



# SCCA2 News



Strengthening the Child Centered Approach (Phase 2)

MAY 2011

## FROM Kalaw TOWNSHIP

### PRIMARY TEACHERS' TRAINING

From 13<sup>th</sup> May 2011, the CCA Primary Teachers' Training (PTT) was conducted at 5 training centers in Kalaw township for 10 days.

Cluster trainers who have undergone Cluster Trainers' Training (CTT) conducted PTT in the township, and high school and middle school principals supervised the training. After this training, primary school teachers start to implement CCA in the township.

#### Program in Day 1

1. What is CCA?
2. Demonstration Lessons (Basic Science, Social Study and Math)
3. Materials provided by the Project



#### Tips of the training contents

#### Training photos



#### Goal of the CCA training

The CCA training aims to improve "Subject knowledge", "Learning skills" and "Positive attitude" of children by improving the following six competencies of teachers.



#### How adults learn?

Everybody has rich-experiences, but we cannot learn from only having experiences. We can learn by analyzing our experiences. (Paulo Freire, Brazilian educator and influential theorist of critical pedagogy)



#### The six CCA competencies

- Subject Knowledge: Teach appropriate subject content based on the deep understanding and mastering of the subject matter
- Lesson Designing Skill: Design effective lesson based on CCA
- T/L Material Skill: Design, develop and utilize low cost and effective T/L materials
- CCA Teaching Skill: Conduct effective T/L activities using various teaching techniques and facilitating students for active learning
- Assessment Skill: Assess students learning by applying the various assessment techniques.
- Positive Attitude: Communicate friendly with students and raise their interest for learning.



## PRIMARY TEACHERS' TRAINING ★ DAY 2 ★

### Program in Day 2

1. Lesson Analysis of General Studies for Micro-Teaching
2. Micro-Teaching practice (General Studies)
3. How to use Teacher's Guide (General Studies)

### Tips for General Studies lessons

It is little difficult for lower primary children to find concepts through discussion or logical thinking, so it is important to help their learning not only by listening teachers' voice but also using other five senses.



**Story telling:** Children cannot concentrate on listening long explanation. Interesting story telling with illustrations can help children's learning.

**Poem:** It helps children to remember the lesson by not just listen the teacher's words but singing with dance and joy.

**Friendly relationship with children:** Positive attitude of teachers makes children to love school and learning, which enhance positive attitude of children for studying.

## PICK UP! MICRO-TEACHING - POLITENESS AT HOME -

Micro-teaching is the methods to improve the teaching skills through peer teaching practice in small scale class and small scale lesson (by changing teachers).



### 1 Preparation 1

Checking lesson procedure in the teachers guide and illustration charts to be used.



### 2 Preparation 2

Teacher practices the story telling. Other team members listen her story and give advices for improvement.



### 3 Introduction

Teacher introduced the lesson by asking and recalling experiences of children about quarreling. She also shows kindly attitude for children.



### 4 Story telling

Story telling of "friendship of durian and pineapple" makes children to think about quarreling and politeness to their friends.



### 5 Conclusion

Teacher conclude the lesson with reviewing the story and "What good students should do."



### 6 Reflection

After micro-teaching, the participants discus and present their finding to improve their lessons. Then they summarize on flipchart paper.

## PRIMARY TEACHERS' TRAINING \* DAY 3 \*

### Program in Day 3

4. Lesson Analysis of Basic Science for Micro-Teaching
5. Micro-Teaching practice (Basic Science)
6. How to use Teacher's Guide (Basic Science)

### Tips for Basic Science lessons

#### Learning theory

- ☉ If I hear it, I forget it.
- ☉ If I see it, I remember it.
- ☉ If I do it, I know/ learn it.
- ☉ If I find it, I use it.

Participants prepared and practiced CCA lessons of Basic Science. After the micro-teaching practice, the ways of improvements are discussed. Here two important concepts for Basic Science lessons are highlighted.



Predicting the results of experiments results is the first important point. If teachers give the result of experiments before experiments, children cannot find the concepts by themselves. They will know the procedure of experiments, but easy to forget the concepts. One important role of teacher is guiding the children to find the key concepts by themselves.

Observation of real materials (e.g. plants, animals etc) is also important as giving opportunity for children to find the new facts. It is also useful to sketch the materials to make children observe the materials more carefully, which can enhance the findings by children themselves.

