

Take the Best Teacher out of Yourself



My Teaching Bag

- Every teacher carries an invisible bag into the classroom. In this bag, we carry tools, habits, strengths, worries, methods, and sometimes stress. Please write or draw 5 things that you carry as a teacher.



Discussion Questions

- What items are useful in your teacher bag?
- What items sometimes make teaching more difficult?
- What would you like to add to your teacher bag during this course?
- What would you like to remove or reduce?



Good Teaching with Different Perspective

- Role Play:
 1. Teacher
 2. Student
 3. Parents
 4. Headmaster



From your (role) perspective, What does good teaching means?

High-Quality Teaching?

- High-quality teaching is not only about the teacher speaking well. It includes how the teacher plans, explains, involves students, checks learning, gives feedback, and creates a safe classroom environment.



The CLEAR Teaching Framework

C

Clear goals

Students know what they are learning and why.

L

Learner awareness

The teacher understands that students have different needs, levels, speeds, and confidence.

E

Engagement

Students are mentally active. It does not mean fun; it means students are thinking, speaking, creating, or reflecting.

A

Assessment for learning

The teacher checks understanding during the lesson, not only at the end.

R

Reflection and relationships

Students feel respected, and both teacher and students reflect on learning.

Complete the sentence....

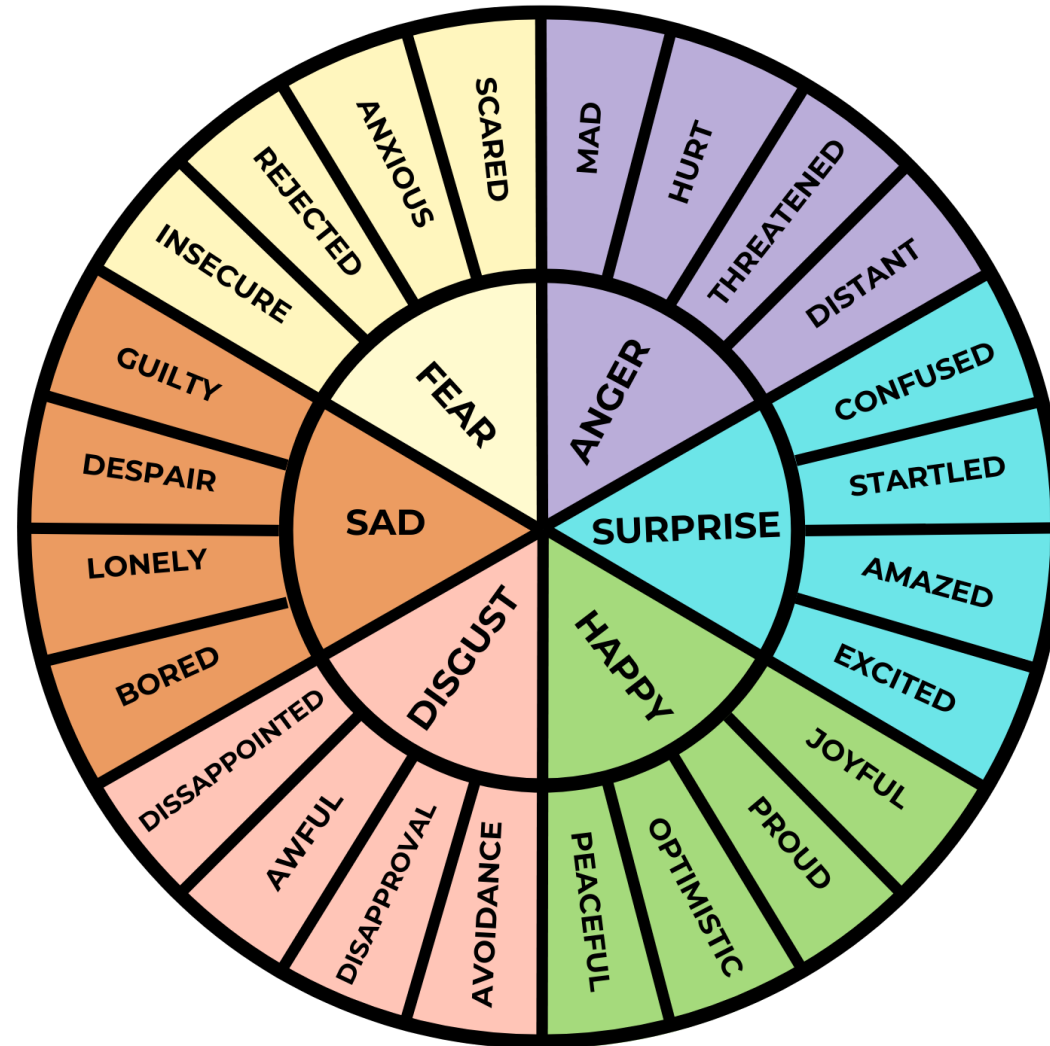
- When classroom conflict happens, teachers often feel...



On this sheep-scale,
how do you feel today?



