



Educational
Support to
Children of
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(ESCUP)

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Child Friendly Primary Schools: AN ORIENTATION FOR TEACHERS



ESCUP partners include:

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

Child Friendly School Teacher Orientation Module

1. Objectives

- ◆ Participants can describe key points about CFS Experimental Classrooms when asked.
- ◆ Participants can make an informed decision about volunteering to teach CFS Experimental Classrooms through the established application process.

2. Time

- ◆ 3 hours

3. Materials

- ◆ Pictures (printed on A4 paper) describing the various aspects of CFS Experimental Classrooms (e.g., classroom decorations, cooperative learning, learning corners, etc.) (samples are provided in Annex 1)
- ◆ Poster: Summary Description of Child Friendly Schools
- ◆ Poster: Workshop Objectives
- ◆ Poster: Benefits to Individual Teachers
- ◆ Handout 1: Duties of a CFS Experimental Classroom Teacher
- ◆ Handout 2: Application Form
- ◆ Stationery: Tape, poster paper, marker pens
- ◆ Envelopes that can be sealed with glue

4. Procedure

4.1 Introduction to the Session (30 minutes)

What is a Child Friendly School?

- ◆ Following welcoming comments, begin the session in earnest by asking participants how many have ever heard of the Child Friendly School policy of the Ministry. Take a show of hands.
- ◆ If some people have heard of the policy, try to elicit from them some of the key characteristics of the policy. Ask questions relating to the definition of CFS, dimensions characterizing the policy, etc. Write responses these on the board. The facilitator should not take too long for this activity.
- ◆ Next, compare these comments with the prepared statement on poster paper shown below. Place this poster on the board in a location where all participants can easily see it. Note similarities and differences between the prepared statement and what the participants indicated. Lead a short discussion with participants to highlight these similarities and differences.
- ◆ During the discussion, bring attention to Dimension 2, which deals with providing learning environments that are *relevant* to children's needs.
- ◆ Next, indicate to participants that the project seeks to address this dimension by setting up what are known as CFS Experimental Classrooms. These classrooms are staffed by volunteer teachers who have a real interest in making their teaching more child friendly. There is only enough funding to support a few CFS classrooms at this time so the project is seeking those teachers who are most interested in participating in the intervention.

Summary Description of Child Friendly Schools

Definition: A way of organizing schools that recognizes the rights of the child including the right to arelevant education, the right to good health, the right to learn about one's own culture, etc.

Important Dimensions

Dimension 1: Inclusive and Gender Sensitive Education

Dimension 2: Relevant Education

Dimension 3: Good Health and Security

Dimension 4: Parental & Community Engagement

Dimension 5: Good School Governance

Workshop Objectives

- ◆ At this point, the facilitator should introduce the objectives of the workshop. Do this by placing a previously prepared poster describing the workshop objectives on the wall. Review these objectives with teachers, particularly the point about the need for ‘genuine volunteers’ to work in CFS classrooms.

4.2 What Are the Characteristics of a CFS Experimental Classroom? (60 Minutes)

Group Activity: Defining the Characteristics of CFS Experimental Classrooms

- ◆ For the next activity, ask participants to divide themselves into 3 or 4 groups. Then, pass out 3 or 4 pictures provided in the annex to this module to each group of participants. Along with the pictures, pass out a piece of poster paper for groups to record their observations and descriptions of the pictures received. Inform participants that they should organize their descriptions according to the categories provided below. Write these on the board for all participants to see.
 - Teacher Activity
 - Student Activity
 - Classroom Organization
 - Classroom Decorations & Use of Teaching Aids
- ◆ Provide participants about 25 to 30 minutes to complete this task in their groups.

Group Presentations: Summarizing Participant Observations

- ◆ As a time saving procedure, ask all groups to put their poster sheets up on the wall. The facilitator should quickly review the points in each poster. Ask groups for clarification as necessary.
- ◆ As the facilitator reviews each sheet, write up all the different points on a separate sheet of poster paper. This should represent a synthesis of all group work. As points are written down, be sure that there is consensus among all the groups that any given point is written down under the correct category.
- ◆ The guided discussion led by the facilitator should cover many of the following points:
 - Teacher Activity
 - Low profile role
 - Teacher has a helping role, not a directing role
 - Monitoring group work
 - Facilitator of student learning
 - Student Activity
 - Working/Learning in small groups
 - Working/Learning as a big group
 - Working individually
 - Making presentations to the class
 - Helping behavior is encouraged
 - Group work occurs simultaneously
 - Students exhibit self-directed behavior with little interference from teacher (e.g., exploring materials in learning corners)
 - Students use a great deal of materials in their groups.
 - Students can learn outside the classroom as well as inside
 - Classroom Organization
 - Use of big tables
 - Activities that allow children to sit on the floor¹
 - Use of mats
 - Setting up learning corners to encourage exploratory activity during free time

¹ There is a long history with respect to the issue of children sitting on the floor. Although children appear more comfortable when sitting on the floor than at uncomfortable benches, the MoEYS has raised a good point that many classrooms have poor hygiene. Thus, sitting on the floor may be unhealthy for children. As a result, programs like those supported by KAPE now provide chairs for children sit on and stress high standards of classroom sanitation for the few activities that still require children to sit on mats.

