

Educational  
Support to  
Children of  
Underserved  
Populations  
(ESCUP)

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## **10 Day Introductory Training of Community Teachers Facilitators Manual**



### **ESCUP partners include:**

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

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## **Aims and objectives of the CT training course**

### **AIM**

**to prepare Community Teachers to work effectively as classroom teachers in state primary schools**

### **Objectives**

**At the conclusion of the training, participants will ...**

- > be able to apply theories of child learning and child development to classroom teaching**
- > know about the roles and responsibilities of classroom teachers working in State Primary Schools**
- > be aware of the provisions of the national primary curriculum**
- > be able to use MoEYS textbooks and teacher manuals in planning, teaching and assessing learning in their classroom**
- > be able to use four techniques of child centred learning based on the TGL training package of the MoEYS**
- > be aware of relationships between schools and communities, including the roles of the Commune Council and CEFAC**

### **A note on sources**

The content of the Community Teacher training course has been drawn primarily from the Technical Group Leader (TGL) Training Package of the Ministry of Education, Youth and Sport [2001] (especially Days 5,6,7 and 8); MOEYS Textbooks and Teacher Manuals for Grades 1 to 6 and from materials developed by NGOs working in Cambodia such as KAPE, Save the Children Australia, and Save the Children Norway. Members of the ESCUP team from KAPE and World Education who compiled the course included an Inspector of Primary Schools and two teacher educators who had worked in both Primary and Lower Secondary Teacher Training Colleges in Cambodia. They drew on their experiences of the national education system to plan other sessions in the course, including those on the administrative responsibilities of a classroom teacher.

## ESCUP Community Teachers Structure of 10 day training program

Day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
<b>T O P I C</b>	Child learning	Child development	MoEYS Curriculum Textbooks T. Manuals  Support TGL system ESCUP	Getting ready for teaching  Lesson ... Planning Teaching Assessing learning	TGL Technique 1 Questioning  Practice tasks	TGL Technique 2 Class Management  Practice tasks	TGL Tech. 3 Environment  Practice tasks  TGL Tech. 4 Using chn's language  Practice tasks	Application of all four techniques in lesson planning and teaching  TASKS	Working within the Cambodian education system 1  Classroom	Working within the Cambodian education system 2  School and community

TGL Technical Group Leader Package

### Notes

- The training is for Community Teachers (CT's), people who for the most part will never have worked as school teachers before. They are working in schools as a temporary measure, to address the problem of a sever lack of teachers. They will work for two years until a cohort of student teachers from their communes complete training at Provincial TTCs and return to staff the schools.
- ESCUP Trainers will deliver a crash or survival program of training which will introduce CT's to ideas about child teaching and learning, MoEYS curriculum and curriculum support materials, some practical approaches to teaching and learning at primary level and basic information about the roles and responsibilities of a classroom teacher working in the State education system.
- The program could be useful as a preparation for other emergency teachers required in future or for Contract Teachers beginning work in isolated schools in the Cambodian education system.

# Plan for 10 day training of Community Teachers under ESCUP Project

## DAY 1 Child learning

DAY 1

### **Session 1A** Introductions

**30 mins**

The members of the Facilitator team introduce themselves to the whole group and then divide the participants into smaller groups, at random, to play an introductions game using picture card pairs. The cards are distributed, pairs matched and partners spend five minutes finding out about each other before introducing each other (not themselves) to the rest of their small group. Maximum number in each group 12, each one with a member of training team

A list of Facilitators names and positions with NGOs or MoEYS is given to participants (**HANDOUT 4**)<sup>1</sup>. A list of participants is also collected along with information about village, commune, family and what grade they will teach (if known) and typed for distribution on Day 2.

DAY 1

### **Session 1B** Introduction to training course

**30 mins**

Facilitator uses a summary document to explain to the participants about the aims and structure of the 10 day training course, the expectations of participants and the provisions made for them by ESCUP. The Facilitator covers the following topics ...

#### **Duration of training program**

10 days, 0730-1130, 1400-1630

#### **Aims/objectives of training program (HANDOUT 2)**

To prepare CTs for duties as a classroom teacher (Facilitators refer to Participants' Documents on Structure, and Aims/objectives)

#### **Content of training program (HANDOUT 3) (HANDOUT 4)**

Two main components (Facilitator refers to Document on Structure of 10 days training)

1. About 4-5 days on child learning, child learning at school, working in a government school, the national primary curriculum and responsibilities of a classroom teacher
2. About 5-6 days on teaching methodology focusing on four skills from the MoEYS TGL Training package : Questioning, Games, Classroom management, teaching resources ("using the environment as a resource for teaching")

#### **Activities**

Reading, discussing in groups, learning teaching techniques, practicing them, games, planning

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<sup>1</sup> Participants in the training course received some 40 Handouts during the 10 days. Participants compiled a set of these Handouts as their record of the content of the training course and their participation in it. Sets of Handouts can be emailed to any interested party on request to World Education ([www.worldeducation.com](http://www.worldeducation.com))

## Expectations

Attend every day, punctual, participate actively, complete tasks. Facilitators discuss these expectations with participants and write them up, along with other provisions, as a set of rules for the workshop.

## Payments

Per diems paid at the end of first 5 days and second 5 days

### DAY 1

## Session 2 How children learn

90 mins

Facilitator says : now we will begin thinking about and discussing what you already know about child learning ... we have some questions for you to discuss in small groups and write down your answers. You can talk about your ideas with other participants as you write. We will use VIPP cards for your ideas. Follow these rules for the cards – (i) only one idea per card (ii) write big and clearly (iii) maximum three or four lines of writing per card. Your Facilitators will help you follow the instructions.

### Focus Question : What do children already know when they come to school ?

Participants work in groups to answer the question, writing their responses on VIPP cards. When all cards are up on the board, Facilitator helps them classify the cards into groups and names the groups on a card of a different colour. Each group then displays their ideas to the whole group

### Focus Question : How do they learn those things ?

Participants discuss the question in small groups and write their responses on VIPP cards. Facilitators help 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 much effective learning can take place **without** formal teaching using textbooks (TX) and Teacher Manuals (TM), writing things down and so on. It's what might be called "natural learning".

### DAY 1

## Session 3 Kinds of learning

60 mins

Facilitator says to participants : now I want you to think about the different kinds of learning that children do. Facilitator gives three examples of different kinds of learning using three of the cards the participants had written earlier, for example,

*Knowing names of people in the village*

*Knowing how to put their clothes on*

*Knowing that it is important to share and sharing things*

Facilitator then shows participants other cards with examples written on them of different things children know written on them (these can be selected from participants own, earlier work). The Facilitator asks the group to decide which one of the three examples given earlier each card is most like and puts it in that group. At the end the Facilitator asks the participants to agree on

labels for their groups.

**Expected answer** : headings something like the KSA classification used by the MoEYS (knowledge, skills and attitudes/values).

Facilitator asks the whole group: How many words are there in Khmer for “know” ? In which of the groups, above, what you put those words ?

<i>dang</i>	know, learned it, heard it from somewhere
<i>skwol</i>	have seen before and be able to recognize
<i>yul</i>	know and understand
<i>cheh !</i>	know about and be able to do
<i>pan prasap</i>	know about and do very skillfully, quickly

DAY 1

### **Session 4** All children are different

60 mins

Facilitator asks participants to think about what makes children different. For example, what makes the child of a rich business family in Phnom Penh different from the child of a rice farmer or a hunter in a forest ? What makes a Cambodian child different from a child in Africa or Australia or America ?

Facilitator then asks participants to work in small groups with VIPP cards to write answers 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. Then each small group shows the result of their work to the other groups.

To conclude, Facilitators review the various group names that participants chose.

*Possible choices* - Health, Family/Biology, Economic status, Culture, Religion, Language, Nationality, Place where they live, Health (Disability), Personality and ability ...

Most groups will have chosen different groups names and different ways of classifying but will be logical and acceptable. Participants should recognize that there is no single "right" answer and that different ideas and ways of answering may all be acceptable.

DAY 1

### **Session 5** Recognizing difference

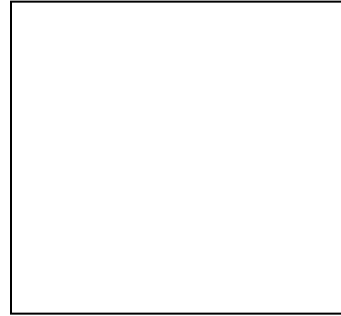
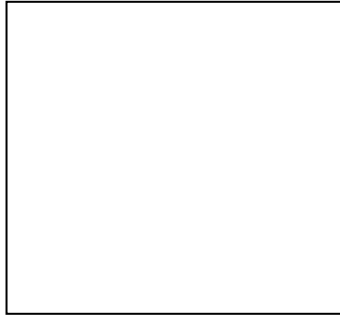
45 mins

Facilitator says : now I want you to think about what the results of the last activity mean for us as teachers.

**Focus Question for whole group** : What does it tell us about the children in our class ?



To help participants think about this question the Facilitator uses a diagram of a farmer and plants in a rice field and a teacher with children in a classroom. Facilitator asks : does it matter if the farmer treats all plants the same ? How does this affect the outcome ? Can a teacher treat all children the same ? How would this affect the outcome ?



Facilitator lists responses of participants on the board ...

*Possible answers*

*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*

*A teacher should know each of the children in her class well to understand how best they learn and how to help them*

*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 be used to doing things together, but some won't*

*Some will be curious and want to try new things, some won't*

## DAY 2 Child development

DAY 2

### Session 1 Stages of development in young children

75 mins

Facilitator says : As children grow up they are able to do new things. This is partly because they have more experiences and learn more and more but it is also because their bodies and brains develop and they are able to learn things they could never learn before. For example, a small baby cannot hold and control a pencil and doesn't understand about using a pencil to draw something s/he can see with her eyes. A child of 3 can hold a pencil but perhaps cannot control it well. They understand the idea of doing a drawing of what they see but often draw a very big head, small body and arms coming out where the ears are. By age 5 all the main body parts are in the right place but the proportions are still not accurate ... and so on.

**Task.** Facilitator says : For the first task today, work with one or two other people sitting next to you to make a chart of what children can do at different ages. Think about children in your own family, what they can do and how old they are. We want you to discuss and complete the chart (**HANDOUT 5**) showing baby (2 years old), small child (4 years old), Grade 1 (6 years old) and Grade 6 (11 years old). Think about whether they can do what is listed in the left hand column and mark the chart, tick for YES, cross for NO. Write the answers you agree on into your own chart.

What they can do	Baby (2 yo)	Child (4 yo)	Gr. 1 (6 yo)	Gr. 6 (11 yo)
Knows own name				
Knows family members				
Knows day and night				
Knows about fire				
Knows what is edible				
Use spoon by self				
Can dress self				
Can do sompiah				
Say the numbers to 10				
Say the alphabet				
Write some letters				
Write sentences				
Read a story by self				
Count objects to 10				
Add by counting to 100				
Addition sum to 100				
Hold a pencil				
Catch a ball				
Run				
Hop (jump on one leg)				
Climb a tree				
Sing a simple song				
Do a task for over 1 hour				

Groups present charts to each other. Facilitator points to similarities, differences and makes additional comments if necessary.

**Facilitator asks : What are the most important lessons for a teacher to learn from this ?**

**Expected answers :**

*You have to change the way you teach according to the children's age*

*You have to think about what children already know and can do and what they cannot*

DAY 2

**Session 2** Stages of child development (Concrete, symbolic, abstract)

**60 mins**

Facilitator : As we saw in the last activity, children keep on developing when they are at school. Grade 1 children are very different from Children in Grade 6 in **what they can learn** and **the way they can learn.**

**Question : What are some big differences in the ways children in Gr. 6 learn compared to children in Gr. 1 ?**

*Expected answers : In Gr. 6 children can read and write and learn from books; in Grade 6 children can concentrate a lot more: / Grade 6 children can learn things more quickly than in Grade 1 ...*

Facilitator : One of the ways learning changes between Gr. 1 and Gr. 6 is that children are able to understand much more language and work things out in their heads. We can see this clearly in mathematics in the way children use numbers ... for example, the idea of two things and two more things is how many altogether ?

1. Small children have to get **two things** XX and **four more things** XXXX and put them together XXXXXX and count them to get the answer **six**.
2. Older children can write the number 2 and use the sign + and the number 4 and then use their fingers to count on four more after two ... three, four, five, six to get the answer **six**. Then write = 6.
3. More experienced children will just know the answer straight away - **six**

**Educators say first way of getting the answer is CONCRETE**

**Educators say first way of getting the answer is SYMBOLIC/SEMI-ABSTRACT/MIDWAY**

**Educators say first way of getting the answer is ABSTRACT**

Here's another example. If I am a teacher who wants a student to learn about a kind of tree s/he has never seen before there are several ways I can do it. For example, I could show a picture of it, describe using words, either by speaking or in writing, or buy an example and show it to him/her. Think about these three ways (1) picture (2) using language – talking or writing (3) showing him the real tree. Facilitator shows a diagram of the three ways of teaching on the board (Concrete Symbolic and Abstract).



Facilitator asks participants to talk to the person next to them and then put up their hands to vote for which picture they think is concrete, symbolic and abstract.

