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**FOREWORD**  
**DIRECTOR GENERAL OF EDUCATION, MALAYSIA**



*Assalamualaikum Warahmatullahi Wabarakatuh,*  
Selamat Sejahtera dan Salam Sayangi Malaysiaku.

Alhamdulillah, my praise to Allah S.W.T and sincere gratitude to the Inspectorate of Schools, Ministry of Education for the initiative taken in publishing the English Language Management Guidebook.

I confidently believe that the English Language Management Guidebook is one of the efforts by the Ministry of Education to provide schools with a reference in strengthening the quality of English Language management effectively.

I hope the guidebook will be fully optimized in order to help upgrading the quality of the English Language management to be in line with the aspirations stated in the Malaysian Education Blueprint 2013-2025.

Regards, thank you.

A handwritten signature in black ink that reads "amin". Below the signature is a short horizontal line.

**DATUK Dr. AMIN BIN SENIN**

**PREFACE**  
**CHIEF INSPECTOR OF SCHOOLS**



Bismillahirrahmanirrahim.

Assalamu'alaikum Warahmatullahi Wabarakatuh and Salam Sejahtera,

Thanking Allah the Almighty God for His blessings that have helped us in producing the English Language Management Guidebook. My heartiest congratulations to the Inspectorate of Schools, specifically Curriculum Inspections Sector and all contributing parties that have been directly and indirectly involved in materialising the publication of this book.

The preparation of the English Language Management Guidebook is a value-added move in ensuring efficient and effective management of the school system especially pertaining to the curriculum affairs. Hence, it is hoped that the guidebook may assist the English Language Panel in schools to plan and implement supporting programmes accordingly while abiding by the set education standards.

It is the Inspectorate of Schools' utmost wish that teachers especially the management teams may benefit from this book in order to help transforming the national education system and to upgrade the learners' quality.

ALL THE BEST.

Thank you.

A handwritten signature in black ink, appearing to read 'Dr. Hajah RoZIAH BT Abdullah'. The signature is written in a cursive style with a long horizontal line extending to the right.

**Dr. HAJAH ROZIAH BT ABDULLAH**

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## CONTENTS

	<b>Page</b>
<b>FOREWORD</b> <b>DIRECTOR GENERAL OF EDUCATION, MALAYSIA</b>	iii
<b>PREFACE</b> <b>CHIEF INSPECTOR OF SCHOOLS</b>	iv
<b>WORKING COMMITTEE</b>	v
<b>CONTENTS</b>	vi
<b>INTRODUCTION</b>	viii
<b>OBJECTIVES OF THE ENGLISH LANGUAGE MANAGEMENT GUIDEBOOK</b>	ix
<b>CHAPTER 1 ENGLISH LANGUAGE PROFILE</b>	
1.1 Introduction	1
1.2 Aim	3
1.3 Objective	4
1.4 Curriculum Framework	5
1.5 Curriculum Organisation	7
1.6 Curriculum Approach	8
1.7 Lesson Organisation	9
1.8 Time-tabling	12
<b>CHAPTER 2 SUBJECT MANAGEMENT</b>	
2.1 Introduction	16
2.2 School Curriculum Committee	16
2.3 English Language Panel	18
2.4 Roles of the Principal/Headmaster	21
2.5 Roles of the Administrative Senior Assistant	22
2.6 Roles of the Head of Language Department	22
2.7 Roles of the English Language Panel Head	22
2.8 English Language Panel Meetings	23
2.9 Per Capita Grant	23
2.10 Teachers' Continuous Professional Development Programme	24

<b>No.</b>	<b>Title</b>	<b>Page</b>
2.11	Pupils' Academic Development Programme	24
2.12	English Language Panel File Management and Documentation	25
2.13	Self-Access Learning (SAL) Room and/or English Corner	25
2.14	English Language Society	26
<b>CHAPTER 3 TEACHING AND LEARNING</b>		
3.1	Introduction	30
3.2	<i>Standard Kualiti Pendidikan Malaysia Gelombang 2: Standard 4</i>	30
3.3	Teaching and Learning Strategies	33
3.4	Cross-Curricular Elements	35
3.5	21 <sup>st</sup> Century Learning	37
3.6	Higher Order Thinking Skills	38
3.7	Preparation of the Annual Scheme of Work	39
3.8	Preparation of the Daily Lesson Plan	40
<b>CHAPTER 4 ASSESSMENT</b>		
4.1	Introduction	47
4.2	National Educational Assessment System	47
4.3	School-Based Assessment	49
4.4	Assessment of English Language Skills	62
<b>CHAPTER 5 SUPERVISION</b>		
5.1	Introduction	67
5.2	Goals of Supervision	68
5.3	Areas of Supervision	69
5.4	Principles of Supervision	70
5.5	Stages of Supervision	71
5.6	Improvement Actions	72
<b>REFERENCES</b>		<b>73</b>

## **INTRODUCTION**

The vision of the Ministry of Education (MOE) is “Quality Education Begets Learned Individuals for a Prosperous Nation”. Education in Malaysia aims to build the potential of individuals through quality education by developing a generation of capable thinkers and dedicated citizens. MOE is constantly reviewing the curriculum to ensure that curriculum implementation in schools equips students with the knowledge, skills and values to endure and overcome life’s inevitable challenges.

### **THE NATIONAL EDUCATION PHILOSOPHY**

Education in Malaysia is an ongoing effort towards further developing the potential of the individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving high levels of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large.

### **VISION OF THE MINISTRY OF EDUCATION**

Quality Education Begets Learned Individuals for a Prosperous Nation

### **MISSION OF THE MINISTRY OF EDUCATION**

Upholding a Quality Education System That Develops Individuals  
To Their Full Potential and Fulfills the Aspirations of the Nation

### **VISION OF THE INSPECTORATE**

To enable schools and educational institutions achieve excellence  
and a high standard of quality education

### **MISSION OF THE INSPECTORATE**

To inspect schools and educational institutions in a professional manner  
and with integrity to ensure that a high standard of quality education is achieved.

## **OBJECTIVES FOR ENGLISH LANGUAGE MANAGEMENT GUIDE**

The objectives of preparing the English Language Management Guidebook are as follows:

- i. Enabling a better understanding of the role of the Principal/Headmaster as a professional curriculum leader.
- ii. Facilitating the Principal/Headmaster in conducting supervision in the field of English Language management.
- iii. Assisting the English Language Panel Head to manage and administer the English Language Panel effectively.
- iv. Helping English Language teachers to manage and implement teaching and learning processes more effectively and efficiently.
- v. Guiding the English Language teachers to a better understanding of the goals, objectives, teaching and learning strategies of English Language as well as the role of assessment in pupils' learning.
- vi. Assisting the Co-Curriculum Senior Assistant and the Teacher Advisor of the English Language Society in conducting co-curricular activities.
- vii. Bringing ideas to the school management, head of department, panel head and English Language teachers on how to improve pupils' proficiency and performance.

# **CHAPTER 1**

## **ENGLISH LANGUAGE PROFILE**

### **1.1 INTRODUCTION**

In this era of global competitiveness, the mastery of English is crucial for pupils to gain access to information and knowledge. In order to ensure that our pupils are prepared for the challenges, four major national education reforms have been introduced by the Ministry of Education (MoE). The fundamental principles in communicative English language teaching were pupil-centredness and contextualised language use (Nunan 2003). The halo effects of this reform tapered out by early 1990s when differing results were reported in terms of teaching the communicative way, mismatch between syllabus objectives and communicative language teaching (CLT) principles with actual classroom practices as well as language assessment. The second reform came about with the onset of globalisation and the need to develop a knowledge-based society for Malaysia to be economically competitive going into the new millennium; hence information and communication technologies (ICT) were given emphasis. Subsequently, the Standards-Based Curriculum for Primary School (KSSR) and Standards-Based Curriculum for Secondary School (KSSM) were introduced to ensure school leavers are able to use English language to access knowledge from various resources and to communicate with people locally and globally.

A comprehensive review of the national education system conducted in 2011 led to the development of the new Malaysia Education Blueprint (MEB) 2013-2025 which was launched in 2012. The MEB stipulates the importance of the development and the application of

21<sup>st</sup> Century curriculum and assessment. This is in line with the government's policy to enhance the mastery of English language amongst teachers and pupils as well as internationally benchmark the English Language curriculum. The fourth and most recently introduced reform, which is essentially extended from the MEB, is the launch of the English Language Education Roadmap for Malaysia 2015-2025. The roadmap which is progressively aligned with the MEB serves as a guide for English Language curriculum developers and teachers to ensure that pupils achieve proficiency levels aligned to international standards, benchmarked against the Common European Framework of Reference (CEFR). The reform holistically outlines the development of pupils as competent users of the language to enable them to participate fully in both professional and academic contexts from schools up to tertiary level and also in teacher training. Aligning the system with an international standard (CEFR) is an element in the MEB that aims to boost the level of education in the country to international standards. Thus, collaboration between the MoE and Cambridge English, United Kingdom (CE) has been fostered to enable the development of the Standards-Based English Language Curriculum (SBELC).

The SBELC document incorporates a mapping of the English Language Content and Learning Standards as well as pedagogical approaches which are aligned with the CEFR. In addition, the CEFR levels and descriptors form the basis in the development of the curriculum standards for preschool as well as for primary and secondary schools. The SBELC document includes the syllabus containing key components of a lesson namely; Themes, Topics, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies and Assessment Standards. The framework is also used as a reference to develop the SBELC's target proficiency

levels (A1 and A2 or Basic User; B1 and B2 or Independent User; and C1 and C2 or Proficient User). These curriculum target levels describe what the pupils are expected to achieve at each stage of learning from Preschool to Form Five. These target levels will enable pupils to measure their own progress, and facilitate teachers in gauging the pupils' proficiency level as shown in Table 1.

**Table 1: Curriculum Target Levels on CEFR**

PRIMARY						SECONDARY				
Stage 1			Stage 2			Stage 3			Stage 4	
1	2	3	4	5	6	1	2	3	4	5
Working Towards A1	A1 Low	A1 Mid	A1 High	A2 Low	A2 Mid	Revise A2	A2 High	B1 Low	B1 Mid	B1 High
Basic User			Basic User			Basic User		Independent User		

## 1.2 AIM

The SBELC aims to enable pupils to communicate confidently, proficiently and competently; be knowledgeable, respectful of other cultures and well-versed in emergent literacies; make calculated decisions through critical and analytical thinking, and collaborate with others to solve problems creatively and innovatively in the real world.

### 1.2.1 Primary School

The KSSR aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that are appropriate to the pupils' level of development.

### **1.2.2 Secondary School**

The KSSM aims to reinforce pupils' basic understanding of the English language so that they are able to communicate in the language for knowledge acquisition, future workplace needs and to enable them to communicate effectively in a variety of contexts.

## **1.3 OBJECTIVE**

The objectives of English Language curriculum for primary and secondary schools are as follows:

### **1.3.1 Primary Schools**

By the end of Year 6, pupils are able to:

- a. Communicate with peers and adults confidently and appropriately in formal and informal situations;
- b. Read and comprehend a range of English language texts for information and enjoyment;
- c. Use appropriate language, style and form to write for different purposes through a variety of media;
- d. Appreciate and demonstrate understanding of English language literary or creative works for enjoyment;
- e. Use correct and appropriate rules of grammar in speech and writing; and
- f. Appreciate and inculcate values, positive attitudes and patriotism.

### **1.3.2 Secondary Schools**

By the end of secondary education, pupils are able to:

- a. Understand meaning in a variety of familiar contexts;
- b. Recognise features of spoken genres on familiar topics;
- c. Communicate information, ideas, opinions and feelings

- intelligibly on familiar topics;
- d. Understand a variety of texts by using a range of appropriate strategies to construct meaning;
  - e. Explore and expand ideas for personal development by reading independently and widely;
  - f. Communicate intelligibly through print and digital media on familiar topics;
  - g. Communicate with appropriate language, form and style in a variety of contexts;
  - h. Respond to, analyse and evaluate a variety of literary text types; and
  - i. Appreciate and inculcate values, positive attitude, patriotism and citizenship through language activities.

#### **1.4 CURRICULUM FRAMEWORK**

The KSSR and KSSM Framework are built on the basis of six fundamental strands of: communication, spirituality, attitude and values, humanities, personal competence, physical development and aesthetics, and science and technology. These six strands support one another and are integrated with critical and creative thinking, and innovative skills. The integration aims to produce a balanced individual who appreciates and embodies each one of the stated strands as in Figure 1 and Figure 2.

