

Appendix 1: INSET Activities at the District Level

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Activity 1: Orientation and Sourcebook Training for HT and CS

1.1. Introduction

Administrative matters related to SBI/CBI activities such as planning, budgeting, monitoring, evaluating and usage of the sourcebook are treated during the orientation and sourcebook training for Headteacher (HT) and Circuit Supervisor (CS). The aim is to help HT to be able to manage the administrative matters and properly organize SBI/CBI at the school level.

It is strongly recommended that the orientation and sourcebook training be organized before CL orientation and training are implemented.

1.2. Objectives of Orientation and Sourcebook Training for HT and CS

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

- Be fully abreast with 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. The success of the INSET implementation depends on how well HTs are supported, inspired, encouraged, motivated and trained to organize SBI/CBI. The orientation and sourcebook training therefore, is a starting point for INSET at the school level.

1.3. Roles and Responsibilities

District INSET Committee (DIC)

- DIC is mainly in charge of facilitating the orientation and sourcebook training (such as preparation and implementation of the orientation and sourcebook training).
- DIC is also in charge of carrying out the administrative matters for the orientation and sourcebook training (such as planning, budgeting, holding the resource preparatory meeting and organizing the orientation and training).
- DIC makes presentations on *SBI/CBI Overview and its Importance, Stages of SBI/CBI Organization, Responsibilities and related tasks of HT, Annual Plan and Budget for SBI/CBI, and Monitoring and Evaluation* in the orientation and sourcebook training.

District Teacher Support Team (DTST)

- DTST facilitates discussions on the usage of the various modules such as:
 - Tools for identifying challenging topics;
 - General pedagogies (lesson note, lesson delivery, good practices, etc.);
 - Organizing demonstration lessons; and
 - Helping to prepare TLMs related to specific subjects (maths, science, etc.).

1.4. Content of Orientation and Sourcebook Training for HT and CS

1.4.1. Programme of Orientation and Sourcebook Training for HT and CS

Table 1 shows a recommended programme for the orientation and sourcebook training (3 days):

Table 1: Suggested Programme (3 days)

Day	Activity
Day 1	<ul style="list-style-type: none"> – Registration – Opening Ceremony – SBI/CBI Overview and its Importance – Stages of SBI/CBI Organization/Forms – Responsibilities and Related Tasks of HT, CL and CS – Annual Plan and Budget for SBI/CBI (SPIP) – Monitoring and Evaluation
Day 2	<ul style="list-style-type: none"> – Documentary on INSET – General Pedagogy (Theory and Examples of Lesson Plans) – Tools for Identification of Challenging Topics – Preparation for Demonstration Lessons
Day 3	<ul style="list-style-type: none"> – Use of INSET Record Forms (e.g. Observation Sheet, etc.) – Demonstration Lessons – General Discussion – Closing Ceremony

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

1.4.2. Specific Content of Orientation and Sourcebook Training for HT and CS

INSET Overview

During the opening ceremony, DIC should discuss the overview of the INSET. This can be done with the confirmation of the objective of the orientation and sourcebook training.

SBI/CBI Overview and its Importance

The better the HT and CS understand SBI/CBI models, the more likely it is that fruitful SBI/CBI will be conducted at the school level. The DIC is expected to explain and discuss the importance of SBI/CBI.

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

References for Resource Persons:

- Modules 1&2
- Module 3 (Unit 1: Introduction and background)

Stages of SBI/CBI Organization/Forms

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

References for Resource Persons:

→ *Module 3 (Unit 1: Introduction and Background)*

Responsibilities and Related Tasks of HT, CL and CS

The CL plays a vital role in the general activities 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 2:

Table 2: Responsibilities and Related Tasks of HT

Head Teacher (HT)	
<i>Responsibilities</i>	<i>Related Tasks</i>
<ul style="list-style-type: none"> Maintain discipline in the CL's class when CL is on a special assignment, i.e. CL Orientation and CL Sourcebook Training. 	<ul style="list-style-type: none"> ➤ Appoint teachers to be in charge of CL's classes
<ul style="list-style-type: none"> Sensitise staff to the CL training concept, its implication and the importance of SBI/CBI programme 	<ul style="list-style-type: none"> ➤ Organize meetings for CL to brief the staff after every CL training

References for Resource Persons:

→ *Module 2 (Unit 6: Human Resource Management)*

Annual Plan and Budget for SBI/CBI

A successful annual plan and budget is the backbone towards successful SBI/CBI activities. The DIC needs to help participants to make suitable annual plans and budget so that their own SBI/CBI activities could be conducted successfully. The Unit 2 of Module 3 (Annual Plan and Budget) is recommended as a resource for this session. Arousing the interest of participants through a practical exercise is also one of the most important activities during this period. The DIC 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. The DIC should emphasize that this system is not new at all, but it is the same as the School Performance Improvement Plan (SPIP), which the participants are familiar with already.

