Appendix 1: INSET Activities at the District Level

List of INSET Activities at the District Level:

Activity 1: HT Orientation

1. Introduction

The Head teacher (HT) orientation deals with administrative matters related to SBI/CBI activities such as planning, budgeting, monitoring and evaluating. It helps HT to be able to manage the administrative matters of SBI/CBI at the school level.

This appendix explains the objectives of the HT orientation, the roles and responsibilities, the content of the orientation.

It is strongly recommended that the HT orientation be organised before CL orientation and CL training are implemented.

2. Objectives of HT Orientation

The HT takes charge of the administrative matters of SBI/CBI activities such as human resource management, planning, budgeting, monitoring and evaluating. Through this orientation, HTs are expected to be able to:

- Understand INSET Model and SBI/CBI in the model and be aware of their importance.
- Select a Curriculum Leader (CL).
- Sensitise colleague teachers on the purpose of SBI/CBI and their roles in SBI/CBI.
- Include SBI/CBI into the budget of the School Performance Improvement Plan (SPIP).
- Assist CL to develop annual plan for SBI/CBI at the school level.
- Monitor and evaluate all the activities of SBI/CBI.

The HT plays a vital role in the administration of the SBI/CBI. We can say that the success of the INSET implementation depends on how well HTs are inspired, encouraged, motivated and trained to start SBI/CBI. The HT orientation is, therefore, a starting point at the school level.

3. Roles and Responsibilities

3.1. District INSET Unit (DIU)

- The DIU is in charge of carrying out the administrative matters for the orientation (such as planning, budgeting, holding the resource preparatory meeting, confirmation for the orientation).

3.2. District Teacher Support Team (DTST)

- DTST is mainly in charge of facilitating the orientation (such as preparation and implementation of the orientation).
- DTST makes presentations on SBI/CBI Overview and its Importance, Stages of SBI/CBI Organisation, Responsibilities and related tasks of HT, Annual Plan and Budget for SBI/CBI, Monitoring and Evaluation in the orientation.

‒ DTST facilitates discussions on the above topics in the orientation.

4. Content of HT Orientation

4.1. Programme of HT Orientation

Table 1 shows a recommended programme for the orientation:

Table 1: Suggested Programme

Time	Activity
8:30	Registration

9:00	1. Opening Ceremony
	    1) Prayer
	    2) Opening Remarks
	    3) Introduction of Invited Guests and Participants
	    4) INSET Overview and Confirmation of the Objectives of the Orientation

9:30	2. SBI/CBI Overview and its Importance
	    1) Overview of SBI/CBI
	    2) Roles of key stakeholders
	    3) Importance of SBI/CBI

10:30	Tea break

11:00	3. Stages of SBI/CBI Organisation
	    1) Stages of SBI/CBI Organisation
	    2) Discussion on the Various Stages of SBI/CBI

12:30	4. Responsibilities and related tasks of HT
	    1) Difference in tasks between CL and HT
	    2) Selection process and how to report to DIU
	    3) Support for CL

13:00	Lunch

14:00	5.Annual Plan and Budget for SBI/CBI
	    1) Explanation of Annual Plan for SBI/CBI
	    2) Explanation of Budget for SBI/CBI

15:00	6. Monitoring and Evaluation
	    1) Information Management and Information Management System
	    2) Tasks of HT in the System
	    3) Discussion

16:00	7. Closing Ceremony
	    1) Evaluation Sheet Writing
	    2) Open Forum
	    3) Closing Remarks
	    4) Prayer

Each district may have different conditions, issues, expectations and needs for INSET activities. Thus, the programme should be flexible so that DTST can fine-tune it and make it more relevant to the situation in a district.

4.2. Specific Content for This Activity

4.2.1.   INSET Overview

During the open ceremony, the speaker should mention the overview of the INSET. This can be

done with the confirmation of the objective of the orientation.

4.2.2.   SBI/CBI Overview and its Importance

The better the HT understands SBI/CBI models, the more likely that fruitful SBI/CBI will be conducted at the school level. The DTST is expected to explain the importance of SBI/CBI and inspire HTs.

Some of the HTs have experienced SBI/CBI in other projects/programmes, such as WSD, STM Project, etc. It is meaningful for HTs to share such experiences among themselves, so that these experiences will guide the HT in determining the needs for SBI/CBI. This activity will enable HTs to develop the sense of ownership of SBI/CBI in the INSET programme.

> Resources:
> → Module 1 (District Guidelines)
> → Module 3 (Section 1: Introduction and background)
> → Performance Standards

Table 2 shows the suggested steps for SBI/CBI overview and its importance.

Table 2: Suggested Steps for SBI/CBI Overview and its Importance

Step 1 (10 mins)	SBI/CBI Overview	DTST explains the SBI/CBI model so that HTs understand the objectives and structure of SBI/CBI.
Step 2 (10 mins)	Role of key stakeholders	DTST briefly explains the roles, responsibilities and Performance Standards (PS) of each stakeholder.
Step 3 (40 mins)	Importance of SBI/CBI	DTST facilitates a discussion on the importance of SBI/CBI. HT should be encouraged to join the discussion and share their thoughts on SBI/CBI. The discussion should inspire HTs towards SBI/CBI.

4.2.3.   Stages of SBI/CBI Organisation

The DTST describes all the stages of SBI/CBI organisation, using Section 1 of Module 3. The HTs should be well informed about their roles in particular stages of SBI/CBI and the forms they need to fill in. The DTST should also explain briefly how lesson demonstration and pre/post-lesson discussion are conducted in SBI/CBI.

> Resources:
> → Module 3 (Section 1: Introduction and Background)

Table 3 shows the suggested steps for the process of SBI/CBI.

<div align="center">**Table 3: Suggested Steps for the Process of SBI/CBI**</div>

Step 1 (45 mins)	Process of SBI/CBI	DTST explains the objectives and structure of SBI/CBI. The stress should be put on the process of SBI/CBI (page on 2-3 of Module 3). The roles and responsibilities of HT should be described.
Step 2 (45 mins)	Discussion on the Process of SBI/CBI	DTST facilitates a discussion on the process of SBI/CBI. The HTs should be encouraged to ask questions to clarify their understanding of the process of SBI/CBI.

4.2.4. Responsibilities and Related Tasks of HT

The CL plays a vital role in the whole activity of SBI/CBI. Therefore, the selection of CL is one of the most important tasks of the HT. Another important task of the HT is to support CL. The responsibilities and tasks of the HTs in support of CL are shown in Table 4:

<div align="center">**Table 4: Responsibilities and Related Tasks of HT**</div>

Head Teacher (HT)	
Responsibilities	**Related Tasks**
• Maintain discipline in the CL's class when CL is on a special assignment, i.e. CL Orientation and CL Sourcebook Training.	➢ Appoint teachers to be in charge of CL's classes
• Sensitise staff to the CL training concept, its implication and the importance of SBI/CBI programme	➢ Organise meetings for CL to brief the staff after every CL training

> Resources:
> → Module 2 (Section 6: Human Resource Management)

Table 5 shows the suggested steps for responsibilities and related tasks of HT.

<div align="center">**Table 5: Suggested Steps for Responsibilities and Related Tasks of HT**</div>

Step 1 (10 mins)	Difference in tasks between CL and HT	DTST explains the tasks of CL and the difference between the tasks of CL and HT so that participants understand the concept of CL, and the roles, responsibilities and performance standards (PS) of both HT and CL.
Step 2 (10 mins)	Selection process and how to report to DIU	DTST explains the process of selecting CL and CS and their key tasks. DTST should also emphasize how important it is to report to the DIU.
Step 3 (10 mins)	Support for CL	DTST describes how HTs can support CLs, using the information of Table 3.

