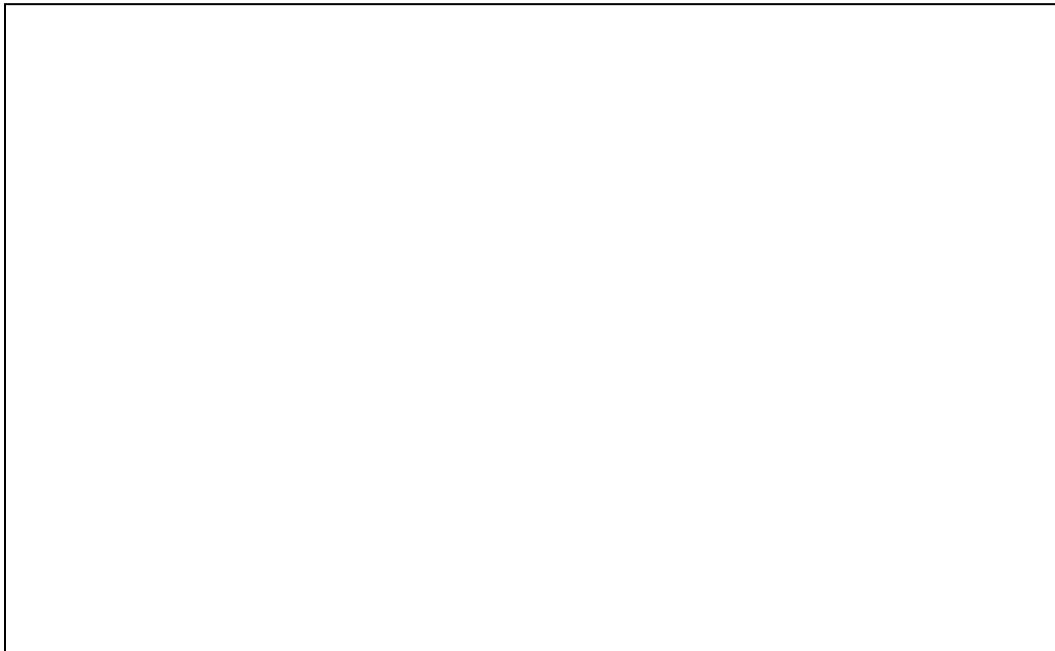


Child Friendly Schools Program

Dimension 2 : Effective Teaching and Learning

Student Centered Approach



**Supplementary Document
Facilitator Manual**

**Kingdom of Cambodia
Nation Religion King**

Ministry of Education, Youth and Sports

No.: 1882

Phnom Penh, May 11, 2007

**Senior Minister of Education, Youth and Sports
to
Directors of Provincial/Municipal Department of Education, Youth and Sports**

Subject: Use of Effective Teaching and Learning Material

Reference: Guideline No. 4147 dated November 21, 2005 on the use of Child Friendly School Program material at primary school

As mentioned in the above subject and reference, I would like to inform you that Ministry of Education, Youth and Sports in cooperation with UNICEF and Save the Children Norway has prepared the Effective Teaching and Learning material covering eight topics with a purpose to improve the quality of teaching and learning through the application of student centered approach at all primary school nationwide.

This is the second dimension of the Child Friendly School Program. The eight topics complement the pedagogical quality of the four technical documents including questioning, leading a class, natural environment of the teaching and the use of children's language, which the Ministry allowed their use through a guideline dated April 23, 2001.

- Effective Teaching and Learning material takes two forms:
 - Form 1: "Facilitator Manual" covers training activities of the topics.
 - Form 2: "Teacher Logbook" covers topics and how to fill in form in the book.
- The material was put into trial in Prey Veng, Pursat, Udon Meanchey and Svay Rieng.
- The trial yielded positive outcome.

Hence, as briefly mentioned above, please, Directors of Provincial/Municipal Department of Education, Youth and Sports, Directors of District Office of Education, Youth and Sports, Heads of School Clusters and School Principals work to your best to understand the material and to communicate and provide trainings to teachers to ensure effective and sustainable application.

The Ministry hopes that you all will make the best use of the material to improve the education's quality.

For Senior Minister of Education, Youth and Sports
Secretary of State

Im Sethy

CC:

- General Department of Administration and Finance
- General Department of Education
- Involved Departments
"For Information"
- Documentation

Foreword

Effective Teaching and Learning (ETL) document was prepared as the second dimension of the Child Friendly School Program and is divided into two: Facilitator Manual and Teacher Logbook.

The document was written into two forms:

- Training form
- Teaching activities based task form

The document covers eight main topics, which can broaden teacher's capacity and experience in terms of work organization and teaching techniques. The topics provide many initiatives for teaching such as:

- Creating learning games for the four main subjects
- Creating promotion materials including posters, documents,... with social importance (education, health, commerce, environment ..,etc.) to improve children's learning
- Techniques to help children develop their reading, writing and critical thinking skill...

The Effective Teaching and Learning material's sole purpose is to develop all children to the fullest potential.

Child Friendly School Commission will develop more practical materials to provide assistance to our dear teachers. Your feedback is very much welcomed.

Thank You!

List of topics

Introduction, objectives, main content	6
Topic 1 Class management 5 activities	7-10
Topic 2 Using questions 6 activities	11-21
Topic 3 Making learning games 7 activities	22-28
Topic 4 Using resources to enrich classroom environment 5 activities	29-33
Topic 5 Developing reading 4 activities	34-38
Topic 6 Developing writing 3 activities	39-43
Topic 7 Assessment/Student portfolio 3 activities	44-46
Topic 8 Teacher reflection (self-assessment) 4 activities	47-50

Annexes

Effective Teaching and Learning

1. Introduction

Child Friendly School is a broad framework covering all works of a school including school management, health and safety, gender, relationship between school and community and educational system support. Effective Teaching and Learning, the second dimension of the Child Friendly School Program, has been developed in two different documents:

1. A document for facilitator to deliver training: "**Facilitator Manual**"
2. A document for teacher: "**Teacher Logbook**"

Facilitator Manual is very useful for education staff who organize teacher training workshop on Effective Teaching and Learning. The manual describes comprehensively teacher training action plan in the first six-day workshop in September and a one-day follow-up workshop in April and July. The book also summarizes how local facilitators should help teachers to be able to organize monthly meetings in the academic year. Teacher trainer should understand the Teacher Logbook clearly as well.

2. Objective

To enable teachers to improve the quality of student's learning through the application of Child Friendly School-styled teaching and learning.

3. Contents

Effective Teaching and Learning consist of:

1. Classroom Management: 1.1 to 1.5
2. Using questions: 2.1 to 2.5
3. Making learning games: 3.1 to 3.6
4. Using resources to enrich classroom environment: 4.1 to 4.5
5. Developing reading: 5.1 to 5.4
6. Developing writing: 6.1 to 6.3
7. Assessment and Student Portfolio: 7.1 to 7.3
8. Reflection (Self-assessment): 8.1 to 8.4
 - Annexes

4. Implementing Activities

TOPIC 1 Classroom Management and ways children learn

Session 1.1 All children are different

45 mins

MATERIALS : VIPP cards, big paper, markers, tape

Facilitator asks participants to think about what makes children different. For example, what makes the child of a business family different from the child of a rice farmer family or a hunter family in a forest ? What makes a Cambodian child different from a child in Africa, Australia or America ? [The Facilitator does not expect a full answer to this question but just hears two or three ideas quickly to make sure Participants understand the question clearly].

Facilitator then asks participants to work in small groups with VIPP cards. Participants write answers on cards to the following question -

Focus Question : **What makes a child the way s/he is ? [VIPP cards]**

Participants' responses may include : *culture, heredity, environment, socio-economic status, family, health, nutrition, gender, nationality ...*

Each group sticks their cards on a board or to a big paper. Then they do their own classification into groups, and then write names for each group on a different coloured card.

To conclude, Facilitator reviews the various group names that participants chose. Possible names - *Health, Family/Biology, Economic status, Culture, Religion, Language, Nationality, Place where they live, Health (Disability), Personality and Ability ...*

Most groups will choose different groups names and different ways of classifying their responses but should be reasonable and acceptable. Facilitator recognizes that there is no single "right" answer to the focus question and that all different ideas and ways of answering are acceptable.

- VIPP: See guideline in the annex.

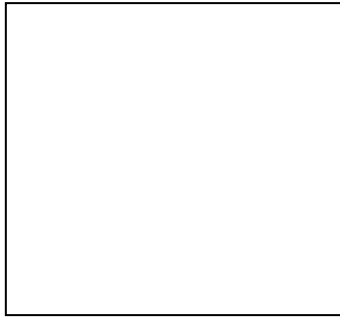
Session 1.2 Recognizing difference

30 mins

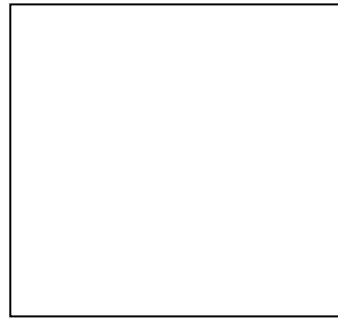
MATERIALS : Diagram of children in class and rice plants in a paddy field

The facilitator says: Now I would like you to think about the outcome of the activities. What does it mean to us as a teacher?

To help participants think about this question the Facilitator uses a picture of a farmer and rice plants in a paddy field and a teacher with children in a classroom (the pictures should be in the same piece of paper). **The facilitator asks: *Do you think there are any problems if the farmer has the same attention on all rice plants? How does this impact the bottom line? Can a teacher treat every student in the same way? How does this impact the bottom line?***



Children in class



Rice plants in the field

Focus question for the whole group: *What information do we get about children in our classroom?*

- Facilitator writes down participants' responses in a list on the board/a large piece of paper...

- **Possible answers include**

- *No one is the same as anyone else: all children are different*
- *Children have had different experiences in their lives*
- *Children probably also learn in different ways*
- *Children who don't have Khmer as a first language are at a disadvantage*
- *Children who come from a rich family are at an advantage*
- *Some children will learn fast and easily and some won't*
- *Some will get support and encouragement from their parents, some won't*
- *Some will already know about books and print, some won't*
- *Most will have siblings and do things together, but some won't*
- *Some will be curious and want to try new things, some won't, etc.*

Facilitator summarizes by saying that children are all different and learn in different ways. Therefore, teachers have to provide as many of these possible ways as we can to understand ways of learning of these children. We cannot just rely on one or two methods all the time. We can use other methods to help students to learn.

Session 1.3 Ways children learn

45 mins

MATERIALS : VIPP cards, big paper, markers, tape.

Facilitator says : think of the children in your class and all of the things they know.