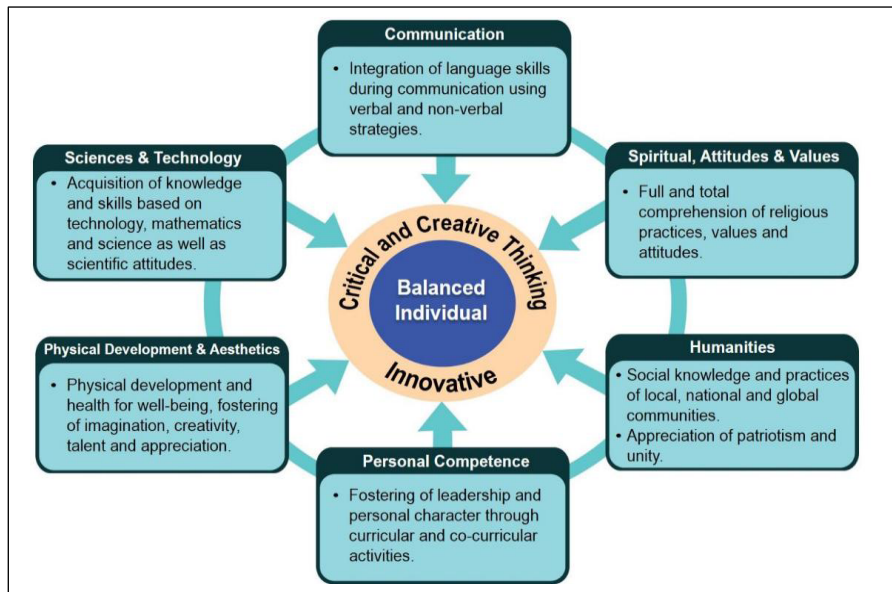


Figure 1: The KSSR Framework

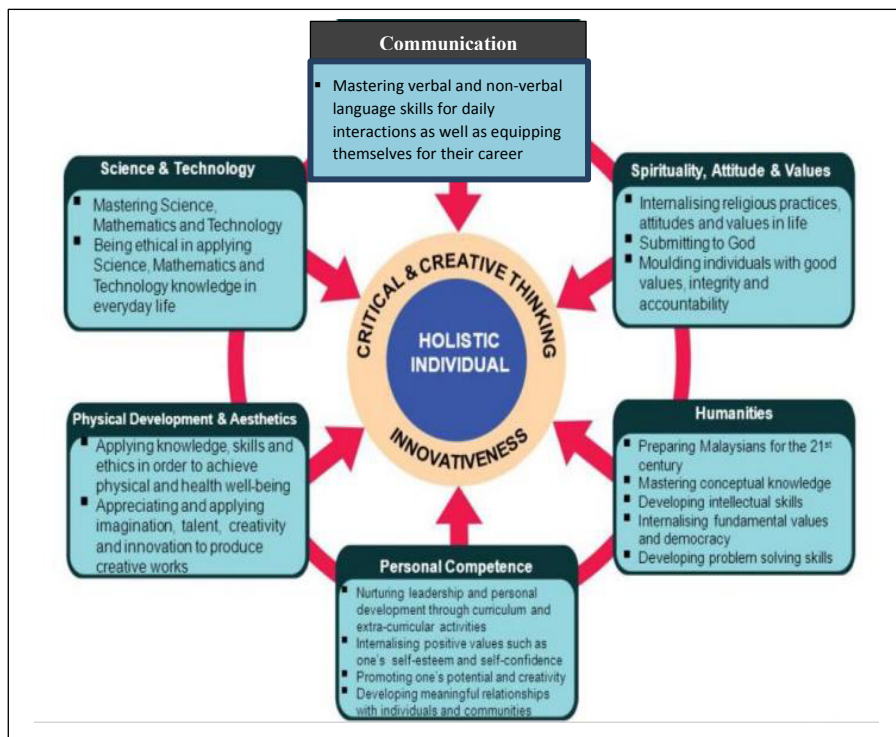
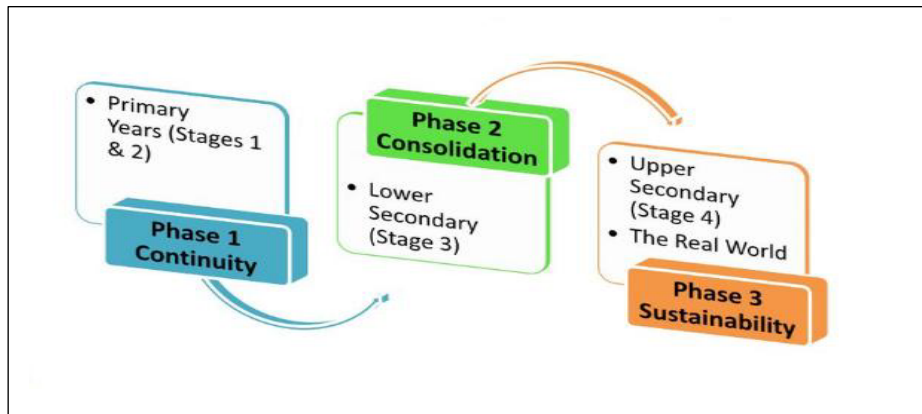


Figure 2: The KSSM Framework

## 1.5 CURRICULUM ORGANISATION

The SBELC for primary and secondary schools in Malaysia are organised into four key stages ranging from Preschool to Form Five. The SBELC is organised according to these stages to differentiate the curriculum target levels which have been aligned to the CEFR proficiency levels. After six years of schooling at the primary school, pupils are expected to achieve the Basic User level. Their proficiency is further consolidated throughout their secondary school and pupils should advance to the Independent User level in order to be prepared for the real world (Figure 3).



**Figure 3: The Phases of Teaching and Learning**

### 1.5.1 Content Organisation

The Curriculum Standards are developed jointly by the MoE and the CE. The Curriculum Standards that encompass the Content Standards, Learning Standards and Performance Standards are as follows:

#### a. Content Standards

Content Standards are over-arching educational goals to be achieved by the end of primary and secondary schooling. Specific statements on what pupils should know, understand and be able

to do within a schooling period, encompassing aspects of knowledge, skills and values, work habits and personal character traits that are cultivated in stages throughout the pupils' primary and secondary education.

b. Learning Standards

Learning Standards are concise educational objectives that pupils are expected to know and be able to do at a particular stage of their primary and secondary education. It is a set of criteria or indicators for learning qualities and achievements that can be measured for each Content Standard. These standards should be mastered by all pupils at the end of each Year/Form.

c. Performance Standards

Performance Standards express the degree or quality of proficiency that pupils are expected to display in relation to the Content and Learning Standards. These standards allow pupils to reflect, think and act upon their learning strategies for self-improvement.

## **1.6 CURRICULUM APPROACH**

The SBELC emphasises on the modular approach which ensures that all the four language skills; Listening, Speaking, Reading and Writing, and the aspects of Grammar and Language Arts (LA-Primary)/Literature in Action (LiA-Secondary) are given due focus and attention during the teaching and learning (T&L) process. During T&L, the four language skills and the aspects of Grammar and LA/LiA are connected through topics that are related to the following themes:

**Table 2: Themes in Primary and Secondary SBELC**

<b>PRIMARY</b>	<b>SECONDARY</b>
a. World of Self, Family and Friends b. World of Knowledge c. World of Stories	a. People and Culture b. Health and Environment c. Science and Technology d. Consumerism and Financial Awareness

These themes are developed based on the aims and objectives of the SBELC. They are essential in enhancing the development of the four language skills through the selection of a variety of topics. Thus, language strategies and activities can be planned and carried out successfully.

## **1.7 LESSON ORGANISATION**

The SBELC focuses on the four language skills of Listening, Speaking, Reading and Writing. In addition to the four language skills, Grammar and LA/LiA are also given due focus during the T&L process.

A teacher may begin a topic by focusing on Listening skills while other skills such as Speaking, Reading and Writing are incidental. This may take up one or more lessons until the objectives are met. Then, the teacher progresses to Speaking skills during which Listening, Reading and Writing skills are incidental. When the Reading skills or Writing skills are in focus, all other language skills are incidental. The SBELC does not specify any specific order of teaching the language skills. Hence the lesson may be planned as how the teacher deems

fit to suit the pupils' needs and abilities.

All the four language skills are linked through a topic of a selected theme. Aspects of Grammar are evidently present during each focus. Grammar is infused during the teaching of these language skills. It is advisable that before embarking on a new topic, the teacher decides on the Grammar item that he/she wants to infuse in all the language skills.

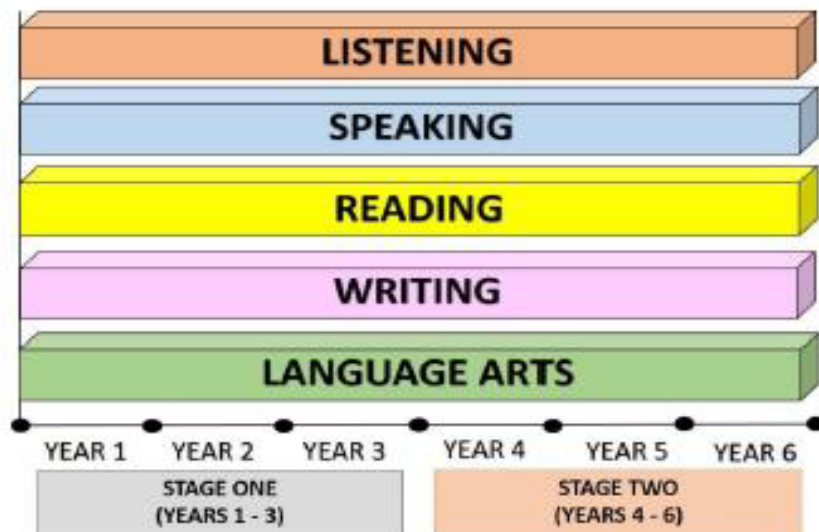
To optimise learning, proper planning is required prior to teaching and learning. With the SBELC, teachers can plan lessons using the syllabus document and the Scheme of Work which tie various key components of a lesson namely; themes, topics, Content and Learning Standards, Cross-Curricular Elements, Differentiation Strategies and assessment together. Collaborative planning is encouraged through Professional Learning Communities (PLC). PLC enables teachers to meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of their pupils.

When planning lessons, teachers should take into account that pupils learn through connecting new knowledge to prior knowledge. This new knowledge becomes meaningful when pupils are able to relate it to their experiences in the real world. Teachers are encouraged to plan an action-oriented task at the end of each topic. This task depicts meaningful real life situations for pupils to explore their language usage. In their daily lives, pupils can relate to these tasks to face various situations that may require them to use English.

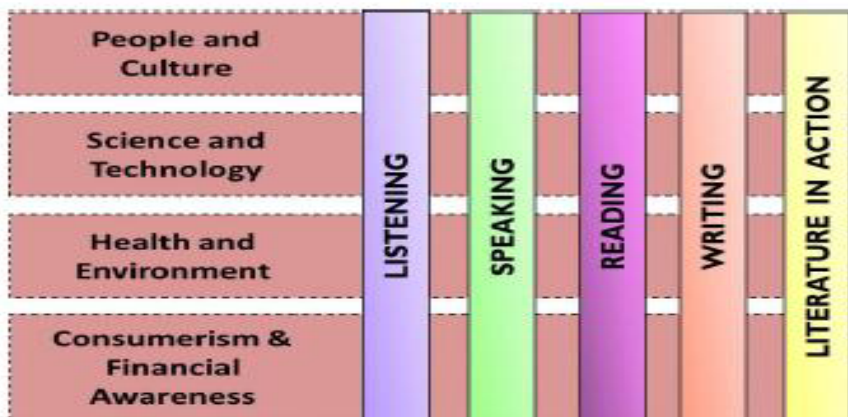
The LA aspects for primary schools focus on the Literature Component of the SBELC. They aim to develop pupils' ability to

enjoy and appreciate different text types, to express a personal response to texts, and to respond imaginatively to texts. LA also provides pupils with opportunities to integrate experiments and apply what they have learnt in the other language skills in fun-filled, activity-based and meaningful experiences.

The LiA focuses on the Literature Component of the SBELC too. This component involves the use of literary texts of different genres namely; poetry, dramas, short stories, graphics novels, and novels to inculcate reading habits and enhance thinking skills. LiA provides pupils with opportunities to explore their creativity and potential thus allowing them to participate actively and express themselves without much reservation. The primary and secondary SBELC lesson organisation is represented in Figures 4a and 4b.



**Figure 4a: Primary School SBELC Lesson Organisation**



**Figure 4b: Secondary School SBELC Lesson Organisation**

Figures 4a and 4b show how the themes, the four language skills and LA/LiA are organised to realise the aims and objectives of the respective SBELC. The organisation does not reflect any specific order on how the language skills and LA/LiA are to be carried out during the T&L process.

