



# SCCA2 news

FROM MaUBin township



Strengthening the Child  
Centered Approach (Phase 2)  
**APRIL-MAY 2011**

## CLUSTER TRAINERS' TRAINING

### Outlines

From 25<sup>th</sup> April 2011, the CCA Cluster Trainers' Training (CTT) was conducted in Maubin for 11 days. After this training, Cluster Trainers will conduct Primary Teachers Training (PTT) to disseminate CCA in the township.

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

### 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.



### Organizers of the training

**Resource person: Bogalay EC**  
Daw Htay Htay



**Bogalay EC**  
Naw Tar Su Htee



**Bogalay EC**  
Daw Yin Myint



**Bogalay EC**  
U Kyaw Soe Aung



**Bogalay EC**  
Daw Dway Dway Aung



**Bogalay EC**  
Daw Khin Lay Swe



**Bogalay EC**  
Daw Khin Aye Yu



**Bogalay EC**  
U Tin Htut



**ATEO**  
U Hla Htay



**ATEO**  
U Hla Kyaing



**ATEO**  
U Myint Soe



**Monitor: DBE1**  
U Soe Moe Kyaw



## CLUSTER TRAINERS' TRAINING \* DAY 4 \*

### Program in Day 4

1. Lesson Analysis of Mathematics for Micro-Teaching
2. Micro-Teaching practice (Mathematics)
3. 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.

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



## PICK UP! MICRO-TEACHING ADDITION UP TO 20 (NUMBER SYSTEM)

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 concrete objects for calculation.



### 2 Preparation 2

Preparing semi-concrete objects for calculation.



### 3 Introduction

Lesson start to think calculation of addition by using illustrations of concrete object (caps).



### 4 Semi-concrete objects

Let children to calculate by using semi-concrete objects, which helps children to understand the concept of calculation easily.



### 5 Conclusion

Teacher asks children to exercise other calculation by using semi-concrete objects (blocks) and check their answers.



### 6 Reflection

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



## CLUSTER TRAINERS' 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 directly 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 it is necessary to check the backside of charts for usage in addition to check teachers guides.



### 2 Introduction

By using Myanmar map, teacher catches attention of children. It is good ideas to utilize existing materials (not new one).



### 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 Questioning with chart

Asking questions about environment in each chart, which makes children to realize environmental scenes from up-stream to down-stream of 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.

## CLUSTER TRAINERS' 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. Making Charcoal
4. Light travel in a straight way
5. Making string telephone



4



5

#### 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



6



7



8





# CLUSTER TRAINERS' 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 to tell whether their prediction is true or not but to continue asking why he/she think / predict.

**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.



## 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

## 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.



# CLUSTER TRAINERS' TRAINING \* DAY 8 \*

## Program in Day 8

1. Assessment (3): Essay Test
2. Introduction to School Based and Cluster Based Meeting
3. Introduction to Lesson Study
4. Preparation for CCA Practicing Teaching (Lesson Study)



## Outlines of the program

On-site training is the main topic of the day 8. The following two types of meetings, school based meeting and cluster based meeting, are on-site trainings of SCCA. In these meetings, lesson

### School based meeting

It aims to share the good practices and problem solving techniques with colleagues in school level.

**Time:** Every week (such as one hour after school at every Friday)

**Attendants:** Principal and all teachers in school

**Supervisors:** Principal

**Place:** Own school of attendants

**Contents:** Preview and review of difficult lessons (+ Lesson study, if possible)

### Cluster based meeting

It aims to share the good practices and problem solving techniques with other teachers in cluster level.

**Timing:** From 5 times to 7 times per year (once per 1~2 month)

**Attendants:** All principals and primary teachers from the cluster

**Supervisors:** TEO/ATEOs, Cluster heads

**Place:** Any appropriate school in the cluster

**Contents:** Lesson Study, preview and review of difficult lessons which cannot be solved in school level

## Preparation for Lesson Study



### Introduction to Lesson Study

- ☺ Facilitator explained the procedure of lesson study.
- ☺ The participants also observed the video on "Japanese lesson study".



### Points on preparation 1

- ☺ Read the lesson plan in TG carefully to understand the content.
- ☺ If necessary get help from other teachers.
- ☺ Search for references in preparing the lesson demonstration.

### Points on preparation 2

- ☺ Prepare lesson in consideration with the children's relevant knowledge, their capacity, and the availability of the materials.



### Points on preparation 3

- ☺ Modify teaching strategy from TGs to be suitable for the situation of the school, if needed.
- ☺ Simulate the steps of teaching with colleagues or by alone.





## CLUSTER TRAINERS' TRAINING \* DAY 9 \*

### Program in Day 9

1. How to write school and cluster based meeting record
2. Practicing teaching on Lesson Study
3. Action Plan for School Based and Cluster Based Meeting
4. How to use Management Kit

### Outlines of the program

Lesson study practice, Action Planning of on-site training and Role of supervisors are main programs in the Day 9.

Supervisors (TEO/ATEO, Cluster heads and school principals) act important role for CCA implementation. Monitoring and supervision are the



main task of them. Monitoring is not just checking how teachers teach and decide the best one, but aims to help and improve teaching of teachers. Roles of principals and some point of advising are in the following boxes.