Facilitator then asks: *Do children learn everything only at school?*

Expected answer: *No.*

Facilitator asks: *Where do they learn other things? Who do they learn from?*

Expected answer: *They learn some things at school but many other things outside school. They learned from their families, from their own experiences, from other children.*

Participants' Task

Facilitator tells participants to work in small groups to answer the focus question : *How do children learn these things?*

Facilitator tells the Participants to use the VIPP process to answer this question. **Facilitator then explains** the VIPP process and rules (see Annex).

Participants discuss the question in small groups and list their responses on VIPP cards. Facilitator helps them classify their responses into groups and write a title for each group on a card of a different colour. Each group displays their ideas. Facilitators compile a whole group display.

Conclusion: Facilitators stress that most effective learning can take place without formal teaching using textbooks and teacher manual, writing things down and so on. It is what might be called "**natural learning**". Facilitator says that Teachers can use a lot of these ways of learning in their own classrooms at school.

Session 1.4 Decorating the classroom

60 mins

MATERIALS : Big paper, markers.

Facilitator tells participants to form small groups and discuss the focus question: **What are the best ideas you have used to make your classroom an attractive environment for children? What are the best ideas you have seen in other classrooms?**

Participants work in small groups to list ideas on the big paper and display for the whole group. The first group presents all their ideas. The following groups present any new ideas. A Facilitator compiles a list of all the different ideas.

Participants can ask for any of the ideas to be explained in more detail. The participants who wrote these ideas should explain it, NOT the Facilitator.

Session 1.5 Drawing a class plan

45 mins

MATERIALS : Teacher Logbook, diagram of workshop room,

Facilitator tells participants to look at the description of Task 1, 2 and 3 of Topic 1 and discuss it with the person sitting next to them.

Facilitator asks participants : **When do we draw Classroom Layout?**

Anticipated answer : *In October, February and June.*

Facilitator asks participants: **Why do you think we are asking you to draw three classroom layout at three different times during the year ?**

Anticipated answer: *Because we want to see what changes there have been in the classroom over time. This will show whether teachers are implementing new ideas in their practice or not.*

Participants' task

Facilitator tells participants to recall the way their classroom was arranged at the end of the last year and then draw a diagram of it. Facilitator says that the drawing should be a quick sketch and does not need to be to scale with details measured exactly.

When participants have finished their diagram they should show it to the person sitting next to them to see if they can understand it.

Facilitator shows some examples of the classrooms diagrams and says that they are good examples of what teachers should do for the three classroom plan tasks in the ETL course.

Topic 2

Using questions

Session 2.1 Why do teachers use questions

15 mins

MATERIALS : strips of paper for writing down examples of questions

Facilitator uses questions to elicit from participants a summary of ideas about questioning that they may already know from previous training (e.g. TGL training).

- **Why do teachers use questions?** *Expected answers:* to check understanding, to stimulate thinking, to get children to talk, to collect ideas and experiences from children etc.
- **Are all questions the same?** *Expected answers:* No.
- Facilitator's follow up question: Can you tell me the names of two common types of questions?
- *Expected answer:* Memory question and thinking question.
- **What is the difference between a memory question and a thinking question?**
- *Expected answer:* memory questions can be answered by remembering something the teacher said, thinking questions make children think by themselves before giving the answer.

Facilitator tells participants to work in pairs and write down one example of a memory question and one example of a thinking question. Facilitator gives out two strips of paper to each pair, one for the memory question, one for the thinking question.

Facilitator asks some of the Participants to volunteer to share their questions with the whole group. Other Participants say if they agree with the examples given and, if not, explain why.

Session 2.2 Classification (Taxonomy) of questions

60 mins

MATERIALS: Sample text and questions (Text 1); Chart 1 showing six categories of questions and characteristics

Facilitator says : Most systems of classification of questions classify questions into different levels. The first level is memory questions, which is the most simple. Then there are five more categories of questioning, each one requiring more thinking, until reaching Level 6, Evaluation questions. This system of classifying questions into six levels, from the simplest (or lowest) to the most complicated (or highest) is also called a Taxonomy of Questions.

Group Level	Name of level	What is required (Level of thinking)
Memory	Memory	Recall some information
Understanding	Understanding	Explain what some information means
Critical thinking	Application	Apply something understood from one piece of information to another situation to produce an outcome
	Analysis	Think about one or more pieces of information and interpret them to make a new idea or reach a conclusion which goes beyond the information already given
	Synthesis	Take ideas from two or more pieces of separate information and combine to make a new idea
	Evaluation	Use many pieces of data to form an opinion or reach a conclusion and explain reasons for doing so

Facilitator says: Participants will now think more about classifying questions. We will take Memory questions as our first category but we will be splitting Thinking questions into two groups - Understanding questions and Critical Thinking questions.

Old classification	Memory	Thinking	
New classification	Memory	Understanding	Critical thinking

Facilitator says: In this workshop, we do not have enough time to study the six categories in details. Therefore, we are going to talk about:

- Category 1 Memory
- Category 2 Understanding
- Category 3 Critical Thinking

Facilitator says : Critical thinking questions include application, analysis, synthesis and evaluation questions and are different from Memory and Understanding questions because you need to do create a new idea or piece of information to answer them. As you think more about using questions and try out in your classroom you will start to recognize the differences between them. So we will not try to do this in this workshop because we do not have enough time to practice.

Facilitator says : to make this clearer, we will work through an example together. Facilitator distributes **Text 1** (Handout).

Facilitator tells Participants to read the text and then look at the questions. Facilitator tells Participants to **try and write answers to the questions**. Facilitator tells Participants to talk to others around them to exchange ideas. Facilitator says that Participants should not write the type of questions just yet.

When Participants have written the answers the Facilitator asks the Participants what they have written for Question 1 and then Question 2.

Facilitator asks : **How did you know the answers to those questions ?**

Expected answer : *The information was in the text - I remembered it or read it.*

Facilitator agrees and asks: **What kind of questions were they?**

Expected answer : *Memory.*

The Facilitator asks Participants for answers to Questions 3 and 4: **How did you know the answers to those questions ?**

Expected answer: *From the text.*

Facilitator says : **That is correct but the information is not stated in the text ... you had to understand the meaning of the text and then work out the answer, right ?** Facilitator then asks: **What kind of questions were they?**

Expected answer: *Understanding.*

Then Facilitator asks Participants for answers to Questions 5 and 7.

Facilitator asks : **How did you know the answers to those questions ?**

Expected answer : *They were my own ideas based on what was in the text.*

Facilitator says : So what did you have to do ?

Expected answer : *We had to read the text, understand it and then use our own ideas to answer the question.*

Facilitator says : **OK, what category of question do you think Question 5 and 7 fit into ?**

Expected answer : *Critical thinking.*

Facilitator displays Chart 1 and says : This is the chart which summarizes these three types of questions. Discuss it with someone sitting next to you. We will use this chart in the next activity and you can practice classifying questions into the three categories yourself.

Question Type	Type of thinking/activity needed to answer
Memory	Recall, remember something they have already learned
Understanding	Understand, explain in another way an idea or piece of information already given
Critical thinking	Understand and create a new idea Compare, identify differences, interpret, implement, research, find causes, hypothesize, evaluate, prioritize

Text 1

A teacher reads this short text or writes it on a piece of paper and gives it to small groups of children to read and discuss ...

Many motorbikes, cars and trucks are using a dusty section of road in front of my house where young children often play. Some of the vehicles are speeding. There is a serious risk of injury to a child. It is even possible that a child might be killed. I don't know how we can solve this problem.

As a teacher, what kind of questions could you ask children about this text ? Some examples are written below. Read and discuss each one with a partner and decide what type of question it is (memory, understanding or critical thinking).

No.	Question	Answer/possible answer(s)	Type
1	What kind of traffic is using the road ?	motorbikes, cars and trucks	Memory
2	Where is the road ?	in front of my house	Memory
3	Who is most at risk of being injured ?	children	Understanding
4	Why are children at risk of being injured ?	because they are playing near the road because its dusty and hard to see them because traffic is speeding	Understanding
5	Why do you think children are playing near the road ?	because children always play on the road because there is no other playground because their parents don't protect them	Critical thinking
6	What concerns the author most?	children are playing on the road, dangers caused by speeding vehicles	
7	What do you think people living near the road could do to help prevent injury to children ?	water or sweep the road to stop the dust stop big vehicles (trucks) using the road put up a sign saying "children playing" build a speed bump to slow traffic build a safe playground on vacant land	Critical thinking

Session 2.3 Exercises on the three categories of Questioning 45 mins

A. Instruction

Materials : Sample texts and questions (Learning activity 1 and learning activity 2); document summarizing learning activities and questions for analysis in small groups for teachers on questioning and critical thinking

Facilitator tells Participants that they will now practice what was covered in the previous session. Facilitator says that participants will split up into small groups. Their task is to read and discuss two descriptions of learning activities and a set of questions after each one. The first one is a Science activity, the second in Mathematics. Half the groups will do an analysis of Learning Activity 1, the other half will analyze Learning Activity 2. They have to agree on answers to the questions the Teacher is using in each learning activity and decide what category each question fits into - Memory, Understanding or Critical Thinking.

When the teachers have completed their analysis the Facilitator invites one group to present their results on each Learning Activity. Other participants can disagree, give reasons and discuss.

B. Exercise I

LEARNING ACTIVITY 1

Teacher and students plant some very small sbay roeung flower seedlings in a garden. The class is divided into six small groups. The children in the group have to look after their plants (watering etc.). The children observe the plants once a week and the Teacher asks them to describe what they can see. At first nothing happens then the plants come up. About a month after the children plant their seedlings the first yellow flowers appear and one of the groups' flowers die. The day after the plants die the Teacher plans a lesson about the flowers and the garden. She gives children six questions to discuss in small groups.

No.	Question	Expected or possible answer(s)	Question type
1	What was the name of the plant ?	<i>sbay roeung</i>	<i>Memory</i>
2	When did we plant the seedlings ?	<i>1 months ago</i>	<i>Memory</i>
3	What colour were the flowers ?	<i>yellow</i>	<i>Memory</i>
4	What do plants need to grow ?	<i>Water, soil, sun,</i>	<i>Understanding</i>
5	Why did some of the flowers die ?	<i>Too much water Too much sun Not enough water Plant was old Plant had a disease</i>	<i>Critical thinking</i>
6	Why do you think some plants grew taller and had more flowers than other plants ?	<i>They were in better soil They were healthier The children in the group looked after them well They got more sunlight</i>	<i>Critical thinking</i>

Children can answer the first three questions from Memory. The fourth question requires some understanding of the situation of growing plants. The last two questions require the children to use their understandings and experience plus their own new ideas to answer the questions.

