Kingdom of Cambodia
Nation Religion King

Ministry of Education, Youth and Sports

Child Friendly Schools Program

Dimension 2: Effective Teaching and Learning

Student Centered Approach

Supplementary Document

Teacher Logbook

FOREWORD

Effective Teaching and Learning (ELT) has been prepared as the second dimension of Child Friendly Schools Program and consists of two books: Facilitator Book and Teacher Logbook.

The books have been written in two formats:
- Format of training
- Format of exercises based on previous teaching activities

Eight key units are included in the book aiming to build capacity of teachers and as well as provide them with experience for development in terms of class room management and teaching techniques. The book provides many teaching initiatives:
- Creating learning games for all four key subjects.
- Developing various communication materials such as posters, documents... (on health education, business, environment, etc.) to improve children learning.
- Providing methods to help children develop their reading, writing and critical thinking skills.

Effective Teaching and Learning (ETL) Book has only a sole purpose to fully develop children characteristics.

CFS Commission will compile more practical teaching activities as guides for teachers. We warmly welcome feedback from all teachers.

Thanks!

CONTENTS

- Name of the Book Owner
- CFS Teacher
- Introduction, Objectives, Content

Teacher	: ....
Grade	: ....
School	: ....
School Cluster	: ....
District	: ....
Province/Municipality	: ....
Academic Year	: ....

THE CFS TEACHER

The importance of Teachers in Child Friendly Schools

Teacher is a key stakeholder in any national effort to improve the quality of schools in an education system. Teachers exercise enormous influence children they teach and the classrooms they manage. Most people find it very easy to remember the best teachers they ever had when they were at school … and the worst.

Teachers are a role model for children in their class. Teachers can demonstrate the characteristics that most families would want so see their children emulate. These qualities include working hard, being kind, fair and respectful of the feelings of other people, especially the rights of children. These qualities are all integral to the concept of a Child Friendly School.

The Child Friendly Teacher must get to know all the children in his/her class as individuals. Teachers must know their names, their family situations, their strengths and weaknesses, their likes and dislikes. The Child Friendly Teacher listens to the ideas and opinions of children in his/her class. The Child Friendly Teacher also insists that the children in the class listen to each other. If the Teacher obviously respects the value of the experiences and ideas of every child then the children will, too.

Professional development for working Teachers as part of CFS

The MoEYS is putting in place a national program of training for all education staff as part of the expansion of CFS. The Effective Teaching and Learning (ETL) Documents are the Ministry's main effort to reach every teacher throughout the country.

Whether CFS has an impact on Cambodian schools will depend heavily on what they do. The ETL Documents include professional development materials which the MoEYS will put directly into Teacher's own hands. These materials offer information about new ideas in teaching and learning and practical examples of how Teachers can apply the new ideas in their classrooms.

The MoEYS will also provide school-based support to Teachers throughout the school year through Facilitators from Schools, Clusters and District and Provincial Offices of Education.

One of the ETL Documents is a Teacher Logbook. This Logbook is for the Teacher to record work done on tasks during the school year. Teachers can bring their Logbook to professional development monthly meetings held at their school, at Cluster Core Schools or at District Offices. Teachers can share the results of their own work with other teachers and help each other to complete the professional development program.

At the end of the year Teachers, if they choose to do so, can submit their Teacher Logbook. Teachers who have carried out all the tasks in their own classrooms and recorded the results will be issued a Certificate and a cash payment by the MoEYS as an acknowledgement of their active participation in the ETL course.

EFFECTIVE TEACHING AND LEARNING

I. Introduction

Child Friendly School is a comprehensive framework covering all parts of school work including school management, health and safety, gender, school-community relationship and support for education system. Effective Teaching and Learning in the second dimension of Child Friendly School Program has been compiled into two separate documents:
1. Facilitator book
2. Document for class teacher, which is called "**Teacher Logbook**"

Teacher logbooks will be distributed to teachers to record tasks done in the academic year. Teachers can bring their Logbook to professional development monthly meetings held at their school, at Cluster Core Schools or at District Offices. Teachers can share the results of their own work with other teachers and help each other to complete the professional development program. Teachers can use the logbook to help in trying new initiatives and to help enabling them to become a researcher in the classroom.

II. Objective
To allow teacher to be able to improve student's learning by implementing CFS ways of teaching and learning.

III. Content
Effective Teaching and Learning consists of:
1. Classroom management
2. Questioning
3. Learning Games
4. Using available classroom resources
5. Development of reading skill
6. Development of writing skill
7. Evaluation on students' work
8. Reflection (self-assessment)
    Annex

IV. Implementation

1. **TOPIC 1: CLASSROOM MANAGEMENT**
    Information for the Teacher

Teachers are responsible for the management of their classrooms. The way in which a classroom is organized can have a big influence on the learning of children. For example, if teachers do not change classroom arrangement and decoration or make use of available resources in the classroom to serve teaching and learning activities, children will get bored and will not want to involve in discussions or group works.

Teachers and children like to work in a classroom which is attractive and interesting. This means

- keeping the classroom clean
- having a bin for rubbish and emptying it each day
- cleaning and preparing the blackboard each day
- arranging the furniture so children can learn in different ways (whole class, individually, pairs, small groups etc.)
- putting colourful posters, charts, maps and displays on the walls
- making and displaying word cards, labels, sentences, questions
- displaying students' own work on the walls or with pegs and string
- having special places in the room (e.g. for dharang, library books and magazines, brooms, mirror and comb, to measure children's height etc.)
- hanging posters, pictures and maps at a height where children can see them

Teachers trying new ideas from this material will make some changes in the way they organize their classrooms. By drawing a "*Classroom Layout*" at different times during the year, teachers will see any changes in classroom management over time. Maps should be drawn as simple diagrams, not as pictures. They should not take more than fifteen minutes to draw.

Teacher tasks

The task for teachers related to classroom management is to draw a layout of their classroom three times during the academic year:

- **Classroom Management Task 1 (Classroom Layout 1)**
  The first layout should be drawn in the first week of teaching at the beginning of the academic year.
- **Classroom Management Task 2 (Classroom Layout 2)**
  The second layout should be drawn near the end of Semester 1.
- **Classroom Management Task 3 (Classroom Layout 3)**
  The third layout should be drawn about a month before the end of the academic year (June). Teachers should also write down three biggest changes in the organization of their classroom between the second and the third drawing.

Classroom plans should include …

- Door and windows
- Positions of student and teacher tables and chairs
- Position of blackboard(s)
- Position of other classroom furniture (shelves, mirrors, combs, water filters, boxes, tables, cabinets, brooms...)
- Other classroom equipment (posters, various topics, maps, tables, formula)
- Display areas for student work (walls, strings and pegs etc)
- Library corner
- Teaching and learning resources
- Other items

Classroom Management
The first drawing of layout (October ....)

