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## **INSTRUCTIONS FOR PLANNER WRITING**

**Teacher Planner in Folder Form is to be used preferably for teachers' facilitation in lesson planning.** However, the school administration has the option of providing Teacher Planner either in Folders or Registers format to the academic staff for writing their lesson plans and maintaining necessary records. The soft copy is available on the APSACS website.

Teacher Planner (Folder) will have three sections:

**Section A will have:**

INSTRUCTIONS FOR WRITING SECTION A (ANX A-1)

1. PERSONAL INFORMATION
2. FIRST TERM CLASS TIME TABLE, TEACHERS TIME TABLE AND DUTY ASSIGNED
3. FINAL TERM CLASS TIME TABLE, TEACHERS TIME TABLE AND DUTY ASSIGNED
4. PERIOD ALLOCATION
5. BOOK ISSUED & CLASS ROOM SUPPLIES CHECKLIST
6. SUMMARY OF ACADEMIC CALENDAR
7. EXTRA / CO-CURRICULAR ACTIVITIES CALENDAR
8. DAYS TO REMEMBER

**Section B will have:**

- √ INSTRUCTIONS FOR WRITING SECTION B (ANX A-2)
- √ SAMPLE LESSON PLAN
- √ DAILY LESSON PLAN FORMAT
- √ SAMPLE LESSON EVALUATION
- √ LESSON EVALUATION FORMAT

## **Section C** will have:

The important information and records which a teacher needs and maintains throughout the Academic Session.

### INSTRUCTIONS FOR WRITING SECTION C (ANX A-3)

1. STAFF MEETING FIRST TERM
2. STAFF MEETING FINAL TERM
3. PROFESSIONAL ACHIEVEMENTS
4. RECORD OF CLASS AWARDS
5. RECORD OF NOTIFICATIONS SERVED TO STUDENTS
6. RECORD OF INDIVIDUAL COUNSELING SESSIONS
7. RECORD OF STRUGGLING LEARNERS IN CHECK POINTS
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12. STUDENTS' BIO-DATA
13. MONTHLY RECORD OF SUBSTITUTE DUTIES
14. MONTHLY RECORD OF SUBSTITUTE DUTIES
15. CHECK POINT SCHEDULE

Separate set of instructions for Section A, B & C are in the Sections marked A, B & C. The sections are divided with colored separators. The information needed for the sections A,B&C will be entered in structured forms and kept in APSACS Teacher Planner ( ring binder/ box file) designed for this purpose. Separators will be used for the pages where information has to be periodically updated. Choice of colors for these separators is left to schools.

Besides the above information, annex B has been attached in which different Teaching Methodologies are given.

## POSSIBLE METHODOLOGIES

<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Reading Information</li> <li>• Audio-Visual Presentation</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Board Practice</li> <li>• Field Trips</li> <li>• *Round Robin</li> <li>• Interviewing</li> <li>• Brainstorming</li> <li>• Mental Imagery</li> <li>• Synthesis</li> <li>• Group Discussions</li> <li>• Experimenting</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Problem-Solving Activities</li> <li>• *Buzz Sessions</li> <li>• Performance</li> <li>• Independent Practice</li> <li>• Debriefing</li> <li>• Role-Playing</li> <li>• Modelling</li> <li>• Simulations</li> <li>• Projects</li> <li>• Skill Practice</li> <li>• Guided Practice</li> <li>• Reflective Inquiry</li> </ul>
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\*1 In Round Robin setting, each student has an opportunity to share some information or ideas in a small group format. Everyone participates equally and taps into the collective wisdom of the group.

\*2 In Buzz Sessions temporary groups are formed for the purpose of discussing a specific topic. The emphasis is on either the background knowledge students bring to a learning task or a summary discussion of important points in a lesson.

