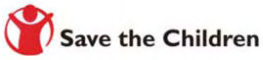
Better Teaching and Learning

Modul Pelatihan 1

Better Teaching and Learning

DBE 3 adalah kerjasama dari :



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Overview

The formal education system in Indonesia is in a state of great transformation. The national education law of 2003 calls for an increase in quality and mandates that standards be developed and codified in the following areas:

- The Content of Education
- Facilities and Infrastructure
- Teachers and Education Staff
- Standard of Graduates from Education
- The Process of Education
- Management
- The Financing of Education
- Evaluation of Schools and other Education Units

Since 2003 the Government of Indonesia has made great strides in developing these standards especially with regards to teachers. Law 19 /2003 on the National Education Standards, Law 14/2005 on the Teacher and Lecturer, the Regulation from the Minister of National Education No 16/2007 on Teacher Competency Standards, and the Regulation from the Minister of National Education No 18/2007 on the Certification for Teachers detail the minimum qualifications and competencies teachers are expected to possess and the process of assessment. The Ministry of National Education and in particular the Directorate General for the Quality Improvement of Teachers and Education Personnel and the Directorate General for Higher Education are now faced with the enormous task of ensuring that 3,000,000 teachers already *in service* and all *newly qualified teachers* meet these standards. This is by no means an easy task in a country as diverse and large as Indonesia.

The Decentralized Basic Education Three (DBE3) Project, funded by USAID, aims to support the Ministry of National Education and the Ministry of Religious Affairs to improve the quality and relevance of formal junior secondary and non formal education. To achieve this, DBE3 has developed and executed a major *teacher training* program called the *Life Skills Training Program*.

What is the Life Skills Training Program?

The Life Skills Training Program is a teacher training program which has been specifically designed to *support* the Government of Indonesia in their aim of improving the quality of education to meet the *national standards* in relation to *teachers*, *content* and *process*. The recent education legislation listed above has been used as the *basis for the development of all training materials*.

How does the Program Support the Quality Improvement of Education in Indonesia?

The seven modules and how they are designed to support the quality improvement of education in Indonesia are described in detail below. The first three modules are *foundational*. These modules introduce some of the central principles and concepts of a quality education in the Indonesian context. These modules can be used with teachers of all subjects

Module & Contents		How the Module supports the Quality Improvement of Education in Indonesia
1. Better Teaching and Learning This module is the introductory module to the Life Skills Training Program. The module presents the foundational principles and concepts of effective teaching and learning through exploring the "who" (teachers and students), "what" (content and planning) "why" (purpose), "how" (methods) and "how well" (assessment) of education. These principles and concepts are reinforced and built on in subsequent module in the program.	⇒	The module will support teachers to meet the national standards for *teacher's competence*. Through following the modules, teachers will further develop core pedagogic competencies 1 – 10 in addition to a number of personal, professional and social competencies. During the modules teachers will become familiar with the recent education legislation and trained to use some of the official formats provided by MONE (e.g. lesson planning and implementation). Through the module, teachers will learn how to develop a professional portfolio following the 2007 guidelines from MONE and will receive assistance in starting to prepare their portfolio
2. Integrating Life Skills into Classroom Learning The concept of education as preparation for future life, learning and work is introduced in the Better Teaching and Learning module. This module builds on this and examines Life Skills Education in more detail. The module covers the "what" (definition) "why" (importance) and "how" (process) of Life Skills Education.	⇒	The module will support teachers to meet the national standards for *teacher's competence*. The module helps teachers to understand how to integrate Life Skills into everyday teaching activities as required by law in Indonesia. Teachers will become familiar with the official Government definition and categorization of Life Skills (Personal, Social, Academic and Vocational) and the standard competencies for each. Teachers will learn different techniques for integrating life skills and throughout the course of the module will further develop core competencies 2, 4, 6, 8 and 10.
3. ICT for Life Skills Education ICT as a key Life Skill and as a learning tool are introduced in the Better Teaching and Learning and Integrating Life Skills into Classroom Learning module. This module will	⇒	The module will support teachers to meet the national standards for *teacher's competence*. ICT is included as a key life skill competency for students and all teachers are expected to *"utilize information and communication technologies for learning needs"* (core competency 5) and *"self development"* (core competency 24). This module will

consolidate the learning from these modules and help teachers to understand the "what" (definition) "why" (importance" and most importantly "how" (process) of ICT's for Education.

start teachers on the path of becoming more competent in using ICT for learning and professional development.[1].

The four subsequent modules (modules 4-8) build on the concepts, skills and knowledge developed in the first three and look in depth at how these can be applied in particular subjects. Therefore, these should only be used with teachers of the subject matters they address.

4. How the Community Can Act as a Resource for Life Skills Education

The Better Teaching and Learning Module examined some key people involved in effective teaching and learning. The Integrating Life Skills into Classroom Learning module looked at how the purpose of education is to prepare young people for life, learning and work. This module expands on both these concepts and examines how since the skills learned in the classroom are relevant for life after school the community can be used as both a context and resource for the education of young people.[2]

⇒ This module will help teachers and schools to meet the national standards for *teacher competence*. This module will support teachers to understand how they can conduct the teaching and learning process in the "*field*" and to *"utilize all relevant learning resources and tools"* (core competency 4). The module will encourage teachers to build stronger ties with the community (core competency 17). Through planning how to work with the community to support learning activities teachers will also be mastering the *"topic*, *structures and scientific mindset of the subject"* (core competency 20) and developing the"*learning topics in a creative way."* (core competency 22)

5. Integrating Life Skills into the National Standards

The National Standards for Content and key principles of curriculum planning were introduced in the Better Teaching and Learning Module. This module explores in depth the standards for individual curricular subjects. The module looks at what the standard competencies are and how teachers

⇒ Through the module teachers will develop the skills to meet the national standards for *content* which require schools to prepare an *"educational unit level curriculum"* (BSNP 2006) following the "*principles of curriculum development"* (BSNP 2006 point 2). This module will achieve this by further extending teacher's ability to *"develop a curriculum related to the supported subject"* (core competency 3) and lesson planning (core competency 4) in addition to core professional competencies 20, 21 and 22 which require teachers to master the subject they teach. During the module,

[1] This module is supported by a wider DBE3 ICT strategy which provides teachers with limited ICT equipment, the skills for operating and maintaining them and resource books of ICT related activities for classroom and extra curricular use.

[2] This module is supported by the DBE3 Partnership module which helps schools and teachers understand how the Private Sector can also be engaged to support youth education.

use them to develop syllabi and lesson plans which integrate life skills and ICT applications		teachers will have further opportunity to practice developing school syllabi and lesson plans using a variety of formats including those recommended by MONE (MONE 2007), which can be include in their portfolio for assessment
6. Teaching and Learning for Life Skills Effective Teaching and Learning methods were introduced in the Better Teaching and Learning Module. This module builds on this and examines appropriate teaching and learning methods for individual subjects. The module looks at a range of teaching approaches and provides teachers with the opportunity to try some techniques through micro teaching	⇒	This module will help teachers to meet the national standards for *process*, which require teachers to *'plan and implement an interactive, inspirational, pleasing, challenging manner, motivating the students to actively participate…"* (Article 19 Law 19/2005). This module will achieve this by supporting teachers to further develop core competency 2, 20, 21 and 22. Through micro teaching will reflect on their performance supporting them to develop core competency 10 and 23.
7. Assessing Life Skills Principles and methods for on going formative assessment were introduced in the Better Teaching and Learning Module. This module will further develop teacher's ability to assess student's learning and use the results to plan future learning by focusing on different types of classroom based formative assessment and the design and development of assessment instruments such as performance rubrics.	⇒	This module will support teachers to meet the national standards for *assessment*. The National Standard requires that teachers "*continuously undertake to monitor the process, improvements and corrections of the results of learning"* (article 64 Law 19/2003). This module will support teachers to achieve this standard by developing core competencies 8 *"conduct assessment and evaluation on the process and results of learning"* and 9 *"utilize the assessment and evaluation results to meet learning needs."* During the module, teachers will have the opportunity to practice developing assessment instruments, which can be placed in their portfolio.

As a result of the following the Life Skills Training Program, teachers will be more able to plan and implement effective teaching and learning activities meaning they are better able to ensure students meet the national minimum standards of graduates from education. Moreover, teachers who successfully pursue and complete the Life Skills Training Program will be well prepared to face and pass the assessment for professional teacher's certification.

Who Can Benefit from the Life Skills Training Program?

The module that you are looking at now has been designed to train *in service teachers*. However, much of the knowledge, skills and behaviors included in the module are equally applicable for pre service training programs and with some adaptation the

modules could be used to train teachers of other educational levels, including Elementary and Senior High School.

How is the Teacher Training Program Structured?

When used for In Service training the modules have been divided into three training workshops totaling fourteen days. As follows:

Teachers Workshop One

Day One	Day Two	Day Three	Day Four	Day Five	Day Six
Better Teaching and Learning	Better Teaching and Learning	Integrating Life Skills into Classroom Learning	Integrating Life Skills into Classroom Learning	ICT for Life Skills Education	Better Teaching and Learning: Session 12

Teachers Workshop Two

Day One	Day Two	Day Three	Day Four
How the Community Can Act as a Resource for Life Skills Education	Integrating Life Skills Education into the National Standards	Integrating Life Skills Education into the National Standards	Integrating Life Skills Education into the National Standards

Teachers Workshop Three

Day One	Day Two	Day Three	Day Four
Teaching and Learning for Life Skills Education	Teaching and Learning for Life Skills Education	Assessing Life Skills Development	Teaching and Learning for Life Skills Education:

Each module contains a suggested schedule for you to follow for each say of the workshop. In order for teachers to get the full benefits from the Life Skills Training Program, you are strongly advised to follow these plans.

Who Uses the Modules to Train the Teachers?

The Life Skills Module has been specifically designed for *teacher trainers* to use to as a guide to train teachers for *Junior Secondary Education* level in Indonesia. However to successfully implement the Life Skills Training Program, many teacher trainers in Indonesia also need to improve their knowledge, skills and understanding not only of the program but also how to effectively train *adult learners* who as *in-service* teachers bring a lot of prior knowledge, experience and established behaviors and practices with them. Therefore, DBE3 has developed a program to train *teacher trainers*. The basis of the training program is the module *"Becoming an Effective Facilitator".* This module supports trainers to conduct the adult teaching and learning process in order to successfully achieve the expected learning outcomes.

How is the Training of Trainer Program Structured?