References for Resource Persons:

→ *Module 3 (Unit 2: Annual Plan and Budget)*

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. 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 schools. The DIC explains the Information Management System and the tasks of HT, CL and CS in the system by referring to Modules 1, 2 and 3, so that the participants will work towards the tasks expected of them.

References for Resource Persons:

- *Module 1 (Unit 1: Overview of INSET Programme)*
- *Module 2 (Unit 4: Operational Manual for “See” Stage)*
- *Module 3 (Unit 6: Monitoring of SBI/CBI)*

Documentary on INSET

The importance of showing the documentary is to expose participants to the various activities of SBI/CBI (Lesson Demonstration, Peer Teaching and TLMs Preparation and Usage). Participants then discuss good practices identified in the documentary.

References for Resource Persons:

- *GES-JICA INSET Project Video*
- *STM Project Video*

General Pedagogy (Theory and Examples of Lesson Plans)

Module 4 discusses various aspects of general pedagogy. DTST is supposed to introduce the general pedagogy, considering the actual situation of lessons and focusing on some of the explanations.

References for Resource Persons:

- *Module 4*

Tools for Identification of Challenging Topics

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 provide information and guidance 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.

References for Resource Persons:

- *Module 4*

Preparation for Demonstration Lessons

DTST and the participants prepare demonstration lessons together (in Maths and Science).

In this way, the participants learn the techniques and strategies for preparing good lesson plans from the DTST. DTST then presents the demonstration lessons.

References for Resource Persons:

- *Modules 4, 5 and 6*

Use of INSET Record Forms (e.g. Observation Sheet, etc.)

Samples of forms should be given to the participants to study and discuss how and when to use them.

References for Resource Persons:

→ *Modules 3 (Form 1, 2, 3, 4, 5, 6)*

Demonstration Lessons

DTST demonstrates lessons using the lesson plans that they have developed with the participants. The participants observe the lessons and use the necessary forms to put down their comments. The participants should take samples of the developed lesson plans back to their schools for reference.

References for Resource Persons:

→ *Lesson plans that they have drawn up*

→ *Module 4*

General Discussion on Lesson Observed

DTST and participants discuss the observations made during the demonstration lessons.

ORIENTATION AND SOURCEBOOK TRAINING FOR HT and CS SAMPLE PREPARATION CHECK LIST

Day	Activity	Facilitator	Items/Materials
Day 1	Registration		
	Opening Ceremony		
	SBI/CBI Overview and its Importance		
	Stages of SBI/CBI Organization/Forms		
	Responsibilities and Related Tasks of HT, CL and CS		
	Annual Plan and Budget for SBI/CBI (SPIP)		
	Monitoring and Evaluation		
Day 2	Documentary on INSET		
	General Pedagogy (Theory and Examples of Lesson Plans)		
	Tools for Identification of Challenging Topics		
	Preparation for Demonstration Lessons by DTST		
Day 3	Use of INSET Record Forms (e.g. Observation Sheet, etc.)		
	Demonstration Lessons		
	General Discussion		
	Closing Ceremony		

Activity 2: CL Orientation

2.1. Introduction

The Curriculum Leader (CL) plays a vital role in the organization of the entire SBI/CBI activity. The success of this INSET programme also depends on how well CLs are supported, inspired, encouraged, motivated and trained for the organization of SBI/CBI. “CL Orientation and Sourcebook Training” provide 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 Sourcebook Training differ in their focus. Table 3 shows the focus of the orientation and the training.

Table 3: Focus of CL Orientation and Sourcebook Training

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

This section shows how CL orientation is planned and implemented.

2.2. Objectives of CL Orientation

CL in collaboration with HT takes charge of the administrative matters for SBI/CBI activities such as planning and budgeting. The orientation also deepens understanding of the INSET Model and enhances CLs’ instructional skills.

Through this orientation, CLs are expected to acquire the “Organizational and Leadership Skills (CLPS1)” indicated in the “Performance Standards for Implementers of the INSET Model (2006)” (See Table 4).

