



PART **3** of series "<u>Using SLS for Whole-School Transformation of Teaching & Learning</u>"

Set Up Department Flows

Why should schools use SLS in a structured way?

- Standardising the tools, expectations and learning data allows teachers and students to benefit from economies of scale at the department, school and system level.
- Part 1 of this series demonstrates how School and Department Spaces can be set up.
- <u>Part 2</u> of this series demonstrates how existing resources can be moved into SLS.
- Part 3 of this series now demonstrates how department flows can be established for teachers to team up and leverage synergies while preparing lessons.

Why Team Up?

As the African proverb tells us

"If you want to go fast, go alone. If you want to go far, go together." Departments can establish the culture and practice of
sharing and adapting lesson resources to ease lesson preparation load.

In turn, teachers become **collaborative contributors** who embrace a culture of teamwork, sharing, adoption and adaptation of digital resources and best practices for teaching with technology.

Lesson Preparation

Department Heads can designate teacher teams to build up T&L resources in the department Scheme of Work (SOW).

Level Heads can create a workable **schedule** with teachers working on **different topics each term.**



For **each topic**, Level Reps can **add a Lesson** in the category created for each level.



For each Lesson, Teachers can label the Sections with the subtopics, and then populate learning activities accordingly.

O C Lesson Plan	
Section A-1	Dividing by 10, 100 and 1000
Let's Recall	Dividing by Tens, Hundreds and Thousands
Multiplying by 10, 100 and 1000	Let's Recall Conversions in length, mass, capacity and volume
Lesson 1	Measurement Conversions
2 Lesson 2	🗑 Word Problems
Lesson 3 (Optional - Stretch)	Performance Task
Lesson 3 (Optional - iCAN)	Lesson End
Section Completion	
Multiplying by Tens, Hundreds and Thousands	



2 Department teachers can team up to differentiate and personalise lessons.

Combine **versions of the same activity** within the same Lesson to cater to different student profiles:

- As **differentiated Activities within the same Lesson** for teachers to assign, or
- As a **choice board** to personalise the way students want to learn.

Are you keen to collect data and study patterns using an interactive applet?	Do you like to use your hands to arrange things and discover how they work?	Do you enjoy forming relationships between variables and solving equations?
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Annual Incomes Design like to Design and

Performance Task	
For this activity, complete Workbook pa	ge 37.
SECTION STATUS COMPLETE	
() This section does not contain any a	ctivities

PRO TIP!

Instructions and materials for pen-and-paper lessons can be included in a Lesson.

Lesson Enactment

Teachers can use shared lessons for their own classes.

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Before Lesson Enactment

Teachers can **copy** the shared lessons to My Drive, **adapt** them to suit the profile of their students, and **assign** to students.

During Lesson Enactment

Teachers can monitor students' progress and make timely adjustments to:

- the learning pace, such as modifying instructions and managing the transition between activities, and
- the learning content, such as presenting information differently or adding resources.



- Teachers can refine the lesson design to better support students in achieving lesson objectives.
- Teachers can then upload these refined lessons to Department Group Resources, either to replace the current activity or as a differentiated option. Doing this promotes ongoing lesson improvement.



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SINGAPORE

Space

Student

ONE GOOD TURN Submit quality lessons to SLS Community Gallery to share with others!

#Author_with_SLS #Assess_with_SLS #Track_Progress_with_SLS January 2024