Teacher Trainers are trained over a series of workshops lasting 15 days. During the workshop, they are trained on the 'what" (content) and the "how" (process) of the Life Skills Training Program

Trainers Workshop One

Day One	Day Two	Day Three	Day Four	Day Five	Day Six	Day Seven
Becoming an Effective Facilitator Session 1, 3, 4, 5,	Better Teaching and Learning	Better Teaching and Learning	Integrating Life Skills into Classroom Learning	Integrating Life Skills into Classroom Learning	ICT for Life Skills Education	Becoming an Effective Facilitator: Session 10 Micro Training

Trainers Workshop Two

Day One	Day Three	Day Three	Day Four
How the Community Can Act as a Resource for Life Skills Education	Integrating Life Skills Education into the National Standards	Integrating Life Skills Education into the National Standards	Becoming an Effective Facilitator: Sessions 2, 6, 7, and 10

Trainers Workshop Three

Day Two	Day Three	Day Three	Day Four
Teaching and Learning for Life Skills Education	Teaching and Learning for Life Skills Education	Assessing Life Skills Development	Becoming an Effective Facilitator: Session 8, 9 and 10

What is the Training Approach used in the Life Skills Training Program?

The module has used the *best practice* for adult and teacher education. A variety of interactive learning methods have been used through each module to not only motivate teachers in the training but also to provide a model of different methods that teachers can use in their own classroom. To structure the learning in each session the module uses a very simple framework called ICARE. The ICARE system covers the five key elements of any good learning experience (whether with children, youth or adults) Introduction, Connection, Application, Reflection and Extension. Using the ICARE system ensures that learners have the opportunity to apply what they have learned. The ICARE framework is explained in detail below.

I Introduction

In this stage of the learning experience the teacher or facilitator establishes the content of the lesson/session to the learners. This must include an explanation of the *objectives* of the lesson/session and what will be accomplished – the outcomes during that lesson/session. The introduction should be quick and simple.

C Connection

Most learning is sequential with one competency building on the preceding one. Therefore, all good learning experiences must start from what learners *already* know and can *do* and *build* on that. In the connection stage of the lesson/session you try to link the new content of the lesson/session with something that is familiar to the learners from their previous learning or prior experience. You can achieve this by conducting a simple *brainstorming* exercise to understand what learners already know, by *asking* learners to tell you what they remember from the previous lesson/session or by developing an *activity* learners can do independently. Following this you connect the participants to the new content. This can be done through a simple *presentation* or

explanation. However, remember that the presentation should not be too long lasting about *ten minutes* at the most.

A Application

This is the most important stage of the lesson/session. After learners have acquired the new knowledge or skills through the connection section, they need an opportunity to *practice* and applying these knowledge and skills. The application part should be the *longest* part of the lesson/session when learners are working independently from the instructor, in *pairs* or in *groups* to complete a *real life activity* or solve a *real life problem* using the new information and skills they have acquired.

R Reflection

This is the summary section of the lesson/session where learners have the opportunity to reflect on what they have learned and the instructor to assess the extent of learning. Reflection or summary activities can involve a *group discussion* where the instructor asks learners to give a presentation or explain what they have learned. They can be an *individual writing activity* where learners write a summary of their learning or it can be a *quick quiz* where the instructor asks questions based on content of the lesson/session. A key point to remember with reflection is that the instructor must provide the *learners with the opportunity* to say what they have learned.

E Extension

Just because the lesson/session has finished does not mean that all learners have learned are able to automatically use what they have learned. The Extension part of the lesson/session is where you provide learners with activities they can do following the lesson/session to reinforce and extend the learning. In schools extension activities are usually called homework. Extension activities can include providing *additional reading material, research tasks* or *exercises*.

Look through some of the sessions in your module to see some examples of the ICARE framework being used and to get some ideas about different connection, application, reflection and extension activities.

How are the Modules Structured?

All the modules in the Life Skills Training Program have been organized in the same way using the same format. The modules in the Life Skills Training Program have been organized in a very specific way for very particular reasons. The sessions included in

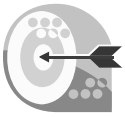
the module all use the same layout and approach to organizing the process of the sessions so once you know how to use one of them you can use all of them. Every session contains the following:

Session Title

This is written in a question form. The question refers directly to the content of the session and at the end of the session teachers should be able to answer the question.

Introduction

The introduction to the session will provide you with background information on the content of the session and a rationale for why this content has been included in the module



Objectives and Learning Outcomes

This explains the purpose of the session and what participants should be able to do at the end of the session. It will show you how the learning outcomes link to the recent education legislation and the national standards for education.

Key Questions

The key questions relate to the learning outcomes of the session. They should be presented to teachers at the beginning of the session

Notes for the Facilitator

This provides ideas and guidance to the facilitator to prepare and deliver the session. You should read these notes carefully before you even begin to plan to carry out the session. They will help you to ensure the session is successful and teachers learn what you intend them to.

Resources

This will give you a list of items that you need to carry out the session. Prepare them before you attempt to carry out the session.

Time

This informs you of the minimum amount of time you will need to carry out the session. Remember that this is a minimum.

ICT

This section provides some suggestions for how you can use different ICT applications to support the learning in the session. Using ICT is not compulsory and will depend on the facilities and resources available to you in your training venue

Session Summary

Introduction 5 minutes	Connection 20 minutes	Application 200 minutes	Reflection 10 minutes	Extension

This provides you with a flow chart summary of how the session will progress. It is divided into the ICARE stages.

Energizer

These are ideas for how you can energize the teachers during the training. All the energizers link to the theme of the session but they are not integral to the session and therefore, not compulsory. Use your judgment about whether to use them based on your perception of the needs of the teachers in the training

Detailed Steps for Activities

This will give you step by step instructions to carry out all activities in the session. The steps are divided into the ICARE Framework which is described and explained in detail in the next section. Try to follow the steps as they are written in the module.

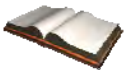
1

Facilitators Notes

These boxes include specific information for you (the trainer or facilitator) only. In these boxes you will find suggestions for how to complete an activity, ideas for providing some input to participants, recommendations for how to conclude a discussion and key information you need to use to prepare presentations. Read these boxes carefully.

Key Message

This is a summary of the session which quickly states the main ideas which participants should have learned from the session. You should give these key messages to teachers after they have provided you with a summary in their own words.



Glossary

Some sessions will cover some concepts which involve technical terminology. These concepts may be new for many teachers. The glossary will provide you with a list of the words and their meaning

Additional Reading

This section will identify some sources which you may want to read to further your own knowledge and understanding of the concepts included in the session. You could also give the list to the teachers in your workshop if they are interested to continue learning more.

Handout for Participants

These are learning tools which teachers can use to help them complete some activities in the session. They are included at the end of each session and will need to be copied prior to the training.

Additional Information

This is extra information which can be used for a variety of purposes. It can be used by the facilitator to extend their knowledge of the concepts being addressed in the session or copied and provided to teachers as additional reading material or extension activities.

How Should the Modules be Used?

The modules are intended as a training guide. The modules can help trainers to implement successful participatory training workshops with adult learners. The modules are not a set of **instructions** which must be followed faithfully. The best, most effective facilitator is a critical and creative thinker able to react to the situation in the training room and able to be flexible in the approach and content of the training. Therefore, every facilitator using the Life Skills training modules is **actively encouraged** to modify and adapt the activities to suit the participants and the training situation.

Nevertheless, as each session in each module and each module is part of a carefully thought out training program, it is important that the objectives, learning outcomes and

key message remain the same. Therefore, every activity that you do must be aimed at achieving the objective and learning outcome. Additionally, remember that the content of the modules are aimed at teachers (not trainers). It is intended to develop the knowledge, skills, behaviors and attitudes of teachers in the classroom. Therefore, just because you think that something is simple, it does not mean that the teachers will

What Happens After the Training?

Remember that what happens after the workshop is also important. Teachers often need follow up support to *transfer* what they have learned in the workshop to the classroom. In many ways this is more important than the actual training. Look at DBE3 "Beyond the Workshop: *Guidelines for Conducting Follow up Activities after Training*" for ideas on how to support teaches in the classroom.

Some Final Thoughts

Remember that the aim of the Life Skills Training Program is to *improve* the quality of teachers in Indonesia. *Not* to keep it the *same*. Therefore, the Life Skills Training modules include some very *demanding* content and concepts which will *test* and *challenge* teachers long held practices and attitudes. This does not mean what they have been doing is wrong, just that now there are ways which are generally accepted as better. Make sure that you cover the difficult concepts and content. Challenge all teachers to reflect and improve.

Better Teaching and Learning

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Introduction

Better than What?

The education system in Indonesia is in a state of great transformation with national standards being developed and codified since 2003. The aim of these standards is to make the quality education system better than before, with a better curriculum, better teachers, better infrastructure, better financing, better teaching methods, better management and better assessment of students all which will lead to better graduates.

What is the Aim of the Module?

The aim of the Better Teaching and Learning module is to support the National Government of Indonesia to make the education system better than before. The module does not address all the areas of the system. The module is called Better Teaching and Learning because it only concentrates on the pieces of the system which directly involves teachers and influence what happens in the classroom where the teaching and learning takes place.

The module will provide a brief introduction to some of the central principles and concepts of a better teaching and learning in the Indonesian context. The module will start teachers on the path of becoming a better teacher able to better plan and implement better teaching and learning in the classroom. Subsequent modules in the Life Skills training program will build on and further develop many of the competencies. It is primarily the responsibility of teachers to take these new ideas to their classrooms and their MGMP meetings to build on them.

What is Included in the Better Teaching and Learning Module?

The Better Teaching and Learning module examines the 'who' (teachers and students), how (methods), 'why' (purpose), 'what' (contents) and 'how well' (assessment) of better teaching and learning.

WHO

"Who" refers to the main people involved in better teaching and learning – the teachers and students: The module will examine the qualifications, competencies and behavior of better teachers' need and how they will be assessed (session 1). It will look at international best practice on youth education (session 2) positive ways to motivate youth to learn (session 3) and how teachers can address some of the obstacles that prevent youth from participating equally in education so they can all develop their individual optimal potential (session 4)

HOW

"How" refers to the process of better teaching and learning. The module will look at how teachers can make the process relevant to the present and future lives of students through adopting a contextual teaching and learning approach (session 5) and how activity based learning techniques can help students to learn better (session 6).

