



Educational
Support to
Children of
Underserved
Populations
(ESCUP)

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Child Friendly Secondary 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 for Secondary Education Teachers

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

- ◆ Poster: Summary Description of Child Friendly Schools
- ◆ Poster: Workshop Objectives
- ◆ Poster: Benefits to Individual Teachers
- ◆ Handout 1: Secondary Education Advanced Activity Menu
- ◆ Handout 2: Duties of a CFS Experimental Classroom Teacher
- ◆ Handout 3: 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.

Summary Description of Child Friendly Schools

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

Important Dimensions

Dimension 1: Inclusive and Gender Sensitive Educ

Dimension 2: Relevant Education

Dimension 3: Good Health and Security

Dimension 4: Gender Sensitive Education

Dimension 5: Parental & Community Engagement

Dimension 6: Good School Governance

There is only enough funding to support a few schools with CFS classrooms at this time so the project

is seeking to determine those schools that have the most teachers with the most interest in participating in the program.

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)

- ◆ Next, the facilitator should begin the process of introducing the content of the CFS program as it pertains to classrooms. Do this by distributing Handout 1: Secondary Education Advanced Activity Menu to each participant and reviewing the activities described under Dimension 2: Relevant Education. Review the activities listed, especially those that relate to teacher training, classroom organization, and student learning. Be sure to make teachers aware of the following points:
 - Teachers will be expected to use student-centered learning methodologies in their teaching.
 - The school will need to re-organize the classroom shift system so that students and not teachers will rotate between classrooms.
 - Teachers must be responsible for their own subject classrooms.
 - Teachers will be expected to give special help to many of the students who are experiencing difficulties in learning (e.g., remedial learning).
- ◆ Allow questions from participants leading to a discussion to further understanding of the points made above.
- ◆ In summing up the discussion that takes place, the facilitator should point out that all the points made in the above discussion 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. 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 2: 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.

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

- ◆ 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.

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 teachers/classrooms in one school across each of the three provinces where ESCUP is working. As a result, not everyone can be trained at this time.
 - 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.
- ◆ 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 \$40 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 3) 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.

HANDOUT 1: Child Friendly Secondary School Activity Menu **(Advanced Menu)**

1. Inclusive Education	Nominal Budget
1.1 School Mapping	\$25
1.2 Providing assistance to disabled children	\$50
1.3 Promoting Role Models for Students	\$30
1.4 Scholarship for Poor Students (To be provided under parallel programming)	Central Budget
1.5 Local Curriculum for Children’s Rights	Central Budget
2. Effective Learning	
2.1 Provision of Learning aids for Children	\$40/Teacher
2.2 Real Experience of People	\$30
2.3 Increased Readership	\$100
2.4 Developing the Materials Resource Center	\$120
2.5 Exposure to Model Classrooms	\$80
2.6 Effective Homework Exercises	\$50
2.7 Remediation Support for Slow Learners	\$0.60/h
2.8 Experimental Gardens	\$50
2.9 Student Field Trips	\$100
2.10 Cooperative Learning	Central Budget
2.11 Child Friendly Classroom Management	Central Budget
2.12 Using the Taxonomy of Questions	Central Budget
2.13 Critical and Creativity Thinking	Central Budget
2.14 Effective Communication	Central Budget
2.15 Understanding Perspective of Others	\$50
2.16 Student Portfolio Assessment	\$60
2.17 Market Simulations	\$120
2.18 Creative Arts	\$100
2.19 Creating Reliable Student Assessment Systems	\$50
2.20 Writing Clubs	\$130
2.21 History Clubs	\$130
2.22 Science Methods Experiment	\$30
3. Health, Safety, and Protection	
3.1 Health and Sanitation Corners	\$80
3.2 Clean Water Organization in School	\$150
3.3 Sanitary Toilets	\$200
3.4 First Aid Kit	\$40
3.5 Health Consciousness and Good Practices in Personal Hygiene	\$50

3.6 Promotion of Physical Education Curriculum	\$70
4. Gender Sensitive Education	
4.1 Curriculum Enhancement for Girl)	\$250
4.2 Girls Counselor)	\$100
4.3 Working Together: Challenging Traditional Roles	\$50
4.4 The Girl Friendly School: Practical Activities and Sensitization Sessions	\$50
5. Child, Parental, and Community Participation	
5.1 Promoting Civic Duties	\$30
5.2 Community-based Life Skills	\$200
5.3 Student Association	\$120
5.4 Communication with Parents	\$50
6. Good School Governance	
6.1 Using Self- Appraisal Tools for CFSS	\$50
6.3 LFA Planning	Central Budget

43 Activities in Total

HANDOUT 2: 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:

- ◆ Days 1 and 2: Taxonomy of Questions
- ◆ Day 3 and 4: About Critical and Creative Thinking
- ◆ Day 5 and 6: Cooperative Learning Techniques
- ◆ Day 7 , 8, and 9: Managing CFSS Classrooms
- ◆ Day 10: Children's Rights (half a day)
- ◆ Day 10: Using Student Portfolios (half a day)

HANDOUT 3: 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. RTTC 7+3 RTTC 12+2 RUPP (12+4) Other (Please Specify: _____)	1 2 3
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 subjects can you teach? Khmer Math History Geography Physics Chemistry Biology Civics Foreign Languages Home Econ Physical Ed Other (Please Specify: _____)	
6	What other useful skills do you possess? Computer Agriculture Drama & Dance Playing Musical Instruments	1 1 1 1 1 1 1 1 1 1 1

	Typing Skills Library Management Khmer Writing Poetry Writing Songs Calligraphy Other (Please Specify: _____)	
Section 2: Professional Interest		
	Directions: Read each statement below and indicate how you feel about it by checking the appropriate box.	
7	Teachers are justified in doing as little as possible because salaries are so low. Strongly Agree Agree No Opinion Disagree Strongly Disagree	1 2 3 4 5
8	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	1 2 3 4 5
9	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
10	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
11	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
12	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
13	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
14	One of the biggest advantages of working at secondary school is that it is easy to make money from students. 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