There are two really important ideas here for teachers (**HANDOUT 6**).

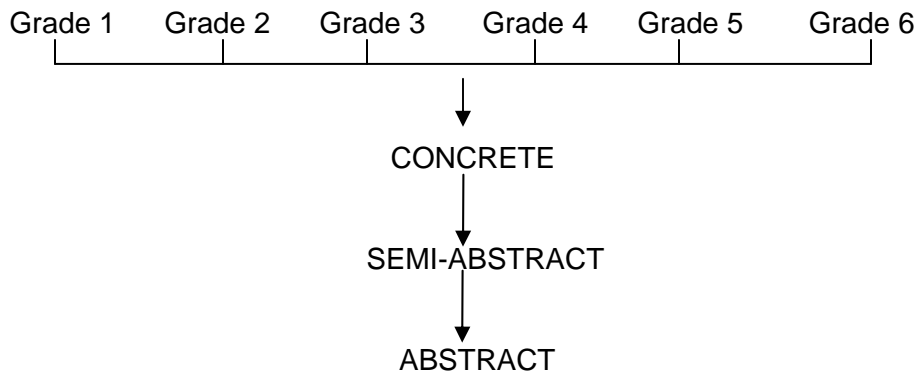
Facilitator asks participants to read the Handout and then asks them to summarize the two main ideas in it. These are :

1. As children grow from 6 to 11 years old they also change from working mostly at a concrete level to working mostly at an abstract level. They learn much more through language than through moving things, seeing things, experiencing things.

CONCRETE - - - - - SEMI ABSTRACT - - - - - ABSTRACT  
 6 years old -----11 years old

2. When children, of any age, **are learning something for the first time** it is usually best to introduce it concretely and let them experience and talk about it themselves.

**New learning at every grade level**



Facilitator then distributes a Handout (**HANDOUT 7**) containing a chart (as below). The Facilitator then asks the following question and participants discuss in a small group, agree on their answers and write their ideas onto the chart.

**Facilitator asks : What concrete experiences could you give to introduce the topics in the chart below to children learning about them for the first time ?**

Topic	Introduce by concrete experience
The Cambodian flag	
Plants have leaves and roots	
Concept of heavy and light	
A triangle	
Water boils when heated	
A new letter in the alphabet	
People live in houses	
Understand the number 4	
Some animals lay eggs	
People usually live in a family	
Ice is frozen water	
Occupations in my village	

Facilitator asks a representative from different groups to say what they have written for each topic and then asks other groups if they have written any different ideas for that topic.

Facilitator says : Sometimes a teacher cannot introduce a topic concretely. For example, a teacher in Cambodia cannot show children snow or a teacher in Ratanakiri take children to see the ocean.

**What can they do to make the learning as concrete as they can ?**

**Expected answers** : *show a picture in a book or a poster, find someone in the school or community who has seen snow or been to the beach.*

DAY 2

**Session 3** Language in learning

75 mins

Facilitator says to participants that as we saw in the last activity, children learn more and more as they get older through language.

**Question to whole group : What subjects do children learn at school through language ?**

**Expected answer** : *All of them.*

The Facilitator continues **by asking** : **For example, in mathematics, what are some of the important words we use ?**

**Expected answers** : *one, two, three ... hundred, thousand, ten thousand, million, one tenth, half, per cent, triangle, square, kilogram, heavy, litre, plus, take away, divided by etc etc.*

Facilitator says : You're right, there is a lot of language we use when we are talking about maths - some people call it "the language of maths". It means that language skills are the foundation for learning all subjects.

**Facilitator asks whole group : Teachers usually talk about the FOUR language skills; what do you think these might be ?**

**Expected answers** : *Listening, speaking, reading, writing.*

Facilitator says that one simple idea for teachers to remember to help children the four language skills in all subjects is " **DO-TALK-RECORD** ". This means that teachers try to teach lessons in which (1) Children **DO** something together, then (2) Children **TALK ABOUT** what they did (listening, speaking) and then (3) Children **RECORD** in some way what they did (reading, writing)

**Task** : Facilitator puts a chart on the board (see below) with empty boxes next to the two of the three statements above. Participants are asked to think of examples of " **DO** " and " **RECORD** " activities and tell Facilitators who write their ideas on strips of paper and stick on chart. The chart looks like this (with anticipated answers in italics). Facilitator gives participants a chart (**HANDOUT 8**) to record the results of the activity for their participants file.

It is important for Facilitators to stress the linkage between DO, TALK and RECORD. Facilitators can give two examples to shows this -

<b>DO</b>	<b>TALK</b>	<b>RECORD</b>
Children and Teacher go for a walk near the school and name and count three kinds of animals they see.	Teacher asks children to remember the names of the animals they saw and how many there were.	Teacher tells children to make a simple chart showing the names (or picture) of the 3 animals and how many they saw
Teacher reads a story to the	Teacher and children talk about	Teacher tells children to draw a

children	the story, who was in it, what happened, how it ended ...	picture or write a sentence about the story.
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Chart to use in this activity (but do not write in any answers in Column 1 or 3 - that is the participants' task).

Children DO something together		Children RECORD in some way what they did
<p><b>Anticipated answers</b>  <i>children go for a walk</i>  <i>children listen to a story</i>  <i>children make something</i>  <i>children look at something</i>  <i>children play a game</i>  <i>children count something</i>  <i>children build something</i>  <i>children organize things</i>            ... ..</p>	<p><b>Children talk about what they did</b></p>	<p><b>Anticipated answers</b>  <i>children draw a picture</i>  <i>children draw a diagram</i>  <i>children fill in a chart</i>  <i>children copy a word</i>  <i>children copy a sentence</i>  <i>children write a word</i>  <i>children write a sentence</i>            ... ..</p>

**DAY 2**

**Session 4 Building on the "known"**

**90 mins**

Facilitator says : as children get older they have more experiences and understand more and more about themselves and the world they live in. Good teachers understand this and use the children's own knowledge as a foundation on which to build their teaching. So, this means they often start their lesson with some questions to find out **what children already know**.

**Facilitator asks whole group : For example, if I was going to teach a lesson to a Grade 5 (?) class about the political geography of Cambodia, how could I find out what the children already knew ?**

*Anticipated answer : by asking questions*

**Facilitator : Yes ... what kind of questions could I ask (starting with easy ones ...)**

*Anticipated answers :*

- what province are we in now ?*
- have you ever been to any other provinces ?*
- what provinces border this province ?*
- do you know the names of any other provinces ? (teacher writes answers)*
- how many are there altogether ?*
- let's see how many we know ?*

*Then the teacher could show a map with the provinces in outline, see if the children could identify any of them and stick cards on the map in the right places ... then begin to write the names down.*

(If necessary ...) Facilitator says : As a second example, tomorrow we will be teaching you about the curriculum and textbooks of the Ministry of Education. **What questions could we ask you to find out what you know about textbooks ?**

**Possible answers :**

*What can you tell me about the textbooks used in MoEYS schools ?*

Have you ever seen them (do your children bring them home ?)  
 What grades and subjects have textbooks ?  
 Do all children have them ?  
 What is in a textbook ?  
 How much do they cost ?

**Task** : Facilitator tells participants to form groups to write questions which teachers could use to find out what children already know about some topics from Primary Social Studies Textbooks (below) ... The topics are different for each group and the grade levels are also different.

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Family tree Lesson 4, pp. 6-7	Food Lesson 28, p.37	Mountainous zone Lesson 32, p.45	Child Rights Lesson 46, p.50	HIV AIDS Lesson 12, p. 14

Participants present their questions and discuss. Facilitator gives feedback, including the idea that questions should start out very general, simple and broad and become more specific as the Teacher tries to find out what children already know. If children cannot answer the first, easy questions then the Teacher knows that what the children already know is small.

Facilitator concludes : this idea about teaching we usually describe as :

**building new learning on what children already know**

DAY 2

**Session 5** Read document " Eliciting children's ideas"

**30 mins**

Facilitator tells Participants that they will be given a document to read (**HANDOUT 9**) on this topic from the TGL package. Then Facilitator divides participants into groups and other Facilitators join each group and distribute documents. Participants read it, discuss it in their groups and ask questions. Any questions which cannot be answered in the group should be noted.

When small groups come back to whole group, Facilitator asks participants if they have brought back any questions. If there are none, the Facilitator may ask some Participants to summarize main points from the document. Another Facilitator can note down points on the board.

**Facilitator concludes by asking : Have we discussed this idea earlier in the workshop ?**

**Anticipated answer** : Yes, in the previous session about finding out what children already know.

DAY 2

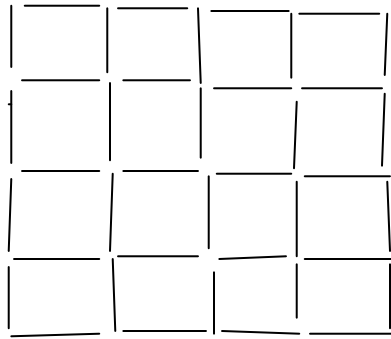
**Session 6** Assessing learning

**60 mins**

The Facilitator says the session will be about trying to answer the question : How do we know if children have learned something ? The Facilitator then ...

- asks one participant his/her name

- asks another to write their name on a card
- holds up five sticks and asks a participant how many are there
- asks a participant to make a model of " 25 " with straws and rubber bands  
(If the Participants are not sure what to do, start a discussion about tens and ones by asking what does the "2" in 25 mean and what does the "5" mean ...)
- sets a matchstick puzzle involving **squares** and asks participants to solve it



**How many Squares ?**

$$1 \times 1 = 16$$

$$2 \times 2 = 9$$

$$3 \times 3 = 4$$

$$4 \times 4 = 1$$

$$\text{Total} \quad 30$$

The Facilitator then asks participants to work in small groups to think about and discuss the demonstrations and make a list of responses to the Question : **What can a teacher get children to do to find out if they have learned something ?**

Participants then discuss and list ways children can demonstrate learning.

**Possible responses** ... *answering a question from somebody by speaking*  
*answering a question in writing*  
*doing a task or solving a problem*  
*demonstrating how to do something*  
*explaining to someone something you know ...*

Small groups report back by showing their lists of responses. If time is short, one group can report and the others add their different ideas.

DAY 2

## **Session 7** Summarizing the big ideas covered on Day 2

**15 mins**

Facilitator asks participants to summarize the big ideas covered in the main sessions today :

1. Child development from 2 years old to 11 years old
2. Children pass through stages of concrete to semi-abstract to abstract stages in learning
3. Language is used in learning all subjects - DO-TALK-RECORD is a useful way to develop children's understanding and skills in all four language skills
4. Build on what children already know when introducing new content and ideas
5. There are a number of different ways that teachers can find out if children have learned or not (i.e. assess the learning of the children).



## DAY 3 The National Curriculum and MoEYS resources

DAY 3

### Session 1 Primary Curriculum

45 mins

Facilitator says to whole group : How do you think teachers know what to teach when they walk into their classrooms at the beginning of the school year ? For some teachers, who taught that Grade last year, it may be that they are just doing the same thing again. But new teachers or teachers working in a new grade have to know the answer to that question. **What do you think are some answers to this question ?**

*Anticipated answers - the School Director tells them what to do  
The Ministry/POE/DOE tells them what to do  
Teachers follow the Ministry textbooks ... ..*

Facilitator says : there are a number of answers to that question. Here is a document (**HANDOUT 10**) which summarizes the various ways in which teachers know what to do. Please read it and then discuss in your small group. If there are any questions, comments or questions, ask them at the end.

- **National Primary curriculum** - says what are the big aims of primary education, subjects, time allocations by Grade level (most teachers never use this document)
- **Subject curriculum** - for each subject in primary schools, sets out the main aims and summarizes content and process for all grades in primary school in each subject (most teachers never use these documents)
- **Textbooks** - sets out grade by grade, subject by subject, what should be taught during the year (most teachers and students use these books everyday).
- **Teacher Manuals** - these books give more ideas for teaching the different lessons in the textbooks and are very useful if teachers do not understand the textbook content clearly or are trying to write their own lesson plan (most teachers don't have time to use the Teacher Manuals very much).
- **Summary of lessons to be taught in the month** - document from DOE saying what lessons from the textbook should be taught during the current month (most teachers refer to this document frequently).
- **School timetable** made up by School Director about hours of teaching each week
- **Teachers also use their own experience** and ideas to change the content of lessons and the way of teaching to make them more appropriate to the learners and the location of the school (for example, change content in Social Studies lessons about local geography places and institutions so that they are appropriate to the area in which children live).

Participants read and discuss in small groups. Then raise issues and ask questions of facilitators.

DAY 3

### Session 2 Primary curriculum - subjects and hours of teaching

30 mins

**Facilitator says :** The handout (**HANDOUT 11**) I will give you now summarizes in a chart both the way of organizing subjects and times in most rural MoEYS schools . We give you 15

minutes to look through it and then we will discuss it.

Coverage of subjects (**hours/week**) in most Primary School Grades 1 - 6 in Cambodia

<b>Subject</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>	<b>Gr. 4</b>	<b>Gr. 5</b>	<b>Gr. 6</b>
Language	13	11	11	10	8	8
Maths	5	5	5	5	5	5
Science	1	2	2	2	2	2
Social Studies	5	6	6	7	8	8
Sport	1	1	1	1	1	1
Foreign Language					1	1
	25	25	25	25	25	25

Facilitator asks participants some questions as a whole group which require them to interpret the information in the chart. Examples of questions ...