- Linoleum flooring
 - Highly sanitary learning environment
 - Classroom Decorations & Teaching Aids
 - Numerous classroom decorations
 - Decorations are low down to the floor so that children can easily see them
 - Numerous learning aids for children to use in their groups
- ◆ In summing up this activity, the facilitator should point out that all these comments fairly summarize what the CFS Experimental Classroom is and how it relates to Dimension 2 of the CFS framework. The facilitator should also point out that the program will make a very large investment in setting up classrooms in the way that participants have seen in the pictures. But it is important for the program to identify teachers who will actually use the materials and change their current style of teaching in order to make the best use of these materials. This statement sets the stage for the next part of the workshop: Teacher Duties.

4.3 Duties of Teachers Who Implement CFS Experimental Classrooms (25 Minutes)

- ◆ Next, pass out Handout 1: Duties of CFS Experimental Classroom Teachers to each participant. Explain that these are the expectations that the project would have for any teacher who decided to work as CFS Experimental Classroom Teacher.
- ◆ Read through each point as a large group with participants. Provide additional explanations as necessary. Also, the facilitator should be sure to explain the content areas that teachers will study during workshops during the vacation. These are also listed on the handout provided to participants.
- ◆ The facilitator should note in particular that these expectations require not only changing one's behavior but also one's attitude to teaching. This refers to allowing children to have opportunities to direct their own behavior rather than the teacher. This is a big change in one's way of thinking about teaching and learning.
- ◆ Take questions from participants as necessary with regards to each of the duties described in the handout provided.

Duties of CFS Experimental Classroom Teachers	
1	Decorate classrooms using local and external materials.
2	Attend a formative training during the summer vacation.
3	Attend follow-up training workshops as required.
4	Apply what has been learned from workshops in the classroom, especially with regards to methodology.
5	Teach in a way that gives children the opportunity to direct themselves.
6	Make teaching aids for large and small group work.
7	Make lesson plans that employ new teaching methodologies.
8	Read background documents provided during workshops.
9	Share experiences with peers.
10	Apply new methods of student assessment, especially the use of student portfolios.
11	Set up learning corners for math, language, science, maturation, etc. in the classroom

4.4 Implementation Process (60 Minutes)

Why is There a Selection Process?

- ◆ When participants seem to understand the expectations of a CFS classroom teacher, begin an explanation about the process for setting up CFS classrooms. There are two important points to cover in this regard:
 - Point 1: Limited Resources* - The facilitator should explain that the project only has enough resources to train and refurbish about 100 teachers/classrooms across all three provinces. As a result, not everyone can be trained.
 - Point 2: Not Everyone May Be Interested* – The project also recognizes that not all teachers may be interested or have enough time to make a CFS Experimental Classroom work. Ideally, every teacher should want to have a CFS classroom but we must also be realistic about variable levels of professional interest among teachers.
- ◆ Given the two important points made above, the facilitator should next explain that teachers will not

be forced to participate in the intervention if they do not want to. In fact, if one is not interested, PLEASE do not apply. Thus, teachers will be invited to *volunteer* to participate in this intervention. Depending on how many teachers volunteer (i.e., if more than 100 apply), the project will need to select teachers based on standardized criteria.

- ◆ At the same time that the project is seeking teacher volunteers for CFS classrooms, the facilitator should point out that the attitude of the Ministry is that all state teachers must comply with CFS policy guidelines at some point in the future. Thus, the project does not want to appear to be contradicting Ministry policy. However, the project's approach to supporting the policy is to do so with full technical and material support, thereby requiring a selection process based on the availability of resources.

Benefits of Being a CFS Classroom Teacher

- ◆ In making a decision about whether teachers may be interested in applying to be a CFS Classroom Teacher, review the benefits outlined in the poster to the right that they may consider: Place this poster on the wall and review its contents quickly.
- ◆ At this point, it is a good idea for the facilitator to allow participants to ask questions about the intervention.

Benefits Received from Being a CFS Classroom Teacher

- ◆ Opportunities for professional development (e.g., training, continuous technical support, etc.)
- ◆ Refurbished Classrooms (e.g., new furniture, classroom decorations, teaching aids, etc. Total value is \$160 per classroom)
- ◆ Although no extra pay will be provided, teachers will receive per diem for attending workshops.