WHY

"Why" refers to the reasons for better teaching and learning. The module will look at the stated objectives of national education in Indonesia and how better teaching and learning in all subjects must include life skills education in order to achieve the objectives (session 7)

WHAT

"What" refers to the content of better teaching and learning? The module will explore the key changes to the content of junior high school education in Indonesia (session 8) and support teachers to improve their skills in developing medium term teaching and learning plans called syllabi (session 8) and short terms teaching and learning plans or lesson plans (session 9)

HOW WELL

"How well" refers to assessment of better teaching and learning both in terms of how well the students are learning and how well the teachers are teaching. The module will look at how and why teachers need to use a variety of continuous assessment techniques to assess students' competencies (session 10) and support teachers to further develop their skills in developing learning assessment indicators (session 11). Teachers will be assessed on how well they are able to plan and implement better teaching and learning in the classroom and to receive peer feedback through micro teaching (session 12)

What are the Benefits of following this Module?

There are lots of reasons why you should follow the training of this module. Here are some of the reasons

- It is an interesting module
- You can learn a lot from it
- It will help you become a better teacher able to teach more effectively
- It is fun
- There are lots of engaging activities which you will enjoy doing.

Another very good reason for you to follow this module is that the Better Teaching and learning module will support you to be successful in achieving a professional certification as an educator. How can it achieve this? Well, here are four ways:

Support you to develop core competencies

To pass the certification you will need to demonstrate 24 core competencies in four categories, pedagogy (10 competencies) Personal (5 core competencies) Social (4 core competencies) and Professional (5 core competencies). Each session in the Better Teaching and Learning module have focused on developing one or more of these core competencies. For example, session 8 covers assessment and will help you to further develop core competency 8 *"conduct assessment and evaluation on the learning process and results*, core competency 9 "*utilize the assessment and evaluation results for learning needs".*

As this module is focused on classroom practice, many of the core competencies included in the sessions are pedagogic. However, there are some sessions which will help you develop core competencies in many areas. Session 4 for example will help you develop core Competency 6: (pedagogy) "*Facilitate the development of student potentials to actualize various potentials that he/she has*" and core competency 16 (social) "*have an inclusive attitude, act objectively and indiscriminative for reasons of gender, religion, ethnic group, physical condition, family background and socio-economic status*" and competency 11.1 (personal) *"appreciate all students without looking at their beliefs, ethnic group, traditions, areas of origin and gender*" . Moreover, following the whole module will support you to further develop

Support you to develop your professional portfolio

To demonstrate the 24 core competencies, you (teachers already in service) must prepare and present a professional portfolio. If your portfolio passes the assessment will be awarded with a professional certificate as an educator and you will receive a substantial increase in salary. If your portfolio fails the assessment you will be required to attend further training and undertake a test and you do not want to do that, do you?

Professional portfolios are relatively new in Indonesia. You may not be aware of the government guidelines for preparing the portfolio (do you know for example the ten categories of documents you will need to include?) you may not have sufficient documentation to include in your portfolio as evidence of your competence.

This module will help start you on the path of preparing your portfolio. Session 1 will help you understand the requirements for your professional portfolio and how they will be assessed by the Government evaluators. Subsequent sessions will help you to develop many documents, which you can include in your portfolio. During session 5 for example you will develop a lesson plan which can be used in your portfolio under category 4 Lesson Planning and Implementation. Taking the extra time and using the extra energy to complete extension activities will ensure you are able to select from a wide choice of documents to include in your portfolio when you are called for assessment. As this module is mostly focusing on teaching practice, the documents that you develop will mostly be useful for categories 4, 6 and 7 of your portfolio.

Support you to become a reflective teacher

Two of the core competencies you are expected to demonstrate refer to reflective teaching and learning – core competency 10 "*conduct the reflective acts for the improvement in the quality of teaching and learning"* and core competency 23 *"develop the professionalism in continuously conducting reflection".* At the start of the Better Teaching and Learning module, you will be given a *"Learning Reflection Journal"* and taught how to use this. At the end of every session you will be asked to reflect and write in your journal. This will help you develop the habit of becoming reflective. This journal can be included in your profession portfolio as evidence of your ability to reflect.

Provide you with a certificate

Once you have successfully completed this module, DBE3 will present you with a certificate. This certificate will detail the number of hours you participated in training (divided into face to face instruction, structured and unstructured assignments) and all the competencies you learned through participating in the training. You can include this certificate in your professional portfolio as evidence of further in category 2 Schooling and Training

So there are many good reasons for your active and full participation in this training.

Session	Participants activities in the Session	Teachers Competencies Developed in the session	Documents for the Teachers Professional Portfolio Documents will be developed in the session?
Session 1 What Knowledge, Skills and Behaviors Should Better Teachers Have?	Participants review the competencies required by law for an educator in the National Education system and how teachers will be assessed they will be assessed for certification	This session will support participants to be able to materialize the objectives of the national education, which requires that teachers have "appropriate academic qualification and pedagogical, personality, professional and social competencies" (Article 28 Law 20/2003) and to develop their professional portfolio for certification (Article 2 Regulation 18/2007)	Participants will complete a list of contents for their portfolio. Participants will assess their current portfolio and identify strengths, weaknesses and gaps and areas to improve
Session 2 Who are the Learners in your classroom?	Participants develop their competencies for working and communicating with in working with youth by reviewing international best practice of youth education and ways to promote youth participation in making decisions that affect them.	This session will support participants to further develop core competency 1: "Master the Students Character from the physical aspect, moral, spiritual, social, cultural, emotional and intellectual aspect" (Regulation 16/2007)	Participants will complete an independent unstructured assignment, which reports the results of class research conducted by the teacher. The report can included in the Portfolio under category 7 Professional Development Work (Research)
Session 3 How Do Better Teachers Motivate Youth to Learn?	Participants review issues surrounding motivation to learn and classroom management and develop a number of positive methods for both	This session will support participants to further develop core competency 7): "Communicate effectively, empathetically and in a good manner with the students" and core competency 12 demonstrate behavior that can be modeled by the surrounding students and community members" (Regulation 16/2007)	Participants will complete a 500 word independent unstructured assignment, which records their thoughts on why teachers need to consider methods to promote student's motivation to learn when planning lessons. The report can included in the Portfolio under category 7 Professional Development Work (Literary Work)
Session 4 How Do Better Teachers Facilitate the Development of Individual Students Potential?	Participants look at the obstacles that prevent some youth participating equally in teaching and learning and examine what teachers can do to ensure that girls and boys in their class have equal opportunity to participate in order to reach their individual optimal potential	This session will support participants to further develop Core Competency 6: (pedagogy) "Facilitate the development of student potentials to actualize various potentials that he/she has" and core competency 16 "have an inclusive attitude, act objectively and indiscriminative for reasons of gender, religion, ethnic group, physical condition, family background and socio-economic status" and competency 11.1 "appreciate all students without looking at their beliefs, ethnic group, traditions, areas of origin and gender" (Regulation 16/2007)	Participants use two tools provided in the module to conduct some research on gender equity in textbooks and in their school environment. The completed tools can be included in the Portfolio in category 7 Professional Development Work (Research)

Session 5 When, What and Why do we learn?	Participants review the principles of contextual teaching and learning and explore how academic subjects can be made relevant to real life situations. Participants will plan a lesson focusing on contextual teaching and learning.	This session will support participants to further develop core competency 2: "Master the educational theories and learning principles" (Regulation 16/2007)	Participants will develop a lesson plan focusing on contextual teaching and learning. This lesson plan can be included in the portfolio in category 4 Lesson Planning and Implementation. It can be included as one of the 5 lessons required as documentary evidence for part 1 planning
Session 6 How Do We Learn?	Participants review key principles of how people learn and consider how this understanding can improve the teaching and learning process in the classroom. Participants experience active learning and review how this method can help young people to learn more effectively.	This session will support participants to further develop Core Competency 2 "Master the educative study theories and learning principles" and core competency 22 'develop the supported learning topics in a creative way" (Regulation 16/2007) and to achieve the national standard for education process "plan and Implement an interactive learning process" (article 19 law 20/2003)	Participants have the opportunity to write an article on how people learn best, why active learning is an effective approach, the challenges facing teachers in Indonesia on implementing active learning in schools and how some of these challenges can be overcome. The article can be placed in the portfolio under category 7 Professional Development (Articles)
Session 7 What is the purpose of Teaching and Learning?	Participants consider the purpose of education and the implications for the role of the teacher. Examine the need for Life Skills and become familiar with the approach taken by the Ministry of National Education in Indonesia for the implementation of Life Skills Education.	This session will support participants to further develop their competencies to meet the national standards and integrate life skills into their daily teaching and to meet the aims of the national education system to "develop students potency in order to become a human faithful to the one and only God, having noble character, healthy, having knowledge, capable and creative, independent and democratic and responsible citizens" (law 20/2003)	Participants will have the opportunity to prepare and deliver a presentation on Life Skills for their colleagues in school or MGMP. A write up of this presentation can be included in the professional portfolio under category 6 academic achievement (assistance to colleagues). By completing this activity, participants will also have developed core competency 19 (social) ("communicate with his/her professional community in writing or in other forms
Session 8 How can Teachers plan the scope and sequence of learning?	Participants will explore the what, why and how of curriculum development and review and apply some of the key principles of curriculum development.	This session will support participants to further develop core competency 3: "Develop a Curriculum related to the subject matter" (Regulation 16/2007) and to meet the national standards for content and "develop an education unit level curriculum " (Standards for Content: BSNP 2006)	Participants will prepare the outline of an education unit level curriculum (syllabi) for their subject. This syllabus can be included in the professional portfolio category 7 Professional Development (learning instruments and tools)

Session 9 How can teachers assess student learning?	Participants analyze the difference between formative and summative assessment and the benefits and types of formative assessment they can use in the classroom.	This session will support participants to further develop core competency 8 "conduct assessment and evaluation on the learning process and results, core competency 9 "utilize the assessment and evaluation results for learning needs" (Regulation 16/2007) and to meet the national standards for assessment and evaluation "continuously undertake to monitor the process, improvements and corrections of results" (article 64 law 20/2003)	Participants assess students work and write some constructive feedback for the student. This assessment can be included in their portfolio under category 7 Professional Development (learning instruments and tools)
Session 10 How can teachers develop an assessment indicator and Instrument?	Participants will review their understanding of assessment indicators and instruments and will practice developing a performance rubric	This session will support participants to further develop core competency 3.6 "develop and assessment indicator and instrument" (Regulation 16/2007	Participants will develop a performance rubric for the subject they teach. This can be included in their portfolio in category 7 Professional Development (learning instruments and tools)
Session 11 How can teachers plan for better teaching and learning in the classroom?	Participants will review all key principles for successful classroom teaching and for lesson planning and bring them together in developing a complete lesson plan	This session will support participants to further develop core competency 4 "Conduct the Educative Learning" (Regulation 16/2007)	Participants will develop a lesson plan. This lesson plan can be included in the portfolio in category 4 Lesson Planning and Implementation. It can be included as one of the 5 lessons required as documentary evidence for part 1 planning.
Session 12 How can teachers continue to improve teaching effectiveness through professional development	Participants will consider different ways to continue their professional development. Participants will prepare, plan and implement a scaled down teaching activity for microteaching.	This session will support participants to further develop core competency 10 "conduct the reflective acts for the improvement of learning quality and core competency 4 "conduct the educative learning" core competency 23 "continue professional development by becoming reflective" and core competency 1 specifically 19.1 "Communicate with the colleague, scientific profession, and other scientific community through various media in order to enhance the learning quality (Regulation 16/2007)	Participants can have their lesson assessed by the facilitator using the lesson implementation assessment form from the portfolio guidelines. The assessment can be included in the portfolio in category 4 Lesson planning and implementation as documentary evidence for part 2: Implementation