4.2.5. Annual Plan and Budget for SBI/CBI

Making annual plan and budget constructs the "backbone" of SBI/CBI activities. DTST needs to help HTs to make suitable annual plans and budget so that their own SBI/CBI activities are

conducted successfully. The section 2 of Module 3 (Annual Plan and Budget) is recommended as a resource for this session. Stimulating the participants to have a practical exercise is also one of the most important activities during this period. The DTST is supposed to help them understand how to use and complete the formats attached to Module 3, so that they will be able to plan for their SBI/CBI activities at school by themselves. DTST should emphasize that this system is not new at all, but it is the same as the School Performance Improvement Plan (SPIP), which participants are familiar with already so that participants will not be confused. Only one format is added to SPIP, which is the SBI/CBI Annual plan.

> Resources:
>   → Module 3 (Section 2: Annual Plan and Budget)

Table 6 shows the suggested steps for Annual Plan and Budget for SBI/CBI.

Table 6: Suggested Steps for Annual Plan and Budget for SBI/CBI

Step 1 (30 mins)	Explanation of Annual Plan for SBI/CBI	DTST explains what Annual Plan is and its importance, persons in charge of making Annual Plan, procedure for making Annual Plan and so on. DTST should explain that Annual Plan is almost the same as SPIP.
Step 2 (30 mins)	Explanation of Budget for SBI/CBI	DTST explains the source of funds for SBI/CBI (mainly Capitation Grants) and the procedure for applying for the funds for SBI/CBI.

4.2.6.   Monitoring and Evaluation

This INSET Model has a unique feature known as "Information Management System" and the system is to capture all the relevant activities of INSET. The HT serves as a link between CL and District Education Office (DEO) to transmit information about their activities in SBI/CBI and also, the current status, issues and needs of their school and at the classroom levels. The DTST explains the Information Management System and the tasks of HTs in the system by referring to Modules 2 and 3, so that the HTs will work towards the tasks expected of them.

> Resources:
>   → Module 2 (Section 4: Operational Manual for "See" Stage)
>   → Module 3 (Section 5: Monitoring of SBI/CBI)

Table 7 shows the suggested steps for discussing monitoring and evaluation.

Table 7: Suggested Steps for Discussing Monitoring and Evaluation

Step 1 (15 mins)	Information Management System	DTST explains the information management system and encourages participants to use the information management system.
Step 2 (30 mins)	Tasks of HT in the System	DTST explains the tasks of HT in the system so that the participants understand what they are expected to do in the system. DTST also explains the use of some forms for reporting in the system.
Step 3 (15 mins)	Discussion	DTST facilitates a discussion on the system, the tasks of HT, the report forms, and so on.

HT ORIENTATION PREPARATION CHECK LIST

Activity	Facilitator	Items/Materials

1. Opening Ceremony
   1) Prayer
   2) Opening Remarks
   3) Introduction of Invited Guests and Participants
   4) Confirmation of the Objectives of the Orientation		

2. INSET Overview
   1) Overview of the whole INSET structure
   2) Role of key stakeholders
   3) Needs Assessment		

3. Stages of SBI/CBI Organisation
   1) Stages of SBI/CBI
   2) Discussion on the various stages of SBI/CBI		

4. Responsibilities and related tasks of HT
   1) Tasks of CL and Difference between CL and HT
   2) Selection process and how to report to DIU
   3) Support for CL		

5. Annual Plan and Budget for SBI/CBI
   1) Explanation of Annual Plan for SBI/CBI
   2) Explanation of Budget for SBI/CBI		

6. Monitoring and Evaluation
   1) Information Management and Information Management System
   2) Tasks of HT in the System
   3) Discussion		

7. Closing Ceremony
   1) Evaluation Sheet Writing
   2) Open Forum
   3) Closing Remarks
   4) Prayer		

Activity 2: CL Orientation

1. Introduction

Curriculum Leader (CL) plays a vital role in the organisation of the entire SBI/CBI activity. We can say that the success of this INSET programme depends on how well CLs are inspired, encouraged, motivated and trained for the SBI/CBI. "CL Orientation" and "CL Sourcebook Training" are quite valuable opportunities for CLs to improve their competencies of organizing and conducting SBI/CBI at the school level. It is therefore strongly recommended that these activities be implemented for CL.

CL Orientation and CL Sourcebook Training differ in their focus. Table 1 shows the focus of the orientation and the training.

Table 1: Focus of CL Orientation and CL Sourcebook Training

CL Orientation	CL Sourcebook Training	
Administration Matters for SBI/CBI	Training Matters for SBI/CBI	
	First Session	Second Session
	Sourcebook-based Training	Experience-based Training

In this appendix, we are going to see how CL orientation is planned, implemented and reflected on.

2. Objectives of CL Orientation

CL takes charge of the administrative matters for SBI/CBI activities such as planning, budgeting, monitoring and evaluating. The orientation is also to deepen understanding of the INSET Model and enhance CLs' instructional skills.

Through this orientation, CLs are expected to acquire the "Organisational and Leadership Skills (CLPS1)" indicated in the "Performance Standards for Implementers of the INSET Model (2006)" (See Table 2).

Table 2: Curriculum Leaders Performance Standards (CLPS) Specifications

Performance Standard Specification
CLPS1: Organisational and Leadership Skills
• Develop action plan for INSET delivery with input from HT and teachers
• Meet with teachers to sensitise them regarding the purpose of SBI/CBI and the role of others in SBI/CBI (e.g. CL, CS, HTs, teachers)

These above skills can be stated as follows:

− To understand INSET Model and SBI/CBI in the model
− To sensitise colleague teachers regarding the purpose of SBI/CBI and the role of others in SBI/CBI
− To support his/her HT to develop annual plan and budget for SBI/CBI at school level

3. Roles and Responsibilities

3.1. District INSET Unit (DIU)

− The DIU is in charge of carrying out the administrative matters for the orientation (such as planning, budgeting, holding the resource preparatory meeting, confirmation for the orientation).

3.2. District Teacher Support Team (DTST)

− DTST is mainly in charge of facilitating the orientation (such as preparation and implementation of the orientation).
− DTST makes presentations on INSET Overview, SBI/CBI Model, Information Management at School Level and Annual Plan and Budget for SBI/CBI in the orientation.
− DTST facilitates discussions on the above topics in the orientation.

4. Contents of CL Orientation

4.1. Programme of CL Orientation

Tables 3 and 4 show a recommended programme for the 2-day orientation. Each district may have different conditions, issues, expectations and needs for INSET activities. In such a case, the programme should be flexible to reflect those differences, so that the orientation can be made more relevant to the situation of each district.

Table 3: Suggested Programme of Day 1

Time	Activity
8:30	Registration
9:00	1. Opening Ceremony 　　1)　Prayer 　　2)　Opening Remarks 　　3)　Introduction of Invited Guests and Participants 　　4)　Confirmation of the Objectives of the Orientation
9:30	2. INSET Overview 　　1)　Overview of whole INSET structure 　　2)　Role of key stakeholders 　　3)　Needs Assessment
10:30	Tea break
11:00	3. SBI/CBI Model Discussion 　　1)　Explanation of SBI/CBI 　　2)　Discussion on SBI/CBI
12:30	Lunch
13:30	4. Information Management at School Level 　　1)　Information Management System 　　2)　Tasks of CL in the System 　　3)　Discussion
15:30	5. Daily Review Meeting

Table 4: Suggested Programme of Day 2

Time	Activity
8:30	Registration
9:00	1. Recapitulation of Day 1 Programme
9:30	2. Annual Plan and Budget for SBI/CBI 1) Explanation of Annual Plan for SBI/CBI 2) Discussion on Annual Plan for SBI/CBI
10:30	Tea break
11:00	2. Annual Plan and Budget for SBI/CBI(continued) 3) Explanation of Budget for SBI/CBI 4) Discussion on Budget for SBI/CBI
12:30	Lunch
13:30	2. Annual Plan and Budget for SBI/CBI(continued) 5) Simulation for Annual Plan and Budget
15:00	3. Closing Ceremony 1) Evaluation Sheet Writing 2) Open Forum 3) Closing Remarks 4) Prayer

4.2. Specific Contents for This Activity

4.2.1.   INSET Overview

The better CLs learn INSET models, the more they understand the significance of SBI/CBI activities at school level. DTST is expected to give participants clear explanation about INSET in this period. DTST can use Module 1 (District Guidelines) and Module 2 (Section 5) of the sourcebook in conducting this activity.