## PICK UP! MICRO-TEACHING - EXPANSION OF SOLID -

*Micro-teaching is the methods to improve the teaching skills through peer teaching practice in small scale class and small scale lesson (by changing teachers).*



### 1 Preparation

Firstly checking the lesson plans in teachers guide. Then trainees prepare experiment utilizing "ring and ball set" distributed by ministry.



### 2 Intro (Prediction)

Asking students to predict the result of experiments. It is also important to ask the reasons of their prediction to promote their logical thinking skills.



### 3 Experiment 1

Conduct experiments of heating metal balls and find the results of expansion of solid. If metal ball expand it cannot pass the ring.



### 4 Experiment 2

Let have another prediction on contraction. What will happen when metal ball is cooled down by water?



### 5 Conclusion

Teacher asks children to present their results of experiments. Summarizes the finding and main concepts of the lesson on black board.



### 6 Reflection

After micro-teaching, the participants discuss and present their finding to improve their lessons. Then they summarize on flipchart paper.

## PRIMARY TEACHERS' TRAINING \* DAY 4 \*

### Program in Day 4

7. Lesson Analysis of Mathematics for Micro-Teaching
8. Micro-Teaching practice (Mathematics)
9. How to use Teacher's Guide (Mathematics)

### Tips for Mathematics lessons

Semi-concrete objects: It is numbers of materials without any specific features. For example blocks, beans, buttons and so on. They are effectively used to teach mathematics number system and the number system operations.

Teaching learning materials and Practical work by students:



In mathematics lessons, teaching/learning materials play an essential role to help students to have clear understanding, to motivate their interest and to get concentration in the lesson together with practical work by students. For example, children can understand measurement by using ruler. They can understand symmetric objects by developing them by paper. There are some points of T/L materials in Mathematics.

- ☺ Teaching/learning materials used in a lesson have to be directly related to the lesson objectives.
- ☺ Teaching/learning materials can be clearly seen by all students.
- ☺ Teaching/learning materials should be easily handled by both teachers and students.
- ☺ Teaching/learning materials could attract and motivate students.



## PICK UP! MICRO-TEACHING MEASURING LENGTH

Micro-teaching is the methods to improve the teaching skills through peer teaching practice in small scale class and small scale lesson (by changing teachers).



### 1 Preparation 1

Firstly checking the lesson plans in teachers guide. Then preparing teaching learning materials for measurement.



### 2 Introduction

Teacher starts the lesson by asking students to compare the length of surroundings, e.g. finger, notebook and pencils.



### 3 Comparing bottles

Let children to discuss how to compare the length of two similar bottles which place distance and be not removable.



### 4 Measuring practice

Let children to make ruler by using bamboo sticks and let them measure many things in the classroom.



### 5 Conclusion

Ask students to fill in the tables which show results of measuring practices. Conclude that length can be compared with any arbitrary units.



### 6 Reflection

After micro-teaching, the participants discuss and present their findings and suggestions to improve their lessons.

## PRIMARY TEACHERS' TRAINING ★ DAY 5 ★

### Program in Day 5

1. Lesson Analysis of Social Study for Micro-Teaching
2. Micro-Teaching practice (Social Study)
3. How to use Teacher's Guide (Social Study)

### Tips for Social Study lessons

The targeted subject in the day5 is Social Study and focused the followings.

**Data analyzing:** Like science experiments, data analyzing is the method to let children find the facts by themselves. It is not important to make a good map, but important to wait the answers till children find by themselves.

**Group discussion:** Through group discussion, children can share their ideas and get ideas to find the facts.

**Illustrations:** SCCA2 provides several illustration charts, which are useful to catch attention of students, help students to understand the main concept of the lesson and be used as materials to ask key questions.

**Asking effective questions:** Key questions, which directory related to the learning objectives of the lesson, are surely the "KEY" of successful lesson. All children should think about the key questions and be given enough time. Frequently this kind of question is asked with group discussion.



## PICK UP! MICRO-TEACHING - ENVIRONMENTAL SCENES -

*Micro-teaching is the methods to improve the teaching skills through peer teaching practice in small scale class and small scale lesson (by changing teachers).*



### 1 Preparation

This lesson uses illustration charts, so participants check the charts to be used. Some participants developed original materials.



### 2 Introduction 1

A teacher introduced the lesson with showing the mountain in the face (Nose) and asked some questions.