Table 4: Curriculum Leaders Performance Standards (CLPS) Specifications

<i>Performance Standard Specification</i>
CLPS1: <i>Organizational and Leadership Skills</i>
<ul style="list-style-type: none"> Develop action plan for INSET delivery with input from HT and teachers Sensitise teachers regarding the purpose of SBI/CBI and the role of others in SBI/CBI (e.g. CL, CS, HTs, teachers)

The skills above can be stated as follows:

- To show understanding of INSET Model and the place of SBI/CBI in the model;
- To be able to sensitise colleague teachers regarding the purpose of SBI/CBI and the role of others in SBI/CBI; and
- To be able to support his/her HT to develop SBI/CBI Annual Plan and budget.

2.3. Roles and Responsibilities

District INSET Committee (DIC)

- The DIC is in charge of carrying out the administrative matters for the orientation (such as planning, budgeting, holding the resource preparatory meeting and organizing the orientation).
- DIC is mainly in charge of facilitating the orientation (such as preparation and implementation of the orientation).
- DIC makes presentations on INSET Overview, SBI/CBI Model, Information Management at School Level and Annual Plan and Budget for SBI/CBI in the orientation.

2.4. Contents of CL Orientation

2.4.1. Programme of CL Orientation

Tables 5 and 6 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 5: 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	Break
11:00	3. SBI/CBI Model Discussion 1) Explanation of SBI/CBI 2) Discussion on SBI/CBI
12:30	Break
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 6: 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	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	Break
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

2.4.2. Specific Contents for CL Orientation

INSET Overview

DIC is expected to give participants clear explanation about INSET in the orientation. DIC can use Module 1 (District Guidelines) and Module 2 (Unit 5) of the sourcebook in conducting this activity.

Some of the participants have experienced INSET in other interventions such as WSD, STM Project etc. It is important that participants share such experiences among themselves, because these experiences will guide DIC in determining the needs for INSET.

References for Resource Persons:

- *Module 1 (District Guidelines)*
- *Module 2 (Unit 5: Human Resource Management)*

Suggested Steps for the INSET Overview are shown in Table 7.

Table 7: Suggested Steps for INSET Overview

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

SBI/CBI Model Discussion

During this period, DIC explains SBI/CBI model. DIC 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.

References for Resource Persons:
→ *Module 3 (Unit 1: Introduction and Background)*

Table 8 shows suggested steps for the SBI/CBI Model Discussion.

Table 8: Suggested Steps for the SBI/CBI Model Discussion

Step 1 (50 mins)	Explanation of SBI/CBI	DIC explains the SBI/CBI Model for participants to be able to show an appreciable understanding of 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	DIC facilitates a discussion on the issues, strengths, challenges and way forward.

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 information about INSET activities.

CL is to provide supervisors (such as HT, CS, DTST and DIC) with information about the SBI/CBI activities and even the current status, issues and needs of their school and class levels.

DIC, therefore, needs to introduce the information management system and the tasks of CL in the system with reference to Modules 2 and 3.

References for Resource Persons:
→ *Module 2 (Unit 5: Information Management System)*
→ *Module 3 (Unit 5: Monitoring of SBI/CBI Activity in School)*

Suggested steps for information management at school level are shown in Table 9.

Table 9: Suggested Steps for Information Management at School Level

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

Annual Plan and Budget for SBI/CBI

DIC needs to help participants to make realistic annual plans and budget so that their own SBI/CBI activities will be conducted successfully. The Unit 2 of Module 3 is recommended as a resource for this activity.

DIC is also to help them understand how to complete the relevant forms attached to Module 3, so that they will plan for their SBI/CBI activities at school level. The forms attached to Module 3 are as follows:

- *SBI/CBI Annual Plan Sheet* (page 46 in *Module 3, Form 2*);
- *School Performance Improvement Plan* (page 59 in *Module 3, Form A*);
- *Request Form* (page 60 in *Module 3, Form B*); and
- *Activity Completion Report* (page 66 in *Module 3, Form H*).

References for Resource Persons:

→ *Module 3 (Unit 2: Annual Plan and Budget)*

Table 10: Suggested Steps for Annual Plan and Budget for SBI/CBI

Step 1 (40 mins)	Explanation of Annual Plan for SBI/CBI	DIC 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 DIC 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	DIC 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 practice the making of annual plan and budget on their own SBI/CBI with help from DIC or other participants. In this practice, the copies of SBI/CBI Annual Plan Sheet, SPIP, Request Form and Activity Completion Report should be used.