C. Exercise II

LEARNING ACTIVITY 2

A Teacher gives 20 matches to each of small groups of children in Grade 2 class. The Teacher tells the children to work together to agree on answers to a number of questions that the teacher will ask.

Question	Expected Answers	Question type
How many matches are there ?	20	Memory
How many groups of five can you make with 20 matches ?	4	Understanding
A boy with 20 marbles has a hole in his pocket and when he gets to school, only 13 are left. How many did he lose on the way ?	7	Understanding
A boy with 20 marbles gives exactly four marbles to each of his friends. How many friends does he have?	5	Understanding
What is the biggest square you can make ? Do you have any matches left over ?	1 side with 5 matches	Critical thinking
What is the longest rectangle you can make by using 20 matches? Can you make other, different rectangles ?	9 X 1 matches 8 X 2 matches 7 X 3 matches 6 x 4 matches	Critical thinking

Children can answer the first question by **counting**. Children need to listen to two more problems and then model what was going on in the stories with their matches to get the answer. In the two critical thinking questions the children had to **listen, understand and apply their understanding** of what is a square and a rectangle in experimenting to get their answer.

When Participants have complete their tasks, the Facilitator asks two groups to volunteer to present their findings, one for Example 1 (Exercise 1) and one for Example 2 (Exercise 2). As the groups present the Facilitator asks the other Participants if they agree with their conclusions.

Session 2.4 Exercises on writing higher level questions

60 mins

MATERIALS : Social Studies Textbook

The Facilitator says that Participants will now work in small groups to practice writing questions in each of the three categories themselves based on lessons from the MoEYS Social Studies Textbook of the Grade of their class. Each group will work on one of the three lessons in the HANDOUT (see below).

Three lessons in Social Studies Subject

1. (The trainer selects the lesson) Example: Morale
2. Example: Geography and History
3. Example: Civic Education

After reading and discussing the lesson, the Participants agree on and write six questions which could be used about the lesson. There should be two questions at Memory level, two at Understanding level and two more Critical Thinking questions. Participants should present their questions in the following format ...

Memory Question 1	
Memory Question 2	
Understanding Question 1	
Understanding Question 2	
Critical Thinking Question 1	
Critical Thinking Question 1	

When participants have finished their task, the Facilitator should select some examples for presentation and display. Facilitator should invite comments from other groups about what is presented, especially about whether they agree that the examples of questions used at each level are appropriate.

Session 2.5 Learning activities to stimulate critical thinking 90 mins

1. Student research (collecting evidence/data ... draw conclusions)

MATERIALS : Examples of research tasks for Grades 1, 3 and 5.

Facilitator says : Organizing simple research tasks for students is an excellent way of stimulating critical thinking. This is because the children are "creating" knowledge for themselves by the research they do, not by simply hearing about or reading something.

Facilitator says : even though it sounds complicated and difficult, simple research can be done by children of all ages. Teachers should ask clear questions and provide the children with instructions (or framework) about the way to do the task. Therefore, teacher should prepare main activities as follows:

- Identify topic of the research
- Identify location and time
- Assign groups
- Identify target interviewees (information provider)
- Develop questionnaire to help students think critically about information they will collect
- Collect data and develop the lesson/topic

Grade	Research task	Research question, process and critical thinking questions
1	Breakfast research	<p>What did we have for breakfast this morning ? Children organize in groups according to what they had for breakfast (rice, noodle, nothing etc). Group leaders count their groups. Children write numbers of each group on board. Teacher asks follow up questions ... most popular breakfast etc.</p> <p>What have we learned from our research ?</p> <ul style="list-style-type: none"> • Most children in the class eat left over rice in the morning • Some children eat noodles • Some children don't eat anything in the morning before school
3	Plant research	<p>What kind of flowering plants grow at our homes? For homework, all children bring to school one example of a flower and leaves from a plant at or near their house. At school they meet in groups to look at, count and name the different flowers members of their have brought in. Each group presents its results</p> <p>What have we learned from our research ?</p> <ul style="list-style-type: none"> • Most people grow hibiscus flowers • Most people like red or yellow flowers • We found two flowers that no-one could name
5	Traffic research	<p>How busy is the road outside our school gate ? Do trucks and cars slow down when passing the school ? If the school is on a busy road, children can count and classify by type (big trucks, small trucks, cars, motorbikes, remorques, cow cart, bicycle etc.) passing by the school gate between 0700 and 0730. Children should also mark trucks and cars that are going fast</p> <p>What have we learned from our research ?</p> <ul style="list-style-type: none"> • XX trucks and XX cars passed during the 30 minutes • Some of the vehicles were traveling fast; half of the trucks and cars counted did not slow down outside the school • We should make new, bigger signs asking trucks and cars to slow down to make it safer for children to enter the school.

Most research tasks involve four main steps

DO

The children do something together

TALK

Children talk about what they have found out and what it means

RECORD/ PRESENT

Children record their results in some way

- Participants' Task: Work in small groups to select simple research activities for students at grade 2, 4 and 6 in the way that I presented for grade 1, 3 and 5.

2. Taxonomy

Social Studies and Applied Science

MATERIAL: Big paper, markers, list of countries and animals (handout). Diagram of classification of groups of countries and animals (handout)

Facilitator: Taxonomy is a system of classification or a way to arrange things into chapters. Different cultures or languages can be classified in different ways. People can be classified by race. Animals and plants can be classified by their types.

Facilitator: To understand the concept of taxonomy, it would be better if we practice with some real examples. Below there are two groups of things. The first group is a group of countries in the world and the second one is a group of animals. The participants are tasked to work in small groups to make decisions on classifying things into different chapters, naming each chapter and agreeing on a rule that explains why one thing should be in its chapter.

<p>Group 1: Countries in the world</p> <p>Cambodia, France, Vietnam, China, Germany, Italy, Malaysia, Japan, the Philippines, Sri Lanka, India, Spain, Laos, Ireland, Singapore, Turkey, Cyprus, UK</p>
--



<p>Group 1: Possible Classification</p>
--

<p>Chapter: Countries in the world</p> <p>Cambodia, France, Vietnam, China, Germany, Italy, Malaysia, Japan, the Philippines, Sri Lanka, India, Spain, Laos, Ireland, Singapore</p>			
<p>Chapter: Asia</p> <p>Cambodia, Vietnam, China, Malaysia, Japan, the Philippines, Sri Lanka, India, Laos, Singapore</p>		<p>Chapter: Europe</p> <p>France, Germany, Italy, Spain, UK, Cyprus, Ireland, Turkey</p>	
<p>Chapter: ASEAN</p> <p>Cambodia, Vietnam, Laos, Malaysia, the Philippines, Singapore</p>	<p>Chapter: Non-ASEAN</p> <p>China, Japan, Sri Lanka, India</p>	<p>Chapter: European Continent</p> <p>France, Germany, Italy, Spain, Turkey</p>	<p>Chapter: European Island</p> <p>UK, Cyprus, Ireland</p>

<p>Group 2: Animals</p> <p>Dog, cat, lobster, prawn, chicken, shark, duck, tiger, squid, whale, bear, eagle, rooster fish (trey ross), ray fish, goose, kriel (a kind of bird), sparrow, otter, buffalo</p>
--



<p>Group 2: Possible Classification</p>
--

<p>Chapter: Animals</p> <p>Dog, cat, lobster, prawn, chicken, shark, duck, tiger, squid, whale, bear, eagle, rooster fish (trey ross), ray fish, goose, kriel (a kind of bird), sparrow, otter, buffalo</p>	
<p>Chapter: Land Animals</p> <p>Dog, cat, chicken, tiger, bear, eagle, kriel (a kind of bird), goose, sparrow, buffalo</p>	<p>Chapter: Maritime Animals</p> <p>Lobster, prawn, shark, squid, whale, rooster fish (trey ross), ray fish, otter</p>

Chapter: Mammals Dog, cat, tiger, bear, buffalo	Chapter: Birds Chicken, duck, eagle, kriel (a kind of bird), goose	Chapter: Fresh water Lobster, ross fish (trey ross), otter	Chapter: Sea water squid, prawn, shark, whale, ray fish
---	--	--	---

Half of the small groups works on Group 1 and another half works on Group 2. When they have finished, participants display their paper in the front. The facilitator selects some representatives to present and explain their classifications. Other groups that may have different classifications can provide feedback at the end. The facilitator asks all participants to thoroughly check each chapter and countries/animals in each chapter to see if they have classified them properly.

The facilitator asks participants that: Can they classified mammals into two or three groups?

Expected answer: wild animals/domestic animals, animals eating grass/animals eating meat.

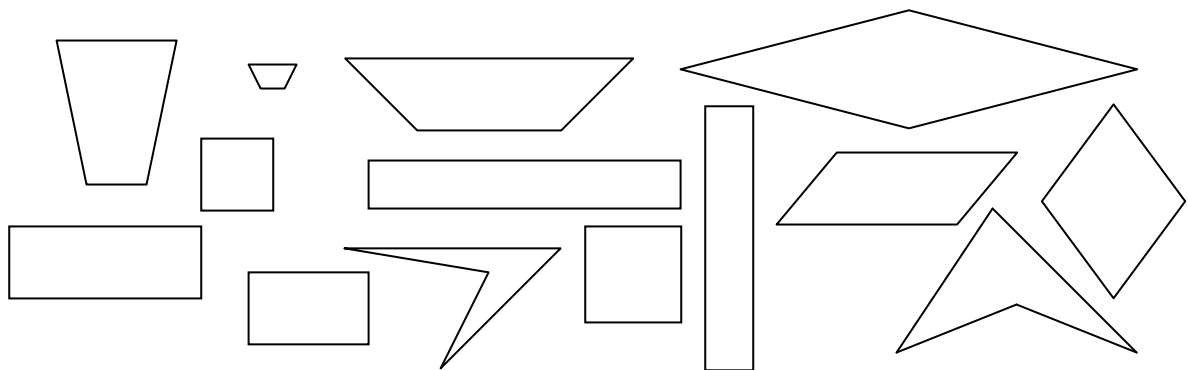
HANDOUT

GAME 1 MATHEMATICS

- **Mathematics**

MATERIALS: Big paper, markers, geometrical shapes (handout).

Participants are tasked to work in small groups to decide on classifying quadrilaterals into two groups and naming each group. Then classify each group into two sub- groups and name them.



Expected answers:

- **First division**
 - Group 1 Four sided figures with right angles in each corner
 - Group 2 Four sided figures with other size angles in the corners
- **Sub-division**
 - Group 1 sub-group 1 - squares
 - Group 1 sub-group 2 - rectangles

- *Group 2 sub-group 1 - parallelograms/rhombus*
- *Group 2 sub-group 2 - other quadrilaterals*

Topic 3

Making learning games

Session 3.1 Learning games

60 mins

A. Meaning of learning games

MATERIALS : Big paper, markers

Facilitator: Learning game is an effective activity for teachers to use with students at all grades at primary school. The facilitator asks the group to give reasons why they think learning games can be useful. Another facilitator writes down participants' ideas on a flipchart paper.