Emotion Wheel

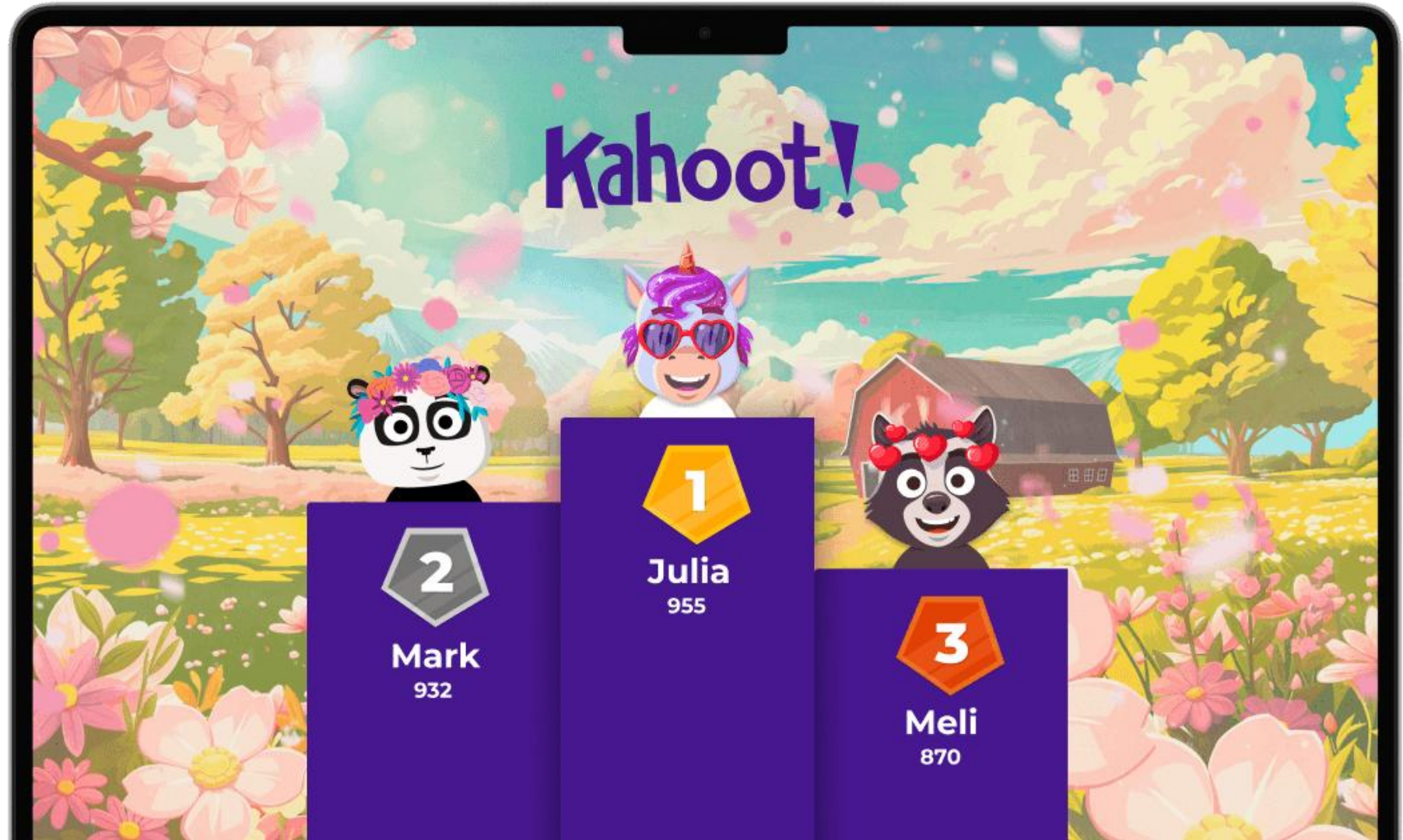


Emotional Intelligence

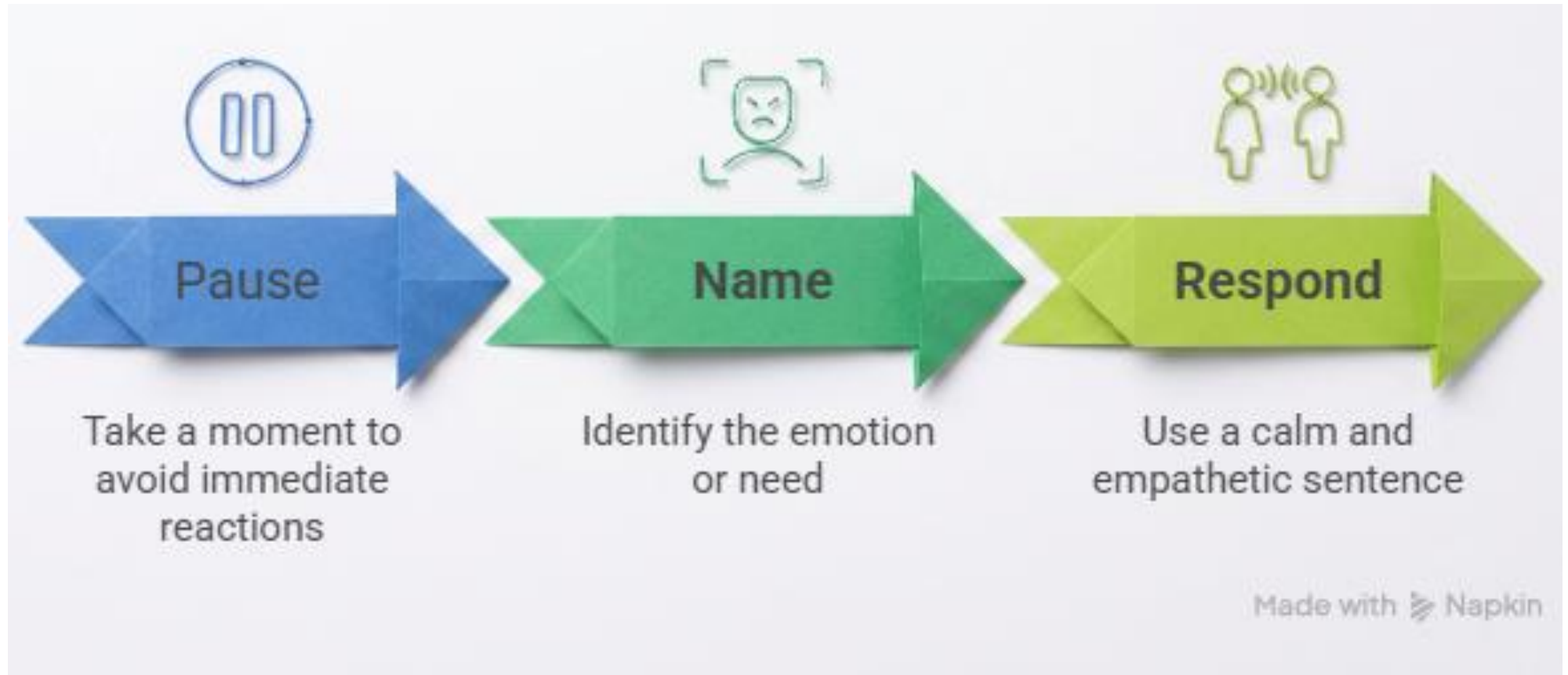
- Emotional intelligence means noticing emotions, understanding them, managing them, and thoughtfully responding to others.
- In the classroom, emotional intelligence is important because the teacher's reaction can calm a situation or make it worse.