<u>**Legends of the 1st wall**</u> 1. National Mottos 2. King's Photos 3. Tables	First Wall 1 2 3	<u>**Legends of the 3rd wall**</u> ....
Second Wall	Classroom	Third Wall
<u>**Legends of the 2nd wall**</u>	Fourth Wall	<u>**Legends of the 4th wall**</u> ....

5

Classroom Management
The first drawing of layout (February ....)

Legends of the 1st wall	First Wall	Legends of the 3rd wall
....		....
....		....
Second Wall		Third Wall
	Classroom	
Legends of the 2nd wall	Fourth Wall	Legends of the 4th wall
....		....
....		....

Main changes in the classroom between the first and the second layout in the academic year
1. ....
2. ....
3. ....
Other remarks: ....
....

Classroom Management
The first drawing of layout (June ....)

Legends of the 1st wall	First Wall	Legends of the 3rd wall ....
Second Wall		Third Wall
	Classroom	
Legends of the 2nd wall	Fourth Wall	Legends of the 4th wall ....

Main changes in the classroom between the second and the third layout in the academic year
1. .... **2.** .... **3.** .... **Other remarks:** ....

2. TOPIC 2: QUESTIONING
Information for the Teacher

Questioning is an important tool for Teachers. Questioning is a skill which Teachers can improve through practice. Teachers can use questions to

- find out what children already know about a topic (before starting to teach them)
- check children's understanding on what they have been learning
- develop children's listening and speaking skills
- get children to talk about their own experiences
- get children to express their ideas and opinions
- help make their own teaching more student-centered

☞Teachers should also encourage children to ask questions – both to other children and to the Teacher.

Many Teachers in Cambodia have already been aware that there are different kinds of questions at different levels. ***For example***, Teachers ask children questions to find out if they remember what they already learned at school. These are usually called **MEMORY** questions. But Teachers also ask questions which children cannot answer immediately from their memory. These are called **THINKING** questions.

There are a number of different kinds of thinking questions. Some thinking questions require children to look and listen and then show that they understand and are able to explain. These can be called **UNDERSTANDING** questions. To answer these questions children must first understand and then do some more thinking to construct an answer. The extra thinking might involve

- understanding a rule or law and applying it in another situation (APPLICATION)
- joining together two ideas to constructing a new idea (SYNTHESIS)
- examining a set of ideas or pieces of information and identifying similarities, differences and relationships (ANALYSIS)
- reviewing a set of ideas or pieces of information and giving a personal opinion about them in terms of qualities (number, size, effectiveness, cost ... etc) (EVALUATION)

These kinds of questions are called **CRITICAL THINKING** questions because someone has to think for themselves and create a new idea or piece of information to answer questions.

This chart summarizes three basic categories of questions and their characteristics

Level of Question	Level of thinking/activities needed to answer
Memory Question	**Recalling, remembering** what has been already learnt
Understanding Question	**Understanding, explaining** in different ways from ideas or information provided
Critical Thinking Question	**Understanding and inventing new ideas** Making comparison, identifying differences, interpreting,

	implementing, researching, identifying causes, analyzing, creating hypothesis, evaluating, and prioritizing

Teachers can use these three levels of questions with children of all ages. There is nothing wrong with using memory and understanding questions since they are important to find out whether children are following the lesson or not. However, as children get older, it is important for Teachers to provide more critical thinking questions and make those questions more challenging. Often this will mean directly asking the children to give their opinion and explain the reasons on which it is based.

TEACHER TASKS

Task 1
Write five critical thinking questions you have used in your class into the table (on next page). These questions can be from any subjects.

This is a task for the monthly meeting 4 (January).

Task 2
Write five critical thinking questions you have used in your class into the table (on next page). These questions can be from any subjects.

This is a task for the monthly meeting 5 (February).

Share the questions you have collected with other teachers at the Monthly Meeting 5 (February).

Task 1

No.	Critical Thinking Questions
1	
2	
3	
4	
5	

Task 2

No.	Critical Thinking Questions
1	
2	
3	
4	
5	

3. TOPIC 3: MAKING LEARNING GAMES
Information for the Teacher

Learning games are very useful for teacher and students. Children enjoy playing games and this can help make the classroom atmosphere lively and fun. Games can be played by the whole class in small groups, which is very effective because, as they play, children are also developing their skills in speaking, listening and co-operating with others (social skills and values). Many children also learn best when they have a chance to discuss new learning with other children (peer learning).

Teachers can give learning games to students who finish their work quickly and have spare time. While these children are playing, the teacher can work with children who need direct assistance. Teachers of multi-grade classes can use learning games to provide learning activities to groups of students from one grade (INDEPENDENT LEARNING) while he/she is teaching children from another grade.

There are many kinds of learning games. Children play games to learning to practice what they have already learned (REINFORCEMENT). Children also play games to develop and extend skills and understandings (EXTENSION/ENRICHMENT). Games can also encourage children to build on what they already know to solve problems, make decisions or produce their own ideas. These games stimulate CRITICAL THINKING.

In teacher training course, teachers will learn three types of games which can be played at any grade level and based on content from the MoEYS textbooks or other sources for all subjects. Most of these games use simple materials such as small slates, cards, pieces of paper or other objects . These three types of games are

Type of Game	Description
MATCHING	Finding pairs of things that are alike, finding the odd one out
SEQUENCING	Ordering things following a rule or in a way that makes sense
CLASSIFYING	Putting things in groups according to characteristics or a definition

Note: Besides the three types of game, teachers can create other games through their own creativity and possibility.

TEACHER TASKS

Teacher should be creative in organizing and developing learning games and in leading students in playing at least four games. Teacher should demonstrate their games in technical meetings held every Thursday for discussion with other teachers. Doing so will help teachers and schools in sharing good ideas from one to another. Learning games made should be recorded in the Teacher Logbook.

