PREPWITHDALJEET

In the world of **Education**, your English isn't just a communication tool—it's your primary **delivery vehicle**. For teachers, English must be adaptable: simple for students, professional for parents, and collaborative for colleagues. This module focuses on the transition from "Subject Expert" to **"Classroom Leader."**

Course Dashboard Overview

- **Title: The Pedagogy of English: Mastery for Modern Educators**
- **Description:** Master the language of instruction, classroom management, and parent-teacher engagement.
- **Highlights:**
  - **Instructional Clarity:** How to explain complex concepts simply.
  - **Behavioral Management:** Using "Positive Discipline" language.
  - **Parent-Teacher Meetings (PTM):** Delivering sensitive feedback with empathy.

PDF 1: The Language of Instruction & Classroom Presence

Focus: Clear Instructions, Scaffolding, and Setting the Stage.

Page 1: Setting Expectations & Instructions

The most common reason for classroom chaos is unclear instructions. Effective teachers use **Imperative Verbs** and the **"Checking for Understanding" (CFU)** technique.

1. The "Action" Commands

- "**Turn** to page 45 and **examine** the diagram at the top."
- "**Draft** a 200-word response, but **ensure** you use at least three vocabulary words from yesterday."
- "**Collaborate** with your desk partner to solve the first two problems."

2. The CFU Technique (Checking for Understanding)

- "In your own words, what **is** the main task we **are starting** now?"
- "Before we **proceed**, **raise** your hand if you **need** a clarification on the rules."

Page 2: Explaining Complex Concepts (Scaffolding)

When a student is confused, you must "scaffold" (build support). This requires the use of **Signposting Language** and **Analogies**.

1. The "Bridge" Phrases

- "**Think of it as** a library; if the books **aren't** organized, you **cannot find** what you need."

- "To **put it simply**, gravity **is** the 'glue' that **holds** the universe together."
- "Let's **break this down** into three manageable steps."

2. Encouraging Participation

- "That **is** an interesting perspective! **Can** you **elaborate** on why you **think** so?"
- "Who **would like to build** on what Rahul just **said**?"

Page 3: Professional Presence (Voice and Tone)

A teacher's tone should be "Firm but Warm." Avoid using "slang" or overly casual English, as you are the linguistic role model.

1. Correcting Errors Gently

- **Instead of:** "No, that's wrong."
- **Use:** "You're on the right track, but **let's look** at the formula again."
- **Use:** "I **see** what you **are trying to say**, but a more accurate term **would be**..."

2. Daily Routine Vocabulary

- **Plenary:** A session to summarize what has been learned. ("Let's **conclude** with a 5-minute **plenary**.")
- **Differentiated Learning:** Teaching students at different levels.
- **Learning Objective (LO):** "Our **LO** for today **is** to **identify** the themes in the poem."

The 8-PDF Roadmap for Teachers

1. **Instructional Clarity:** Giving orders and explaining concepts.
2. **Classroom Management:** Dealing with disruptions and noise levels.
3. **The Art of Questioning:** Moving from "Yes/No" to "Critical Thinking."
4. **Grading & Feedback:** Writing comments that motivate rather than discourage.
5. **The PTM (Parent-Teacher Meeting):** Discussing progress and behavior.
6. **Staff Room English:** Collaborating on lesson plans and school policy.
7. **Digital Literacy:** Language for Google Classroom, Zoom, and EdTech tools.
8. **The Professional Appraisal:** Presenting your "Portfolio" and "Impact" to the Principal.

Student Practice Activity: The "Instruction" Drill

Scenario: You want the students to stop talking, get their notebooks out, and write down the date.

Task: Give three clear instructions using **Imperatives**.

- **Student (Teacher):** "Class, **eyes on me**, please. First, **clear** your desks of everything except your notebooks. Second, **open** to a fresh page. Finally, **write** today's date in the top right corner."