## 1.8 TIME-TABLING

The time allocated for English Language in primary schools must adhere to the *Surat Pekeliling Ikhtisas Kementerian Pendidikan Malaysia Bil. 8 Tahun 2016: Pelaksanaan Kurikulum Standard Sekolah Rendah (Semakan 2017) Secara Berperingkat-Peringkat Mulai Tahun 2017* dated 17<sup>th</sup> November 2016 as shown below (Table 3 – Table 9):

### 1.8.1 Primary

**Table 3: Time Allocated for Lower Primary (Year 1, 2 and 3)**

Type of School	Minutes per week	Minimum hours per year
National Schools (SK)	300	160
National Type Schools (SJK)	150	80

**Table 4: Time Allocated for Upper Primary (Year 4, 5 and 6)**

Type of School	Minutes per week	Minimum hours per year
National Schools (SK)	300	160
National Type Schools (SJK)	180	96

**Table 5: Time Allocated for Special Education  
(Learning Disabilities Year 4,5 and 6)**

Type of School	Minutes per week	Minimum hours per year
National Schools (SK)	120	64

**Table 6: Time Allocated for Special Education  
(Visual Disabilities Year 1, 2 and 3)**

Type of School	Minutes per week	Minimum hours per year
National Schools (SK)	300	160

**Table 7: Time Allocated for Special Education  
(Visual Disabilities Year 4, 5 and 6)**

Type of School	Minutes per week	Minimum hours per year
National Schools (SK)	300	160

**Table 8: Time Allocated for Special Education  
(Hearing Disabilities Year 1, 2 and 3)**

Type of School	Minutes per week	Minimum hours per year
National Schools (SK)	270	144

**Table 9: Time Allocated for Special Education  
(Hearing Disabilities Year 4, 5 and 6)**

Type of School	Minutes per week	Minimum hours per year
National Schools (SK)	270	144

### 1.8.2 Secondary

The time allocated for English Language in secondary schools must comply with the ***Surat Pekeliling Ikhtisas Kementerian Pendidikan Malaysia Bil. 9 Tahun 2016: Pelaksanaan Kurikulum Standard Sekolah Menengah Secara Berperingkat-Peringkat Mulai Tahun 2017*** dated 17<sup>th</sup> November 2016 and ***Surat Pekeliling Ikhtisas Kementerian Pendidikan Malaysia Bil. 2 Tahun 2019: Pelaksanaan Kurikulum Standard Kelas Peralihan di Sekolah Menengah Mulai Tahun 2019*** dated 14<sup>th</sup> Januari 2019 as shown below (Table 10):

**Table 10: Time Allocated for Remove Class,  
Lower Secondary and Upper Secondary**

<b>Level</b>	<b>Minutes per week</b>	<b>Minimum hours per year</b>
Remove Class	200	108
Lower Secondary (Form 1, 2 and 3)	210	112
Upper Secondary (From 4 and 5)	210	112

## **CHAPTER 2**

### **SUBJECT MANAGEMENT**

#### **2.1 INTRODUCTION**

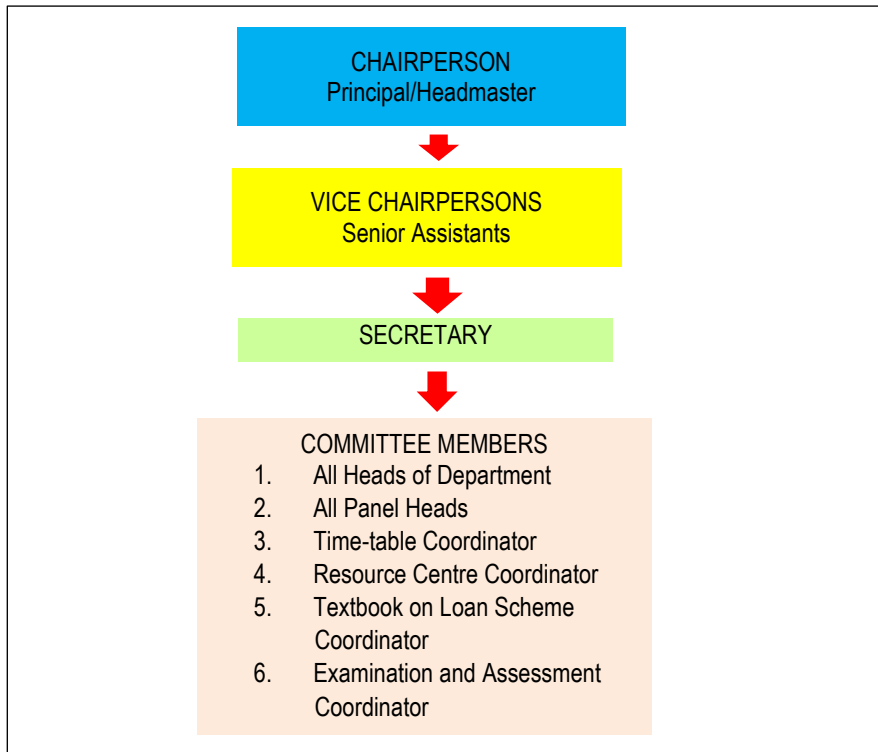
To ensure the smooth implementation of the curriculum, it is imperative for a subject to be properly managed. Excellent management of the subject will enhance pupils' academic performance and personal development. Proper management of the English Language subject is crucial in preparing teachers to be caring, responsible, visionary and innovative educators who are able to perform their duties effectively as English Language teachers.

Cooperation and collaboration among teachers in subject management will improve English Language performance among pupils and subsequently enable schools to produce balanced human beings in line with the vision of the MoE, “Quality Education Begets Learned Individuals for a Prosperous Nation”.

#### **2.2 SCHOOL CURRICULUM COMMITTEE**

The School Curriculum Committee (SCC) is the most important committee in school. SCC is responsible in planning and determining a realistic educational standard to be achieved by all pupils while taking into account their age, capability, interest and socio-economic background. In essence, the SCC is accountable in sustaining and improving the quality of education that is provided to the pupils. The SCC is headed by the Principal/Headmaster and below is a sample

of the organisational structure of the SCC that can be set up in school (Figure 5).



Source: PPK, KPM (2001)

**Figure 5: School Curriculum Committee Organisational Chart**

Effective curriculum implementation at the school level is crucial in ensuring a holistic human capital development with qualities that meet the six pupil aspirations as contained in the Malaysia Education Blueprint 2013-2025. Thus, it is of utmost importance for schools to ensure that the SCC is headed towards improving pupils' academic performance. Efficient, systematic and effective management of the SCC will produce fun, meaningful and highly impactful T&L for pupils as outlined in **Surat Siaran Bil. 5/2019: Pemantapan Pengoperasian Jawatankuasa Kurikulum Sekolah** dated 11th January 2019.

All schools are thus directed to empower their respective SCC by making pupils' learning, character development, safety and health as the main focus of the committee using a performance dialogue approach. The dialogue should be conducted periodically at least four times a year to enable the school to make informed decisions based on accurate data and facts to ensure that the T&L is in good quality and meets the needs of the students.

### **2.2.1 Roles of the School Curriculum Committee**

The SCC serves to oversee the overall management of the curriculum in school. Standard 3.1 of the *Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2)*, which is a management and self-evaluation tool to help schools in ensuring the quality of curriculum management, has outlined the roles of the SCC as well as the panel heads in leading their panel.

The committee which is headed by the Principal/Headmaster sets the school's policies in handling subject management. The committee's roles are to plan and ensure the smooth implementation of the panel's activities by taking into consideration factors such as the sufficiency of the manpower according to the teachers' options, financial management, teachers' professional development programmes and pupils' academic performance. The committee should meet at least four times a year to plan and implement enhancement programmes.

### **2.3 ENGLISH LANGUAGE PANEL**

The English Language Panel (ELP) is a professional body for English Language teachers in the school. All English Language teachers automatically become members of the ELP. Among the members, a

secretary is elected to record minutes of the panel meetings, take notes of discussions and disseminate the minutes and notes to panel members, prepare progress reports on the implementation of on-going programmes, as and when the need arises.

The most senior and experienced English Language teacher is appointed by the school head to be the Head of the ELP. An effective panel head should be willing to tackle the given task, ready to plan and work with colleagues and to pool ideas. More importantly, the person chosen should have a charismatic leadership and can rapidly establish an *esprit de corps* with common objectives, understood and pursued by all panel members. The school head should appoint the Head of the ELP based on the following criteria:

- a. Leadership qualities
- b. Academic and professional qualifications
- c. Teaching experience
- d. Enthusiasm and positive attitudes towards the teaching of English Language
- e. Good working and relationships

### **2.3.1 Roles of the English Language Panel**

The roles of the ELP are based on ***Surat Pekeliling Ikhtisas Bil. 4/1986: Panitia Mata Pelajaran***. To ensure the effective implementation of English Language T&L activities at all levels in school, it is the responsibility of the ELP to:

- a. Operationalise the curriculum requirements in teaching;
- b. Coordinate the yearly and daily lesson plans;
- c. Suggest and select text books based on the requirements of the curriculum and pupils' proficiency levels;
- d. Suggest and select reference books and other materials for pupils' and teachers' references for the school resource centre;

- e. Coordinate and supervise assessment questions as well as the marking scheme and set up a question bank if needed;
- f. Analyse pupils' progress based on assessment results and improve on T&L strategies to overcome pupils' weaknesses;
- g. Conduct panel meetings to monitor the yearly programmes, projects and activities conducted in line with the school's Curriculum Strategic Plan;
- h. Organise teachers' professional development activities to resolve problems or issues related to T&L of English Language and pedagogical strategies through Professional Learning Community (PLC);
- i. Exchange and share knowledge, experiences and professional expertise with panel members upon attending any courses or seminars;
- j. Coordinate with the English Language Society in school to improve achievements in English Language;
- k. Exchange and share knowledge, experiences and professional expertise with English Language Panels from other schools;
- l. Cooperate with other panels in the school to conduct remedial programmes for pupils with low English language proficiency;
- m. Appoint a secretary from among the panel members to prepare and distribute the minutes of meetings; and
- n. Ensure systematic filing of documents related to the panel.

### **2.3.2 Duties of Panel Members**

To ensure that the ELP functions as an effective professional body, each panel member should demonstrate awareness and readiness for the kind of duties they are expected to carry out. The following are the main responsibilities of the panel members:

- a. Attend all panel meetings;

- b. Cooperate to carry out activities planned by the panel;
- c. Set assessment items and administer the assessments as required by the panel/school;
- d. Suggest suitable reading materials for the school resource centre;
- e. Give feedback to the panel regarding pupils' performance based on a systematic analysis of formative/summative assessments; and
- f. Work towards the common goals of the panel at all times.

## **2.4 ROLES OF THE PRINCIPAL/HEADMASTER**

As a school leader, the Principal/Headmaster plays a vital role in monitoring and supporting the management of the T&L of English Language. The school head is responsible for promoting and sustaining the quality and standard of English Language programmes in school.

The school head should guide and encourage English Language teachers to be creative and innovative in their T&L. Through classroom observations, the Principal/Headmaster should be able to monitor the quality of pupils' written work and subsequently provide feedback to teachers for improvement. Besides that, the school head should insist on teachers giving their due attention to pupils' needs during T&L in the classroom. The presence of the school head during ELP meetings can generate a positive impact and a morale booster to the management as well as the implementation of English Language programmes.

## **2.5 ROLES OF THE ADMINISTRATIVE SENIOR ASSISTANT**

The Administrative Senior Assistant (ASA) is to assist the ELP in the absence of the Principal / Headmaster in monitoring and supporting the panel management as well as the T&L of English Language. The ASA will be responsible for promoting and sustaining the quality and standard of English Language programmes in school together with the school head.

## **2.6 ROLES OF THE HEAD OF LANGUAGE DEPARTMENT**

The Head of Language Department (HLD) in secondary school serves to assist the administrators in planning, supervising the T&L as well as making sure that all teachers in the language department are geared towards achieving good performance. Apart from that, the HLD helps administrators to ensure appropriate usage of resource materials, arrangement of time table and language room. The HLD has to ensure the implementation of teachers' professional development programmes and preparation of T&L by teachers in his/her department.

## **2.7 ROLES OF THE ENGLISH LANGUAGE PANEL HEAD**

The English Language Panel (ELP) Head will automatically become a member of SCC. The ELP Head is the link between ELP members and the school head. The ELP Head will also assist the administrators/HLD in planning, carrying out supervision of T&L as well as making sure that the ELP is geared towards achieving good performance. Apart from that, the ELP Head helps administrators to ensure appropriate usage of resource materials, arrangement of time table and language rooms such as SAL room. The ELP Head

has to ensure the implementation of professional development programmes for ELP members and the effective management of T&L.

## 2.8 ENGLISH LANGUAGE PANEL MEETINGS

The panel should conduct formal meetings as stipulated by the SCC according to the following:

- a. At least twice a year (refer to ***Surat Pekeliling Ikhtisas Bil. 4/1986: Panitia Mata Pelajaran***). Additionally, meetings can be held as and when needed;
- b. To be held after the SCC meeting;
- c. Plan, prepare and execute the yearly activity planning, staff development, T&L, analysis of public examination and school-based assessment, and manage allocated funds received; and
- d. In compliance with ***Pekeliling Transformasi Pentadbiran Awam (PTPA) Bil. 2 Tahun 2018: MyMesyuarat: Ekosistem Pengurusan Mesyuarat Era Digital***.