Task 1: Making a learning game for Mathematics

- Topic and page number of the basic book:
- Type of game   : Matching, Sequencing, Classifying
- Material   : Slates, Cards, Others (...)
- Playing Mode   : Individual, Small Group, Whole Class

Box for writing or drawing of game

Date game played		Children playing (number)	
Students' Response (Description of Playing Ability)			
Teacher's Observation (Teacher can write here if the game is used once again for other subjects or lessons)			

Task 2: Making a learning game for Language

-   Topic and page number of the basic book:
-   Type of game   : Matching, Sequencing, Classifying
-   Material   : Slates, Cards, Others (...)
-   Playing Mode   : Individual, Small Group, Whole Class

Box for writing or drawing of game

Date game played		Children playing (number)	
Students' Response (Description of Playing Ability)			
Teacher's Observation (Teacher can write here if the game is used once again for other subjects or lessons)			

Task 3: Making a learning game for Social Studies

- Topic and page number of the basic book:
- Type of game   : Matching, Sequencing, Classifying
- Material   : Slates, Cards, Others (...)
- Playing Mode   : Individual, Small Group, Whole Class

Box for writing or drawing of game

Date game played		Children playing (number)	
Students' Response (Description of Playing Ability)			
Teacher's Observation (Teacher can write here if the game is used once again for other subjects or lessons)			

Task 4: Making a learning game for Applied Science

- Topic and page number of the basic book:
- Type of game   : Matching, Sequencing, Classifying
- Material   : Slates, Cards, Others (...)
- Playing Mode   : Individual, Small Group, Whole Class

Box for writing or drawing of game

Date game played		Children playing (number)	
Students' Response (Description of Playing Ability)			
Teacher's Observation (Teacher can write here if the game is used once again for other subjects or lessons)			

4. **TOPIC 4: USING RESOURCES IN THE CLASSROOM**
   Information for the Teacher

The Teacher is the manager of the classroom. The Teacher's responsibility is to work with the children to create a "rich" environment for learning. This means that the room should be healthy (clean), attractive and stimulating place. The aim is for children to be happy to come to the classroom everyday and be able to find new things to look at and explore.

A rich environment does not mean that the Teacher has to spend a lot of money on decorations. The classroom should be "rich" in stimulating materials. Some of these can be bought from PAP money *(e.g. alphabet and number charts, maps, calendar etc.)*, some might be provided by the MoEYS or other government program *(e.g. Mines education, HIV/AIDS, Avian Influenza, Nutrition, EFA etc)* and others can be prepared by the Teacher and students. These can include

- examples or displays of student writing, drawings or handicraft
- locally made work implements and utensils (fish traps, baskets ...)
- materials from the environment such as displays of leaves, flowers, insects
- simple experiments for children to observe and document (seed germination or plants growing in water or pots, tadpoles, insect zoos, decaying fruit ...)

Teachers should look out for resources everywhere. Old magazines and newspapers are often interesting. Out of date or discarded posters for meetings and events or government awareness-raising campaigns can be sources of pictures and authentic texts for discussion and analysis. Teachers can work with students to add value to old posters and charts by labeling, captioning etc.

Teachers and children should not just arrange displays and forget them. The materials can be used as teaching and learning materials for lessons. They should also be replaced after they have been in place for a month or two to increase children's interest.

Use of posters for teaching
Posters with pictures or texts are useful teaching aids. It is easy for teacher to ask questions about them which give children opportunities to practice listening and speaking skills. The questions can be asked at different levels as in the examples given below …

Examples of questions	Examples of answers	Level of question
What can you see in the picture ?	I can see a ….	Memory
What is the poster about ?	It's about ….	Understanding
Why do you think …?	I think … because ….	Critical thinking
What do you like most about … ?	I like … because	Critical thinking

Teachers can also use posters for simple learning games such as
- Can you see anything in the poster beginning with the letter … ?
- Can you stick this written label on the right place on the poster ?

- What are the five biggest things you can see in the poster? Stick these numbers 1, 2, 3, 4 and 5 on the things you find.
- How many things can you find in the poster which are green/red/white … ?
- What are they talking about in this poster? (role play, using speech bubbles)

These games are useful for giving children something to do if they finish a lesson early or if some children finish their work before others.

Use of maps for teaching

Maps are a very useful teaching aid. Teachers can use maps as a resource for student learning in Language, Mathematics and Social Studies. As children grow older, their horizons also expand. In Grade 1 the children's focus is on self, family, and home. In Grade 2 and 3 they start to think and learn about their village, commune and district. In higher Grades they learn about their province, their country, their region and the world itself.

Grade	Children's focus	Map
Grade 1	My home, my school	Classroom, village
Grade 2	My village, my commune	Local area
Grade 3	My commune, district, province	District, province/municipality
Grade 4	My province, my country	Province, Cambodia
Grade 5	My country, my region, the world	Cambodia, S.E Asia, the world
Grade 6	The world	Cambodia, S.E Asia, the world

Teachers can create many questions for children to answer using a map. For example, Teachers can ask questions about names, locations (north, south, east, west), size, distance, physical features (rivers, mountains, lakes, seas) or borders and neighboring countries.

Using posters and maps as teaching aids and asking questions about them is a good way for children to practice listening skills. Teachers can help children improve their speaking skills by asking them to explain to other children or to the whole class why they give their answer.

TEACHER TASKS

Classroom resources Task 1: Using posters in teaching

Teacher plans and teaches learning activities for children based on two posters or charts they have in their classroom. Teacher writes down the kind of poster they use and the learning activity they conduct with the children on the Task Sheet in the following table.

Classroom resources Task 2: Using maps in teaching

Teacher uses a map appropriate to the grade level of their class (borrow from the library or another teacher if there is no map in their classroom). Teachers devise three different learning activities using the map as a resource for teaching and learning. The activities can be included in normal lessons within the timetable or taught as brief activities when children have finished their main work. Teachers write down a description of the learning activities they plan and teach on the Task Sheet in the following table

Task 1: Using posters/charts

Kind of poster	Description of learning activities
1.	
2.	

Task 2: Using maps

Kind of MAP
Description of learning activity 1
Description of learning activity 2
Description of learning activity 3
Description of learning activity 4
Description of learning activity 5

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5. **TOPIC 5: DEVELOPMENT OF READING SKILL**
   Information for the Teacher

Note: the word "text" is used in this Topic because a general word is needed to describe all the different types of written language. Many of the texts children read will be what are usually called "stories" but it is important that children also deal with a variety of other text including explanation, direction, instruction and advertisement.

Many primary school teachers are concerned that Cambodian children develop reading and writing skills very slowly. Teachers in higher grades complain that children come into their class with very poor literacy skills. Some of the reasons for this is that many Cambodian children grow up in houses where there are not many books, magazines or newspapers. Children do not often see older siblings or adults reading. This means that many children come to school without basic understanding about print or knowledge of the variety and purposes of different types of text.

Conventions of print
Before children can read by themselves, Teachers can help them learn some of the basic rules about reading by demonstrating and talking about them. Educators call these rules the conventions of print. Some of the conventions of print are so simple that teachers can forget that children may not know about them. Examples of the conventions of print for Khmer are …
- you must read a text from front to back of a book
- you must start reading from the top of the page
- you must read a text from left to right along a straight line
- you must read without space between many of the words
- you must read with space between some phrases and clauses and between sentences
- sentences end with a "khan" and questions with a "?" (question mark)

The conventions of print are NOT the same for all languages.

