Guidelines for Competency Based Lesson Plan

Prepared by

Ms. Fatma Amin – Ms. Sherifah Al-Sayegh – Ms. Rehab Nadim –
Ms. Hadiyah Alenzi - Ms. Girmeen Gendia – Ms. Salwa Shalan – Ms. Abber Al-Jeran

Supervised by

Mohamed Nagib Ali
Elt. Acting General Supervisor
Ms. Suzan Al-Bashiti
How to plan your lessons according to competency based approach

When using the updated lesson plan teachers should consider the following points:

1. When teachers plan their lessons they should resort to “competences and curriculum standards” in the unit plans provided “for the first term and the one to be developed by Heads of dept. and supervisors in the second term”. This means that they are going to write and develop the competences of the unit “for instance, writing the competences of Unit ONE in the space provided for competences in day one “including the four skills” which may include any of the two ranges “range of attitudes and range of connections” and not only “reality and operations”

<table>
<thead>
<tr>
<th>Specific Competence to be developed</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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2. Teachers should note that specific competences can be repeated in different days and in different units throughout the whole year because they are supposed to be developed over a long period of time and not in one teaching period like the learning objectives. Competences are different from learning objectives. Competencies define the applied skills and knowledge that enable students to successfully perform their work over a long period of time, while learning objectives are specific to a certain course of instruction and they describe what the learner should be able to achieve at the end of a period of time “time bound” – 40 minutes. In short, objectives say what we want the learners to know and competencies say how we can be certain they know it

3. In the rest of the days “days 2,3,4 till the last day of teaching a certain unit”, teachers are going to write just the number of the competences “Listening 1.2 / Speaking 2.2” etc. In the procedure part they write the activities that develop the competences mentioned.

4. Teachers, with the help of the HODs, should know well which specific competences go with the lessons they are going to teach, they will choose from the competences written in the unit
they are going to develop. They also can choose additional competences from the annual plan “check the part of the annual plan entitled “competences: added by teachers” and in the unit plan “teacher’s additions”

5. In part 4 of the lesson plan "phonics - For both grades “1,2 “ teachers write the main sounds they are going to introduce “ f, h, ch, th, ou, oy…. “ etc..

6. Procedure and activities:
The main part of the lesson plan "Procedure and activities" focuses on teacher's regular procedure when dealing with a lesson and the suggested examples of learning activities the teacher will use to develop the competences. Teachers can use the provided activities and they may add their own creative ones.

7. Assessment tools: refers to the tools of formative assessment which is considered the dominant assessment in competency based instructions that teachers utilize during teaching.

8. Feedback:
In all days except the last day of the learning unit, teachers should write what students learned by the end of that lesson and whether learners were responsive or not in addition to teacher’s self evaluation.

9. Reflection in relation to curriculum standards:
In the last day of teaching a unit “the part entitled “Reflection in relation to curriculum standards”, teachers should consult the unit plan and check the “Curriculum standards” to state whether competences are developed or not or partially developed. They need to specify the standards that go with the competences chosen.
E.g. “Competency 2.1 and Standard 2.1”. They should take into consideration the details of the curriculum standards and write the ones that were focused on in the unit:

E.g. In Unit 2 the title of the unit is “My Body”, so when copying the curriculum standard the focus should be on the following:

“2.1. Use appropriate simple vocabulary to indicate/ name body parts and other things in small conversations or individual speech” no need to mention “classroom objects, people, places and food items” which will appear in other units, but by the end of grade 1 the curriculum standard should be written as it is written in the primary stage document:

“2.1. Use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in short conversations or individual speech”

<table>
<thead>
<tr>
<th>(Reflection in relation to curriculum standards)</th>
<th>Developed</th>
<th>Partially developed</th>
<th>Not developed</th>
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<tbody>
<tr>
<td>By the end of this unit my students were able to :</td>
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