When and How to use the Better Teaching and Learning Module

The Better Teaching and Learning Module is a Foundation Module. It is used in the first workshop. It is used on day One, Two and Six of the workshop. As follows:

Day One	Day Two	Day Three	Day Four	Day Five	Day Six
Better Teaching and Learning. Sessions 1, 2, 3, 4 & 5	Better Teaching and Learning Sessions 6, 7, 8, 9, and 10	Integrating Life Skills into Classroom Learning Sessions 1,	Integrating Life Skills into Classroom Learning Sessions	ICT for Life Skills Education	Better Teaching and Learning: Sessions 11 and 12

Day One

Time	Content	Outcomes
07 30 – 08 00	**Before the Workshop and When the Workshop Begins** What will you do in the training, what will you learn, why is it important and how can it help you?	Participants will be able to explain the purpose of the training and how the training will support them to pass the certification, will receive the documents needed during the training and be able to complete their learning reflection journal
08 00 – 09 30	**Session One:** What Knowledge, Skills and Behaviors Should Better Teachers Have?	Participants will be able to explain the competencies required for assessment of teachers. Participants will be able to explain the mechanism for assessment and will start their professional portfolio
9 30 – 11 00	**Session Two** Who are your Learners?	Participants will be able to describe international best practice of youth education and ways to promote youth participation in making decisions that affect them.
11 00 – 11 15	**Break**	
11 15 – 12 45	**Session Three** How Do Better Teachers Motivate Youth to Learn?	Participants will be able to explain the issues surrounding motivation for youth to learn and classroom management and will be able to use a number of positive methods to motivate youth and manage behavior in the classroom
12 45 – 13 45	**Lunch**	
13 30 – 16 00	**Session Four:** How Do Better Teachers Facilitate the Development of Individual Students Potential?	Participants look at the obstacles that prevent some youth participating equally in teaching and learning and examine what teachers can do to ensure that girls and boys in their class have equal opportunity to participate in order to reach their individual optimal potential
16 00 – 16 30	**Break**	
16 30 – 18 00	**Session Five:** When, What and Why do we learn?	Participants will be able to explain the principles of contextual teaching and learning and plan a lesson using the contextual teaching and learning approach.

Day Two

Time	Session	Outcomes
07 30 – 09 00	**Session Six** How Do We Learn?	Participants can describe the process for how people learn and can explain ho w this can be used in teaching and learning in the classroom. Participants will be able to develop interactive learning activities for youth.
09 00 – 10 30	**Session Seven** What is the purpose of Teaching and Learning?	Participants can explain the purpose of education in preparing youth for life and the implications for the role of the teacher. Participants will be able to describe the approach of MONE for the implementation of Life Skills Education.
10 30 – 10 45	**Break**	
10 45 – 12 30	**Session Eight** How can Teachers plan the scope and sequence of learning?	Participants will be able to explain the what, why and how of curriculum development and be able to apply some of the key principles of curriculum development to creating an education unit level curriculum.
12 30 – 13 30	**Lunch**	
13 30 – 15 30	**Session Nine** How can teachers assess student learning?	Participants will be able to explain the difference between formative and summative assessment and be able to use a number of formative assessment techniques in the classroom
15 30 – 16 00	**Break**	
16 00 – 18 00	**Session Ten** How can Teachers Develop an Assessment Indicator and Instrument?	

Day Six

Time	Session	Outcomes
08 30 – 10 00	**Session Eleven** How can teachers plan for better teaching and learning in the classroom?	Participants will be able to apply all the principles for successful classroom teaching and learning in developing a lesson plan. Participants will start to develop a lesson plan for micro teaching which they will continue in the next session
10 00 – 10 15	**Break**	
10 15 – 12 00	**Session Twelve** How can Teachers continue to improve teaching effectiveness through Professional Development?	Participants will be able to identify a variety of ways they can continue to develop as effective teachers beyond this training. Participants will continue to prepare their teaching and learning activity for micro teaching
12 00 – 13 30	**Lunch**	
13 30 – 16 00	**Session 12 Continued** How can Teachers continue to improve teaching effectiveness through Professional Development?	Participants will continue to develop their skills as reflective teachers through conducting their micro teaching activity
16 00 – 16 30	**Break**	
16 30 – 17 00	**Summary**	Participants will be able to review and reflect on what they have learned during the training

Before the Workshop and When the Workshop Begins

Before the Workshop

Copy the following documents (which can be found in this module) into participants' folders. You will refer to them during the start of the training

- Overview of the Life Skills Training program
- Overview Schedule of the Life Skills Training program
- Introduction to the Better Teaching and Learning Module
- Reflective Teaching and Learning

Make sure that you have sufficient copies of the following legal documents to provide participants during the start of the training.

- Law 20/2003: The National Education Standards
- Law 14/2005: The Teacher and Lecturer
- Regulation 16/2007: Teachers Competency Standards
- Regulation 18/2007: Teachers Certification
- Standards for Content (BSNP: 2006)
- Guidelines for developing a Portfolio (MONE 2007)
- Questions and Answers on Teachers Certification (MONE 2007)

When the Workshop Begins

At the start of the workshop, ask participants to read through the overview of the Life Skills Training Program and the overview schedule. Then use the information in the Introduction to the Better Teaching and Learning module to prepare a 10 minutes presentation for participants to explain the following:

- The aim of the training on the Better Teaching and Learning module
- The contents of the Better Teaching and Learning module
- How the training on the Better Teaching and Learning module will support teachers to pass the professional certification (ensure that all participants have copies of the module matrix)

Then provide each participant with a notebook for a learning reflection journal and use the information in the document Reflective Teaching and Learning to explain to participants how and why they should keep the journal.

Finally, give each participant a copy of the legal documents listed above and inform them that they will use these documents during the training and therefore they should always bring them

Reflective Teaching and Learning

Government Requirements for Reflective Teaching and Learning
According to Regulation 16 2007 to pass the professional certification as an educator, all teachers must demonstrate ability to *"conduct reflective acts for the improvement of the quality of learning"* (core competency 10) use the results of the reflection to improve the quality of teaching and learning in their subject (10.1 and 10.2) and *"develop their professionalism*" (core competency 23)

To help you start to become a reflective teacher and develop the core competencies mentioned above, DBE3 has provided you with a learning reflection journal which you should use throughout the Life Skills Training Program.

A learning Reflection Journal is
- A living, growing document that you (the learner) write, to record the **progress** of your learning.
- You can keep a learning journal for any course that you undertake and for your daily work as a teacher or a trainer.

A Learning Reflection Journal is not.
- Simply a summary of the course material. It should focus more on your **reactions** to what you've learned rather than describing what you have read.
- A learning log. On a learning log you might write down the times and days when you read something. The difference between a learning journal and a learning log is that a log is a record of events, and a journal is a record of your **reflections** and **thoughts**.

Who benefits from a learning journal?
- You, the learner. The fact that you are keeping a record of what you learn is an incentive to keep learning more.
- There's an old saying "you don't know what you know till you've written it down" By telling yourself what you've learned, you can track the progress you've made. You also begin to notice the **gaps** in your knowledge and skills.

What should you write in your learning reflection journal?
Entries in a learning journal can include:
- Points that you found especially interesting in your learning and would like to follow up in more detail.
- Questions that came up in your mind, because of points made in material you read on this topic.
- The main things that you learned.
- What you think of the program and how well it is meeting your needs.

- How your learning in this course is related to what you're learning in other ways and what you need to do in our profession as a teacher or trainer.
- Your feelings about the sessions and your progress in it, and theories that are developing in your mind.

How much time should I spend on this? How much should I write?

You should try to write something at the end of each session in the learning program and at the end of the learning program. How much time this takes depends on how much you want to write. It is up to you.

How to use a learning journal

The purpose of a learning journal is that you should be the main one to benefit from it. Writing down your thoughts helps to clarify them in your own mind. Self reflection is an important part of learning new skills and information and applying them to everyday life. The use of a Learning Reflection Journal to help write about experiences, feelings and how the information was learned helps this process.

What format can it take?

There are many possibilities, but here is a model you may want to follow:
You should write about a page for each session of the program, completed by you in order of the sessions. Complete this information after each time you do some work on the program. You can use the following questions, but answer only the questions that apply

What did I learn today?	
What did I find interesting?	
What did I find puzzling?	
Did I encounter any unexpected problems or issues?	
What learning highs did I experience?	
What learning lows did I experience?	
What do I feel about the way I am approaching the issue, subject or topic?	
How can I improve my learning techniques?	
What do I need to know more about?	
What resources interested or inspired me (photos, websites etc)?	

Session 1

What Knowledge, Skills and Behaviors Should Better Teachers Have?

Introduction

Rightly or wrongly, in almost every country in the World, education or "schooling" is viewed by politicians and the general public alike not only as an academic process but as a means of rapid economic and social development and a solution to all society's problems. Therefore, most education systems are nationalized and aim to promote young people's spiritual, moral, social, cultural development and prepare them for the opportunities, responsibilities and experiences of life. Needless to say, this places huge accountability pressures on teachers to fulfill their role and turn out young people who will successfully inherit and continue to develop the Nation. Unlike most other professions, everyone has an investment in education and everyone has at least some experience of school. This makes them an 'authority" on schools with defined ideas about the type of schooling needed and the kind of teachers needed to deliver this education. Even teachers themselves have some ideas about what makes a perfect teacher. Consequently, teachers have to be all things to all people.