A teacher reading a text aloud to the class is a good way for children to practice their listening skills. Moreover, reading aloud can also help children understand the conventions of print which are the foundations of reading. Teachers can use some simple techniques when they read texts aloud to children. These techniques are suitable for children in Grades 1 and 2 and for some children in Grade 3 who are not so confident in reading.

Some simple techniques teacher can use to help children to develop their reading skill:

- before the Teacher reads, s/he shows pictures and asks the children if they can guess what the text is about
- Teacher reads the text for the first time with children listening only
- Teacher then reads the text holding up the book so all the children can see
- when Teacher reads, s/he follows the text with their finger from left to right

- when Teacher reads s/he shows how when one line ends the eyes/finger return to the line below and begins at the left
- Teacher tells children to follow the text in their own books, using their fingers to follow, while the Teacher reads
- Teacher stands in different parts of the room as s/he reads to observe whether all the children are following
- Teacher stops reading every now and then and asks the children if they can predict the next word or words from their understanding of the meaning of the story
- As children become more confident, Teacher can let them take over reading some or all of the text. Teacher can join in again if the children get stuck.

Helping children understand what makes a "complete" narrative
Most Teachers concentrate heavily in their teaching of reading on letters and words rather than on the whole text. The result is that children do not have much opportunity to think about meaning and what makes a "complete" text. It is difficult for children to become skilful in reading and writing if they do not have a chance to think about the whole text. Even small children can learn to analyze a text in a simple way if the teacher ask appropriate questions. Children will also benefit a lot in later years from these understandings when they start to write their own texts.

When the Teacher and children have finished reading, the Teacher should ask the children questions about the whole text. Here are some examples of questions which can help children develop their sense of what is a complete text …

- Who are the main characters in the text ?
- What happens in the text (the main events) ?
- Where do event in the text take place ?
- When do event in the text take place ?
- How do they start?
- What happens next...? (get children to re-tell the story in their own words)
- What happens at the end?

Teacher's questions	Characteristics of complete text
Who are the main characters in the text ?	Character
What happens in the text (the main events) ?	Event
Where do event in the text take place ?	Place
When do event in the text take place ?	Time
How do they start ?	Introduction
What happens next ... ? (get the children to re-tell the story in their own words)	Body of text, the "story"
What happens at the end ?	Conclusion
What is your favorite part of the text ? Why ?	Stimulating critical thinking
Who is your favorite character in the text ? Why ?	Stimulating critical thinking

Real-time Text
Most children only read texts that are in Textbooks or in "storybooks" from library. Teachers can help broaden children's experiences as readers by introducing them to other kinds of texts. Many of these texts describe day to day lives such as texts used in advertising and on products ("My country, my beer") (chemical ingredients of a can of soft drink), which are rarely used in learning. In addition, to enable students to read and understand the texts, Teacher can ask questions which encourage children to think about why these texts are written (purpose) and who they are written for (audience).

Text Type	Purpose	Audience
Advertisement	To sell a product	Anyone who like to buy the product
Instructions for use	To prevent damage, to effectively use	Buyers
Recipe	To give cooking instructions	Anyone who wants to cook that food
Information on voting	To persuade people to vote To provide information on how to vote	Anyone who are eligible for voting
Health Information	To inform about good health practice	Anyone who are interested in health care

TEACHER TASKS

Reading Task 1: Analyzing a text with children
The Teacher selects a text (from the Language Textbook or an appropriate story book from library). The Teacher first reads the whole text to children. Then the Teacher goes back and reads it again slowly, talking about pictures, content and particular words which may be new.

Then the Teacher asks the children a series of questions about the text. If the children know the answers straight away, the Teacher moves to the next question. If the children are not sure then the Teacher goes back to the book and, with the children, tries to find the part of the text which will answer the question.

After the activity the Teacher records children's responses on the Task Sheet (below).

Reading Task 2: Teacher research into children's reading
For Reading Task 2 the Teacher conducts brief interviews with six children (3 girls, 3 boys) in their class and asks them about what kind of stories they most like to read. The Teacher should try to get three different responses from each of the children but accept one answer if that is all a child wants to give.

These interviews should not be done during lesson time. Teachers should try to talk children when they are relaxed so it is not like a school task. Teachers could talk to children when they are at play, on their way home or some other informal setting.

Record the children's answers on the Task Sheet. After doing five interviews Teachers should write down the different subjects/topics and note how many times each one is mentioned.

Reading Task 1 : Analyzing a narrative text

Source of text (Textbook, book, magazine ...)	
Title of text	
Date of teaching	

Teachers' questions	Children's answers
Who are the main characters in the text?	
Where do events in the text take place?	
When do events in the text take place?	
How do they start?	
What happens next ... (get the children to re-tell the story in their own words)?	
What happens at the end?	

What is your favourite part of the text? Why?	

Who is your favorite character in the text? Why?	

Task 2 : Teacher research into children's interests

Child's name	Age	Sex	Kind of stories s/he likes
			1. 2. 3.
			1. 2. 3.
			1. 2. 3.
			1. 2. 3.
			1. 2. 3.
			1. 2. 3.

Grade....	
Kinds of stories mentioned	**No. of Student who mention about it**

6. TOPIC 6: DEVELOPMENT OF WRITING SKILL
Information for the Teacher

Some people think that "writing skill" is the same as "hand writing skill". They think that if people know letters and can draw them with a pencil or a pen then they can write.

It is true that learning to write letters and words is an important part of children's work in Grade 1, 2 and 3. By Grade 4, however, children should be developing other skills as well as the ability to write neatly and spell correctly.

Therefore, if good writing is more than having neat hand writing and good spelling, what is it? Most educators agree that *a good writer is someone who can write by using short words, phrases and sentences to communicate meaning clearly.*

There have been many studies on writing in different languages around the world. These studies agree that
- the best way to become a writer is to write your own texts
- copying the writing of others is not the best way to improve writing skill except when the child is very young and has not yet learned hand writing
- writing is a process - writers need to write a piece several times (write several drafts) before completing it
- it often helps to discuss a piece of writing with others before completing it
- texts can be classified into different types and each one has its own characteristics
- children who understand the basic structure and characteristics of different types of writing are better writers

Original writing
It is important for the Teacher to provide opportunities for even the youngest children to produce their own writing. This means that the writing contains the children's own ideas. It is not copied from the blackboard or a book. Children who do original writing will grow in confidence as they practice. One sentence will become two and then three … and then a paragraph … each one a complete text. It is also important that the Teacher let children see examples of their own writing - displayed or hung on the classroom walls or written out on the blackboard.