2.5. Procedures for Implementation of Refresher Orientation for CLs

Teachers need to keep pace with the changing trends in curriculum. Thus, additional refresher or updating course for CLs is needed. However, refresher courses will be required for CLs after every 3 years.

CL ORIENTATION PREPARATION CHECKLIST

Day	Activity	Facilitator	Items/Materials
Day 1	1. Opening Ceremony <ol style="list-style-type: none"> 1) Prayer 2) Opening Remarks 3) Introduction of Invited Guests and Participants 4) Confirmation of the Objectives of the Orientation 		
	2. INSET Overview <ol style="list-style-type: none"> 1) Overview of whole INSET structure 2) Role of key stakeholders 3) Needs Assessment 		
	3. SBI/CBI Model Discussion <ol style="list-style-type: none"> 1) Explanation of SBI/CBI 2) Discussion on SBI/CBI 		
	4. Information Management at School Level <ol style="list-style-type: none"> 1) Information Management System 2) Tasks of CL in the System 3) Discussion 		
Day 2	5. Annual Plan and Budget for SBI/CBI <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1) Evaluation Sheet Writing 2) Open Forum 3) Closing Remarks 4) Prayer 		

Activity 3: CL Sourcebook Training

3.1. Introduction

The Curriculum Leader (CL) plays a vital role in the whole activity of SBI/CBI. The success of the INSET implementation depends on how well CLs are supported, inspired, encouraged, motivated and trained for SBI/CBI. “CL Orientation and Sourcebook Training” are quite valuable opportunities for CLs to improve upon their abilities of organizing and conducting SBI/CBI at the school level. It is therefore necessary to train CLs in the use of the sourcebooks.

After the 2-day orientation, CLs are to attend the **First Session** of Sourcebook Training. This 5-day training aims to familiarise CLs with the sourcebook modules and to prepare them for implementing SBI/CBI in their schools. After 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 3 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 DIC and DTST play the main role in the implementation of the CL training while National Trainers help the DIC and DTST where necessary.

CL Orientation and Sourcebook Training focus on different issues. Table 11 shows what the CL Orientation and Sourcebook Training focus on.

Table 11: Focus of CL Orientation and Sourcebook Training

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

This section explains how the CL Sourcebook Training is planned and implemented.

3.2. Objectives

Through the first and second sessions of CL Sourcebook Training, CLs are to acquire the following “Organizational 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 12:

Table 12: Curriculum Leaders Performance Standards (CLPS) Specifications

<i>Performance Standard Specification</i>
CLPS1: Organizational and Leadership Skills
<ul style="list-style-type: none"> Prepare and deliver demonstration lesson at SBI/CBI as a facilitator.
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; and
- Showing an understanding of the concept and the process of Lesson Study by referring to Module 3 of the Sourcebook.

During actual SBI/CBI, CLs are requested to:

- Facilitate at least **two** SBIs and **one** CBI in a term; and
- 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 the 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; and
- Finding effective ways of teaching the challenging topics with prepared lesson plans.

3.3. Roles and Responsibilities

District INSET Committee (DIC)

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

District Teacher Support Team (DTST)

- DTST is in charge of facilitating the training (such as preparation and implementation);
- 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; and
- DTST facilitates discussions on the above topics in the training.

3.4. First and Second CLs Sourcebook Training at a Glance

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 figure below shows the relationship between the first and second sessions.