B. General types of learning games

MATERIALS : Demonstration game: Number cards from 1 to 10. Word cards from 1 to 10.

Facilitator says : There are many games used for learning in schools throughout the world but the best games for teachers in Cambodia are those in which

- children learn a lot
- children enjoy playing the game and learning
- the games are cheap to make and easy to use
- simple materials can be used to create many different kinds of games (versatile)

Facilitator says : the last characteristic is very important because many of the materials we will make today can be used for many times. Teachers and students can use them in new ways.

Facilitator asks a group of six or seven teachers to come forward and play the games. The other participants should form a circle around the players so they can see what is going on.

Facilitator says to the small group : we will be showing you a number of different kinds of learning games in maths and language today.

First: The facilitator provides the learning game materials to participants to play using their own understanding.

1	2	3	4	5	6	7	8	9	10
one	two	three	four	five	six	seven	eight	nine	ten

How would you describe this arrangement ?

Expected answer: *putting cards which are like each other together in separate groups according to a characteristic or rule and naming the different groups (classification).*

Second: Facilitator asks participants to find other different ways by setting up all the numeral cards in order, 1 to 10 and asks participants in the small group : How would you describe this arrangement ?

Expected answer: *putting cards in the right order (order).*

Third: Facilitator asks participants to find other different ways by matching each numeral card with a word card and asks participants in the small group : How would you describe this arrangement ?

Expected answer: *putting cards which are related to each other in pairs or deciding which card(s) in a group do not fit in with the others (matching).*

Facilitator tells all participants to return to their places.

Facilitator says : To sum up, there are different types of learning games as in the following table:

MATCHING	ORDERING (sequencing, following a pattern)	CLASSIFYING
-----------------	--	--------------------

Facilitator asks all the participants: **What knowledge and/or skills do you think children would be practicing by playing these games ? What Grade do you think they are suitable for ?**

Expected answers : *knowledge of counting numbers 1-10, reading number names 1-10, working cooperatively, explaining their ideas, listening to others etc. Suitable for Grade 1*

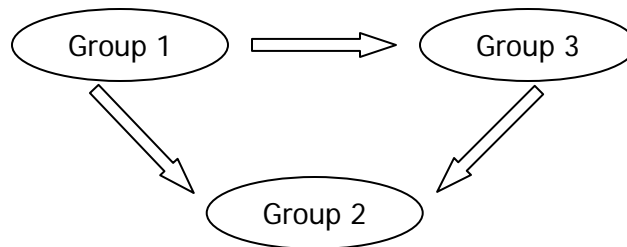
Facilitator says : understanding the **CONCEPT** behind a game is important. If teachers understand the **CONCEPT** it means they can create the same kind of game at any grade level - as long as they change the content to be appropriate to their class.

Session 3.2 Demonstrations of learning games for Maths **60 mins**

MATERIALS : Demonstration games

Facilitators explain how the demonstrations will be given and how Participants will move from place to place after a bell rings (station 1→2, 2→3, 3→1, etc) until they have participated in each demonstration.

Game Playing Activities



Facilitators divide participants into three groups. Three Facilitators set up demonstrations of learning games in three different parts of the training area. In Group 1, one Facilitator demonstrates a number of learning games in maths based on the concept of ordering. In Group 2, another Facilitator demonstrates learning games based on the concept of matching. In Group 3, another Facilitator demonstrates learning games based on the concept of classification. Each group of participants begins at one of the stations to observe and participate in playing the games. 15 minutes later, one of the Facilitators gives a loud signal and each group moves on to the next station. 45 minutes later, all groups will finish three demonstrations.

After each game is demonstrated, **Facilitators ask Participants ...**

- **What knowledge or skills the game is re-inforcing ?**
- **Approximately what Grade level is the game suitable for ?**
- **What other kinds of games could be played with these materials ?**

Summary of Maths Games

Concept	Examples
Ordering	1. Number diagrams and numerals (diagram: number cards) 2. Comparing things of different length (paper strips) 3. Mixed units of measurement of length (cards)
Matching	1. Fractions percentages and decimals with pictures (cards) 2. Number 1 to 10 by using diagram and number 3. Equivalent quantities written using standard units
Classifying	1. Geometrical shapes 2. Multiples of 10 and non multiples of 10; square and non-squares, odd and even ... (cards) 3. Abbreviations for standard units of measurement of length, mass, capacity and area (cards)

Session 3.3 Demonstrations of learning games for Language 60 mins

MATERIALS : Demonstration games

The demonstrations follow the same process as the previous session.

Facilitators divide participants into three groups. Three Facilitators set up demonstrations of learning games in three different parts of the training area. In Group 1, one Facilitator demonstrates a number of learning games in language based on the concept of ordering. In Group 2, another Facilitator demonstrates language learning games based on the concept of matching. In Group 3, another Facilitator demonstrates language learning games based on the concept of classification. Each group of participants begins playing the games. 20 minutes later, one of the Facilitators rings a bell and each group moves on to the next station. One hour later, all groups will have completed all three stations.

After each game is demonstrated, **Facilitators ask Participants ...**

- **What knowledge or skills the game is reinforcing ?**
- **Approximately what Grade level is the game suitable for ?**
- **What other kinds of games could be played with these materials ?**

Summary of Language games

Concept	Examples
Ordering	1. Days of the week and today/tomorrow/yesterday etc (cards) 2. Organize jumbled words into a sentence (incl. punctuation) (cards) 3. Alphabetical order (cards)
Matching	1. Words and pictures about family members (slates) 2. Pictures and sentences (cards) 3. False friends (cards)
Classifying	1. Nouns, verbs, adjectives, conjunctions of time (cards) 2. Words beginning with two different consonant clusters (cards) 3. Different kinds of foods (vegetables, fruit, meat, rice) (cards)

Conclusion : Facilitator asks Participants how the games link with MoEYS textbooks. Participants give responses.

Expected responses : *use texts in Language textbooks for cutting up words and sentences; select some difficult words and write definitions on cards and mix up; play maths games to practice learning about the number system, place value, measurement, geometry using textbook content.*

Session 3.4 Making learning games for Mathematics

60 mins

MATERIALS : MoEYS Maths TX, 1-6; paper game cards, markers, crayons; **HANDOUT** Report sheet for Learning game

Facilitator tells participants that they will now work in Grade level groups to make learning games for **Mathematics**. They will demonstrate playing their games or other games if possible.

Facilitator explains to teachers the steps they should go through during this session ...

1. Sit in grade level groups on a mat or around a table. Share out materials about 20 paper cards for each group of participating teachers.
2. Teachers look in Maths TX and each teacher chooses a lesson for their game.
3. Teachers decide on what kind of game they will make and what they will write on the cards.
4. Each group tries to play the games they made
5. Teachers form groups of 4 or 5 teachers each and take turn to play different games
6. Each teacher completes a report sheet on the game s/he made and writes down a summary; then keep the summary with the learning game so that it can be played next time.

Learning Game Report						
Teacher name:	-----					
Subject :	Language	Maths	Social Studies	Science		
Topic :	-----					
For Grade(s) :	1	2	3	4	5	6
Type of game :	Matching	Ordering	Classifying			
Short description of game :						
Main student competencies being strengthened :						

Session 3.5 Making learning games for Language

60 mins

MATERIALS : MoEYS Language TX; paper cards for games, markers, crayons

Facilitator tells participants that they will now work in Grade level groups to make learning games for **Language**. When they have made their game they will play them with other teachers from their grade level.

Facilitator explains to teachers the steps they should go through during this session ...

1. Sit in grade level groups on a mat or around a table. Share out materials about 20 paper cards for each participating teacher.
2. Teachers look in Maths TX and each teacher chooses a lesson for their game.

3. Teachers decide on what kind of game they will make and what they will write on the cards.
4. Teachers make a game and plays it themselves to check it.
5. Teachers form groups of 4 or 5 teachers each and take turn to play different games
6. Each teacher completes a report sheet on the game s/he made and writes down a summary; then keep the summary with the learning game so that it can be played next time.

Learning Game Report					
Teacher name:	-----				
Subject :	Language	Maths	Social Studies	Science	
Topic :	-----				
For Grade(s) :	1	2	3	4	5 6
Type of game :	Matching	Ordering	Classifying		
Short description of game :					
Main student competencies being strengthened :					

Session 3.6 How to fill in tasks on learning games in the Teacher Logbook

30 mins

MATERIALS : Teacher Logbook, big paper, marker

Facilitator says that there are four teacher tasks about Learning Games in ETL. Facilitator tells participants to read the task in the Logbook. If participants have no questions the Facilitator checks participants' understanding by asking them

Facilitator's questions	Expected answers from Teachers
How will a teacher show which material they use for the games	By "cards", "slates" or "other"
What do you writes in the boxes ?	What they put on each of the cards in their game
What can you write as "students' answer" ?	Write about students' understanding on the games (ability to play or any problem)
What can you write as a "follow-up"?	Teacher can write if the game will be use again in other subjects or lessons

To conclude the sessions on learning games the Facilitator shows the list of ideas which the participants gave in Session 2.1. The Facilitator asks if there are any more reasons why learning games are useful which participants would now like to add. A second Facilitator adds any new ideas.

Expected responses : games are useful because they

- *Make children happy and creates a happy learning environment*
 - *Let children work together, explain things to each other and discuss their learning*
 - *Help reinforce children's learning*
 - *Help children practice and apply understanding*
 - *Help children think critically*
 - *Help children work as a team with others*
 - *Help children learn to work independently of teacher*
 - *Give some children something to do while teacher works with individual children or a special group*
 - *are useful to give children who finish other work quickly*
-

Topic 4

Using classroom resources to enrich classroom's environment

Session 4.1 Creating a "rich" classroom environment

30 mins

MATERIALS : Big paper, marker

The Facilitator says : 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 there everyday and be able to find new things to look at and think about.

The Facilitator says: 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 etc.), some might be provided by the MoEYS or other government program (e.g. Mines education, HIV AIDS, Nutrition, EFA etc) and others can be prepared by the Teacher and students.

Facilitator asks participants : **What can the teacher and children do to create a rich environment ?**

Another Facilitator makes a list of participants' ideas on big paper.

Anticipated answers ...

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

The Facilitator says : 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 interesting 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.** These materials can be used as teaching and learning materials for lessons. They should also be replaced after a month or two to maintain children's interest.