### Web Sites:

[www.discoveryeducation.com](http://www.discoveryeducation.com)

phet.colorado.edu (Science)

nrich.maths.org (Maths)

www.theteachers.corner.net

[www.ncte.org](http://www.ncte.org)

[www.teachingideas.co.uk](http://www.teachingideas.co.uk)

[www.primaryresources.co.uk](http://www.primaryresources.co.uk)

www.prometheanplanet.com

*Any other found useful by teachers*

**Separator**  
(Any Colour)

# Section A

## Instructions for Section A:

*In Section A eight entries have to be made. Teachers often do not fill all of them completely. Probably they find certain pages irrelevant or superfluous. Every page is dedicated to store information for some purpose, the teachers are directed to read the instructions carefully & fill in the requisite information properly.*

### **1. PERSONAL PROFILE**

Indicated information needs to be filled. Qualifications entered must be verified by the school administration office. This page is to be filed as the FIRST PAGE OF THE RING BINDER.

### **2. IMPORTANT TELEPHONE NUMBERS**

It includes not only the administration's and colleagues' Personal / Father / Husband / Doctor numbers, but also other emergency numbers as Fire Department, local rescue services, doctors / hospitals on panel, crisis management support units etc.

### **3. CLASS & TEACHER TIME-TABLE**

Filling in Time Tables properly is a primary requirement as it clearly tells exactly where a particular teacher is, what she is teaching during a specific period and the total work load assigned to him/her.

### **4. DUTIES ASSIGNED**

Must be filled in as it reflects the tasks assigned to a teacher other than teaching i.e. In charge Assembly, SAP and CAP program, member SIP, etc

### **5. BOOKS & CLASS SUPPLIES ISSUED**

A properly maintained record of books & supplies issued to teachers at the beginning of the session makes it easier for them and the administration to facilitate their transition at time of transfer/ change.

### **6. SUMMARY OF ACADEMIC CALENDAR**

Recorded by the teacher is the first indicator that she has studied the Academic Calendar & Syllabus Break-up. It helps her/him to plan/ prepare for the forth coming events. As each event takes place, she/he may highlight it as completed/ accomplished.

### **7. LIST OF EXTRA / CO-CURRICULAR ACTIVITIES**

If filled in the beginning of the session, helps the teacher to proactively plan / work and prepare her students for the forth coming event during the Tutorial Periods without any reminders from the Section Heads. It also provides time for planning and reflection.

### **8. DAYS TO REMEMBER**

Schools celebrate days of International/ National significance through Assembly Presentations, cards, letters, essays, talks by inviting special guests etc. Teachers should enter the particular activity arranged for their class according to the days.

# PERSONAL

Name : \_\_\_\_\_

Qualification: \_\_\_\_\_

Address : \_\_\_\_\_

Tel/Mob : \_\_\_\_\_

School : \_\_\_\_\_ Tel: \_\_\_\_\_

Principal : \_\_\_\_\_ Tel/Mob:\_\_\_\_\_

Section Head : \_\_\_\_\_ Tel/Mob:\_\_\_\_\_

## IMPORTANT TELEPHONE NUMBERS

[illegible]





## FINAL TERM CLASS TIME TABLE

From: \_\_\_\_\_ to \_\_\_\_\_

Period	I	II	III	IV	B R E A K	V	VI	VII	VIII	
Mon										
Tue										
Wed										
Thu										
Fri										

## TEACHER'S TIME TABLE

From: \_\_\_\_\_ to \_\_\_\_\_

Period	I	II	III	IV	B R E A K	V	VI	VII	VIII
Mon									
Tue									
Wed									
Thu									
Fri									

Total # of periods .....

## DUTIES ASSIGNED

[illegible]

## BOOKS ISSUED

Date	Title

## CLASS ROOM SUPPLIES CHECKLIST

Material	Quantity	Material	Quantity

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Section Head

# PERIOD ALLOCATION

Total Weeks: \_\_\_\_\_

No. of Teaching Weeks : \_\_\_\_\_

Subjects	Periods per Week
English (Lang)	
English (Lit)	
Urdu A	
Urdu	
Mathematics	
Science	
S. Stud	
History	
Geography	
Computer Studies	
Islamiyat	
Arts	

## SECOND TERM

Total Weeks: \_\_\_\_\_

No. of Teaching Weeks : \_\_\_\_\_

Subjects	Periods per Week
English (Lang)	
English (Lit)	
Urdu A	
Urdu	
Mathematics	
Science	
S. Stud	
History	
Geography	
Computer Studies	
Islamiyat	
Arts	

## SUMMARY OF ACADEMIC CALENDAR

2\_\_\_\_\_ to 2\_\_\_\_\_

[illegible]