Best Teacher out of yourself

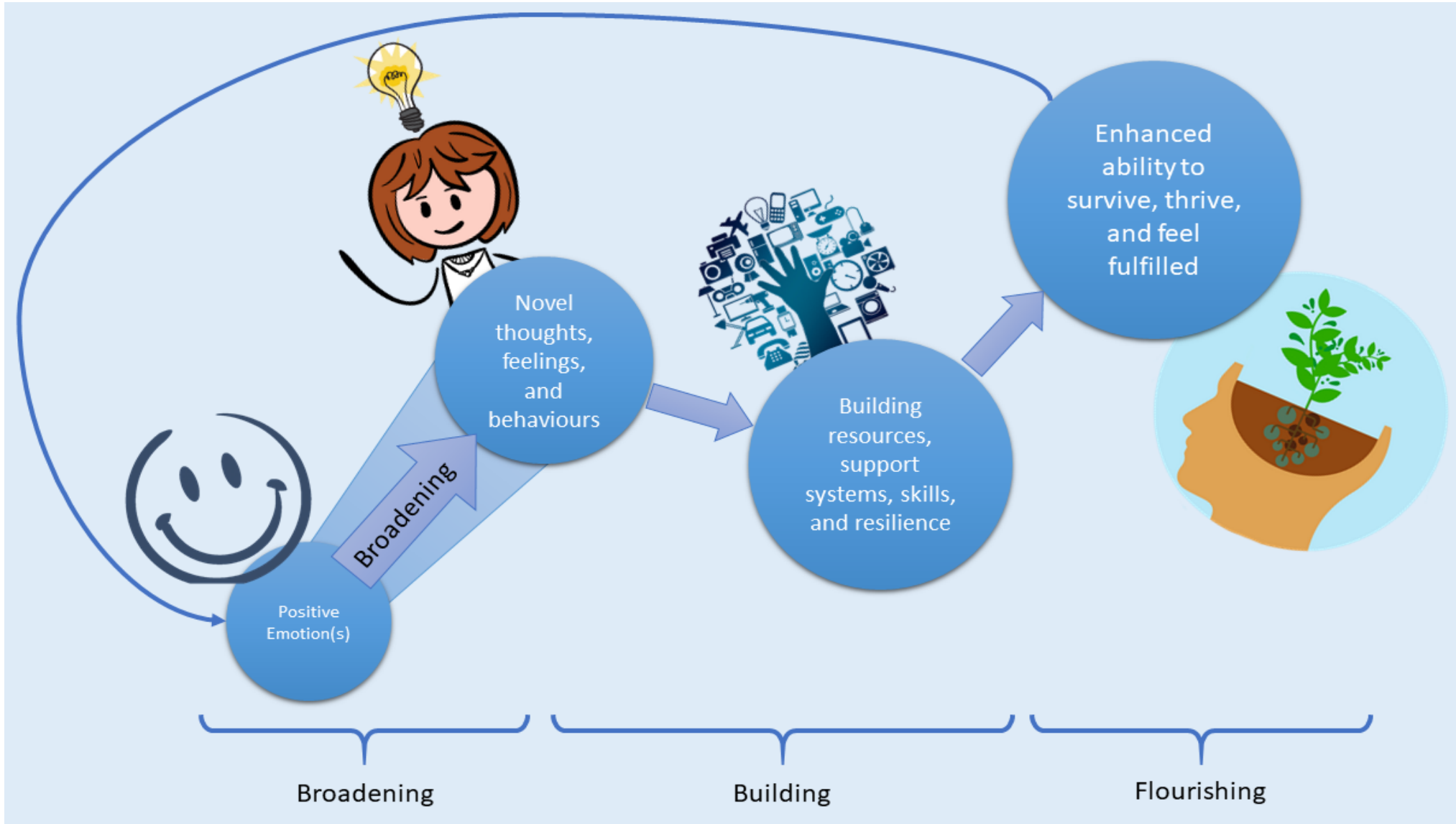


Pause Button Practice



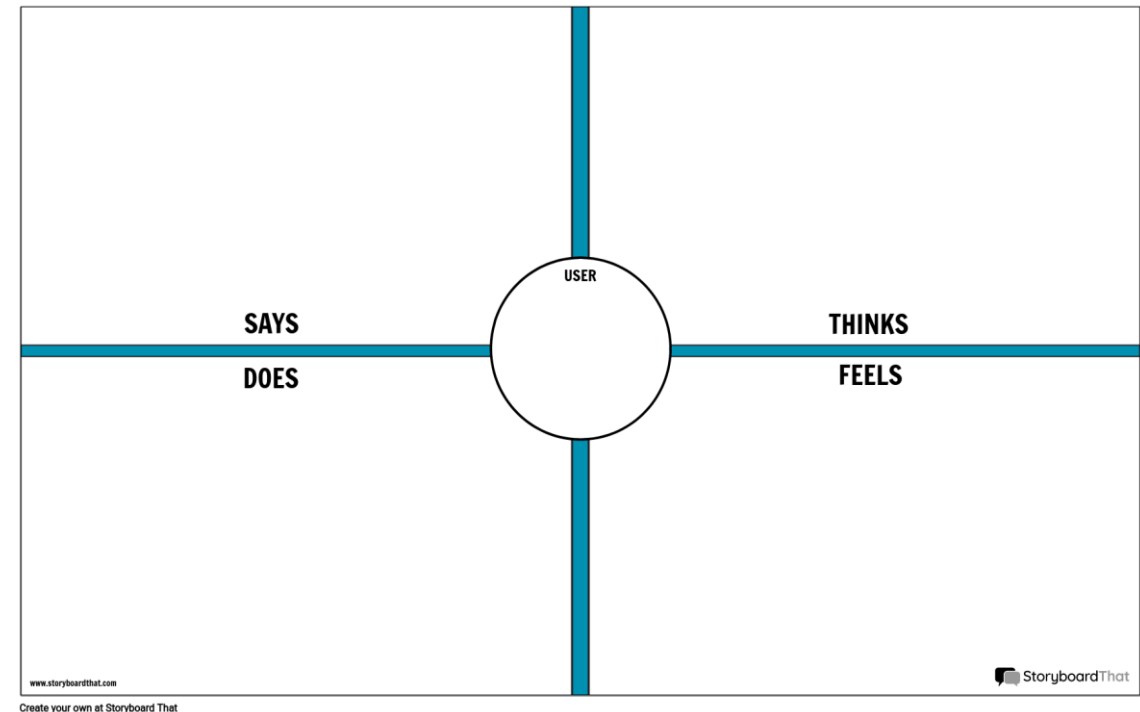
The power of positive emotions in learning

- Broaden and build theory (**Fredrickson and Cohn**)

