creators and we're preparing them for that

	First Industrial Revolution	Fourth Industrial Revolution
Learning Objectives	Mastery of basic skills and knowledge (e.g., reading, math) 	Development of whole person across multiple intelligences (e.g., emotional, intellectual, social) 
Role of Educator	Expert 	Facilitator 
Learner Experience	'Factory model' - Passive, structured, directed, en masse 	'Custom model' - Active, self-directed, exploratory 
Target Age	K-12 	Lifelong learning 
Expertise	"Teacher knows best" 	"Anyone can teach" 
Access	Physical classroom 	Anytime, anywhere, any device 

Ji

Vaccine

Teachers should vaccine

More strict with civil servants

Didn't vaccine bcz of health issues then okay

But those chose to on purpose, actions must be taken

As teachers should help pave way to reach herd immunity

Set examples to students and others

Teachers who refuse to be vaccinated against Covid-19 may be transferred elsewhere if their actions cause the Teaching and Learning (PdP) process of students to be affected

Qualities of a good teacher

Relate to students eg loving, caring, etc

Knowledge, positive attitude, skills

Knowledge + skills = impactful lesson

Attitude - shape students behavior

What is the change you want to bring in school

Specify which areas - curriculum / co-curriculum / etc

PAJSK - Pentaksiran Aktiviti Jasmani Sukan dan Kokurikulum (**PAJSK**)

Teacher will assess - data is unreliable

PJK add to exams or make like exam so students will be involved -

As an English teacher

Lesson not too rigid - teach with fun activity - give teachers the liberty to prepare fun lessons at least twice a week - free from textbook content - can incorporate the skills or grammar indirectly

Types of vaccine

Pfizer

Moderna

Astrazeneca

Johnson & Johnson

Sinovac

Enhance reading

HIP Highly Immersive Program, English Week, Shorter articles/ short stories/ topics that pupils are interested in

HIP

steps taken by the Ministry of Education to solve the poor language proficiency problem among the primary school pupils by involving and immersing pupils in an English environment.

The English teacher will conduct the programme or activities that suit the needs of pupils. They will collaborate in organizing and implementing English programmes, events and activities, and they are also responsible in creating tools and aids that will be used in the HIP activities.

This process will help to develop and build their confidence in using the language

parents can contribute by having the community to provide their expertise and assistance

communicative language use

teachers can use language games, textbooks, project-based activities, and role plays to develop language proficiency of the pupils

There are four types of activities:

- Indoor
- Outdoor
- Whole school
- Outreach- Field trips or activities with the society/ teaching children (mentoring)

Here some ideas on the activities.

1. Create an English environment by playing a song: Singing competition
2. English stage. Create a small stage and choose one day for your pupils to perform anything in English. Give theme, if it is the Science week, pupils will perform topics on Science in English.
3. Informative Board. Assign a theme. For example, Mathematics. So during the Mathematics day, pupils will find content related to Mathematics in English and paste on the information board.
4. Mini games: 15 minutes before school starts, play games such as spelling bee, royal messenger, puzzle and etc. - during english period
5. Assembly in English. Choose a day to conduct assembly in English. Pupils or non-English language teacher can speak in English.
6. English corner. Create a small corner and put a lot of English books there for the pupils to read.

7. English documentary. Play a short clip of English cartoons, movie or documentary for pupils enjoyment.

8. Canteen day in English. Buy and sell in English.

PPP

- Presentation
- Practice
- Production

Presentation - demonstration

In this stage the teacher presents the new language in a meaningful context. I find that building up stories on the board, using realia or flashcards and miming are fun ways to present the language.

Practice

There are numerous activities which can be used for this stage including gap fill exercises, substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures.

Production

Again there are numerous activities for this stage and what you choose will depend on the language you are teaching and on the level of your students. However, information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalisation activities and board games are all **meaningful activities which give students the opportunity to practise the language more freely.**

If reading ada post activities

Appropriacy

1. The closer the relationship; parents, siblings, friends, the more informal the language can be – Open the window, would you?

2. The more distant the relationship; boss, bank manager, customer, the more formal the language should be – Would you mind opening the window?

3. The 'easier' the reason for communicating; inform, invite, congratulate, the more informal the language.

4. The more 'difficult' the reason; requests, complaints, debates, the more formal the language.

It's the teacher's responsibility to know these cultural differences and raise awareness of them in the class.

In a way it is like teaching what kind of language to use, formal or informal.

Like Task-based learning.

The imperative form is actually used in life situations – a few examples which immediately spring to mind are:

- * recipes – a list of ingredients followed by instructions in the imperative,
- * instruction manuals
- * a coach giving training instructions to his/her team,
- * warnings,
- * advice is sometimes given as an imperative,
- * some formal interview situations (eg at Immigration) imperative form may be heard

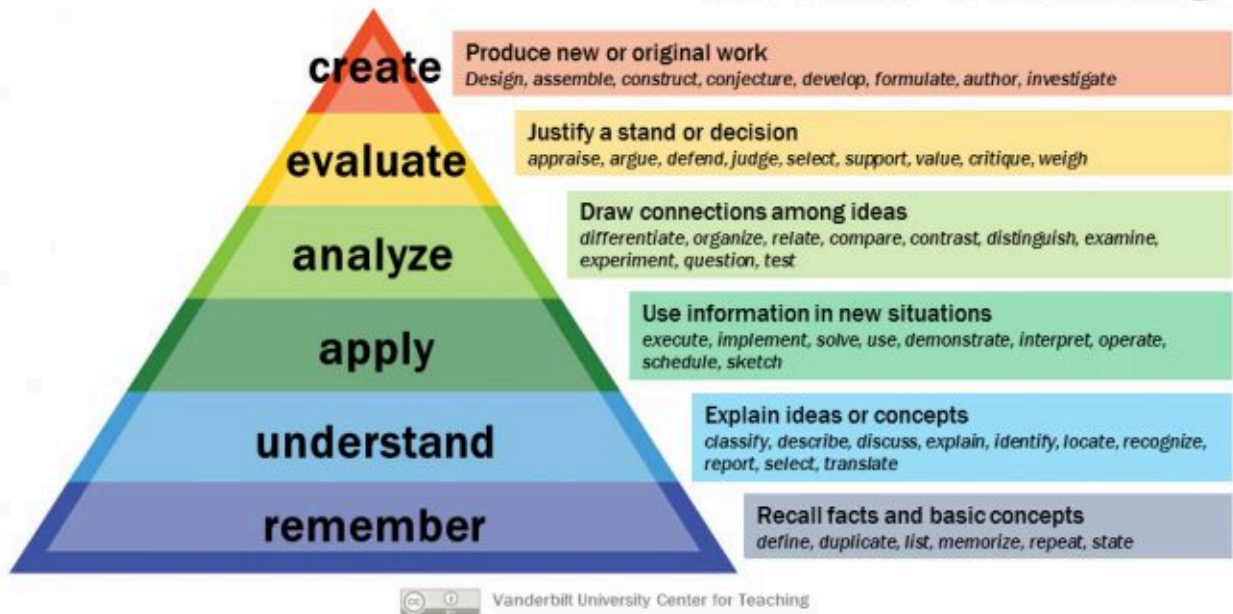
Fundamental Skills in Language Learning

reading, writing, listening and speaking

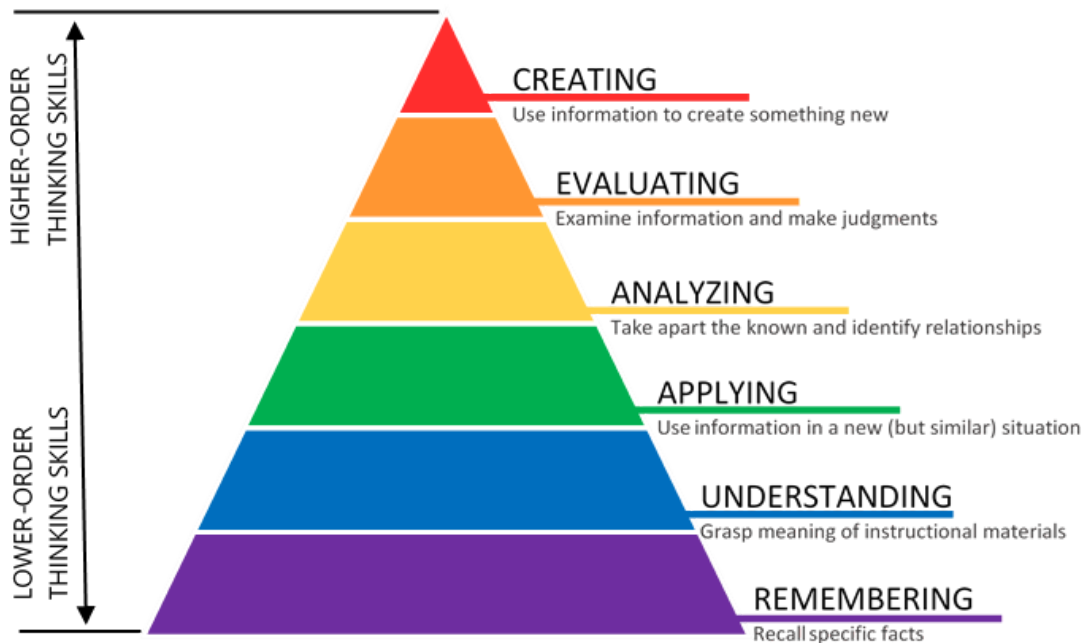
KBAT/ HOTS

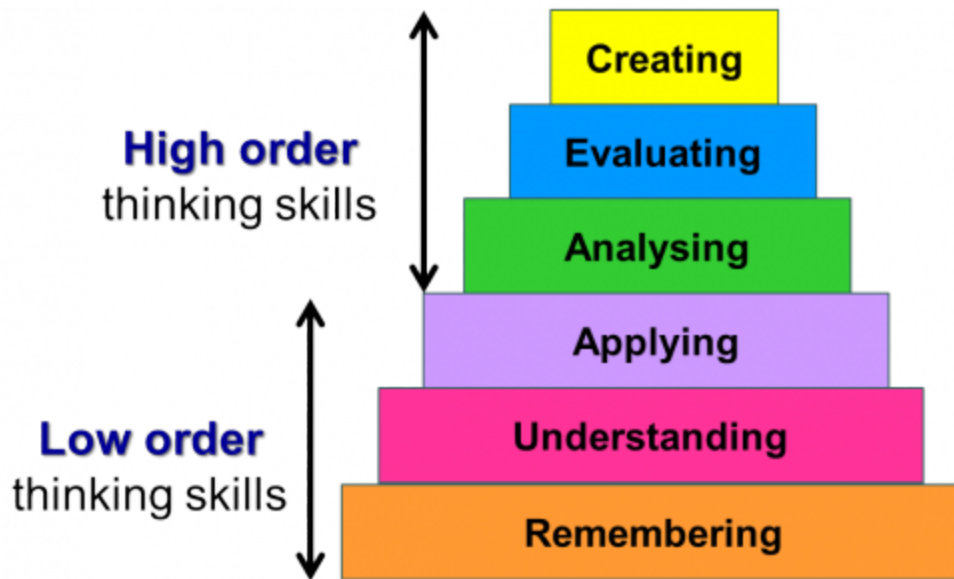
Higher Order thinking Skills (HOTS) refers to the **ability to apply knowledge, skills and values in reasoning, reflection, problem solving**, decision making, innovating and creating something new (Ministry of Education [MOE], 2013)

Bloom's Taxonomy



BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)





Improving yourself as a teacher

- Sit through peers class
- Self enrichment training
- PLC

Burnt out students and PdPR/ Get students to be interested / Teaching on Current Situation (PdPR)

- Video lesson
- Gamification in teaching - quizizz, kahoot,
- New exposure each day relating to technology
- Keep up with their trend (topics they are interested in)
- Don't give too much homework
- Build good rapport w students

Academic Important in Msia

Academic - primary learning

Each job has primary learning be it fine arts, music or culinary

Diff field diff learning

Academic is important - complement JERI
Vokasional vs Life ed vs School
Qualification for job - at least basic or to survive

Integrate technology to teach writing

Use Google Doc - encourage student discussion for maybe brainstorming

Lecturer can oversee

Write blog

Use padlet - Learning Management System (LMS)

Email writing - ask pupils to send email

Resume - can use canva template

Share their writing on online forums in the form of ideas, opinion, suggestions and even critique

Abolishment of Exam

Primary school okay but not in secondary

Secondary need exam to:

evaluate students before tertiary edu/ qualification

Scholarship based on results - biasiswa

Evaluate students' capabilities and then change teaching techniques

Motivated to do better and perform better in next exam - sense of drive to move forward

Discipline

Lessen the amount of exams -

PBD only works during PdP

Good way to assess understanding

Help us Understand what we like - do well we will like it -

PBD not reliable

No integrity - make sure students pass

Why is teaching a noble profession

Parent of all profession - as all profession has underwent education with a teacher

Along w academic a teacher teaches you almost everything which would prepare you face life regardless of who you are.