## EXTRA / Co CURRICULAR ACTIVITIES CALENDAR

2\_\_\_\_\_ to 2\_\_\_\_\_

[illegible]

## DAYS TO REMEMBER

[illegible]

**Separator**  
(Any Colour)



# Section B

## Instructions for Section B:

- Every teacher will not make Lesson Plans every week. Lesson plans will be written on rotational basis by the teachers who have been assigned different sections of a class (parallel classes). **The teachers will routinely carry their Weekly Lesson Plans on Clip Boards** if they are using Folders. *This practice is redundant in case they are using registers.*
- Every week ONE teacher will be asked to develop Lesson Plans for her subject for that week and plan the required AV aids/ spot tests. This plan will be used by teachers of all the sections of that class. However, the **Evaluation of Lesson** portion will be filled **after the whole Unit/ Topic has been covered**, by every teacher based on teaching and learning experiences in the class. **Generally every Unit/ Chapter has more than one topic. The teachers will write evaluation of each topic separately. It will NOT be written after every lesson as number of periods for each topic will vary. For this purpose the format for lesson plan has been modified. The Evaluation of lessons will now be written in separate section located before the professional achievements.**

### Writing the Lesson Plan (Structured Lesson Format is provided)

- Fill in the week number, name of lesson developer, class, subject, topic, period & date for which the lesson is scheduled.
- Write the **objectives**. (to be shared verbally, written on the board and explained to the students at the beginning of the lesson)
- Write the **skill identified** for the lesson (to be explained to the students that they will learn/practice these skills during the lesson & the teachers will focus on the development of these skills.
- Write down **Resources** to be used ( Audio/Visual aids, chart, flash cards, illustration, model or realia)

### Methodology (Write everything in points. For details refer to the Syllabus Breakup or maintain a personal dairy).

- Briefly write the **salient features** of the lesson. The contents of lesson must be according to the announced objectives. Mention the **methodology** to be used i.e. brainstorming, lecture, discussion, or a combination of different methods.(ref. annex B )
- Write the plan or Qs to check **previous knowledge** of the students or re-cap the last lesson to connect previous and present topics.
- Write down the plan to **introduce the topic**, is it by announcement / an activity / a short discussion/brainstorming

- d. If any **activity** is planned or Audio/Visual Aids are to be used, mention at what point during the lesson it will be done. When the activity is mentioned in the Syllabus break-up, just mention name of activity & write the Page no. given in the syllabus breakup.
- e. **Wherever possible, mention the skill** / attitude you aim to develop during the lesson.
- f. Write down the student work, board practice/ **class work** written/oral & **home work** intended for the period.  
(HW must be according to the Syllabus Breakup)
- g. Ref. to Success **Criteria** whether they will **be** in the form of a model or important points (to be written on the board before any task is assigned).
- h. Write the **Recap plan** – summing up of the lesson by the teacher or joint class effort.
- i. **Assessment plan** for the daily lesson has to be clearly written. This is a deliberate effort to find out IF and HOW much the intended learning has taken place. It can be done through one or a combination of following activities:  
*Oral questions, a short quiz, the degree of independent seat work/class work being done by the learners, level of participation in discussion/activities, student feedback etc. It can be a spot test too.* Teachers will ensure that students maintain the record of spot test in the notebooks index page.

#### **LESSON EVALUATIONS (TOPIC WISE)**

Lesson Evaluation is an exercise of reviewing the planning / teaching and learning process. It should be brief, explicit and concise. Lesson Evaluation will be written after the completion of a topic /subtopics on the given format: (structured format is attached)

- a. **How well was/were the lesson (s) executed? Have the learning objectives been met?**
- Did you as teacher need to slow down; speed up; make any adjustment in the lesson plan given?
- b. **Have the majority of the students understood the concepts/skills taught in this topic?**
- c. **Identify student requiring extra assistance section-wise. What remedial measures were taken for them?**
- Have you noted down the names of struggling learners in your planner? (Never to be told to other students/teachers).
  - What extra help did you give to students who had difficulties?