Session 4.2 Language across the curriculum

15 mins

MATERIALS : Chart about language and learning, example of a Mathematics textbook

Facilitator asks : **At school, what subjects do children learn about by using language ?**

Expected answer : All subjects, because in all subjects children learn by listening, speaking, reading and writing. Facilitator agrees and says that all lessons, whatever the subject, use language. Facilitator holds up a Mathematics textbook to show **how children need to be able to read the instructions to do the exercises and understand the problems in the book.**

Facilitator then says that educators call this language - **"Language across the curriculum"**.

Facilitator puts a chart on the blackboard (as below but close the second column) by saying that, in every lesson, children are ...

- learning new language
- learning about language
- learning through language

Facilitator asks: **What do you think each one of these phrases means ?** Facilitator tells participants to discuss the meaning of each of the three terms with people sitting next to them and then make suggestions. Facilitator helps participants towards the meanings as written and removes the covering pieces of paper as they finish each one.

Chart about Language and Learning

Content	Meaning
Learning new language	Learning new words (hearing, saying, reading, writing)
Learning about language	Learning new language structures, rules, grammar, ways of using language to convey meaning
Learning through language	Using language as a way to explain about and understand ideas and information in all other subjects

Facilitator summarizes by asking : ***What do you think I mean when I say that "every lesson involves language ?***

Anticipated answer : *In every lesson teachers and students use language to learn, language always goes together with teaching and learning ...*

Session 4.3 Using posters (listening and speaking skills)

45 mins

MATERIALS : Three or four examples of posters commonly found in classrooms e.g. Enrolment/EFA, food and nutrition, hygiene and health, dangers of mines, animals and plants ...

Use of posters for teaching

Facilitator says : Posters with pictures and/or text are useful teaching aids. It is easy for Teachers to ask questions about them which give children opportunities to practice listening and speaking skills.


Facilitator has some examples of real posters on the board (which will be used in the participants' task, below). Facilitator points to one or more of the real posters and says : You can ask children many different kinds of questions about posters such as :

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

Facilitator then divides Participants into small groups and each group is given a poster. Each person in the group is given three strips of paper and asked to write three questions about the poster. The Group Leader collects all the questions, removes duplicates and then presents all the different questions group members wrote about their poster to the whole group.

Facilitator: Teachers can also use posters for simple learning games such as ...

CHART of Learning games

- Can you see anything in the poster beginning with the letter ... ?
- Can you stick this written label on the right place on the poster ?
- Can you guess what people in the poster might be saying ? (use speech balloons)
- What are the five biggest things you can see in the poster ? Put the 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 ... ?
- Can you guess what are people in the poster talking about? (use symbol )

Conclusion

Facilitator concludes by saying : Posters can be both effective teaching and learning games because these games are also useful for giving children something to do if they finish a lesson early or if some children finish their work before others.

Session 4.4 Using maps ... developing oral language

45 mins

MATERIALS : Maps appropriate to each Grade level (village/commune, District, Cambodia, Region, World); Chart 1 about different types of maps appropriate for use in different grades; Chart 2 list of learning activities children can do based on maps.

Use of maps for teaching

Facilitator says : 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 perhaps their province. In higher Grades, they learn about their province, their country, their region and the world.

Facilitator puts up chart about maps on the board and asks participants to complete the third column ... **What kinds of maps should children be studying at this grade ?** A second Facilitator can write participants ideas onto the chart.

Grade	Children's focus	Map
Grade 1	My home, my school, going to school	<i>Classroom, school, home</i>
Grade 2	My village, my commune	<i>Commune, district</i>
Grade 3	My commune, my district,	<i>Commune, district, province/city</i>
Grade 4	My province/city	<i>Province/City/Cambodia</i>
Grade 5	My country, my region, the world	<i>Cambodia</i>
Grade 6	My country, countries in the region	<i>Cambodia, World, S.E Asia</i>

Facilitator says : There are many different types of learning activities teachers can give children to do based on maps. Children must listen carefully to Teachers' questions and then explain their answers clearly using their own language.

Facilitator posts and points to the first or second map on the board and asks participants as a whole group : Please give examples of questions which children could answer using a map ? A second Facilitator records participants' answers on a big piece of paper under a heading of "**Learning activities using a map**".

Anticipated answers ...

- find places on the map
- describe locations (using terms North, South, East, West)
- describe the location of one place relative to another place
- talk about borders
- identify and name bordering districts/ provinces /countries
- talk about coastlines and islands
- talk about roads, rivers, streams and mountains
- talk about locations and compare distances
- talk about traveling from one location to another

Facilitator then divides Participants into Grade level groups and gives each group a map. Each group member is given three strips of paper and asked to write three questions about the map. The Group Leader collects all the questions and select the same or different questions and presents to the whole group.

Facilitator says : Like posters and pictures, maps are useful as a task for student to complete if they finish their assignment earlier or if some students finish their assignments before the others.

Session 4.5 Teacher tasks using posters and maps

15 mins

MATERIALS : Teacher Logbook

Facilitator says that there are two tasks about using posters and maps. Facilitator asks participants to find them and quickly read them. Facilitator answers any questions from participants. If participants have no questions, the Facilitator checks participants' understanding by asking them ...

What do you think teachers would write in the box with the title "Description of learning activity"?

Expected answers: a summary of the learning activity which children did using the map or poster i.e. no talking about subject or title, skills, behaviors or other things.

Where can teachers get a map to use in their class if they don't have one ?

Expected answers: Borrow from another teacher, borrow from the library, borrow from the Core School Resource Centre, go to the Commune Office to see the map there, ask the School Director to buy maps with the school's PAP budget

Topic 5

Developing reading

Session 5.1 Reading aloud by Teacher and Students

60 mins

MATERIALS : Poster listing Conventions of Print ; Story book (with pictures) suitable for Grade 1 and 2 children.

Facilitator says : 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. One 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 understandings about print or knowledge of the variety and purposes of different types of text.

Facilitator says : 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 obvious that Teachers can forget that children may not know about them.

Facilitator: **What is Conventions of print of Khmer language?**

Expected Answers:

- 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
- There are no breaks between many of the words
- There are breaks between some phrases and clauses and between sentences
- Sentences end with a "khan" or a question mark

Facilitator: Teachers can help students understand the conventions of print and develop reading skills by using some simple techniques. Teachers should use these techniques when they are reading a text for or with their students. Most of these techniques are suitable for children in Grades 1-3. Teachers can use some of them, such as prediction, at all levels. Facilitator says : Observe the demonstration and see how many of these skills you can identify.

One of the Facilitator team reads a story with big pictures and simple text suitable for children in Grade 1 or 2 to enable participants to identify those ideas. After the demonstration, the Facilitator asks the whole group : ***What are the simple techniques teachers should use when reading a text/story to children in Grade 1 and 2?*** A Facilitator writes participants' ideas down on the blackboard.

Expected answers:

- Before the Teacher reads, s/he shows the 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 reaches the end of one line, his/her eyes/finger return to the next line and begins from the left to the right
- Teacher tells children to follow the text in their own books, using their fingers to follow, while the Teacher reads
- The Teacher stands in different parts of the room as s/he reads to observe whether all the children are following
- The 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

If participants do not suggest any of these techniques, the Facilitator should add them to the list.

Facilitator asks one or two Participants to volunteer to demonstrate some of these techniques as they read a story to a small group. Facilitators join small groups to observe and comment.

Session 5.2 Developing knowledge of the structure of "complete" texts 60 mins

MATERIALS : Chart showing Teacher questions and characteristics of a complete text and a story titled "A rabbit wants to eat banana".

Facilitator says : 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. Even small children can learn to analyze a text in a simple way if Teachers ask the right questions. Children will benefit a lot in later years from these understandings when they start to write their own texts.

One of the facilitators asks another facilitator to read the text to the participants. Facilitator tells him/her that there will be some tasks for participants to do after the reading so he/she does not have to ask questions about the text, just read it through.

Another facilitator read the text of the story "The rabbit who wants to eat bananas" (handout).

Facilitator says: when the Teacher and children have finished reading, the Teacher should ask the children questions about the text - as a whole. These questions can be used to discuss most texts and will probably involve asking about

WHO WHERE WHEN WHAT HAPPENED START FINISH

Facilitator asks Participants : *Can you give some examples of questions Teachers can ask to help children develop their sense of what is a complete narrative text?* A second Facilitator writes the ideas down onto a chart on the blackboard as the Participants give answers.

Expected answers

- Who were the main characters in the text ?
- What happened in the text (the main events) ?
- Where did the events in the text take place ?
- When did events in the text take place ?
- How did it start ?
- What happened next ... (ask the children to re-tell the story in their own words) ?
- What happened at the end ?

Note: The facilitator asks participants to check clearly the reading of the text on "The rabbit who wants to eat bananas"

Facilitator asks questions by using the following chart and writes answers in the chart (column 2).

Teachers' questions	Answers about the text	Characteristics of narrative text
Who were the main characters in the text ?	Rabbit	<i>Characters</i>
What happened in the text (the main events) ?	The rabbit wants to eat bananas by pretending to be dead	<i>Events</i>
Where did the events in the text happen ?		<i>Place</i>
When did events in the text happen ?		<i>Time</i>
How did it start ?		<i>Introduction</i>
What happened next ... (ask the children to re-tell the story in their own words) ?		<i>Body of text, the "story"</i>
What happened at the end ?		<i>Conclusion</i>

Facilitator then writes information in to the third column of the chart - "Characteristics of a complete narrative text".

Facilitator posts the questions chart and says: here are two more questions to answer about the text ... The second facilitator writes down their answers.

Teachers' questions	Answers from participants' own ideas	Kind of question

What was your favourite part of the text ? Why ?		<i>Stimulating critical thinking</i>
Who was your favourite character in the text ? Why ?		<i>Stimulating critical thinking</i>

For the two final questions the Facilitator asks the two volunteers : ***Did you find the answers to these two questions in the text ?***

Anticipated answers : *No, we had to use our own ideas to answer these two questions.* The Facilitator agrees and then writes into the chart "Critical Thinking question". Facilitator says that critical thinking stimulating questions ask question about the text but the questions cannot be answered from ideas and information in the text. Teachers should pay attention on the last two questions to make the text more complete.

Session 5.3 Using "authentic" texts

60 min

MATERIALS : Authentic texts (students need to find); Texts of commercial advertisement, promotion of health, mines, cooking recipe

Authentic texts (for older children)

Facilitator says : Most children only read texts that are in Textbooks or in "storybooks" from the library. Teachers can help broaden children's experiences as readers by introducing them to other kinds of texts. Many of these texts are very common in the day to day lives of children but are rarely used for study. The most common are texts used in advertising and on products. These may be very simple ("My country, my beer") or very complex (the chemical constituents of a can of soft drink). As well as reading and understanding the surface meaning of these texts, Teachers can ask questions which encourage children to think about why these texts are written (**PURPOSE**) and who they are written for (**AUDIENCE**).