Some of the participants have experienced INSET in other forms such as WSD, STM Project etc. It is meaningful that participants share such experiences among themselves, because these experiences will guide DTST in determining the needs for INSET. This activity enables DTST to improve the following programmes in accordance with the existing situation in schools.

> Resources:
>
>   → Module 1 (District Guidelines)
>
>   → Module 2 (Section 5: Human Resource Management)

Suggested Steps for the INSET Overview are shown in Table 5.

Table 5: Suggested Steps for INSET Overview

Step 1 (15 mins)	Overview of whole INSET structure	DTST explains the INSET Model so that participants understand the objectives and structure of INSET.
Step 2 (15 mins)	Role of key stakeholders	DTST explains the roles, responsibilities and Performance Standards (PS) of each stakeholder.
Step 3 (15 mins)	Needs Assessment	DTST presents the current status of lessons at school level, and is expected to involve participants in discussing our challenges toward the improvement of the quality of the lessons.
Step 4 (15 mins)	Discussion on INSET	DTST leads s a discussion on the issues, merits, demerits and importance.

4.2.2. SBI/CBI Model Discussion

During this period, DTST explains SBI/CBI model. DTST needs to take note of the reactions from the participants because some of them might not have seen those activities before, and might get confused about their task, i.e. how they are expected to implement such activities in their schools.

> Resources:
>
> → Module 3 (Section 1: Introduction and Background)

Table 6 shows suggested steps for the SBI/CBI Model Discussion.

Table 6: Suggested Steps for the SBI/CBI Model Discussion

Step 1 (50 mins)	Explanation of SBI/CBI	DTST explains the SBI/CBI Model so that participants can understand the concept of Lesson Study, the objectives and structure of SBI/CBI, the roles, responsibilities and Performance Standards (PS) of each stakeholder.
Step 2 (40 mins)	Discussion on SBI/CBI	DTST facilitates a discussion on the issues, merits and demerits, importance and difficulties, and so on.

4.2.3. Information Management at School Level

This INSET Model has a specific component known as "Information Management System", and the purpose of the system is to capture all the relevant activities of INSET.

CL is expected to give supervisors (such as HT, CS, DTST and DIU) information about the SBI/CBI activities and even the current status, issues and needs of their school and classroom levels.

DTST, therefore, needs to introduce the information management system and the tasks of CL in the system referring to Module 2 and Module 3, so that CL will work for their expected tasks properly.

> Resources:
>
> → Module 2 (Section 5: Information Management System)
>
> → Module 3 (Section 5: Monitoring of SBI/CBI Activity in School)

Suggested steps for information management at school level are shown in Table 7.

Table 7: Suggested Steps for Information Management at School Level

Step 1 (30 mins)	Information Management System	DTST explains Information Management System to the participants.
Step 2 (30 mins)	Tasks of CL in the System	DTST explains the tasks of CL in the system so that the participants understand what they are expected to do in the system. DTST also explains the use of some report forms for the system.
Step 3 (30 mins)	Discussion	DTST facilitates a discussion on the system, the tasks of CL, the report forms and so on.

4.2.4. Annual Plan and Budget for SBI/CBI

DTST needs to enable participants to make feasible annual plans and budget so that their own SBI/CBI

activities will be conducted successfully. The Section 2 of Module 3 is recommended as a resource for this activity.

DTST is also supposed to help them understand how to use and complete the relevant forms attached to Module 3, so that they will plan for their SBI/CBI activities at school by themselves. The forms attached to Module 3 are as follows: SBI/CBI Annual Plan Sheet (Form 1), School Performance Improvement Plan (SPIP, Form A), Request Form (Form B), Activity Completion Report (Form H).

> Resources:
>
> → Module 3 (Section 2: Annual Plan and Budget)

Table 8: Suggested Steps for Annual Plan and Budget for SBI/CBI

Step 1 (40 mins)	Explanation of Annual Plan for SBI/CBI	DTST explains what an Annual Plan is and its importance, persons in charge of making Annual Plans, procedure for making Annual Plans and so on. The DTST should explain that this plan is almost the same as SPIP.
Step 2 (20 mins)	Discussion on Annual Plan for SBI/CBI	Participants discuss Annual Plan for SBI/CBI, focusing on problems/difficulties in making the plan, the solutions for the problems/difficulties and so on.
Step 3 (60 mins)	Explanation of Budget for SBI/CBI	DTST explains the source of funds for the SBI/CBI (mainly Capitation Grants) and the procedure for applying for it.
Step 4 (30 mins)	Discussion on Budget for SBI/CBI	Participants discuss Budget for SBI/CBI, focusing on problems/difficulties in making the plan, the solutions for the problems/difficulties and so on.
Step 5 (90 mins)	Simulation for Annual Plan and Budget	Participants have a practice for making annual plan and budget for their own SBI/CBI having help from DTST or other participants. In this practice, the copies of SBI/CBI Annual Plan Sheet, SPIP, Request Form and Activity Completion Report should be used.

5. Procedures for Implementation of Refresher Orientation for CLs

Teachers' understanding must always keep pace with the changing trends and curriculum change. Thus, additional refresher or upgrading orientation for CLs is needed, and refresher training will be required for CLs during and after the 3rd year under the following circumstances:

- − Refresher orientation for CL will be organized when there is revision of the curriculum; and
- − Based on request through monitoring CLs, some CLs may be recommended to participate in refresher orientation.

CL ORIENTATION PREPARATION CHECKLIST

Activity	Facilitator	Items/Materials

1. Opening Ceremony
   1)   Prayer
   2)   Opening Remarks
   3)   Introduction of Invited Guests and Participants
   4) Confirmation of the Objectives of the Orientation		

2. INSET Overview
   1)   Overview of whole INSET structure
   2)   Role of key stakeholders
   3) Needs Assessment		

3. SBI/CBI Model Discussion
   1)   Explanation of SBI/CBI
   2) Discussion on SBI/CBI		

4. Information Management at School Level
   1)   Information Management System
   2)   Tasks of CL in the System
   3) Discussion		

5. Annual Plan and Budget for SBI/CBI
   1)   Explanation of Annual Plan for SBI/CBI
   2)   Discussion on Annual Plan for SBI/CBI
   3)   Explanation of Budget for SBI/CBI
   4)   Discussion on Budget for SBI/CBI
   5) Simulation for Annual Plan and Budget		

6. Closing Ceremony
   1)   Evaluation Sheet Writing
   2)   Open Forum
   3)   Closing Remarks
   4) Prayer		

Activity 3: CL Sourcebook Training

1. Introduction

The Curriculum Leader (CL) plays a vital role in the whole activity of SBI/CBI. We can say that the success of the INSET implementation depends on how well CLs are inspired, encouraged, motivated and trained for SBI/CBI. "CL Orientation" and "CL Sourcebook Training" are quite valuable opportunities for CLs to improve their abilities of organizing and conducting SBI/CBI at the school level. So it is strongly suggested that these activities be implemented for CLs.

After the 2-day CL orientation, CLs attend the **First Session** of CL Sourcebook Training. This 5-day training aims to familiarise CLs with the sourcebook modules and to prepare them for implementing SBI/CBI. Having attended the training, CLs go back to their schools and are expected to implement SBI/CBI. At the beginning of the subsequent term, CLs attend the **Second Session** of CL Sourcebook Training for another 5 days. This training aims to enhance CLs' knowledge and skills for a better implementation of SBI/CBI, based on their practical experiences of SBI/CBI. The DTST plays the main role in the implementation of the CL training while National Trainers help the DTST when necessary.

CL Orientation and CL Sourcebook Training focus on different issues. Table 1 shows what the CL Orientation and the CL Sourcebook Training focus on.

