

## SESSION 5

Reflection on Teaching Practice II  
and Preparation of the MGMP  
Program (follow up plans)

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# Reflection on Teaching Practice II and Preparation of the MGMP Program (follow up plans)



### Application 5: (120 minutes).

#### Activity I: Reflection on Teaching Practice II (Subject groups in plenary - 50 minutes)

- (1) The facilitator recaps by presenting the questions from the reflection guidelines like the reflections from Teaching Practice I, as follows:
  - (a) What are the problems we wish to solve?
  - (b) What are the plans for resolving the problems that have been agreed by the group?
  - (c) What is your opinion about the implementation of this plan?
  - (d) Were the problems resolved?
  - (e) Did any new problems emerge?
  - (f) What else should be improved for the future?
- (2) Training participants in the subject group, gather together with members of the teaching practice team to undertake guided reflection on the above questions based on the notes of the observation, student reflections, and outcomes of the students work.

The reflection on Teaching Practice II should be done using the following steps:

- (1) The lesson plan, students' work, student reflections and the teacher's observation notes are put on display.
- (2) The model teacher presents their feelings about what has been achieved and what has not yet been achieved as well as how to improve it.
- (3) The observers provide comments on the lesson (not about the model teacher but on the strengths and weaknesses of the activities) based on the results of their observation and provide concrete suggestions for improving the lesson plan.



5.1

#### Note: Questions for participants:

- Did participants prepare the lesson plan, conduct the simulation and the Teaching Practices I and II cooperatively and productively?
- Was the activity to plan and manage the lesson, that was made together, useful and valuable for the participants?

- Did the activity of planning and managing the lesson in this way succeed in guiding the teacher in thinking in a new way about their daily teaching?
- Was the activity of planning and managing the lesson in this way able to assist in developing knowledge about learning and the student development?
- Did the activity of planning and managing the lesson in this way succeed in attracting the interest of the teachers in school?
- Was the reflective journal prepared by each participant able to support learning improvement and progress?
- Did all participants of the team feel involved, were they able to obtain information, take a role and participate in the activity of planning and managing the lesson?

### Activity 2: Preparing the MGMP Follow-up Plan (Subject group in plenary – 60 minutes)

- (1) The facilitator explains the objectives, key questions, steps, and introduces the session on Preparing the MGMP Program (follow up plans) (5 minutes);
- (2) Participants read the sample MGMP activity (Handout 5a) (10 minutes);
- (3) Questions and answers (10 minutes);
- (4) Participants engage in a discussion (in groups of 5 people – 15 minutes) to formulate an MGMP program related to solving the following problem: **“The less capable student who does not participate actively in heterogeneous group work”**. The discussion is guided by the questions:
  - (a) What issues need to be discussed in the MGMP so this problem is resolved?
  - (b) What series of activities need to be undertaken in the MGMP in order to obtain a proper solution to this problem?
- (5) Based on their answer to the above questions (step 4), participants prepare an MGMP program by using the format in Handout 5b.2. (15 minutes – the format can be modified according to need; if it is considered to ‘restrict’ the creativity of participants, there is no need to distribute Handout 5b.).
- (6) Participants exchange and review the results of their work twice (Group A to B, B to C, then return to A) (5 minutes each);  
When analyzing the work output of other groups, the analysis should focus on:
  - (a) Are the proposed activities in this MGMP an appropriate solution to the problem?
  - (b) Is the series of proposed activities logical?
- (7) The facilitator asks 1 or 2 group representatives to present the results of their group’s work in front of the class and other participants provide comments; and

- (8) The facilitator provides final comments to reinforce the outcomes presented by the group or other groups. Comments are guided by the above questions (step 6) among others.



**Note for Facilitator:**

The lack of active involvement of less-able children in the discussion/ group work may be caused by the following factors, among others:

**5.2**

1. Not understanding the discussion material;
2. Lacking in self-confidence that their opinion will be valued by their colleagues;
3. The teacher's assessment is based only on the group output and not on the individual contributions to these outcomes.