Negotiating text
How do children who are not yet able to write produce their own texts? They can do this through a process called "negotiating text". This means that the Teacher and the children discuss what the children want to say and when the children agree, the Teacher writes it for them. Then Teacher and children read the text together. Although they have not written it themselves the children have a sense of ownership of the text because it contains their ideas. The same process can be used when a child does a drawing. The Teacher asks the child what s/he wants to write under the drawing and then writes down what s/he says. A person who writes the ideas of someone else is called a SCRIBE.

Teachers can also use the negotiating text approach successfully with children a higher grades of primary school level. The children discuss in a group what they want to say (negotiation) and then one of the group writes down the group's ideas.

The writing process (Drafting and Providing Comments)
Few writers can produce a perfect text at their first attempt. Most writing has to go through a process of one, two or more DRAFTS before the writer is satisfied with it. This is now very easy on a computer as corrections can be made at any time. With handwriting it is more difficult and often messy. Crossings out, additions and other amendments have to be made on the paper or the slate or blackboard. Writers should never be criticized for untidy drafts - lots of alterations shows that the writer is serious about producing a high quality FINAL DRAFT.

Many writers benefit from having someone else read and make comments on a draft of their writing. In such discussion, the person reading the draft should concentrate mainly on the meaning - is it clear ? is it confusing ? are there any parts which can be better? Spelling mistakes are not so important (unless it is a FINAL DRAFT). In a final draft, the meaning should be very clear and all mistakes, including spelling and punctuation, corrected.

Drafts can be written on old paper or they can be written on slates or small blackboards. Writing it on a small blackboard makes corrections easier. It is also good if a small group is working together on a text as they can all gather round and see the text together.

TEACHER TASKS

Writing Task 1 : Negotiated text (Children's writing)
Carry out negotiation with all/a group of children in your class related to any subject or lesson of their interest. Choose a topic/lesson in which the childrenare interested in. The Teachers can introduce the topic by saying …

Now I would like you to summarize what we have been studying in . . . . and we will produce a piece of writing together. I will act as scribe for you if you can tell me about this topic. How do we start? What comes next? Does anyone want to add anything else …?

As children agree on what they want to say, the Teacher writes it on the blackboard. Children may change their mind and decide to amend the text if they like. When the full text is on the board, ask the children to read through it and ask if there is anything else they want to improve (add, change, correct…). Make any changes requested. Ask the children to suggest a title and write the title above the text. Then children copy the negotiated text into their notebook. Teacher makes his/her own record of the text in the his/her logbook.

Note : the length of the text will depend on the grade and ability of the children and the topic. Grade 1 children might write 3 or 4 sentences. Grade 2 and 3 might write 5 - 10 sentences. Older children should aim at producing about half a page of writing.

Task 2 : Case study on students' story (Task 6)
In writing this task, teacher should produce a draft which can be discussed with another teacher or a trainer at a Monthly Meeting. Teachers should then write another draft putting in the changes made as a result of the discussion and present it as their final draft.

Writing Task 1: Text negotiated with children in my class

Negotiating text

Negotiated with	**:** whole class small group other
Date the writing done	**:**
Subject, Lesson in core textbooks	**:**

7. TOPIC 7: ASSESSMENT AND STUDENTS' PORTFOLIOS

7.1: TYPES OF ASSESSMENT
Information for the Teacher

How do Teachers find out if they have been working effectively with children or not? One of the main ways is by doing assessment – assessment of what the children have learned and assessment of their own performance as a Teacher. Assessment is one of the topics in the ETL course on effective teaching and learning and will run right through the year. Teachers will learn about some of the main kinds of assessment, carry out some assessment of children and also reflect on their own teaching.

In what ways can teachers assess the learning of children? There are many different ways Teachers around the world use to conduct assessments including
- asking questions
- observing children's behavior
- looking at students' work
- asking children to explain things
- conducting quick oral tests and quizzes
- setting and marking written tests
- ....

Good Teachers do some of these kinds of assessment as part of their daily routine such as asking questions, observing students' behavior and looking at students' work. These kinds of assessment are called **INFORMAL** assessment because they are not planned and happen all the time. Preparing, conducting and marking tests are usually called **FORMAL** assessment because they are carefully planned and carried out as a special activity at a special time of the year.

Some of these kinds of assessment are carried out during a course of study – these are called **FORMATIVE**. Other types of assessments are carried out at the end of a course of study – they are **SUMMATIVE**. A summative assessment tries to measure a child's learning achievement or outcome. Formative assessments are important for Teacher and children because they can show whether children are having problems in learning or not. Teachers and children can then try to fix the problem. If only summative assessments are done then it can be too late to help the learner.

All kinds of assessment are useful for the Teacher in building his/her understanding of the progress in learning of each student in the class. All children need attention but many children are confident and independent. They learn quickly and enjoy working by themselves or with other children. Some children do not learn so easily and need much more direct support and encouragement from Teacher. Teacher can use assessment to identify children who need more help and what kind of help is most useful.

A good way for Teachers to carry out a detailed assessment of children who are learning slowly is by collecting their work during the school year. Teacher compare the work of the children from time to time and try to decide

- does the work of the children show any improvement ?
- are they improving in some subjects but not in other subjects ?
- if there is no improvement, what problems are occurring over and over again ?
- what kinds of learning activities will help these children start to improve ?

For example, if a child does not really understand the counting number system and the relationships between ones, tens and hundreds then they will have many problems in mathematics after Grade 2. Children need to work with concrete materials again until they have a solid understanding.

During the ETL course Teacher will practice different forms of assessment. Teacher will use **INFORMAL** assessment to identify the characteristics of children as learners in their class. Teachers will choose five children to study during the year and carry out **FORMATIVE** assessment by collecting examples of their written work and compiling **STUDENT PORTFOLIOS** for each child.

A **STUDENT PORTFOLIO** is a folder with examples of children's work collected during the year which Teacher can use to assess their learning. Student portfolios are also very useful for Teacher to share with students' Parents to show them real examples of the progress in learning of their children over the school year.

TEACHER TASKS

Use informal assessment (observation of behavior, listening to children's talk, looking at their written work) to get to know the children in your class. Choose **five students, one of whom is a fast learner, two are average learners and the other two are slow learners.** Choose children as follows

Fast learner	Average learners	Slow learners
1 Girl	1 Girl 1 Boy	1 Girl 1 Boy

Task 1: Students' Portfolios for Assessment

Select five children for carrying out portfolio assessment (three girls and two boys).

Prepare Portfolios for five children (a Portfolio is a folder which will contain a paper with details about each child, examples of the children's work and some notes of the Teacher). The Teacher should write the information for each child on a Student Information Sheet and put in the Portfolio (see over page).

Task 2: Portfolio Collection 1:

Model task on: Student Information Sheet, number sample, writing sample, drawing sample. Collect in October. Discuss at MM 2 (November).