Daljeet's Instructor Note:

Tell your students: *"A teacher is always on stage. Your English must be* ***Enthusiastic*** *and* ***Consistent****. If you sound bored, the students will be bored. Use 'Voice Modulation'—speak louder for excitement and softer for focus. You aren't just teaching a subject; you are teaching them how to be articulate adults!"*

PDF 2: Classroom Management & Positive Discipline

Focus: Managing Disruptions, Setting Boundaries, and De-escalation.

Page 1: The Language of "Positive Redirection"

In a modern classroom, we move away from "Shouting" (Reactive) to "Redirecting" (Proactive). Use the **Present Continuous** to highlight the behavior you want to see.

1. Narrating the Positive

- Instead of saying "Stop talking!", try highlighting those who are doing it right:
- "I **see** that Table 4 **is** ready to work."
- "I **notice** that Simran **has** already **started** her brainstorming."
- **The Logic:** This encourages others to copy the good behavior without you sounding like a "police officer."

2. The "Choice" Framework When a student is misbehaving, give them a choice using **Conditional Sentences**. This puts the responsibility on them.

- "Arjun, you **can** choose to focus on your work here, **or** you **can** move to the quiet desk to finish it. Which **do** you choose?"
- "If you **continue** to distract your neighbor, then I **will have to** move your seat. I **would prefer** for you to stay where you are."

Page 2: Dealing with Noise & Transitions

Transitions (moving from one activity to another) are where most time is lost. Use **Time Markers** and **Signal Words**.

1. Managing Transitions

- "You **have** two minutes to finish your sentence."
- "**When** I say 'Go,' I **want** you to move quietly to your groups. **Ready... Go.**"
- "We **are transitioning** from individual work to a class discussion. Please **tuck** your chairs in."

2. Using "Soft" Commands for High Noise

- "I **will wait** until the room **is** quiet before I **continue**."
- "Let's **bring** the volume down to a level 1 (whisper)."

Page 3: De-escalation (Handling "The Tough Moment")

When a student is angry or defiant, your English must remain **neutral and "Low-Emotion."**

1. The "I" Statement

- Avoid: "You are being very disrespectful." (This triggers an argument).

- Use: "I **feel** frustrated when I **am interrupted** because it **stops** the whole class from learning."

2. Key Management Vocabulary

- **Intervention:** An action taken to improve a situation. ("We **need** a small-group **intervention** for this behavior.")
- **Off-task:** Not doing what is required. ("I **noticed** you **were** a bit **off-task**; how **can** I help you get started?")
- **Non-verbal Cue:** Using a look or a hand gesture instead of words.

Student Practice Activity: The "Redirection" Challenge

Scenario: Two students are whispering while you are trying to explain a math formula. **Task:** Use "Narrating the Positive" followed by a "Soft Command."

- **Student (Teacher):** "I **see** that the back row **is** listening intently. (Pause) Rohan and Ishaan, I **need** your eyes up here so you **don't miss** the next step. Thank you."

Daljeet's Instructor Note:

Tell your students: *"Classroom management is 90% body language and 10% English. If your words say 'Be quiet' but your face looks panicked, they won't listen. Speak slowly. Use pauses. The 'Power of the Pause' is a teacher's best friend. When you stop talking, the students start listening."*

A teacher’s greatest tool isn't the lecture; it’s the **Question**. If you ask "Do you understand?", students will just nod. To truly teach, you must move up **Bloom’s Taxonomy** to spark deep thought.

PDF 3: The Art of Questioning

Focus: Open-ended Questions, Critical Thinking, and Wait-Time.

Page 1: Moving Beyond "Closed" Questions

Closed questions (Yes/No) are for checking facts. **Open-ended questions** are for building brains.

1. Transforming Your Questions

- **Instead of (Closed):** "Is the character happy?"
- **Use (Open):** "What **evidence** in the text **suggests** the character's emotional state?"
- **Instead of (Closed):** "Did you finish the experiment?"
- **Use (Open):** "How **would** the results **change if** we **doubled** the amount of water?"