Table 1: Focuses of CL Orientation and CL Sourcebook Training

CL Orientation	CL Sourcebook Training	
Administrative Matters for SBI/CBI	Training Matters for SBI/CBI	
	First Session	Second Session
	Sourcebook-based Training	Experience-based Training

This appendix explains how the CL Sourcebook Training is planned, implemented and reflected on.

2. Objectives

Through the first and second sessions of CL Sourcebook Training, CLs are supposed to acquire the following "Organisational and Leadership Skills (CLPS1)" and "Improved Teaching Competencies (CLPS2)" indicated in the "Performance Standards for Implementers of the INSET Model (2006)". These are indicated in Table 2:

Table 2: Curriculum Leaders Performance Standards (CLPS) Specifications

Performance Standard Specification
CLPS1: Organisational and Leadership Skills
• Prepare and deliver demonstration lesson at SBI/CBI as a facilitator.

Performance Standard Specification
CLPS2: Improved Teaching Competencies

In order to improve CLs' capacity with respect to the CLPS Specification, the following objectives were formulated.

1) Objectives of the First Session (Sourcebook-Based Training)

In the first session of the training, or Sourcebook-based Training, CLs are expected to improve their capacities by:

- Carrying out one or possibly two Mathematics demonstration lesson(s) by referring to Module 5 of the Sourcebook;
- Carrying out one or possibly two Science demonstration lesson(s) by referring to Module 6 of the Sourcebook;
- Understanding the concept and the process of Lesson Study by referring Module 3 of the Sourcebook;

During actual SBI/CBI, CLs are requested to:

- Facilitate at least two SBI/CBIs in a term;
- Assist in the identification of challenging topics.

2) Objectives of the Second Session (Experience-Based Training)

In the second session of the training, or Experience-Based Training, CLs are expected to improve their competencies by:

- Sharing their experiences they have gained in SBI/CBI in their schools;
- Identifying challenging issues and good practices of SBI/CBI through discussion;
- Finding solutions to the challenging issues;
- Examining factors that have made the good practices possible;
- Sharing the challenging topics that they have brought from their own schools;
- Discussing the challenging topics with DTST with respect to teaching and learning contents and methodology;
- Finding effective ways of teaching the challenging topics with prepared lesson plans.

3. Roles and Responsibilities

3.1. District INSET Unit (DIU)

- The DIU is in charge of carrying out the administrative matters for the training (such as planning, budgeting, holding the resource preparatory meeting, confirmation for the training).

3.2. District Teacher Support Team (DTST)

- DTST is mainly in charge of facilitating the training (such as preparation and implementation of the training).
- DTST makes presentations on Background and Rationale for SBI/CBI, General Pedagogy, Teaching Contents (Subject Matter), Identification of challenging topics, Good Lesson Practices, Demonstration of SBI/CBI in the training.
- DTST encourages CLs to conduct demonstration activities.
- DTST facilitates discussions on the above topics in the training.

4. At a Glance of CL Sourcebook Training: Introduction

What is outlined below explains the relationship between the first (Sourcebook-based) and the second (Experience-based) sessions of the training.

The whole idea of the Sourcebook Training is to assist CLs to conduct effective and meaningful SBI/CBIs at their schools. The first session focuses on transferring the content discussed in the modules of the sourcebook. The second session provides a good opportunity for CLs to share their practices and ideas from their SBI/CBI experience. The aim of the second session is to help CLs to improve their knowledge and skills for the implementation of SBI/CBI based on their own and schools' needs.

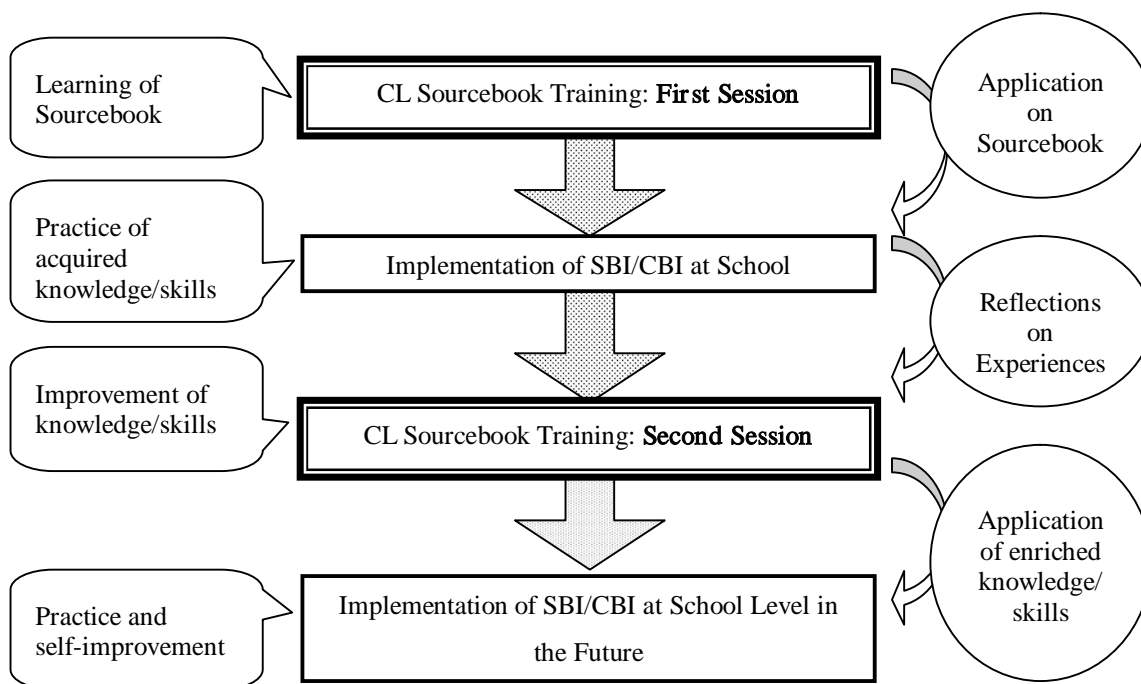Figure 1 shows the relationship between the first and second sessions.

Figure 1: Relationship between the First and Second Sessions

First Session: In the first session of CL Sourcebook Training, CLs learn the contents of the Sourcebook. Having been trained, they should be sufficiently equipped with knowledge and skills to implement SBI/CBI.

At SBI/CBI: CLs apply what they have learnt in the first session to implement SBI/CBI at their own schools. CLs practice the acquired knowledge and skills in actual SBI/CBI situations. Through the implementation of SBI/CBI, CLs are expected to encounter some challenging issues and/or enjoy some success with good practices. In the mean time, CLs get practical knowledge from their own experiences.

Second Session: In the second session, CLs share with other CLs and reflect on their experiences. They come to the second session with challenging issues and/or good practices they have experienced from SBI/CBI. Through discussion with necessary assistance from DTST, CLs improve their knowledge and skills that are relevant to their concerns. By the end of the second session, CLs should be ready to go back to their schools with enriched knowledge and skills for implementation of SBI/CBI.

At Future SBI/CBI: CLs again apply what they have acquired in the second session to the implementation of SBI/CBI in their own schools. CLs keep practicing and reflecting on the acquired knowledge and skills in actual SBI/CBI situations. Although there is **No Third Session** programme, it is significantly important for a CL to continue reflecting and discussing with his/her colleagues, trying to improve SBI/CBI and their knowledge and skills.

5. Content of the First Session (Sourcebook-based)

5.1. Programme of the First Session

Table 3 shows a recommended programme for the first session of the training.