Task 3: Portfolio Collection 2:

Model task on: Number, writing, drawing. Collect in December. Discuss at MM 4 (February).

Task 4: Portfolio Collection 3:

Model task on: Number, writing, drawing. Collect in April before New Year. Discuss at MM 7 (April).

Task 5: Portfolio Collection 4:

Model task on: Number, writing, drawing. Collect in June. Discuss at MM 10 (June).

Task 6: Case Study of a child (see below).

Write a case study of one or two children who are slow learners. Bring the Case Study to MM 10.

Task 7:

Write about improvement of students in the academic year and send the writing to students' parents.

Assessment Task 1
Student Information Sheet for Portfolio Assessment

Question	Details about child
Personal particulars 1. Name of child 2. Age 3. Sex	1. 2. 3.
Education history 4. Grade in the academic year (current year) 5. Grade in 2005-2006 (last year) 6. Year began Grade 1 7. Any repetition or drop out	4. 5. 6. 7. NO YES
Attendance and participation 8. Absent from school during the academic year (current year) 9. Absent from school during the academic year (last year) 10. Reasons for absence	8. Never Occasionally Frequently 9. Never Occasionally Frequently 10. Sick Working Helping parents Other : ……………………………………
Family situation 11. Head of family (man/woman) 12. Number of siblings 13. Number of people in the house 14. Kind of house	11. 12. 13. 14. Thatch Wood Brick Other ……………………………………
Socio-economic status 15. Usually has book and pen 16. Has proper school bag 17. Usually wear shoes 18. Ride a bicycle to school 19. Distance school-home	20. YES NO 21. YES NO 22. YES NO 23. YES NO 24. Close (< 1km) Middle (1-3 km) Far (> 3 km)
Health 20. Appears average height and weight 21. Appears attentive and energetic in class 22. Eyesight, hearing seem average	15. YES NO 16. YES NO 17. YES NO

Behavioral/attitudinal	
23. Has many friends at school	18. YES NO
24. Appears happy at school	19. YES NO

Assessment Tasks 2, 3, 4 and 5
Checklist for collecting children's work for Portfolio

Collection No.	Subject	Sample Collected	Comments
1 (Second task for monthly meeting 2)	**Writing**	**YES NO**	
	Number	**YES NO**	
	Drawing	**YES NO**	
2 (Third task for monthly meeting 4)	**Writing**	**YES NO**	
	Number	**YES NO**	
	Drawing	**YES NO**	
3 (Fourth task for monthly meeting 7)	**Writing**	**YES NO**	
	Number	**YES NO**	
	Drawing	**YES NO**	
4 (Fifth task for monthly meeting 9)	**Writing**	**YES NO**	
	Number	**YES NO**	
	Drawing	**YES NO**	

Assessment Task 6

Case Study of . . . .

Child case study	
Name of child, age, sex	Use information from Information Sheet (Q's 1-3)
Educational history	Use information from Information Sheet (Q's 4-10)
Family situation	Use information from Information Sheet (Q's 11-19)
The child at school	Use information from Information Sheet (Q's 20-24)
The child's learning	**Evidence from Assessment Portfolio (formal)**
Writing (Improvements/problems)	
Number (Improvements/problems)	
Drawing (Improvements/problems)	

Assessment Task 6
Child Case Study (continued)

Attitudes	Evidence from Teacher's informal observations
Learning achievement and participation in all subjects (e.g. does well in all subjects, some subjects better than others)	
Team work skills (e.g. in group work with other children)	
Self-expression (e.g. can talk about own ideas and opinions; achievement in writing; artistic expression)	
Responsibility (e.g. helps with class tasks; looks after textbooks …)	
Confidence/ Independence (e.g. Will ask questions to teacher; able to work by him/herself; active in class)	
Caring for others (e.g. helps other children; helps younger children)	
General comment (e.g. general level of achievement, special skills or abilities, suitability for promotion, happiness at school …)	

7.2: RESULTS OF ASSESSMENT
Information for the Teacher

At the end of each year Teacher makes recommendations about whether children are promoted to the next grade or have to repeat. This is an important decision. Children who are capable for promotion should be promoted because repetition is a major cause of drop out later on in school. If children do not understand and cannot do the work in their current grade, there is no point in promoting them as they will not be able to succeed in learning at a higher grade.

Teacher who has carried out informal assessment and formative assessment during the year already have a good knowledge of the children's achievement. Teacher may have already done remedial teaching with these children to help them develop their skills. Teacher should know children's learning outcomes during the year when assessing the children's learning at the end of the year. Teacher should not only rely on the end of year test results to make decisions about promotion due to sometimes children do not get a good test score because they are not well on the day of the test or they are nervous or make some careless mistakes.

Teacher who collect examples of student work over the year have some real evidence at the end of the year to help them make their decisions. This is why Portfolios are very useful. Teacher who has maintained portfolios of the five students can look at the samples of student work as evidence of student achievement over time. Sometimes the samples of student work are a better indication of achievement than the score in the final year test.

TEACHER TASK

Assessment Task 7
Review the samples of student work in the five Portfolios.
What progress have students made during the year?
Write a short comment on the progress of each of the 5 children over the year based on the evidence of the samples of work.
Put the comment on each child in the appropriate Portfolio.

When the Teacher and School have decided about promotion/repetition, the Teacher can give the Portfolios to the parents/family of each of each child. Teacher can talk to the children's parents about their child's progress in learning during the year when giving the Portfolio to them.

Assessment Task 7: Student progress during the year

Name	
Progress in Language	
Progress in Mathematics	
General progress	

-----------cut---

Name	
Progress in Language	
Progress in Mathematics	
General progress	

---------cut ---

Name	
Progress in Language	
Progress in Mathematics	
General progress	

Task: Student progress during the year (continued)

Name	
Progress in Language	
Progress in Mathematics	
General progress	

-----------cut---

Name	
Progress in Language	
Progress in Mathematics	
General progress	

---------cut ---

Name	
Progress in Language	
Progress in Mathematics	
General progress	

Task: Student progress during the year (continued)

Name	
Progress in Language	
Progress in Mathematics	
General progress	

-----------cut--

Name	
Progress in Language	
Progress in Mathematics	
General progress	

---------cut --

Name	
Progress in Language	
Progress in Mathematics	
General progress	

8. **TOPIC 8: TEACHER'S REFLECTION (SELF-ASSESSMENT)**
   Information for Teacher

Reflection is a practice which most good Teachers do as a habit. It means that as teachers, they regularly think about the progress students in their class are making. Teachers ask themselves questions such as:

- Is everyone learning well?
- Which students are struggling? What are the causes of their difficulties?
- Is everyone in the class interested in the lessons?
- Are all the children attending school regularly and enjoying what they learn?