2. The "Five Ws and an H" for Critical Thinking

- **Predicting:** "What **do** you **anticipate will happen** next?"
- **Evaluating:** "In your opinion, **was** the character's decision **justified**?"
- **Analyzing:** "How **does** this concept **relate** to what we **learned** last week?"

Page 2: The "Wait-Time" and "Cold Call" Techniques

The English you use *after* asking a question is just as important as the question itself.

1. Implementing "Wait-Time" Most teachers wait only 1 second. Try waiting 5.

- "I **am going to** ask a question. I **don't want** any hands up for 10 seconds. I **want** everyone to **think**."
- "Take a moment to **formulate** your answer in your head."

2. The "Cold Call" (Gentle Engagement)

- "Siddharth, I’d **love to hear** your thoughts on this, even if you **aren't** 100% sure."
- "No pressure, Ananya—**walk us through** your thought process."

Page 3: Scaffolding the Answer

Sometimes a student wants to answer but lacks the vocabulary. You must provide **Sentence Starters**.

1. Providing "Linguistic Frames" Display these on your board to help students speak like scholars:

- "I **disagree** with [Name] because..."

- "Based on the data, I **hypothesize** that..."
- "To **elaborate** on that point, I **would add** that..."

2. Probing for More

- "That's a great start. **Can** you **dig a little deeper**?"
- "**What led you** to that conclusion?"
- "**Can** anyone **rephrase** what Kabir just said in their own words?"

Student Practice Activity: The "Question Flip"

Scenario: You are teaching a history lesson about a famous king. **Task:** Turn a "Closed" question into an "Open" critical thinking question.

- **Teacher (Original):** "Was the king a good leader?" (Closed)
- **Student (Teacher Practice):** "What **specific actions** taken by the king **demonstrate** his leadership style, and **how did** those actions **impact** his people?" (Open/Critical)

Daljeet's Instructor Note:

Tell your students: *"The person doing the talking is the person doing the learning. If you are talking for 40 minutes, you are the only one learning! Use your English to **pivot** the conversation back to the students. Use the phrase: 'I'm not going to answer that yet—who else has a theory?'"*

In education, **Feedback** is the bridge between a student's current performance and their potential. If your grading comments are only "Good job" or "Poor effort," the student won't know how to improve. **PDF 4** focuses on the language of **Growth Mindset**.

PDF 4: Grading & Feedback

Focus: The "Sandwich" Method, Feed-forward Language, and Quantifiable Praise.

Page 1: The "Feedback Sandwich"

To keep a student motivated, even when giving a low grade, we structure our English into three layers:

1. **Positive:** A specific strength.
2. **Constructive:** The specific area for improvement.
3. **Encouraging:** A "Next Step" to build confidence.

1. Examples of the Sandwich in Action

- "You **have structured** your essay logically (Positive). However, you **need to provide** more textual evidence to support your claims (Constructive). Try **rereading** Chapter 3 to find quotes for your next draft (Encouraging)."
- "Your calculation process **is** very clear (Positive). Please **pay closer attention** to unit conversions in the final step (Constructive). **I look forward** to seeing your improvement on the next quiz (Encouraging)."

2. Key Feedback Vocabulary

- **Omission:** Something left out. ("The **omission** of a thesis statement makes the argument unclear.")
- **Insightful:** Showing deep understanding. ("Your analysis of the character **is** very **insightful**.")
- **Objective:** The goal. ("You **have met** the primary learning **objectives** for this unit.")

Page 2: Using "Feed-forward" Language

"Feedback" looks at the past; "**Feed-forward**" looks at the future. Use the **Future Tense** and **Modals** to show the student a path to success.