Facilitator then chooses some examples from the authentic texts brought by teachers, reading out parts of them. Facilitator should choose examples carefully because some texts are difficult. Facilitator asks participants about the purpose and audience of each example.

Facilitator then divide participants into small groups to discuss and list examples of authentic texts in their communities and schools. When participants have completed the task, representatives from each group present their findings. Other groups' representatives can add any additional ideas. Participants can present their ideas in the form of a chart such as the one below.

Anticipated/possible answers :

Example of authentic text	Purpose	Audience
<i>Advertisement</i>	<i>To sell a product</i>	<i>Anyone likely to buy the product</i>
<i>Instructions for use</i>	<i>Inform, prevent damage</i>	<i>Someone who buys or uses a product</i>
<i>Warning about dangers (a warning sign or label)</i>	<i>To protect the user or the public from dangers to health or safety</i>	<i>The general population, or people using the product</i>
<i>Recipe</i>	<i>To give cooking instructions</i>	<i>Anyone who wants to cook that thing</i>
<i>Information on...</i>	<i>To persuade people to vote for a particular party</i>	<i>Anyone who can vote</i>
<i>Information on...</i>	<i>To inform about good health practices or dangers/risks to health</i>	<i>Anyone who are interested in health/hygiene</i>
<i>Information on...</i>	<i>Increase thinking, inform, persuade</i>	<i>Anyone who are interested</i>

Conclusion

Facilitator says : in rural Cambodia, having someone in the family who can read is a very important resource. The ability to read gives access to many different kinds of information. Some of this information, such as directions or warnings on medicines, agro-chemicals and other products, could be life saving. Literacy is also a vital skill in accessing information about legal rights and citizen's rights. This is why many people describe literacy as the most important "life skill" of all.

Session 5.4 Teacher tasks about Reading

30 mins

MATERIALS : Teacher Logbook page...

Facilitator says that there are two tasks in the Logbook about Reading. Facilitator asks participants to read them. Facilitator asks the participants if they understand the instructions on the pages. Facilitator need to check participants' understanding by asking them ...

Task 1: Text Analysis

What (story) text does a teacher use for the analysis ?

Expected Answer: Teacher can choose any appropriate story book or text from a magazine or MoEYS textbook.

Where do you write the answers on text analysis?

Expected Answer: On the task sheet in the Teacher Logbook

In Reading Task 2, how many children do you have to interview about their interests ?

Expected Answer: Six, three boys and three girls.

What do you write in the second box for Task 2 ?

Expected Answer: On the left, write down the subjects the children mentioned. On the right, count up how many said that topic and write the number of children.

Topic 6

Developing writing

Session 6.1 Original writing and negotiated text

75 mins

MATERIALS : Big paper, markers; Handout summarizing chart 1 with examples of activities using negotiated text approach at different grade levels. Handout summarizing chart 2 on outcomes of research on good writing

Facilitator: So far we have focused on helping children develop reading skills. Today we are going to focus on helping children develop writing skills.

Facilitator: Some people who do not work in schools think that "writing skills" are the same as "hand writing skills". They think that if people know the letters and can draw them with a pencil then they can write.

Facilitator: 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 begin to develop other skills as well as the ability to write neatly and spell correctly.

Facilitator asks : ***If good writing is more than neat hand writing and good spelling, what is it ?*** Facilitator gives stripes of paper to Participants to work in groups of five and try and write a short definition of good writing. Groups display strips and group representative reads them.

Facilitator says : Most educators agree that ***a good writer is someone who can communicate meaning clearly and economically using print.***

Facilitator posts the chart on the board and says: There have been many studies of writing in different languages around the world. These studies agree that ...

- the best way to improve as a writer is to write your own texts (that is, by practice)
- copying the writing of others is not the best way to improve writing skills (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 they complete 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
- students who understand the basic structure and characteristics of different types of writing are better writers

Facilitator says : 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 and then each one a text. It is also important that

Teachers let children see examples of their own writing - displayed on the classroom walls, pegged to string above the desks or written out on the blackboard.

Facilitator: But for children who are not able to write yet, how can they 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 feel ownership of the text because it was their idea. The same process can be used when a child does a drawing. The Teacher can ask what the child wants to write under the drawing and then writes down what they says.

Teachers can also use the negotiated text approach successfully with higher grade students who can discuss in group what they want to say (negotiation) and then one of the group can write down the group's ideas.

Negotiating text at different grade levels:

Grade	Examples of learning activities using negotiation
1	Teacher asks students to say what their drawings are about. Teacher writes caption for them on their drawing. Teacher asks student to say what their drawings are about, teacher writes caption for the students to copy onto their drawing. Teacher writes a single sentence on the board using children's answers to questions. Children read together.
2	Teacher asks students to describe something that has happened in the community. Teacher writes two or three simple sentences using the children's words. Teacher and students read together. Children copy into their books.
3	Teacher asks students to work in a small group to write simple texts together. Teacher helps if children get stuck by asking questions or giving spelling of new or difficult words. Groups can share texts with other groups in the class.
4	Students begin writing simple texts individually. But when children start to write longer or more complex texts they will find it helpful to discuss ideas in a group and produce a negotiated text. One of the group can act as the scribe. Children who find writing difficult may also build confidence by doing more negotiation and group work before they try to work on their own.
5	
6	

Students begin writing simple texts individually. But when children start to write longer or more complex texts they will find it helpful to discuss ideas in a group and produce a negotiated text. One of the group can act as the scribe. Children who find writing difficult may also build confidence by doing more negotiation and group work before they try to work on their own.

At the end of the demonstration activity the Facilitator asks the whole group to give their ideas about the role of the SCRIBE (negotiator) and the role of the group. A second Facilitator can note down their responses.

Anticipated answers:

Scribe	Group members
Write down group members ideas	Give their own ideas
Ask clarifying questions	Listen to others
Do not reject ideas from group members	Suggest improvements
Don't make corrections unless told	Point out errors and suggest corrections
Ask questions if group gets stuck	Read back what they've done to see if the meaning is clear and it makes sense

Session 6.2 The writing process (Drafting and Conferencing) 90 mins

MATERIALS : Big paper, markers; Checklist Chart for Group Text

Facilitator: Students at Grade 3 are able to start doing their own original writing. From Grade 3 onwards, teachers should be helping children to understand that good writing usually results from a **process**.

Facilitator: 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 first or second drafts - lots of alterations shows that the writer is serious about producing a high quality and correct **FINAL DRAFT**. **The main aim in a first draft is to get all ideas down on paper.**

Facilitator: Many writers benefit from having someone else read and make comments on a draft of their writing. This discussion is called CONFERENCING. In a conference the person reading the draft should concentrate mainly on the meaning - is it clear ? is it confusing ? are there good parts which could be made better ? Spelling mistakes are not so important (unless it is a final draft) being conferenced. In a **FINAL DRAFT** the meaning should be very clear and all mistakes, including spelling and punctuation, corrected.

Facilitator: Drafts can be written on old paper or they can be written on slates or small blackboards. This makes correction 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.

Facilitator: Participants will now try a writing task by following below steps:

- Step 1** Form small groups of 5-6 people, get a big sheet of paper and marker ready. Choose one person in the group to be the scribe. **Facilitator writes or tells the opening sentence.**
- Step 2** Think about and discuss the topic for writing and tell the scribe what to write (there will be 10 minutes for this negotiation and writing) - this is your first draft

- Step 3** Read through the first draft together. Discuss how it can be improved (write corrections, deletions and additions).
- Step 4** Check the group text against the criteria listed on the Checklist Chart
- Step 5** Re-write the text with all the corrections and revisions, read it through again and make any final changes (e.g. spelling)
- Step 6** Across groups: each group talks about the second draft, main corrections made between the first and the final draft.

*Facilitator asks : **Where did these texts come from ?***

Anticipated answer : They came from us.

*Facilitator asks : **Where did the ideas for the text come from ?***

Anticipated answers : From our imagination and experience.

Checklist Chart for small group writing task

Criteria	Checked
Title	
Sentences complete	
Punctuation	
Good word choice	
Good sequence of sentences	
Paragraphs	
Clear meaning, makes sense	
Spelling	
Conclusion	

Session 6.3 Teacher tasks on writing

15 mins

MATERIALS : Teacher Logbook

Facilitator says that there are two tasks in the Logbook about **Writing**. Facilitator asks participants to read page xxx of the logbook. Facilitator asks the participants if they understand the instructions on the pages. Facilitator answers any questions from participants. If participants have no questions the Facilitator checks participants' understanding by asking them ...

*Facilitator asks: **In Writing Task 1, do teachers in all Grades have to do the same activity and follow the same process with the children?***

Expected answer: Yes, but the amount of writing the children do will vary according to Grade.

*Facilitator asks: **Does this mean that Task 1 will take longer for teachers in Grade 6 than for Grade 1 ?***

Expected answer: Yes.

*Facilitator asks: **What do the Teachers do for Task 2 ?***

*Expected answer: They practice the process of writing, including conferencing, on a task which they are doing as part of the ETL topic of Assessment (Task 6, **Case Study of a Child**).*

Facilitator concludes by saying: Students using their own experiences, ideas and imagination in writing is a good example of what we call CREATIVE THINKING. The next topic in the workshop is also about encouraging children to think for themselves by using different kinds of questioning.

Topic 7

Assessment/Student portfolio

Session 7.1 Assessment

45 mins

MATERIALS : Big paper, markers.

Facilitator: All teachers in all schools in the world assess student learning. There are many reasons why they do it and we want you to think about them.

Facilitator asks participants to form small groups and discuss the following focus question for 15 minutes: **What points do schools and teachers need to assess children's learning ?** Facilitator selects two or three groups to report back and for other groups to add any other ideas they wrote.

Facilitator then adds any ideas (from the list below) which Participants have overlooked.

Expected answers :

whether children are ready to go to the next grade (Knowledge, Skill and Attitude)?

whether children have learned well (can read/write, count etc.)?

whether children can use their knowledge and skills to solve problems?

whether teachers are teaching effectively?

whether the curriculum and materials are working effectively?

whether schools are doing a good job?

information about the quality of the education system

information about children's progress which they can give to students' families

Session 7.2 Assessing student learning

30 mins

MATERIALS : N/A

Facilitator tells Participants to recall the number of children not promoted/repeated (or promotion/repetition rate) from their class in the past academic year. Facilitator asks some of the Participants to say about those rates.