## 2.9 PER CAPITA GRANT

Per Capita Grant (PCG) fund is a financial aid allocated to each pupil who attends a government school or a government-aided school. The panel should plan the usage of the PCG in accordance with the guidelines stated in ***Surat Pekeliling Kewangan Bil. 8 Tahun 2012: Garis Panduan Pengurusan Kewangan Peruntukan Bantuan Persekolahan Ke Sekolah Berdasarkan Per Kapita dan Enrolmen Murid*** and ***Pindaan Ke Atas Surat Pekeliling Kewangan Bil.8 Tahun 2012***.

## **2.10 TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMME**

Teachers' development programmes need to be planned and implemented to enhance the knowledge and skills of teaching through programmes such as CPD and PLC. PLC activities serve to improve teachers' knowledge and skills, involve the sharing of expertise and working collaboratively. Aspects of English Language T&L such as pedagogy, methodology, and content knowledge should be included during the in-service training sessions.

## **2.11 PUPILS' ACADEMIC DEVELOPMENT PROGRAMME**

Programmes should focus on enhancing pupils' mastery and acquisition of the English language. Programmes should involve all pupils in the school and based on issues related to the learning of English language. Teachers are to keep abreast with the latest programmes introduced by the MoE and implement them accordingly.

Before planning any English language programme for pupils, the ELP must be clear on the objectives of organising the programme. Programmes that are aimed at enhancing pupils' proficiency may be planned for all pupils whereas programmes that are aimed at improving pupils' academic performance may focus on the examination classes and are to be conducted based on the different needs of the pupils. Teachers should avoid 'one size fits all' programmes as they will not cater to the needs of all pupils.

## **2.12 ENGLISH LANGUAGE PANEL FILE MANAGEMENT AND DOCUMENTATION**

The ELP should have official files for keeping the documents in order. The ELP must ensure that the latest documents pertaining to English Language T&L are obtained and referred to by all panel members. Documents should be systematically managed, updated and accessible. Information and communication technology facilities can be used to store data and information of the panel.

## **2.13 SELF-ACCESS LEARNING ROOM AND/OR ENGLISH CORNER**

Self-Access Learning Room (SAL) Room and/or English Corner are optional learning facilities that can be set up in the school. English Language teachers should ensure that pupils benefit from the SAL Room/English Corner.

The objectives of having a SAL Room are to:

- a. Provide opportunities for pupils to learn how to learn;
- b. Cater for pupil's individual needs and learning styles;
- c. Allow pupils to evaluate and assess their own learning; and
- d. Complement classroom T&L.

A SAL Room should have organised learning materials and equipment such as worksheets, learning modules, videos or Computer-Assisted Language Learning (CALL) facilities which are made available and accessible to all pupils. A SAL Room should also:

- a. Function effectively;
- b. Be conducive;
- c. Be fully utilized; and

- d. Have proper record of usage of the facilities and updated regularly.

Information or expressions/idioms/words put up at the English Corner should be discussed in classrooms from time to time in order to ensure that they are fully optimised.

## **2.14 ENGLISH LANGUAGE SOCIETY**

Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic development. The outcomes of co-curricular activities include creativity, enthusiasm and positive thinking among pupils. Out-of-classroom events can be organised by schools to make pupils feel that they are surrounded by the language if they participate in active use of the language among themselves during activities such as language games, debates and social gatherings. These provide the learning labs for valuable life lessons, character development and positive behavior. The activities may also help to churn out pupils with leadership and *esprit de corps* qualities who are creative and innovative as well as empathetic that can blend well in the society. Thus, the aims of the National Education Philosophy to produce individuals who are intellectually, spiritually, emotionally and physically balanced can be achieved.

Besides the important character-building objectives, the ELS also serves as a platform to strengthen the learning of English language outside the classrooms. It is aimed at:

- a. strengthening, enriching, and expanding knowledge as well as enhancing pupils' interest in English language. Hence, activities that benefit and attract pupils should be planned; and

- b. reinforcing the understanding and mastery of the pupils as well as creating interest in writing, discussion or debate by planning activities that are relevant to the achievement of those objectives and conduct them at a certain time outside of the classroom.

Activities planned should be closely related to the curriculum contents and yet, carried out in an informal and relaxed pupil-centred atmosphere. The Teacher Advisor should oversee the needs to link lessons learnt in classroom to the out of classroom activities and vice-versa. Activities which promote and instill English language usage among pupils should be planned in order to create a rich English environment that benefits the whole school.

The following guidelines should be adhered to in running the ELS:

- a. A written constitution should be referred to;
- b. An annual general meeting must be held either at the beginning or towards the end of the year, which is up to the discretion of the school authorities. New office bearers are elected during this meeting;
- c. Sub-committees can be formed to help in the handling of the activities planned for the year;
- d. Regular committee meetings should be held throughout the year. Minutes of all the meetings must be properly recorded;
- e. Meetings for members have to be carried out according to what have been planned. Attendance of members at the meetings should be recorded and reports of the meetings prepared;
- f. Assessment of co-curricular activities must be done throughout the year. Therefore, the ELS is required to record pupils' attendance, financial statements or records should be carefully maintained and made available for supervisory purposes. An

annual report and statement of accounts must be tabled every year;

- g. A notice board which is strategically located must be put up so that members can be constantly updated on the information and activities of the ELS; and
- h. Involvement and achievements in the society.

The Teacher Advisor should assist the Co-Curriculum Senior Assistant in monitoring and evaluating the activities carried out by the ELS in order to ensure the objectives of the ELS are achieved.

## **CHAPTER 3**

### **TEACHING AND LEARNING**

#### **3.1 INTRODUCTION**

Teaching and Learning (T&L) is a two-way communication process which involves both teachers and pupils. The quality of English Language T&L must measure up at least to the satisfactory level specified in Standard 4 of SKPMg2. Standard 4 is an instrument used to evaluate the quality of a teacher's T&L process. The format and contents of Standard 4 are constructed based on the stipulated actions and qualities deemed essential during the T&L process. Hence, Standard 4 makes the provision for the educational rules and regulations that comply with the current implementation of the whole T&L process.

#### **3.2 STANDARD KUALITI PENDIDIKAN MALAYSIA GELOMBANG 2: STANDARD 4**

*Standard Kualiti Pendidikan Malaysia gelombang 2 (SKPMg2):* Standard 4 largely emphasises on a teacher's role as a facilitator and the pupils as active learners. Subsequently, the six aspects of T&L stipulated in Standard 4 are given prominence to ensure effective T&L is feasible in a conducive and non-threatening environment.

The six aspects pertaining to the crucial roles of the teacher and the pupils are described as follows:

a. Teacher as The Planner

Critical Criteria:

As the planner, the teacher needs to ensure that all participants in the classroom are all set for the T&L process. To meet this criteria, the teacher should prepare daily lesson plans with specific and measurable objectives and design appropriate learning activities and materials that cater to pupils' various levels of abilities. The teacher should also plan assessment activities to gauge pupils' understanding and mastery of knowledge and skills from the lesson delivered by the teacher.

b. Teacher as The Controller

Critical Criteria:

As the controller, the teacher is responsible for ensuring the smooth running and delivery of the T&L process in the classroom.

The teacher should control the T&L process by:

- i. Utilising and optimising the time allocated with meaningful and fun-learning activities corresponding to the various levels of pupils' abilities.
- ii. Providing ample opportunities to the entire class of pupils to participate actively in a conducive climate; and
- iii. Continuously monitoring pupils' communication and behaviour throughout the T&L process.

c. Teacher as The Guide

Critical Criteria:

As the guide, the teacher is responsible for leading the pupils to productively master the knowledge, skills and values being imparted based on the learning objective(s).

The teacher should constructively guide the pupils to understand and master the contents of the lesson through meaningful and fun-learning activities which cater to the pupils' various levels of abilities. In addition, the teacher should also strive to get the pupils into the pursuit of decision-making and problem-solving in compliance with the current implementation of the 21<sup>st</sup> Century pedagogical skills which aims to further enhance the pupils' learning through stimulating T&L processes.

d. Teacher as The Motivator

Critical Criteria:

As the motivator, the teacher is accountable in enhancing the pupils' self-esteem and soft skills.

The teacher should continuously show concern and offer constructive praise and positive encouragement as a reward throughout the T&L process, with the aim of further developing pupils' confidence.

e. Teacher as The Evaluator

Critical Criteria:

As the evaluator, the teacher is responsible for assessing the pupils' performance and level of mastery pertaining to the lesson delivered.

The teacher should employ various methods of assessment aiming to measure pupils' understanding and performance throughout the T&L process. Consequently, the findings will be utilised by the teacher to conduct necessary remedial/enrichment activities to further enhance the pupils' comprehension of the lesson.

f. Pupils as Active Learners

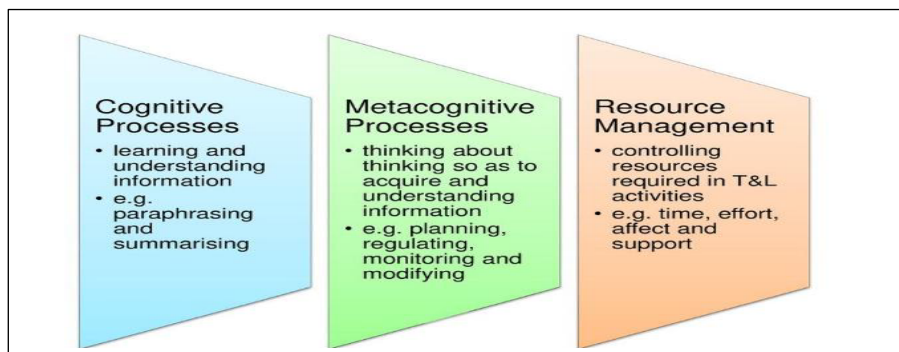
Critical Criteria:

Pupils are expected to actively participate in the T&L process in order to master the stipulated skills and knowledge as well as to internalise the positive values being imparted in the lesson.

Pupils should actively participate in the learning process by responding consistently to the lesson content as well as by communicating with one and another throughout the T&L process. Pupils should also be continuously encouraged to ask questions and stimulated to develop their critical and creative thinking pertaining to the subject matter.

### 3.3 TEACHING AND LEARNING STRATEGIES

It is essential that relevant strategies be adopted cautiously and wisely to intensify pupils' effective learning and absorption of new knowledge. Pupils should be actively engaged in learning, exploring new ideas, and grasping the conceptual nature of the discipline throughout the T&L. Thus, teachers should be resourceful and involve cognitive and metacognitive processes when planning and executing their T&L (Figure 6).



**Figure 6: Strategies to Engage Pupils Towards Active Learning**

The strategies and elements of T&L can be obtained from English Language Content and Performance Standard Document of the SBELC as follows:

a. Inquiry-Based Learning

Inquiry-based learning is a learning and teaching method that prioritises on the pupils' formulation of questions, ideas and analyses. From the pupil's point-of-view, inquiry-based learning focuses on investigating an open question or problem. They must use evidence-based reasoning and creative problem-solving to reach to a conclusion, which they must defend or present. From a teacher's point-of-view, inquiry-based teaching focuses on moving pupils beyond general curiosity into the realms of critical thinking and understanding. In this perspective, the pupil must be stimulated and encouraged to ask questions and supported throughout the investigation process.

b. Project-Based Learning

Project-based learning is concerned with a teaching approach that engages pupils in hands-on activities and experiences that assist them in generating and applying new concepts and skills. Pupils can work on in-depth projects over time, growing excited about their learning while gaining an important understanding of how the things they learn in school are relevant to their lives. Essentially, project-based learning is a great way to engage pupils in authentic application of knowledge and skills as it is effective, stimulating, and often just as much fun for teachers as well as for the pupils.

c. Cooperative Learning

Cooperative learning is defined as small, heterogeneously mixed working groups of pupils learning collaborative or social skills while working towards a common academic goal or task (Jones, 1994). Working with other pupils on writing, reading, speaking, and listening tasks is seen as an interactive support strategy that helps improve English language learning which can boost pupils' productivity.

d. Pupil-Centredness

Pupil-centredness teaching methods shift the focus of activity from the teacher to the pupils. These methods emphasise on active learning, in which the pupils are required to solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; and inductive T&L. Correspondingly, the pupils are first presented with challenges as in questions or problems and eventually learn the course material in the context of addressing the challenges.

### **3.4 CROSS-CURRICULAR ELEMENTS**

A cross-curricular approach to teaching is characterised by arriving towards a synthesis of knowledge, skills and understandings from different subject areas. These require for an advanced and enriched pedagogy that promotes a learning approach which embraces and explores a wider sensitivity through various methods. The characterisations of cross-curricular T&L are presented as follows:

- a. Based on individual subjects and their connections through authentic links at the level of curriculum content, key concept or learning process, or through an external theme / dimension;
- b. Characterised and developed by individual teachers with excellent subject knowledge, a profound understanding of their subject culture and the ability to reconceptualise this within a broader context of learning beyond their subject, and with sensitivity towards other subject cultures;
- c. Coherent in its maintaining of links with pupils' prior learning and experience;
- d. Contextualised effectively, presenting opportunities for explicit connections with pupils' learning outside the formal classroom; and
- e. Requiring flexibility in the use of curriculum time and resources and often requiring support from school leaders if collaborative approaches are to be implemented effectively (Savage, J., 2010).