Table 3: Programme for the First Session of the CL Sourcebook Training

	Morning	Afternoon
Day 1	i) Opening Ceremony ii) Background and Rationale for SBI/CBI iii) Structure of SBI/CBI	iv) Baseline Survey Findings (Lessons) v) Experience Sharing on Lessons in your school (watching Video) vi) Daily Review Meeting
Day 2	i) Recapitulation of Day 1 Programme ii) General Pedagogy (Theory and Example of lesson plan)	iii) Teaching Contents (Subject Matter) iv) Daily Review Meeting
Day 3	i) Recapitulation of Day 2 Programme ii) Demonstration of SBI/CBI by DTST	iii) Preparation for Demonstration of SBI/CBI iv) Daily Review Meeting
Day 4	i) Recapitulation of Day 3 Programme ii) Demonstration of SBI/CBI by CL (1)	iii) Demonstration of SBI/CBI (2) and Experience Sharing on SBI/CBI iv) Daily Review Meeting
Day 5	i) Recapitulation of Day 4 Programme ii) Demonstration of SBI/CBI by CL (3)	iii) Identification of challenging topics iv) Open forum v) Closing Ceremony

Note: The programme can be changed and re-arranged depending on the particular needs of the

district. It is always important that the DTST chooses training and activities that best suit actual situations.

5.2. Day 1

5.2.1.   Background and Rationale for SBI/CBI and Structure of SBI/CBI

The participants have already learnt about the INSET and SBI/CBI Models in the CL orientation. In this period, the programme will focus mainly on lesson study in SBI/CBI. As we know, lesson study is the main activity in SBI/CBI. The participants are expected to understand the importance, planning and implementation of Lesson Study at schools. Thus, the DTST has to be ready to offer detailed explanation about lesson study, referring to Module 3.

> Resources:
> → Module 3 (Section 1: Introduction and Background)

5.2.2.   Educational Issues in the District

The result of the Baseline Survey in 2006 has already been presented to the participants in the CL Orientation. However, in this period, the findings obtained from the lessons observed during the survey become the focus of the programme. There is the need to understand the characteristics and issues of the lessons conducted by teachers in order to improve their qualities. So the participants are supposed to learn about the findings, focusing on the lessons, and discussing and sharing actual teaching activities. If possible, it is desirable to watch videos in which a teacher is giving his/her pupils a lesson in order to enrich the discussion.

> Resources:
> → The Result of the Baseline Survey (2006)

5.3. Day 2

5.3.1.   General Pedagogy

Module 4 discusses various aspects of general pedagogy. The DTST is supposed to introduce the general pedagogy, considering the actual situation of lessons and focusing on some of the explanations. Of course, the DTST will select the various aspects to focus on in the first and second sessions.

> Resources:
> → Module 4

5.3.2.   Teaching Content (Subject Matters)

Similarly, teaching content related to subjects will be introduced by referring to Modules 5 and 6 (and more in the future) in this period. The DTST should consider the actual situation of lessons and the needs of teachers in planning and implementing lessons during this period, so that the content gets more related and adequate to meet the needs of the participants.

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┌─────────────────────────────────────┐
│  Resources:                         │
│        →  Modules 5 and 6           │
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5.4. Day 3

5.4.1.   Demonstration of SBI/CBI by DTST

Although there are some activities that explain SBI/CBI in the training and orientation sessions, the best way to understand what SBI/CBI is really about is to see it. In this activity, DTST is requested to demonstrate a sample SBI/CBI.

It is very important to note that the way this demonstration will be performed by the DTST determines the level of motivation that CL will develop towards SBI/CBI. This is vital. The demonstration has to be practical, interesting, inspiring and enjoyable. This way, CLs will get motivated and start to implement SBI/CBI by themselves. To see this happen, the DTST needs to prepare this demonstration properly and thoroughly.

It is also effective if the DTST can arrange to conduct this demonstration (SBI/CBI) with a live class for lesson study. It means DTST demonstrates **a lesson with pupils**. To make this demonstration meaningful, the presence and reaction of pupils is crucial.

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┌─────────────────────────────────────┐
│  Resources:                         │
│        →  Modules3, 4, 5 and 6      │
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5.4.2.   Preparation for Demonstration of SBI/CBI

Having seen the demonstration of SBI/CBI by DTST, CLs are now requested to perform their demonstration. Forming groups of 5-10, CLs prepare lessons. DTST assists them in the preparation, giving technical support. In the course of the preparation, Modules 4, 5 and 6 should provide useful information.

In addition to the lessons, CLs also need to prepare themselves to facilitate the pre-discussion and post-discussion activities. In preparation for these discussions, Module 3 should provide relevant information.

Some CLs need to play HT's roles.

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┌─────────────────────────────────────┐
│  Resources:                         │
│        →  Modules 3, 4, 5 and 6     │
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5.5. Day 4

5.5.1.   Demonstration of SBI/CBI by CL

It is very important for CLs to actively participate in this activity. People learn much better when they do things than just listening and taking notes. By demonstrating or observing the demonstration, CLs should find it easier to master the procedure for conducting SBI/CBI.

In groups, CLs demonstrate SBI/CBI while DTST observes the implementation. A CL with the

assistance of a head teacher (role-played by a CL) facilitates pre-discussion. Then the CL demonstrates a lesson that he/she has prepared. The other CLs in the group play the role of pupils, forming the class. After the demonstration lesson, the CL with assistance from the head teacher facilitates the post-lesson discussion.

> Resources:
> → Lesson plans that CL(s) prepared
> → Modules 3, 4, 5 and 6

5.5.2.   Sharing Experience on Demonstration of SBI/CBI

This is the opportunity for CLs to exchange their thoughts and ideas on the demonstration of the SBI/CBI that they have conducted or observed. CLs share practical knowledge and skills for implementing effective SBI/CBI.

> Resources:
> → Module 3

5.6. Day 5

5.6.1.   Identification of Challenging Topics

When CLs go back to their schools, they are expected to implement SBI/CBI, putting acquired knowledge and skills into practice. Some CLs might want to use the sample lessons in the Sourcebook Modules 5 and 6, for their SBI/CBI. The sample lessons in the modules are the challenging topics that have been identified as "challenging to teach/learn" formally. These are shown to CLs for the sake of convenience. It is necessary for each CL to identify his/her own challenging topics. In addition to that, they are supposed to help their colleagues to identify their challenging topics.

> Resources:
> → Modules 4, 5 and 6

6. Content of the Second Session (Experience-based)

6.1. Programme of the Second Session

Table 4 shows a recommended programme for the second session of CL Sourcebook Training.

Table 4: Programme for the Second Session of the CL Sourcebook Training

	Morning	Afternoon
Day 1	i) Opening Ceremony ii) Experience Sharing: Administrative Matters for SBI/CBI	iii) Discussion: How to overcome Administrative Issues for SBI/CBI iv) Daily Review Meeting for SBI/CBI

Day 2	i) Recapitulation of Day 1 Programme ii) Experience Sharing: Good Lesson Practices at School Level	iii) Experience Sharing: Challenging Topics at School Level iv) Daily Review Meeting
Day 3	i) Recapitulation of Day 2 Programme ii) Instruction on Challenging Topics by DTST	iii) Preparation for Demonstration of SBI/CBI on Challenging Topics iv) Daily Review Meeting
Day 4	i) Recapitulation of Day 3 Programme ii) Demonstration of SBI/CBI on Challenging Topics (1)	iii) Demonstration of SBI/CBI on Challenging Topics (2) iv) Daily Review Meeting
Day 5	i) Recapitulation of Day 4 Programme ii) Demonstration of SBI/CBI on Challenging Topics (3)	iii) Challenges to be addressed for SBI/CBI iv) Open forum v) Closing Ceremony

Note: The programme can be changed and re-arranged depending on particular needs of the district. It is always important that the DTST chooses training and activities that best suit actual situations.

6.2. Day 1

6.2.1. Experience Sharing: Administrative Matters for SBI/CBI

In this activity, CLs have a good opportunity to share and reflect on what they have experienced, good practices and challenges, during SBI/CBI implementation. The focus is supposed to be on administration. This involves planning, budgeting, coordinating, implementing, monitoring and evaluating SBI/CBI. Subject-oriented matter should not be included here since there is an activity designed for that on the following day.