Application Process

- ◆ After participants have finished asking questions, pass out a copy of the Application Form (Handout 2) for those teachers who think they may be interested in being a CFS classroom teacher. In order not to make teachers who do not want to apply uncomfortable or embarrassed, give the Application Form and an envelope to ALL participants.
- ◆ Next, review with all participants how to fill out the Application Form. If after some consideration, a teacher thinks he or she may be interested in actually applying, they should leave the form with their director during the next week. Applications should be sent in sealed envelopes in order to ensure complete confidentiality. As noted above, not all teachers who apply may be accepted.
- ◆ When the explanation of the form is completed, give participants an opportunity to ask questions.
- ◆ END OF TRAINING

HANDOUT 1: Duties of CFS Experimental Classroom Teachers

- 1 Decorate classrooms using local and external materials.
- 2 Attend a formative training during the summer vacation.*
- 3 Attend follow-up training workshops as required.
- 4 Apply what has been learned from workshops in the classroom, especially with regards to methodology.
- 5 Teach in a way that gives children the opportunity to direct themselves.
- 6 Make teaching aids for large and small group work.
- 7 Make lesson plans that employ new teaching methodologies.
- 8 Read background documents provided during workshops.
- 9 Share experiences with peers.
- 10 Apply new methods of student assessment, especially the use of student portfolios.
- 11 Set up learning corners for math, language, science, maturation, etc. in the classroom

***NOTE: Content to Be Covered During the Formative Workshop**

During the first workshop attended by participants, the following content areas will be covered:

- ◆ Day 1: About Children's Rights
- ◆ Day 2 and 3: The Taxonomy of Questions
- ◆ Day 4: About Critical and Creative Thinking
- ◆ Day 5 and 6: Managing a CFS Classroom/Cooperative Learning Techniques
- ◆ Day 7: New Ways of Assessing Student Learning and Student Portfolios
- ◆ Day 8: Communicating Effectively

HANDOUT 2: CFS Experimental Classroom Teacher Application

Province: _____	District: _____	
Cluster Name: _____	School Name: _____	
Name: _____	Sex: _____	Age: _____ Grade: _____
Ethnic Group (Optional): _____		

Directions: Read each question item below and answer as honestly as you can by checking the appropriate box. Applicants are to work only in the middle column. The column to the far right should not be marked. Please know that all applications will be kept completely confidential. When you have completed the form, place it in the envelope provided and seal it completely. Then, give it to the director of your school.

Section 1: Professional Development Background		
1	How many years have you been teaching: 1 to 2 years 3 to 5 years Over 5 years	1 2 3
2	Have you ever participated in any other in-service training? Yes No If yes, indicate the context of the training (check all that apply): MoEYS NGO International Organization (e.g., UNICEF, World Bank, etc)	1 0 3 2 1
3	Describe your certification as a teacher. Studied at PTTC 3 month certification course Appointed Teacher Community Teacher Contract Teacher	3 2 1 1 1
4	Have you ever participated in any study trips to model schools in your own province or a different province? Yes No	1 0
5	What was the highest level of formal education that you completed? Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12	1 2 3 4 5 6 7 8 9 10 11 12
Section 2: Professional Interest		
	Directions: Read each statement below and indicate how you feel about it by checking the appropriate box.	
6	It is unfair that the government pays teachers so little so we should not have to follow all the rules of the Ministry. Strongly Agree Agree No Opinion Disagree Strongly Disagree	1 2 3 4 5
		1 2 3 4 5

7	My idea of a good student is one who is quiet, speaks only when spoken to, and never misbehaves. Strongly Agree Agree No Opinion Disagree Strongly Disagree	
8	Any teacher who is consistently late and leaves early should be fired by the Ministry because they are not fit to teach. Strongly Agree Agree No Opinion Disagree Strongly Disagree	5 4 3 2 1
9	When teachers are asked to do extra work, they should be paid extra as well without exception. Strongly Agree Agree No Opinion Disagree Strongly Disagree	1 2 3 4 5
10	I really don't enjoy lesson planning with other teachers because I work best on my own. Strongly Agree Agree No Opinion Disagree Strongly Disagree	1 2 3 4 5
11	Noisy classrooms can sometimes be a sign that a lot of learning is happening. Strongly Agree Agree No Opinion Disagree Strongly Disagree	5 4 3 2 1
12	After teaching and sometimes working an extra job, I often have no energy when I get home. Strongly Agree Agree No Opinion Disagree Strongly Disagree	1 2 3 4 5
	Subtotal for Section 1:	
	Subtotal for Section 2	
	Total Score	

Certification:

I understand that I have completed this application without any coercion from anyone and that I am genuinely interested in becoming a CFS Experimental Classroom Teacher.

Signature

Date

Annex 1: Sample Pictures for Use in the Orientation