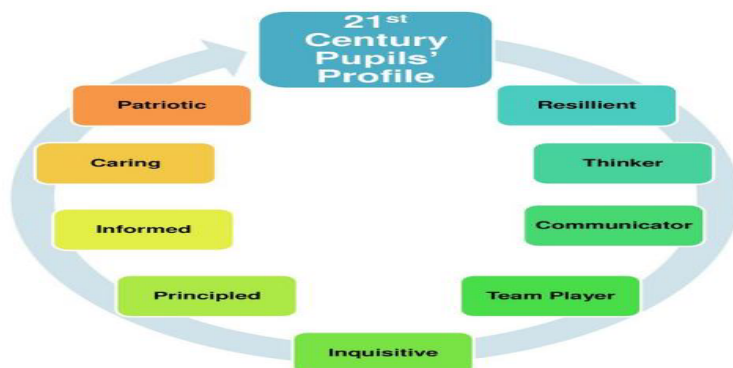
In compliance with the Content and Learning Standards in the SBELC, the cross-curricular elements are embedded into the T&L process aimed to help the pupils in making the connections between the various sources of knowledge generated. A selection of key elements across the curriculum is provided for teachers to achieve the goals of developing pupils' ability in communicating accurately, confidently and effectively in the English language. These elements are specified as follows:

- a. Language;
- b. Environmental Sustainability;
- c. Values;
- d. Science and Technology;
- e. Patriotism and Citizenship;
- f. Creativity and Innovation;

- g. Entrepreneurship;
- h. Information and Communications Technology;
- i. Global Sustainability; and
- j. Financial Education;

### 3.5 21<sup>ST</sup> CENTURY LEARNING

Among the crucial aspirations of the SBELC is to produce pupils with the essential 21<sup>st</sup> Century skills. Hence, the teacher should create forceful educational opportunities that encourage thinking, individual and shared responsibility as well as effective teamwork and collaboration among the pupils. As much as possible, the T&L that emphasises on 21<sup>st</sup> Century Skills will further drive the pupils to make informed, reasoned and ethical judgments in developing the flexibility, perseverance and confidence they need in order to embrace the complex life and work environments in the near future. Therefore, it is pertinent that the teacher should create opportunities that inspire the pupils to ask questions, to pursue personal aspirations, to set challenging goals and to develop the persistence to achieve them. By cultivating 21<sup>st</sup> Century skills, the pupils are given the opportunities to develop the aspired characteristics as stipulated in the pupils' profile (Figure 7).



**Figure 7: 21<sup>st</sup> Century Pupils' Profile**

### 3.6 HIGHER ORDER THINKING SKILLS

Originating from Bloom's Taxonomy of learning as shown in Figure 8, Higher Order Thinking Skills (HOTS) is defined by the utilisation of the three upper levels of cognitive skills in the learning hierarchy:

- a. Application
- b. Analysis
- c. Evaluation
- d. Creation

The pupils are encouraged to apply the knowledge they acquire through the T&L processes and while performing it, the pupils will inevitably be forced to engage in analytical thinking. In this vein, analysis refers to the ability of pupils to deconstruct the structure of knowledge and categorise them into their respective groups as well as identify the relationship among the components of the knowledge structure. For anything that is of original creation, it would be labelled under evaluation. This cognitive skill can be illustrated using verbs such as assemble, design, formulate and develop. Conversely, the cognitive skill of evaluation requires the pupils to justify the value of a piece of information for its relevancy and consistency.



Figure 8: Higher Order Thinking Skills

Pupils need to be equipped with the critical abilities to apply knowledge, skills and values in reasoning, reflecting, problem-solving, decision making, innovating and creating in order for them to function effectively in life. In T&L, the teacher should ensure HOTS is incorporated through activities that promote critical thinking and creativity, and utilise thinking strategies and reasoning skills. Open-ended questioning strategy and thought-provoking activities are believed to best lead pupils to think critically and creatively.

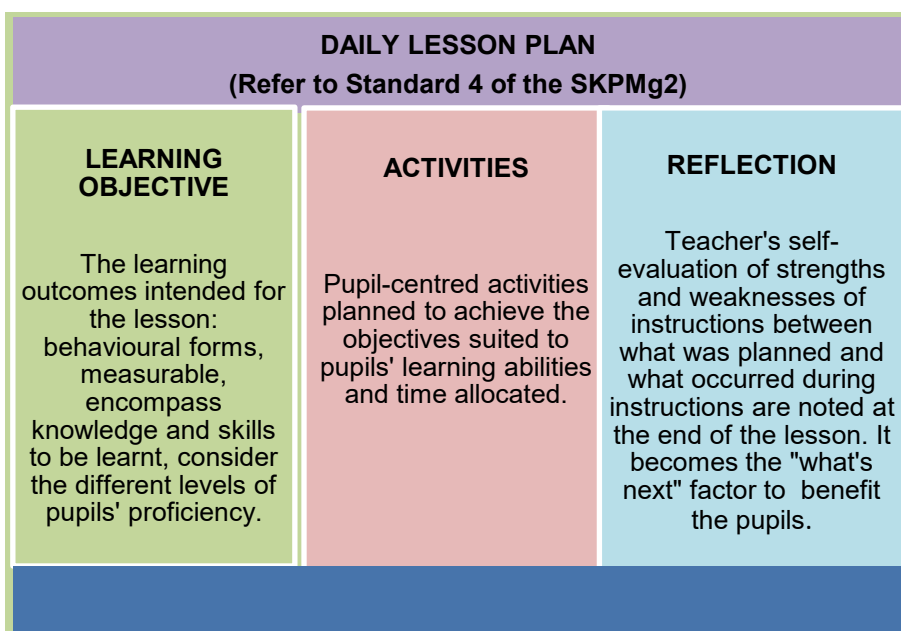
### **3.7 PREPARATION OF THE ANNUAL SCHEME OF WORK**

In compliance with ***Surat Pekeliling Ikhtisas Bil. 3/1999: Penyediaan Rekod Pengajaran dan Pembelajaran***, teachers are mandated to prepare an annual scheme of work that consists of a concise T&L content based on the specified curriculum document. The school calendar needs to be referred to when the scheme of work is developed as it shall serve as the main point of reference and guideline as to what the pupils are supposed to learn and master within the stipulated time in a year. Consequently, assessments are duly planned in accordance to the time-frame specified in the scheme of work.

An important consideration for teachers to bear in mind is the fact that the annual scheme of work should be developmental and not remain static. The scheme of work can be modified depending on the needs of the school and particularly the needs of the pupils based on their levels of proficiency and motivation.

### 3.8 PREPARATION OF THE DAILY LESSON PLAN

Besides the annual scheme of work, *Surat Pekeliling Ikhtisas Bilangan 3/1999: Penyediaan Rekod Pengajaran dan Pembelajaran* also stipulates that teachers prepare a daily lesson plan consisting of the learning objective, T&L activities that may support the pupils in achieving the learning objective and a brief statement indicating the extent a learning objective has been achieved (Figure 9).



**Figure 9: Basic Components of a Daily Lesson Plan**

Pertaining to this requirement, teachers are prompted to closely refer to Standard 4 of the SKPMg2 which has specified the actions to be taken in planning and conducting a lesson. Taking into consideration the needs of 21<sup>st</sup> Century learning, teachers may also add on any other input deemed necessary in ensuring a value-added impact that may lead to the success of the lesson.

### **3.8.1 Execution of a Lesson Plan**

In executing a lesson plan, the teacher is required to take into consideration the points below:

a. Set Induction

A set induction gets pupils thinking and ready for the lesson. Set inductions can provide a reference point between what the pupils know and new information; thus creating a link from one lesson to the next. Therefore, set inductions can attract pupils' attention and stimulate their interest. Teachers can relate the lesson to the previous one, current issues or pupils' personal experiences that are related to the topic.

b. Presentation and Development of the Lesson

The development of a lesson; for example, from simple to more complex, is vital in order to ensure that pupils are able to follow the lesson. A teacher needs to know how to utilise the allocated time accordingly by sequencing the steps in teaching based on the pupils' progress and needs. Thus, it is important for a teacher to possess a variety of teaching repertoire to impart the contents.

c. Questioning Techniques

A common reason for teachers to ask questions during T&L is to gauge the pupils' understanding. Questioning allows the teacher to respond immediately to the level of pupils' comprehension and modify instructions through different examples or instructional strategies. When questioning, a teacher should:

- i. Pose questions of different cognitive levels;
- ii. Sequence questions from easy to difficult;

- iii. Pose convergent and divergent questions;
- iv. Ensure questions posed are clear and easily understood;
- v. Allow time for pupils to think; and
- vi. Give appropriate responses to pupils' answers to generate further thinking.

d. Pupils' Participation

A teacher should engage the pupils and motivate them to actively participate in the T&L. Sufficient and fair opportunities must be given to all pupils in order to motivate them to participate during the T&L. A teacher can motivate pupils to participate by using words for positive reinforcement or compliment the pupils verbally or non-verbally.

e. Enrichment/Remedial Activities

Teachers should evaluate pupils' levels of understanding of the lesson delivered. Fast learners can be given further enrichment activities to further develop their potential. On the other hand, pupils who are slower can be given simpler tasks. In-class remedial activities can be given based on the needs of the pupils as deemed fit by the teacher. Homework is also given in the form of reinforcement or remedial activities.

f. Exercises and Tasks

A teacher gives exercises and tasks to check on the pupils' understanding as well as acquisition of the intended skills. The task should require the pupils to make sure the instructions are fully comprehended. In assessing pupils' exercises and tasks, the teacher has to:

- i. Indicate pupils' mistakes;
- ii. Mark pupils' work consistently and regularly;

- iii. Give constructive comments; and
- iv. Ensure pupils do corrections.

g. Lesson Closure

Lesson closure is any approach used by the teacher to summarize, review or bring some finality to the content or procedures being studied or presented. A teacher can conclude a lesson with a:

i. Cognitive Closure

Summing up done by the teacher or a pupil through verbal or written evaluation

ii. Social Closure

Statements to calm pupils' emotions and prepare them for the next lesson.

h. Classroom Management

A classroom atmosphere relates to both the physical set-up and the learning culture that should be nurtured for effective learning. A teacher can effectively manage a language classroom by:

- i. Creating a conducive environment for T&L (e.g: cheerful, harmonious, clean and safe classrooms with appropriate arrangement of furniture);
- ii. Ensuring pupils' readiness to learn;
- iii. Ensuring the rules and regulations of the class and school are adhered to for the benefits of all pupils; and
- iv. Setting up and utilising English language corners.

## **CHAPTER 4**

### **ASSESSMENT**

#### **4.1 INTRODUCTION**

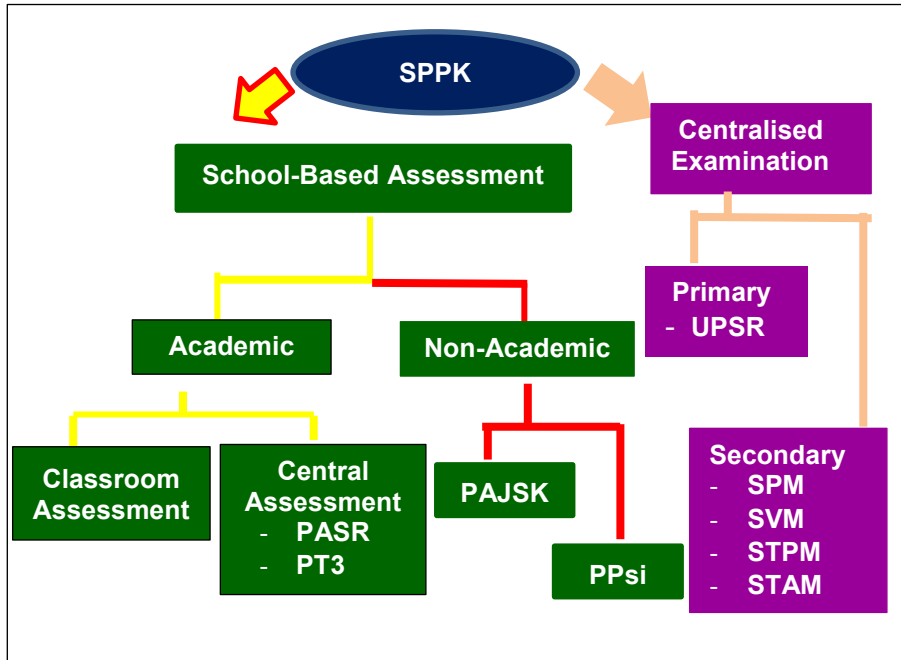
Assessment is regarded as an integral part of the teaching and learning process. Assessment does not necessarily mean testing but it also includes the informal procedures which the teacher employs to evaluate pupils' language ability. Henceforth, assessment is considered as another prominent part of the feedback and accountability process. In schools, assessment has three important functions as the following:

- a. To ensure the effectiveness of a teacher's lesson through the reflection of how the T&L objectives are being met;
- b. To help a teacher plan for differentiated T&L strategies after the pupils' strengths and weaknesses have been identified; and
- c. To encourage pupils to learn and work towards the desired targets.