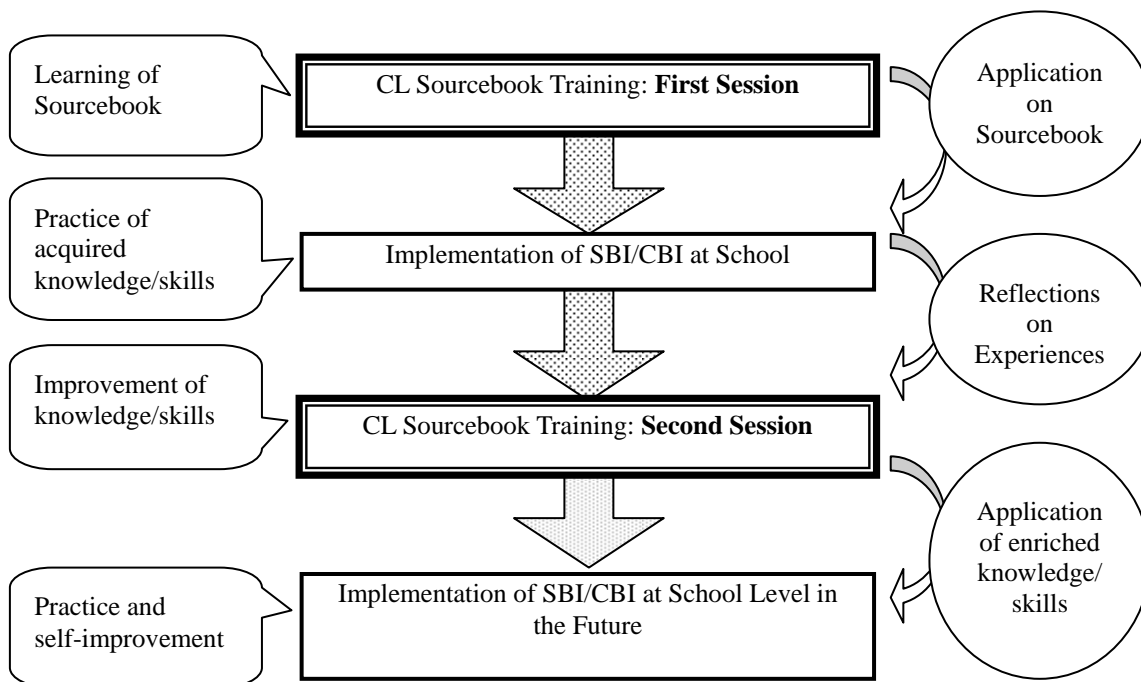


Figure 1: Relationship between the First and Second Sessions

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 practise the knowledge and skills acquired in actual SBI/CBI situations. Through the implementation of SBI/CBI, CLs may encounter some challenging issues and/or enjoy some success which they must take note of.

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.

Future SBI/CBI: CLs keep on applying what they have acquired in the second session in the implementation of SBI/CBI in their own schools. CLs keep practicing and reflecting on the knowledge and skills acquired 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 upon SBI/CBI and their knowledge and skills.

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

Programme of the First Session

Table 13 shows a recommended programme for the first session of the training.

Table 13: Programme for the First Session of the CL Sourcebook Training

	<i>Morning</i>	<i>Afternoon</i>
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 DIC and DTST choose training and activities that best suit actual situations.

3.5.1. Day 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 appreciate the importance, planning and implementation of Lesson Study in schools. Thus, the DIC has to be ready to offer detailed explanation about lesson study, referring to Module 3.

References for Resource Persons:

→ *Module 3 (Unit 1: Introduction and Background)*

Educational Issues in the District

The result of any district examination (SEA, NEA, BECE, etc.) can be presented to the participants. The findings obtained from the discussions about the district examinations 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 competencies. So the participants are to

learn about the findings, focusing on the lessons from the findings, discuss and share actual teaching experiences. If possible, it may be desirable to watch a model lesson on video.

References for Resource Persons:

- *The Result of the Baseline Survey*
- *Results of SEA, NEA, BECE, etc*
- *Model Lesson on Video.*

3.5.2. Day 2

General Pedagogy

Module 4 discusses various aspects of general pedagogy. The DTST is 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.

References for Resource Persons:

- *Module 4*

Teaching Content (Subject Matter)

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 actual situation and needs of teachers when planning and implementing lessons during this period, so that the content meets the needs of the participants

References for Resource Persons:

- *Modules 5 and 6*

3.5.3. Day 3

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. 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 make 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**. The presence and reaction of pupils is crucial in order to make this demonstration meaningful,

References for Resource Persons:

- *Modules 3, 4, 5 and 6*

Preparation for Demonstration of SBI/CBI

Having seen the demonstration of SBI/CBI by DTST, CLs are now requested to prepare their own demonstration lessons. 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.

References for Resource Persons:

→ *Modules 3, 4, 5 and 6*

3.5.4. Day 4

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.

References for Resource Persons:

→ *Lesson plans that CL(s) prepared*

→ *Modules 3, 4, 5 and 6*

Sharing Experience on Demonstration of SBI/CBI

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

References for Resource Persons:

→ *Module 3*

3.5.5. Day 5

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. These are shown to CLs as reference materials. It is

also necessary for each CL to identify his/her own challenging topics, and in addition, help their colleagues to identify challenging topics.