1. Shifting the Focus

- **Past (Negative):** "You didn't use enough adjectives."
- **Future (Positive):** "In your next creative writing piece, **I would like to see** you **incorporate** more descriptive language to paint a picture for the reader."
- **Past (Negative):** "This work is messy."
- **Future (Positive):** "If you **organize** your work into clear bullet points next time, your ideas **will be** much easier to follow."

2. Grading "Soft Skills"

- "I **appreciate** the **resilience** you **showed** when solving that difficult problem."
- "Your **contribution** to the group project **was** invaluable."

Page 3: Writing Reports for Parents (Professional Tone)

When writing report cards, your English must be objective, professional, and data-driven. Use **Adverbs of Frequency**.

1. Describing Behavior and Academics

- "**Consistently:**" "Rahul **consistently** participates in class discussions."
- "**Occasionally:**" "Priya **occasionally** requires reminders to stay on task."
- "**Strives to:**" "Aman **strives to** meet deadlines but sometimes struggles with time management."

2. The "Call to Action"

- "I **recommend** that [Student Name] **spends** 15 minutes a day practicing mental math."
- "**Continued support** at home with reading fluency **will greatly benefit** her progress."

Student Practice Activity: The "Sandwich" Drill

Scenario: A student submitted a science report. The diagrams are beautiful (Positive), but the conclusion is missing (Constructive).

Task: Write a 3-sentence feedback comment using the **Present Perfect** and **Imperative**.

- **Student (Teacher):** "You **have created** some truly detailed and accurate diagrams for this report! However, I **noticed** that the conclusion section **is** missing. Please **ensure** you **summarize** your findings in the next submission to complete the lab report."

Daljeet's Instructor Note:

Tell your students: *"Feedback is a mirror. If the mirror is dirty, the student can't see themselves. Avoid 'Red Pen' energy—which is just pointing out mistakes. Use 'Highlighter' energy—where you illuminate the path to the right answer. Always use 'Yet.' Instead of 'You don't know this,' say 'You don't know this **yet**.'"*

The **Parent-Teacher Meeting (PTM)** is often the most stressful part of a teacher's job. You are no longer just an educator; you are a **diplomat**. You must balance honesty about a student's performance with the empathy required to handle a parent's emotions.

PDF 5: The Parent-Teacher Meeting (PTM)

Focus: Active Listening, Delivering Sensitive News, and Collaborative Goal Setting.

Page 1: The "Partnership" Opening

Don't start with the problems. Start by establishing that you and the parent are on the same team. Use **Inclusive Language**.

1. Setting the Tone

- "Thank you for coming. It **is** great to **meet** the family behind [Student Name]."
- "I **want** to start by saying that we both **have** the same goal: to see [Student Name] **thrive** and **succeed**."
- "I **appreciate** the support you **have been providing** with the home assignments."

2. Asking for Parent Insight

- "How **does** [Student Name] **feel** about the subject at home?"
- "**Is** there anything happening outside of school that **might be affecting** their focus?"

Page 2: Delivering Sensitive News (The "Softened" Truth)

When a student is struggling or misbehaving, you must be direct but use **Euphemisms** and **Modals** to avoid sounding accusatory.

1. Rephrasing Issues

- **Instead of:** "He is lazy."
- **Use:** "He **struggles** with **self-motivation** at times."
- **Instead of:** "She is failing math."
- **Use:** "She **has not yet mastered** the foundational concepts in math, which **is impacting** her test scores."
- **Instead of:** "He is a bully."
- **Use:** "He **is finding it difficult** to interact socially in a positive way during recess."

2. Using "Evidence-Based" Feedback

- "If we **look** at this recent assessment, we **can see** a pattern where [Student Name] **misses** the application-based questions."

Page 3: Collaborative Goal Setting

The meeting should end with a "Path Forward." Use the **Future Tense** and **Specific Verbs**.

1. The Action Plan

- "Here **is** what I **will do** in the classroom: I **will provide** him with a printed checklist for each task."
- "Here **is** how you **can help** at home: **Encourage** her to read aloud for 10 minutes every evening."
- "Let's **agree** to **touch base** again in three weeks to **monitor** the progress."