### 3 Story telling with chart

Telling the story of "Adventure of Mr. Stone" to make children understand deeply on the environmental scene by using illustration charts.



### 4 Group work

Groups of student discuss and record what they found in the illustration charts of environmental scenes along the river.



### 5 Conclusion

Teacher asks children to summarize the environmental scenes of each chart.



### 6 Reflection

After micro-teaching, the participants discuss and present their findings and suggestions to improve their lessons.

## PRIMARY TEACHERS' TRAINING \* DAY 6 \*

### Program in Day 6

1. Board writing
2. How to conduct group activities
3. Teaching Learning materials for CCA

### Tips of training contents

**Group work** is a task that is to be carried out by a group of people or students to achieve the common goal. It can give the opportunities to

#### Rules for group work

- Express idea/opinion freely
- Share experience/findings
- Respect idea/opinion of others
- Listen to others members attentively

work collaboratively and to express their own feelings, opinions and ideas, thus it make group members enjoy learning

from each other and improve thinking skills, decision-making skills, and communication skills.

It is useful especially when the work is challenging and need to work collaboratively by helping each other



### T/L materials, activities and blackboards writing

The purpose of conducting activities and using T/L material is to help achieving lesson objectives more effectively and easier, by drawing out key concept of the lesson, attracting student's interest, encouraging students' participation. Blackboard is one of the most important T/L materials in class. Board summaries can be advantageous as a tool for the students' reflection of learning when the teacher writes key points/ steps of the lesson content. It can also be used as the teacher's feedback so that the students can check it with their work.

### Teaching / Learning Materials for CCA



1



2



3

#### General Study

1. Matching the various animals and their nose
2. Changing Shape of paper and putting objects on it

#### Basic Science

3. Three states of matters
4. Light travel in a straight way
5. Making string telephone

#### Social Study

6. Illustration showing how British government used the divided rules
7. Allocation of group tasks in the class
8. Make topography maps of Myanmar



4



5



5



6



7



8



## PRIMARY TEACHERS' TRAINING \* DAY 7 \*

### Program in Day 7

1. How to ask question to student (questioning skill)
2. Teacher/Students' relationships in CCA
3. Assessment (1): Observation in Classroom
4. Assessment (2): Achievement Test

### Tips of training contents



Questioning has big differences between traditional teaching and CCA teaching. The followings are some points to be considered.

- At first teacher has to clearly recognize purposes, timing, target etc of question connecting with lesson objectives.
- Ask questions clearly and simply to make students understand. When they have difficulties, give cues, ask leading questions or break it into simple questions.
- When students answer wrongly, it is the biggest chance to make student learn. Let student himself, who could not get correct answer, rethink by giving hints. When the correct answer is mixed with wrong ideas, let students re-think with group discussion.
- When teacher inquires the students' prediction before an experiment or an observation, do not tell whether their prediction is true or not but to continue asking why he/she think / predict.

### Good attitude and behavior of teacher

- Behaving kindly and friendly with smile
- Talking enthusiastically with frequent eye contact and by using gesture
- Talking to children by keeping the same eye level
- Observing each child carefully by going around
- Encouraging children to ask question
- Encouraging children think deeply
- Actively joining children outside classes

Teacher/Students' relationships in CCA need appropriate attitude and behavior of teacher to facilitate and guide children. It is essential to nature a good teacher/students relationship for learning, only then we will be able to implement CCA effectively.

Assessment in CCA is focusing on "**Formative assessment**". Currently, "**Summative assessment**" is widely used to compare and to grade the knowledge and skills of children. One typical example is competitive test. On the other hand, formative assessment does not stick to grade children, but aims to enhance learning of children through assessment. For good education, both formative and summative assessments are necessary.

### Points of Assessment for CCA

#### The three assessment methods for CCA

- ☺ Observation
- ☺ Achievement test
- ☺ Essay

#### Observation

It is giving encouragement and feedbacks to children for their better understanding and learning. If learning is not as expected, teachers can quickly adjust teaching learning process.



#### Achievement test

Teachers should develop not only recall questions but also thinking questions to check understanding of the concepts and to develop children's thinking skills apart from just remembering the content of text book by heart.



#### Essay

As a kind of formative assessment, essay writing lets students show their feelings, thoughts, ideas, opinion and creativity based on their academic knowledge. It is suggested that teacher's remark should motivate students.