Indonesia is no different to the rest of the World. The National Education system is generally aimed a *"elevating the intellectual life of the Nation and developing the Indonesian people fully".*[3] Teachers in Indonesia have been tasked with the development of "*student's potency in order to become a human being faithful and pious to the One Supreme God, having noble character, healthy, having knowledge, capable, and creative, independent and democratic and responsible citizens*"[4]. This is a very important job. This is also a very difficult job which requires particular knowledge, skills and behaviors to do. The question is: What sort of teacher can do this? What competencies do Indonesian teachers need to successfully undertake the job of creating a whole Indonesian?

Recent legislation makes it clear the sort of teachers that are required to achieve the aim of National Education in Indonesia. In general, teachers are expected to be "*physically* and *mentally* healthy and have the ability to *materialize the objectives of the national education"*. Teachers must have "*an appropriate academic qualification"* which is considered to be a D4 or S1 and demonstrate "*pedagogical, personality, professional*

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[3] National Plan of Action: Indonesia's Education For All (2003)

[4] Teachers Law article 4

and *social competencies* "[5] through the acquisition of a professional certificate as a teacher. Within 15 years all teachers already in the service of the national education system in Indonesia need to meet these minimum requirements for knowledge, skills and behaviors. This session will not help you become the perfect teacher, but it will start you on the process of becoming a better teacher in a better education system.

Objectives and Learning Outcomes

The purpose of this session is for participants to review the minimum qualifications and competencies teachers are required to have to teach within the basic education component of the National Education system and to examine the mechanism and the tools for how these competencies will be assessed. Participants will look at how involvement in the DBE3 Life Skills training program can support them to refresh and develop some of the minimum competencies and will have the opportunity to begin their professional portfolio. By the end of the session, participants will be able to:

- List most of the qualifications and competencies required for teachers to work in Junior High or equivalent School within the National Education system
- Describe the process and tools which will be used to assess teacher competence as a "learning agent" for the teachers professional certification
- Explain how participation in the DBE3 "Life Skills Training Program" will support them to (a) develop some of the required competencies to meet the minimum standards and (b) prepare them for the undertaking teachers certification process
- Assess their own current *knowledge, skills* and *behaviors* against the general requirements of the National Education system by using the *self appraisal form*
- Develop a professional portfolio following the requirements from the Government of Indonesia.
- Conduct a preliminary assessment of their portfolio using the rubric for portfolio assessment from the Ministry of National Education

Key Questions

- What are the general qualifications and competencies for a *"learning agent*" as required by the National Education system in Indonesia?
- How will teachers be assessed (mechanism and instruments) on whether they possess these qualifications and competencies?
- What can you do now to start to further develop the competencies you need and to prepare for the teachers certification process?

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[5] Government Regulation of the Republic of Indonesia, Number 19, Year 2005: The National Standards of Education: May 2005

- How can the DBE3 Life Skills Training program support you to develop some of the competencies?

Notes for the Facilitator

- There is a lot of facilitator input included in this session and much of the information may be new to you and the participants. They may ask many questions. To better prepare yourself for this session you can read the following documents: Law 20/2003 on the National Education Standards; Law 14/2005 on the Teacher and Lecturer; Regulation from the Minister of National Education No 16/2007 on Teacher Competency Standards; Regulation from the Minister of National Education No 18/2007 on the Certification for Teachers already in position (In Service) and the presentation from the Directorate General of Higher Education and the Directorate General for the Improvement of Education Quality and Education Manpower.
- Read through all the information in Facilitators notes 4. You need to use these notes to prepare a 10 minutes presentation for participants on the process for certification. You must prepare the presentation using the methods which you would like to use with the participants.
- Participants are likely to have differing amounts of information and understanding of the issues covered in this session. If you find that most of the participants in the training are already fully aware of the content of this session move on quickly to some of the extension activities at the end which will start the participants on the preparation for the certification process.
- It will be natural for participants to want to start discussing the "rights and wrongs" of the minimum requirements for teachers competencies and also the certification process. However, this is not the aim of the session and whether participants agree with the minimum requirements or process for certification it is law and no discussion in this session will change that. Try to keep participants on task and focus them on how they can best prepare themselves for this process. If participants do want to discuss and debate these issues, you should not try to prevent them but organize a separate time for this
- This module is about *Better Teaching and Learning* (improving the classroom experience and life skills education for youth). Therefore, this session will only look at the *responsibilities* of teachers to the National Education system and not to the *rights* of teachers. If participants are keen to learn more about their rights as teachers, you can refer them to articles 13, 14 and 15. If participants wish to discuss and debate this further you must organize a separate time for this.
- Ensure that participants are aware that all information on the certification process and the tools for certification presented in this session are directly from the Ministry of Nation Education and have not been created by the Decentralized Basic Education

- project. Therefore, by looking at these documents, and trying them out, participants are starting to prepare for the certification process
- Before you begin the session make sure that participants have the following documents with them. Law Number 20/2003 on the National Standards for Education, Law Number 14/2007 on Teacher and Lecturer, Regulation 16/2007 on Teachers Competency Standards, Regulation 18/2007 on Teachers Certification Process, Guidelines for Developing Portfolio for Teachers Certification 2007 (MONE 2007), Questions and Answers about Teachers Certification (MONE 2007). These documents should have been given to participants as part of the pre workshop preparation work.
- There may be some participants in the training who have already been through the process of certification or who have been selected for certification or who have attended socialization of the certification process. Use these teachers as a resource and ask them to share their experience with all participants.

Resources

- Flipchart paper, pens and tape
- Handout 1.1 Mechanism for Teachers Professional Assessment
- Handout 1.2 Documents for Your Portfolio
- Folder for each Participant
- Additional Information 1: Recipe for the Perfect Teacher

Time

This session will need a minimum of 90 minutes to complete

ICT

The use of ICT to support this session is optional and will depend on what equipment you have available. Some possibilities are:

- LCD and Laptop for presentations

Session Summary

Introduction
05 minutes
Facilitator presents the theme, objectives and learning outcomes and key questions to the participants

Connection
40 minutes
Participants consider the qualities needed for a perfect teacher. Participants then review legislation to understand more about the competencies teachers are expected to demonstrate to be certified as educators. Facilitator gives a brief presentation on the process for certification

Application
35 minutes
Participants examine in detail the guidelines for the development of the teacher's portfolio. Participants list the documents that they can include in their current portfolio and identify where there are gaps.

Reflection
10 minutes
Participants summarize the learning from the session and answer the key questions.

Extension
Participants use the rubric for assessing a teachers portfolio to identify the strengths and weaknesses of their current portfolio. Participants start to develop their professional portfolio.

Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to the role and responsibilities of a teacher. You should use this at the beginning of the session to both energize the participants and introduce the key themes of the session. This energizer can take a long time and therefore, should be used with caution and only if you have enough time to complete it without it interfering with the rest of the session.

Divide the participants into 8 groups and give each group the name of a profession as follows: *Doctor, Teacher, Scientist, Politician, Police* and *Engineer.* Tell the groups that they are all in a hot air balloon which has a hole. The air is escaping and so the balloon is falling to the ground (you can draw a picture to illustrate this). If everyone stays in the balloon, they will all die, if 5 of them jump out, then the 1 that is left can survive. They must debate amongst them who they think should stay in the balloon. Arguments

for the debate must be based on which profession is the most important to society as a whole and why. Give each group 5 minutes to think of (a) the reasons why they should stay in the group and (b) the reasons why all the others should jump out. After 5 minutes, give each of the groups the opportunity to present their ideas. Time permitting groups can hold an open debate. Ask all participants to vote as individuals (not based on the role that their group has.

In most cases, the person allowed to remain in the balloon is the teacher. Teachers are most needed by society as they teach all people basic skills. Without teachers to teach basic skills, there would be no Doctors, Scientists, Politicians, Police and Engineers

Detailed Steps for Activities

I Introduction (5 minutes)

(1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.

(2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the questions at the end of the session.

C Connection (40 minutes)

(1) Divide participants into groups of 6. Give each group a piece of flipchart paper and ask them to draw a picture of a person in the middle.

(2) Instruct each group to develop a 'Recipe for the Perfect Teacher". The recipe must include all the qualities that a teacher should possess to be perfect. They should write from their experience. They can draw the perfect teacher if possible and write some of the key qualities around the picture. Give each group about 10 minutes to start their diagram. Read Facilitators notes 1

1

Facilitators Notes

The picture of the perfect teacher shown in additional information two is from the point of view of experienced teachers. It shows all the things that teachers should know and be able to do many of them are shown in diagrammatic form (e.g. big ears) as well as written. However, it is clear from the statement at the bottom of the diagram that experienced teachers feel that it takes a long time (20 years) to become perfect. You can use this diagram with participants to give them some ideas of what qualities a perfect teachers has if you feel that it is necessary.

(3) Ask one or two groups to present their ideas of the qualities of a perfect teacher list on the board/flipchart paper. Ensure participants explain what they mean and why this quality is important for a teacher. Do not spend a long time of this feedback as it is just to start participants thinking about the subject.

(4) Explain to participants that the Government of Indonesia has clear idea of the knowledge, skills and behaviors that better teachers need. Give each group one of the following 3 laws and regulations and 10 minutes to look at and list the minimum competencies and qualities of a teacher in Indonesia. Read Facilitators notes 2

2

Facilitators Notes

To help the groups focus their discussion you can direct them to the specific parts of the law they can look at as follows:

Law Number 20/2003 on the National Standards for Education

- Articles 19 – 24
- Articles 28 – 4

Law Number 14/2007 on Teacher and Lecturer

- Article 1
- Article 9

Regulation 16/2007 on Teachers Competency Standards

- Pages 16 to 25

(5) Ask participants for feedback and write their ideas to extend the list on the board/flipchart paper. You should spend as much time as available on this feedback, as it is important. Facilitator's notes 3 provide a summary of some of the key points of the laws. Note: The notes are not fully comprehensive.