There usually are some children who are in need of extra attention.

Teacher Reflection is self-assessment. The main purpose of Teacher reflection is to think about the question in the following box,

> *In what ways can I change my teaching practice to improve the learning of the students in my class?*

Teacher Reflection means changing teacher's own habits to achieve better outcome.

When the Teacher decides what s/he will do differently, s/he then makes a plan to do it. The Teacher could plan to organize more small group learning activities at least once a day, or organize learning activities outside the classroom at least once or twice a week or collect and display children's drawings. When the Teacher has tried the new idea, s/he should reflect again: Does it work? Do children enjoy it? Does it help the children develop new understandings and skills? If the children benefited from the new idea then the Teacher can make it a part of his/her regular teaching practice. Sometimes when a Teacher tries out new ideas, s/he will think of other new ideas. S/he Teacher can then try them out in the same way. The steps are:

- reflecting on the problems children have in the class
- thinking of ways to change teaching practice which will help address the problems
- planning to use the new ways
- using them in teaching
- thinking about whether they were successful or not

Sometimes this process is drawn as a diagram and called the Reflective Teaching Cycle as follows:

PLAN
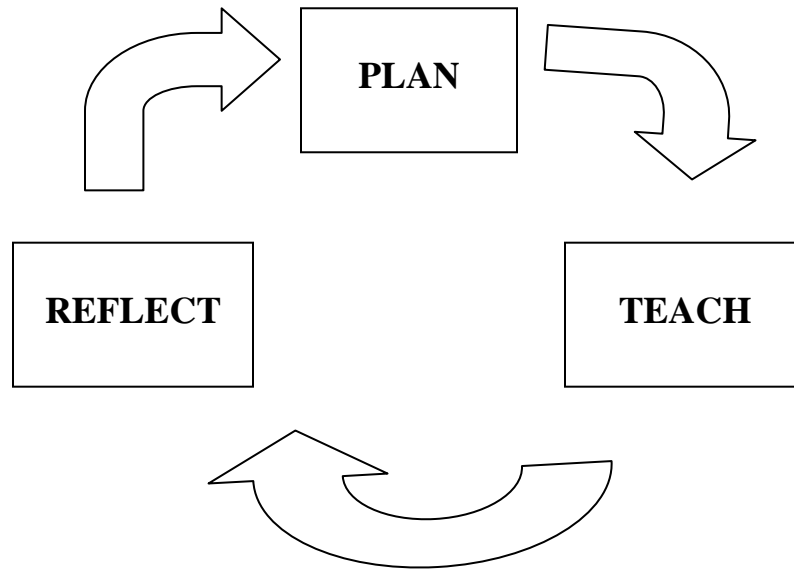
REFLECT

TEACH

It is also sometimes drawn as a spiral to show that the process does not just last for one cycle … It can be a continuous process that can become part of the Teacher's routine.

TEACHER TASKS

Reflection Task 1
Each month, prior to Thursday meeting, Teacher should find time to reflect on their experiences in the classroom over the previous month. They should note down the three best, new things they have done and then the three biggest problems they faced during the month. Teacher will share his/her experiences and ideas at the Monthly Meetings.

Reflection Task 2
In the final Monthly Meeting, Teacher will look over their notes and decide on what their three biggest challenges are and the three best changes they have made in their practice over the year. The Facilitator will assist Teachers in tallying all the information to produce a list which summarizes all their experiences over the year.

Teacher Reflection Tasks 1 and 2

Month	Three best, new practices I have done	Three problems I have encountered
October	1. 2. 3.	1. 2. 3.
November	1. 2. 3.	1. 2. 3.
December	1. 2. 3.	1. 2. 3.
January	1. 2. 3.	1. 2. 3.
February	1. 2. 3.	1. 2. 3.
March	1. 2. 3.	1. 2. 3.
April	1. 2. 3.	1. 2. 3.
May	1. 2. 3.	1. 2. 3.
June	1. 2. 3.	1. 2. 3.

July	1. 2. 3.	1. 2. 3.
Academic Year	Three best, new practices during the year	Three biggest problems during the year
200..- 200..-	1. 2. 3.	1. 2. 3.

Teacher Statement

The work contained in this **Teacher Logbook** is my own. It is based on classroom observations, teaching plans, teaching experiences and teaching evaluations, which I have done over the past academic year.

I am voluntarily submitting this **Teacher Logbook** for checking by a Supervisor. I understand that it will not be corrected. The purpose of the checking is to see if I have completed all the tasks or not. My Supervisor will return my Teacher Logbook to me after checking and I will keep it as a record of my professional development work during this year.

Signed : _____   Teacher   _____   Date submitted

                                                                                    _____   Date returned

Supervisor's Statement

This **Teacher Logbook** was submitted voluntarily. I have checked it and found that :

      All tasks have been completed   [   ]

      All tasks have NOT been completed   [   ]

The **Teacher Logbook** was returned to the Teacher.   [   ]

Signed : _____   Supervisor

Position : _____   _____   Date returned

ANNEX

EFFECTIVE TEACHING AND LEARNING TRAINING COURSE SCHEDULE IN THE ACADEMIC YEAR

Month	Sept 9	Oct 10	Nov 11	Dec 12	Jan 1	Feb 2	March 3	April 4	May 5	June 6	July 7	Aug 8
Consecutive Training	6 days for Training Teacher Trainers and 6 days for Training Teacher							One-day Evaluation Workshop for Teachers			One-day Evaluation Workshop for Teachers	
Monthly Meeting		Meeting 1 One Day	Meeting 2 One Day	Meeting 3 One Day	Meeting 4 One Day	Meeting 5 One Day	Meeting 6 One Day	Meeting 7 One Day	Meeting 7 One Day	Meeting 9 One Day	Meeting 10 One Day	
Classroom based implemen-tation		Classroom based implementation during the whole academic year of simple observation and writing in every monthly meeting shall be reviewed in the next monthly meeting. Teachers meet informally in the interval between monthly meetings as part of school networking they initiate in their locality.										