**Reflection (10')**

- (1) The facilitator asks participants whether they now have the ability after undertaking the series of activities in Sessions 1 - 5 to:
- (a) Identify learning problem;
  - (b) Formulat alternative solutions to the problems;
  - (c) Plan a lesson that accommodates the solutions to the problem;
  - (d) Try out the lesson plan;
  - (e) Analyze the effectiveness of the lesson plan;
  - (f) Improve the lesson plan in accordance with input from the Teaching Practice; and
  - (g) Prepare an MGMP program.
- (2) The facilitator asks the participants whether there are still issues that they have not understood.



**Extension**

Do the same sort of activities at the MGMP. Pay attention to the quality of the activity.

- Identification of problems and their solutions;
- Making lessons plan that address the problem and use the identified solution;
- Try out the lesson plans in each teacher's class and reflect on the implementation;
- Return to the MGMP, discuss the practical experience, then plan the following MGMP activity.

It is expected that the activity steps that form this cycle can address the various problems that arise in lessons.



## **Key Message**

The teacher often faces problems when planning and managing their lessons. Problems can be more easily resolved if there is a will to solve them and this is done jointly. Use the MGMP forum as a means of resolving problems together.



## Participant Handout 5a

### Sample MGMP ACTIVITY

To solve the problem: "Determining the basis for displaying student work without sacrificing the motivation of the child."

#### ACTIVITY 1: DISCUSSION

In small groups (up to 6 people), teachers of the same subject form discussion groups to discuss the problem that they all face, namely: "Determining the basis for displaying student work without sacrificing the motivation of the child."

Sample discussion material for MGMP Meeting I.

1. What are various ways of displaying students' work?
2. What is the impact of each of these methods on the child's motivation?
3. How can we observe the impact of applying these criteria in class?
4. What criteria are should be used to display a child's work?

#### ACTIVITY 2: PREPARING THE LESSON PLAN

1. Prepare a Flowchart of a Lesson Plan
2. Work in groups to prepare the materials for each step
3. Share the results of the group work for agreement
4. Prepare and duplicate the lesson plan
5. Simulate the teaching of the lesson plan amongst colleagues

#### ACTIVITY 3: TEACHING PRACTICE IN THE MGMP GROUP

1. One person is appointed as the model teacher to teach the lesson in class, the others act as observers
2. After the lesson plan is improved (in accordance with the outcome of the reflection), observers are expected to teach the lesson in their own schools with mentoring assistance from the facilitator

#### ACTIVITY 4: REFLECTION (Conference After Learning Practice)

1. The model teacher delivers their reflection on the suitability of their plan to the actual reality
2. The teacher observers comment on the model teacher's reflection and give their own inputs on any items not covered by the model teacher.
3. In turn, they think about the causes of any problems and alternative solutions



## Participant Handout 5b.1

### MGMP ACTIVITY PLAN

No	Problem to be solved in the MGMP	MGMP Activity	Month.....				Month.....				Month.....				Month.....				Month.....				Month.....			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Determine the basis for displaying student work, without sacrificing the students' motivation	1. Discuss the causes of the problems and prepare a lesson plan to address the problems																								
		2. Try the lesson plan in class; Conference/ Reflection and Improving the lesson plan																								
		3. Practice 2, and Conference/ Reflection																								
2	Respond to the students' questions/ opinions/ comments that encourage students to think critically																									
3																										
4																										



## Participant Handout 5b.2

### MGMP ACTIVITY PLAN

No	Problem to be solved in the MGMP	MGMP Activity	Month.....				Month.....				Month.....				Month.....				Month.....				Month.....							
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1																														
2																														
3																														
4																														
5																														