#### **D. State completion plan, if Incomplete.**

- *When you are unable to complete the lesson in a certain class write your complete plan.*
- *If you had problem completing the lessons in more than one section, discuss the issue in the coordination meeting too. May be the lesson was too ambitiously developed.*

*List of struggling learners must be prepared so that a Remedial Program may be made in consultation with the School Heads. The Remedial classes will be held during the Tutorial Periods.*

### **Some Don'ts for the Lesson Plan:**

- √ Please do not mention 2, 4, 5 minutes for every step. **That** is an exercise in time management. It is NOT Lesson Planning but Time Planning for 40 / 80 minutes period.
- √ Please do not increase your workload by turning the lesson Planner into an art /scrap book, unless it belongs to the art teacher. Do not make drawings, paste pictures, stars; add colors which is not relevant to teaching plan. Of course, illustrations, figures & artifacts which have been made for the lesson must be mentioned. Copies of such lesson specific artifacts may be put in the folder.
- √ Do not add details which are superfluous or which are NOT going to be used in the lesson. Sometimes over enthusiastic teachers write details and activities/AV aids in their Planners which they never use during the lesson.

### **Samples of writing Objectives and Success Criteria**

#### **Unit1. Topic: Writing Instructions**

##### **Sample 1: Objectives for written assignment**

Students will be able to

- Write a set of clear & detailed instructions on any one of the given topics using correct imperative form of verb
- Correctly list the order of steps they have to follow

##### **Topic: Speaking – Giving Instructions**

##### **Sample 2: Objectives for Listening Comprehension:**

The students will be able to:

- evaluate the importance of clear speaking & good listening skill in order to follow any instructions properly
- follow the spoken instructions to complete the activity

### Sample 1 of Success Criteria for Writing Instructions:

Remember your work should include the following:

- introductory paragraph
- set of instructions
- headings with proper punctuation
- use of imperatives
- correct order of steps to be followed
- conclusion (a short paragraph)
- neat and legible writing

140 – 180 words. (Length of instructions)

### Sample 2 of Success Criteria

*For **Speaker**:*

Remember to:

- speak clearly & not too quickly
- *use simple & clear language*
- give instructions clearly to improve the quality of the diagram

*For **Listeners***

Remember to:

- listen carefully & draw the diagram by following the instructions being read out
- use the color pencil according to the instructions
- rate your work on the scale (pg 16) objectively

Week:5

# DAILY LESSON PLAN Sample

Developed by: Musa

Date:13/5/15

Taught by: Esha

<b>Class:</b> VII	<b>Subject:</b> Science
<b>Period:</b> 3 <sup>rd</sup> , 4 <sup>th</sup>	<b>Topic:</b> Moving Heat (1)
<b>Objective (s):</b> Students will be able to:	
<ul style="list-style-type: none"><li>Classify the materials as good conductors and bad conductors.</li></ul>	
<ul style="list-style-type: none"><li>Describe the phenomenon of Conduction.</li></ul>	
<b>Skills focussed on:</b> Observing, Identifying and Comparing	
<b>Resources:</b> Board, Textbook pg 26	
A container of boiling water, a metal strip (a spoon) and a wooden stick	
<b>Methodology (selected in the subject Coordination Meeting should be used):</b>	
Demonstration, Experiential and Concept Method (classification & questioning)	
<ul style="list-style-type: none"><li>Recap of previous knowledge by asking questions like:</li></ul>	
Why does an ice cube melt quickly in summers than in winters? Why do we use a plastic spoon for drinking	
hot soup instead of a metal spoon? Why are plastic handles attached to a sauce pan?	
<ul style="list-style-type: none"><li>Share the objectives of the lesson with students.</li></ul>	
<ul style="list-style-type: none"><li>Perform Activity</li></ul>	
<ul style="list-style-type: none"><li>Introduce the terms good conductors and bad conductors.</li></ul>	
<ul style="list-style-type: none"><li>Ask the students to name some more material which allow heat to pass through and which do not.</li></ul>	
<ul style="list-style-type: none"><li>Write students' responses on board in a Tree Map graphic organizer (Ref to Anx-D).</li></ul>	
<ul style="list-style-type: none"><li>Relate the kinetic theory with conduction of heat by drawing the figure given in Textbook pg 26 on the board.</li></ul>	
<ul style="list-style-type: none"><li>Discuss the heading 'Did you know?' in the blue box.</li></ul>	
<ul style="list-style-type: none"><li>Make mixed ability groups and ask them to discuss the questions at the end of the Textbook pg 26.</li></ul>	
<ul style="list-style-type: none"><li>Encourage struggling learners/hesitant and shy students to participate while doing lesson recap with them.</li></ul>	
<ul style="list-style-type: none"><li>Share the Success Criteria before assigning the written work.</li></ul>	
<ul style="list-style-type: none"><li>Students will write the answers in their notebooks independently. Teacher will monitor and give on-spot guidance to the struggling learners.</li></ul>	
<b>Activity:</b>	
<ul style="list-style-type: none"><li>Take a metal strip and a wooden stick, both of the same size. Insert one end of both in a beaker of boiling water. After some time ask students to touch both at their outward end. Ask the students: which one is hot and which one is warm. Why do you think one is hotter than the other?</li></ul>	
<b>Success Criteria:</b> Remember to:	
<ul style="list-style-type: none"><li>Observe the experiments carefully.</li></ul>	
<ul style="list-style-type: none"><li>List the materials through which heat travels easily and which hinder the transfer of heat.</li></ul>	
<b>Assessment Plan:</b> On spot Assessment while students observe, discuss and do class work.	
A couple of questions will be asked from students as a prompt to clarify the understanding of the whole class.	
Direct questioning will be used to involve some of the quieter students and assess the learning.	
<b>C.W:</b> Textbook pg 26 Q1, 2 & 4	
<b>H.W:</b> Textbook pg 26 Q3, 5	