1. Are the subjects and times the same for all subjects ?
2. How many subjects in the curriculum are there in Grade 1 ?
3. Is the hours given for Maths the same in all grades ?
4. How much time for Khmer Language in Grade 3 ?
5. There are more hours for teaching language in Gr. 1 than in Gr. 6 - is this true or false ?
6. Is the total for hours of teaching the same in all Grades ?
7. What subject is only taught in Grades 5 and 6 ?
8. What subject has the most hours ? What subject has the second most hours in Grade 1, Grade 3 and Grade 6 ?

*Anticipated answers : 1. No 2. 5 subjects 3. Yes 4. 11 hours 5. True 6. Yes 7. Foreign languages 8. Language has the most hours. Second is Maths and Social Studies in Grade 1, Social Studies in Grades 3 and 6*

Facilitator concludes by saying that the MoEYS is preparing a new policy on teaching hours for different subjects in Primary School. It may begin later this year or next year.

DAY 3

### **Session 3** Textbooks and Teacher Manuals

**180 mins**

#### **3.1 Introduction**

**20 mins**

Facilitator says that the next session is a long one. It is about the important topic of the Textbooks and Teacher Manuals written by the MoEYS. The TX and TM are the main resources given teachers to teach their classes so it is very important to know what is in them and how to understand them. Facilitator says that there are four main TX and four TM for each Grade level. Facilitator asks the participants if they can guess the different audiences and purposes for the TX and TM ? Facilitator writes the participants ideas down on a chart (as below, with anticipated answers in italics) ...

<b>Textbooks (TX)</b>	<b>Teacher Manuals (TM)</b>
For <b>children</b> to use	For <b>teacher</b> to use
To help the <b>children</b> learn	To help the <b>teacher</b> understand the content
To give the <b>children</b> things to do	To help the <b>teacher</b> plan
For <b>children</b> to use for homework	To give the <b>teacher</b> ideas for teaching
<b>etc</b>	<b>etc</b>

The Facilitator then asks participants to form six groups, one for each grade of primary school. If participants know what grade they will be assigned when they begin to teach they should join that group (Facilitators may have to make some adjustments if some groups are very big and others missing or with only one person).

### **3.2 Khmer language**

**60 mins**

The Facilitator then distributes copies of the MoEYS Khmer Language TX and TM for that grade level to each of the 6 groups, Grade 1 through to Grade 6.

**Task 1 (30 minutes)** : Facilitator asks each group to quickly flick through the TX for Language for the grade level assigned their group, looking at the structure and organization of the book and then work through a second set of questions, making notes of their answers ...

**How many chapters in the book ?**

**In each chapter, how many topics ?**

**How many topics altogether in the book ?**

**In each topic, how many skills are covered ? What are they ?**

**What are the symbols used in the book and what do they mean ?**

When participants have completed the questions they each report on their results and the Facilitator concludes the activity.

**Later groups should not repeat in detail everything they have noted if it has already been covered in an earlier group report - they just say that their book has the same features as ... and concentrate on what is different.**

**Task 2 (30 minutes)** : Facilitator asks each group to quickly flick through the **TM** for Khmer Language for the grade level assigned their group and look at the way it is organized [**not content**] (e.g. the cover, the contents list, chapters, topics, lessons, recurring headings, symbols etc.). Then groups work through a second set of questions about the **TM**, making notes of their answers ...

**How many chapters in the book ?**

**In each chapter, how many topics ?**

**How many topics altogether in the book ?**

**In each topic, how many skills are covered ? What are they ?**

**What are the symbols used in the book and what do they mean ?**

Participants report back on the answers avoiding repetition, and Facilitator adds ideas if necessary.

### 3.3 Mathematics

40 mins

The Facilitator tells the participants to form their six Grade level groups and gives a copy of the **Maths** TX and TM at the appropriate level to each group.

**Task 1 (20 minutes)** : Facilitator asks each group to quickly flick through the TX for **Maths** for the grade level assigned their group and answer the following questions ...

**How many chapters in the book ?**

**In each chapter, how many topics ?**

**How many topics altogether in the book ?**

**Are any symbols used in the book and what do they mean ?**

Groups report back individually, beginning with Grade 1, avoiding repetition in their responses.

**Task 2 (20 minutes)** : Facilitator asks the participants to now look through the **TM** for maths at their grade level and make notes on its structure (e.g. aims of each topic, materials, clue words, timing, activity, assessment ...).

Groups report back individually, beginning with Grade 1, avoiding repetition in their responses.

### 3.4 Social Studies and Science

40 mins

The Facilitator tells the participants to form their six Grade level groups and gives a copy of the **Social Studies** TX and TM at the appropriate level to the Grade 1, 3 and 5 groups and a Science TX and TM to the Grade 2, 4 and 6 groups.

**Task 1 (20 minutes)** : Facilitator asks each group to quickly flick through the TX for **Social Studies** or **Science** for the grade level assigned their group and answer the following questions ...

**How many chapters in the book ?**

**In each chapter, how many topics ?**

**How many topics altogether in the book ?**

**Are any symbols used in the book and what do they mean ?**

Groups report back individually, beginning with Grade 1, avoiding repetition in their responses.

**Task 2 (20 minutes)** : Facilitator asks the participants to now look through the **TM** for **Social Studies** or **Science** at their grade level and make notes on its structure (e.g. aims of each topic, materials, clue words, timing, activity, assessment ...).

Groups report back individually, beginning with Grade 1, avoiding repetition in their responses.

### 3.5 Analyzing a Chapter in a Textbook (Social Studies, Gr. 3, Chapter 18)

30 mins

The Facilitator tells all groups to look at Social Studies TX for Grade 3, Chapter 18. Participants should discuss and answer the following questions on that chapter.

Question	Anticipated answer
What is the main topic of Lesson 18 ?	<i>Cleaning</i>
How many parts are in Lesson 18 ?	<i>3</i>
What is each of the parts about ?	<i>(1) cleaning body (2) cleaning teeth (3) cleaning the house</i>

What is the time allowed for each lesson ?	<i>1 hour</i>
Do the objectives of the lesson include KS and A ? Give one example of each.	<i>Yes ... participants' examples ...</i>

Groups report back individually, avoiding repetition in their responses.

DAY 3

### Session 4 Supervisory structure (Inspectors, Directors, TGLs)

45 mins

Facilitator says : Now we will talk about what assistance and support teachers can receive from within the education system to improve their work. There are probably four main ways teachers can get assistance and these are summarized on a handout (**HANDOUT 12**) we will give you. Read it through and talk to the person next to you about it.

Handout names and briefly describes the roles and relevance of

1. **Inspectors and Maitres Formateurs** - from POE/DOE, observe classes, conduct in-service, limited visits to rural and isolated schools
2. **School Directors** - responsible for class observations and feedback, administrative responsibility (some Directors active, some not)
3. **School Deputy Directors** (technical) - some responsibility for class observations (some active, some not)
4. **TGLs** - two kinds, School level TGL and Cluster level TGL. Responsible for conducting Thursday sessions, arrange demonstration teaching, group lesson planning, discuss problems amongst teachers at that Grade level (some active, some not)
5. **Other teachers** - no formal responsibility but a good source of advice about what needs to be done, how to solve problems, "survival skills"

Participants read and discuss in small groups. Then raise issues and ask questions of facilitators.

DAY 3

### Session 5 School Cluster system and teacher support

45 mins

Facilitator says : this session will give a brief summary of the concept of a School Cluster, types of schools in it, basic functions and organization as it will affect new CTs.

Facilitator gives the participants a handout to read (**HANDOUT 13**) with a list of some of the key people and institutions in the Cluster and a short description of their responsibilities. The document contains the following descriptions ...

**Cluster School** : a group of primary schools which work together to share resources (physical and human and sometimes financial resources) and experiences. Clusters have been very useful in Cambodia as a place for local education managers, teachers and community people to meet for training, planning and monitoring. Clusters have a central or CORE school and a number of SATELLITE Schools. All the schools in the Cluster are supposed to be within 7 km of the Core School to enable Directors, teachers and community representatives to meet easily without spending money on travel.

**Cluster School types** : there are four main types of Cluster School : (1) Regular Clusters: where all the schools are within 7 km and travel between them is easy (2) Populous Clusters : where schools are close together and very large, usually only in towns (3) Remote Clusters : where there are very big distances between most of the schools and Cluster meetings cannot be held (4) Irregular Clusters : where most schools are close together but one or two or three are very distant.

**Cluster Director** : one of the School Directors in the Cluster is the Cluster Director. The Cluster Director is responsible for chairing meetings of the Local Cluster School Committee, helping School Directors in their management tasks and helping TGLs organize Thursday technical sessions.

**Cluster Technical Group Leaders (TGLs)** : chosen from the teachers at each grade level from schools in the Cluster. The TGLs are responsible for carrying out the Thursday technical sessions and assisting teachers at their grade level improve their teaching.

**Core School** : the central school in the Cluster, usually located in the geographical centre so that all other schools are less than 7 km away. Directors and teachers meet at the Core School for professional development for one or two Thursdays a month.

**The Local Cluster School Committee (LCSC)** : the members of the LCSC are all the Directors of Primary Schools in the Cluster, TGLs, community representatives, the local Lower Secondary School Director (if there is one in the Cluster) and representatives from the Commune Council or CEFAC. When School Clusters receive support from IO/NGOs, such as in ESCUP, the LCSC is an important body for deciding how to use the funds. For PAP money, schools make their own decisions but the Cluster is a very useful forum for discussion, exchange of experience and making sure that planning and PAP financial management is properly done.

**Satellite Schools** : other Primary Schools in the Cluster, not the Core School. Teachers usually meet for Thursday meetings at their own school or a nearby school on days when they do not travel to the Core School

As participants read the document, the Facilitator draws a diagram on the blackboard of a School Cluster showing roads, rivers, distances and with different symbols for Core School and Satellite Schools. After reading, the participants can raise issues and ask questions. The Facilitator can use the diagram in reply.

The Facilitator adds that Clusters are important in ESCUP because the main way the Project helps schools is through Cluster grants.

### DAY 3

## Session 6 ESCUP support

15 mins

The facilitator gives a summary of the main ways in which ESCUP will support Community Teachers (using a chart prepared on big paper) and supporting document (**HANDOUT 14**).

- Initial 10 days training and materials package
- Monthly meetings
- Access to resource people from ESCUP
- Access to counterparts within the MoEYS
- Supervision by LCSC/CEFAC
- Regular payments by LCSC and CEFAC

The Facilitator then invites any questions from the Participants.

Participants are also given a general document with information about ESCUP but this is not discussed at the training.

## DAY 4 Organizing classroom teaching and learning

DAY 4

### Session 1 Introducing the idea of a lesson

15 mins

Facilitator says : When you go into a classroom each day as the teacher you have to have an idea of what you are going to teach.

Facilitator says : we saw yesterday that Cambodia teachers follow the national curriculum and use the TX and TM for their lessons. So you know that, each day, you will be teaching Khmer, Maths, Social Studies and perhaps Science.

Facilitator says : most teachers do this by splitting up the day into sections. Most Cambodian primary schools run a four hour a day program and split that time up into four **lessons** of 45 minutes each.

**Facilitator asks participants as a whole group : What does the timetable for a typical morning or afternoon shift in a Cambodian primary school look like ?**

**Expected answers** : for example, 0700-1100, after flag raising and national anthem, each lesson of 45 minutes followed by a break of 15 minutes, four lessons altogether during the shift.

Facilitator says : remember, though, that younger children like to change activities more frequently so the teachers of Grade 1, 2 and 3 may need to plan more short activities. Facilitator also explains that there is a policy from the MOEYS about decentralization of the timetable by which teachers can teach longer lessons and have fewer breaks during the morning/afternoon. This is not done in most schools.

DAY 4

### Session 2 Whole group task – parts of a lesson

45 mins

Facilitator then asks participants as a whole group : **From your own school experience, and from your commonsense, what kinds of things usually happen in a lesson ?** Other Facilitators assist by writing participants' responses onto strips of newsprint paper which they stick on board, such as

explanation by teacher (teacher talk)	teacher gives out materials
teacher demonstrates (e.g. does an experiment)	teacher writes on the board
teacher asks questions to see if children understand	children play a game
teacher and children look at textbook	children read a story
teacher asks questions	children draw a picture
students do test	children sing
children discuss in groups	students ask questions
children clean classroom	teachers use teaching materials
children answer questions	children write in their books

Facilitator then classifies the responses with help from the participants by going through the list of ideas given by participants and asking them to

**underline all activities by teacher**

**circle all activities by students**

**put a box around anything to do with materials for teaching and learning**

**put a wavy line under anything to do with assessing learning**

**put an arrow before and after any follow up activities**

**put a star before and after anything to do with lesson aim or objective**

Facilitator then lists these headings in a set of boxes at the side of the participants list as a preparation for the next activity with the labels in them of

**OBJECTIVES MATERIALS TEACHING STEPS STUDENT ACTIVITIES ASSESSMENT FOLLOW UP**

**DAY 4**

### **Session 3 Deriving a model for teaching (a lesson plan)**

**75 mins**

Facilitator says : these headings (the ones from Session 2) are exactly the ones, or similar to the ones, which teachers around the world use when they plan. When they do a teaching plan it looks something like this (Facilitator displays a chart on the board) ...

