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## Record of work in teaching pdf

## **Importance of records of work in teaching pdf. Sample record of work in teaching. What is record of work in education. What is a record of work in teaching.**

Download the video [MP4, 29MB] Download the transcript This in-service suite describes how to collect and use work samples to document children's learning in the preschool classroom. This zip file contains presentation materials including training videos and handouts. To view or use these materials without internet access, download Collecting and Using Work Samples 15-minute In-service Suite in advance. Please ensure your browser is updated to the newest version available. If you have difficulty downloading this file, try using a different browser.

**Name of School**

Address

Tel No.

**SERVICE RECORD**

(To be accomplished by Employer)

NAME: **LAST NAME, FIRST NAME MIDDLE NAME**  
(Last Name) (Given Name) (Middle Name)

(If married woman, give all full  
name)

BIRTH: **August 15, 1985 Gapan City, Nueva Ecija**  
(Date) (Place)

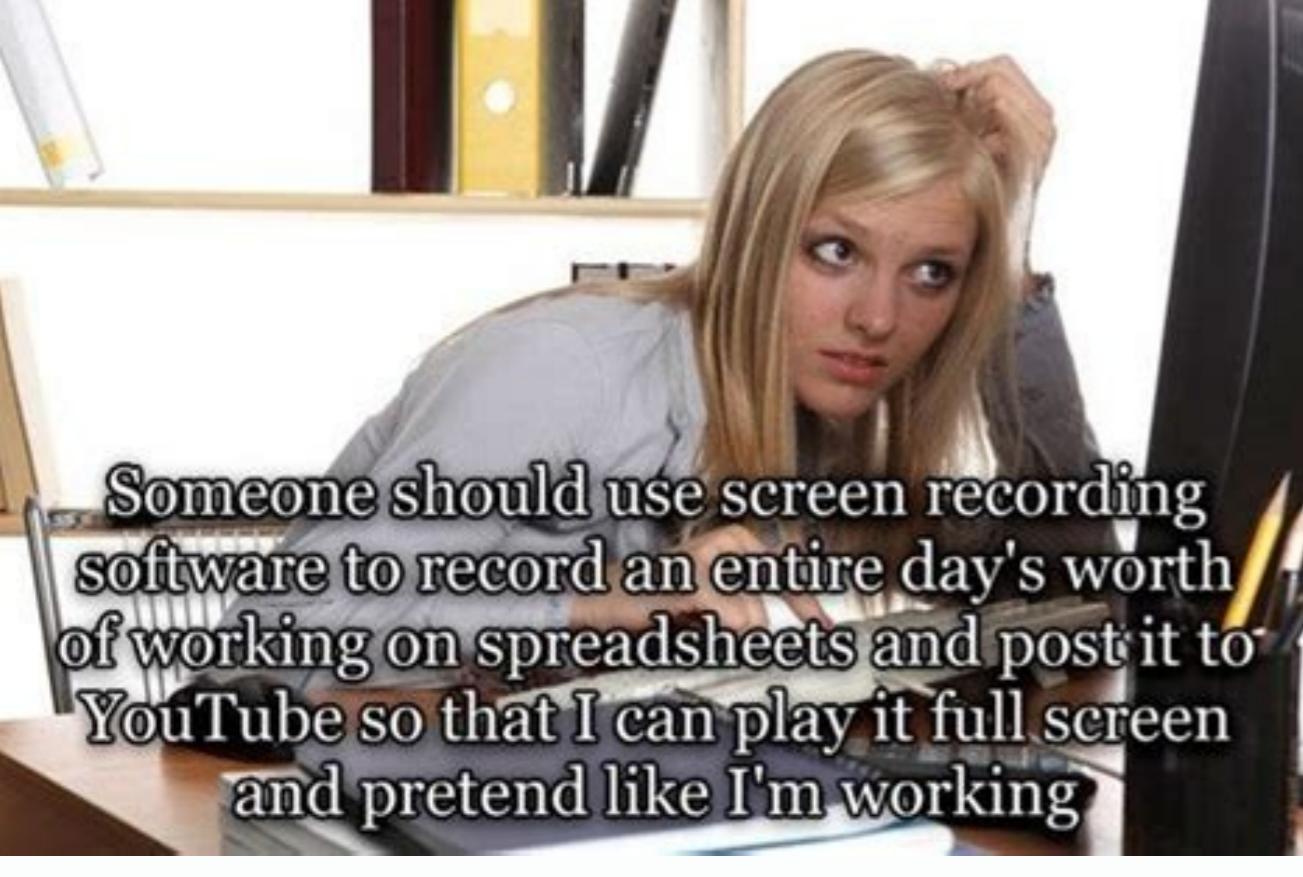
(Data herein should be checked  
birth or baptismal certificate or  
other reliable documents.)