Sign: Subject Coordinator \_\_\_\_\_

Week:

# DAILY LESSON PLAN

Developed by:

Date:

Taught by:

Subject:

Class:

Period:

Topic:

Objective (s):

Skills focussed on:

Resources:

Methodology (selected in the subject Coordination Meeting should be used):

Activity:

Success Criteria:

Assessment Plan:

C.W:

H.W:

Sign: Subject Coordinator \_\_\_\_\_

# **Lesson Evaluations (Topic Wise)**



# LESSON EVALUATION (TOPIC-WISE)

Sample

## Topic: Moving Heat (1, 2 & 3)

Textbook pg no:26-28

Activity/Workbook pg no: 15,16 Q2, 3

Worksheets:

Nil

### How well was/were the lesson (s) executed? Have the learning objectives been met?

On the whole the learning objectives have been met fairly well, although the class needs more practice. There was some

confusion between good and bad conductors but I discussed it more with examples. The students showed a good

understanding of moving heat in solids and were able to quote some real life examples. Most of the students responded

well and could work independently.

### Have the majority of the students understood the concepts/skills taught in this topic?

Yes, because I chose suitable examples and activities. After the activity, a graphic organizer for comparative study was drawn

on the board with the help of students' responses. Step by step procedure made the work easy. However, in Sec B some

students had difficulty in understanding and relating the topic to real life. This was resolved by on spot guidance.

### Identify students requiring extra support section-wise. What remedial measures were taken for them?

Sec A: Sajid and Sara were noisy at times, but I involved them in the class discussion and they managed to complete their

work in time.

Sec B: Benish, Shazia, Rubina and Bilal had difficulty in understanding the movement of heat in solids. I gave them extra time

when rest of the class was engaged in seat work. I will give an extra work sheet for the class to check their understanding.

Sec C: Having seen the problems in section A & B, I proactively changed the seats of struggling learners and seated them with

more able students. They managed to complete their work well in time as pairs.

### State completion plan, if Incomplete.

I need to go through this in the next Lesson again in Sec B and will ensure their understanding by giving them the extra

worksheet I have prepared.

Sign: Subject Coordinator \_\_\_\_\_

Sign: Section Head \_\_\_\_\_

Topic: \_\_\_\_\_

Textbook pg no:

Activity/Workbook pg no:

Worksheets:

### How well was/were the lesson (s) executed? Have the learning objectives been met?

### Have the majority of the students understood the concepts/skills taught in this topic?

### Identify students requiring extra support section-wise. What remedial measures were taken for them?

### State completion plan, if Incomplete.

Sign: Subject Coordinator \_\_\_\_\_

Sign: Section Head \_\_\_\_\_

## LESSON EVALUATION (TOPIC-WISE)

Topic: \_\_\_\_\_

Textbook pg no:

Activity/Workbook pg no:

Worksheets:

How well was/were the lesson (s) executed? Have the learning objectives been met?