<b>Lesson plan</b>			
<b>#</b>	<b>Name of part</b>	<b>Description of part</b>	<b>Example . . .</b>
1	Aim/objectives	What the children will learn	To count from 1 to 10
2	Materials	What teacher/children will use	Number chart, sticks
3	Teaching steps	What the teacher will do – step by step in order from first to last	1. Count with chart 2. Ask about numbers 3. ... etc
4	Learning activities	What the children will do	1. Count with Teacher 2. Give number names 3. ... etc
5	Assessment	What the teacher will do to find out whether the children have learned or not	<ul style="list-style-type: none"><li>• Teacher asks questions</li><li>• Teacher observes the children's work</li></ul>
6	Follow up	What the teacher plans for strengthening or extending learning through homework, practice	Each children asked to bring five leaves to school next day

This is what we might call a lesson plan format for **working teachers**.

Facilitator says : Teachers are very busy people. In some countries where teachers are well paid and can spend all their work time on teaching, teachers plan every lesson for each day. As they get more and more experienced, their plans become shorter. Many teachers also use materials like textbooks so they don't have to make a full plan for every lesson themselves.

Facilitator says: When teachers are trained at TTCs they also learn a lot more about teaching methodology and child development. They have to write plans in great detail, even thinking about the exact words they use in questions they ask the children and tasks that they tell the children to do. This is true in Cambodia, too, and the official Ministry lesson plan is a lot more complicated. We will give you an example of this kind of lesson plan so you will know it when you see it.

**Task** : Facilitators hand out copies of the simple lesson plan and the Ministry plan (**HANDOUT 15**). Participants read the handout and discuss with people sitting next to them what are the similarities



and differences

Facilitator says : The main differences between the simple lesson plan and the official plan are that teachers following the Ministry plan must

- Think about their objectives in terms of Knowledge, Skills and Attitudes
- Include a section which says what children studied about the lesson topic before
- Follow five steps in setting out the body of their plan
- Set out the content of the lesson in three columns, one for teacher activities, one for student activities and one for content.

**Facilitator asks : Can you see the similarities between the MoEYS plan and the simple plan for working teachers ? Please tell me what similarities you can see.**

*Expected answers : Both have objectives, both have materials, both have activities for teachers and children, both have assessment ...*

Facilitator says : Do not worry about following the MoEYS model for planning your daily lessons but you may have to work this way in Thursday technical sessions.

#### DAY 4

### Session 4 Analyzing a lesson 1 : Mathematics

75 mins

Facilitator says : please watch me while I role play teaching a simple lesson in Maths. After the role play I want you to discuss what you saw in groups and try to write it up using the simple lesson planning format (**HANDOUT 16**). So, while I role play teaching you, think about : my aim, the materials I use, the teaching steps I do (what comes first, second, third and so on), the learning activity for the children and what I do to assess the children's learning.

Facilitator conducts lesson using numeral cards, number name cards and number system chart.

*Anticipated outcome : a simple summary, following the Lesson Plan, might look like this*

Lesson plan		
1	Aim/objectives	Children practice sequence of counting numbers 1- 30 Children work together cooperatively in groups
2	Materials	Number chart, numeral cards
3	Teaching steps	1. Teacher introduces lesson 2. Teacher points at number chart while children count in sequence 3. Teacher shows number cards, children call out answers 4. Teacher puts mixed number sequence on board, whole class participates in correct sequencing 5. Teacher organizes small groups 6. Teacher gives mixed number cards to small groups 7. Small groups discuss and put into sequence 8. Small groups show teacher their work
4	Learning activities	Children answer questions and join in whole class activity Children discuss and agree on putting mixed number cards into correct sequence
5	Assessment	Teacher tells children to solve problems, children solve them and show understanding
6	Follow up	Ask children to bring some packaging to school next day with numbers on it.

DAY 4

**Session 5 Analyzing a lesson 2 : Khmer Language**

75 mins

Facilitator says : please watch me while I role play teaching a simple lesson in Khmer language. After the role play I want you to discuss what you saw in groups and try to write it up according to the lesson planning format (**HANDOUT 17**). So, while I role play teaching you, think about : my aim, the materials I use, the teaching steps I do (what comes first, second, third and so on), the learning activity for the children and what I do to assess the children’s learning.

Facilitator conducts lesson using text and word cards.

Anticipated outcome : a simple summary, following the Lesson Plan, might look like this

Lesson plan		
1	Aim/objectives	Children practice listening to text Children practice word recognition and word ordering skills to construct a sentence from mixed words
2	Materials	Story text, word cards for two sentences <b>SAMPLE TEXT</b>  <i>[Sok and Chantha walk to school everyday along the dusty <b>road</b>. It takes them 20 minutes to walk to school. Piseth lives a long way away and <b>rides</b> his bicycle for 30 <b>minutes</b> to get to <b>school</b>. He gives a ride to his friend Rattanak who lives next door. <u>Rattanak was sick with <b>polio</b> when he was little and can't <b>walk very well</b>. If Piseth didn't help him, maybe <b>Rattanak</b> would not be able to learn at school at all.]</u></i>
3	Teaching steps	Teacher introduces the lesson as about listening and constructing a full sentence. Teacher reads the text, including the focus sentences and then asks questions about the text (e.g. <i>What's it about ? Who is in it ? What does Piseth do ? ...</i> ) Teacher reads it again with students joining in Then Teacher reads the text again, stopping at a couple of key places (in bold) for the children to say the next word. Teacher reads the text again. Teacher organizes small groups and gives each group a set of word cards Small groups discuss and put into the words into a sentence Small groups read out their sentence to the teacher and class
4	Learning activities	Children listen and answer teacher’s questions about the text Children use word recognition skills to make a correct sequence
5	Assessment	Children have listened and used word recognition skills to make a correct sequence
6	Follow up	Teacher tells the children to ask their parents how they went to school when they were little.

DAY 4

**Session 6 Making teaching materials to enhance teaching and learning**

45 mins

Facilitator says : Teachers use a variety of things in their teaching (which we call “resources or materials”). Facilitator asks whole group : **Can you think of some examples of the things**

**teachers might use ?** (No need to write up Participants' answers)

**Anticipated answers :** *textbooks, pictures, drawings, books, charts, maps, diagrams, specimens from nature (e.g. plants, insects), models, games etc.*

Facilitator asks whole group : **Why do you think teachers use such things ?** (Write ideas as a list)

**Anticipated answers :** *so that children understand more clearly, so that children are more interested to learn, so that children can learn by seeing and handling things, not just by listening*

Facilitator says : So materials can be very useful to help children learn well. That is why, on Day 8 of this workshop, we will be giving you a SET of materials and equipment that you can use in your classroom with the children. We will also practice many different kinds of learning games you can play in the classroom. These games are fun to play and help children practice things they have just learned and also learn new things. The important thing to understand is that good materials don't have to be elaborate or expensive – teachers can make a lot of useful things themselves

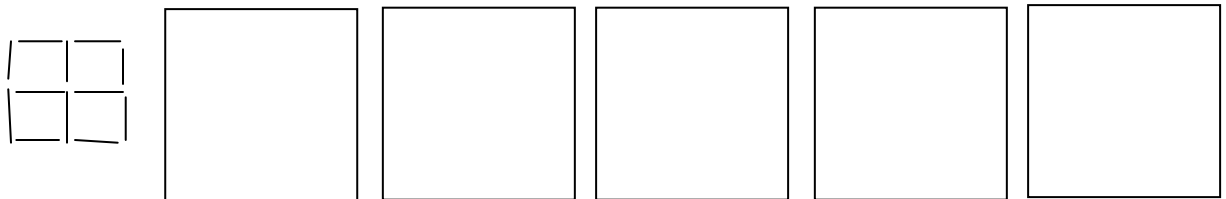
Facilitator says : in the last activity I will give you an example of how teachers can use simple, cheap materials to help children develop problem solving and team work skills while practicing simple mathematics concepts.

Facilitator then shows poster or draws on the board a diagram of an arrangement of straws and asks the participants a question which they have to answer through observation or moving the straws. As the participants solve each one the Facilitator tells them what the next task ?

### **Straw puzzles ...**

*Participants construct a shape and then remove or move straws to make other shapes as Facilitator tells them. All squares must be complete after straws removed.*

1. Arrange 12 straws to form one large square (2x2) with 8 straws and then divided into four internal squares with 4 more squares. How many squares altogether ? ( Answer : 5 squares)
2. Take away 2 straws and leave only 3 squares ...
3. Make the original shape again - now remove 4 straws leaving one square ...
4. Make the original shape again - now take away 1 straw and leave 3 squares
5. Make the original shape again - now take away 2 straws and leave 2 squares
6. Remove 3 of the 12 straws and use the 9 left to make a shape with as many triangles as you can ...



Facilitator asks participants : **What kind of knowledge or skills do you think a student would develop by playing these kind of games ?**

**Anticipated answers :** *problem solving, flexibility, social and team skills, language skills (if discussing solutions with others), mathematical reasoning skills ...*

Facilitator also asks (1) For what Grade level do you think the straw activities are appropriate ? (2) Did you enjoy doing them ? Do you think children would enjoy them ? (3) How much do you think the materials would cost ?

## DAY 5 TGL Technique 1 Questioning

DAY 5

### Session 1 Role Play 1 and Role Play 2

30 mins

Facilitator explains that s/he will now pretend to be a teacher and that s/he wants the participants to pretend to be the class. Facilitator explains that s/he will teach two short lessons (of about 5 minutes each). The participants should listen carefully and observe what the facilitator does each time and what is different between the two role plays.

Facilitator then demonstrates two different approaches to the same lesson by role playing the teacher working with a class (the participants). In the role play 1 the teacher draws up the chart of animals, what they eat and their uses for people and then supplies all the content, there is no response from the students. When the teacher asks a question s/he answers it themselves. The lesson is completely teacher centered. In role play 2 the teacher provides only the skeleton of the table and all the information is elicited from the students by questioning. The lesson is much more child centered and the level of participation by children is high.

DAY 5

### Session 2 Small group discussion

60 mins

After role play 1 and role play 2 the facilitator tells the participants to form 4 small groups and discuss 4 questions:

1. How did teacher do to build up the contents of the lesson in role play 1?
2. How did teacher do to build up the contents of the lesson in role play 2?
3. Which method of teaching you think more effective? Why?
4. When did teacher do the assessment? How?

After time for discussion, each group of participants report back to the others their responses to the questions. Facilitator give further ideas (if necessary)

DAY 5

### Session 3 Game/icebreaker – animal actions

15 mins

Small groups send two representatives to the front to receive animal pictures or name card. They do not show it to their group. One of them then must act like the animal until their group guess it correctly. First group to answer correctly wins.

Facilitator asks participants : **What is the learning in this game ?**

**Anticipated answers** : *reading, acting/drama*

Facilitator also gives participants the handout "Games Log" (**HANDOUT 18**). Participants write a short description of each of the learning games covered during the Training Course on this sheet and keep it as part of their workshop documentation.

DAY 5

**Session 4** Role play 3

30 mins

The Facilitator explains that s/he will role play a teacher again and the participants will pretend to be the class.

Teacher then does role play 3 in which s/he asks a series of questions to the participants about animals (these questions have been prepared before the workshop). To answer the questions the "children" can remember the information from role play 1 and role play 2 and also remember things they already know from their own experience. Some of the questions, though, require students to do more than remember. They have to give their own ideas and opinions in response.

DAY 5

**Session 5** Small group discussion task

60 mins

After the role play the facilitator takes out the poster on which all the questions used in role play 3 are written down and puts it up on the wall.

Facilitator asks the participants to work in small groups to read and discuss the question one by one. The participants must decide what kind of question each one is... is it :

- a memory question ( from the earlier lessons in role play 1 and 2 ) ?
- a memory question in which the students must use his/her own experience ?
- or it is a thinking question, not about memory, in which students must answer giving their own ideas, opinions and reasons ?

When small groups have completed their classifications on big paper they put their notes up on the wall. The Facilitator asks group to look for differences. If responses are different, groups can explain why they choose the classification they did. If all groups seem to have one question classified incorrectly, the Facilitator can question it. Participants can make their own record of analysis on the **HANDOUT 19**.

**Facilitator concludes by asking Participants : Can you tell me what kind of question words are being used in most of the thinking questions ?**

**Anticipated answer :** Many thinking questions seem to start with particular words such as

Khmer	Khmer (English spelling)	English equivalent
	Haet awei	Why
	Prosin bov	What if ...
	Yang na	How
	Doit M'daetj	How
	Dabei awei	Why

DAY 5

**Session 6** Game/icebreaker : Hot potatoes

20 mins

Reading game in which an object is wrapped in many layers of paper each with an instruction on

it. Teacher or student, with back to class, blows a whistle periodically as package is passed around. Student who is holding it when whistle blows must peel off the next layer, read it and follow the instruction (e.g. do a dance, act like a frog etc.)