#### **4.2 NATIONAL EDUCATIONAL ASSESSMENT SYSTEM**

The Malaysian school system adheres to a common national curriculum and as such national norms are implicitly stated as curricular objectives. The assessment system which is known as the National Educational Assessment System (*Sistem Pentaksiran Pendidikan Malaysia - SPPK*) is based on the national standards-based curriculum. Thus, all assessments carried out within the system reflect the crucial needs and realisation of the curricular aims and objectives. SPPK is a unified and holistic system comprising two

standard assessments: Centralised Examination and School-Based Assessment as shown in Figure 10.



**Figure 10: National Educational Assessment System**

Centralised Examination is fully managed and regulated by the Examination Syndicate. It takes full responsibility for the candidates' registration, preparation of the test items, administration of the examinations, evaluation and scoring as well as the certification. For Centralised Examination, the performance of primary school pupils is evaluated through *Ujian Pencapaian Sekolah Rendah* (UPSR) while the secondary school pupils are assessed through *Sijil Pelajaran Malaysia* (SPM), *Sijil Tinggi Persekolahan Malaysia* (STPM) and *Sijil Tinggi Agama Malaysia* (STAM).

### 4.3 SCHOOL-BASED ASSESSMENT

The School-Based Assessment (SBA) system is a holistic assessment system conducted in school by subject teachers to assess the pupils' cognitive (intellect), affective (emotional and spiritual) and psychomotor (physical) aspects in line with Malaysia's National Philosophy of Education and the Standards-Based School Curriculum. The SBA consists of two main components:

- a. Academic components
  - i. Classroom Assessment
  - ii. Central Assessment  
(Primary School Alternative Assessment/PASR for primary schools and Form 3 Assessment/PT3 for secondary schools)
- b. Non-academic components
  - i. Physical Activities, Sports and Co-Curricular Assessment (PAJSK)
  - ii. Psychometric Assessment (PPsi)

The SBA is a form of assessment which is planned, administered, scored and reported by the subject teachers in accordance with the Curriculum Development Division guidelines. The main objectives of its implementation are to obtain an overall picture of the individual pupil's potential, to monitor the individual pupil's development and to help pupils to increase their potential as well as to provide meaningful reporting on individual pupils. In other words, the SBA assesses the process and product of each and every pupil formatively and summatively by practising both, the assessment for learning and assessment of learning concepts (Nor Hasnida, 2016).

#### 4.3.1 Classroom Assessment

School Assessment (*Pentaksiran Sekolah*) is known as **Classroom Assessment (PBD)** as of the end of 2016. Classroom Assessment maintains all the School Assessment's concepts and involves determining the level of pupil's mastery in each subject. A pupil's level of skill is stated in the Performance Standards (SPI) as contained in the Curriculum and Assessment Standard Document (DSKP). SPI is a set of general criteria that demonstrates the level of mastery that the student needs to exhibit as an indicator that the subject has been mastered by the student. Information on School Assessment in this chapter is based on *Panduan Pelaksanaan Pentaksiran Bilik Darjah, BPK, KPM, 2018* (Figure 11).

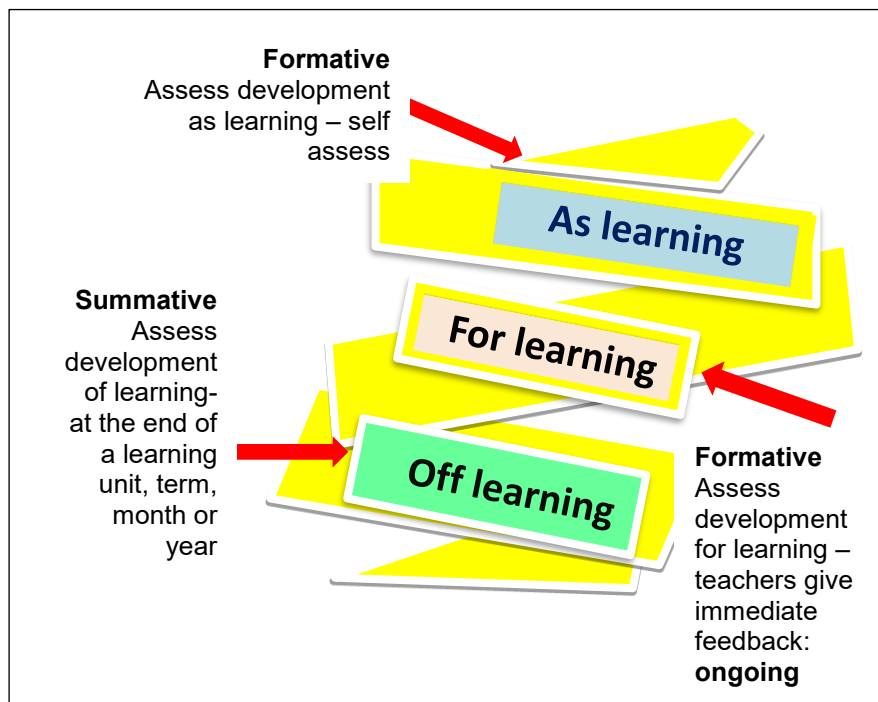


Figure 11: Classroom Assessment

### a. Classroom Assessment Concepts

- Classroom Assessment is a continuous process in T&L which aims to gather feedback on pupils' development, progress, ability and performance.
- Classroom Assessment involves the process of collecting and analysing information and making continuous reflection on T&L.
- Proper implementation of Classroom Assessment will give a clear picture of the pupils' mastery of the Learning Standards set out in the curriculum.
- To help the school and parents plan follow-up actions to improve pupils' mastery and achievement in learning.

Classroom assessment aims to improve pupil's learning through:

#### i. Formative assessment

- **Assessment for Learning** is also known as diagnostic assessment. Information obtained from this assessment can be used to plan strategic or subsequent steps in teaching towards improving pupils' learning and their level of mastery.
- **Assessment as Learning** occurs when pupils reflect on and evaluate the progress of their learning through **self assessment** and **peer assessment**. Information from these assessments instructs pupils about their level of learning.

#### ii. Summative assessment

- **Assessment of Learning** occurs at the end of a term, topic or area of study. Normally, assessment takes place in the form of summative tests but may also be in the form of project presentations. Information and data from this

summative assessment can be used as a basic guide to pupil's achievement on a topic before moving on to the next topic or lesson.

**b. Main Features of Classroom Assessment**

- i. Designed by teachers to evaluate their own pupils.
- ii. Systematic - Plan T&L, determine instrument, execute T&L and assessment, record, analyze, take follow-up action and report.
- iii. Formative and summative - Conducted continuously and track pupils' progress and mastery level.
- iv. Various methods - Observation, oral and writing.
- v. Based on criteria - Evaluate mastery based on the Content Standards, Learning Standards, Performance Standards and Performance Level set.
- vi. Emphasis on individual development - Based on individual capabilities and not for comparison between individuals.
- vii. Tracing the growth of the whole learning – Pupil's physical, emotional, spiritual and intellectual as well as cognitive, psychomotor and affective development.
- viii. Enable follow-up actions - Overcome learning weaknesses and enhance learning power.
- ix. Promoting self assessment and peer assessment - Train pupils to assess their own progress continuously and enable teachers to get additional information.

**c. Performance Level and Performance Standards**

The implementation of Classroom Assessment in KSSR and KSSM involves the determination of the Performance Level (PL) for each student by referring to the Performance Standards. Performance Level is explicitly stated in the DSKP of each

subject which is a form of achievement statement that demonstrates the development of pupil's learning. Teachers shall determine a pupil's Performance Level based on their knowledge, experience and continuous professional judgment throughout the learning process. The DSKP for each subject contains the Content Standards, Learning Standards and Performance Standards as shown in Table 11.

**Table 11: Definition of Content Standards, Learning Standards and Performance Standards**

<b>Content Standards</b>	<b>Learning Standards</b>	<b>Performance Standards</b>
Specific statements on what the pupil should know and can do during a learning period which include aspects of knowledge, skills and values.	A set of criteria or indicator of the quality of learning and achievement is measured for each content standard.	A set of general criteria that demonstrates the level of mastery that the pupil needs to exhibit as a sign that the subject has been mastered by the pupil.

**d. Classroom Assessment Reporting Template**

- i. The Classroom Assessment Reporting Template is available in *Microsoft Excel*, used off-line by teachers and accessible at the **Curriculum Development Division's portal (bpk.moe.gov.my)**.
- ii. It consists of five pages (*sheet tabs*) which are Guides, Pupils' Performance Record, Pupil's Report (Individual), Statement of Achievement and Graphical Report.
- iii. Teachers may use other methods that they think are better and in line with the circumstances in their respective schools.
- iv. Pupil's Report (Individual) displays the pupil's performance level based on the information recorded by the teacher on

the Pupils' Performance Record page, according to subject or subject group.

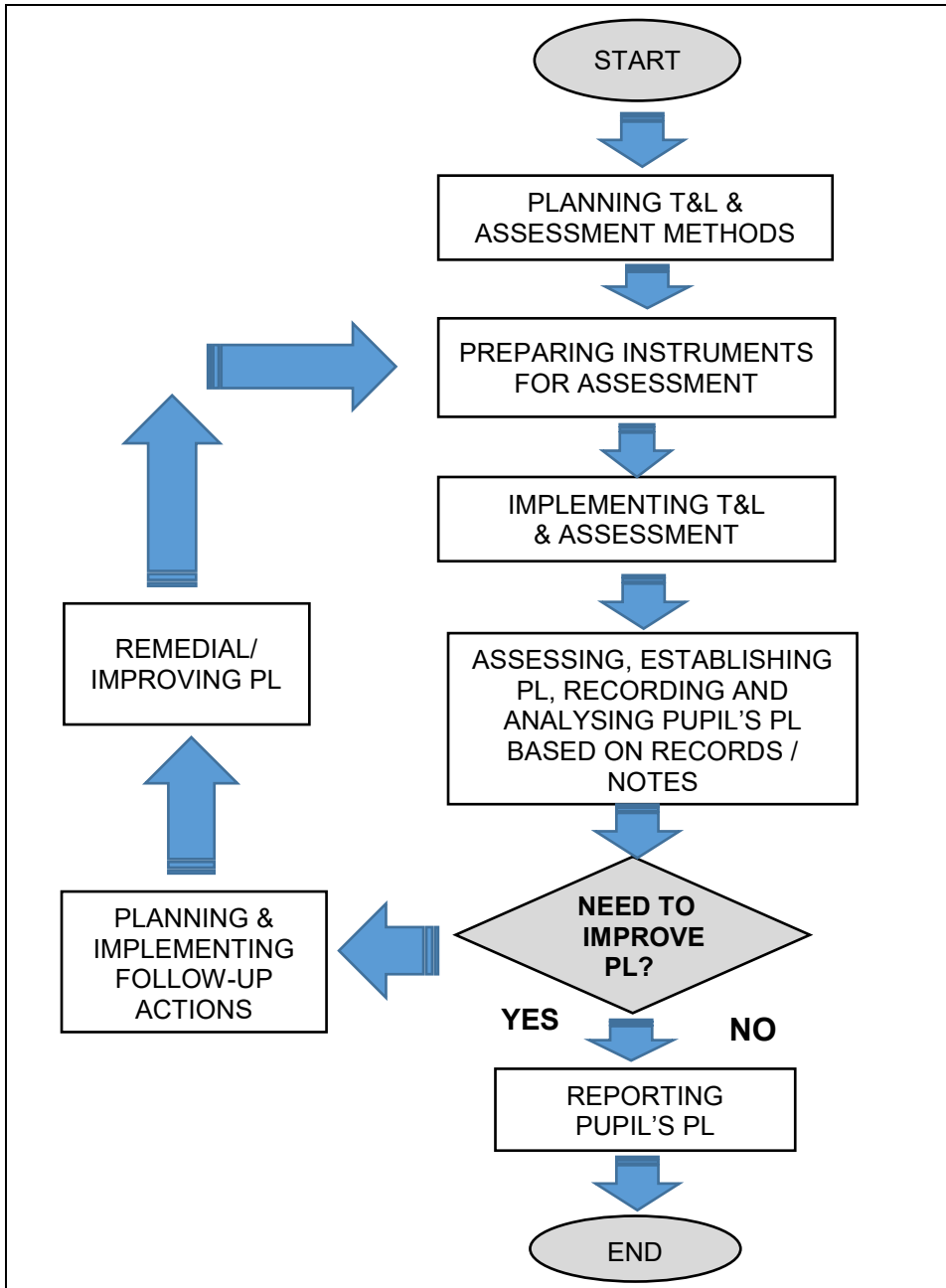
- v. Teachers may give additional comments if necessary.
- vi. Can be printed and distributed to pupils and parents to inform about pupils' performance in a subject.
- vii. The purpose of the report is to enable teachers, pupils and parents to take appropriate action to improve T&L.