Not everyone has what it takes to become a teacher - I think we are chosen by Thee

Handle Absentees

Try calling - if can't reach then tell counsellor

Check with other teachers who teach them also then tell class teacher

Passive Students

Slowly approach - get them involved in discussion - then make them a leader - nudge them everyday - think pair share method - make them feel involved - always ask them qs

Disruptive student

Make them the assistant to delegate the task - communication skills - correct them when they approach a friend rudely -

Difficult to teach

All skills have their own challenges

Writing

Lack of imagination, ideas, grammar,

Reading

Limited vocabulary, hard to comprehend,

Listening

Students zone out once they realise they don't understand
They never focus

Speaking

Lack of vocabulary
Confidence
Need lots of prompts

Improvement in ICT from last time to current

Powerpoint - canva etc
Gamification
Canva
Social media
Flipgrid

Digital Learning

Digital learning is any type of learning that is accompanied by technology or by instructional practice that makes effective use of technology.

Flipped classroom

Whatsapp, Tele, Google Classroom

ENGLISH AS ESL

Marketing in English - more advertisements
Watch English news
Use more English in TV/programs
Recommend English tv shows/ cartoons
Listen to song - understand - write a reply

Corporal Punishment to Curb Disciplinary Issues

Okay

Teachers know when to use it - smoking, etc

As long no abuse of power

Got limit not too much

Not okay - Surat Pekeliling Ikhtisas Akta 7/2003

Not effective -

Treat students as teens

Talk to parents

Keep grudge

Use counselling

Language Art teaching literacy creatively.

- Project based learning - combination of reading, listening, speaking and writing
- Making sandwich etc - process along the way
- We want to encourage Creativity among students leadership, 4C
- There's end results
- Especially camps
- It is about teaching literacy creatively.
- It involves bringing all the grammatical elements of a language together to create meaning.
- They appeal to different learning styles which is good practice teaching.
- Students can create their own stories via various stimuli and make their own teaching and learning tools engaging and enjoyable.
- Postcard - create their own postcard own materials start from scratch at the end ada end product through that ada process
- Std 5 - theme: superpower - teacher ask students to draw their fav superpower - label clothes and function - also power and - write listen speak - critical also think
- **CLT is more to listen and speak DONT USE CLT FOR LANGUAGE ARTS**

Teach in 21st Century

Student-centered, include 4cs

Stress among teachers

Motivational talk

Provide counselling for teachers as well

Reward yourself -

Retreat - once a month - team building

Find new hobby or passion

Share funny videos with friends - not effective

PLC - sharing session among teacher, share problems, insights from other teachers

Knowledge sharing session - talk leisure activities and it's benefits (archery, stamp collecting)

Co - Curricular Activities

Event management

Music

Archery

Online games - tournament

Self grooming - beauty - well dressed and

Book club

Stamp club

Drama club - choose a scene from stories...

News club - script writing, anchor, live telecast news from the location,

Comic club - drawing and writing

Retro club - old literature, shakespeare, poems etc, jabberwocky, alexander pope

English with co-curricular: debate, forum, public speaking, story telling, spelling bee, scrabble

Motivating students to use English in Co-curricular activity

English week

Discuss w ppd to prep manual for all schools - so uniform for all schools

Schools also take it seriously bcz more like an order

How co-curricular instill positive attributes in students/ importance of co-curricular activities

Leadership (accountability, integrity, humility) - For instance, taking initiatives and responsibilities; influencing others in working for a good purpose; setting goals; motivating others to work towards goals; taking accountability

-hold positions such as president, vice-president, secretary or be a leader in small groups - example in BSMM - each group has their own leader - teach marching/ first aids etc -

Disciplined - through marching or camping - follow orders and instructions - time management - only given certain amount of time to for certain activity

Social skills – Includes collaboration; teamwork - various group activities - team sports - softball, soccer, basketball, hockey - work together to achieve common goal - practice together - they learn that they need everyone's effort to achieve victory; building good relationships with others

Communication skill (active listening, empathetic, confident) – Includes the power of expression; listening to others; public speaking etc.

Creative thinking (creative, innovative) - In other words, thinking of newer ways to solve problems; visualization; thinking of new ideas

Stress relief and relaxation - opportunity to concentrate your efforts somewhere else. For an hour or two, you can escape whatever it might be that's stressing you out and relax into something productive. Example - sports keep you healthy and happy; science, technology clubs will all allow you to build transferable skills while having a good time with friends.

Broaden students horizons - find a new interest, talent, or even career goal. Example, join theater or drama - find out their hidden talents. Challenge themselves, consider new perspectives.

6 Key Attributes to be Globally competent

Thinking skills

Leadership skills

Bilingual

Knowledge

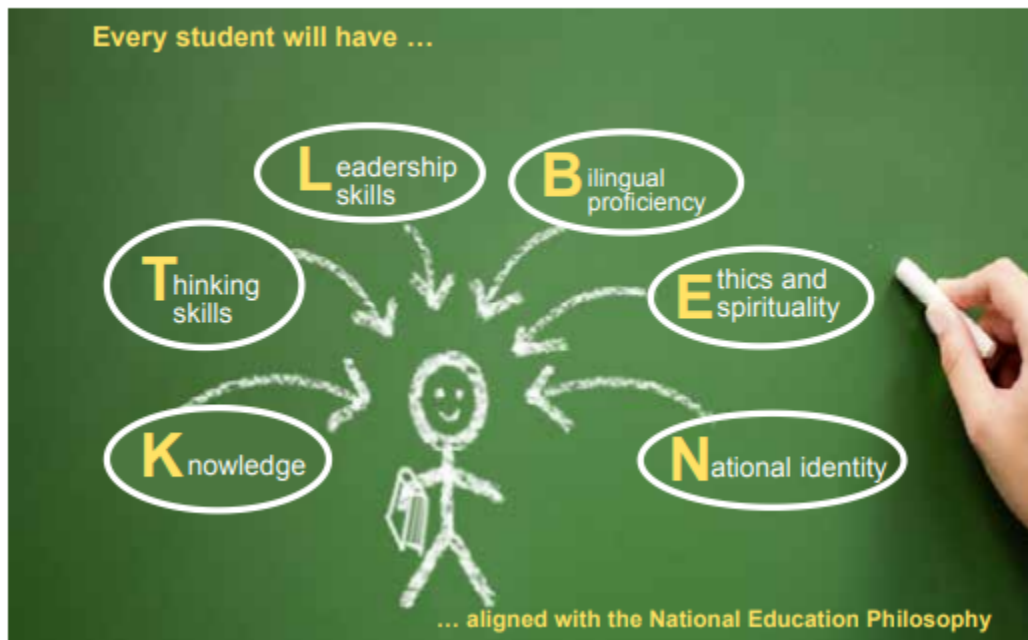
National Identity

Ethics and spirituality

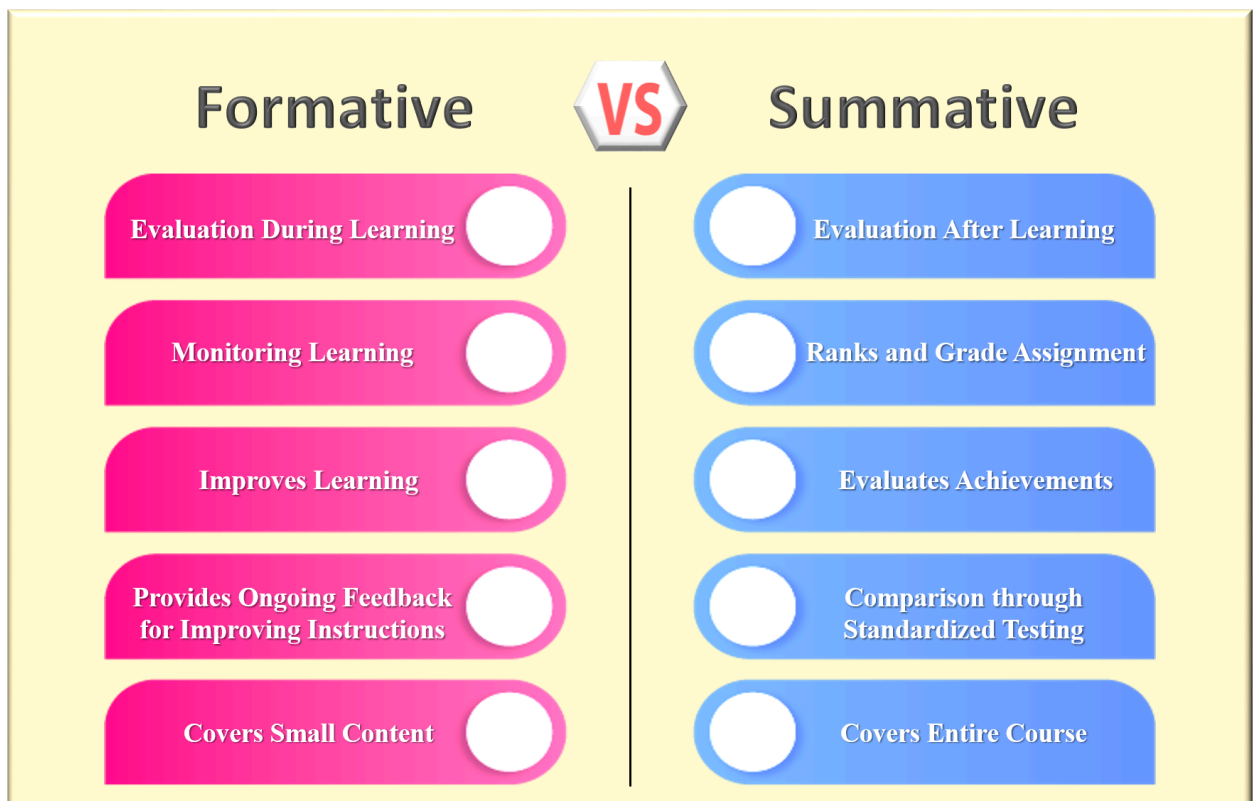
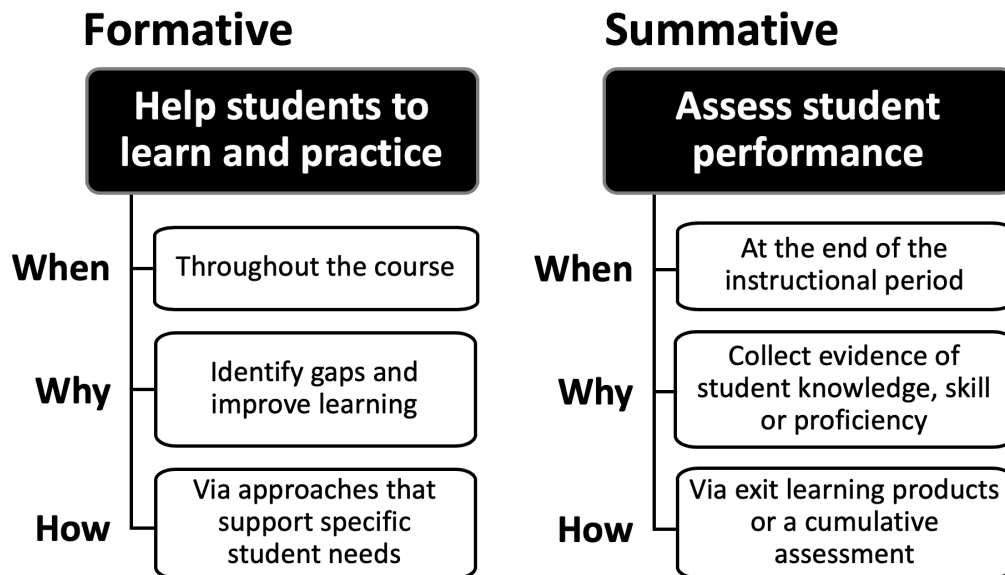
Other aspiration

- Think positive to stay focused.
- Stay resilient.
- Make time to read.
- Manage your time.
- Find time to relax.
- Strive for excellence.
- Build a strong network.
- Build good study habits.