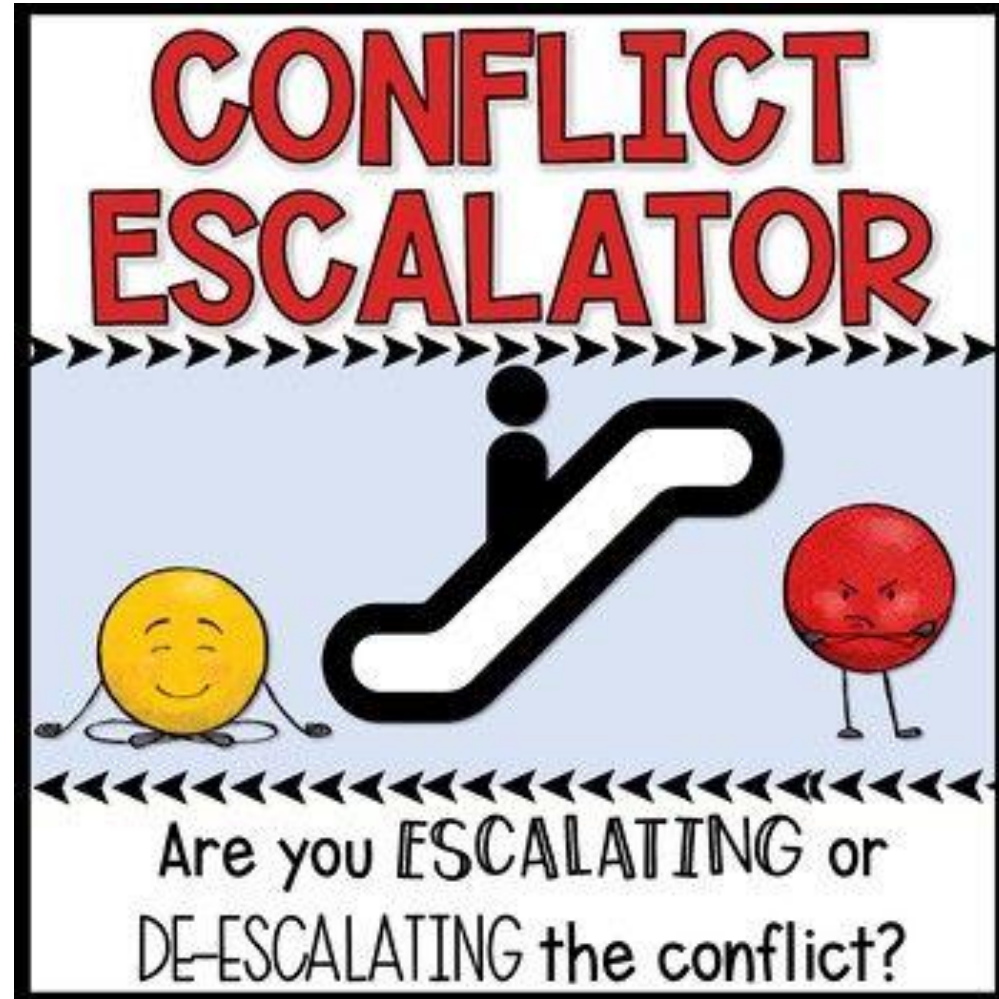


Empathy Map

1. What do you **think** about this activity?
2. How do you **feel** after this group work?
3. What will you **say** to your colleague and friends?
4. What will you **do** with new information?



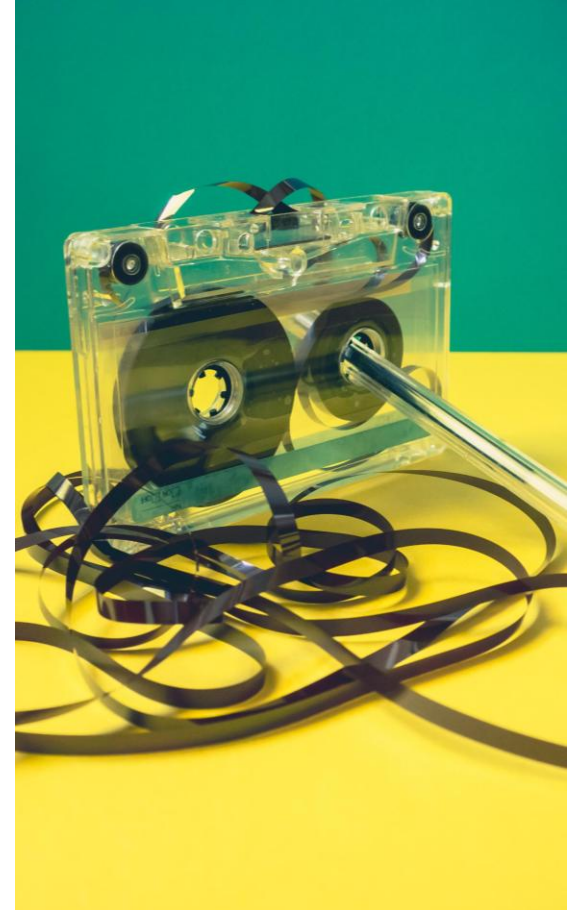
Conflict Escalator



From Punishment to Repair

Restorative Questions

- What happened?
- What were you thinking or feeling at the time?
- Who was affected by what happened?
- What do you need now?
- What can you do to repair the situation?
- What can we do differently next time?



Collaborative Learning



- Collaborative learning is not simply putting students into groups and hoping they will work well. Good collaboration needs structure.
- Students need to know what they are doing, who is responsible for what, and how they will show learning.

Group Roles

- **Facilitator**
Keeps the group focused and makes sure everyone speaks.
- **Recorder**
Writes the group ideas.
- **Timekeeper**
Watches the time and reminds the group.
- **Reporter**
Shares the group result with the class.



“Collaborative learning works best when we plan for problems before they happen. Clear roles, clear time, clear output, and clear responsibility can reduce conflict and increase participation.”

Trust

- Trust is the confidence in the reliability, honesty, integrity, and ability of a person and organization.
- It is a foundational element in relationships that allows individuals to feel safe, valued, and understood.
- In educational settings, it is the mutual confidence among—teachers, students, colleagues, and leaders.



Exploring the Importance of Trust



- Think of a time when you were in a relationship (professional or personal) where trust was strong. What made that relationship work well?
- Alternatively, think of a time when trust was broken. How did that impact the relationship or the outcome?

Let's Conclude

From our discussions,

- What did you learn about why trust is important?
- What behaviors help build trust in professional settings?
- What are the consequences of a lack of trust?



Trust is the foundation of all successful relationships. When trust exists, we feel safe to share, collaborate, and innovate. Without it, misunderstandings, conflicts, and inefficiency thrive.”