> Resources:
> → Module 3 (Sections 3,4 and 5)

6.2.2. Discussion: How to Overcome Administrative Issues for SBI/CBI

Having shared experiences relating to SBI/CBI administration, CLs are expected to find solutions to the challenges gathered. CLs discuss the challenges with the assistance of the DTST. More importantly, CLs can learn from one another. They are now experienced practitioners since all CLs have already implemented SBI/CBI at their schools. They have obtained some knowledge extracted from their practice of SBI/CBI and it is important to make the most of the knowledge.

Solutions should be written so that CLs can go back to their schools with the notes.

> Resources:
> → Module 3 (Sections 3,4 and 5)

6.3. Day 2

6.3.1.   Experience Sharing: Good Lesson Practices at School Level

This experience sharing focuses on lessons, especially good practices in lesson delivery. CLs are supposed to gather good lesson practices performed not only by CLs themselves but also their colleague teachers at schools. Lesson plans and relevant materials of the good lessons should be brought and presented. In the presentation, CLs can explain why they think the lesson practices they brought are good. Good lesson practices should be shared well and CLs are advised to take some of them back to their schools.

> Resources:
>   → Module 4 (Section 2: Good Primary Practices)

6.3.2.   Experience Sharing: Challenging Topics at School Level

This activity is of great importance. In addition to good lesson practices, CLs are requested to come with challenging topics to the second session of the training. CLs discuss the challenging topics with the assistance of the DTST. CLs' active participation in the discussion is essential because CLs will be asked to draw up lesson plans on the challenging topics in a later activity. As mentioned in Module 2, it is important to utilise CLs' experiences and acquired knowledge from their practice of SBI/CBI. However, because these are subject-oriented challenges, the DTSTs also need to contribute their subject expertise to the discussion.

> Resources:
>   → Module 4

6.4. Day 3

6.4.1.   Instruction on Challenging Topics by DTST

Unlike other activities in the second session, this activity requires the DTST to take a great initiative. Prior to the activity, the DTST is asked to prepare advice and information to help CLs to tackle the challenging topics. The advice and information should be both content based and pedagogy (teaching methodology) based. DTST can use lecture type approach as well as participatory approach for the delivery of the advice and information. DTST needs to equip CLs with specific knowledge and skills with respect to the challenging topics.

> Resources:
>   → Module 4

6.4.2.   Preparation for Demonstration of SBI/CBI on Challenging Topics

In the light of DTST's instruction and their discussion, CLs are now requested to prepare their demonstration of SBI/CBI. CLs are supposed to draw up lesson plans for some challenging topics. The writing can be done individually or in groups through discussion. While DTST assists them technically, it is important for CLs to develop the lessons by themselves.

> Resources:
> → Modules 3 and 4

6.5. Day 4 and Day 5

6.5.1.   Demonstration of SBI/CBI on Challenging Topics

CLs demonstrate lessons using the lesson plans that they have developed. CLs should take developed lesson plans back to their schools for the sake of other colleague teachers.

> Resources:
> → Lesson plans that they have drawn up
> → Module 4

6.6. Day 5

6.6.1.   Challenges for SBI/CBI in the Future

CLs are expected to apply what they have acquired in the second session to the implementation of SBI/CBI at their own schools. In this activity, they can consider future challenges they might encounter with respect to SBI/CBI implementation and prepare for them. In addition to that, CLs and DTST should discuss how they could continue their learning process in SBI/CBI. Although there is **No Third Session programme**, it is significantly important for a CL to continue reflecting and discussing with his/her colleagues at their own schools. They need to keep trying to improve SBI/CBI and their knowledge and skills for a better teaching. Learning never ends.

> Resources:
> → Modules 3

7. Procedures for Implementation of Refresher Training for CLs

Professional development for teachers should be a continuous process since the skills and understanding required to be a high quality teacher cannot be static. Since teachers' understanding must always keep pace with the changing trends and curriculum change, additional refresher or up-grading training for CLs will enable them to remain focused and informed about new trends. Thus, refresher training will be required for CLs during and after the 3rd year under the following circumstances:

- Refresher training for CLs will be organized when there is revision of the curriculum;
- Based on request through monitoring CLs, some CLs may be recommended to participate in refresher training.

CL SOURCEBOOK TRAINING

PREPARATION CHECK LIST

	Activity
	Day 1
	1. Opening Ceremony
	2. Experience Sharing: Administrative Matters for SBI/CBI
	3. Discussion: How to overcome Administrative Issues for SBI/CBI
	Day 2
	1. Recapitulation of Day 1 Programme
	2. Experience Sharing: Good Lesson Practices at School Level
	3.Preparation for Demonstration of SBI/CBI on Challenging Topics
	Day 3
	1. Recapitulation of Day 2 Programme
	2. Instruction on Challenging Topics by DTST
	3. Preparation for Demonstration of SBI/CBI on Challenging Topics
	Day 4
	1. Recapitulation of Day 3 Programme
	2. Demonstration of SBI/CBI on Challenging Topics (1)
	3. Demonstration of SBI/CBI on Challenging Topics (2)
	Day 5
	1. Recapitulation of Day 4 Programme
	2. Demonstration of SBI/CBI on Challenging Topics (3)
	3. Challenges to be addressed for future SBI/CBI
	4. Open forum
	5. Closing Ceremony

Activity 4: Information Exchange Seminar

1. Introduction

The sustainability of SBI/CBI activities depends on the feedback that would be obtained and used to improve the activities, since people tend to keep their interest in the activities that see continuous improvement. Information Exchange Seminar is a key activity for realizing this continuous improvement through the sharing of ideas and lessons learnt from the implemented SBI/CBIs in a district.

In this appendix, we are going to see how the seminar is planned, implemented and reflected on.

2. Objectives of Information Exchange Seminar

The overall goal of the Information Exchange Seminar is:

- To share the lessons learnt from the implemented SBI/CBIs in a district with DIU, DTST, HT and CL so that the subsequent SBI/CBIs (even other INSET activities in the district) will be improved.

To meet the above goal, the following objectives should be taken up during the seminar.

- To share progress with the implementation of SBI/CBI;
- To share good practices of SBI/CBI and their lessons learned; and
- To share feedback from Sourcebook users.

3. Roles and Responsibilities

3.1. District INSET Unit (DIU)

- DIU is in charge of the report on the progress with the implementation of SBI/CBI in Information Exchange Activity.
- DIU will keep records of the seminar outcomes. The information will be communicated to the National INSET Unit when necessary.

3.2. District Teacher Support Team (DTST)

- DTST facilitates the seminars with technical advice provided by National INSET Unit from a distance.
- DTST is in charge of reporting good practice of SBI/CBI in Information Exchange Activity.

4. Programme for Information Exchange Seminar

Table 1 shows a recommended programme for the Seminar. Each district may have different conditions, issues, expectations and needs for INSET activities. Therefore, the programme should be flexible in such cases, so that the DIU and DTST can make it more adaptable to the situation in each district.

Table 1: Suggested Programme for Information Exchange Seminar

Time	Activity
8:30	Registration

9:00	1. Opening Ceremony
	  1) Prayer
	  2) Opening Remarks
	  3) Introduction of Invited Guests and Participants
	  4) Confirmation of the Objectives of the Seminar
	  5) Selection of Course Prefect

9:20	2. Information Exchange Activity
	  1) Report on the progress with the implementation of SBI/CBI
	  2) Report on good practices of SBI/CBI
	  3) Group discussion
	  4) Presentation of the discussion

11:50	3. Closing Ceremony
	  1) Feedback Questionnaire Sheet Writing
	  2) Open Forum
	  3) Closing Remarks
	  4) Prayer

5. Information Exchange Activity

Table 2 briefly describes the suggested steps for the activity.