3

Facilitators Notes

Law Number 20/2003 on the National Standards for Education

- Able to plan and Implement an interactive learning process (article 19)
- Able to evaluate the results of the learning process using different techniques (article 22)
- Physically and mentally healthy (article 28)
- Academic qualification of D4 or S1
- Pedagogical competence (article 28)
- Personal competence (article 28)
- Professional competence (article 28)
- Social competence (article 28)
- A professional certificate as a teacher (article 29)

Law Number 14/2007 on Teacher and Lecturer

- High dedication and loyalty (article 1)
- Able to motivate, facilitate, educate, guide, and train students (article1)
- Plan and implement the learning process (article 9a)
- Assess and evaluate learning (article 9a)
- Maintain and develop their professional capability (article 9b)

- Improve capability and skill in line with science and technology development (9d)
- Act objectively and no discriminately based on consideration of gender, religion, ethnic, race, physical condition or socio-economic background of the student in learning (article 9e)
- Maintain and build good relations amongst teachers, between teachers and student, between teacher and students parents or guardian as well as between teacher and community (article 9h)
- Uphold the prevailing legislation, teachers professional code of conduct and ethical values (article 9f)
- Maintain and nurture national unity and integrity in the learning process (article 9g)

Regulation 16/2007 on Teachers Competency Standards
The competencies that teachers need to have are divided into four categories. Each category contains a number of core competencies which are then further illustrated with The categories with a general description of the competencies are as follows:

- Pedagogical competence: These competencies refer to a teacher's ability to manage the learning process, including planning and implementation, evaluation of learning results and the development of students as individuals.
- Personality competence: These competencies assess a teacher's dedication and loyalty. They need to be steady, mature, wise, have authority, can be an example for the students and has noble character.
- Professional competence: These competencies refer to a teacher's ability to master learning materials: They need to have a solid knowledge of the subject that they are teaching, able to follow the professional code of conduct and maintain and develop their professional ability.
- Social competence: These competencies refer to a teacher's ability to be part of society, effective communication and interaction with students, other teachers, educational personnel, parents and guardians of the students and the community

(6) Explain that teachers will be assessed on whether they have these competencies or not and if they can demonstrate that they have them they will be given a professional certificate as a teacher. Use facilitator's notes 3 to prepare and give a brief 10 minute presentation on the teacher's certification. Handout 1.1 illustrates the process for certification. Provide a copy to each participant at an appropriate time during the presentation.

4

Facilitators Notes [6]

Laws and Regulations in recent years make it clear about the minimum qualifications and competencies teachers in Indonesia need to have from the point of view of the Government of Indonesia. In terms of qualifications, teachers for junior secondary school must have a minimum academic qualification in the form of an S1 and be educated in the subject matter they are teaching. Teachers who are in service who do not already have an appropriate qualification will have to upgrade their qualification to S1 or D4 through achieving the remaining SKS (S1 requires a total of 144 SKS). MONE recognizes that the experience gained by in-service teachers in invaluable and plans to provide extra credit to in service teachers for years of experience and prior training. Teacher may be able to receive extra credit points (SKS) for previous training that they have completed as long as it is recognized by one of the Education Faculties at a accredited University.

In terms of competence, teachers must prove this by having a professional certificate as a teacher. Once teachers have acquired the SI or D4 their competency as a teacher will then be assessed for certification. To acquire this certification, teachers must demonstrate competencies as a "learning agent" in four areas which are pedagogical, personality, professional and social competence. Specific details of the competencies in each area is included in the Regulation from the Minister of National Education No 16/2007 on Teacher Competency Standards which participants have already looked at.

Teachers will be assessed on all four competency areas. The Regulation by the Minister of National Education No 18/2007 sets out the process for the assessment of teachers competencies:

Article 2: The Mechanism for the Implementation of Certification for In -Service Teachers

(1) The certification for a teacher already in position (in service) is conducted through a competency test in order to obtain the certification as a learning agent
(2) The competency test mentioned in clause 1 is conducted in the form of a portfolio assessment.
(3) The assessment of portfolio as mentioned in clause 2 is the acknowledgment of a teachers professional experience through documents which describe: Academic qualification, schooling and training, teaching experience, lesson planning and implementation, assessment by the employer and supervisor, academic achievement, professional development work, involvement in forums, organization experience in educational and social field and awards relevant to the educational field
(4) Teachers already in a position who pass the portfolio assessment as mentioned in clause 2 will obtain the certificate as an educator
(5) Teachers already in position who fail the portfolio assessment are able to: a. conduct activities to complete the portfolio again in order to achieve the passing grade **or** b. go to the teacher's professional schooling (LPTK) and follow training which is concluded by a test
(6) The test mentioned in clause 5 above covers pedagogic, personal, social and professional competencies

[6] This information is directly from the Directorate General for Improvement the Quality of Education and Education Personnel and is accurate at the time of writing this module: August 2007

(7) Teachers already in position who pass the teachers professional schooling and training mentioned in clause 5 will obtain the educators certificate
(8) Teachers already in position who fail the teachers professional schooling and training mentioned in point 5 will get another opportunity to re-do the schooling and test.

To pass the portfolio assessment, teachers must achieve a minimum score of 850 out of a total of 1500. For teachers who fail the assessment of their portfolio, they must attend 60 hours of training over a period of 6 days at the LPTK and then complete a competency test. If they fail the competency test, they should complete remedial training.
In-service teachers have 15 years in order to meet the standards for qualification and competence. Not all teachers will undergo the certification process at the same time. 5% of all teachers in SD and SMP (approximately 150,000 teachers) will be assessed in 2007 with another 5% in 2008.

A

Application (40 minutes)

(1) Explain that participants will now look in some detail at the tool which will be used to assess teacher's competencies for certification: The Professional Portfolio. Brainstorm with participants what they understand by a professional portfolio (e.g. what it is, what it is for and what might be included in it). Write some of their ideas on the board. Use facilitator's notes 5 to briefly summarize the concept of the teacher's portfolio.

5

Facilitators Notes
According to Regulation of the Minister of Education No. 18/20007 A portfolio is physical evidence showing the history of the teacher's professional life. A portfolio is usually a folder containing a wide range of documents. Documents included in the portfolio provide examples and evidence of what the teacher has done. These documents might be the teacher's degrees, certificates, diplomas, CV, lesson plans and so on. The function of the portfolio is to evaluate the educator (teachers) competence in performing his/her duties in the role of a learning agent. The assessment of the portfolio will determine whether the teacher is given a professional certificate as a teacher or not.

(2) Divide participants into groups. Give each group a piece of flipchart paper, pens and ask them to look at their copy of the Guidelines for Developing Portfolio for Teachers Certification 2007 (MONE 2007).
(3) Divide participants into 9 groups. Instruct each group to copy the chart below onto the paper. Remind participants there are 10 categories of documents which teachers have to include in their portfolio which cover the four areas of teacher's competence (pedagogic, personal, professional and social). They need to understand what they are and what documents illustrate they have the competence.

Column 1	Column 2	Column 3	Column 4
Category	**Definition**	**Documents to place in the Portfolio**	**My Documents**
1. Academic Qualifications	This is the history of the teacher's higher education.	Copy and complete the table included in the guidelines. Include copies of all higher education certificates and diplomas	
2. Schooling ad Training			
3. Teaching Experience			
4. Lesson Planning and Implementation			
5. Assessment by Employer and Supervisor			
6. Academic Achievement			
7. Professional Development			
8. Involvement in Scientific Forum			
9. The Organization experience in educational and social field			
10. Awards relevant with the educational field			

(4) Give each group one category of documents to look at and explain that they must use the information in the Guidelines for Developing Portfolio for Teachers Certification 2007 (MONE 2007) to complete columns 2 and 3 for their section of the chart. They should not complete column 4 at this stage. The first category has already been completed as an example. Give the groups 15 minutes to complete this.

(5) Elicit feedback and complete the chart using the participant's accurate responses from participants and the information in handout 1.2.

(6) Give each participant a copy of handout 1.2. Ask them to work individually and start to complete column 4. They should write down as many documents they already have for each category. Give participants 15 minutes to complete this.

(7) Summarize by explaining to participants they do not need to wait until they are included in the quota for assessment before they develop their portfolio. The chart they have completed should show them some of the areas they need to work on improving. Explain to participants how following this module will help them to develop some of the key pedagogic competencies required by the Government of Indonesia. Use some examples from the matrix included at the beginning of the module.

Reflection (10 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session

(2) Ask participants to explain what they consider to be the key message of the session to the participants. Write some of their ideas on flipchart/power point or board then provide the key message (see below).

(3) Explain the extension activity below. Make sure that you leave enough time to answer any questions from participants about this.

Key Message

Schooling is viewed as the key to economic development, the solution to social problems and the future of the Nation. Therefore, teaching is one of the most important but most challenging jobs. Everyone has their own ideas of what makes a perfect teacher. In Indonesia, teachers need to have a wide range of personal and professional competencies and due to recent changes in legislation teachers need to be able to demonstrate these through a professional portfolio. Teachers should start to prepare themselves for this process by familiarizing themselves with the requirements for teachers and for a portfolio, reflecting on what they are already able to and planning how they can improve their qualifications and skills (including following the DBE3 Life Skills training program).

Extension

Instruct participants to use the final section of their Guidelines for Developing Portfolio for Teachers Certification 2007 (The Rubric for assessing the Portfolio) which shows how the portfolio will be assessed as passing or not. Instruct them that they should look at column 4 of the chart they developed during the session which shows the documents they would include in their portfolio and conduct an assessment of their portfolio using the information in handout 1.5. If they score 850 or more then they would successfully pass the assessment. Inform participants that the results of the assessment are only for themselves and will help them to understand where and how they need to improve. They do not need to share the results unless they would like to.