References for Resource Persons:
→ Modules 4, 5 and 6

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

Programme of the Second Session

Table 14 shows a recommended programme for the second session of CL Sourcebook Training.

Table 14: Suggested Programme for the Second Session of CL Sourcebook Training

	<i>Morning</i>	<i>Afternoon</i>
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) Challenges for SBI/CBI in the Future	iii) Challenges for SBI/CBI in the Future 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 DIC and DTST choose training and activities that best suit actual situations.

3.6.1. Day 1

Experience Sharing: Administrative Issues for SBI/CBI

In this activity, CLs have a good opportunity to share and reflect on the experiences gained from good practices and challenges, during SBI/CBI implementation. The focus should be on administration, which involves planning, budgeting, coordinating, implementing, monitoring and evaluating SBI/CBI.

References for Resource Persons:
→ Module 3 (Units 3,4 and 5)

Discussion: How to Overcome Administrative Issues for SBI/CBI

Having shared experiences relating to SBI/CBI administration, CLs are to find solutions to the challenges gathered. CLs discuss the challenges with the assistance of the DIC and 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 use of the knowledge.

New skills acquired should be written so that CLs can go back to their schools and share them with their colleagues.

References for Resource Persons:
→ *Module 3 (Units 3,4 and 5)*

3.6.2. Day 2

Experience Sharing: Good Lesson Practices at School Level

This experience sharing focuses on lessons, especially good practices in lesson delivery. CLs are to gather good lesson practices performed not only by CLs themselves but also their colleague CLs. 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.

References for Resource Persons:
→ *Module 4 (Unit 2: Good Primary Practices)*

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 as they will use the knowledge to handle challenging topics in their own schools. 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 will need to contribute their subject expertise to the discussions.

References for Resource Persons:
→ *Module 4*

3.6.3. Day 3

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 in 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 CLs 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 of teachers never ends!**

References for Resource Persons:

→ *Module 3*

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 third 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 (First Session) PREPARATION CHECK LIST

Day	Activity	Facilitator	Items/Materials
Day1	1. Opening Ceremony		
	2. Experience Sharing: Administrative Matters for SBI/CBI		
	3. Discussion: How to overcome Administrative Issues for SBI/CBI		
Day2	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		
Day3	1. Recapitulation of Day 2 Programme		
	2. Instruction on Challenging Topics by DTST		
	3. Preparation for Demonstration of SBI/CBI on Challenging Topics		
Day4	1. Recapitulation of Day 3 Programme		
	2. Demonstration of SBI/CBI on Challenging Topics (1)		
	3. Demonstration of SBI/CBI on Challenging Topics (2)		
Day5	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		

CL SOURCEBOOK TRAINING (Second Session) PREPARATION CHECK LIST

Day	Activity	Facilitator	Items/Materials
Day1	1. Opening Ceremony		
	2. Experience Sharing: Administrative Matters for SBI/CBI		
	3. Discussion: How to overcome Administrative Issues for SBI/CBI		
Day2	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		
Day3	1. Challenges to be addressed for future SBI/CBI		
	2. Open forum		
	3. Closing Ceremony		

Activity 4: Information Exchange Seminar

4.1. Introduction

The sustainability of SBI/CBI activities depends on the use of feedback for continuous improvement. Information Exchange Seminar is therefore a key activity for realizing this continuous improvement through the sharing of ideas and lessons learnt from the implemented SBI/CBIs in a district.

The goal of the Information Exchange Seminar is:

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

This section discusses how the seminar is planned and implemented.

4.2. Objectives of Information Exchange Seminar

To meet the above goal, the following objectives should guide the conduct of and the deliberations during the seminar:

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

4.3. Roles and Responsibilities

District INSET Committee (DIC)

- DIC shall present a report on the progress of SBI/CBI implemented as an Information Exchange Activity.
- DIC discusses the outcomes of the progress report.
- DIC shall keep records of the seminar outcomes and inform the National INSET Unit when necessary.

District Teacher Support Team (DTST)

- DTST facilitates the seminars with technical advice provided by National INSET Unit.
- DTST reports on good practices of SBI/CBI as an Information Exchange Activity.

4.4. Programme for Information Exchange Seminar

Table 15 shows a recommended programme for the Seminar. Each district may have different conditions, issues, expectations and needs for INSET activities. The programme is a suggested one, and each district should adapt it to its situation.