At the end of the game the Facilitator asks : **What is the learning in this game ?**

**Anticipated answers** : *reading, catching/passing, drama ...*

**DAY 5**

**Session 7** Tasks to practice writing different types of questions

**60 mins**

Facilitator explains that participants will work in small groups to practice writing different types of questions. The questions will be based on lessons presented in the TX for the Grade level they will teach (if these Grades are known and there are sufficient numbers to make a group).

Facilitator says that participants should

- (1) write 5 memory and 5 thinking questions for the Lesson 3 in the Maths TX for Grade 3 on Fractions (pp. 18-21) and
- (2) write 5 memory and 5 thinking questions for the Lesson 6 in the Social Studies TX for Grade 3 (Village and the Village Chief, p. 12)

Participants form groups of five to complete the task by writing their questions on two sheets of big paper. Groups report back to larger groups or the whole group with their questions. Other participants accept or disagree with the way they have written the questions. Participants can make their own record of analysis on the **HANDOUT 20**

**DAY 5**

**Session 8** Conclusion

**15 mins**

Facilitator asks participants to sum up the main points covered on Day 5. Facilitator makes notes on the board as they talk. Facilitator asks questions to remind them of anything that is missing.

## DAY 6 TGL Technique 2 Classroom management

DAY 6

### Session 1 Role Play 1

45 mins

Finding common geometric shapes by working individually, in pairs, in threes, in small groups and whole class

Facilitator explains that s/he will pretend to be a teacher and that the participants will be the class. The Facilitator starts the role play by reminding students (participants) of geometric shapes which they have already learned. S/he asks questions and gets some of the participants to draw square, rectangle, triangle and circle on the board. Then the Facilitator tells each participant to say the name of the shapes in rotation in order to form four small groups of six students.

The Facilitator divides participants into groups and explains the system for working in pairs, in threes and in the small group (by naming participants A1, A2, A3, B1, B2, B3 etc.) and checking that everyone knows their pair and sub-group. Facilitator then hands out two drawings of objects (containing geometric shapes) to each person in the group to examine. There are three different sets of the two drawings. The participants examine their pictures individually first and try to count the number of each kind of shape in them. Then they form a pair and show each other their pictures and the total number of shapes they found and discuss. Then they talk about their results to the whole small group and try to agree on how many shapes they have found in the drawings. Then one member of the group reports to the class by filling in part of a table on the board with the totals agreed on for each shape by their group.

Name of group	# squares	# triangles	# rectangles	# circles
SQUARE				
CIRCLE				
RECTANGLE				
TRIANGLE				

The group who finds the most shapes, and can show them, wins.

DAY 6

### Session 2 Small group discussion on RP 1

45 mins

After RP 1 Facilitator asks participants to work in small groups to discuss five questions and make notes of their responses using a chart (see below)

1. What school subject do you think the content of the lesson was from ?
2. What different kinds of groups did the students work in during the lesson ?
3. What were the main activities that children did in the different groups ?
4. What were the benefits of children working in different ways ?
5. Do you think these classroom management activities could be used in other subjects

## Chart

Q	Anticipated answers
1	Mathematics
2	Individual, pairs (group of 2) , small groups (group of 6), whole class
3	Observing, identifying shapes, counting, talking (describing, explaining, presenting
4	Made learning, interesting, competition was motivating, learned from each other, practiced listening, practiced speaking, clarified their own ideas, practiced cooperation and teamwork.....
5	Yes

After time for discussion, each group reports back to the other their responses to the questions. Facilitator provides further ideas (if necessary)

### DAY 6

#### **Session 3** Game/ Icebreaker : Mental arithmetic

15 mins

Practicing the four operations

Facilitator says : I have a number, when I multiply it by 5, add 25, divide by 5 and take away 5 - the result is 5. What is that number ? (*Expected answer : Five*)

The Facilitator asks participants to solve the problem individually and then share their solution in their group. Each group then reports. Facilitator gives further ideas.

### DAY 6

#### **Session 4** Role Play 2

30 mins

Prepared dictation

The Facilitator explains that s/he will role play a teacher again and the participants will pretend to be the class. Then teacher does RP 2 by dividing participants into groups of six people. The Facilitator tells the six members of each group to stand in line from number 1 to 5. The sixth member sits at the table.

Member # 1 goes to the teacher's table at the front and reads a sentence, memorizes it and walks back and dictates it to member # 6 who writes it down. When # 6 finishes writing, s/he stands behind # 5 in the line and # 1 takes the seat at the table. Then # 2 goes to the teacher's table, reads and memorizes the next sentence of the text and returns to dictate to # 1 (each chunk of information in the teacher's text is numbered 1 to 6 to avoid confusion). Group members continue until all members have performed each role.

All the groups complete the process at the same time until all sections of the teacher's text have been carried back, dictated and written. The Facilitator then tells members of each group to check and correct their group's text. Then each group passes their text to another group for further correction. The winner is the group whose final text is closest to the original with the least number of mistakes.

### DAY 6

#### **Session 5** Small group discussion task on RP 2

45 mins



After a brief report from groups, the Facilitator tells each group to discuss RP 2, answer the same five questions (used in RP 1) using the chart ...

- What school subject do you think the content of the lesson was from ?
- What different kinds of groups did the students work in during the lesson ?
- What were the main activities that children did in the different groups ?
- What were the benefits of children working in different ways ?
- Do you think these classroom management activities could be used in other subjects ?

**Chart**

Q	<i>Anticipated answers</i>
1	<i>Language</i>
2	<i>Individual, pairs (group of 2), own small groups, other small groups</i>
3	<i>Reading, speaking, listening, writing (4 language skills)</i>
4	<i>Made learning interesting, competition was motivating, learned from each other (peer learning), practiced all 4 language skills, practiced cooperation and teamwork.....</i>
5	<i>Yes</i>

**DAY 6**

**Session 6 Learning game : Dominoes**

**30 mins**

The Facilitator gives out a set of dominoes to each group (**HANDOUT 21**) and gives instructions on how to play. The Facilitator should talk about the advantages of this game in terms of improving quick thinking in the four kinds of calculations.

The dominoes are photocopied and participants cut them out to use them. They have a number or sum (e.g. 2+4) at each end, some have a sum or product on a band in the middle. Students must find another domino on which the number, sum, dividend, minuend etc. match.

**DAY 6**

**Session 7 Role Play 3**

**45 mins**

**Basic hygiene (washing)** (extracted from Social Studies Textbook, Grade 2, p. 23)

The Facilitator says that s/he will pretend to be a teacher again and that participants pretend to be the class. The Facilitator starts RP 3 by revising previous lesson related to hygiene. Participants describe ... toothbrush, toothpaste, towel, bucket, soap... Facilitator then gets participants to say the names of these objects in rotation to form groups.

Facilitator explains the benefits of keeping the body clean by comparing with poor hygiene. After explaining, Facilitator gives a set of hygiene pictures (four pieces of paper) to each group to write the story in appropriate order. The Facilitator monitors all the groups. Then, two participants from each group report by one reading the story and the other showing the pictures in order. While each group reports, the Facilitator tells the other groups to think about which group they think is best. When the best group is identified, they have to act like the pictures: brush the teeth, come hair, get dressed ...

**DAY 6**

**Session 8 Small group discussion on RP 3**

**45 mins**

After a brief report from groups, the Facilitator tells each group to discuss RP 3, answer the same five questions (used in RP 1) using the chart ...

What school subject do you think the content of the lesson was from ?  
 What different kinds of groups did the students work in during the lesson ?  
 What were the main activities that children did in the different groups ?  
 What were the benefits of children working in different ways ?  
 Do you think these classroom management activities could be used in other subjects ?

**Table**

Q	<i>Anticipated answers</i>
1	<i>Social Studies</i>
2	<i>Individual, pairs (group of 2 for the presentation), own small groups, other small groups</i>
3	<i>Reading, speaking, listening, writing (4 language skills), presentation, drama (role play)</i>
4	<i>Made learning interesting, using the four pictures was motivating, learned from each other (peer learning), practiced all 4 language skills, practiced cooperation and teamwork.....</i>
5	<i>Yes</i>

**DAY 6**

**Session 9 Game - making models of animals using geometric shapes 15 mins**

The Facilitator prepares and gives out materials to groups - scissors and pieces of paper with grid drawn on them and bold lines marking out geometric shapes (**HANDOUT 22**). The Facilitator tells participants to cut the paper following the bold lines to make seven geometric shapes and then group those shapes to construct something (e.g. picture of an animal) according to the Facilitator's instructions. When finished, each group comes and sticks their image on the board.

Facilitator gives further ideas (if necessary).

Groups can continue and make other pictures if time is available.

**DAY 6**

**Session 10 Read the document "Students work in groups/pairs" 30 mins**

Facilitator distributes copies of a text from the TGL package (pp. 18-19) for teachers for read to further their understanding of TGL Technique 2 (**HANDOUT 23**).

When they finish reading and discussing, Facilitator asks some questions to assess their level of understanding.

**DAY 6**

**Session 11 Summarizing main ideas of TGL Technique 2 45 mins**

The Facilitator quickly reviews the three role plays. Facilitator then asks participants to form small groups and discuss the question : **What are the main advantages of working in a small group and a whole class group ?** Participants discuss their ideas and record them under two columns/headings (see below).

Participants then report back and Facilitator collects their ideas onto one main chart. When all groups have presented, Facilitator adds other ideas if necessary.

<b>Benefits of working in a small group</b>	<b>Benefits of working as a whole class</b>
<p><b><i>Anticipated answers</i></b></p> <ul style="list-style-type: none"> <li>• <i>Everyone can be active and talk</i></li> <li>• <i>Everyone can practice</i></li> <li>• <i>Children learn to work together</i></li> <li>• <i>Children learn from other children</i></li> <li>• <i>Children more confident and able to work independently (without the teacher)</i></li> <li>• <i>Children practice listening and speaking skills</i></li> <li>• <i>More fun, more motivating</i></li> <li>• <i>Teacher can move around and work directly with different children and groups</i></li> </ul>	<p><b><i>Anticipated answers</i></b></p> <ul style="list-style-type: none"> <li>• <i>It's quick and saves time</i></li> <li>• <i>Can get a lot of ideas quickly</i></li> <li>• <i>Easier for the teacher</i></li> <li>• <i>Makes children brave by giving them practice in speaking in front of big group</i></li> </ul>

Facilitator concludes by talking about the value of cooperation and team work and then asks participants about their expectations of the technique in real situations in their schools.

## DAY 7 TGL Techniques 3 and 4

### 3. Using the environment as a resource for teaching

### 4. Improving children's writing skills by using their own language

DAY 7

#### Session 1 Role Play 1

45 mins

Analyzing materials from the environment

*Before the session the Facilitator prepares some basic environmental materials : small stones, sticks of different length, leaves of different sizes and types, a drink tin, a cigarette packet, an empty match box, 10 rubber bands etc. Collections of these materials are put into four plastic bags or wrapped in paper as packages.*

Facilitator says that there are many things in the environment which teachers can use as resources for teaching and learning. For example, in the classroom, what examples can they see of things that are round, square, rectangular and triangular ? Participants respond and facilitator lists on the board.

Facilitator asks : **What are children learning or practicing ?**

**Anticipated answer** : *maths, recognizing shapes and names of shapes*

Facilitator agrees and then says : **what if I asked you to discuss and write a list of all the round things, what would you be learning or practicing then ?**

**Anticipated answer** : *maths, recognizing shapes and names of shapes AND speaking, listening and writing AND science skills of observation and classification.*

Facilitator says that there are many ways in which the environment can be used as a resource for teaching and learning. S/he then forms four groups and each group receives a plastic bag with a collection of materials.

After time to examine the materials, the Facilitator sets 3 questions for group discussion, and analysis and tells participants to answer the following questions using a chart as below

1. Classify the materials in the bag as natural or man-made and write their names.
2. Could a teacher use them for teaching ? Write three examples of lessons in which they could they be used as a teaching material.
3. Write down two other common things in the environment and describe how they could be used in teaching.

Participants from each group report on their answers to these questions. Facilitator reviews ideas and adds others if necessary.

Q	<b>Anticipated answers</b>
1	<i>Man-made : plastic drink bottle, milk tin, cigarette packet, matchbox, rubber bands Natural : sticks, leaves, seeds of sugar palm</i>
2	<i>Yes. They could be used for teaching, for example 1. Sticks used for children to practice counting and grouping, compare lengths, make shapes</i>

	<p>3. Water bottle/milk tin/cigarette packet used for teaching about shapes, capacity, lengthxwidthxheight, read signs and information on them</p> <p>4. Leaves used for teaching about shape, counting</p> <p>5. Leaves used for describing colour, shape, texture (oral or written)</p> <p>6. Rubber bands used for bundling tens and teaching place value, or making outlines of geometric shapes</p> <p>7. Water bottle, cigarette packet can be used to learn about letters, words, alphabet</p>
<b>3</b>	<p>Insects – can be used to teach about life cycle, insect parts, insect names, food chains and food webs (ecology)</p> <p>Different trees can be used to learn about parts of a tree and uses of wood</p> <p>School shops or market sellers – can be used to learn types of foods, calculations with money (e.g. paying and getting change), number, mass ...</p> <p>Garden or market seller to learn about fruit, vegetables, nutrition</p>

Conclusion : Facilitator says : Please think when you are planning a lesson : Are there any good materials from the environment which I can use to help children learn better in this lesson ?