This is to certify that the employee named hereinabove actually rendered services in this office as shown by the record below, each line of which is supported by appointment and the other papers actually issued by this Office and approved by the authorities concerned.

SERVICE (Inclusive Dates)		RECORD OF APPOINTMENT			OFFICE ENTITY/DIV.		L/V ABS	SEPAF
From	To	Designation	Status 1	Salary 2	Station/Place of assignment	Branch 3	W/O PAY	Date
June 2009	March 2010	Classroom Teacher	Prob	9,000.00	Private Montessori School - Gapan City			March 19, 2010

x-x-x-x-x-x NOTHING FOLLOWS -x-x-x-x-x-x

For more information, please contact us at [ecctl@ecetta.org](mailto:ecctl@ecetta.org) or call (toll-free) 844-261-3752. < Go to [Ongoing Child Assessment](#) Child Screening and Assessment Last Updated: May 24, 2023 From WikiEducator These are the documents which are used by the teacher in the preparation, implementation and evaluation of teaching/learning processes. They include schemes of work, lesson plans, records of work and progress records. They are meant to make teaching and learning more effective.



Definition Schemes of Work. It is a detailed breakdown of the syllabus in terms of lessons, weeks, terms and year for the purpose of orderly and systematic teaching. The scheme of work is derived from the Life Skills Education Syllabus. The scheme of work details how the Life Skills Education content for each class is to be covered on a weekly, termly and yearly basis. A scheme of work has the following components: Week: This is the week of term in which a particular topic content is to be taught Lesson: Specific Lesson in the week in which a particular topic/sub-topic is to be taught. Topic/sub-topic: These are specific areas identified for study in the Life Skills Education syllabus. A sub-topic is a sub division of topic for ease of study. Specific Objective: This refers to what the teacher intends to achieve by the end of the lesson. They must be SMART, that is S - Specific M - Measurable/Achievable R - Realistic T - Time bound Objectives should point to the expected change of behaviour of the learner. Teaching/Learning Experiences The column clarifies the activities carried by the learner and the teacher for effective teaching and learning during and after the lesson. These experiences should be stated clearly using action verbs and be sequentially geared towards achieving the specific objectives. They guide the teacher to plan in advance the teaching/learning experiences, methods and the varied activities the class will be engaged in during the lesson. Teaching/Learning Resources These spells out the instructional materials the teacher intends to use to make the lesson effective. They include human and material resources.

The teacher should creatively select, develop and assemble resources before the lesson such as; text books, newspaper cuttings, charts, audio and audio visual materials. The teacher indicates text books, reference materials and documents which should be used to source content on specific topics. A variety of references should be used to enrich the content. These are comments that the teacher makes to show whether the set objectives have been achieved. WEEK TOPIC/SUB TOPIC OBJECTIVES CONTENT TEACHING/LEARNING EXPERIENCES TEACHING/LEARNING RESOURCES REFERENCE REMARKS 1 INTRODUCTION TO LIFE SKILLS EDUCATION Meaning of Life Skills Education By the end of the lesson, the learners should be able to: explain the meaning of Life Skill Education identify everyday life's challenges he/she encounters Relate Life Skill Education to the challenge of everyday life \*Meaning of Life Skills Education Challenges of everyday life Life skills as they relate to challenges of everyday life #explaining the concepts/terms questioning and answering question discussing challenges of everyday life note taking #Charts showing definition and importance of Life Skill Education Indicate author, year of publication (editions) Title publisher, Town and page(s) \*Learners participated actively in the learning process 2. INTRODUCTION TO LIFE SKILLS EDUCATION Benefits of Life Skills Education By the end of the lesson, the learner should be able to demonstrate clear understanding of the benefits of learning Life Skills Education row 2, cell 5 #explaining the terms brainstorming on the benefits of Life Skills Education note taking sharing of learners' experiences #Charts showing benefits of Life Skills Education Learners' experiences Charts showing benefits of Life Skills Education Learners' experiences Indicate author year of publication (editions) Title publisher, Town and page(s) An adhoc staff meeting interrupted the lesson.