2. Key PTM Vocabulary

- **Aptitude:** Natural ability. ("She **has** a high **aptitude** for creative arts.")
- **Peer Influence:** The effect of friends. ("He **is** very sensitive to **peer influence**.")
- **Holistic Development:** Growth in all areas (social, emotional, academic).
- **Underperforming:** Doing less well than expected.

Student Practice Activity: The PTM Roleplay

Scenario: A student is very bright but constantly talks in class and distracts others. The parent thinks the student is just "bored."

Task: Explain the behavior issue while acknowledging the student's intelligence.

- **Student (Teacher):** "[Student Name] **is** incredibly bright and often **finishes** his work ahead of the class. However, because he **finishes** early, he **tends to** distract his peers who are still working. I **would like** to provide him with 'extension tasks' to keep him engaged, and perhaps you **could talk** to him about the importance of respecting others' 'focus time'?"

Daljeet's Instructor Note:

Tell your students: *"Never use 'Teacher Jargon' with parents. Don't say 'We are working on his phonemic awareness.' Instead, say 'We are working on how he hears the sounds in words.' If the parent feels confused, they will become defensive. Keep it simple, keep it kind, and always end on a **positive note**."*

In the staff room, the English shifts from the "instructive" voice of the classroom to a **collaborative and professional** tone. This is where you coordinate with the "Subject Heads," plan "Inter-disciplinary" projects, and discuss school policies.

PDF 6: Staff Room English & Collaboration

Focus: Peer-to-Peer Planning, Conflict Resolution, and Formal Proposals.

Page 1: The Language of Collaborative Planning

When planning a "Unit" with other teachers, you need to use **Suggestive Language** and **Future Tense** to align your goals.

1. Proposing Ideas

- "I **was thinking** we could **integrate** the History lesson on the Industrial Revolution with the Science unit on Energy."
- "How **about** we **standardize** the grading rubric for the mid-term projects?"
- "I **suggest** we **allocate** more time for the 'Mental Math' segment in the morning assembly."

2. Aligning the Curriculum

- **Mapping:** "We **need to map** our learning objectives against the national board standards."
- **Cross-curricular:** "This project **is** highly **cross-curricular**, involving both Art and Geography."
- **Spiral Curriculum:** "We **are using** a **spiral curriculum** approach, revisiting the same concepts at a higher complexity."

Page 2: Navigating Staff Meetings & School Policy

Staff meetings often involve discussing "Administrative" changes or "Standard Operating Procedures" (SOPs).

1. Expressing Professional Opinions

- "From a **pedagogical standpoint**, I **believe** the new cell phone policy **will improve** student focus."
- "I **have some reservations** about the proposed change to the school timings."
- "Could you **clarify** how this new 'Digital Portal' **will impact** our weekly reporting?"

2. Professional Vocabulary for Colleagues

- **Best Practices:** The most effective ways of teaching. ("Let's **share** our **best practices** for remote learning.")
- **CPD (Continuing Professional Development):** "I **attended** a **CPD workshop** on 'Inclusive Education' last Saturday."

- **Logistics:** The practical organization of an event. ("What **are** the **logistics** for the upcoming Sports Day?")

Page 3: Peer Feedback & Mentoring

Teachers often observe each other's classes. This requires **Diplomatic English** similar to the "Feedback Sandwich."

1. Observation Feedback

- "I **really liked** how you **managed** the transition between the lecture and the group work."
- "One **area for growth** might be ensuring that the 'Early Finishers' **have** an extension task ready."
- "I **noticed** that a few students in the back row **were** slightly disengaged; **perhaps** a 'think-pair-share' activity **would help**?"

2. Seeking Advice

- "I **am struggling** with the behavior in Grade 8B. How **do** you **manage** the noise levels in that section?"
- "Would you **be open** to **co-teaching** a session on Shakespeare next week?"