Facilitator says : Remember that materials from the environment have many advantages. They are cheap, they are easy to collect (and children can collect them for homework), they are already familiar to the children, they are versatile (can be used many ways) and children enjoy using them.

**DAY 7**

**Session 2 Game : Fish in the fishing net**

**15 mins**

The Facilitator explains the game by telling two groups of participants to stand hand in hand as a circle to make a fishing net and the other two groups to stand inside the net to be fish. All fish have to try to get out of the net. When they have all escaped then and they become the net and the other groups become the fish instead. While playing this game, the children making the net stand swinging their hands and singing as well.

**DAY 7**

**Session 3 Role Play 2**

**60 mins**

The Facilitator explains that s/he will now perform a role play of a lesson from Social Studies Textbook, Grade 4. Facilitator tells the participants to form groups. Facilitator then gives each group different kinds of flowers to examine.

Then the Facilitator gives one more flower to each group (the same flower). Each group member draws a picture of the new flower, naming different parts of it. The members of each group select the best drawing from their group and stick it on the board.

After each group reports, the Facilitator shows a drawing of the flower (which s/he has prepared before the lesson) on the board and sticks labels (with names of different parts of the flower) to the drawing. Then the Facilitator draws up a chart with columns with headings of names/parts of the flower (**see below**). Facilitator tells each group to complete the table for each of the flowers they examined at the start of the lesson .

After the groups complete the table, the Facilitator consolidates by sticking another picture of flower (prepared before) on the board and getting participants to match labels to the parts of the

drawing as a whole class.

**CHART**

Name	Number of petals	Colour of petals	Number of <i>thabor</i>	Colour of <i>thabor</i>	Position of male part	Position of female part
Lotus						
etc						
etc						

**DAY 7**

**Session 4 Small group discussion**

**30 mins**

The Facilitator tells each group to discuss RP 3 and answer the following questions ...

Questions	<i>Anticipated answers</i>
Why did the Facilitator use real flowers rather than using the pictures in the textbook ?	<i>Concrete experience, materials easy to find and cheap</i>
Why did the Facilitator ask the children to draw their own flowers rather than copy the drawing done by the teacher ?	<i>Doing their own drawings make children think. All children involved.</i>
Why did the teacher then ask the children to find the parts on all the other flowers ?	<i>So that children talked about the new knowledge, applied the theory to practice, talked and listened to each other</i>

**DAY 7**

**Session 5 Study games review**

**30 mins**

The Facilitator asks the participants to recall the learning games introduced so far in the training and describe how each game helps improve the students' understanding and skills (competency). Facilitator tells participants to check that their Games Log Handouts are up to date and that they have notes on all the games.

**DAY 7**

**Session 6 Reading "Getting ready to start and absorb new knowledge"**

**30 mins**

Facilitator distributes copies of a text from the TGL package (pp. 9-10) for teachers to read to deepen their understanding of TGL Technique 2 (**HANDOUT 24**).

When they finish reading and discussing, Facilitator asks some questions to assess their level of understanding.

**DAY 7**

**Session 7 Game: letter box**

**15 mins**

Practicing word building, syllables

The Facilitator defines letters of consonant, vowel in the table and then gets participants to make up words: one syllable word, two syllable words, and three syllable words in their group.

Facilitator gets each member in the group to report and s/he corrects.

## TGL Technique 4 : Improving children's writing skills by using their own language

DAY 7

### Session 8 Children's writing – activity 1

30 mins

Facilitator holds up the flag of Australia and gives small groups of four participants two strips of paper. Facilitator asks them to write two sentences describing the flag, one on each piece of paper. When everyone is finished the paper strips are stuck on the board. There should be very few that are exactly the same. The facilitator should also write two sentences on the board and cover them. At the end s/he can uncover these two sentences and ask participants what would have happened if they had all copied the teacher's sentences (*answer : we would have got many sentences, all the same*)

The Facilitator says that educators around the world have found that the best way to learn writing skills is by writing. This means that, to become good writers, children must write a lot themselves – using their own words, creating their own sentences, their own stories. There is a big difference between writing and copying. . . because to write even a simple sentence involves much understanding and many language skills.

**Facilitator asks the participants : What is the difference between writing and copying ?**

**Anticipated answer :** *copying is when you write down what someone has written, writing is when you use your own ideas, choose your own words, make up something that is new and original.*

Facilitator tells the participants to pick out the best sentences about the flag and put them together to make a group text.

DAY 7

### Session 9 Children's writing – activity 2

30 mins

Facilitator says that teachers have different ways of working with children in primary school to help them begin to write and become confident as writers. Facilitator says that In the early Grades children cannot write very much at all, later they can write words, sentences, paragraphs and even short stories. Facilitator says that this can be put into the form of a chart.

Children	Ways of using children's language to develop writing skills
in Grade 1	Teacher uses a picture, especially children's own drawings, asks children what it is about and then <u>writes children's own word</u> . Children copy. By the end of Grade 1 many children are able to write their own words.
in Grade 2	Teacher asks children to make up sentences and say them. Teacher <u>writes children's own sentence as they say it</u> . Children copy. Many children will start to create their own simple sentences.
in Grade 3	Children start to create (write) their own simple sentences or sequence of sentences
in Grade 4	Children can create (write) several sentences of their own and many can write a short text or story.

in Grade 5	Children can create texts of their own, some with more than one paragraph.	
in Grade 6	Children can create their own text with many paragraphs.	
<p>The most important thing for teachers to remember is that, as far as possible, children should be choosing and writing their own words and sentences</p>		
<p><b>DAY 7</b>  <b>Session 10</b> Read " Using children's language ... bicycle" document <b>20 mins</b>  TGL package on page 25-26</p> <p>Facilitator distributes copies of a text from the TGL package (pp. 18-19) for teachers for read to further their understanding of TGL Technique 2 (<b>HANDOUT 25</b>).</p> <p>When they finish reading and discussing, Facilitator asks some questions to assess their level of understanding</p>		
<p><b>DAY 7</b>  <b>Session 11</b> Conclusion (Reviewing the four techniques) <b>10 mins</b></p> <p>Facilitator reviews all techniques, summarizing the key points and telling the usefulness as well as asking the participants some questions so that they can remember well.</p>		



## DAY 8 Making materials for learning games CT's resource package

DAY 8

### Session 1 Community Teachers' Resource Kit

45 mins

Facilitator introduces the resource package by saying that ESCUP has assembled a package of materials which should help CT teachers in the classroom.

Facilitator says : some of the contents of the package are materials which are already complete and can be fixed to the wall of the classroom and used throughout the year. Examples of these materials are alphabet charts, number system charts and a map.

Facilitator says : the package also includes materials which teachers can use to create classroom atmospheres which are interesting and attractive for children. Examples of these materials are

- tape for exhibiting examples of children's work on the classroom walls
- string and pegs or to show work on lines running above the children's desks across the room
- cardboard to cut up and make flashcards
- small blackboards to use instead of flashcards (can be used over and over again)

Facilitator says : there are also materials in the package which teachers can use to make teaching and learning materials which can be used in different kinds of simple learning games, especially in language and maths. Children enjoy these games very much, they are completely child centred and good for skill building in maths and language. They can also be given to children to do independently of their teacher. In the next two sessions we will look at some examples of these, construct them and use them.

Facilitator says : there are two papers in the package. The first is a checklist for you to make sure that all the contents are there. Please check and tick off each item to make sure you have a complete kit. The second paper is a log sheet which we will use later in the year to see what uses you have made of the materials.

Facilitator says : now, please split up into six groups and check through what you have in your Kit. Mark off each item on the checklist (**HANDOUT 26**), sign it and give a copy to your group Facilitator. If there is something missing, please tell your Facilitator. When you have checked everything there will be a time to discuss the uses of the contents of the Kit.

Facilitator collects one copy of the checklist from each participant. Facilitator asks participants if they have any questions about the uses of any of the materials. Facilitator may ask questions about some items to check understanding (e.g. strings, pegs ...)

*Copy of List of Contents over page ...*

### **Contents of Community Teacher Resource Kit**

<b>No.</b>	<b>Item</b>	<b>Quantity</b>
1	Alphabet chart	<b>1</b>
2	Number chart	<b>1</b>
3	Cambodia map	<b>1</b>
4	Big paper	<b>10 pieces</b>
5	Tape measure	<b>4</b>
6	Scales (spring type)	<b>1</b>
7	Rubber bands	<b>100g</b>
8	Plastic drinking straws	<b>375</b>
9	String	<b>50m</b>
10	Pegs	<b>60</b>
11	Tape	<b>1 roll</b>
12	Drawing pins/small nails	<b>2 boxes</b>
13	Scissors (big)	<b>1 pair</b>
14	Scissors (small)	<b>1 pair</b>
15	Markers (black)	<b>6</b>
16	Marker ink (black)	<b>1 bottle</b>
17	Paper clips	<b>1 box</b>
18	Big clips	<b>12</b>
19	Cardboard	<b>4 sheets</b>
20	Crayons	<b>5 pkts</b>
21	Slates (small blackboards)	<b>10 pieces</b>
22	Dharang (Classroom hangers) (set of 9)	<b>1 set</b>
23	Plastic measuring cups	<b>1 set</b>
24	Small plastic rulers	<b>20</b>
	BOX	<b>1</b>

**DAY 8**

### **Session 2 Learning games**

**45 mins**

Facilitator says : There are many games used for learning in schools throughout the world but the best games for us 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
- the materials used can be used for many different kinds of games (versatile)

Facilitator says : the last characteristic is very important because many of the teaching materials made and used in Cambodian schools are NOT versatile - they can only be used once, in one lesson, and then have to be put away for another year. Some of the materials we will make today can be used over and over again and students and teachers can make up new ways of using

them.

Facilitator says : we will be showing you a number of different kinds of learning games in maths and language today. The kinds of games we will look at now are mainly games involving three concepts ... I will demonstrate with some cards ...

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

one	two	three	four	five	six	seven	eight	nine	ten
-----	-----	-------	------	------	-----	-------	-------	------	-----

First, Facilitator sets up two groups - one of numerals cards, one of number word cards and asks participants : **How would you describe this arrangement ?**

*Anticipated answer : putting cards which are like each other together in separate groups.*

Second, Facilitator sets up all the numeral cards in order, 1 to 10 and asks participants : **How would you describe this arrangement ?**

*Anticipated answer : putting cards in the right order.*

Third, Facilitator arranges cards by matching each numeral card with a number card and asks participants : **How would you describe this arrangement ?**

*Anticipated answer : putting cards which mean the same as each other together, in pairs.*

Facilitator says : we usually call these three kinds of ways of arranging

<b>MATCHING</b>	<b>ORDERING</b> (sequencing, patterning)	<b>CLASSIFYING</b>
-----------------	---	--------------------

Facilitator asks : **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.

**DAY 8**

**Session 3** Demonstrations of learning games for Maths

**90 mins**

Facilitators explain how the demonstrations will be given and how Participants will move from station to station as the bell is rung ( $1 > 2$ ,  $2 > 3$ ,  $3 > 1$  etc) until they have participated in each demonstration.

Facilitators divide participants into three groups. Three Facilitators set up demonstrations of learning games in three different parts of the training area. In the first place of demonstration, one Facilitator demonstrates a number of learning games in maths based on the concept of

ordering. At the second station another Facilitator demonstrates learning games based on the concept of matching. At the third station 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.

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 ?**

After 15 minutes one of the Facilitators rings a bell and each group moves on to the next station.

### **Summary of Maths Games**

<b>Concept</b>	<b>Examples</b>
<b>Ordering</b>	<ol style="list-style-type: none"> <li>1. Patterns, numbers geometric shapes (cards)</li> <li>2. Number diagrams and numerals (<b>slates</b>)</li> <li>3. Comparing things of different length (paper strips)</li> <li>4. Mixed units of measurement of length (cards)</li> </ol>
<b>Matching</b>	<ol style="list-style-type: none"> <li>1. Pictures and numbers (<b>slates</b>)</li> <li>2. Fractions percentages and decimals with pictures (cards)</li> <li>3. Measurements, conversion, equivalents (cards)</li> <li>4. Three digit numbers with 1, 10, 100's (cards)</li> </ol>
<b>Classifying</b>	<ol style="list-style-type: none"> <li>1. Shapes (<b>slates</b>)</li> <li>2. Numbers by different characteristics (possible categories - multiples of ten, squares, odd-even) (cards)</li> <li>3. Find the odd one out - multiples of 10 and non multiples, square and non-squares, odd and even ... (cards)</li> <li>4. Abbreviations for standard units of measurement of length, mass, capacity and area (cards)</li> </ol>

At the end of the demonstrations Facilitators give participants a Handout (**HANDOUT 27**) on which they have to make notes about what they have seen.