Six key attributes needed by every student to be globally competitive

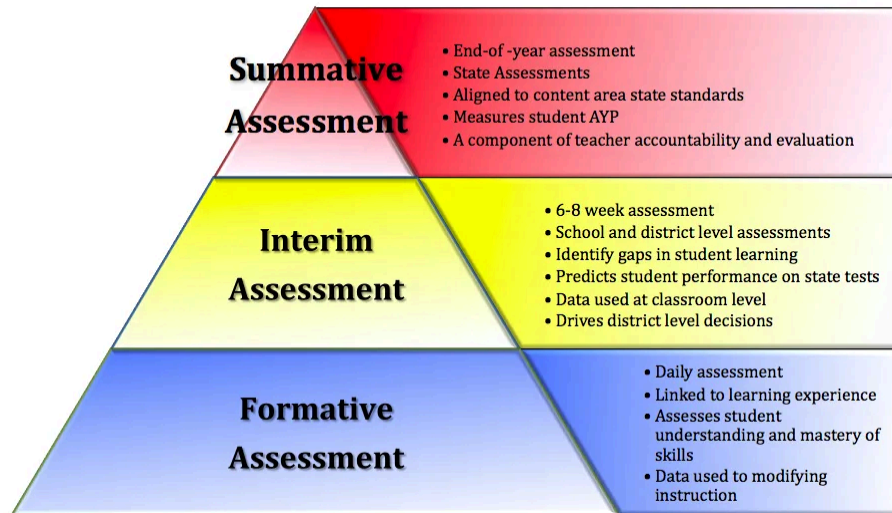


Assessment



Formative - assessment setiap bab - Bab Pressure - immediate response
Summative (summarize subject) - assessment after all chapters - Final Exam - delayed
longer time needed to assess their work

Types of Assessments



Diff methods like can have video assessment, poster making, fun for them as in less stressful but can be effective to assess them

Lifelong Learning

Lifelong learning refers to **the process of gaining knowledge and learning new skills throughout your life**. Many people continue their education for personal development and fulfillment, while others see it as a significant step toward career advancement.

Does not necessarily have to restrict itself to informal learning
It is voluntary with the purpose of achieving personal fulfillment

Importance of Lifelong Learning

pursuing personal interests and passions or chasing professional ambitions

lifelong learning can help us to achieve personal fulfillment and satisfaction.

It recognizes that humans have a natural drive to explore, learn and grow and encourages us to improve our own quality of life

We have goals or interests outside of our formal schooling and jobs. This is part of what it means to be human: we have a natural curiosity and we are natural learners. We develop and grow thanks to our ability to learn.

For eg. learning new recipe, or new hobby like knitting

Lifelong Learning is:

- Voluntary
- Self-motivated or self-initiated
- Doesn't always require a cost
- Often informal
- Self-taught or instruction that is sought
- Motivation is out of personal interest or personal development

Examples:

- **Developing a new skill** (eg. sewing, cooking, programming, public speaking, etc)
- **Self-taught study** (eg. learning a new language, researching a topic of interest, subscribing to a podcast, etc)
- **Learning a new sport or activity** (eg. Joining martial arts, learning to ski, learning to exercise, etc)
- **Learning to use a new technology** (smart devices, new software applications, etc)
- **Acquiring new knowledge** (taking a self-interest course via online education or classroom-based course)

Why is it important:









1. Enhance self motivation - feel better when u learn smthg
2. Recognize personal interest or goals
3. Improve personal or professional skills
4. Boost self confidence

Deep Learning

<https://searchenterpriseai.techtarget.com/definition/deep-learning-deep-neural-network>

Deep learning instruction provides students with the advanced skills necessary to deal with a world in which good jobs are becoming more cognitively demanding. It prepares them to be curious, continuous, independent learners as well as thoughtful, productive, active citizens in a democratic society.

Productive vs Receptive Skills

	Receptive	Productive
spoken	  listening	  speaking
written	  reading	  writing
		netlanguages®

The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it.

These skills are sometimes known as passive skills. They can be contrasted with the **productive** or active skills of speaking and writing.

Example

Often in the process of learning a new language, learners begin with a receptive understanding of the new items, then later move on to **productive** use.

In the classroom

The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example, building reading skills can contribute to the development of writing.

Foundation of Language Skills

When you're reading or listening, you're **consuming a language**.

However, when you're writing or speaking, you're **producing a language**.

How to Improve/ Teach Reading Skills

1. Picture or Comic Books
 - great for beginners, can comprehend story from pictures
2. Word Search - LP
 - Familiar w english words
 - Magic based on my experience - there's student involvement
 - Involved - find the activity interesting - they pay attention
 - After word search - help students build simple sentences - guide them
 - We integrate reading and writing
3. Dictionary and Pocket Notebook
 - Come across new words, search and jot down in your notebook
 - Can do it digitally these days
4. Dual language books - vocab activities to test them/ enhance their comprehension
5. Newspapers
 - Find out about current events and enhance language
6. Send messages in English in class group
7. FB posts - share with students
8. Encourage kids to watch English movies w subtitles - reinforce spelling

How to Improve/ Teach Writing Skills

1. Write blog - HP
2. Use apps like Duolingo
3. Write letter to penpals/ postcard (LP)
4. Postcard projects - learn culture, language,
5. Integrate technology - mindmap to expand ideas, easier movement on digital platform better than paper and pen - detailed organization of ideas - can redo many times
6. Padlet - organize ideas and then learn from each other

7. Comic - cut from newspapers - come up with your text - help w writing - creative and critical

How to Improve/ Teach Speaking Skills

1. Pair work - proficient student paired with least proficient
2. Suggest videos on youtube channels BBC Learning English - suggest one video per day - talk
3. Suggest cartoons like Peppa Pig - one video per day discuss in class the next day
4. Ted talk, ted ed videos
5. CLT - Activities, order food restaurant, pair work - ask personal info
6. Record audio - submit
7. Give media exposure - download cartoon if they have no internet
8. Teach day to day expressions, verbs, daily conversation - clt - context based
9. Role play - order mee goreng in English

How to Improve Listening Skills

1. Brief about audio - tell them on what to focus
2. Ask them to read the questions before listening
3. Give audio full attention - don't zone out
4. Write down words they don't recognize
5. Listen to audio multiple times
6. LP - teacher can pause and repeat what was said or record the audio so easier for pupils as teacher speaks like Malaysian

Which is the Most Important Skill?

Speaking

The reason why we learn the language in the first place is to communicate.

Listening

Hear then repeat

Types of reading

That's why there are various reading techniques for different purposes.

Skimming - When you skim a text you're trying to find out what it's about at a basic level. That's what people usually do when reading a newspaper or a magazine before settling down on an article of interest.

Scanning - Scanning means reading a piece in order to quickly find the information you want or need. You quickly jump over the sentences to get the information you're looking for.

Intensive reading - This reading method is more time-consuming than the previous two as you're approaching it with a clear idea in mind of what you want to get from the text.

Intensive reading is highly beneficial to language learners as it allows them to identify unknown vocabulary and lets them deduce the meanings of unfamiliar words from the context.

Extensive reading - This is what we call reading for pleasure. You try to soak in as much as you can in order to enjoy the written text as much as possible. You're not doing it because you need information, but because you like it.

Intensive vs. Extensive Reading

Type of Reading	Intensive Reading	Extensive Reading
Class goal	read accurately	read fluently
Reading purpose	answer questions study	get information enjoy
Focus	words pronunciation	meaning
Material	teacher chooses often difficult	you choose easy
Amount	not much	a lot
Speed	slower	faster
Method	must finish use dictionary	stop if you don't like it no dictionary

Adapted from Day & Bamford, 1998.

Rural Area - suggest ways to overcome

- Go to the village - volunteer in your community - teach the kids - community engagement - pitch idea to ketua kampung

What will you teach in rural areas

Depends on proficiency - fun subject - too basic then use flashcards etc

Remember they have limited internet - self explore - task based learning - communicative language teaching - hands on activities

Cabaran Guru in Teaching KBAT

- Low proficiency level - didnt even achieve LOTS and basic skills
 - Same high achievers respond all the time
 - Various proficiency level - differentiation strategies
 - Large class, time constraint
 - Limitation in terms of planning, implementation and assessing HOTS
-
- Jumlah pelajar yang terlalu banyak dalam sesebuah kelas mengakibatkan kegagalan untuk mengaplikasikan elemen KBAT.
 - Selain itu, pelajar juga mempunyai tahap kecekapan dan kefahaman yang berbeza.
 - Kalau tidak pelajaran hari tersebut akan sia-sia (rugi), objektif tidak tercapai

How to Increase HOTS

Encourage brainstorming, or consideration of alternative explanations

Demand feedback - always

Expand discussion - so they have various idea / perspective

Understand don't just memorize

Use pictures - to get them talking - pictures can be subjective/ diff perspectives

Encourage questioning

ABM- alat bantu mengajar / realia

Why is English Difficult

No early exposure - home/ cartoon etc

They don't use English at home or with friends - their environment

They don't see the point of it - so not motivated

No confidence to use the language because they rarely use it

-Tiada pendedahan awal yang diberikan

-Persekitaran yang tidak mempraktikkan bahasa inggeris

-Pelajar tiada pendedahan dan tiada keyakinan diri untuk berkomunikasi menggunakan Bahasa Inggeris

Teaching Different Level Proficiency

- Two types of worksheet
- Different methods - group work, pair work, tbl, clt
- Peer guidance /teaching
- Pair work/ group work - comfortable and talk - no confidence to ask teacher
- Learn from each other
- Task based learning / communicative activities

Guru Kelas

Class must be functionals

Organization - jadual tugasan

Leadership - EXCO for each subject - good soft skill practice

Caring - know students family b/g social b/g

International Visitor

- Culture - discuss food, attire, lifestyle, beliefs

Diagnostic Assessment

Early evaluation before class



Vision in Future

- Assessment and notes taking - sustainable - no more book only Google Docs/ google classroom
- More use of ICT
- Google Playbook - widely used for textbook
- No more heavy bags - go paperless - Locker

Instill Patriotism in Class

Rukun Negara - moral values - Cross Curricular Element (cce) got patriotism

Right and duties as citizen

Our Nations protectors - show videos

Instill patriotism - use sports - Olympics etc

Role play - use traditional attire

Different races in one group

Talk about our culture and festival

Sitting arrangement - chinese and malay

Civic Lesson in English - instill patriotism in civic lesson -

Civic is taught in English 4th week of every month
6 aspirations wants us to be bilingual - so this is by the gov
DLP - dual language program
Science - language of knowledge

Role Model

Understanding -
Speaking - tone
Your student is the reflection of you
Caring

Current Issues

Smoking in eateries
Unemployment - gaji minimum wages
Dropout - lots due to pandemic
Domestic violence
Climate change
Mental health

Instill rukun negara

Do a lesson - once a month - choose things that unites us malaysians
Eg. nasi lemak, lee chong wei
Then try to incorporate rukun negara

Teaching Conjunctions/ Grammar

Inductive or deductive approach
Teaching methods

Connect lessons to real life

Use relevant examples - contextual (something that the students have prior knowledge or experience)

Examples: celebrations/festivals; hardship during pandemic (something that they're all can relate well)

- to teach impactful values

Project based learning - identify a real-world problem and develop its solution

- Film a documentary on a social issue few people see
- Develop a new invention

Teaching High Proficiency Students Culture

-penpals/ postcrossing projects

Blogging - teachers teach how to use blog - students do research - write about culture

Research then present / debate

Task-based learning

How to teach vocabulary for low proficiency students

Flashcards

Pictures

Realia

Picture dictionary

Video - Nursery Rhymes

Why do you need to give action-based task at the end of the lesson

Apply what they learn

Enhance their understanding

How to teach celebrations during pandemic

Videos - advertisements from tv can be used also

Announce in group and encourage students to submit materials about their celebration - then use that as materials in lesson - pupils contribute to the lesson - enhance their skills - video making or presentation

How to know whether your students understand the lesson?