Have the majority of the students understood the concepts/skills taught in this topic?

Identify students requiring extra support section-wise. What remedial measures were taken for them?

State completion plan, if Incomplete.

Sign: Subject Coordinator \_\_\_\_\_

Sign: Section Head \_\_\_\_\_

Topic: \_\_\_\_\_

Textbook pg no:

Activity/Workbook pg no:

Worksheets:

How well was/were the lesson (s) executed? Have the learning objectives been met?

Have the majority of the students understood the concepts/skills taught in this topic?

Identify students requiring extra support section-wise. What remedial measures were taken for them?

State completion plan, if Incomplete.

Sign: Subject Coordinator \_\_\_\_\_

Sign: Section Head \_\_\_\_\_

Separator  
(Any Colour)

# Section C

## Instructions for Section C:

### 1. **PROFESSIONAL ACHIEVEMENTS**

Under this heading the teacher needs to record the specific things she/he may have done during the session for school/ student benefit; from writing educational articles, a book review for the library, painting a mural, expertise in soft boards, to conducting workshops, organizing sports, exhibitions, science / art / debates, action research / work for school Improvement Team or any other thing which has benefited the school/ students.

### 2. **STAFF MEETINGS**

Staff Meetings need to be entered periodically by the teachers, therefore a separator will be placed at this part of the lesson planner.

The teachers must record the dates and salient features of all the staff meetings. Meeting records are actually an instructional date line and a clear proof of guidance and information which the management has provided to the staff from time to time during the session.

If a teacher has missed a meeting, she/he should enter the meeting date, clearly indicate that she/he was not present; take the salient features of the meeting from a colleague or the Section Head. The name of person/colleague from whom the agenda points are taken should be mentioned.

### 3. **CLASS AWARDS**

The objective of Class Awards is to acknowledge student improvement routinely in order to motivate and encourage desirable behaviors and learning practices. These awards must be given in the classes as and when students manifest excellence/ improvement in their studies as well as in their behaviors. They should not be given so generously that their impact and significance is lost, neither should they be so rarely awarded that students lose motivation. When a teacher has maintained a record of class awards which are given to students during the term, she/he can simply refer to the Planner to get the students' names and awards given to them so that they can be mentioned in the report cards.

### 4. **RECORD OF NOTIFICATIONS**

a. Sometimes the school needs to issue **Formal** written notices to the students as an intervention. These may be of academic nature or due to behaviors problems. Such written notifications should be very infrequent, and served only after sufficient verbal counseling to concerned student has already been given. Prior to issuance of written warning the parents should be informed of the corrective measures taken

her planner; in case they are needed for reference for future course of action. Notifications *do NOT include the informal communication which a teacher has with the parent through student diary. Its a written warning /intimation sent by the Section head or the Principal to the parent of a persistent problem*

#### **5. RECORD OF INDIVIDUAL COUNSELING SESSIONS**

Sometimes students need guidance /counseling to modify undesirable behaviors. Before any formal notification is served to a student effort should be made to rectify his /her behavior. If a behavior persists even after reprimands /verbal checking, teachers need to arrange an Informal Counseling Session as part of an intervention plan. Parents should be informed about such sessions. The teacher should keep the Section Head in loop and maintain record of such sessions in her planner. If the problem is of severe nature School Counselor (if any) may be involved.

#### **6. RECORD OF STRUGGLING LEARNERS IDENTIFIED IN CHECK POINTS**

The names of students weak in studies need to be written down for the purpose of remedial actions. These names should be conveyed to the Section Head so that need based remedial classes may be organized during the Tutorial Periods. It is important to mention the area of concern i.e. particular topic/subject and the planned remedial measures.

Note: *Remember a student is never consistently weak in a subject in all the topics.*

#### **7. RECORD OF INDIVIDUAL PARENTS TEACHERS MEETINGS**

If a teacher contacts a parent during the session for a particular issue, enter the date & objective of meeting in the planner in order to remember contents of communication she/he had with parents. The medium used for communication, written (official letter / student diary), telecom/msn etc. may be noted down. Their special input and views should be recorded to provide the teacher an insight into their thinking and students' problems. The Section Head should always be informed about the meeting.