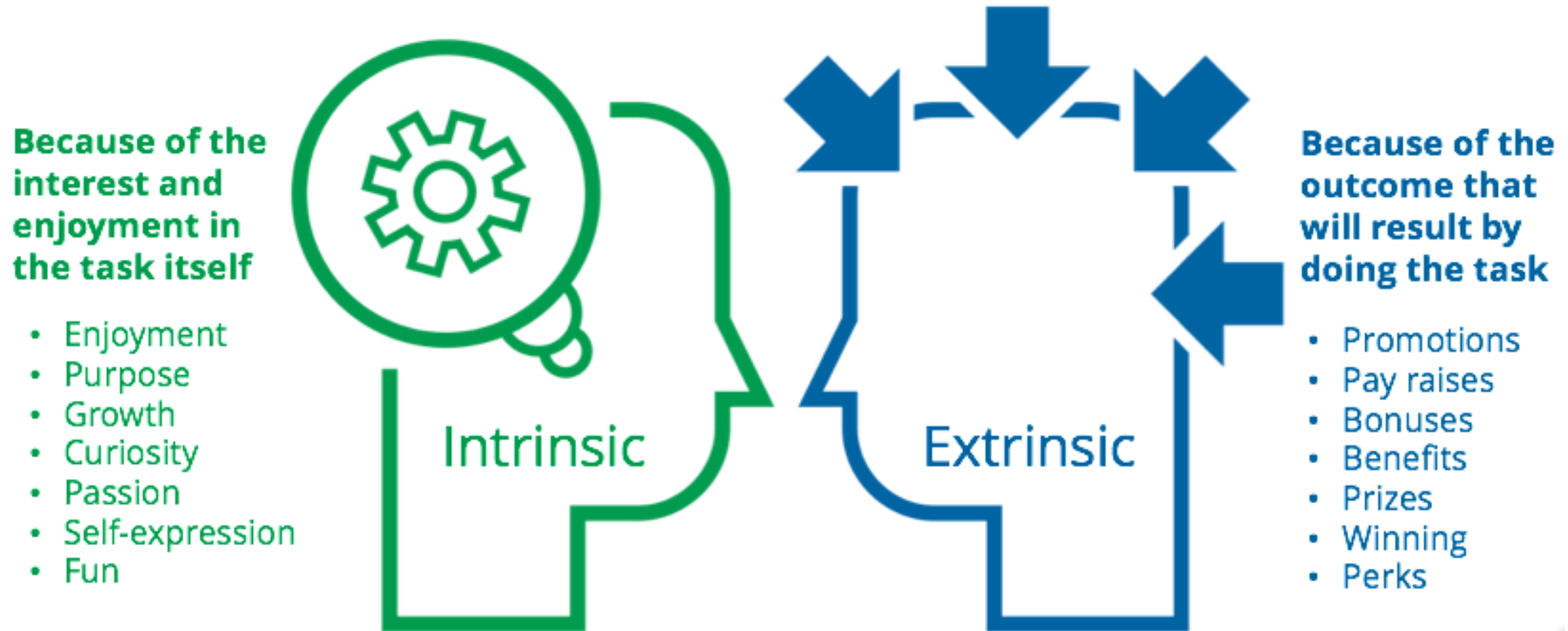
Motivation

Motivation refers to the internal or external forces that drive and direct an individual's behavior, actions, and efforts toward achieving specific goals, desires, or outcomes.

There are two type of motivation

1. Intrinsic motivation
2. Extrinsic motivation

INTRINSIC VS. EXTRINSIC MOTIVATION: WHY WE DO WHAT WE DO



Which one is best?

- + Each has different effect on human behavior.

Extrinsic motivation

- + Over justification effect
- + Helpful when a person need to complete a task that they find unpleasant
- + Motivate the person to learn new thing
- + Make a person more interested in activity that they are not interested in

When not use extrinsic motivation

- + A person already intrinsically motivated
- + It make the activity feel like works instead of playing



When students are not motivated, what do you think that why they are not motivated?

Activity: Motivation Line

- Students are mostly motivated by grades.
- Choice increases student responsibility.
- Some students simply do not want to learn.
- Feedback is more useful than marks.
- If lessons are interesting, students will always be motivated.
- Motivation is the teacher's responsibility.
- Students work harder when they understand the purpose of the task.
- Fear of making mistakes can reduce motivation.

Case study word document

Giving Student Voice and Choice

- Voice means students can express ideas, questions, opinions, and reflections. Choice means they can make limited decisions inside a clear structure.”

Active Listening

Active listening is the process of fully concentrating, understanding, responding to, and remembering what is being said.



Useful Teacher Sentence Starters

- It sounds like you are feeling...
- I can hear that this is difficult for you.
- Can you tell me which part is confusing?
- So you are saying that...
- Let's look at the first step together.
- What would help you start?



Feedback

- Feedback is information provided to an individual about their performance
- Its serves as a tool for growth
- Its helping individuals recognize their strengths and identify areas for improvement.
- It bridges the gap between current performance and desired goals
- It is key of continues development.



Activity



Feedback Framework

Use this structure:

- What worked well?
- What needs improvement?
- What is the next step?



Lego Activity

- You have 10 minutes to build a small classroom model that represents student motivation.
- observing pair gives only weak feedback, such as:
 - “Good job, Nice, Try harder or It is okay.
- Now give participants the constructive feedback frame:
 - One strength is...
 - One thing that could be clearer is...
 - One next step could be...