**e. Classroom Assessment Class Reporting Template (Combined Subjects)**

- i. The Classroom Assessment Class Reporting Template (Combined Subjects) is developed specifically to help teachers report Classroom Assessment Mastery Levels for all subjects by classes and includes all subjects taken by each pupil.
- ii. This template helps teachers prepare reports for all stakeholders such as school administrators, parents, District Education Offices and State Education Departments as and when needed.

**f. Implementation of Classroom Assessment**

The flow chart for the implementation of classroom assessment is as shown in Figure 1.



**Figure 12: Implementation Flow Chart of Classroom Assessment**

- i. Planning T&L and Assessment Methods
  - Read up on and understand each topic in DSKP.
  - Determine if the learning objectives are consistent with the Content Standards and Learning Standards.
  - Identify appropriate assessment methods (observation, oral and written) to be used separately or combined.
  - Determine the assessment instrument to be used based on the T&L activity and the chosen assessment method.
  
- ii. Implementing T&L and Assessment
  - Carry out assessments on an ongoing basis in T&L using oral, written and observation methods.
  - The pupil's performance level can be traced and determined by looking at the understanding, progress and achievement of pupils throughout T&L and the activities carried out.
  
- iii. Recording and Analysing Pupil's Learning
  - Recording refers to the systematic recording of information on pupil's development, ability, progress and performance level.
  - Can be in the form of statements, marking symbols, scores / grades.
  - Can be done in the teacher's record book / teacher's notebook /in the form of checklists; and then transferred to the Excel reporting template.
  - Information in the records needs to be constantly updated and well maintained for the teacher's easy reference with regard to pupil's learning, to be analysed and interpreted for follow-up actions and reporting purposes.

- iv. Follow-Up Action
  - While conducting assessments the teacher can identify pupils who have not or have mastered what they have learned.
  - The teacher can next carry out appropriate and well planned follow-up actions to improve pupil's performance level.
  
- v. Reporting Pupil's Performance Level
  - The process of delivering assessment information on pupils' progress and their acquisition of knowledge, skills, values, attitude development and achievement from time to time to stakeholders, especially parents.
  - A verbal or written report with information on pupils' level of mastery, cognitive ability, attitude and behaviour with suggestions on follow-up actions by subject teachers and class teachers to improve pupils' potential.
  - Reporting is done **twice a year**.
  - Generated through individual reports in *MS Excel* reporting template which are prepared after the teacher has set the pupils' performance level in the Pupils' Achievement Record.
  
- g. Quality Assurance of Classroom Assessment in Schools**
  - i. Aimed at ensuring the smoothness and accuracy of Classroom Assessment's implementation at the school level.
  - ii. Carried out by the Principal/Headmaster, Senior Assistant Administration, Senior Subject Teacher (GKMP)/Head of Department, Head of Panel, teachers appointed by the Principal/Headmaster/School Assessment Committee
  - iii. Quality assurance of Classroom Assessment involves mentoring, tracking, monitoring and coordination.
  
- h. The Responsibilities of School in the Implementation of Classroom Assessment**
  - i. Responsibilities of Principal/Headmaster/Senior Assistant Administration

- Understand the concept, implementation and importance of Classroom Assessment.
  - Lead and guide teachers in implementing Classroom Assessment
  - Issue instructions at the school level to implement Classroom Assessment
  - Chair coordination meetings on Classroom Assessment
  - Monitor the implementation of Classroom Assessment among teachers
  - Instruct the preparation of Classroom Assessment's implementation reports
  - Issue instructions to carry out interventions as follow-up actions for pupils (if required)
- ii. Responsibilities of the Senior Subject Teacher (GKM)/ Head of Department and Head of Panel
- Understand the concept, implementation and importance of Classroom Assessment
  - Lead and guide teachers in the implementation of Classroom Assessment
  - Ensure implementation instructions are followed
  - Organise Classroom Assessment coordination meetings
  - Monitor the implementation of Classroom Assessment by subject
  - Organise Professional Learning Community (PLC) activities
  - Monitor the interventions in follow-up actions to improve pupils' performance level

#### Teachers' Responsibilities

- The implementers who play a major role in Classroom Assessment.
- Understand the concept, implementation and importance of Classroom Assessment

- Implement Classroom Assessment as planned and adhere to curriculum documents
- Attend Professional Learning Community (PLC) activities with fellow teachers to gain input and for professional sharing on T&L
- Record and make notes on Classroom Assessment
- Carry out fair assessments of all pupils
- Use various assessment methods according to the pupil's ability level
- Inform pupils of the aspects to be assessed
- Inform pupils of their Performance Level and give pupils the opportunity to be reassessed if required
- Conduct self-assessment to improve the quality of teaching and assessment from time to time.

#### **4.3.2 Central Assessment**

Central Assessment is one of the academic components in School-Based Assessment where students are assessed to gauge their level of mastery and ability at the end of a learning program. The Examining Board provides the assessment tools and scoring guides while the administration, marking of answer scripts, scoring/recording scores and reporting are conducted by the school. Central Assessment complements School-Based Assessment and pupils' achievement in a subject is assessed summatively.

Form 3 Assessment is a central assessment conducted for pupils at the end of the lower secondary level that is in Form 3. Assignments in PT3 assessment instruments are developed based on the curricular aims, objectives and contents for the subject covering Form 1 to Form 3. Elements that measure HOTS are also incorporated in the Form 3 Assessment instruments. Assessment instruments for Bahasa Melayu and English Language subjects are in the form of written test assessment instruments and oral tests. Science,

Mathematics, Islamic Education, Integrated Living Skills, Arabic, Chinese, Tamil, Iban Language, Kadazandusun Language, and Punjabi Language are assessed using only written test instruments. History and Geography subjects are assessed using various instruments such as written assignments, projects, field studies and case studies.

#### **4.3.3 Physical Activity, Sports and Co-Curriculum Assessment (PAJSK)**

Physical Activity, Sports and Co-curricular Assessment is a guide to assessing physical and health activities and measures the participation, involvement and achievement of pupils in various sports, co-curricular and extra curricular activities. Physical Activity, Sports and Co-curricular Assessment requires pupils to engage in non-academic activities whether in or out of the classroom according to pupil's ability.

Physical Activity, Sports and Co-curricular Assessment includes three components; National Physical Fitness Standard and Body Mass Index (BMI), Co-curriculum and Extra Curriculum.

The National Physical Fitness Standard in the Physical Activity, Sports and Co-curricular Assessment is a physical activity performed by schoolchildren to measure fitness based on the National Physical Fitness Standard set. This age-based score is set by using a certified standard score index at the national level. The National Physical Fitness Standard comprises four activities namely "Step Up", "Press up", "Curl Up" and "Sit and Reach". The Body Mass Index focuses on measuring the weight and height of a pupil using the Body Mass Index measurement standard.

Sports and Co-curricular Assessment is to measure participation in sports and co-curricular activities set by the Ministry of Education. Sports activities include games and competitions at school, zone, district, division, state, national and international levels. Co-curriculum activities include pupils' activities in sports and games, clubs and associations, uniformed bodies and co-academic activities at school, zone, district, state, national and international levels. Assessment of Extracurricular Activities is the process to obtain information, evaluate and rate pupils for their participation in beneficial activities conducted either at school or outside school hours with parental/guardian consent and acknowledged by the school administration. Extra-curricular activities are activities that can shape a noble character, build good personality, encourage charitable work for the benefit of the local community and the public at large. Physical Activity, Sports and Co-curricular Assessment is administered, recorded and reported based on the participation, involvement and achievement of pupils in National Physical Fitness Standards, Body Mass Index, sports activities, co-curricular and extra curricular activities.

#### **4.3.4 Psychometric Assessment (PPsi)**

Psychometric Assessment provides information on the pupils' abilities (innate ability and acquired ability), thinking skills, problem solving skills, interests, tendencies, attitudes, and personality which can help teachers in the teaching and learning process. Instruments used in Psychometric Assessment are Specific Aptitude Testing and Personality Testing. The Special Aptitude Test aims to obtain specific information on the intelligence structure and the interests or inclinations of pupils. The information obtained helps pupils recognize their potential and helps teachers identify strategies, methods and techniques of teaching in order to create an effective learning

environment. Personality Testing is an instrument used to collect information about personality for each pupil through personality trait inventory information and career interest inventories.

#### **4.4 ASSESSMENT OF ENGLISH LANGUAGE SKILLS**

In assessing a pupil's language ability, two crucial basic areas of language learning are evaluated and measured:

- a. The language skills of Listening, Speaking, Reading and Writing;  
and
- b. The language content areas of Grammar and LA/LiA.

A close link with the skills of Listening, Speaking, Reading and Writing is maintained and assessed. The four language skills of Listening, Speaking, Reading and Writing do not appear as discrete items in the syllabus but are integrated into the areas of language use. Thus, when the pupils use the language, they not only engage in conversation by talking to and listening to each other but they also correspond with each other by writing messages and letters.

The integrated approach to assessment of language use and competence will give the pupils the opportunity to demonstrate their communicative ability. Pupils should be assessed on their use of the language, not merely on their knowledge of language content. Assessment procedures should be able to capture the pupils' strengths and weaknesses.

*Note: SBELC is to be referred to for further details of the assessment in the language skills.*

#### **4.4.1 How to Interpret**

Assessment involves some form of evaluative judgement on the language ability of the students. The pupils' written work often provides an immediate personal link between the teacher and the pupils. Therefore, the English Language teacher should utilise pupils' written work to:

- a. Consolidate the learning points of a lesson;
- b. Identify individual pupils' strengths and weakness;
- c. Identify common errors made by pupils;
- d. Evaluate pupils' level of understanding; and
- e. Determine different levels of difficulty to cater to the different levels of proficiency among pupils.

Schools may decide on their own marking system. Marking system does not only mean the way marks are allotted for formative and summative assessments, but also the way in which pupils' written work is assessed. Below are some considerations of marking standardisation that the ELP can discuss and decide upon when marking pupils' written work:

- a. Whether pupils' error should be marked selectively;
- b. Ways of incorporating peer comments and self-correction by pupils;
- c. Drawing up sets of symbols that are mutually recognisable by teachers and pupils; and
- d. Using critical but meaningful comments and suggestions to encourage pupils.

All judgments should take into great consideration the amount of effort that the pupils have put in. Therefore, due recognition should be given for the effort and improvement in the summative assessment as well as in day-to-day formative assessment.

#### **4.4.2 How to Respond**

Assessment should naturally lead to the growth and development of the pupils. Comments given to pupils should be constructive, accurate and serve as a guide for improvement. Pupils' improvement can be achieved when a teacher constantly:

- a. Adopts a positive and helpful attitude of encouragement;
- b. Shows the pupils their strong and weak points;
- c. Provides essential feedback as quickly as possible to pupils;
- d. Takes an interest in and reacting constructively to pupils' ideas and work done; and
- e. Uses subsequent learning activities for pupils to help them build their strengths and overcome their shortcomings;

#### **4.4.3 How to Report**

The implementation of Classroom Assessment involves the determination of level of acquisition for every individual based on the Performance Standards (Primary)/Performance Level (Secondary). There are six Performance Standards (PS)/Performance Level (PL) which are sequenced accordingly considering the knowledge, skills and values embedded in the Primary and Secondary SBELC. Teachers need to complete a T&L for a certain theme or unit of the Content and Learning Standards before the pupils' PS/PL can be measured. However, it is worth to note that the T&L must be based on the Content and Learning Standards whereas the PS/PL is only to indicate the pupils' level of acquisition.

Table 12a reflects the General Performance Standards Guide for Basic User (A1) as suggested in the Primary SBELC. Table 12b shows the General Performance Standards Guide for Independent User (B1) suggested for Secondary SBELC. The minimum PS / PL is where pupils are considered to have acquired the basic skills to

perform a simple task. Every pupil must be given the opportunity and guidance to achieve at least the minimum PS/PL. In the event where the pupil is still lagging behind, the teacher has to prepare an intervention plan to further guide and motivate the pupil to improve his/her performance. Likewise, the teacher should also have enrichment/enhancement plans for the pupils with commendable performance in order to spur their excellence. Analysis and reporting of pupils' performances are to be carried out twice a year for remedial /enrichment/enhancement purposes following the procedures stipulated by the Curriculum Development Division.

*Note: Teachers are advised to closely refer to the specific English Language KSSR SBELC/KBSM document pertaining to this matter.*

**Table 12a: General Performance Standards Guide for A1 (Basic User)**

Performance Level	Notes
1	Pupil hardly achieves the curriculum target even with a lot of support.
2	Pupil is on track to achieve the curriculum target.
3	Pupil achieves expectations of the curriculum target.
4	Pupil works towards exceeding expectations of the curriculum target.
5	Pupil is on track to exceed expectations of the curriculum target.
6	Pupil exceeds expectations of the curriculum target.