Ask for feedback during and after lesson

Formative assessment (simple quiz) after the lesson or during the lesson (class exercise)

How do we know a lesson conducted successfully?

Look at learning objectives - if achieve then it is successful (subjective)

Ask questions at the end of the class about what they have learnt during the lesson. If the students can't answer it well, meaning that the LO has not really well achieved.

At the end of the class, your students complained about not understanding the topic/If you are teaching but suddenly you realised that your students don't understand your lesson, what would u do?

Ask the other students who understand to teach the students who don't understand.

Find another time to reteach the lesson - using different method - slower pace - simpler words (flipped classroom)

Can ask the students to see you after the class so that you can explain further and better as your only focus is that students.

How do you make students understand your lesson better?

Use simpler words - slower pace - use appropriate ABM - relate it with the real life situation; something that they have experienced about

What to do when class objectives not achieved

Rectify

Improve teaching methods - different methods and different ABMs'

Edit objectives based on students' proficiency

Make sure simple lesson not too many things in a lesson

Objectives should be achievable

Lesson didn't go as planned - Plan B

Why - based on reasons - students fighting - lesson too hard

Reteach - make it simpler

Incorporate another teaching materials/ways

English Class Advisor

Enjoyable activity

Movies - moral values

Animation - roald dahl

How detailed do you want to know about your students if they have problems?

- Depending on how much the students want to share the problems.
- Just be there to listen and to give moral support.
- Try to be a good listener bcoz sometimes people just want to let out. ,

Activities to carry out if you were the English Club advisor and justify

Fun and relaxing activities - watch movies appropriate ones - play games - public speaking/ storytelling - spelling bee competition, scrabbles, treasure hunt activity
Movie reviews, book reviews, game reviews, DJ, songs that inspire you hshshshs
So that they enjoy and like English - less stressful than academic

What did you learn from outside activity that you can incorporate in class?

Event management, time management, leadership, soft-skill

How do you keep track of your teaching/handling multiple classes?

Have different folders sort by different class/lesson - easier to check

How do you establish rapport with students & parents?

Parent-teacher meeting

WhatsApp group with parents - update how students are doing / good and bad (mostly about good stuff)

What to do if students don't want to talk/What would you do to break the ice in the classroom if students are very silent?

- Keep trying each day.
- Try a different method; probably writing if he/she likes to write.
- Integrate it during a lesson.
- Pair work activity would work wonder.
- Dont give up on students!

Acquiring vs Learning

Acquisition	Learning
Similar to child's first language acquisition	Formal knowledge of language
"Picking up" a language	"Knowing about" a language
Subconscious	Conscious
Implicit knowledge	Explicit knowledge
Formal teaching does not help	Formal teaching helps

PPSMI to DLP

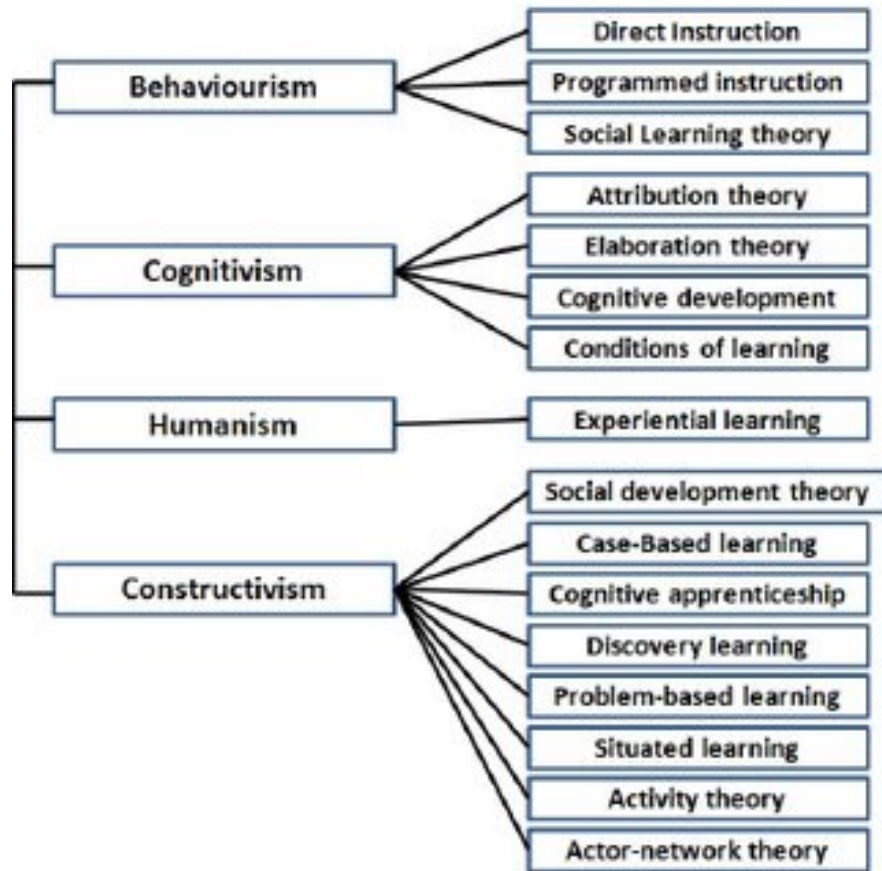
Dual lang program

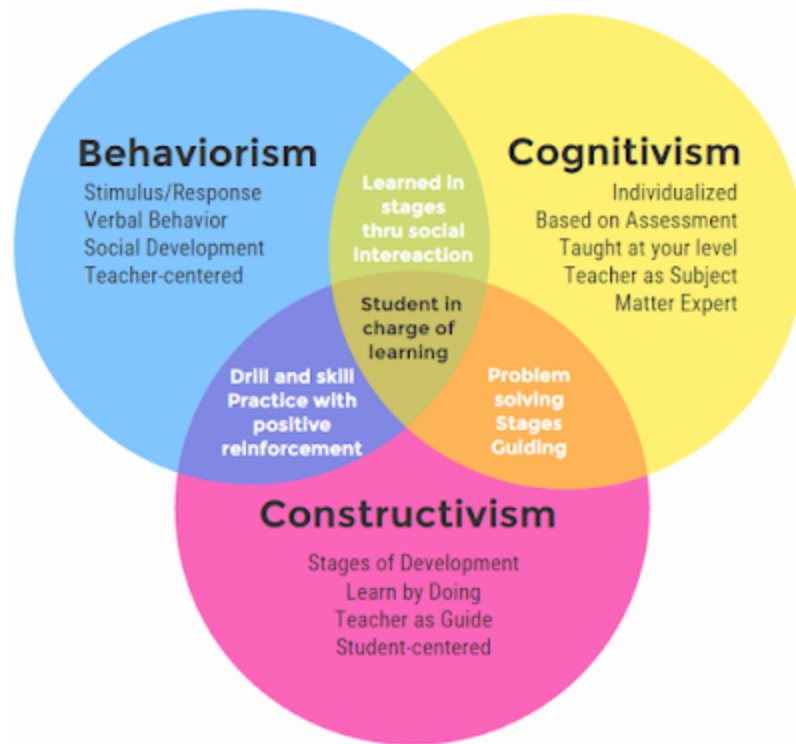
Pengajaran dan Pembelajaran sains dan matematik dlm inggeris

DLP

Can choose whether can learn in BI or BM

Constructivism and Cognitivism vs Behaviourism





Cognitivism

Instructional/Learning Strategies: Cognitivism

- Information Processing Model
- Explanations
- Demonstrations
- Illustrative examples
- Gestalt Theory
- Matched non-examples
- Corrective feedback
- Outlining
- Mnemonics
- Dual-Coding Theory
- Chunking Information
- Repetition
- Concept Mapping
- Advanced Organizers
- Analogies
- Summaries
- Keller's ARCS Model of Motivation
- Interactivity
- Synthesis

Constructivism

Instructional/Learning Strategies: **Constructivism**

- Modeling
- Collaborative Learning
- Coaching
- Scaffolding
- Fading
- Problem-Based Learning
- Authentic Learning
- REALs
- Anchored Instruction
- Cognitive Flexibility Hypertexts
- Object-based Learning

Dr Shahram Yazdani

Humanism

Human values - human right, conservation etc

Putting human beings and other living beings at the centre of your moral outlook

[Humanism](#) is very closely related to constructivism. Humanism directly focuses on the idea of self-actualization. Everyone functions under a hierarchy of needs. Self-actualization is at the top of the hierarchy of needs—it's the brief moments where a person feels all of their needs are met and that they're the best possible version of themselves. Everyone is striving for this, and learning environments can either move toward meeting needs or away from meeting needs.

Teachers can create classroom environments that help students get closer to their self-actualization. Educators can help fulfill students' emotional and physical needs, giving them a safe and comfortable place to learn, plenty of food, and the support they need to succeed. This kind of environment is the most conducive to helping students learn.


Pedagogy

What are the 5 pedagogical approaches?

The five major approaches are **Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning**

Approaches that promote constructivism in the AP 10 classroom

- Integrative teaching – cutting across disciplinary lines (interdisciplinary) and learning styles
- Reflective – stepping back and analyze their experience to improve future learning
- Collaborative – not only among students but more importantly between students, teachers, and their respective community
- Inquiry-based – raising questions, posing problems or scenarios and let student discover the answer

 Pedagogical Approaches
www.deped.gov.ph

Pedagogy vs Teaching

Pedagogy refers **more broadly to the theory and practice of education**, and how this influences the growth of learners.

Whereas, the education is the process of receiving or giving systematic instruction, and behavioural modeling and practice especially at a school, instructional event or higher education.

Education is the process of imparting **knowledge, values, skills, values, beliefs, habits and attitudes**, which can be beneficial to an individual.

Education is the process through which a **society passes on the knowledge, values and skills** from **one generation to another**.

Education is the process of facilitating **learning** in schools or school-like environments as opposed to various **nonformal** and **informal** means of **socialization**.

The objective of **education** is **learning**, not teaching.

Pedagogy refers to the “interactions between **teachers**, students, and the learning environment and the learning tasks.” Meaning is to say, how **teachers** and students relate together as well as the instructional approaches implemented in **the classroom**.