LIST OF TOPIC-BASED TASKS TO BE COMPLETED DURING THE ACADEMIC YEAR

No.	Topics	Tasks	Titles	Time	Discussion	Others
1	Classroom Management	1	Classroom layout 1	Early October	October Meeting	
		2	Classroom layout 2 and changes	Early March	March Meeting	
		3	Classroom layout 3 and changes	Early June	June Meeting	
2	Questioning	1	Critical thinking 1	Early January	January Meeting	
		2	Critical thinking 2	Early February	February Meeting	
3	Making learning games	1	Learning game 1: Mathematics	Early November	November Meeting	
		2	Learning game 2: Language	Early December	December Meeting	
		3	Learning game 3: Social Studies	Early February	February Meeting	
		4	Learning game 4: Applied Science	Early April	April Meeting	
4	Evaluation and Student Portfolios	1	Selecting students to prepare portfolios	Early October	October Meeting	
		2	Collecting students' portfolios	Early November	November Meeting	
		3	Collecting students' portfolios	Early February	February Meeting	
		4	Collecting students' portfolios	Early April	April Meeting	
		5	Collecting students' portfolios	Early June	June Meeting	
		6	- Case study on student's story - Meeting - Case study on student's story - Draft	One-day Workshop in April	One-day Workshop in July	
		7	Reviewing students' portfolios	One-day Workshop in July	One-day Workshop in July	
5	Using classroom resources	1	Using posters	Early November	November Meeting	
		2	Using maps	Early January	January Meeting	
6	Development of Reading Skill	1	Reading 1	Early December	December Meeting	
		2	Reading 2	Early January	January Meeting	
7	Development of Writing Skill	1	Writing 1: Draft and Conferencing	Early March	March Meeting	
		2	Writing 2: Negotiating Text	Early April	April Meeting	
8	Teacher's Reflection (Self-Assessment)	1	Annual Teacher's Reflection	One-day Workshop	One-day Workshop in July	
		2	Reflection on task so far	One-day	One-day	

			and develop plan for next period	Workshop	Workshop in July	

Note: In "Others" column, teacher should use ✓ to mark tasks that have already been completed.

GLOSSARY OF KEY TERMS USED IN ETL DOCUMENTS

Term	Description
Activity-based learning	When a child has to complete a task and produce a result to demonstrate learning (listening to the teacher and copying from the blackboard are NOT activity-based)
Assessment	Judgment made about the progress or achievements of a child which are based on evidence
Student centered learning	A style of teaching and learning which emphasizes the participation of children, especially their interests, questions, ideas and opinions
Conferencing	Process in which the writer shares a draft with a reader who gives feedback on the quality of the text
Conventions of print	Basic rules which someone needs to know to be able to read (e.g. Khmer texts are read from top to bottom, left to right, from the front to the back of the book …)
Critical thinking question	Question which requires children to think about one or more pieces of information or ideas and produce a new piece of information or idea as a result
Draft	A text or piece of writing which the writer is trying to improve
Enrichment/extension	Learning activities on particular topic for students which extends what they have already learned
Evaluation	The final assessment made of the results or achievements of a learner or group of learners or a learning program
Final draft	A text which the writer believes is complete but on which s/he is still seeking advice
Formal assessment	Assessment which is carefully organized beforehand with results being documented and often used for official or public purposes
Formative assessment	Assessment carried out during a course of study to determine the progress of a student against learning aims and objectives or compared to other students in the class
Independent learning	Individual learning or, sometimes, learning taking place by a group of children without the presence of a teacher
Informal assessment	Assessment in the course of routine activities based on observations of performance in learning activities and general behavior
Memory question	A question which requires children to remember something they have experienced or learned previously and repeat it
Peer (group) learning	Learning taking place between children/adults of equal or similar experience and status
Negotiating text	Process in which decisions about what to write are taken after discussion between Teacher-students or within a group of students (often used to help children who have not yet begun to write participate in the writing process)

Question(ing)	See Memory, Understanding and Critical Thinking questions
Reflection	See **Teacher reflection**, below
Re-enforcement	Additional activities given to students so they can practice something they have already learned
Student learning outcomes	The knowledge and skills students can demonstrate at the end of a course of study
Student portfolio	A collection of pieces of work done by a student over a period of time, often used to help make an assessment of learning achievement/outcomes and as a sample of student work which can be sent to his/her family
Summative assessment	Assessment carried out at the end of a course of study to determine a student's level of achievement against learning aims and objectives or compared to other students in the class
Teacher reflection	Process of self-assessment by teacher thinking about ways in which they can change their own teaching practice to improve student learning outcomes
Understanding question	Question which requires student to think about the meaning of a piece of information or an idea and explain it
Writing process	A process which writers follow to produce good quality pieces of writing. The process usually starts with notes, then a sketch plan, and then a number of drafts until a Final Draft is completed. The writer usually shares drafts with others to make sure the meaning is clear and corrections are made before a final draft is produced.

MONTHLY MEETING

Materials: Teacher Logbook, Table 1: Sample Agenda for Monthly Meeting

The facilitator says that: Monthly meeting is very useful because it provides opportunity
- For teachers from different schools to share experiences
- For teachers to learn from each other (teacher networking)
- For experienced teachers to help new teachers
- For sharing and expanding good ideas on teaching and learning from one school to another

The main objective of monthly meeting is to provide a forum. Local facilitators (school cluster director and deputy director, school principal and deputy principal and head of technical group) play vital roles in motivating teachers to speak about their implementation and problems they have faced.

Facilitator says that: Teacher tasks will help create a structure for monthly meeting. Teachers can start their monthly meeting and then are divided into groups of grade to develop more detailed activities. Two main activities of each grade group include:

1. Talk about tasks that teachers have completed in the previous months as well as both their good and bad experiences. Some teachers who have good achievements can use their logbook to communicate with other teachers about what they have done. Other teachers can ask them to demonstrate some of learning activities. Local facilitators can help summarizing different good ideas that teachers have been using.
2. Talk about tasks that teachers will be doing between this monthly meeting and next monthly meeting. It means all teachers read instruction for one time together, discuss it and agree on what should be done.

Facilitator distributes sample agenda and says that agenda for monthly meeting is like the following:

SAMPLE AGENDA FOR MONTHLY MEETING

	Activities	Main Contents	Facilitator/ Chairman	Duration
1	Teacher Meeting (Grade 1-6)	**Information from MOEYs** Guidance from the national level Guidance from provincial level Guidance from district level/cluster Other local information	Director of school cluster	60 mns
		Effective Teaching and Learning Program General Discussion, general information on progress made, constructive feedback	Director of School Cluster and Local Facilitator	
2	Grade Group	***Sharing of task completion outcomes*** Small group discussion Selection of good ideas	Deputy Director/Head of Technical Group	60 mns
3	Grade Group	**Presentation** Explanation/Presentation on good teaching ideas	Teachers	45 mns
4	Grade Group	**Preparation for future tasks:** - Task reading - Task discussion - Questions and Answers	Deputy Director/Head of Technical Group	45 mns
5	Whole Group Meeting	**Reviewing activities in the meeting** - Problems - Equipment/Supply Problems - Planning Problems	Director of school cluster and local facilitators	30 mns
				4 hours

This is only a sample agenda which is subject to change. Two activities which are highlighted in color are the most important ones for maintaining effective teaching and learning and should not be replaced.