### **DAY 8**

### **Session 4 Demonstrations of learning games for Khmer Language**

**90 mins**

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 the first place of demonstration, one Facilitator demonstrates a number of learning games in language based on the concept of ordering. At the second station another Facilitator demonstrates language learning games based on the concept of matching. At the third station another Facilitator demonstrates language 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. After 20 minutes one of the

Facilitators rings a bell and each group moves on to the next station. After one hour, all groups will have completed all three stations. Facilitators also give each participants a handout (**HANDOUT 28**) to make notes about what they have seen.

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
<b>Ordering</b>	1. Days of the week and today/tomorrow/yesterday etc ( <b>slates</b> ) 2. Organize jumbled sentences into a text (cards) 3. Organize jumbled words into a sentence (incl. punctuation) (cards) 4. Alphabetical order (cards)
<b>Matching</b>	1. Words and pictures about family members ( <b>slates</b> ) 2. Pictures and sentences (cards) 3. Antonyms (cards) 4. Words and their definitions (cards)
<b>Classifying</b>	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) ( <b>slates</b> ) 4. Words according to meaning (e.g. insects and fish)

**Conclusion :** Facilitator asks Participants if they can think of ways in which the Maths and Language games they have seen during the last two sessions can be linked to MoEYS textbooks. Participants give responses ... **anticipated 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 the content in the textbooks ...*

## DAY 9 Classroom Teacher – qualities, roles, responsibilities

DAY 9

### Session 1 What makes a good teacher ?

45 mins

**Task :** Facilitator divides participants into small groups. Each participant receives two paper strips. Facilitator tells all participants to close their eyes to think of a teacher who taught them at school whom they liked a lot. After about a minute, Facilitator tells participants to open their eyes and complete the sentence “I liked my teacher because she or he ... .. “ by writing two answers, one on each strip. After about three minutes each Group Facilitators assist Participants to display all the strips on a big piece of paper, putting those that are the same on top of each other.

Then the participants repeat the process for a teacher whom they disliked. Small groups then post their displays on a second big piece of paper.

When finished, all small groups stick their display posters on the board for others to see. Facilitator asks one group to report and others to add any additional, different ideas.

Facilitator and participants review the displays as a whole group and compare the two profiles.

**Facilitator asks : Can you classify the responses in any way ?**

**Possible answers :** *some are about personal qualities, some are about the teacher’s role in management, some are about teaching skills ...*

**Conclusion :** Facilitator says that children never forget good teachers or bad ones. Teachers make a very long lasting impression on young minds.

DAY 9

### Session 2 The idea of a child friendly environment and Child Rights

60 mins

#### 2. 1 Child Friendly Schools

Facilitator says : in the last session you described many qualities of a good teacher. Facilitator asks whole group - **Why do you think that it is important that teachers try to act this way ?**

**Possible answers :** *to make children want to come to school; to make children happy in learning; so that children are not frightened of them; so children will trust them; because when children feel safe and happy they learn better ...*

Facilitator acknowledges ideas of participants and says that their answers point to what the MoEYS calls “Child Friendly Schools”. The Facilitator says that the MoEYS model of CFS has 6 Dimensions. Facilitator uses questions to elicit information from the participants about the six dimensions (without naming them). Co-Facilitator notes down Participants' ideas. When the information is on newsprint sheets the Facilitator asks Participants to think of a name for each dimension.

The Facilitator shows a diagram on the board of the six CFS dimensions and talks about it.

Participants then do a task (below) to re-inforce their understanding.

### **Task : Matching Exercise**

Facilitator then distributes sentence strips to each participant. Each strip contains half a sentence. Participants are expected to create complete sentences based on their strips. Ask participants to go and find "their other half" (matching strips). When they have done this, they should discuss with their partner what the sentence (about CFS) means, how this leads to better learning, and what dimension of CFS it fits into.

Participants should present their complete sentences to the large group and indicate the dimension that it represents. At the end of the activity Facilitator gives Handout with short descriptions of the six dimensions of Child Friendly Schools and the complete sentences (**HANDOUT 29**).

Facilitator then distributes a reading about CFS (**HANDOUT 30**), see summary below, which participants read and discuss with people sitting near by. After reading the Facilitator asks questions to make sure Participants have understood the document.

Summary of content of reading on CFS - uses questions to stimulate thinking about each Dimension

Dimension 1: [Inclusive education] How can children be excluded from school? (Expected answer: because they are poor and can not buy necessary materials; because they can not speak the language used in school; because they are disabled in some way).

Dimension 2: [Educational relevance] Why do children seem to learn things by themselves in their villages even without a teacher (Expected answer : learning is 'fun'; learning is more informal; children learn things that interest them, etc.).

Dimension 3: [Health and nutrition] How can a healthy environment facilitate learning? (Expected answer: children are not hungry and so can concentrate on their lessons, children are emotionally happy in school and do not feel threatened by peers, etc.)

Dimension 4: [Gender] How can schools be more gender sensitive? (Expected answer: teachers do not discriminate between girls and boys when asking questions; there are female and male role models in the school; children are not discriminated against because of the characteristics of their sex, e.g., the availability of toilets, etc.)

Dimension 5: [Parental engagement] How can schools be more effective if parents are engaged in education? (Expected answer : learning is reinforced in the home; if schools provide more relevant education, parents are more inclined to let their children come to study regularly ... etc.)

Dimension 6: [School Governance] How can schools be better managed ? (Expected answer : (1) by local actions (increasing the accountability and transparency of management, by participatory planning and decision-making (consultation), and open and honest monitoring and evaluation of performance (2) by support from the education system as a whole (in-service training, textbook supply ...)

## **2.2 Child Rights**

Facilitator says that the philosophy of Child Friendly Schools is partly based on the International Convention on Child Rights. All teachers should be aware that Cambodia has signed the international Convention on Child Rights. The CRC describes things that children should be able to do and things that adults cannot do to children.

Facilitator shows a diagram/poster of the four main categories of Child Rights and reads with participants. Facilitator then says participants will work in small groups, one on each category, to discuss and write down some examples for each of the categories. Each group will receive four pictures to help them describe their examples with the pictures' captions concealed by tape. Each group should prepare a chart on poster paper with the Category as a heading at the

top and four bullet points in big writing underneath of the examples shown in the pictures.

Participants then stick their 4 posters at the front of the room, read their responses and show the pictures. If their interpretation of the picture is quite different from the caption the Facilitator can ask other participants for suggestions and then reveal the caption by removing the tape.

At the end of the activity the Facilitator gives participants a document (**HANDOUT 30**) with the four categories diagram on one side and the examples under each category on the back.

DAY 9

### Session 3 The teacher as a role model

30 mins

Facilitator reminds the participants that young children learn most of what they know from parents, older siblings and other adult family members. In English we use the term “role model” to describe how important they are. Facilitator asks : **in the classroom, who do you think is the main role model ?** *Anticipated answer : the Teacher.* Facilitator agrees and says that teachers can be very influential by modeling attitudes and behaviours which most people agree are good things for children to learn.

Facilitator then asks the participants to fill in the missing spaces on a chart (**HANDOUT 31**) from a selection of possible answers. The chart lists a set of desirable attitudes and has blank spaces for examples of both positive and negative behaviours which teachers might model. The task is to select the appropriate examples of positive and negative behaviour and write into the chart for each example (*anticipated answers written into Chart, below*).

Desirable attitude	Teacher model POSITIVE	Teacher model NEGATIVE
Take care to do work well	<i>Teacher writes clearly and neatly on the board</i>	<i>Teacher writes carelessly</i>
Be on time	<i>Teacher always on time</i>	<i>Teacher sometimes late</i>
Being polite shows respect for others	<i>Teacher friendly and polite</i>	<i>Teacher uses poor language and raises voice</i>
Everyone must help keep the environment clean	<i>Teacher throws paper or plastic on the ground</i>	<i>Teacher always uses bins for litter</i>
Good health means no smoking	<i>Teacher never smokes in class</i>	<i>Teacher smokes in or near class</i>
Don't use violence to solve problems	<i>Teacher never hits children</i>	<i>Teacher uses stick or hand to hit children</i>
Children learn in and out of school	<i>Teacher sets homework</i>	<i>Teacher never sets homework</i>
Be fair in treatment of everyone	<i>Teacher always shares out tasks</i>	<i>Teacher picks on some children to always do dirty tasks</i>
Acknowledging effort, even if wrong, makes others feel good	<i>Teacher thanks children for answers, even if wrong</i>	<i>Teacher criticizes or ignores children who give incorrect answers</i>
Show responsibility in your job or profession	<i>Teacher always with the students during teaching time</i>	<i>Teacher often goes outside when children busy with a test or task</i>

Facilitator concludes by saying that teachers should always be aware of the influence they have as a role model for children ... think about how your actions are seen by the children ... try and put yourself in their shoes.



DAY 9

**Session 4** Learners are different : using a variety of approaches

45 mins

Facilitator asks whole group : **What different ways of grouping learners can a teacher use in the classroom ?** Co-facilitator writes participants' ideas on the board.

**Anticipated answers** : *individual, asking and answering questions in pairs, small groups and whole class.*

Facilitator asks whole group : **What are some of the main kind of learning activities that children can do ?** Co-facilitator writes participants' ideas on the board.

**Anticipated answers** : *listening to the teacher, discussing, writing, drawing, reading, making something, solving a puzzle, playing a game, doing exercises (sums), answering questions by speaking, answering questions by writing, explaining something, presenting some work,*

Facilitator says that s/he has prepared a list of ten kinds of grouping and ten kinds of learning activities, one for everyone (**HANDOUT 32**) . The task is for participants to work individually at first and rank the items on the list from the one they enjoy most (number 1) to their least favorite (number 10). When a participant has finished, they can stand up, move around the room and find someone who has also finished and compare their lists.

Facilitator then asks pairs of participants the following questions ...

**Did everybody like the same types of organization and activities ?**

**Anticipated answer** : *mostly NO, some similarities but not exactly the same.*

Facilitator asks : **What should the teacher learn from the results of this activity ?**

**Anticipated answer** : *teachers should use a variety of teaching and learning methods and activities*

Facilitator asks whole group : **What do you think happens in most Cambodian schools ?**

**Anticipated answer** : *Not much variation, a lot of activities the same ... listening to teacher, copying, doing exercises from textbook or board*

Facilitator concludes by stressing that variety in the classroom is important because to suit different students' learning styles and maintain class interest

DAY 9

**Session 5** Class management, rules, discipline, praise, blame

30 mins

Facilitator says to whole group : part of the responsibility of the teacher is to maintain a safe and friendly and productive working environment for children in the classroom. Most schools already have some rules about how pupils behave in class, even if they are not written down. Can you think of what some of these might be ?

**Anticipated answers** : *children should not call out, children should not fight each other ...*

Facilitator says to whole group : in addition there are also rules which the teacher makes and sometimes which the teacher and students make together about what they do each day and the way they behave towards each other. Can you give me some examples of these ?

**Anticipated answers** : *children should not eat or drink during the lesson, children should*

*share materials if there are not enough for everybody (e.g. textbooks), children should ask the teacher if they want to leave the room to go to the toilet,*

Facilitator says to whole group : it is not just the teachers who are the controllers and have all the responsibility for themselves. The roles of the students are also important. Can you give me some examples of what students can do ?

**Anticipated answers** : *students group do many maintenance tasks; student group active self management; student group active in learning through student centered teaching; student group active in helping teacher and other students through student to student helping*

At the end of the session Facilitator gives participants a short reading taken from the TGL package called " Dealing with "wrong" answers" (**HANDOUT 33**)

DAY 9

**Session 6 Organizing the classroom for child centred learning**

**45 mins**

Facilitator organizes participants in small groups and gives each group two photographs (**HANDOUT 34**), one of a well organized, child friendly classroom (e.g. Prey Toteung P.S.) and one a very boring classroom (little on the walls, no strings and hangings, seats and desks in rows, teacher at front ...). Facilitator asks participants to analyze the two classrooms, say which one is the more interesting environment and write a series describing the characteristics of each on a chart (see below)

Classroom photo 1	Classroom photo 2
<p><b>Examples of answers</b>  <i>Lots of pictures on the walls            Pictures hanging on string            Desks in groups            Desks not in rows            Cupboards and library books            Curtains on the window            Teacher working with group of children</i></p>	<p><b>Examples of answers</b>  <i>Nothing on the walls            Desks in rows            Teacher at the front            No library corners or other places</i></p>

DAY 9

**Session 7 Administrative tasks of a Teacher in a State School**

**90 mins**

**Introduction** (10 minutes)

Facilitator continues : each primary school class has a teacher appointed by the School Director and this teacher has the responsibility for teaching in all subjects (as we have already seen in this training). The teacher's main duty is to help children learn effectively as this is the core job if the school. Each class has a curriculum or program for learning from the MoEYS for the year and it is also organized by semester, by month, by subject and by time (hours of study) which the teacher must follow. The MoEYS also gives instructions about teaching methodology, lesson objectives and exercises for children to practice their learning.

Facilitator says. The teacher also has to manage 40 or 50 children in the class, all with different

personalities, abilities, interests and from different family situations. Managing a class also involves the teacher in making sure the room is clean and attractive (decorated) and that children's behaviour shows they are learning good morals (values) such as respect for the teacher and each other, team work, participating actively, giving their ideas and opinions, working carefully and so on.