Pedagogy is the study of **teaching methods**, including the **aims of education** and the ways in which **such goals may be achieved**. The field relies heavily on **educational psychology**, which encompasses scientific theories of **learning**, and to some extent on the **philosophy of education**, which considers the **aims** and **value** of education from a **philosophical perspective**.

Pedagogy refers more broadly to the **theory** and **practice of education**, and how this influences the growth of learners.

Pedagogy is the **method** and **practice of teaching**, especially as an academic subject or theoretical concept.

In short, "**Education**" is how we learn & "**Pedagogy**" is how we teach.

RMK12 - Pembentangan Rancangan Malaysia Ke-12 (RMK-12)



YOUTH & EDUCATION

LEARNING

- 1** Strengthening science, technology, engineering & mathematics (STEM) education
- 2** Preparing for the technological revolution e.g. Industry 4.0
- 3** Introducing a digital education plan for schools & tertiary institutions

4 Creating a conducive learning environment:

- By replacing 148 run-down schools at a cost of **RM1.6 BLN** (2021-2022)
- Building 4 school complexes & 5 new schools at a cost of **RM848 MLN**

TVET

Strengthening programmes by:



ORANG ASLI

- ▶ Improving access to early childhood care & education (ECCE)
- ▶ Improving access to education till Form 5
- ▶ Increasing K9 Comprehensive Special Model Schools & upgrading them to K11
- ▶ Improving the teachers, school facilities & aspects of teaching & learning
- ▶ Increasing TVET/tertiary enrolment
- ▶ Broadening the Jom Belajar programme:
 - To improve school attendance
 - To reduce illiteracy
- ▶ Introducing the Membawa Sekolah ke Komuniti (mentor) programme:
 - Getting SPM-holders & graduates to teach Orang Asli children
 - A collaboration between government, universities & civil society organisations

INSTITUTIONS OF HIGHER LEARNING

- Building a flexible system
- Improving industry collaboration
- Upgrading facilities such as at:

	Universiti Teknologi Mara (UiTM)
	Universiti Kebangsaan Malaysia (UKM)
	Universiti Malaya (UM)
	Universiti Sains Malaysia (USM)
	Universiti Utara Malaysia (UUM)

YOUTH

Strengthening their role for national development by:



TVET: Technical & vocational education & training

RMK12: 12th Malaysia Plan

Source: Malaysian Prime Minister, Datuk Seri Ismail Sabri Yaakob

Published: Sept 27, 2021
Bernama Infographics

TVET - sek teknik -

21st century teacher

Can include 4Cs

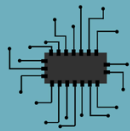
BE FLEXIBLE

Keep up with latest trend

Contextual - student must relate

WHO IS THE 21ST CENTURY TEACHER?

The term is frequently tossed around the media. So beyond being up-to-date with the latest classroom technology, what does a 21st century teacher actually look like?



Tech Savvy

A 21st century teacher does not have to have a class set of tablets in every child's hand, or the latest Smart-board. But they can have a nice balance of educational tools in their classroom



Collaborates

Working with others is an important 21st century skill. Learning is deemed to be more effective when you can share your ideas and knowledge with others. Sharing your expertise and experience, communicating and learning.



Adaptive

The 21st century teacher is able to look at their practice and adapt based on the needs of their students. They must be able to adapt to the curriculum and use their imagination to teach in creative ways.



Lifelong Learner

The 21st century teacher is a lifelong learner. They don't just expect their students to be lifelong learners, but they too stay current and on top of what's new in education.



Advocates

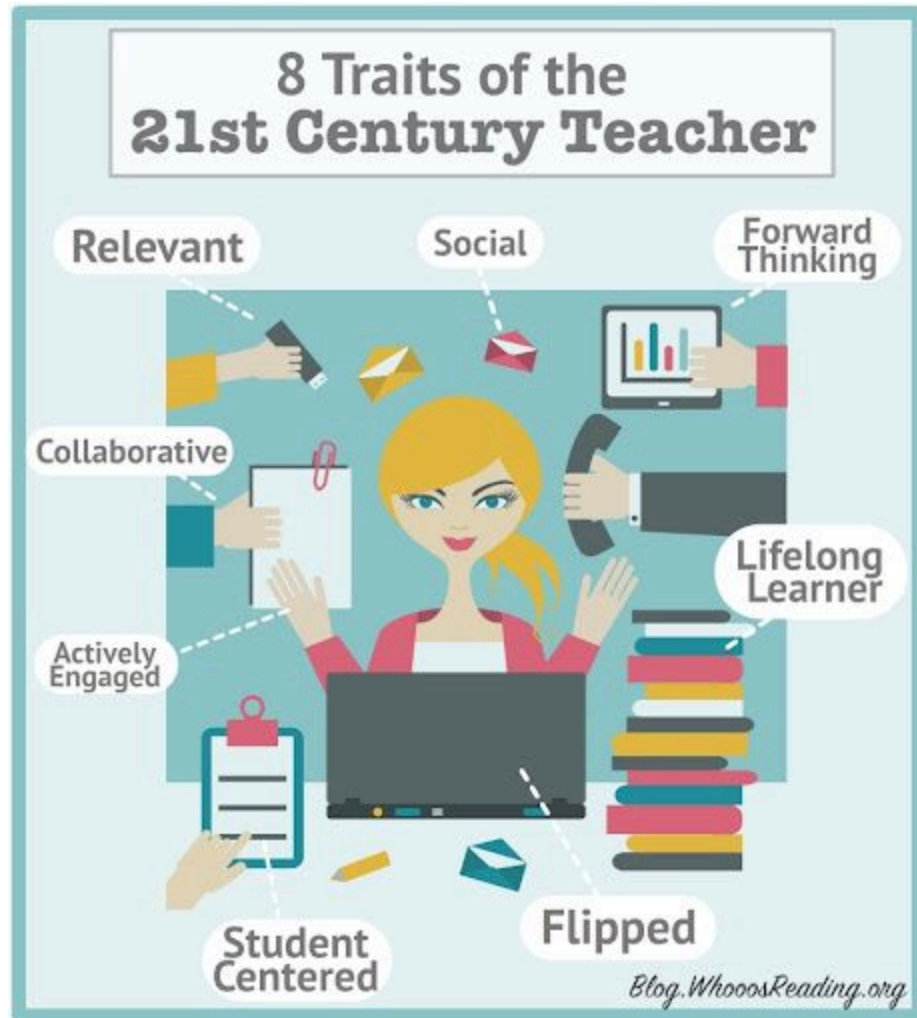
It's a critical time in education and how it and teachers are being perceived. Instead of sitting back, a 21st century takes a stand for themselves and advocates for their profession. They pay close attention to the important issues and talk about them with their community.

Courtesy of

SAF SCHOOL MANAGEMENT BLOG

Interested? More info at
safsms.com





21 Century Teacher

1. Learner-centered classroom and personalized instruction
2. Students as producers - blogs, ppt, worksheet
3. Learn technologies
4. Go global - use penpal, postcards - learn culture and language
5. Go digital - paperless, notes on google classroom, whatsapp, quizziz, kahoot, google forms
6. Project based learning
7. Keep learning - learning and adapting

How do you teach student and how do you assess your students

Formative assessment - give examples (observations, checklists, quizzes, oral presentation, task sheets) - [whiteboard.fi](#) and [teachermade](#)

Summative ass - Examples (mid-term tests n year-end examinations)

Teamwork

Develop thinking skills - work in group - multiple ideas - evaluate and choose the best one

Planning teaching

Proficiency - abcd -smart

Achievable objectives

Time etc

Previous Experience you as teachers

Something is wrong so you want to teach

Activity to overcome Challenges in Msian classroom

No overseas or western context

Thanksgiving or Halloween

21 C classroom

Peer teaching - clt - 4c

Thinking Classroom

Analytic thinking/ creative/ critical use info - thinking production and memory recall - make sense or evaluate info based on memory or past experience or beliefs

- Students are given the opportunity to work on their problem solving skills
- spaces that prepare our students to solve meaningful challenges in the world
- Divide them into teams
- Assess and choose the best solutions based on pros and cons
- students tackle a problem eagerly, explore variables, and collaboratively come up with a solution
- Debate, discuss, case study

You must create a culture of thinking.

- Make sure that the learning tasks require problem-solving.
- Try random groupings for your students so that they become accustomed to working with skills of varying degree.
- Organize classroom seating so that you can get to the groups easily.
- Tell your students that you will answer only open-ended questions. Refuse to answer yes-no questions because they do not encourage students to keep thinking.
- Allow for collaboration within and among groups.
- Assign approximately five practice questions for each group.
- Grade students on the process, individually and as a group.

Creativity is a skill that we must include in our curriculum because it challenges our students to think on a different level and to use parts of their brains that complement critical thinking. The result is not only better language learners (and fun classrooms) but also original thinkers, a quality sought by many employers.

Human Capital and National Education Philosophy

Human capital includes assets like education, training, intelligence, skills, health, and other things employers value such as loyalty and punctuality

Human capital is perceived to increase productivity and thus profitability.

So the more you invest in your students, the more productive work force you have in the future.

Human capital is affected directly and indirectly by education which plays an important role in both accumulating human capital and increasing economic growth.

the significance of skills and knowledge as an important tool for economic development.

helping individuals acquire knowledge which encourages participation in groups, opens doors to job opportunities, develops social interactions, makes individuals aware of their rights, improves health, and reduces poverty.

Language Skill vs Integrated Skill

Language skills: reading writing, listening, speaking

Integrated skills: **combination of two or more skills within a communicative task.**

Integrated Skills focuses on the four main English skills - reading, writing, speaking and listening - through a "Communicative Language Teaching"

Students will engage in various activities to practice English including listening tasks, role playing, and stimulating discussions. (simple telephone conversation, group story writing)

Integrated skill enables teachers to **develop the materials and curriculum based on the students' needs.**

opportunities to practice in class and will learn skills they will need to communicate

- Gap text using song - listening, writing (perceive) - then give another activity like write sentences using the word you used in the writing tadi
-
- Use poem - adjectives - construct sentence - reading and writing
-
- Ending of a story - then present it - reading and writing
-
- Read a story, draw cover - integrated w art skills
-
- Piece of paper - cues wh qs - listen to teacher to write answer, one by one, compile and become a story - listening, writing,
- Guess the middle part. Or title - come up with title or what happens in the middle - reading and writing
- Come up with the comics - summarize a book they read - read and write - summarize story in dialogues

Music - listening and speaking,

Subskill

Vocab, pronunciation and grammar for language

Reading - Extract ideas from paragraph, visualize, make connection, infer

Writing - sentence construction, punctuation

HUMANISM

in a nutshell

1. Putting **human beings** and other **living things** at the centre of your moral outlook
2. Seeing the world as a **natural place** and looking to **science** and **reason** to make sense of it
3. Promoting and supporting human **flourishing** across all frontiers, and championing **human rights** for everyone