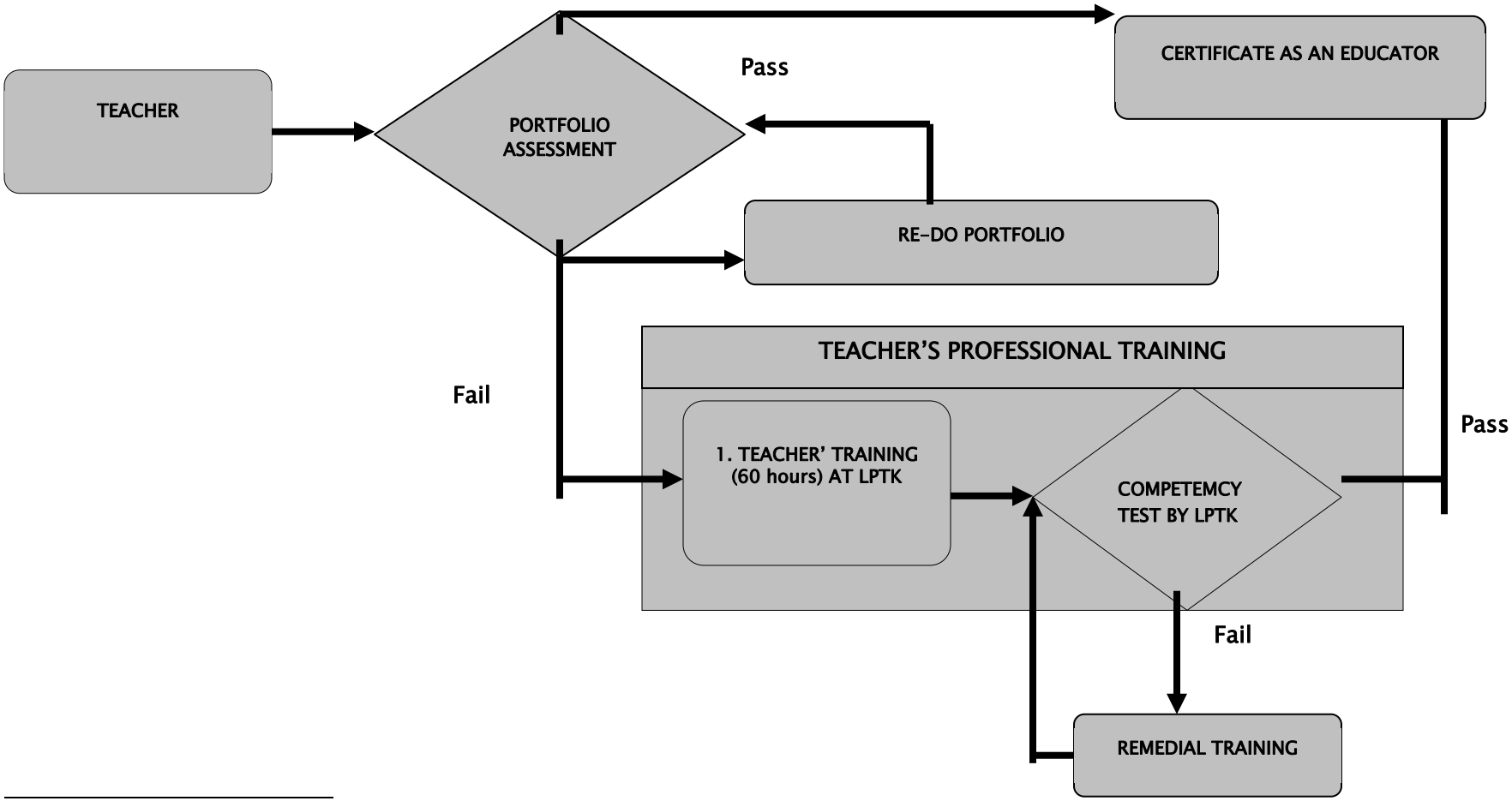
Participants can start to develop their portfolio. Give each participant a folder for their portfolio. By the next day of the training, participants should copy and complete the front page (participant's identity) of their portfolio and place it in their portfolio folder. As the training continues, participants must ensure they include documents they produce through the training into their portfolio, especially any of the documents they

have listed in their chart. Participants can also start to prepare the contents page for the portfolio by listing the documents they will include

Additional Reading

- Law 20/2003: The National Education Standards
- Law 14/2005: The Teacher and Lecturer
- Regulation 16/2007: Teachers Competency Standards
- Regulation 18/2007: Teachers Certification
- Guidelines for developing a Portfolio (MONE 2007)
- Questions and Answers on Teachers Certification (MONE 2007)

Handout for Participants 1.1[7]



[7] From Directorate General of Higher Education and Directorate General for the Improvement of the Quality of Education and Education Personnel

Handout for Participants 1.2

Documents to include in your Portfolio

Category	Explanation	Documents as Evidence	My Documents
1. Academic Qualifications	This is the history of the teacher's higher education.	**1.** Copy and complete the chart in the guidelines **2.** Include copies of all higher education certificates and diplomas as evidence of what you write in the table	
2. Schooling and Training	This is the teacher's experience in participating in further education and training activities. This can include participation in DBE3 training	**1.** Copy and complete the chart in the guidelines. **2.** Include copies of the certificates from the training and official letters from employers/training providers to attend the training as evidence of what you write in the table	
3. Teaching Experience	This is the experience of the teacher in actually performing the job of a teacher	**1.** Copy and complete the chart in the guidelines **2.** Include copies of official letters of appointment/reference from the Institution where the teaching took place as evidence of what you write in the table	
4. Lesson Planning & Implementation	This is evidence of the teacher's ability to organize effective learning in the classroom. The evidence must be of the teachers ability to plan (lesson plans) and implement (lesson observation assessment)	**1.** Copy and complete the chart included in the Guidelines **2.** Include 5 of the best lesson plans that you have developed. They must be from different semesters and topics and acknowledged by the employer as evidence of what you write in the table **3.** Include the results of the lesson plan assessment	

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		(form included in the guidelines) completed by the supervisor.	
5. Assessment by Employer and Supervisor	These are documents to assess personal and social competence. The focuses on characteristics such as obedience, honesty , discipline, communication and cooperation skills amongst others	1. Include the results of the assessment conducted by the school principal/school supervisor. The format is included in the Guidelines	
6. Academic Achievement	These are the achievements of the teacher that relates to their expertise in their academic areas. It can include participation in competitions, assistance to colleagues, assistance (counseling of students),	1. Copy and complete the table included in the guidelines 2. Include certificates from competitions or letters from employers to prove you have assisted colleagues or students as evidence of what you write in the table	
7. Professional Development	These documents must illustrate the results of teachers professional development work, such as published books or articles, reports of class action research, learning tools or instruments which were developed or art work (such as sculpture, painting)	1. Copy and complete the table included in the guidelines 2. Include the article/book published, results of the research, learning tool developed and the art work as evidence of what you write in the table	
8. Involvement in Scientific Forum	These documents must illustrate the teachers participation in a scientific activity which is relevant to their assignment	1. Copy and complete the table included in the guidelines 2. Include certificates, letters from participation in the scientific forum as evidence of what you write in the table	
9. The experience as an organization experience in educational and social field	These documents must illustrate the teachers experience as a manager in an educational and social organization. This can include school principal, vice principal, head of	1. Copy and complete the table included in the guidelines 2. Include letters of appointment as evidence of what you write in the table	

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	subject, head of laboratory, head of teachers association, head of community (RW) head of neighborhood (RT)		
10. Awards relevant with the educational field	These documents must illustrate the teacher's dedication in performing their work. This can include particular awards and experience in working in remote, special area,	**1.** Copy and complete the table included in the guidelines **2.** Include letters of assignment as a teacher in remote area or certificates of awards	

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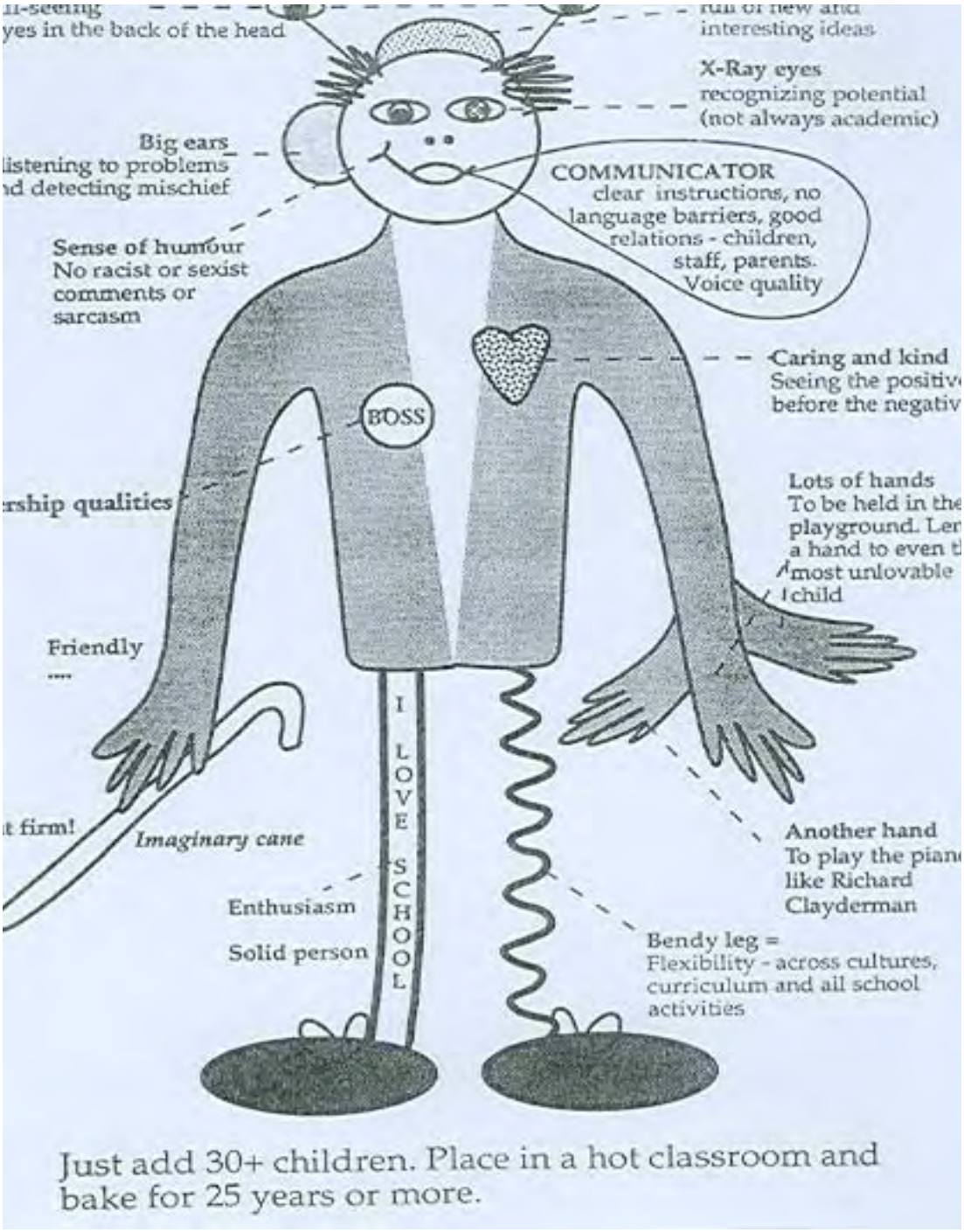
Additional Information 1

Recipe for the Perfect Teacher



Session 2

Who are Your Learners?

Introduction

Before teachers even begin to think about delivering the curriculum they need to try to make a connection with the people that they are educating. This means they who are in their classroom. Better teachers do not only try to connect with a learner's intellect but with them as a whole person. By understanding who their learners are teachers will be better able to teach, better able to communicate with their students, better able to create a school and classroom environment in which the students feel safe and comfortable enough to access their intellect. For teachers in Junior High School, this means understanding the characteristics of people aged between 12 and 16 or youth.