### Principal's Roles for CCA (from Management kit)

- Selected principals as cluster trainers conduct PTT.
- Distribute the teachers' guides, illustration, monthly syllabus to the respective subject teachers.
- Hold cluster/school based meeting regularly and record the meetings.
- Encourage the teachers to conduct CCA lessons based on monthly syllabus and monitor lessons.

### Giving good comments and advices for lesson study

- Clearly tell the point you are advising, e.g. talking subject knowledge on CCA competency.
- Tell observed concrete facts. Avoid vague concepts.
- Tell reasons of your advices based on the fact observed.
- Suggest the examples of alternative way.
- If possible, the best way is to guide teachers finding the right way by themselves.

## LESSON STUDY AND PLAN-DO-SEE CYCLE

"Lesson Study" is believed as the medium that teachers bridge the gap between the curriculum (textbook) and classroom lessons, and bring about changes in their teaching by gradually adding practical improvement. "Lesson Study" is put together with the framework of "Plan-Do-See Cycle" for continuous improvement of the lessons.



### 1 Plan

Teachers prepare lessons in advance like the activity in the day 8 after noon.



### 2 Do 1

Organizer explains the program of lesson study.



### 3 Do 2

Facilitator (demonstrator) explains lesson topics and objectives to others.



### 4 Do 3

Demonstrator conducts the lesson.

▲ For next lesson study, new lesson will be prepared by reflecting the suggestions.



### 8 See 3

Organizers write the report based on the summary of reflection.



### 7 See 2

Facilitator summarizes the good points and suggestions on black board.



### 6 See 1

Participants conduct the reflection (discussion) on the observed lesson.



### 5 Do 4

Other participants observe the lesson and record their findings.



## CLUSTER TRAINERS' TRAINING \* DAY 10 \*

### Program in Day 10

1. Facilitation Techniques
2. Performance recognition test
3. CCA understanding test
4. How to conduct PTT

### Outlines of the program

The training contents focus on the training facilitation techniques and the preparation of PTT.

Self evaluation also conducted in day 10. Performance recognition test assess the ability of participants to recognize good points and weak points of the video lesson. CCA understanding test assess knowledge of participants on CCA.



### Ten Tips for Training Facilitation

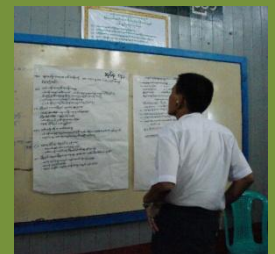
- ☺ Give clear instruction to participants
- ☺ Raise the critical questions at appropriate time
- ☺ Give hints or break down the questions into simple ones
- ☺ Guide the discussion to reach the objectives
- ☺ Create friendly atmosphere
- ☺ Listen various ideas from participants
- ☺ Do not teach much but encourage participants to express their opinions and learn from each other
- ☺ Handle every participants in the group to work together
- ☺ Help participants to summarize their ideas and share
- ☺ Manage the time and reminds participants



## PICK UP! How to conduct PTT

### Some recommendations for PTT from past experiences

- ☺ Read trainers guide carefully before conducting PTT.
- ☺ Conduct daily review and preview meeting. Only preparation can make the PTT successful.
- ☺ Ask participants to write "Questions" and "Suggestions" on slip paper at the end of the day, discuss at review meeting and answer it in next morning.
- ☺ If you do not understand the reason of activities in next day, do not hesitate and ask your colleagues.
- ☺ Inform participants to their tasks in advance, then they can prepare.
- ☺ Do not forget to collect attendance and receipt sign.





## CLUSTER TRAINERS' TRAINING \* DAY 11 \*

### Program in Day 11

1. Feedback session on CCA understanding test
2. How to conduct feedback session
3. How to conduct performance recognition test
4. Course evaluation and closing

### Message for participants

At the final day of the training, training contents focus on the feedback and the way to conduct self evaluation.

Training is the just starting point to implement CCA. When you go back to school, please read TG thoroughly, discuss with your colleagues in cluster or school meeting and try CCA in your lesson. The continuation is the most important and difficult point. We believe the many of you will do CCA at your schools.

**CONGRATULATION FOR FINISHING CTT AND GOING RIGHT DIRECTION TO PTT!**



### HOST MEMBERS

#### Resource persons

- ☺ Daw Htay Htay (Bogalay EC)
- ☺ Daw Khin Lay Swe (Bogalay EC)
- ☺ Naw Tar Su Htee (Bogalay EC)
- ☺ U Tin Htut (Bogalay EC)
- ☺ Daw Khin Aye Yu (Bogalay EC)
- ☺ Daw Dway Dway Aung (Bogalay EC)
- ☺ Daw Yin Myint (Bogalay EC)
- ☺ U Kyaw Soe Aung (Bogalay EC)
- ☺ U Myint Soe (ATEO)
- ☺ U Hla Kyaing (ATEO)

#### Management:

- ☺ Maubin Township Education Office
- ☺ U Soe Myint Than (TEO)
- ☺ U Hla Htay (ATEO)

#### Monitors:

- ☺ U Soe Moe Kyaw (DBE 1)
- ☺ Naw Joanna (BERDC)
- ☺ Dr. Sandar Wai (BERDC)
- ☺ Chiko Yamaoka (JICA)



If you can read this English paper, please tell its contents to other teachers. Thank you in advance for your cooperation!