Table 15: 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) Filling of Feedback Questionnaire Sheet 2) Open Forum 3) Closing Remarks 4) Prayer

4.5. Information Exchange Activity

Table 16 briefly describes the suggested steps for the activity.

Table 16: Suggested Steps for Information Exchange Activity

Step 1 (15 mins)	Report on the progress made with the implementation of SBI/CBI	DIC reports on the progress made 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 documents collected from schools.
Step 3 (60 mins)	Group discussion	Participants form groups of between 7 and 15 members and discuss challenges in conducting SBI/CBI and lessons learnt from the reports of DTST.
Step 4 (60 mins)	Presentation of the discussion	Each group presents a report on their discussion, so that all the participants and facilitators can share the information..

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

DIC progress reports should be based on the *SBI/CBI Operation Summary* (refer to page 118-119: *Appendix 2, Form 6*) collected from all the schools in the district. This report should focus on administrative issues (such as annual plan and budget, types of activity, subject and topics, time of the implementation attendance rate, and so on). The report should also point out strengths and weaknesses in the implementation of SBI/CBI. In addition, it is recommended that DIC gives the participants some suggestions for implementing the subsequent SBI/CBI.

Step2: Report on good practices of SBI/CBI

A report on good practices of SBI/CBI is presented by the DTST based on their own monitoring using the *Field Monitoring Sheet for SBI/CBI* (refer to page 116-117: *Appendix 2, Form 5*). DTST can also use the *SBI/CBI Operation Summary* collected from all the schools. In the report, the following aspects are highlighted: *Planning SBI/CBI, Implementing SBI/CBI* and *Improving SBI/CBI* (refer to page 67-69: *Appendix 1, Activity 7: Field Monitoring for SBI/CBI*).

Step3: Group discussion

After the reports from DIC and DTST, the participants form groups of between 7 and 15 members, and discuss challenges in the conduct of SBI/CBI and lessons learnt. Facilitators should encourage participants to identify the problems/difficulties, the lessons learnt or concrete solutions through the discussion in order to improve upon their SBI/CBI implementation in the following term.

Step 4: Presentation of the discussion

Each group is to present a report on their discussion, so that all the participants and facilitators can share the information. These presentations should enrich the contribution of both participants and facilitators.

4.6. Post-activity Task

After the seminar, the facilitators should collect the results of the discussions and summarize them into one document.

INFORMATION EXCHANGE SEMINAR PREPARATION CHECKLIST

Activity	Facilitator	Items/Materials
<p>1. Opening Ceremony</p> <ul style="list-style-type: none"> 1) Prayer 2) Opening Remarks 3) Introduction of Invited Guests and Participants 4) Confirmation of the Objectives of the Seminar 		
<p>2. Information Exchange Activity</p> <ul style="list-style-type: none"> 1) Report on the progress made with the implementation of SBI/CBI 2) Report on good practices of SBI/CBI 3) Group discussion 4) Presentation of the discussion 		
<p>3. Closing Ceremony</p> <ul style="list-style-type: none"> 1) Evaluation Sheet Writing 2) Open Forum 3) Closing Remarks 4) Prayer 		

Activity 5: Annual Implementation Meeting

5.1. Introduction

To keep the INSET programme functional, it is very important to continuously enhance the understanding and cooperation of stakeholders in the districts.

5.2. 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.

5.3. Roles and Responsibilities

District INSET Committee (DIC)

DIC should be the organizer of the meeting.

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

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

5.4. 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
- Remuneration

5.5. 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

6.1. Introduction

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

6.2. Objectives of Workshops

The overall goal of the workshop/meeting is:

- To foster good relationships among other stakeholders so as to implement the INSET programme in the district smoothly; and
- To stress on the fact that the roles of the key players are complementary to each other.

To achieve the overall goal, it is necessary:

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

6.3. Roles and Responsibilities

District INSET Committee (DIC)

DIC should be the organizer of all activities.

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

6.4. Examples of Workshops / Meetings

6.4.1. Example 1: Annual Planning Meeting

1) Objective

- To coordinate timing, size and budget of each INSET activity in the district when DIC prepares the “Detailed Costing Sheet (DCS)”.

2) Recommended Participants

- Participants: DIC and 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; and

- Remuneration.

4) Recommended Timing and Conditions for Implementation

For this meeting, DCS for each activity for the next fiscal year is prepared. Therefore, this meeting should be held between May and June.