Facilitator asks : **What were the reasons for your decision that children should repeat ?** A second Facilitator writes participant's reasons on the board in a list on the board or big paper.

Expected answers :

- | | |
|--|-----------------------------|
| - <i>failed tests</i> | <i>Knowledge</i> |
| - <i>absent a lot</i> | <i>Attitude</i> |
| - <i>cannot do this or that (count, read, write ...)</i> | <i>Knowledge and Skills</i> |
| - <i>won't join in learning activities</i> | <i>Attitude</i> |

- *doesn't know how to behave*
- *doesn't pay attention to work*

*Knowledge ? Attitude ?
Attitude*

Facilitator asks Participants to think about whether the reasons they gave relate to Knowledge, Skills or Values (K, S, A). Facilitator then reads through the list of reasons, one by one, and asks Participants to assign "K", "S" or "A" letters to each of them. Participants can write more than one letter if they like.

Facilitator then asks follow up question : What did you do to find out these reasons about the children ? And a Second Facilitator lists them on the board. When participants have given all their ideas, Facilitator writes a heading on the list: "**Assessment Methods**". Facilitators should check to see that participants have covered all the anticipated answers (below).

Expected answers:

- setting and marking a test
- asking questions,
- observing behaviour
- listening to them talking/explaining
- looking at their written work
- watching them cooperating with others

Facilitator: these are good answers and provide a good introduction to the next topic in the workshop - Types of Assessment

Session 7.3 Types of assessment

60 mins

MATERIALS : Teacher Logbook, big paper, markers

Facilitator: educators use technical words to describe the various different types of assessment you have learned in session 7.2. Four important sets of terms are FORMAL and INFORMAL assessment and FORMATIVE and SUMMATIVE assessment. These types of assessment are described in the Teacher Logbook.

Facilitator asks Participants to form small groups to read the Logbook and discuss together. The Participants' written task is to agree on a description of the four terms and write them briefly on strips of paper

When groups have finished reading and discussing, the Facilitator asks some of the groups to read out examples of their descriptions. Then the Facilitator tells the groups to compare their descriptions with the descriptions at the back of the Teacher Logbook. Facilitator then asks if there are any questions.

The Facilitator concludes the session by asking Participants : which types of assessment do you think you should be using in your classes ? Expected answer: Teachers should be using all of the different kinds ... a mix of strategies is best.

Session 7.4 Teacher tasks on assessment

45 mins

MATERIALS : Teacher Logbook

Facilitator tells Teachers to look at the Teacher tasks on Assessment on in the *Teacher Logbook*. Facilitator says that there are two main tasks but that most of the work on teacher tasks in Assessment is not done until later in the year.

The first task involves collecting samples of work from five children in the class during the course of a year. The samples of work are compiled in five folders. These folders are called **PORTFOLIOS** and this kind of assessment is called **PORTFOLIO ASSESSMENT**. The teacher also collects personal information about each of the five children. During the year the teacher reviews the work samples to assess the progress of the children, their learning needs and how the teacher might help them. At the end of the year the work samples help the teacher make a decision about the children's learning achievement and whether they can be promoted.

The second task is a Child Case Study about one of the five children. Teachers will write most of this Case Study in the two workshops in April and July (One to one meeting with teacher on this task in the workshop).

Facilitator concludes: MoEYS is in the process of adopting a new form of assessment for children's learning based on "Standards". Ministry's standard documents describe learning achievement - things children can do. Teachers will have to decide whether children's learning achievement at the end of the year matches or exceeds the Standard. Using a variety of all types of assessment will help the teacher make an accurate assessment about whether children have met the learning standard.

Topic 8

Teacher reflection (self-assessment)

Session 8.1 Teacher reflection as a form of self-assessment

45 mins

MATERIALS: Teacher Logbook

Facilitator says : in this workshop we have already learned about the ways teachers can assess children's learning and the purposes of the assessment. Amongst the purposes is to find out whether children are learning well and developing in the areas of knowledge, skills and attitudes. Sometimes we find out that some children are not learning very well or that all children are having trouble with part of the curriculum.

Facilitator says : when children are not learning well, many teachers may say :

- the children are lazy
- the children are tired
- the children are not interested in learning
- the children are always late/absent/not paying attention
- there are too many children in the class
- the children didn't learn anything at school last year ... etc

These reasons can be true but they also can be easy excuses for teachers to do nothing about the problem.

Facilitator asks participants: **If some or all of the children are not learning well, what does a teacher do ?** A second Facilitator write down participants' responses:

Expected answers :

- *teach the lessons again and provide additional teaching on parts of lessons that students have yet to understand*
- *explain more*
- *putting the slower students at the front of the class*
- *work directly with the students not learning well in a small group*
- *let weaker students work in a mixed group with other children who understand*
- *organize a remedial class*
- *talk to parents about their children coming to school regularly*

Facilitator: this kind of teacher self-assessment is often called "Reflective Teaching". The main thing to remember about Reflective Teaching is about changing the teacher's own practice to produce better results.

Facilitator: when teachers reflect on their teaching they are constantly asking themselves a question. Look at the Teacher Logbook and you will find it (the Facilitator writes the question on the board as participants try to find it)

Session 8.2 Teacher reflection and changing practice

60 mins

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

MATERIALS: Teacher Logbook

Facilitator: Participants should now split into small groups and read the Information for the Teacher section of Topic 8 (Reflective Teaching) in the **Teacher Logbook**. After everyone has read the text, Participants should discuss the main ideas together.

At the end of the discussion, the Facilitator will ask some summary questions (below table) to make sure everyone understands the main ideas clearly. If there are some big questions you are still not sure about, write them down and bring them back to the whole group.

Session 8.3 The Reflective Teaching tasks

20 mins

Sample questions for Facilitators	Anticipated or possible answers
What are the steps in Reflective Teaching cycle ?	Plan - Teach - Reflect
What is a cycle ?	A cycle is a process which has the same steps in it and is repeated over and over
What does "Reflect" mean ?	Reflect means that we as teachers think about what happened during the lesson ... what worked well/what didn't work well, what the children were interested in/what they were not interested in, what children understood well/what they didn't understand
What do teachers do in the planning stage ?	Apply the lessons learned from the reflection stage to make a new plan which involves changing our teaching practice in some ways which we think will result in better student learning.
What do teachers do in the teaching stage ?	Teach !! Try out the changes they have planned and observe the impact on students.
Should teachers plan and apply new ideas (changes) in every lesson ?	No ... that is too much ... they should choose the topics and lessons which are the most problematic ... think hard about what changes they could make ... try to do this two or three times a week. If they have success, then use the same technique in other lessons where it is relevant.
etc. etc.	

MATERIALS: Teacher Logbook

Facilitator says : please look at the tasks for Reflective Teaching in the Teacher Logbook. Read them through and discuss them with the person sitting next to you. If there are any questions you cannot answer yourselves, ask the Facilitators at the end.

Questions need to be responded by participants first. Facilitator can give his/her own ideas if necessary.

If participants have no questions, the Facilitator checks participants' understanding by asking:

Session 8.4 Teacher tasks

45 mins

Facilitator questions	Anticipated answers
What should each teacher bring to each Monthly Meeting ?	<i>The one, two or three best new practices they have used and the one, two or three biggest problems they have faced.</i>
What should teachers do before the last Monthly Meeting/Workshop in July ?	<i>Look back at their new practices and problems over the year and choose the three most effective new practices they have used during the year and the three biggest problems they faced.</i>
Is it OK to write the same three problems from one month to the next ?	<i>Yes, if they are the biggest problems.</i>
Is it OK to write the same three best new practices from one month to the next ?	<i>No. If they are the same they cannot be new.</i>
How long should it take to write responses to these tasks ?	<i>Two or three minutes</i>

MATERIALS: Teacher Logbook, big paper, markers

Facilitator: The Teacher Tasks are an important part of the ETL course.

Facilitator asks : **Why do you think the MoEYS wants teachers to do the tasks ?**

A second Facilitator writes down participants' ideas.

Anticipated answers :

- *to improve teaching skills*
- *to improve learning outcomes for children*
- *to increase the child friendliness of schools in Cambodia*
- *to apply new ideas in their classroom*
- *to develop their teaching repertoire*
- *to spread good ideas about teaching practice from school to school*
- *to promote teacher-helping-teaching learning and strengthen "teacher networking"*
- *to develop their skills as a researcher by experimentation and collecting evidence about the impact of new ideas*
- *to provide content and strong purpose for Monthly professional development meetings*

Facilitator asks : **Whose responsibility will it be for teachers to do the tasks ?**

Expected answer : *Ours ... it will be up to us (teachers) to decide to do them or not*

Facilitator asks : **Why do you think teachers might choose to do the tasks ?**

Another facilitator writes down participants' ideas.

Expected answers : *all of the answers given in the first question plus*

- *to take advantage of an opportunity for personal/professional development*
 - *to do a better job for the children, their family and the communities*
 - *to be recognized as a good practitioner (through award of certificate and payment)*
-

The End

Topic-wise tasks to be completed every year

Annexes

The workshops in the ETL program and their main content and purposes are set out in the chart below.

Workshops	Main content	Purpose
6 Day Workshop in September	<ul style="list-style-type: none"> • Introduce ETL program • Learning activities on 8 topics of ETL 	<ul style="list-style-type: none"> • Prepare teachers for participation in ETL • Provide new ideas for teaching and learning • Share practical ideas between teachers
1 Day Assessment Workshop in April 1 Day Meeting	<ul style="list-style-type: none"> • Review progress in ETL over 7 months • Learning activities on Topics 4 and 8 (Assessment and Teacher reflection) 	<ul style="list-style-type: none"> • Formative evaluation of the ETL course • Set up final tasks for Topics 4 and 8
1 Day Assessment Workshop in July and 1 Day Meeting	<ul style="list-style-type: none"> • Review work in ETL during the year • Make plans and recommendations for following year 	<ul style="list-style-type: none"> • Assist teachers complete tasks • Evaluate the ETL course • Make recommendations for future of ETL

ETL Training Course over the academic year

Month	9	10	11	12	1	2	3	4	5	6	7	8
Block	6 days TOT 6 days Teacher Workshop							1 day assessment workshop for Teachers			1 day assessment workshop for teachers	
Monthly		MM 1 1 day	MM 2 1 day	MM 3 1 day	MM 4 1 day	MM 5 1 day	MM 6 1 day	MM 7 1 day	MM 8 1 day	MM 9 1 day	MM 10 1 day	
Classroom Practice	Classroom Practice throughout the school year involves carrying out observations and simple written tasks set each Monthly Meeting to be reviewed at the next Monthly Meeting. Teachers meet informally between monthly meetings as part of school networks which they form themselves according to their local situation											

Block training :

Monthly Meetings :

Classroom Practice :

6 days + 1 day + 1 day (* evaluation/planning "looking backwards and looking forwards")

10 days (involving task review, new content, activity and task setting)

trialing new ideas, carrying out simple tasks, conferring with peers ...