		Combined	Grace	Alex	Jess
1					
2	<b>Maths</b>				
3	Math U See Primer		Done	Done	Done
4	Math U See Alpha			21.12.17	Mar-18
5	Math U See Beta		13.09.17	Done	
6	Math U See Gamma		24.07.17	Nov-19	
7	Math U See Delta		Done		
8	Math U See Epsilon		Done		
9	Math U See Zeta		Done		
0	Mental Maths Strategies Yr 1		Done		
1	Mental Maths Strategies Yr 2			Nov-17	
2	My First Numbers (4-6)			21.02.18	
3	My First Add and Subtract (4-6)			09.05.18	
4	My First Clocks and Time (4-6)			25.5.18	
5	My First Colours and Shapes (4-6)				18.10.18
6	Excel Add and Take Away to 10 (4-5)				26.3.20
7	Back to Basics Time			2017	
8	Back to Basics Addition and Subtraction Years 4-5		28.2.20		
9	Excel Mathematics year 2				Aug-19
0	Excel Mathematics year 3				
1	Start Up Maths year 2 or 3			2018	
2	Excel Basic Skills Addition and Subtraction yr 3-4		1.05.19		
3					
4					
5					
6					
7					

To be taught during prep time. 3 INTRODUCTION TO LIFE SKILLS EDUCATION By the end of the lesson, the learner should be able to: identify the core living values demonstrate a clear understanding of the relationship between living values and life skills #Core-living values Relationship between living values and life skills questioning and answering explaining the term role playing the living values #Chart showing the meaning of living values Indicate author year of publication (editions) Title publisher, Town and page(s) Lesson was interesting objectives were achieved. Definition LESSON PLAN It is a detailed account of what is to be covered in a lesson.

# Weekly Time Sheet

## Log Book

is extracted from the scheme of work. Importance of Lesson Planning A lesson plan is necessary in the effective teaching of Life Skills Education because it helps the teacher to: focus clearly on the content to be covered and the way it should be taught thus avoiding vagueness and irrelevance or organisethe content to be taught in a diancneplana. To prepare and assemble teaching/learning resources take the opportunity to visualize and conceptualise in advance the teaching strategies and methods. select and design appropriate assessment methods. Format of a lesson plan A lesson plan should include the following components: Administraitiv detailS Date Time Class Roll Subject Topic/Subtopic: This is derived from scheme of work Specific Objective(s): It is a statement of what is intended to be achieved by the end of the lesson. It should be stated in simple clear language and should be measurable as in the syllabus. Learning/teaching Experiences: This column contains the approaches/methods to be used in the lesson. These include discussion, observation, brainstorming among many. Learning/teaching experiences should aim at achieving the stated lesson objectives. Learning/teaching Resources These are the materials that will be used to enhance the learning/teaching process. They include: charts, videos and audio programmes, pictures and real objects. Teachers should improvise resources relevant that are and appropriate to the lesson. References: This column gyre the sources of information. These include textbooks, magazines, periodicals and journals. Remarks: The teacher should state if the lesson was taught successfully. If there were any difficulties observed, mention them. Remedies sought should also be indicated. An outline of the stages followed in lesson presentation It provides for the organisation of a favourable learning atmosphere. For example, to recapitulate salient points of previous lessons relevant to the new subject matter or material. It also aims at capturing the attention of the learners. In order to maintain this attention, the teacher will need to stimulate the learners' imagination, interest and enthusiasm. A good Introduction involves: remembering relevant facts that link the previous topics to the current one. providing an overview of the topic to be covered. Lesson Development This is the actual teaching of the Life Skills Education content. The subject matter is divided into steps. Each step should contain one main idea or experience. It should indicate clearly what and how to be taught and the learners' activities. The teacher should vary the teaching/ learning activities as the need arises. Conclusion This is a summary of the lesson. This can be done by either one or a combination of the following: asking questions to establish whether the lesson objectives have been achieved. allowing learners to seek clarification summarising the main points in the lesson giving follow up activity(ies) such as a reading assignment or project. Note that a lesson plan may not have all the details of the subject content, therefore the teacher should have lesson notes. Lesson Evaluation This should be made immediately after the lesson when the teacher still has a fresh memory of what transpired in class. The teacher should evaluate achievement of the objectives quality and depth of content appropriateness of method adequacy and appropriateness of the resources relevance and effectiveness of tool of assessment strategies for improved future instruction on the topic Sample Lesson plan format for Life Skills Education DATE TIME CLASS SUBJECT ROLL 18/7/08 9.20-10.00am Form 1A LifeSkills Education 40Definition RECORDS OF WORK It is a document where all details of the work covered/taught by the teacher is entered on a daily basis. The entries are made by the individual teacher after every lesson. A record of work ensures: accountability and transparency of work covered by the teacher the continuity of teaching of a particular class that a new teacher takes where to restart teaching a class the evaluation of schemes of work after a period of time for example four years uniformly in content coverage in case of several streams. A record of work should have the following components: Time frame: It should indicate the day, date, week and lesson The week and the lesson can be specified for example week 9 Lesson 1 Work and its details for a particular class (a) Record of work: This is a record of all the details of the work covered by the teacher. It includes accountability and transparency. Sample RECORDS OF WORK LifeSkills Education