Student Practice Activity: The Collaborative Pitch

Scenario: You want to propose a "No Plastic" week in school to the Science HOD (Head of Department).

Task: Use **Suggestive Language** and a **Business Benefit** (School Reputation/Student Learning).

- **Student (Teacher):** "I **would like to propose** a 'No Plastic' week for the entire Middle School. It **would be** a great way for students to **apply** what they've learned about the environment. Not only **does** it **reinforce** the curriculum, but it also **positions** our school as a leader in sustainability."

Daljeet's Instructor Note:

Tell your students: *"The staff room can be a place of gossip or a place of growth. Choose growth. Use professional terms like 'Differentiated Instruction' and 'Formative Assessment.' When you talk like an expert, you are treated like an expert. And remember: always 'Acknowledge' a colleague's idea before you 'Add' your own."*

In the modern classroom, "Digital Literacy" is no longer optional. Whether you are teaching in a hybrid model or simply using a Learning Management System (LMS) to post homework, your English must be technically precise and instructionally clear to avoid "Digital Confusion."

PDF 7: Digital Literacy & EdTech Communication

Focus: Virtual Classroom Etiquette, Troubleshooting, and Online Instructions.

Page 1: The Language of the Virtual Classroom

When teaching on Zoom, Google Meet, or Microsoft Teams, you must manage the "Technical Flow." We use **Present Continuous** for live actions and **Modals** for troubleshooting.

1. Managing the Meeting

- "I **am sharing** my screen now. Please **let me know** in the chat if you **can see** the slide deck."
- "Everyone, please **mute** your microphones to **minimize** background noise."
- "If you **have** a question, **use** the 'Raise Hand' feature or **type** it in the chat box."

2. Troubleshooting Connection Issues

- "Your audio **is breaking up**. Could you **try** turning off your video to **save** bandwidth?"
- "There **is** a slight lag. I **will wait** a few seconds for the page to **load**."
- "I **am restarting** the meeting; please **re-join** using the same link."

Page 2: Writing for Learning Management Systems (LMS)

When posting on **Google Classroom** or **Canvas**, your writing must be "Async-Friendly"—meaning a student can understand it without you being there.

1. The "Post" Structure

- **The Header:** Clear and dated. (e.g., "ASSIGNMENT: [Date] – Photosynthesis Lab Report")
- **The Body:** Use **Numbered Lists** for steps.
    1. "**Watch** the 5-minute video attached below."
    2. "**Complete** the Google Form quiz."
    3. "**Upload** your summary as a PDF by 5:00 PM today."

2. EdTech Vocabulary

- **Asynchronous:** Learning that happens at different times. ("This week's module **is asynchronous**.")
- **Synchronous:** Real-time learning. ("Our **synchronous** session **will start** at 10 AM.")
- **LMS:** Learning Management System.

- **Embed:** To place a video or link directly into a page. ("I **have embedded** the link in the document.")

Page 3: Netiquette & Digital Safety

As a teacher, you must model and teach "Netiquette" (Internet Etiquette). Use **Formal Imperatives**.

1. Setting Digital Boundaries

- "**Ensure** your comments in the discussion forum **are** respectful and constructive."
- "**Do not share** your login credentials with anyone."
- "**Cite** your sources when **using** images or text from the internet to **avoid** plagiarism."

2. Encouraging Digital Engagement

- "I **have created** a 'Jamboard' for our brainstorming session. **Add** your digital sticky notes now."
- "Let's **break out** into small groups. You **will have** 10 minutes to **collaborate** in your breakout rooms."

Student Practice Activity: The "Digital Instruction" Drill

Scenario: You are teaching a live online class. You want the students to watch a video you are about to play and then answer a poll.

Task: Give these instructions clearly using **Signposting Language**.