List of Tasks by topic

No.	Topic	Task	Title	Set	Discussed	Others
1	Class management	1	Classroom Plan 1	Early October	MM October	
		2	Classroom Plan 2, changes in organization	Early March	MM March	
		3	Classroom Plan 3, changes in organization in year	Early June	MM June	
2	Critical thinking	1	Critical thinking 1	Early January	MM January	
		2	Critical thinking 2	Early February	MM February	
3	Learning games	1	Learning game 1 Mathematics	Early November	MM November	
		2	Learning game 2 Language	Early December	MM December	
		3	Learning game 3 Social Studies	Early February	MM February	
		4	Learning game 4 Science	Early April	MM April	
4	Assessment	1	Choose students for Portfolio	Early October	MM October	
		2	Student Portfolio collection	Early November	MM November	
		3	Student Portfolio collection	Early February	MM February	
		4	Student Portfolio collection	Early April	MM April	
		6	Child Case Study – drafting	Early May	MM May	
		5	Student Portfolio collection	Early June	MM June	
		6	Child Case Study - conferencing	1 d WS April	1 day WS July	
5	Classroom resources	1	Using Posters	Early November	MM November	
		2	Using maps	Early January	MM January	
6	Reading	1	Reading 1	Early December	MM December	
		2	Reading 2	Early January	MM January	
7	Writing	1	Writing 1 Drafting and conferencing	Early March	MM March	
		2	Writing 2 Negotiated text	Early April	MM April	
8	Teacher Reflection	1	Teacher Reflection for the year	1 d WS	1 day WS July	
		2	Looking back, looking forwards	1 d WS	1 day WS July	

Note: Put a check ✓ in Others column to identify completed tasks

Monthly Meetings

MATERIALS: Teacher Logbook, Table 1: Sample Agenda Monthly Meetings

Facilitator says: the Monthly Meetings are important because they are opportunities

- when teachers from different schools can exchange experiences
- for teachers to learn from each other (peer networks)
- for experienced teachers to help newer teachers
- for spreading good ideas from school to school about teaching and learning

The main purpose of Monthly Meetings is to provide a forum. Local Facilitators (Cluster and School Directors and Deputy-Directors and TGLs) have a key role in encouraging teachers to talk about their practice and the problems they are facing.

Facilitator: The Teacher Tasks will help provide a structure for the Monthly Meetings. Teachers may start these Meetings together but then split into Grade level groups for more detailed discussions. Two main activities in Grade level groups will be:

1. Talking about tasks which teachers have completed in the last month and about their experiences, both good and not so good. Some teachers who have had good results can use their Logbooks to tell other teachers what they did. Other teachers can ask them to demonstrate some of the learning activities. Local Facilitator can help by summarizing the different good ideas teachers have been using.
2. Talking about the tasks which teachers will do between this Monthly Meeting and the next one. This means reading through the instructions together, discussing them and agreeing on what should be done.

Facilitator distributes copies of the sample agenda and says that the agenda for a Monthly Meeting may look like this:

Sample Agenda for Monthly Meeting

	Session title	Main content	Facilitator/Leader	Timing
1	Teacher meeting (all Grades 1-6)	Information from MoEYS National level instructions Provincial level instructions District/Cluster level instructions Other local information	Cluster Director	60 mins
		ETL program General discussion, information, progress, feedback	Cluster Director and Local Facilitators	
2	Grade Level Groups	Sharing results of tasks Small group discussion Selection of good ideas	Deputy Directors/TGLs	60 mins
4	Grade Level Groups	Presentations Explanation/demonstration of good teaching ideas	Teachers	45 mins
5	Grade Level Groups	Preparation for future tasks - Reading of tasks - Discussion of tasks - Q and A	Deputy Directors/TGLs	45 mins

6	Whole group meeting	Review activities at Meeting Issues or problems arising Materials/supplies issues	Cluster Director and Local Facilitators	30 mins
				4 hours

This Agenda is a sample only. Other events may compel changes. The two highlighted sessions are the most important for maintaining the ETL program and should not be displaced.

Child Friendly Schools and Effective Teaching and Learning [Aim, objectives and methodology]

MATERIALS: Teacher Logbook

Facilitator asks participants to describe the six dimensions of Child Friendly Schools (if they don't know, they should find the answer in the Teacher Logbook). Another facilitators write down participants' ideas on the board/big paper.

The facilitator says that: ETL is the second dimension which relates to Child Friendly Schools.

The facilitator explains that Teacher Logbook contains information on the whole Child Friendly Schools program, which describes the Effective Teaching and Learning. The facilitator asks participants to look at the content page of the Teacher Logbook to find the right page of each dimension. The facilitator asks each participants to read the aims and objectives in the Teacher Logbook aloud.

Then the facilitator says that this workshop will use participatory learning approach. It means participants will spend lots of time in the workshop to complete learning tasks and facilitators will not spend much time on talking and explaining. To complete learning tasks, participants should use their personal experience in teaching and ideas on ETL.

ETL Facilitators and their role

ETL Facilitators may be selected from the staff of Provincial and District Offices, the Provincial TTC or may be outstanding School Directors or teachers from schools in the province. ETL Facilitators will be conducting training workshops with Teachers and the Local Facilitators. After the workshops, the local facilitators will conduct follow up activities with teachers at Monthly Meetings and in schools.

ETL Facilitators need to have a very good knowledge of all parts of the ETL course and documents. ETL Facilitators should also have a good knowledge of the whole Child Friendly Schools program because ETL/Dimension 2 is only one part of the broad CFS framework. It is also important that Facilitators have some recent experience of working at primary school level, particularly successful experience as a classroom teacher.

ETL Facilitators are responsible for organizing and carrying out the learning activities in the ETL Workshops described in this Manual. They will do some demonstration activities and provide explanations. But the ETL Facilitators main role is to help Teachers answer the questions and do the tasks which are set in the workshop. Teachers will learn best by doing these learning activities by themselves. The main role of the Facilitator is thus that of a Facilitator. Working this way means that the Facilitators are using the same methodology that they are encouraging the Teachers to use in their own classes. This methodology is called child-centred or learner-centred and is also sometimes described as participatory learning.

Most ETL Facilitators will not be involved in regular follow up with teachers at schools and Clusters. Local Facilitators will be responsible for assisting teachers in meetings at Clusters or, in remote areas, at schools or District Offices. Local Facilitators could be Cluster technical personnel (Cluster Director/Deputy Director, Technical Grade Leaders, School Directors or School Deputy Directors) or, in remote areas, personnel from the District Office or Mobile Teachers (experienced teachers or teachers with good techniques). The teachers themselves are responsible for carrying out most of the ETL activities in their classrooms and schools during the school year.

Skills of an effective Facilitator

Not everyone is automatically a good Facilitator. Even people with a lot of experience and very good qualifications sometimes make poor Facilitators. The most common problems with Facilitators are that they ...

- do not prepare properly and don't really know what they are talking about
- have never actually practiced the ideas they are presenting
- forget that the main purpose of education is helping learners to learn
- want to show off their own knowledge and so they talk too much
- never say "I don't know" and do not have any other strategies to answer a question or solve a problem when they have little experience or few ideas
- forget they are working with adults who have their own experiences and ideas

An effective Facilitators must be able to ...

- Demonstrate confidently and talk clearly about all the topics in the ETL training course (this is a basic requirement in any preparation for training)
- Model the kind of pedagogy they expect Teachers to be using with children. Thus, if they are urging Teachers to use a participatory methodology with children they should be using one with Teachers in their own training.
- Describe tasks clearly, assign them to Teachers and then allow Teachers to work on them in their own time and without additional input unless Teachers are obviously stuck or request it. This is a basic Facilitation skill.
- Respond to at least some questions from Teachers by re-directing their questions to other Teachers.
- Have already done all the activities themselves, more than once if possible, so that they can anticipate and respond to problems teachers might have (this is a basic requirement in any preparation for training)
- Review participants' responses to a task and comment constructively on them. This does not mean repeating everything the participants have already said. Nor does it mean looking for things participants have said which are not exactly right. It does not mean correcting spelling errors on participants' report by using red ink pen. Begin giving feedback to Teachers by acknowledging what is right and good about what they have done (positive reinforcement). Then bring up any problems. If the facilitator wants to give any negative comments, s/he should say "doing this does not work", "it is confusing", "it is contradicting to what you just said" (this is a basic Facilitation skill)

If Facilitator identify errors of fact (e.g. spelling, computational errors etc.) they should give Teachers the opportunity to self-correct first. They can do this by saying ... "is this correct ?", "do you agree with this ?", "this doesn't look right", "what's wrong with this rather than by making the correction with a red ink pen on the Teachers' work.

Child Friendly Schools Teachers

Importance of teachers in Child Friendly Schools

Teachers are important stakeholders in the national efforts to improve the quality of schools in education system. Teachers have great influences on children they teach and class they manage. Many people can easily observe good teachers and bad teachers.

Teachers play a role as models for students in their class. Teachers can show good personality that most families would like their children to follow. These qualities include working hard, being generous, being impartial and showing respect to the others, especially children rights. These qualities are the whole part of the Child Friendly Schools concept.

Child Friendly Schools teachers have to know all children in their classroom. Teachers have to know their students' names, family status, strengths, weaknesses and preference. CFS teachers have to listen to ideas and comments of children in their class. CFS teachers have to insist that children respect each other in the class. If teachers do respect the value of children's experience and perspective, children will do the same.

Teacher Professional Development as part of Child Friendly Schools

Ministry of Education, Youth and Sports has set out a national training program for all educators as part of Child Friendly Schools scale-up. Effective Teaching and Learning is the main effort made by MoEYS to reach all teachers throughout the countries.

Whether CFS impacts schools or not depends on what teachers have done. ETL includes professional development document the Ministry provided directly to teachers. These documents provide information on new ideas of teaching and learning and practical examples on how teachers can apply these ideas in their classroom.

MoEYS will also provide support to teachers throughout an academic year through facilitators from clusters or district offices of education, youth and sports.

Teacher Logbook is a part of ETL. This logbook is for teachers to record tasks completed in an academic year. Teachers can bring their logbooks to professional development meetings held at clusters or district offices of education, youth and sports. Teachers can share their experiences with other teachers and help each other to complete the professional development program.

At the end of the academic year, teachers should hand their logbooks to school directors to check. Teachers who have already completed these tasks in their classes and recorded any outcomes will be rewarded by the Ministry of Education, Youth and Sports for their active participations in ETL.