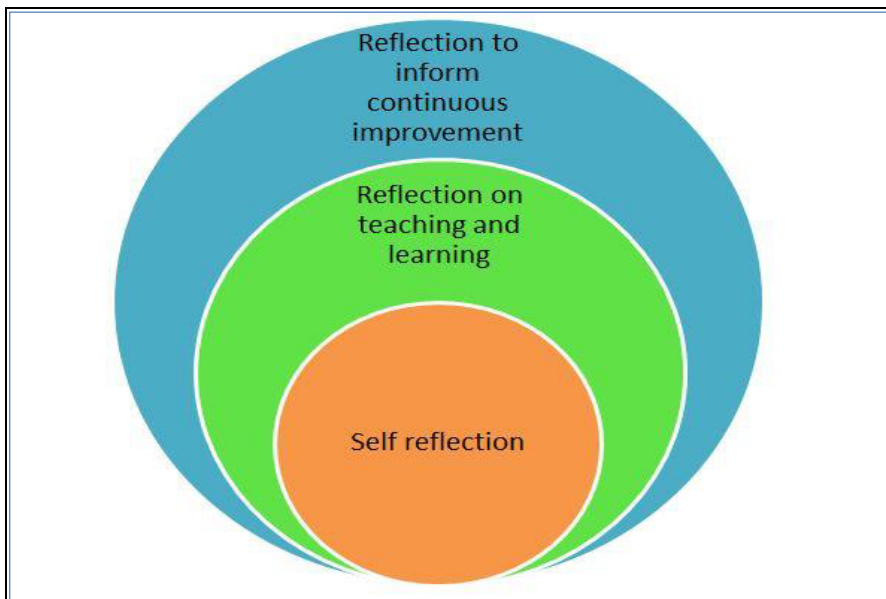
**Table 12b: General Performance Level Guide for B1  
(Independent User)**

<b>Performance Level</b>	<b>Notes</b>
1	Pupil hardly achieves the curriculum target even with a lot of support.
2	Pupil is on track to achieve the curriculum target.
3	Pupil achieves expectations of the curriculum target.
4	Pupil works towards exceeding expectations of the curriculum target.
5	Pupil is on track to exceed expectations of the curriculum target.
6	Pupil exceeds expectations of the curriculum target.

## CHAPTER 5 SUPERVISION

### 5.1 INTRODUCTION

Supervision by the Principal/Headmaster as the instructional leader is indispensable to ensure effective implementation of the curriculum. The instructional leader also needs to ensure that a learning standard is achieved in the classroom and that a conducive school environment is created to further enrich T&L. Supervision should be carried out systematically and professionally aiming for constructive feedback and self-reflection that enable teachers to improve their teaching practices. Figure 13 further illustrates the stages of reflection based on the supervision carried out for the improvement of a teacher's T&L process.

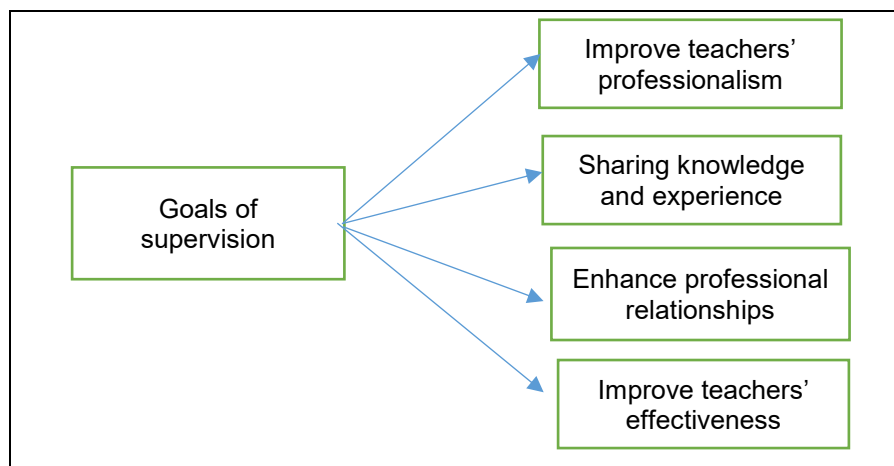


**Figure 13: Stages of Reflections in Improving Teaching and Learning Process**

School administrators are required to carry out supervision of teachers in their respective schools in accordance with **Surat Pekeliling Ikhtisas Bil. 3/1987: Penyeliaan Pengajaran-Pembelajaran di dalam Kelas oleh Pengetua/Guru Besar**. Implementation of the curriculum is carried out by teachers through the processes and activities of teaching and learning. To gauge the effectiveness of curriculum implementation in schools, it requires a thorough and systematic supervision of teachers by the principal or headmaster. Supervision of curriculum implementation covers areas such as subject management, teaching and learning and is deemed an important aspect in the job scope of school administrators.

## 5.2 GOALS OF SUPERVISION

**Surat Pekeliling Ikhtisas Bil. 3/1987: Penyeliaan Pengajaran-Pembelajaran di dalam Kelas oleh Pengetua/Guru Besar** outlines the four key objectives of teaching and learning supervision. These four objectives are illustrated in Figure 14.



**Figure 14: Goals of Supervision**

The purpose of supervision is to:

- a. Enhance the professionalism of principals, headmasters and teachers in implementing the school curriculum through teaching and learning processes, in line with the philosophy, goals and objectives of the national education system;
- b. Share knowledge and experience to widen principals' or headmasters' information resources towards improving the teaching and learning process in their schools. This source of information can also be used by the principal or headmaster as the basis for evaluating a teacher for a particular purpose;
- c. Nurture, preserve and strengthen the professional relationships and positive interactions between principals/headmasters with teachers, teachers with teachers and between teachers and students; and
- d. Help teachers carry out their daily tasks more effectively and shape teachers' attitude towards being more positive.

### **5.3 AREAS OF SUPERVISION**

Supervision of teaching and learning should focus on two areas: subject organisation and teaching and learning.

#### **5.3.1 Subject Organisation**

Supervision of curriculum implementation also includes monitoring how a subject is managed. For that, attention should be given to the following aspects during supervision:

- a. Time allocation for the teaching of the subject at various levels.
- b. The organisation and management of subject panel.
- c. Supporting activities for teachers and pupils which can enhance teaching and learning.
- d. Subject's resource management.

### **5.3.2 Teaching and Learning**

Aspects of T&L to be focused on during classroom supervision:

- a. Annual scheme of work
- b. Daily lesson plan
  - i. Teaching and learning objectives
  - ii. Teaching and learning activities
  - iii. Teacher's reflection
- c. Educational resources
- d. Lesson delivery
- e. Questioning techniques
- f. Teachers' and pupils' interaction
- g. Pupils' work
- h. Classroom atmosphere

## **5.4 PRINCIPLES OF SUPERVISION**

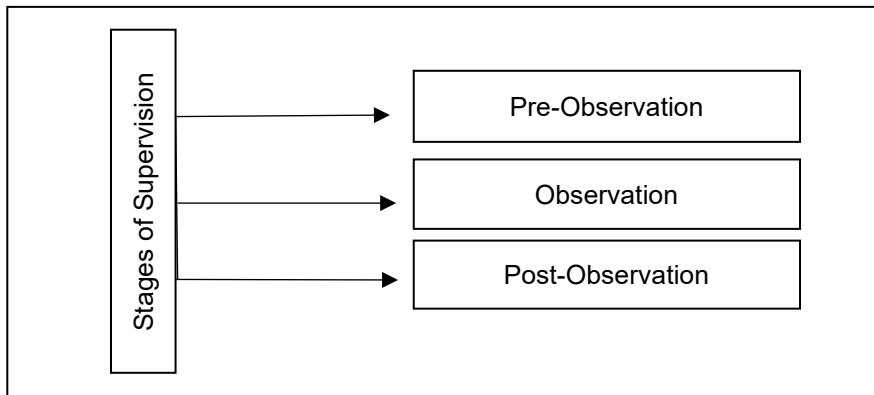
Supervision should be carried out based on the following principles:

- a. Supervision of teaching and learning should be conducted by the principal or headmaster on all teachers.
- b. Records of teaching and learning supervision should be kept, with information recorded concisely and accurately.
- c. Supervision of teaching and learning should be planned equally in terms of time, subject, class level and teachers.
- d. The supervisory task can be carried out with the help of Senior Assistants, Senior Subject Teacher and teachers appointed by the principal or headmaster. However, the full responsibility lies with the principal or headmaster. Supervision of teaching and learning should be conducted systematically and professionally. It is imperative that principals and headmasters discuss results of supervision with teachers and provide guidance to improve teaching and learning performance.

- e. The principal or headmaster may refer to Standard 4: Teaching and Facilitating in SKPMg2 to ensure effective teaching and learning among teachers.

## 5.5 STAGES OF SUPERVISION

The stages of teaching and learning supervision is shown in Figure 15.



**Figure 15: Stages of Supervision**

### 5.5.1 Pre-Observation

The purpose of conducting a pre-observation conference between principals/headmasters and teachers is to:

- a. Develop more effective relationships between teachers and principals;
- b. Discuss in depth the objectives to be achieved as well as the methods of teaching and learning to be implemented;
- c. Inform the teacher about certain aspects that need special attention; and
- d. Determine the day and time to carry out supervision.

### **5.5.2 Observation**

- a. Supervision of teaching and learning can be implemented at an agreed date or time or at any time. Teachers should be informed if the principal or headmaster is unable to perform supervision. Senior assistant teachers can be instructed by the principal or headmaster to take over the supervision task.
- b. The principal or headmaster should focus on the achievement of teaching and learning objectives as well as the teaching and learning strategies that have been discussed during the pre-observation session.
- c. A complete review of the strengths and weaknesses of each supervised aspect should be recorded by the principal or headmaster and to be discussed during the post-observation session with teachers.

### **5.5.3 Post-Observation**

Discussion sessions should be held after the supervision process. These sessions are a two-way discussion covering the strengths and weaknesses of teaching and learning. Teaching and learning status should be communicated to teachers who have been supervised by principals/headmasters. Feedback is intended for the improvement of teachers' teaching and learning.

## **5.6 IMPROVEMENT ACTIONS**

The principal or headmaster should ensure that supervised teachers carry out improvement actions on all aspects to improve the effectiveness of teaching and learning after supervision. Continuous mentoring of supervised teachers should be made a school culture to ensure effective teaching and learning is maintained. Micro teaching among colleagues and the Professional Learning Community can be one of the mediums of action after the supervision.

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<b>No.</b>	<b>Reference</b>	<b>Title</b>
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2.	Surat Pekeliling Ikhtisas Bilangan.3/1987	Penyeliaan Pengajaran-Pembelajaran Di Dalam Kelas oleh Pengetua/Guru Besar Sekolah
3	Surat Pekeliling Ikhtisas Bilangan 3/1999	Penyediaan Rekod Pengajaran dan Pembelajaran.
4	Surat Pekeliling Ikhtisas Bilangan 9/2016	Pelaksanaan Kurikulum Standard Sekolah Menengah Secara Berperingkat-Peringkat Mulai Tahun 2017
5	Surat Pekeliling Ikhtisas Bilangan 8/2016	Pelaksanaan Kurikulum Standard Sekolah Rendah (Semakan 2017) Secara Berperingkat-Peringkat Mulai Tahun 2017
6	Surat Pekeliling Ikhtisas Bilangan14/2018	Pemansuhan Amalan Peperiksaan Pertengahan dan Akhir Tahun Murid Tahap 1 (Tahun 1, Tahun 2 dan Tahun 3) di Sekolah Rendah Kementerian Pendidikan Malaysia Mulai Tahun 2019

## **SURAT SIARAN DAN SURAT MAKLUMAN**

<b>No.</b>	<b>Reference</b>	<b>Title</b>
1.	Surat Siaran Lembaga Peperiksaan Bil.3/2011	Pemakluman Pentaksiran Berasaskan Sekolah (PBS) di Sekolah Rendah dan Menengah Rendah
2.	Surat Pekeliling Kewangan Bil.8/2012	Garis Panduan Pengurusan Kewangan Peruntukan Bantuan Persekolahan Ke Sekolah Berdasarkan Per Kapita dan Enrolmen Murid dan Pindaan Ke Atas Surat Pekeliling Kewangan Bil.8 Tahun 2012
3	Surat Pekeliling Lembaga Peperiksaan Bil. 1/2014	Penambahbaikan Pentaksiran Berasaskan Sekolah (PBS)
4	Surat Makluman KPM.600-5/1/5 Jld. 3 (6)	Pelaksanaan Pentaksiran Berasaskan Sekolah (PBS)
5	Surat Pekeliling Transformasi Pentadbiran Awam (PTPA) Bil.2/2018	MyMesyuarat: Ekosistem Pengurusan Mesyuarat Era Digital