- **Student (Teacher):** "First, I **am going to play** a short clip. Please **watch** it carefully. Next, a poll **will appear** on your screen. Finally, I **want** you to **select** the correct answer based on what you just **saw**. Is everyone **ready**?"

Daljeet's Instructor Note:

Tell your students: *"Technology is a tool, not a teacher. If the tech fails, don't panic. Have a 'Plan B' (like a backup reading task) and communicate it calmly. Your students will mirror your energy. If you are tech-confident, they will be too!"*

The final PDF of the **Education Module** focuses on your professional advancement. In many schools, the "Annual Appraisal" or "Performance Review" determines your salary increments, promotions to "Head of Department" (HOD), or senior leadership roles.

PDF 8: The Professional Appraisal & Career Growth

Focus: Evidence-based Achievement, The STAR Method for Teachers, and Self-Advocacy.

Page 1: Quantifying Your Educational Impact

When meeting the Principal, avoid vague statements like "I am a good teacher." Instead, use **Action Verbs** and **Data-Driven English** to prove your value.

1. Using "Impact" Verbs

- **Instead of:** "I taught Grade 10 Math."
- **Use:** "I **facilitated** the Grade 10 Math curriculum, **achieving** a 15% increase in class average scores compared to last year."
- **Instead of:** "I helped with the school play."
- **Use:** "I **coordinated** the logistics for the Annual Day, **managing** a team of 10 staff members and 50 students."

2. Describing Student Growth (Present Perfect)

- "I **have successfully implemented** a new 'Literacy Program' that **has improved** reading speeds across Grade 4."
- "I **have integrated** differentiated learning strategies to **support** students with diverse learning needs."

Page 2: The STAR Method for Educators

When asked about a challenge you faced (a difficult student or a complex project), use the **STAR** (Situation, Task, Action, Result) framework.

1. The STAR Script

- **Situation:** "Last term, I **had** a student who **was** consistently disengaged."
- **Task:** "My goal **was** to find a way to **motivate** him and **improve** his submission rate."
- **Action:** "I **designed** a personalized project based on his interest in robotics and **held** weekly 1:1 check-ins."
- **Result:** "As a result, his engagement **increased**, and he **passed** the final assessment with a 'B' grade."

2. Professional Vocabulary for Growth

- **Pedagogical Innovation:** Introducing new teaching methods.

- **Stakeholder Satisfaction:** Happy parents and students.
- **Value-add:** What you bring beyond just teaching. ("My **value-add** this year **was** digitizing the school's resource library.")

Page 3: Setting Future Goals & Negotiating

A successful appraisal ends with a plan for the next year. Use **Future Continuous** and **Aspirational English**.

1. Discussing Career Trajectory

- "Next year, I **am looking to take on** more leadership responsibilities, such as **mentoring** junior teachers."
- "I **propose** to **conduct** a series of workshops for staff on 'Social-Emotional Learning' (SEL)."

2. Requesting Support for Upskilling

- "I **would like to enroll** in a certification course for 'Special Education Needs' (SEN). **How can** the school **support** this professional development?"
- "I **am aiming to transition** into a Subject Lead role within the next two years."

The Teacher's "Mastery" Checklist

Before finishing this module, can the student...

- [ ] Give clear, **multi-step instructions** using Imperatives? (**PDF 1**)
- [ ] Use **Positive Redirection** to manage a noisy class? (**PDF 2**)
- [ ] Ask **Higher-Order Questions** (Bloom's Taxonomy)? (**PDF 3**)
- [ ] Write a **Feedback Sandwich** for a student's work? (**PDF 4**)
- [ ] Deliver sensitive news to a parent with **diplomacy**? (**PDF 5**)

Daljeet's Final Note for Educators:

*"You are the architect of the next generation. Your English should inspire, clarify, and empower. Whether you are talking to a 5-year-old or a 50-year-old Principal, remember that **Clarity is Kindness.** When you speak with confidence and care, your students will find their own voices too."*