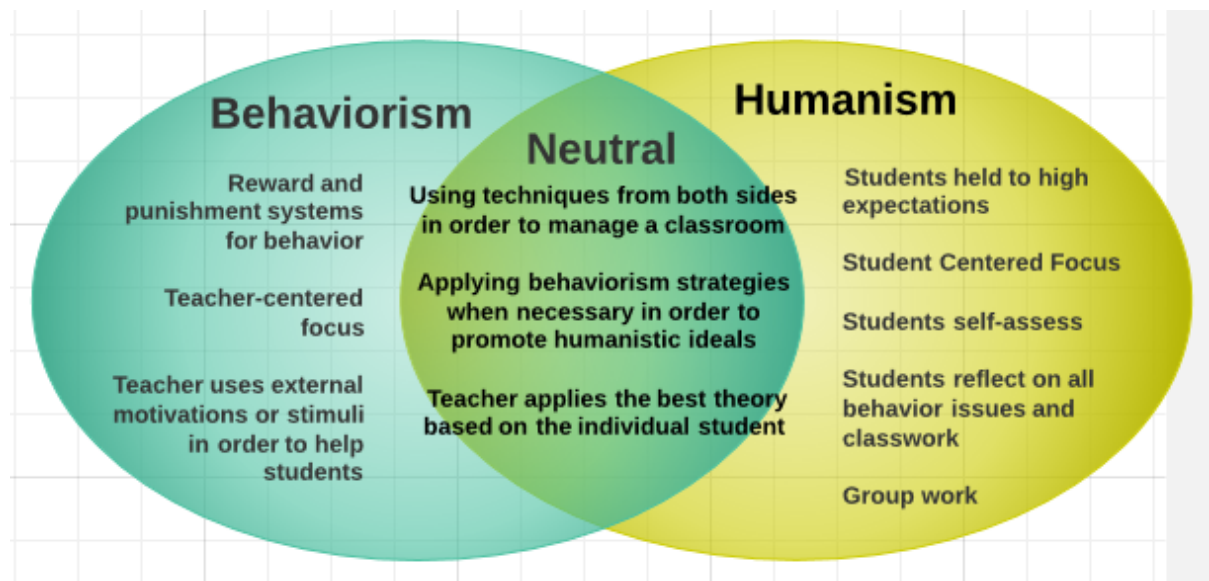
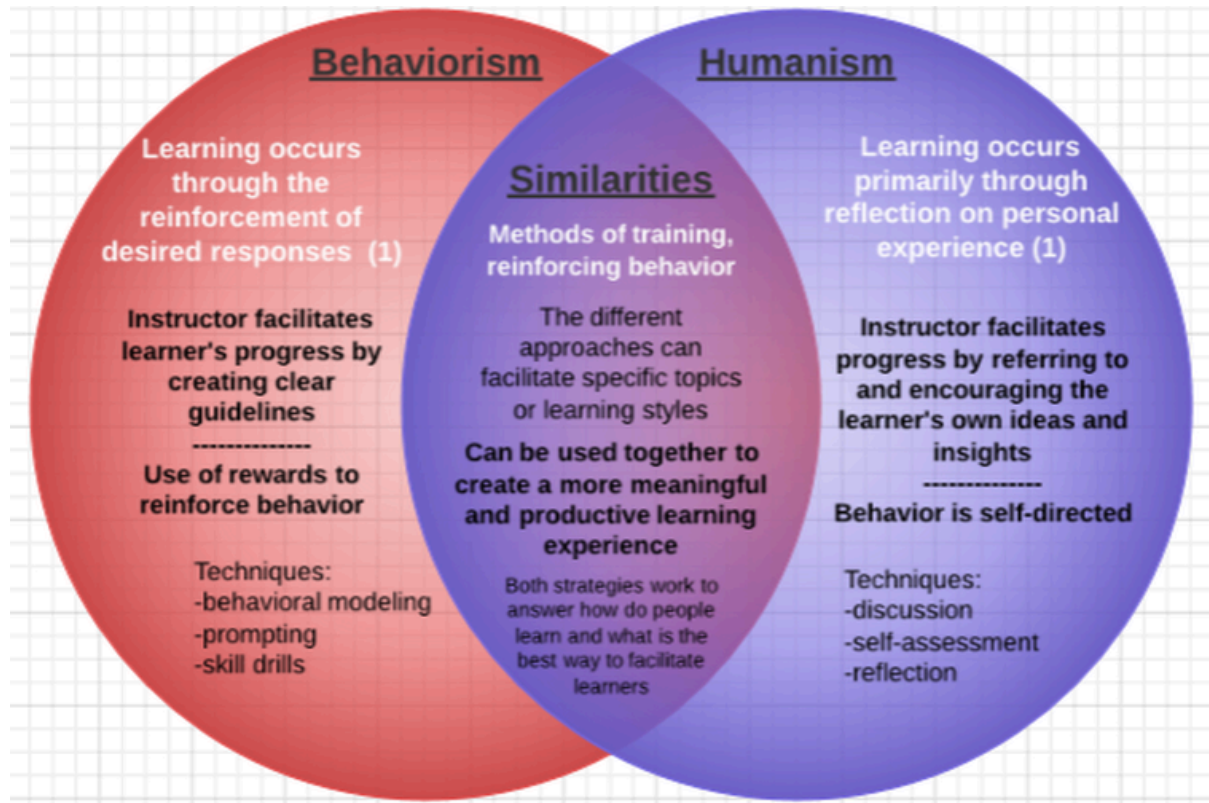
And that's about it.



BRITISH HUMANIST ASSOCIATION
for the one life we have



And that's about it.



Affective Filter - Krashen's Theory

Negative feelings such as lack of motivation, lack of self-confidence and learning anxiety act as filters that hinder and obstruct language learning.

motivation, self-confidence, and anxiety play a role in second language acquisition

when feelings or emotions such as anxiety, fear, or embarrassment are elevated, it becomes difficult for language acquisition to occur.

The **affective filter** has commonly been described as **an imaginary wall that rises in the mind and prevents input, thus blocking cognition**. In opposition, when the affective filter is lowered, the feeling of safety is high, and language acquisition occurs.

If students' affective filters are elevated, language acquisition will be impeded. Creating classroom environments that act intentionally to lower the affective filter will increase language development.

If students are part of the learning journey it motivates them.

Give them the freedom to voice out, discuss, share ideas and opinions.

Need a balance with both teacher and students talking.

Working in pairs or groups - then individual -

Values

Respect - acknowledge other opinions

Responsibility - leadership skills - accountability, motivate, find absent members, collect fees

Cooperation -

Patience - teamwork

Self reliance

Open mindedness - group work

Honesty

Punctuality - self discipline also

Self discipline - leadership skills help with, marching, camping, follow order, instructions, time management

Compassion - SJAM - gotong royong -

Digital Teaching

need access to a device, the internet, digital tools and resources

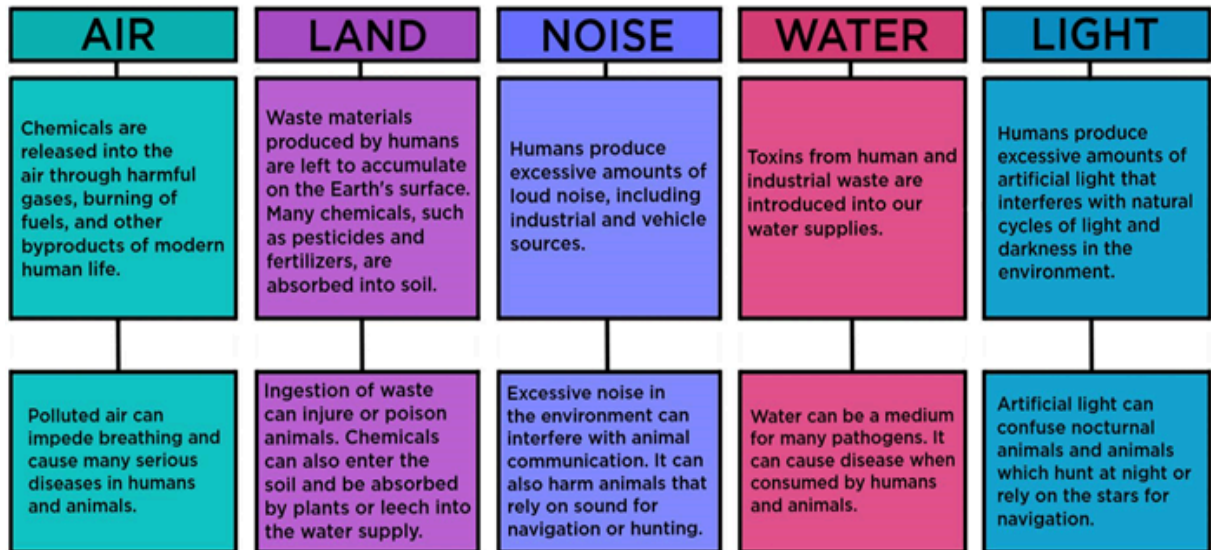
1. Empower the learner - different methods to suit everyone's style
2. Fosters engagement - google doc for reflection/ comments on blogs/ youtube etc
3. Self directed - students must put in effort - flexible
4. Optimizing assessment - various methods - quizziz/ kahoot/ padlet/
5. Can collaborate with parents and guardians like can include parents in google classroom or can send weekly attendance or quiz results via whatsapp
6. Higher engagement rate... - depending on the class

Constructivism and Cognitivism

Cognitivism - teacher's idea (e.g. argumentative essay)

Constructivism - wh questions help build their knowledge (construct their own questions)

Types of Pollution



Feedback

Response to your action - can be positive or smthg -

Positive feedback or negative

Constructive feedback - review dont criticize -

Feedback benefit students

Positive - positive attitude

Do better, participate, feel motivated

Negative feedback

Demotivate, dont want to participate

The War That Saved my Life

Resilient - environment helps nurture someone
Club foot but went on to achieve a lot

Apart from values??

Language Arts and Thinking Classroom

1. Event sequencing

Low proficiency

Event sequencing - teacher groups pupils into groups - give pupils an envelope with sequence of event - pupils guess - present and explain why

High Proficiency

For high proficiency I will not give the ending - ask pupils to rearrange and come up with their own ending - pupils read, infer and develop the plot

2. Writing

High proficiency - Read first chapter and last chapter and guess what happens in between - write it in less than 100 words

3. Drawing

Low proficiency

Explain the first and last chapter - ask them to draw the book cover - teacher can facilitate by giving suitable adjectives/ phrases based on the book

Youtuber teacher

1Flexible - keep up with current trend
21 Century teaching
Anyone can access the video
Teacher can evaluate their teaching
Students can go back anytime to refer

Dislike about Teaching Profession

Unlimited amount of paperwork - student details - competition -
Sometimes children can be brutal - need to win them over
Teaching and admin work these days
Students achievements = grades these days

Causes of Pollution

Air pollution - wildfires, burning of fossil fuels, transportation, open burning of waste, industrial emission

Water pollution - waste from factories, accidental oil leakage, chemical fertilizers and pesticides

Can relate to Lorax -

Effects of Deforestation

- Loss of biodiversity - no food for animals
- Loss of animal habitat - drive them to extinction
- Increased CO₂ in our atmosphere
- More flood - no roots in soil to hold it the water
- Landslides

Adverb vs Adjectives

adjectives are used to describe nouns and adverbs are used with verbs to say how things are done.

Adjectives - Adverbs

- He's a beautiful singer. - He sings beautifully.
- She's a very quick runner. - She can run very quickly.
- He's a careless writer. - He writes carelessly.
- She's a good worker. - She works well.

William Shakespeare

Romeo Juliet

Julius Caesar

Hamlet

King Lear

Taming of the Shrew

Sonnet 18 - Shall I compare thee to a summer's day?

Remedial and Enrichment Concept

Remedial

the action of remedying something, especially the reversal or stopping of damage. To provide students with activities / opportunities / information that assists them in improving upon a particular skill.

- Remedial classes are often used to stress the basics in a subject such as math or language.
- They can help students who are having problems with advanced concepts to fully understand the basics of a subject.
- Students can also use them to catch up on material after a long break from education. Remedial classes can in fact be useful tools to gain a more complete grasp of difficult ideas or rules.

Purpose

- Overcome gaps and errors - work on mistakes or to reinforce concepts
- Allows students to notice their mistakes and errors - allow learners to discover mistakes
- Clarify previously presented knowledge
- Help slow learners grasp concept - reinforce

How to Identify students

- Notice learning behaviour
- Can identify based on their response during class activities and work assigned
- Frequency of mistakes

Advantages of Remedial Activities

- Enable learners to catch up with their peers
- Boost learners self confidence and self esteem

Example:

Primary school students.