Facilitator says : the teacher also has a number of administrative tasks to do and this is what will be covering in this session. Facilitators distributes a set of documents which the classroom teacher uses for these administrative tasks (**HANDOUTS 35 and 36**). The Facilitator holds up the documents one by one and says what each one is ...

1. **Marking List** A3 format - copy of cover (display book at workshop)
2. **Student Attendance Book** A3 format - copy of the cover (show book at workshop)
3. **Student Record Book** - one per student, kept at the school, student's main record real copy (start from Grade 4) distributed
4. **Student Report Book** - sent to parents (1 book one year) - real copy distributed
5. **Shift Book**- given to different student every day to record lessons, subject, title ... show photo copy of front page and example of daily record and exercise
6. **Observation Book** - for teachers to make notes when they observe somebody else teaching and record what they learned - cover and example of inside page given
7. **Relationship Book** - book (one for the class) written by teacher and sent to parent when there is a problem of attendance etc - cover and example page given
8. **Technical Meeting Book** for Thursday meetings (example of one page)
9. **Dharang** : examples ...
  - Cleaning schedule
  - Monthly average students' score
  - End of semester average students' scores
  - End of the year average students' scores
  - Outstanding Student in different subjects chart
  - Inventory of furniture in the classroom

**Discussion in small groups with Facilitators** (45 minutes)

Participants then split up into small groups (each group with one member of the facilitation team sitting with them). Participants review the documents one by one, discuss what each one is for and make a summary on the **HANDOUT 35**.

Discussion in whole group (10-15 Minutes)

After the discussion, the Facilitator asks the groups if they have any questions or problems which they could not solve in the small groups ... and discuss further.

**Tasks** (20 minutes)

The Facilitator then gives the small groups two tasks to do to practice their understanding ...

**Task 1** : The small group must calculate the percentage of student absences for the month of October given that . . . October contains 31 days

There are 5 Sundays and 4 Thursdays  
 There is a holiday on Monday 24<sup>th</sup> October for Paris Agreement Day  
 There are 45 students in the class  
 There were 5 student absences during the month

**Anticipated answer** = 0.52 %

**Task 2 :** Look at the Marking List below and calculate the average and rank the averages  
 ...(HANDOUT 36B)

Conclusion : Facilitator asks groups to report on any problems experienced in working on the tasks.

DAY 9

**Session 8** Sharing responsibilities for classroom management

30 mins

**Activity: classroom tasks**

The Facilitator gives the following table to the participants (HANDOUT 37)

Classroom job	Responsibility of ...		
	Teacher	Students	Both
Taking the register			
Handing out/collecting in books and papers			
Deciding on breaks			
Choosing materials			
Making presentations of work			
Giving praise			
Cleaning the room			
Writing on the board			
Using visual aids			
Preparing teaching and learning materials			
Distributing books or papers			
Moving furniture			
Maintaining discipline			
Allocating turns to speak			
Cleaning the blackboard			
Planning the lesson			
Forming groups			
Keeping a class notice board			
Marking homework			
Giving feedback			

Facilitator tells participants to fill in the table, deciding who should be responsible for each of the classroom tasks listed. Then get them to compare with a partner.

Facilitator monitors the pairs. If the participants allocate many jobs to the teacher, suggest ways that some of these jobs can become the responsibility of the students.

## DAY 10 School and Community

DAY 10

### Session 1 The institution of school and its purpose

30 mins

Facilitator says that the last day of the training will focus on the school as part of society or community.

**Facilitator asks participants as a whole group : Why do we have schools ? What is their purpose ?**

**Anticipated answers :** *to provide education for young people; to make provision for the future of the community; to help students grow up strong, healthy and clever; to preserve culture and language; to help young people acquire skills and knowledge useful for the rest of their lives; to help young people look after themselves and their families when they grow up; so young people can make good incomes when they get older; so young people will be able to choose what they want to do; to develop the skills and talents of young people; to change Cambodian society and make it better by everyone being better informed and good citizens; etc. etc ...*

Facilitator writes the ideas on the board. Facilitator may ask questions if participants get stuck

DAY 10

### Session 2 Stakeholders in school

60 mins

Facilitator says that stakeholders are all the different people who have an interest in education and the work of the school. The concept of Stakeholders is very relevant in the process of school planning. All stakeholders have concerns and opinions and can contribute in different ways to the development of the school.

The Facilitator asks the group to list the various stakeholders and writes them in column 1 of a chart on the handout they have been given. Column two is blank but has the heading "Stakeholders interest in school planning and development ..."

Facilitator then asks participants as a whole group to give their ideas to complete Column 2 against each of the stakeholders (their interest in school planning and development). Facilitators write participants ideas into big chart at the front of the workshop.

**Anticipated responses :** *see completed chart, below*

Stakeholders	Why are stakeholders interested in school development planning ? ... <i>anticipated answers</i> ...
Parents	<ul style="list-style-type: none"> <li>• <i>their children's future depends on the quality of education</i></li> <li>• <i>parents invest or give their own money to support the school in different ways and want to know that the school is well managed and organized</i></li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• <i>teaching is their means of livelihood and they want to do it well</i></li> </ul>

	<ul style="list-style-type: none"> <li>• teachers want to have a good supply of materials and other resources</li> <li>• teachers want to see improved facilities for learning</li> </ul>
<b>School Principal</b>	<ul style="list-style-type: none"> <li>• it is his/her means of livelihood and they want to do it well</li> <li>• is responsible to staff and community for the quality of the school and especially the organization and management</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• the future of the community depends on the quality of education – they want to see the school improve and have good facilities and resources</li> </ul>
<b>SSC</b>	<ul style="list-style-type: none"> <li>• they raise money and does other things to help the school, they want the school to be well managed and use resources wisely</li> </ul>
<b>Children</b>	<ul style="list-style-type: none"> <li>• children come to school nearly every day for 9 months each year – they want it to be a happy, healthy and safe place</li> <li>• school is a place where they are learning for later life – learning should be of good quality or they will be disadvantaged</li> </ul>
<b>the MOEYS</b>	<ul style="list-style-type: none"> <li>• pays teachers salaries and other expenses, they want to see a good result for this expense and so expect good management and organization</li> </ul>
<b>Local authorities</b>	<ul style="list-style-type: none"> <li>• they want to see good management and good results of education for the children of their commune or district</li> </ul>
<b>Pagoda, Monks</b>	<ul style="list-style-type: none"> <li>• Pagoda Committee spends money to maintain and extend the school and want to know that it is well managed and organized</li> </ul>
<b>etc</b>	

Facilitators give participants a handout (**HANDOUT 38**) on which they can record the responses.

DAY 10

### Session 3 The concept of ownership

60 mins

Facilitator says that people feel ownership over their house, their field or their bicycle.

Facilitator asks the whole group : **Why do people have the feeling of ownership ?**

**Anticipated answers** : People usually feel ownership when they inherit something, are given something by their family or buy or pay for something **and then make the decisions about it.**

Facilitator asks the whole group : **How do people behave towards the thing they feel ownership for ?**

**Anticipated answers** : People look after it, fix it if it breaks, use it a lot and take responsibility for keeping it in good condition

Facilitator asks the whole group : **What makes feelings of ownership get weaker ?**

**Anticipated answers** include : If you pay for something and then somebody else uses it all the time and makes all the decisions about it, your feelings of ownership will get less and less and maybe completely disappear. People need to be actively involved in the way something works or in making decisions about it to have real feelings of ownership.

Facilitator asks the whole group : **Do teachers, parents and other community members in Cambodia feel ownership of the local school ?**

Answer could be “yes” or “no”

Facilitator then asks : **If they did feel ownership, what could we expect to see ?**

Facilitator makes a list of participants' responses on the board.

**Anticipated answers** include :

- *school staff work well and hard*
- *contributing funds*
- *contributing labour*
- *giving gifts of materials*
- *assistance in improving the school environment*
- *encouraging children to come to school and stay at school*
- *assisting children with homework*

DAY 10

**Session 4 Good governance – accountability and transparency**

**60 mins**

Facilitator says : now participants have thought about the concept of stakeholders and ownership s/he now wants to talk about the responsibilities of the school to the community. The two important ideas s/he will focus on are **Accountability** and Transparency. These ideas are a central part of the MoEYS education reforms.

The Facilitator distributes a document (**HANDOUT 39**) which summarizes these two ideas as two of four principles of good governance. Participants should read the two paragraphs highlighted and discuss with people sitting around them.

After participants read the document the Facilitator asks participants to suggest ideas for a definition of **accountability**.

The Facilitator then uses two metaphors to help explain the concept of transparency (1) glass in the window (2) fish in clear and muddy water. After this Facilitator asks participants to suggest a definition for **transparency**.

Facilitator explains that another reason transparency should be a guiding principle in financial management because it increases stakeholders' confidence in the management of the school and feeling of ownership. Stakeholders who have confidence in the honesty and openness of financial management are more likely to contribute to the school in various ways. Lack of transparency encourages mistrust, suspicion and withdrawal of support. participants read during the session.

The Facilitator concludes by asking the participants as a whole group : **How can teachers help increase accountability and transparency ?**

**Anticipated answers** : *by reporting to parents about children; by talking to parents about their children's progress; by telling parents about achievements of the school and about continuing needs and problems; by joining in school and school-community planning meetings; by looking for and reading information about school management and planning; by looking for, reading and finding out about financial management of the school ...*

DAY 10

**Session 5 Community involvement in school governance**

**60 mins**

Mr. Orn's documents on School Support Committee and PAP (**HANDOUT 40**)

Facilitator asks participants as a whole group : what are the main ways the school is accountable to (reports to) community members for what it is doing ?

**Anticipated answer** : through the School Committee usually called School Support Committee or by other committees from the Wat or local government.

Facilitator says : that's right. It is a rule of the MoEYS that the School Director **MUST** discuss matters relating to school development with this Committee. The MoEYS gives money to the school each year as part of the Priority Action Program (PAP). The school can only get this money if it has submitted a plan for how it will use this money to the DEO. This plan should be discussed and agreed to by the Director, the teachers and the School Support Committee. It must be signed by both the School Director and the Chair of the SSC, otherwise the school cannot receive money.

Facilitator continues : If you walk into many schools in Cambodia you will see a big poster on the wall of the staff room or Director's Office showing how much PAP money is received and the plan for spending. The Director also reports to the Committee on how the money is really spent and must send receipts to the DEO to prove it. When all these things work well we can say that the school has been ACCOUNTABLE and TRANSPARENT.

Facilitator says s/he will give the participants a document about the SSC and its role in school improvement planning and managing PAP funds. Facilitator organizes participants into groups to read the document and agree on answers to the following questions (make notes of the answers, no need to write out on big paper) :

- Who are the members of the SSC ?**
- When should the SSC meet and what records should be kept ?**
- What are the main roles and duties of the SSC in relation to PAP ?**

**Anticipated answers** :

*Members -*

*Meetings -*

*Main roles and duties about PAP -*

After the discussion the Facilitator asks groups to give their answers. Other groups can add further details if they wish.

**DAY 10**

**Session 6** CEFAC, Local authority and education

**60 mins**

**Introduction** (15 minutes)

Facilitator says : there was an international convention on EFA in Dakar in which 116 countries participated, including Cambodia, which agreed to achieve education for all with quality by 2015. Like other countries, NGOs in Cambodia actively participate in order to make sure that all children have the right to get education and can achieve the goal of EFA. However, we still have a gap between the policy goal and the real achievement. Some main factors, both supply-side and demand-side, which are still a barrier to achieving quality education throughout the country, especially in remote areas, include :shortage of teachers, curriculum which does not fit the needs of rural areas and livelihoods, limited access to school access, the direct and indirect costs of schooling and the lack of value assigned to education by the community.

Facilitator continues : CEFACs were officially established under the National Plan of Education for All in order to get community involvement in achieving the goal of EFA by 2015. This



committee is the representative of community members and the voice of community members. It's main role is to work closely with NGOs such as ESCUP and the efforts of the government to provide education service with quality and responding to the learning needs of all children. In order to achieve those goals this committee, CEFAC, as well as the Parent Committees, should broaden its role and extend beyond the traditional role of construction. Power should be transferred so that CEFACs can work with stakeholders to deal with other factors in the education system including resources, progress, content and quality.

The Facilitator gets participants to work in groups to read the **HANDOUT 41** and then answer the following questions.

**Task** (45 minutes)

1. Who are the members of the CEFAC ?
2. And what are the roles and duties of this Committee in the local area ?

After answering the questions, each group reports and Facilitator summarizes the main points.

**Anticipated answers**

**Question 1 about membership**

- *Commune Chief*
- *Commune Councilors responsible for education*
- *Director and Deputy-Director of Lower Secondary School*
- *Primary School Directors (2 for each commune)*
- *Cluster Chief*
- *Core Teacher in the Community*
- *Police Chief*

**Question 2 about roles and duties**

*Prepare and develop a program for Education for All in accordance with the national, provincial and district goals and the real situation of the local community*

*Make the citizens and the leaders in the community participate in the program*

*Try to identify and use resources existing within the local community*

*Work with other institutions and local authorities*

*Organize meetings where necessary to help implement the program*

*Follow up the activities of EFA village by village*

*Prepare quarterly report and send to the DEFAC*

**DAY 10**

**Session 7 Closing ceremony**

As organized.