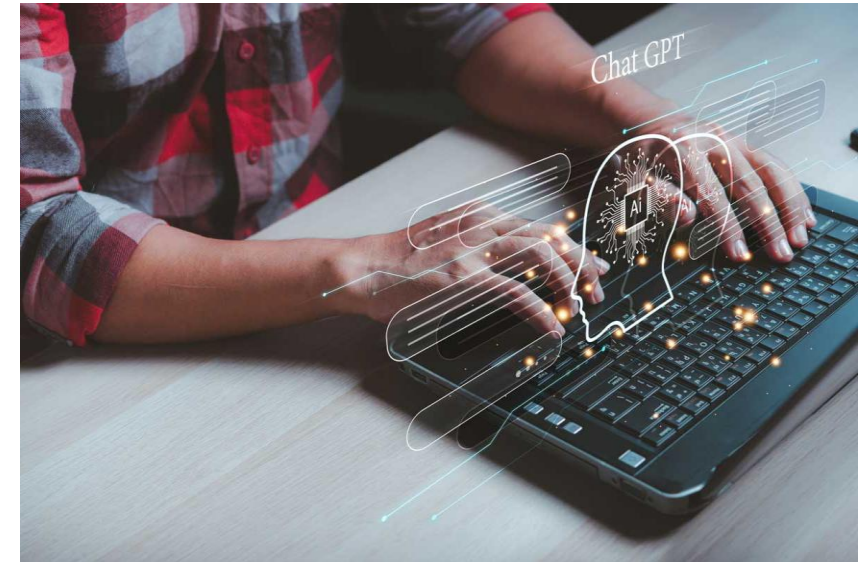


Reflection Discussion

- What was the difference between weak feedback and constructive feedback?
- Which feedback helped you improve?
- How did the feedback affect your motivation?
- What does this teach us about student feedback?

Prompt Engineering

- A prompt is a piece of text or code that is used to guide a generative AI tool to produce a desired output. For example, a prompt could be used to generate a poem, translate a language, or write a code script.



The **CREATE** farmwork for better Prompt

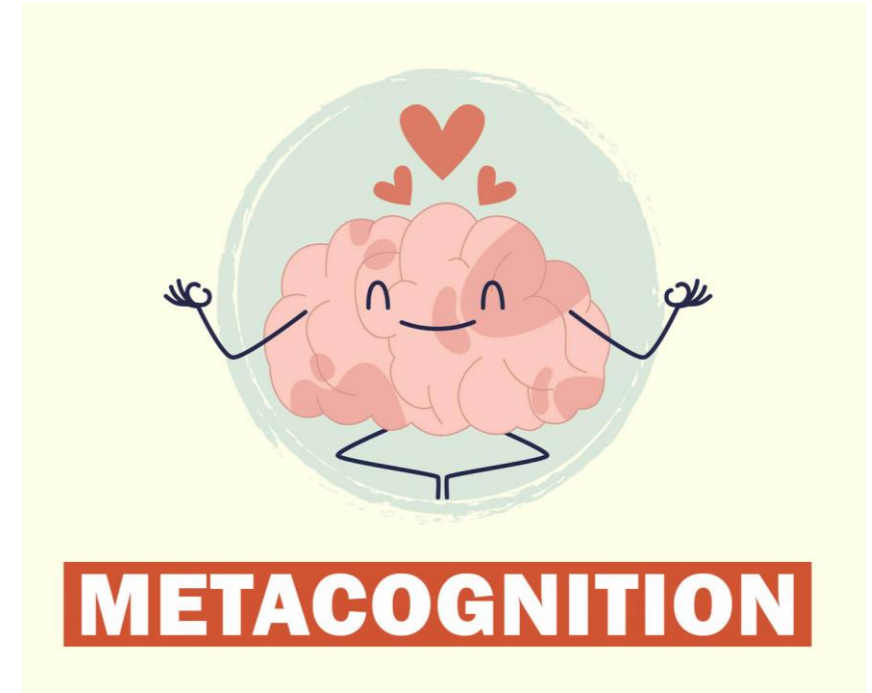
C	CHARACTER The Persona the AI should Adopt <i>"you are a primary school admin officer in Belgium..."</i>	R	REQUEST The specific task you want it to perform <i>"draft a formal letter to parents about the upcoming School Inspection..."</i>
E	ELEMENTS Source, data or references to use <i>"use the following key dates and agenda points:[paste date]"</i>	A	AUDIENCE Who will read and receive the output <i>"the audience is parents of year 2-5 students, mix languages."</i>
T	Terminology Key words, tone, or professional language required <i>"use formal welcoming and positive language"</i>	E	EXECUTION Format, length, and output constraints <i>"maximum 200 words. Use short paragraphs. Add a French translation below."</i>



THE MAGIC BEHIND OUR NEW LOOK

Learning to Learn – Metacognition

- Metacognition means thinking about your own thinking and learning.
- In simple classroom language, it means helping students ask:
 - What am I learning?
 - How am I learning?
 - What is difficult?
 - What strategy helps me?
 - What should I do next?



Example

Lesson: Reading a difficult text.

Before: What do I already know about this topic?

During: Which part of the text is confusing?

After: What strategy helped me understand the text?

Formative Assessment

- Formative assessment means checking learning while learning is still happening. It is not mainly about grades. It helps the teacher understand who understands, who is unsure, and who needs more support.
- Some formative assessment tools also work as memory techniques. They help students organise the lesson in their mind, make connections, and remember the main ideas more clearly.

Formative Assessment and memory tools

- Misconception check
 - Show wrong answer, ask student to correct it
- Pair Explain
 - Student explain the main idea to a partner in simple words.
- Concept sketch
 - Student draw the main concept of the lesson using simple pictures, symbols and arrows
- Memory map
 - Student create a map of the lesson

Planning Clear Goals

- A good lesson goal should be simple, visible, and student-friendly.
- **Goal Frame**
 - Use this sentence starter:
 - **By the end of the lesson, students will be able to...**
- **Examples**
- Weak goal:
Students will learn about climate change.
- Clear goal:
By the end of the lesson, students will be able to explain three causes of climate change and give one example of its impact.

Focus-Friendly Structure

- Students often lose focus when lessons have no clear rhythm. If the teacher talks for too long, students become passive. If instructions are unclear, students become confused. If there is no check for understanding, the teacher may not notice who is lost.
- A focus-friendly lesson has a clear rhythm: short input, active task, quick check, and reflection.