Table 2: Suggested Steps for Information Exchange Activity

Step 1 (15 mins)	Report on the progress with the implementation of SBI/CBI	DIU reports on the progress with the implementation of SBI/CBI within the district, based on the collected documents from all schools in the district.
Step 2 (15 mins)	Report on good practices of SBI/CBI	DTST reports on good practices of SBI/CBI implemented within the district. This report is based on the monitoring conducted by DTST and the collected documents from schools.
Step 3 (60 mins)	Group discussion	Participants form themselves in groups of between 7 and 15, and discuss problems/difficulties in conducting SBI/CBI and lessons learnt from the reports of DTST.
Step 4 (60 mins)	Presentation of the discussion	Each group presents on the result of their discussion, so that all the participants and facilitators can share the results.

Step1: Report on the progress with the implementation of SBI/CBI

DIU is supposed to report on the progress with the implementation of SBI/CBI within the district based on the **SBI/CBI Implementation Summary** and the **SBI/CBI Data Sheet** (or **Excel File**) collected from all the schools in the district. Focusing on administrative matters (such as annual plan and budget, the average number of the implementation, types of activity, subject and topics, time of the implementation attendance rate, and so on), DIU should point out strong/weak points of the implementation of SBI/CBI. In addition, it is recommended that DIU would give the participants some recommendations or suggestions for implementing the subsequent SBI/CBI.

Step2: Report on good practices of SBI/CBI

As DTST has monitored SBI/CBI activities, they are supposed to report on good practices of SBI/CBI implemented within the district based on their own monitoring (using the **Field Monitoring Sheet for SBI/CBI**). DTST can also use the **Record of Post-Activity Discussion** in the **SBI/CBI Implementation Summary** collected from all the schools. In the report, the following aspects will be focused on: Planning SBI/CBI, Implementing SBI/CBI and Improving SBI/CBI (explained in the Appendix 1 (Activity 7): Field Monitoring for SBI/CBI).

Step3: Group discussion

After the reports from DIU and DTST, the participants form themselves in groups of between 7 and 15, and discuss problems/difficulties in conducting SBI/CBI and lessons learnt from the reports given by DIU and DTST. As the participants are expected to improve their SBI/CBI implementation in the following term, the facilitators should encourage them to identify the problems/difficulties and find the lessons learnt or concrete solutions through the discussion.

Step 4: Presentation of the discussion

Each group is supposed to be invited to present on the result of their discussion, so that all the participants and facilitators can share the results. Through this presentation, it is possible that all the participants can enrich the result of their discussion, and the facilitators can also get some lessons learnt for the activities at the district level (such as CL orientation, sourcebook training and so on).

6. Post-activity Task

After the seminar, the facilitators should collect the results of the discussions and summarize them into one document. It is recommended that DTST types the results on a computer to make it easy to be given to NIU through DIU (by electronic copy). This task is important for improving the whole INSET system.

INFORMATION EXCHANGE SEMINAR PREPARATION CHECKLIST

Activity	Facilitator	Items/Materials

1. Opening Ceremony
   1) Prayer
   2) Opening Remarks
   3) Introduction of Invited Guests and Participants
   4) Confirmation of the Objectives of the Seminar		

2. Information Exchange Activity
   1) Report on the progress with the implementation of SBI/CBI
   2) Report on good practices of SBI/CBI
   3) Group discussion
   4) Presentation of the discussion		

3. Closing Ceremony
   1) Evaluation Sheet Writing
   2) Open Forum
   3) Closing Remarks
   4) Prayer		

Activity 5: Annual Implementation Meeting

1. Introduction

To keep the INSET programme functional, it is important to enhance understanding of District INSET programme among the stakeholders.

2. Objectives of Annual Implementation Meeting

This meeting is to confirm and disseminate timing, size and budget of each INSET activity in the district among all stakeholders in the district for the next fiscal year.

3. Roles and Responsibilities

3.1. District INSET Unit (DIU)

The DIU should be the organizer of the meeting.

DIU is supposed to send invitation letters to the Resource Persons for all the orientation/training programmes in the district (e.g. DDE, DTST, CS, District Assembly, HTs, PTA, SMC, etc.)

DTST and DIU should all agree on the date and ensure that the initial preparations are made.

4. Contents of Annual Implementation Meeting

4.1. Recommended Agenda for Discussion

Confirm the following to implement each activity smoothly.

- – Schedule of each INSET activity which needs resource persons.
- – Number of participants for each activity.
- – Compensation.

4.2. Recommended Timing and Conditions for Implementation

This meeting should be implemented right after the Annual Action Plan has been approved, confirmed and disseminated to resource persons. Therefore, the envisaged recommended timing of this meeting is around December.

Activity 6: Examples of Workshops/Meetings

1. Introduction

This appendix shows some examples of workshops or meetings to strengthen understanding of District INSET programme among the stakeholders.

2. Objectives of Workshops

The overall goal of the workshop/meeting is to:

- Foster good relationships with other stakeholders so as to implement the INSET programme in the district smoothly.

To achieve the overall goal, it is necessary:

- To secure funding;
- To identify resource persons;
- To enhance understanding of the programme.

3. Roles and Responsibilities

3.1. District INSET Unit (DIU)

The DIU should be the organizer of all activities.

DIU is supposed to send invitation letters to the participants. The DTST and DIU should all agree on the date and ensure that the initial preparations are made.

4. Examples of Workshops / Meetings

4.1. Example 1: Annual Planning Meeting

1) Objective

- To coordinate timing, size and budget of each INSET activity in the district when DIU prepares the "Planning Paper".

2) Recommended Participants

- Organizer: DIU
- Participants: Resource Persons of each activity (e.g. DTST).

3) Recommended Agenda for Discussion

Confirm availability of resource persons for each activity. To confirm this, discuss the following.

- Schedule of each INSET activity which needs resource persons.
- Number of participants for each activity.
- Renumeration.

4)   Recommended Timing and Conditions for Implementation

For the discussion of this meeting, Planning Paper for each activity for the next fiscal year is needed. Therefore, the envisaged recommended timing of this meeting is between May and June.

4.2. Example 2: Meeting to Identify Human Resource

1)   Objective

    − To identify resource persons in the TTC or SSS, if DEO cannot find resource persons within DEO.

2)   Recommended Participants

    − Organizer: DIU
    − Participants: Heads of TTCs or SSS

3)   Recommended Agenda for Discussion

    − Present the current situation and issues regarding specific subjects (e.g. Science and Mathematics) at primary schools in the district.
    − Possibility of collaborating with those in the education sector in the district.
    − Issues regarding teacher training courses (Pre-service Training) and INSET.

4)   Recommended Timing and Conditions for Implementation

When or if the DEO cannot identify resource persons for subject training for CLs, this meeting should however go on and discuss how to find one.

4.3. Example 3: Meeting with District Assembly to Discuss Budget

1)   Objective

To make the INSET programme more sustainable, the DEO should use its own budget, as budget from other sources fluctuate every year and it is difficult to ensure their timely disbursement. The budget from the district assembly is the second-best in terms of its stability and size. So, the objective of this meeting is:

    − to secure budget from district assembly, if the DEO cannot allocate funds for the programme from its own budget

2)   Recommended Participants

    − Organizer: DDE, DIU
    − Participants: District Assembly

3)   Recommended Agenda for Discussion

    − Possibility of mobilising resources in the districts.

4)   Recommended Timing and Conditions for its Implementation

When or if the DEO cannot secure enough funds from its own budget on ADEAP, it should consider organizing this meeting. That is, it should be organized during the budgeting process. Accounting report of the previous fiscal year would be useful to persuade the district assembly.

4.4. Example 4: Workshop for Dissemination and Fund Raising

1)   Objective

The budget from the district assembly is the second-best in terms of its stability and size. However, if those funds are still not enough to implement the activities, another source of funds is needed. To make fund-raising easier, dissemination of the project is important to make stakeholders understand INSET more. The objectives of this meeting are therefore:

−   To make stakeholders understand INSET more.
−   To raise funds from stakeholders, if the DEO cannot fund the programme from its own budget and that of the district assembly.