6.4.2. Example 2: Meeting to Identify Resource Persons (DTST)

1) Objective

- To identify resource persons in the TTC or SHS, if DEO cannot find resource persons within DEO.

2) Recommended Participants

- Organizer: DIC
- Participants: Heads of TTCs or SHS

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

This meeting should be held before the end of September each year.

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

1) Objective

To make the INSET programme sustainable, the DEO should solicit for funds from District Assembly for their educational activities.

2) Recommended Participants

- Organizer: DDE, DIC
- Participants: District Assembly (Finance committee)

3) Recommended Agenda for Discussion

- Possibility of mobilising resources for the DEO

4) Recommended Timing and Conditions for its Implementation

To fill the financial gap in its budget, the DEO can organize the meeting with the District Assembly before the beginning of the financial year. Presenting the Accounting Report of the previous fiscal year would be useful to persuade the district assembly to support DEO.

6.4.4. Example 4: Workshop for Dissemination and Fund Raising

1) Objective

To raise funds from other sources, dissemination of the INSET programme is very important to make stakeholders understand the usefulness of INSET. The objectives of this meeting therefore are:

- To make stakeholders understand INSET better.
- To raise funds from stakeholders.

2) Recommended Participants

- Organizer: DIC
- Participants: HTs, NGOs, Communities (e.g. PTA, SMC), MPs, DCEs, Chiefs, Opinion Leaders, etc.

3) Recommended Contents for Discussion

- Presentation of current situation and issues regarding the performance of pupils in the district, especially in Science and Mathematics education
- Exchange information about structures that support teacher quality
- HTs should give reports on challenges facing the delivery of quality teaching and learning in their schools.

4) Recommended Timing and Conditions for Implementation

- DIC decides on the time.
- HTs should be notified about their reports.

Activity 7: Field Monitoring for SBI/CBI

This section 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 17: Overall Purposes and Procedures for Field Monitoring

Purpose	Procedure
To gain insight into the qualitative impact of SBI/CBI.	Interview HT and CL to obtain qualitative information about SBI/CBI.
To identify challenges and supports 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 DIC/DTST will identify some examples of “good practices” of SBI/CBI during the field monitoring. The DIC/DTST is to use the examples when reporting on good practices in the Information Exchange Seminar.

7.1. Key Aspects for Monitoring

There are mainly three key areas that the DIC/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
- ways of improving upon SBI/CBI (Interviewing HT and CL).

1) How to Monitor Planning of SBI/CBI

To monitor the planning of SBI/CBI, use the *SBI/CBI Field Monitoring Sheet* (refer to page 116-117: *Appendix 2, Form 5*) to keep records. It is important to consider the following points in each procedure.

Part 1: Interviewing

- Interview HTs and CLs before/after observation of SBI/CBI
- Maintain an atmosphere that is not judgemental but supportive and cooperative during the interview

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 Field 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 Observation Sheet* (refer to page 50-51 in *Module 3, Form 5 and 6*). Hints for monitoring pre-activity discussion and post-activity discussion are as follows:

Hints for monitoring pre-activity discussion and Demonstration Activity

- Refrain from 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 them carefully.
- In your role as a subject expert, make comments on the activity implemented and also on the comments the participants made.

Tips for commenting

- Encourage the demonstrator to improve upon the quality of the teaching and learning;
- Provide beneficial comments not only for the demonstrator but also the colleague teachers;
- Be supportive and do not 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; and
- Be brief and concise and do not dominate the discussion (The post-discussion is not the time for DTSTs to show off their expertise).

3) How to Monitor Improvement of SBI/CBI

To monitor the improvement of SBI/CBI, use the *SBI/CBI Field Monitoring Sheet* 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 upon SBI/CBI implementation:**

- Ask for the *SBI/CBI Operation Summary* (refer to page 116-117: *Appendix 2, 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 confirm, for example, by 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; and
- Encourage the HT to initiate some actions and give advice that would help the HT to implement the actions.

To improve upon daily practice of teaching and learning:

- Ask for the *Record of Post-Delivery Discussion* (refer to page 52-53 in *Module 3, Form 7*) of previous SBI/CBI; and
- Check the comments that the HT has made in the “Lessons Learnt for Subsequent Teaching and Learning” in the *Records of Post-discussion Session* of the previous SBI/CBI.

Then, follow the same steps as used for “To improve upon 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; and
- Give necessary feedback/advice to the school.