Focus Friendly lesson structure

- Active task
 - Student do something with the learning like peer explain, creating an example or mini discussion
- Check understanding
 - Use a quick formative assessment tool. Like exit ticket, traffic light etc.
- Focus reset
 - Use a quick reset if attention drops like brain breaks
- Reflection
 - Student answer 1 short reflection question like what help you learn today? what was difficult?

Getting focus toolkit

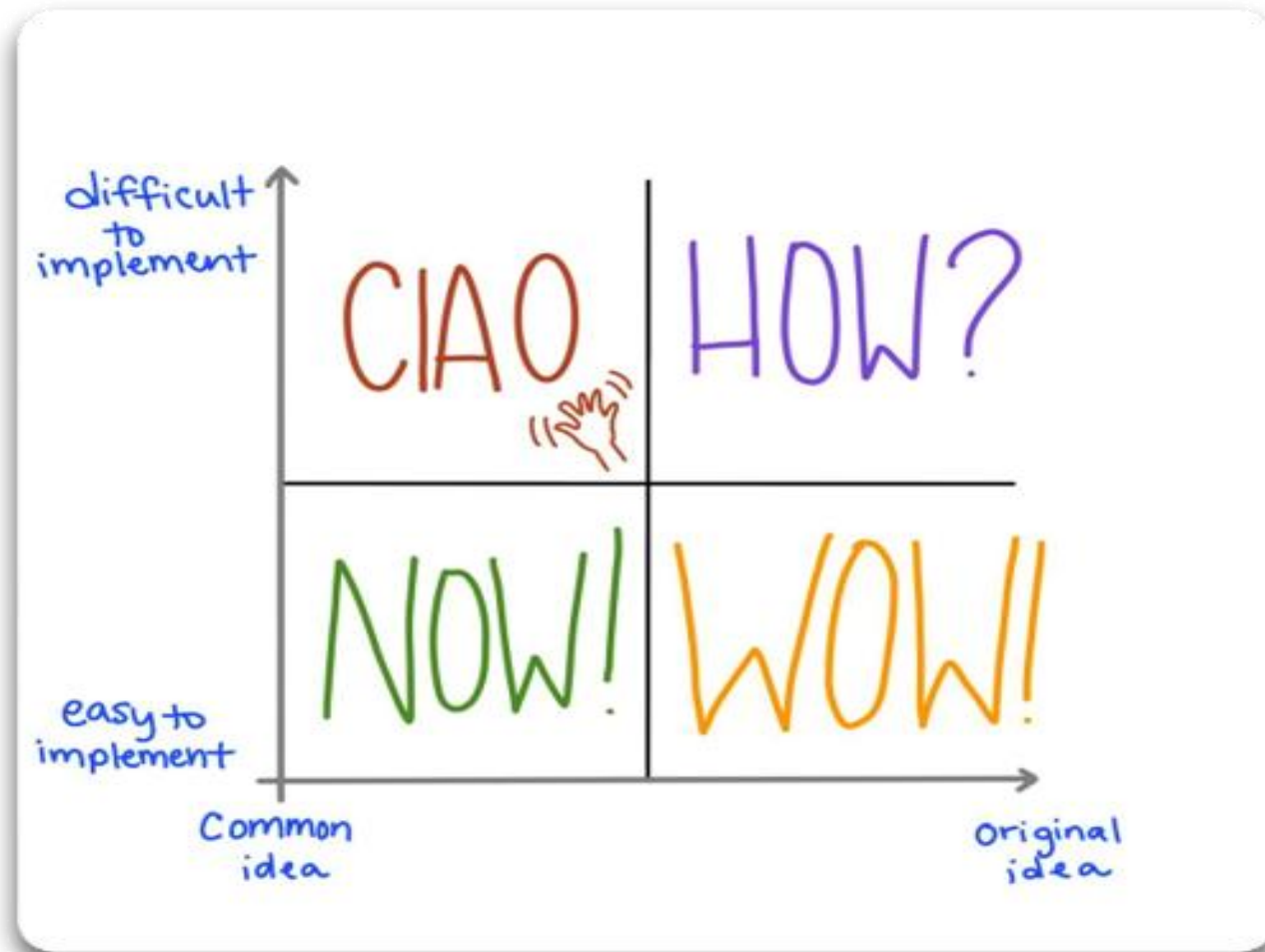
- Silent Signal
- One-Minute Reset
- Pair Explain
- Movement Reset
- Question Hook
- Task Timer
- Restart with Choice
- Brain Breaks

- <https://www.weareteachers.com/brain-breaks-for-kids/>



Effective teaching is built through small, intentional choices: clear goals, active learning, useful feedback, calm classroom routines, and reflection. This week has offered different tools and strategies, but the real value begins when you choose what fits your own students and your own classroom. Start with one practical idea, use it consistently, and improve it step by step. Teaching does not need to be perfect to be powerful; it needs to be thoughtful, responsive, and open to growth.

Wrapping it Up!



Take the Best Teacher Out of Yourself

THANK
YOU!

Teacher Trainer

Tayyaba Shahid



The background of the image is a light blue gradient. It is covered with numerous white, three-dimensional stars of various sizes. The stars are rendered with soft shadows, giving them a sense of depth and making them appear to float or be placed on the surface. The word "feedback" is centered in the upper half of the image.

feedback



You did it...