2)   Recommended Participants

−   Organizer: DIU
−   Participants: HTs, NGOs, Communities (e.g. PTA, SMC)

3)   Recommended Contents for Discussion

−   Present the current situation and issues regarding Science and Mathematics education at primary schools in the districts.
−   Exchange information about similar teacher training programmes.
−   HTs will periodically hold discussions with PTA and SMC to reinforce relations and enhance interest in INSET programmes and education in general.

4)   Recommended Timing and Conditions for Implementation

When or if the DEO cannot secure enough funds from its own budget on ADEAP, it should consider organizing this meeting. That is, it should be organized during the budgeting process. Accounting report of the previous fiscal year would be useful to persuade the district assembly.

5)   Sample Timetable and Sample Contents

Table 1 shows a suggested programme for the workshop. Each district may have different conditions, issues, expectations and needs for funds. Therefore, the programme should be flexible to reflect such differences, so that the DIU can make it more relevant to the situation of each district.

Table 1: Suggested Programme

Time	Activity
8:30	Registration
9:00	1. Opening Ceremony 　　1)　Prayer 　　2)　Opening Remarks 　　3)　Introduction of Invited Guests and Participants 　　4)　Confirmation of the Objectives of the Workshop

9:30	2. Education overview and INSET Overview
	1) Overview of issues relating to primary education in the district
	2) Overview of the INSET programme
	3) Effectiveness of SBI/CBI
	4) Plan of the programme implementation at the district
10:30	Tea break
11:00	3. Current situation of the programme and its funding
	1) Current situation of budget
	2) Discussion about fund-raising
12:30	4. Closing Ceremony
	1) Evaluation Sheet Writing
	2) Open Forum
	3) Closing Remarks
	4) Prayer

The sample contents of the programme above are as follows.

6)   Education Overview and INSET Overview

The better participants understand the programme, the more interested they will be in the programme and contribute to it. As such, the DIU is expected to give participants clear explanation about the INSET programme in this period, as this is the key issue in this workshop. The DIU can use the District Guidelines, Module 2 (Section 1) of the sourcebook in conducting this activity.

> Resources:
> → Module 2 (Section 1: Overview of INSET structure)

Table 2: Suggested Steps for "Education Overview and INSET Overview"

Step 1 (15 mins)	Overview of issues relating to primary education in the district	DIU explains the current situation of primary education at the district-level with regard to quality so that participants understand how important it is to improve quality.
Step 2 (15 mins)	Overview of the INSET programme	DIU explains the INSET programme briefly so that participants understand its objectives, structure and its needs.
Step 3 (15 mins)	Effectiveness of SBI/CBI	DIU explains the SBI/CBI Model so that participants understand the validity of the INSET programme to improve educational quality at the school level.
Step 4 (15 mins)	Plan of the programme implementation at the district	DIU explains Annual Action Plan of the district so that participants understand what is going on and how it will affect schools.

7)   Current Situation of the Programme and its Funding

In this section, the DIU should make participants feel that the INSET programme is the best means to improve educational quality and their contributions are needed to implement the programme. To achieve this goal, it is important to show the accounting report to the participants.

Table 3: Suggested Steps for Current Situation of the Programme and its Funding

Step 1 (15 mins)	Current situation of budget	DIU explains the current situation of the budget to implement Annual Action Plan.
Step 2 (45 mins)	Discussion about fund-raising	DIU facilitates discussion on how the district can secure funds.

Activity 7: Field Monitoring for SBI/CBI

This appendix explains how the field monitoring for SBI/CBI can be carried out. The overall purposes and procedures for field monitoring are summarised in the table below.

Table 1: Overall Purposes and Procedures for Field Monitoring

Purpose	Procedure
To obtain qualitative information about current situations concerning SBI/CBI.	Interview HT and CL to obtain qualitative information about SBI/CBI.
To support schools to implement SBI/CBI more effectively and frequently.	Give necessary feedback/advice to the HT and CL with regard to the questions asked.

It is expected that DTST will find some examples of "good practice" of SBI/CBI while monitoring. DTST is requested to use the examples when reporting on good practices in the Information Exchange Seminar.

Key Aspects for Monitoring

There are mainly three key areas that the DTST needs to monitor during a school visit. These are:

- planning of SBI/CBI (Interviewing HT and CL);
- implementation of SBI/CBI (Observing and participating in SBI/CBI); and
- improvement of SBI/CBI (Interviewing HT and CL).

1)   How to Monitor Planning of SBI/CBI

To monitor the planning of SBI/CBI, use the Field Monitoring Sheet for SBI/CBI, which can be found in Appendix 2 (Form 8) to keep records. It is important to consider the following points in each procedure.

Part 1: Interviewing

- Utilise time the before/after observation of SBI/CBI.
- Maintain an atmosphere that is not judgemental but supportive and cooperative.

Part 2: Advising

- Listen to the HT and CL carefully and respectfully.
- Take the challenges that emerge during the interview into consideration.
- Use experiences and comments that have been received from previous Feild SBI/CBI Monitoring that had similar challenges.
- Give feedback/advice to the school.

2)   How to Monitor Implementation of SBI/CBI

To monitor the implementation of SBI/CBI, use the SBI/CBI Activity Observation Sheet, which can be found in Appendix 2 (**Form 5**) of Module 3. Hints for monitoring pre-activity discussion and post-activity discussion are as follows:

Hints for monitoring pre-activity discussion and Demonstration Activity

- Refrain from disturbing the activity by making comments in the course of the activity.
- Write down comments with regard to the aspects in SBI/CBI Activity Observation Sheet.

Hints for monitoring post-activity discussion

- When the participants (Demonstrator, Colleague Teachers and HT) are making comments, listen to their speeches carefully.
- Make comments on the activity implemented and also on the comments the participants made, in your position as a subject expert.

Notes for commenting
- Encourage the demonstrator and improve the quality of the teaching and learning.
- Provide beneficial comments not only for the demonstrator but also the colleague teachers.
- Be supportive not to hurt the feelings of the demonstrator (every teacher requires respect as a professional) or damage the cooperative atmosphere of the discussion.
- The comments should relate to the theme of the SBI/CBI.
- Be brief and concise not to dominate the discussion. (The post-discussion is not the time for DTSTs to show off their expertise.)

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3) How to Monitor Improvement of SBI/CBI

To monitor the improvement of SBI/CBI, use the Field Monitoring Sheet for SBI/CBI, which can be found in Appendix 2 (**form 8**) of this module, for record keeping. It is necessary to monitor whether the school has taken actions for improving, i.e. its SBI/CBI implementation and daily practice of teaching and learning by using the lessons learnt from previous SBI/CBI. In addition, please make sure to encourage the school to initiate necessary actions for the improvement. It is important to consider the following points in each procedure.

Part 1: Interviewing

To improve SBI/CBI implementation:

- Ask for the SBI/CBI Implementation Summary (Form 6) of previous SBI/CBI.
- Check the comments that the HT has made in the sections of "Questions about Activity Administration" and "Implementation Challenges" of the form.
- Ask the HT if the school has taken any actions concerning some of the comments.
- If the HT says yes, try to identify them using appropriate ways. e.g. asking other teachers, seeing newly developed/prepared TLMs and reading-related documents and so on.
- Commend the HT and teachers involved in the actions.
- If no action has been taken, ask for reasons.
- Encourage the HT to initiate some actions and give advice that would help the HT to implement the actions.

To improve daily practice of teaching and learning:

- Ask for the Record of Post-discussion Session (Form 5) of previous SBI/CBI.
- Check the comments that the HT has made in the "Lessons Learnt for Subsequent Teaching and Learning" in the Record of Post-discussion Session of the previous SBI/CBI.

Then, follow the same steps as used for "To improve SBI/CBI implementation."

Part 2: Advising

- Commend the HT and teachers involved in the actions.
- If no action has been taken, encourage the HT to do so and give helpful advice.
- Where possible, obtain the impact of the actions taken.
- Give necessary feedback/advice to the school.