#### **8. STUDENT'S BIO - DATA**

A teacher must have her students' bio - data; she may need it to address an emergency **OR** may want to communicate an urgent matter to the student's parents / guardians. Even if she is a subject teacher, she needs to maintain this record. For facilitation purposes the data available with the class teachers may be photocopied. She must update the data when needed.

#### **9. RECORD OF SUBSTITUTE DUTIES MONTH WISE**

All teachers have to take substitution periods during the session. A well maintained record of substitution duties reflects the work load given to a teacher during the session

## **10. CHECK POINT SCHEDULE**

Summary of Check Point Schedule will be written in the Teacher Planner for timely Planning & Preparation.

## PROFESSIONAL ACHIEVEMENTS

*(to be filled during the Academic Session)*

During the Term / Session \_\_\_\_\_

Teacher's contributions for the development and growth of the school are as follows:

[illegible]

Sec Head's Signature

Principal's Signature



## STAFF MEETINGS (FIRST TERM)

[illegible]

## STAFF MEETINGS (FIRST TERM)

[illegible]

## STAFF MEETINGS (FIRST TERM)

[illegible]

## STAFF MEETINGS (FINAL TERM)

[illegible]

## STAFF MEETINGS (FINAL TERM)

[illegible]

## STAFF MEETINGS (FINAL TERM)

[illegible]

## CLASS AWARDS

Suggested by APSACS Secretariat		Any Other by School
A1 - Speller	Award for recitation of Quranic Verses	
Handwriting Award	Congratulations	
Good Listener	Shown Most Improvement	
Creative Writing Award	Star Performer	
Homework Award	Job Done Well (Project)	
Neat Work Award	Perfect Attendance	
Class Champion	Act of Kindness	

# Record of Class Awards

[illegible]

*It is very important to acknowledge and validate the students for their accomplishments & good practices during the term with class awards, as end of term awards are usually associated with academics only.*

## RECORD OF CLASS AWARDS

[illegible]



## RECORD OF NOTIFICATIONS SERVED TO STUDENTS

Nature of Notification	Any Other by School
Homework Not Done	
Disciplinary Action	
Absentee	
Lack of Punctuality	
Improper Uniform	

[illegible]

*No notification should be served to the student without prior verbal counseling/ Student Diary (Info to parents) and information to the Section Head. Its objective should never be punitive, it should be corrective in nature.*

## RECORD OF INDIVIDUAL COUNSELING SESSIONS

[illegible]

## RECORD OF STRUGGLING LEARNERS IN CHECK POINTS

[illegible]

## RECORD OF STRUGGLING LEARNERS IN CHECK POINTS

[illegible]

## RECORD OF STRUGGLING LEARNERS IN CHECK POINTS

[illegible]

## RECORD OF STRUGGLING LEARNERS IN CHECK POINTS

[illegible]

# RECORD OF INDIVIDUAL PARENT TEACHER MEETINGS

S.No.	Date	Attended by / Parent of	Remarks

\_\_\_\_\_  
Sec Head's Signature

\_\_\_\_\_  
Principal's Signature

## STUDENTS' BIO-DATA

[illegible]



MONTHLY RECORD OF SUBSTITUTE DUTIES

Month	Periods	Classes
Mar		
Apr		
May		
June		
July		
Aug		
Sep		

Notes: \_\_\_\_\_

\_\_\_\_\_

MONTHLY RECORD OF SUBSTITUTE DUTIES

Month	Periods	Classes
Oct		
Nov		
Dec		
Jan		
Feb		
Mar		

Notes: \_\_\_\_\_

\_\_\_\_\_

# CHECK POINTS SCHEDULE

Check Point 1		
Days	Time	Subject

Check Point 2		
Days	Time	Subject

Check Point 3		
Days	Time	Subject

Check Point 4		
Days	Time	Subject

# CHECK POINTS SCHEDULE

Check Point 5		
Days	Time	Subject

Check Point 6		
Days	Time	Subject

Check Point 7		
Days	Time	Subject

Check Point 8		
Days	Time	Subject