Topic: transportation. We show pictures of transportation. Let's say boat. but students misinterpret it as a ferry. We probably give them hint/insight that it's a ferry. OR we group the students together (advanced/intermediate/low). The advanced students will surely help to correct them. Don't make the students feel left out cause they shouldn't feel that way.

Enrichment

Enrichment - expand the students' learning ways that differ from the methods used in school.

Example: find one interesting activity so that the advanced students won't feel 'oh that's too easy and also for the low proficiency students to be able to follow the teaching and learning process)

Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They **enhance a student's education** by bringing new concepts to light or by using old concepts in new ways. They allow the participants to apply knowledge and skills stressed in school to real life experiences.

Purpose for Remedial & Enrichment Activities To help learners overcome gaps & errors in their English To make learners notice their mistakes or errors and discover for themselves what is wrong and right. To monitor learners' errors, or mistakes.

Teach skills -

Mixed Classroom

A **mixed ability** class or **teaching** system is one in which pupils of different abilities are **taught** together in the same class.

Somewhat useful for weak students

The value of diversity

It's important for both teachers and students to learn to take optimum advantage of differences. It broadens the learning process,

Worksheet depending on level of proficiency

Writing - write penpals high proficiency but write postcards simple ones for low proficiency

Pro

Learn from peer - group activities or pair work

Students of different level of abilities bond and learn from each other

Foster unity - diff proficiency

Patience and discipline

Teamwork/ communication skills/ prep for uni

HP - can be facilitators/ teachers asst

Level specific assignment - so same level in a group - diff materials - cater to diff proficiency

Con

Some students are independent learners hence group or pair work might not be suitable for them

Inspire Students/ Contribution to Community

How we act - solve problem

Other than teach - what will you do for the community

Bring student to orphanage - old folks home - contribute - community service - soup kitchen

Folio - what they learnt, experience, etc

Soft skills - 4C

Community involvement

Value

Help out the unfortunate students - skills or teach something - something simple will do also

Reading shelter etc - volunteer

Teaching is broad idea

Outreach programs - ppe jahit - gotong -royong -

Pandemic but more malaria and dengue cases - so clean up etc

Handling Fake News

Only read from trusted website or source

KKM sites,

Dont believe in chain or forwarded messages from WhatsApp and Telegram

Tell students to not spread fake news - tell them abt real source

Report to MCMC - Malaysian Communications and Multimedia Commission

Teaching Grammar

Game

Use Inductive method rather than deductive

Happens unconsciously - pupils discover the rules

Fun Learning

Encourage pupils to learn - enhance participation - nurture passion towards the language -

Act out - role play - skits - clt - tbl

Current Issues

Pupils act as frontliners - newscaster

Promote Parent Participation

Social media to advertise meeting - projects - co curricular activities

Involve them - sports day - parents and parent or with teachers

Presentation - drama can include parents

Co curricular day

Canteen day can include them -

Co curricular

Build skills outside classroom

JERI - national edu philosophy

Autocratic Solutions

No confidence

No say for decision making

Rebellious students

What can do

Train teachers

discuss during professional learning community (plc)

Problematic behavior

Teaching is fun - activities - teach like usual

Use clt, tbl
Dont stage anything - just teach like normal
Library

Adapting current curriculum and assessment system

Practice
Adapt using fun methods
Current resources - follow current guidelines
Integrate ict - show more videos - set induction - pictures -
Depends on purpose - assessment - can use google form, quizziz, google classroom
Maximum use of ICT
Use traditional method if students dont have gadgets or internet access
Youtube teacher is valid as it helps such students - tiktok - helps with reinforcement or language acquisition

Developing Assessment Instruments

Proficiency
Teaching or learning Context - grammar (tenses),
Time -
Platforms - make sure they are familiar w the platform

Pelajar Berdisiplin sbg Guru Kelas

Always contact or keep in touch with the parents
Caring - hear them out
Approach pupils - be ready to hear them out
Get closer to them
Counselling

TS25 - Transformasi Sek 2025 -

meningkatkan kemenjadian murid dan sekolah berkualiti. - **wholesome, all rounders**

Melalui TS25 adalah diharapkan sekolah yang terlibat berupaya mengaplikasikan amalan terbaik dalam pelaksanaan pengurusan dan kepimpinan serta pedagogi dalam **pembelajaran dan pengajaran (PdP)** selari dengan hasrat yang terkandung dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013 – 2025.

TS25 adalah satu usaha ke arah **melahirkan modal insan unggul** melalui;

- Persekitaran pembelajaran yang menyeronokkan
- Disokong kepimpinan yang berkualiti / berwawasan
- Guru yang kompeten dan beraspirasi tinggi.
- Komitmen komuniti yang padu

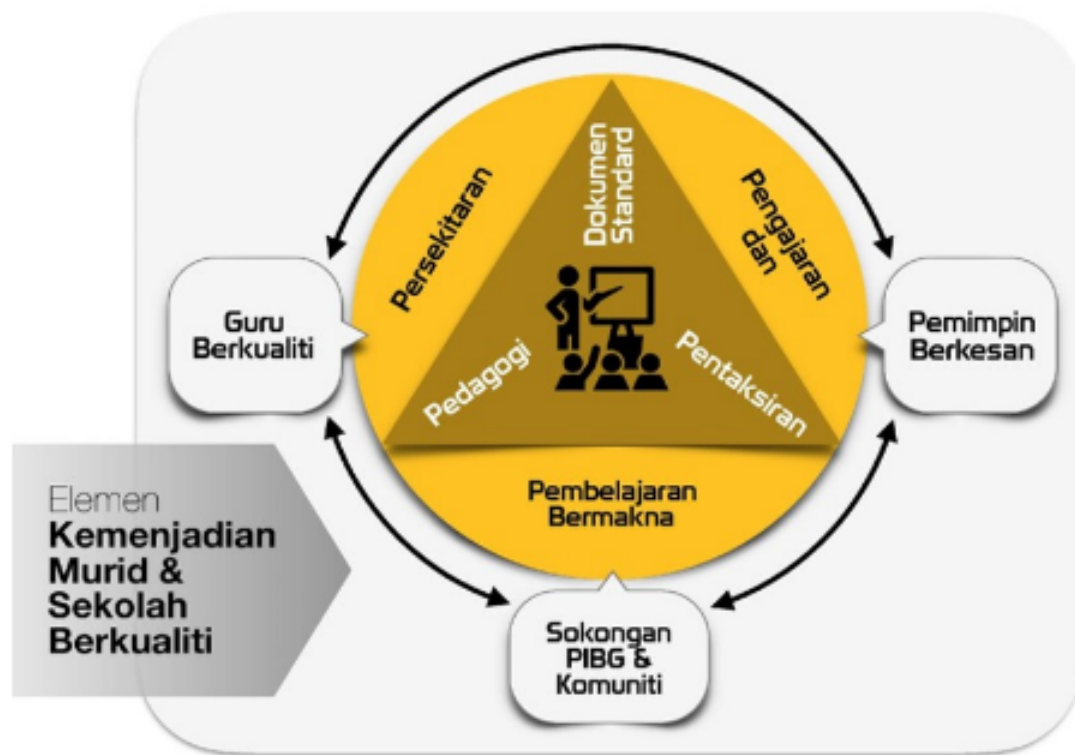
Matlamat dan Teras TS25

tiga matlamat utama yang perlu dicapai oleh semua sekolah-sekolah di Malaysia pada tahun 2025, iaitu ;

- Memantapkan kepimpinan sekolah
- Memaksimumkan potensi guru dan murid menerusi peningkatan kualiti pembelajaran dan pengajaran
- Mengukuhkan penglibatan ibubapa, komuniti dan pihak berkepentingan demi kejayaan murid

Matlamat Konsep Program Transformasi Sekolah 2025 adalah satu usaha ke arah melahirkan modal insan unggul melalui, yang akan dicapai menerusi transformasi dalam lima teras yang berikut;

- Persekitaran pembelajaran yang menyeronokkan
- Penglibatan pembelajaran murid yang aktif lagi bermakna
- Disokong kepimpinan yang berkualiti serta berwawasan
- Guru yang kompeten, beraspirasi tinggi
- Komitmen komuniti yang padu.



Gamification

Online lots of platform - integrate ict

Gallery walk etc

Compete with groups

PLC - Professional Learning Community

Sharing session

Observe - and then observe that teacher - learn from them

Discuss values - anything to work on - technology used - share effective methods

Academic of the Students

Incorporate social media - fb posts -

ESA - Engage, Study, Activate

ESA the stages can be moved around or used more than once, unlike PPP

Engage - building engagement

This is the stage where you get the learners interest. If it's at the beginning of the lesson, it's also where you'll set the context.

You could engage learners using things like:

- Dramatic stories or anecdotes

- Music

- Discussions

- Exciting pictures or video clips

It's also about personalisation - encouraging learners to relate the material to themselves, or making predictions about the material and lesson.

Study - focus on accuracy of target language

- Similar to practice and production stage in PPP
- Learners look at target language and see if they can reproduce it accurately
- Task based lesson but leads to grammar discovery lah

Activate - focuses on communication and fluency

Equivalent of the production stage of PPP lesson

Learners do activities that promote communication - can be written or spoken

- Role play
- Dialogue creation
- Email exchange
- Designing advert
- Debate

Engage - watch a short video to set the context and raise the learners' interest.

Study - show a photo of a character from the video. Can and can't are used to describe her. Teacher makes sure the students can use the language correctly.

Activate – group work to design and describe a character, which they present to the class

Task Based Learning

Task-based Learning (TBL)

A way of teaching in which the teacher gives learners meaningful tasks to do. After this the teacher may ask learners to think about the language they used while doing the tasks, but the main focus for learners is on the task itself. Project work is often task-based.

Communicative Language Teaching

Communicative Language Teaching	
Objectives	• Enhance learners' communicative competence in verbal and nonverbal interactions.
English skills	• Listening, speaking, reading, and writing skills are interrelated. Fluency is more valued than accuracy.
First language and Target Language	• Learners' mother tongue is not discouraged during lessons and they use English as much as they can to meet daily-life communication purposes.
Teacher's role	• Teachers facilitate learners' English learning and create abundant communication opportunities in class.
Learner's role	• Learners take active roles in English learning. They participate in ample communicative activities.
Communicative activities	• Brainstorming, information gap, role plays, think-pair-share, interviews, problem-solving tasks, group discussion, jigsaws, games, competitions, etc.

[Prezi CLT](#)

Main aim:

- produce authentic language and communicate with others
- An approach to language teaching that emphasizes interaction
- Interaction is the ultimate goal of study
- Communicative proficiency than grammar structures
- Motivate students to interact so content has to be interesting and relevant

Role

Teacher: facilitator and can also be independent participant

Students: communicators

Advantages of CLT

Pupil oriented

Localize and personalize language, adapt to the interest of the pupils

Use authentic resources

Authentic language

Authentic language is **the communication of real messages as** opposed to artificial practices and drills.

Authentic Materials

Authentic materials are **print, video, and audio materials** students encounter in their daily lives, such as change-of- address forms, job applications, menus, voice mail messages, radio programs, and videos.

Eg: Signboards, ads, newspapers, text messages, tweets, etc.

Remote Learning

Remote Learning occurs **when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting.** ... Remote learning can occur synchronously or asynchronously. Also referred to as Distance Education, Virtual Instruction, or Remote Training.

Context based learning

Context-based learning, CBL, refers to the use of real-life and fictitious examples in teaching environments in order to learn through the actual, practical experience with a subject rather than just its mere theoretical parts.

