



**هيئة جودة التعليم والتدريب**  
**Education & Training Quality Authority**

# **TEACHERS' ACTIVITY (1)**

## **( FOR TRAINERS )**



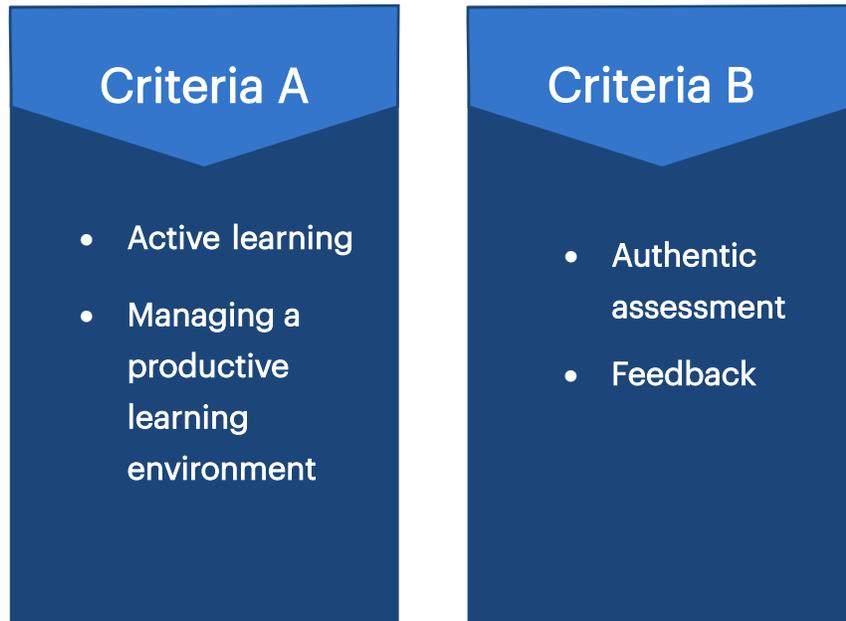
## Teachers' Activity 1 (for trainers)

### Teaching, Learning and Assessment – Activity

- **Target group:** Teachers.
- **Activity Objective:** to enhance teachers' knowledge of the aspect and its criteria.
- **The proposed duration of the activity** is 20-25 minutes.
- **Activity description:** A group activity, in which participants discuss the attached concept outline to answer the Activity's questions.
- **Required tools:** Activity sheets for all group members, A3 activity sheet for each Group answer.
- **Implementation mechanism:**
  - The trainer gives two minutes before the start of the activity to determine roles (leader, writer, and a presenter) for each group.
  - Activity questions are distributed, and group members share questions, to come up with the correct answers after discussion.
  - The agreed answer is written by the group writer, during which the group leader organises the group discussion and answers, bearing in mind the time set.
  - Once the specified time is finished, the answers of each group are displayed in not more than 5 minutes.
  - After the group presentation, the trainer presents the model answer to the trainees.
  - The trainer answers inquiries and questions, if any.



Discuss with your group the indicators of 'Teaching, Learning and Assessment' Criteria in the diagram below to answer the following questions.



**1- Write criteria A and B?**

Criteria A: 'Employing Effective Teaching and Learning Strategies',

Criteria B: 'Assessment and Academic Support'

**2- What is meant by the "Active Learning" indicator in Criterion A?**

Active learning: Teachers employ an effective and diverse set of teaching and learning strategies; to ensure students' engagement and motivation.

**3- How does constructive feedback affect students' progress and learning over time?**

Teachers provide constructive feedback focused on the areas of improvement that students need based on their performance in various assessment and written work. Over time, this contributes to meeting the different learning needs of students and their progress.



**4- How can teachers benefit from the indicators of: 'Managing a Conducive Learning Environment' and 'Authentic Assessment' in improving the effectiveness of classroom practices and procedures?**

Managing a productive learning environment: The teacher should create a safe and positive learning environment that promotes respect and optimises learning time, which contributes to more productive learning.

Authentic assessment: The teacher uses effective and diverse assessment methods that contribute to diagnose students' standards and meet their various learning needs, by providing constructive feedback and academic support for students.

**5- What are the teachers' proposed roles to improve the quality of evaluating the criteria 'Students inclusion and Well-being' and 'Academic Standards'?**

Teachers can contribute effectively to improving the quality of 'Students Inclusion and Wellbeing' through providing students with diverse opportunities to enhance their talents and interests in extra-curricular activities and committees, as well as enhance students' self-confidence and assumption of leadership roles in lessons and in school life.

Teachers should focus on providing students with knowledge, concepts, and skills in lessons, while ensuring that assessments are conducted in an authentic manner and are in line with the competencies of the curriculum, in addition to supporting students academically in remedial and enrichment programmes, while following up their impact on students' performance to reduce the gap in achievement. This will contribute to improving and raising students' academic standards.