## Presentation of Session 5



**Session 5**  
**Reflecting on Teaching Practice II and Preparing the MGMP Program**

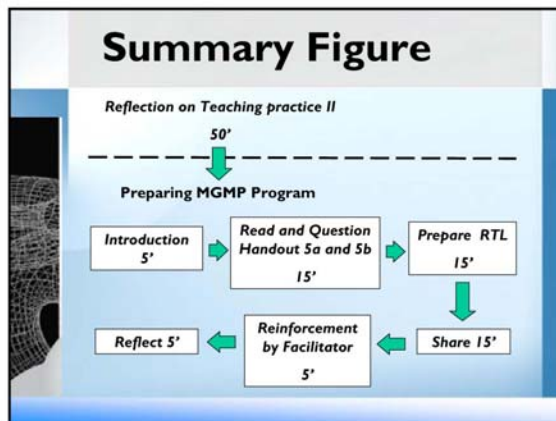
### Objectives

At the conclusion of this session participants are expected to be able to:

- Reflect on Teaching Practice II
- Formulate an MGMP activity plan to resolve problems in the delivery of BTL
- Identify and formulate detailed MGMP activities for each stage of the MGMP meeting

### Key Questions

- Am I able to identify the strengths and weaknesses of the Teaching Practice through reflection?
- Am I able to develop and deliver the BTL problem-solving program properly through the MGMP?



### Reflection on Teaching practice II – 50'

Ask the forum:

- What are the problems we wished to solve?
- What problem-solving plan was agreed by the team/group?
- What is your perception of the delivery of this plan?
- Have the problems been solved?
- Did other problems emerge?
- What should be changed in the future?

### Introduction - 5'

- Sessions 1, 2, 3, 4 are the outcome of the MGMP steps
- This session needs follow-up in routine MGMP activities
- A follow-up plan needs to be prepared in the form of a real MGMP program

### C Connection - 15'

- A good follow-up plan demands an understanding of WHAT can be done and HOW to do it
- Each participants should read and understand Handouts 5a and 5b – 5'
- Question and Answer – 10'

### A Application - 15'

Sample problem: "A *less capable* student does not participate actively in heterogeneous work group."

In small groups (5 people):  
Discuss (15')

1. "What things need to be discussed at the MGMP so this problem is resolved?"
2. "What series of activities need to be undertaken at the MGMP in order to find an appropriate solution to this problem?"
3. Prepare the MGMP Program that has been agreed

### Application (continued) 15'

Share the outcomes of the discussion

Round 1 : 5'  
Round 2 : 5'  
Round 3 : 5'

### Facilitator Note - 5'

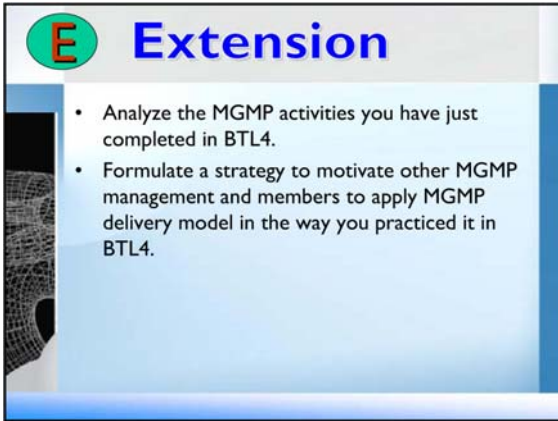
- Possible causes of the lack of involvement by the less capable student in the discussion:
  - Has not mastered the material to be discussed
  - A lack of self-confidence that their opinion will be valued by other participants
  - The group work and assessment was only based on the product (not the process), and although not involved, the group product was still good

### R Reflection - 5'

- Were you able to prepare an MGMP Program to solve problems in the delivery of BTL?
- Will the activities be beneficial in improving the quality of the BTL delivery in class?
- What factors need to be considered so the MGMP can make a greater contribution to improving the quality of learning?

### Final Reflection

- Write ONE WORD that expresses your impression completing the ToT activities in BTL4 from beginning to end.
- Why did you form this impression? Write in as much detail as possible.



**E Extension**

- Analyze the MGMP activities you have just completed in BTL4.
- Formulate a strategy to motivate other MGMP management and members to apply MGMP delivery model in the way you practiced it in BTL4.