Issues from Social Media that arent on the news

Raise awareness abt current issues - bring attention to real issues in our community

More reliable bcz real issues by real people

Viral on twitter not covered by news

- Period poverty
- Pad is luxury
- Left behind in school

F1 and 2

Not open school

F3 can open school

Every state Fasa 3

<u><i>Learning</i></u>	<u><i>Acquisition</i></u>
Implicit; subconscious	Explicit; conscious
Informal situations	Formal situations
Uses grammatical “feel”	Uses grammatical rules
Depends on attitude	Depends on aptitude
Stable order of acquisition	Simple to complex order of learning

Acquisition	Learning
implicit, subconscious	explicit, conscious
informal situations	formal situations
uses grammatical ‘feel’	uses grammatical rules
depends on attitude	depends on aptitude
stable order of acquisition	simple to complex order of learning

How to motivate your students to using English in Co-curricular activity.

Simple lang - spelling bee

Board games - use english

Videos - encourage English

Positive feedback -

Simple competition - use English - keychain, pencils, pens

Nurturing environment - not afraid to use the language

Skill during PdPR

Speaking -

Listening - when listen you can speak - learn pronunciation

Critical and creative - problem solving questions / activities

Communication - use FB - type, talk, -

VIDEO TASKS - communication - ideas, expanding, discussion

Entrepreneurship - wix.com - mock website

Communication - 2 news anchor (speaking) and 2 nscript writers (group work)

How do you think your previous schooling experience influence the way you teach?

Good - fun activities, etc

Boring - how you know that certain teaching style makes the lesson/ activity boring so never use that (reflect on teachers experience)

English - knowledgeable teacher, inspire us, patience makes a good teacher, detailed

teaching - dont be lazy with explanation

Practice that still applicable during that time

Group discussion -

Bm - play games - use dictionary/ peribahasa quiz / constructivism

Mindmap - good way to organize points

How do you adapt the teaching on current situation?

PdPR - new methods/ softwares/ apps (Canva, Quizziz, Kahoot, Teachermade, Whiteboard
If cant attend online - modules

The skills the teacher need.

Communication skills - delivery, build rapport with parents, teachers and students

Leadership skills - guide leaders among students

Problem solving skills - creative and critical

Organizational skills - students assessment, workload, prepare lesson beforehand

Flexibility - always prepared for changes

what is feedback?

Info/ reaction to teachers/ students' performance - useful for improvement -

how do you give feedback?

Formative - improve - google form, feedback during class rightway, mark essay on google form and let them know of the improvements, ask pupils questions before class ends

how your feedback benefits your students?

Help improve their performance - they get to work on flaws

Motivate

Keep track of progress

Educate students on how to get feedback or give

How do u adapt teachg teaching practices to the current curriculum and assessment system?

Current curriculum - CEFR

TBLT - activities, - 4C, hots qs, problem solving, social skills,

Videos, gamification, use social media in lessons

Flipped, blended

remote learning

CEFR - rubric for marking

4 papers, reading, writing, listening, speaking

Assessment - PBD - google meet (listening, speaking)

If PdPR we use google form, quizziz

reading , writing, google form

In what situation, a teacher should adapt or modify his or her teaching materials? Elaborate and provide examples

1. Pandemic - different platform etc
2. Students don't understand - change methods and modify
3. Urban vs rural - context different for both areas
4. Assembly - monday make sure your rph flexible - assembly finish early or late... prepared for both situations

KS Maniam

Short stories - how to relate to teaching

Open ended

Room for interpretation

So problem solving qs or situations to get them to think

4C - creative thinking, critical thinking, communication and collaboration

Feeling - communication - encourage discussion - diff pov

Character - relate to

What do you understand about educational philosophy? The elements and how to implement in classroom

pendapat anda tentang vaksin dan mereka yang menolak vaksin. Bagaimana cara untuk mengatasi masalah ini.

Not a good examples - role model - influence students - vulnerable - most probably they will remember what you say - bad ideas in their mind - too young to think abt that -

Human rights - herd immunity - vulnerable people - old people

'A teacher takes a hand, opens a mind and touches a heart'.

For d second one, i said bleh jd a role model to the S n i also related it with the project based learning.

Takes a hand - Through pbl, we can facilitate the s to complete the task given. For ex: we ask them to do posters about celebrations in malaysia

Opens a mind-

Ask S to discuss n make research about the celebrations

So the S will learn about d other cultures, bg, lg etc

Touches a heart- when they do the research, they can learn how to deal with diff among themselves n foster d unity, which is the main purpose of rukun negara

SPP (pengesahan jwtn, kenaikan gaji, gred jawatan yg ditawarkan)

What do we need for pengesahan jwtn -

Make sure you behave - no problems - attend necessary courses


PTM -

Kenaikan - according to years of service and guru cemerlang tinggi gaji even if gred kekal

PROGRAM TRANSFORMASI MINDA
PENERAJU TRANSFORMASI PERKHIDMATAN AWAM

Mind Transformation Program, Public Service Department: Today: Friday, 22 th October 2021

Introduction

 The Mind Transformation Program (PTM) was introduced to expose and adapt the minds of officers in the early stages of appointment in the civil service. PTM is also one of the conditions for confirmation in service to replace the Induction Course.

This program is designed to enable officers to understand the principles and philosophy of nation building, government administrative machinery and the basic rules of the civil service as well as the formation of identity to face the challenges and expectations of customers.

PTM is implemented within five (5) days covering three (3) segments namely National and Public Service; Responsibilities and Roles of Officers and First Class Work Culture.

Officers required to follow the PTM are:


- (a) officers first appointed on or after 1 January 2013 who serve permanently in the Public Service; and
- (b) officers on probation and have not attended the Induction Course - General Module.

A serving officer who is subsequently appointed to a scheme of service or other services is exempted from attending PTM provided:

- (a) the officer has successfully attended PTM; or
- (b) successfully attend the Induction Course - General Module; or
- (c) passed the Government General Examination in the previous service scheme.

The implementation of this PTM can be made regardless of the service group/grade of the post or made separately according to the suitability of the Ministry/Department/Agency.

Objective

 (a) Provide exposure to officers on the concept of nationhood, principles and philosophy of nation building, government administrative system as well as the basic rules of the public service;

(b) To cultivate the personality, identity and patriotism values of officers so that they are more skilled and able to adapt in the public service;

(c) Inculcate the value of excellent work culture so that officers can provide efficient and effective service delivery; and

(d) Provide officers with a first-class mindset in line with the goal towards a developed nation.

Tonggak 12

Principles that are encouraged to be followed by government servants in order to enhance performance and have a good work ethics

1. Menghargai Masa
2. Ketekunan Membawa Kejayaan
3. Keseronokan Bekerja
4. Kemuliaan Kesederhanaan
5. Ketinggian Peribadi
6. Kekuatan Sifat Baik Hati
7. Pengaruh Teladan
8. Kewajipan Menjalankan Tugas
9. Kebijaksanaan Berhemat
10. Keutamaan Kesabaran
11. Peningkatan Bakat
12. Nikmat Mencipta

How to instill etika and kerohanian among students?

Spirituality - diff culture, religions ke
General -

Instill spirituality in general because different beliefs and different religions

Every religion teaches the same basic values

Respect, dont look down on others, be kind to each other, dont harm anyone

Celebrate differences, respect each other's sensitivity

Eg: muslim buat bacaan yaasin, christians hold a meeting

CEFR vs KSSR?

CEFR - guideline, 4 kertas (reading, writing, speaking, listening)

- 3 levels (beginner, intermediate, proficient)
- Internationally recognized
- Clearly determine students level (A1,C2,B1)
- Language proficiency/ skills

KSSR - replace KBSR (kurikulum bersepadu sek rdh)

- Only in malaysia
- Cant determine what level our students are
- Curriculum
- Assess students holistically

Linus 2.0

Literacy and Numeracy Screening (for bm, bi, math)

Reading, writing and arithmetic

For students to master literacy and numeracy

Done Twice a year

HIP - Mentoring schools - outreach

Project based learning vs Project

PBL - Collab w teachers and students - got end product - include progress check point

Project - takes place in the classroom - quickly - over time - once done finish - less open ended - set of rules to follow

How to make students happy?

Comfortable w me - naturally happy during my lesson -

Keseronokan Bekerjaan mat

Student - they learn smthg - understand - problematic submit work - prep materials -

See progress - performance - confidence - grades -

Learn new skills - communicate w parents, teachers, students

Expand Inter and intrapersonal skills

MBMMBI

Highly Immersive Program - English Day, speakers corner, canteen day in English

HIP helps teachers also - to use eng

Watch movie, documentary

CLT - contextual, simple english

Maximize usage of English

Indoor - one word a day

Thursday - English day

Singing Competition

Ko-k activities in English,

English teacher assistant - low achiever school

Native speakers as teachers assistants in rural areas.

What do ETAs do?

- Classroom activities: ETAs assist English teachers for a portion of each class's usual English schedule.
ETAs have the freedom to make their own lessons outside of the local

curriculum, although they may choose to draw on the curriculum if they wish.

- Co-curriculars: ETAs may lead the English Language Society at their school or may organize and participate in other activities that interest their students. ETAs use creative measures such as cooking, athletic ability, musical and artistic talent, or Scouting experience that they can apply to create or lead co-curriculars at their school.
- English Camps: Special camps are organized throughout the year to promote English use and provide enrichment for students. ETA camps are often collaborative projects between ETA schools and can involve ETAs, students, teachers and staff from multiple schools.
- Community Engagement: ETAs immerse themselves in their local communities by participating in local festivities and activities. While ETAs are required to maintain their focus and commitment to their school, they may volunteer locally at orphanages or start projects such as community gardens and recycling projects.

How to make learning meaningful and relevant in the 21st century.

Project based learning - 4C - make sense - can understand and relate to their real life - contextual

ICT - Posters or comics through canva (pbl)

Debate - social issues (critical thinking) HP

Headmaster ask you to improvise Academic

PLC

Self enrichment

Post on teachers group on fb - ask help - diff perspective

Set a clear timeline and learning - improve self as teacher

With long term planning - if obvious not very impactful - can adapt and change - flexible teacher - 21C teacher

FTF

PROJECT BASED LEARNING & CLT, COOPERATIVE LEARNING (THINK PAIR SHARE) - 4C

Tik tok, insta videos - teach videos Sir Asai - pronounce words and then correct

Diff proficiency - work together,

HP

Project - Movie review (plot, setting, characters, cinematography)

Prefer that instead of textbook lessons

Then next class present (creative)

Innovation in Education

STEM Education - incorporate stem in english classroom

Pencetus teknologi vs pengguna

Prep to job creators not job seekers

Delima - digital education learning materials

From MOE digital learning to Delima

June 2020 last year started

School environment - involvement of community and parents

Didik tv - youtube channel - education and mental health

Useful for teachers - materials - learn various teaching methods

Students who can hear only - sign language, for parents also, differently abled parents who want to help their children - no discrimination -

Social Media in Low Proficiency

FB - Students post and comment, share materials and announcement

Tik tok - short videos - teach - assignments do a short tik tok videos - caters to new generation - transition and music - creativity - integrate technology

Twitter - tweet sentences,

Space in twitter - people can join (400 ppl limit) - use audio to speak - host can allow people to join or speak

Telegram channel - huge capacity/ admin only post/ no spam/ share materials only/ send movie etc

Tele chat - interact, everyone share materials

Tele - can conduct class, share screen and explain

Whatsapp - instant message, students can reach out - no privacy

Current Issue

Rape joke - minors vs adults -

Citizenship from mom

Pollution -

Klang banjir, Kedah due to illegal deforestation

Pahang banjir - illegal deforestation

Sex ed - stigma, importance safe sex, sex disease, consent, safe touch and unsafe touch

Use proper names and not metaphors

Dont treat it as a taboo

Normalize it - libress add