Youth are a special group in society. They are no longer children and yet they are not yet adults. They are in a period of transition when they are moving towards becoming independent adults and are having to make decisions about their future. Many adults have negative stereotypes of youth because it is young people who seem to be most involved in anti social behaviors. For a long time, youth have been a neglected part of society.

Most youth need guidance and support to become responsible and productive members of society. Because of this particular need of youth in recent years there have been many developments in the theory and practice of the most effective ways of working with youth. International best practice suggests that a positive youth development approach is a powerful method to addressing the special needs of youth. A positive youth development approach is one which sees youth as part of the solution to the problem and tries to ensure they successfully develop the skills and competencies they need to thrive and enter adulthood.

An integral part of a positive youth development approach is to give youth the opportunity to participate in making decisions that affect them. Not only is this a fundamental right of all people (and youth are people) but it is also something that youth want to do, something they can do and something that has great benefits for youth and society as a whole. In terms of schooling for example, every child or young person can tell you what they like or dislike about school and why. Every child or young person has ideas on how to make lessons more interesting. If we listen to children and youth they can support us to achieve what we all want and that is a better quality and relevant education system with better teaching and learning.

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This session will guide you to becoming a better teacher by helping you consider who your learners are in your classroom and what you can do to better meet their needs.

Objectives and Learning Outcomes

The purpose if this session is to support participants to further develop teachers core pedagogic competency 1 "*Master the Students characters from the physical aspect moral, spiritual, social, cultural emotional and intellectual aspect" as* relates to background (1.1) and core competency 7 *"communicate effectively, empathetically and in a good manner with the student"*. Participants will consider the general characteristics of young people and some general principles according to international best practice of working with and educating youth. Participants will look in detail at why youth should participate in making decisions that affect them and will consider how youth can participate in school decision making. By the end of the session, participants will be able to:

- Identify the general characteristics of youth and how they differ from children and adults
- Describe the positive youth development approach and the key components of quality youth education programs
- Explain the benefits of giving youth some control in making decisions that affect them in school and the consequences of not giving youth the opportunity to participate in decision making
- List some concrete ideas of how they can promote youth participation in making decisions in their school and classroom.

Key Questions

- Why is it important that Junior High School teachers understand the general characteristics of youth?
- What are the main differences between children, youth and adults?
- What is positive youth development and the key aspects of any quality youth education program?
- Why should young people be given the opportunity to participate in making decisions that affect them?
- What can you as teachers in schools do to promote youth participation in school decision making?

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Notes for the Facilitator

- There are many new issues introduced in this session. Please ensure that you read all the information included in all facilitator's notes, handouts and additional information carefully before you deliver this session to participants. You can also read some of the documents listed in the additional reading to improve your knowledge and understanding of these issues.
- This session should be considered as an overview on positive youth development and youth participation in decision making. Ensure participants understand that this is an introduction and will be followed up in later training
- You are required to give a presentation during the Connection section. The information you need for the presentation is included in the Facilitators notes. You will need to use these notes to prepare the presentation prior to the session. You may present the presentation using any method you choose, but the presentation should last no more than 10 minutes
- You will need to photocopy handout 2.1 cut up the boxes into individual cards and place them in envelopes prior to the session. You will need to create as many envelopes as you have groups. The statements for children, youth and adults are in the correct columns on the handout.
- Facilitators Notes 4 integrated into the session notes are quite long and are intended to help you to conclude a discussion. However, you may want to create a series of bullet points on these notes either on flipchart paper, power point or as a handout to reinforce the key ideas to participants

Resources

- Materials for Energizer (optional: see below)
- Flipchart paper, pens, tape
- Handout 2.1 Cut up and put in envelopes
- Handout 2.2:
- Handout 2.3:

Time

This session will need a minimum of 90 minutes to complete

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ICT

The use of ICT to support this session is optional and will depend on what equipment you have available. Some possibilities are to use an LCD and Laptop for presentations

Session Summary

Introduction
05 minutes
Facilitator presents the theme, objectives ,learning outcomes and key questions to the participants

Connection
35 minutes
Participants work in groups to identify the main differences in characteristics of children, youth and adults and consider the role of a teacher of youth. This is followed by a brief presentation on positive youth development approaches and the participation of youth in school decision making

Application
40 minutes
Participants work in groups to look at some examples of how youth can participate in school decision making and consider some concrete ways to promote youth to participate in decisions that affect them in their schools and classrooms

Reflection
10 minutes
Participants summarize the learning from the session and write in their learning reflection journal

Extension
Participants will complete some additional reading and conduct a small scale research task with youth to give them the opportunity to evaluate their school. Participants will complete an independent assignment on the results of the research and place into their portfolio

Energizer [8]

The following energizer is linked to the theme of the session. This energizer will make participants consider how young people are viewed in society. You can use it at the beginning of the session if feel that the participants need it and you have time. You will need 3 rocks/stones for each group and 3 Post stick notes for each group
Divide participants into groups. Give each group a set of 3 stones or rocks of different sizes. Tell groups to compare the rocks and place them in line to show the order of importance or value. Give them 2 minutes to do this. Ask one or two groups to share their ideas about how they determined which rock was most valuable and why. Now tell

[8] Adapted from Roehlkepartian (1997) Building Assets Together: Search Institute

the participants that each rock/stone has a gold nugget inside and that each gold nugget is unique. Ask them to put the rocks/stones in order of importance. Give them 2 minutes to do this. **Discuss**: *Was it more difficult to determine the value of the rocks based on what you could see on the outside or what you could not see on the inside?*

Give each group three post stick notes. Instruct them to write the following age groups, one of each post stick note.

- Age 0 – 11 (Children)
- Age 12 – 24 (Youth)
- Age 25 + (Adults)

Instruct groups to place the post stick notes in order showing the value of each age group to the community. Tell them to be as honest as possible.

Discuss: *Which age group was the most valued and why? Which age group was the least valued and why. Overall, how much do we value youth and why?* Use the following to give some concluding comments if necessary. Often we judge people for what we see on the outside (what they are now) rather than what they might become (what is the potential on the inside). Many communities do not value youth. Youth and their needs are often the neglected group in society. This is mostly because it is youth who are seen to be outwardly the most difficult members of society. People have negative stereotypes of youth including delinquency, drug abuse and violence and youth being involved in the most risky and anti social behaviors. However, people often forget that youth can also be a positive force for development, peace and democracy. We need to look on the inside and value youth as the nation's most valuable resource. They are the leaders of tomorrow and the core of the society of the future.

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Detailed Steps for Activities

I Introduction (5 minutes)

(1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
(2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
(3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 1 and 7*. Explain that this session will help them develop some of these competencies

C Connection (35 minutes)

(1) Divide participants into groups of 6. Give each group an envelope containing the statements from handout 2.1. Instruct groups to divide the statements into three categories as follows: statements which describe children (age 0-11), statements which describe youth (age 12-24) and statements which describe adults (age 24+) They should use the blank card to write any more differences they can think of from their own experience. Give groups 10 minutes to complete this.

(2) Elicit feedback. Write the correct statements on the board or flipchart paper as participants provide them. Discuss the following questions as a whole group. *What can you conclude about youth from looking at these characteristics? Do you think that youth are more like adults or more like children? What implication does this have for a teacher in Junior High School?* Use facilitators notes 1 to provide some input

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1

Facilitators Notes

The age of youth is an interesting time. It is a period between childhood and adulthood the move from being a child to becoming an adult. It is a time of great transition when people move from dependence to independence. It is a time of biological, social and cognitive transitions and of identity formation when young people are beginning to understand themselves as unique. It is a time when people are in the process of completing their compulsory full time education, developing their self concept and self responsibility, thinking about the future, making some decisions and planning for their, future, testing the labor market and establishing strong personal relationships outside of the immediate family. Youth have opinions, feelings, ideas and voices. They need to share these opinions and ideas. Youth have a lot more in common with adults than with children. However, we must remember that although youth are more like adults than children, they are not there yet. They still need support and guidance to become responsible and productive members of society. This gives teachers in Junior High School a special role (which is different to teachers in elementary school). As many youth will end their schooling upon completion of Junior High School and enter the adult world, teachers in Junior High School have the special responsibility to ensure students have the support and guidance they need to become responsible and productive adults on society.

(3) Give participants a brief presentation (maximum 10 minutes) on Positive Youth Development and Quality Youth Education which are international best practice on how to work with youth to support them to become responsible and productive adults. You must prepare this presentation prior to the session. You can use facilitator's notes 2 below to help you.

2

Facilitators Notes

Education is the single most important factor in contributing towards young people's chances of leading productive and responsible adult lives. Because of this, in recent years, more and more work has been done at looking at how best to work with youth. Positive Youth Development is an approach to developing program of working with youth to try and ensure that they successfully develop the skills and competencies they need to thrive and enter adulthood. Positive youth development focuses on developing in young people a belief and a sense of:

- Competence (being able to do something)
- Usefulness (being able to contribute something)
- Belonging (being part of a community and having relationships with caring adults)
- Empowerment (having control over one's future)

Positive Youth Development has influenced education programs. Quality Youth Education programs are built around the aspects of positive youth development. The characteristics of quality youth education are as follows:

- Assures the acquisition of Life Skills and empowers youth to face the challenges of life and to make informed and healthy decisions about their lives.
- Actively involves learners in the learning process and in making decisions that affect them
- Assures the acquisition of basic academic concepts, such as literacy and numeracy
- Is relevant to the immediate and long term needs of youth.
- Provides opportunities for youth to extend learning beyond the immediate school environment.
- Is carried out in safe, healthy and stimulating environments
- Is carried out by caring adults who:
    - Have solid subject-matter competencies.
    - Are able to use multiple teaching and learning strategies.
    - Have effective classroom management techniques.
    - Are skilful and appropriate techniques for assessing learning outcomes.
    - Provide opportunities to all youth to achieve at their potential and create meaningful futures
    - Respect and care for young people
    - Understand that youth are individuals with different assets and needs
    - Try to understand and meet the individual needs of youth in their care
- Builds connections between the different contexts where young people learn. Actively involves families and communities in learning.
- Is well managed by effective leaders.

The results of a quality youth education program is that it sharpens youths' capacity for self-managed and life-long learning, it results in the ability to find, evaluate, manipulate and manage information and knowledge to solve real-world challenges and participate actively in the world around them, including participate in the economy and the community. Effective youth participation is an key integral part of the Positive Youth Development approach. This gives young people opportunities to have greater control over what happens to them through seeking their advise, participation and engagement.

(4) Reinforce the idea that effective youth participation is one of the key aspects of the positive youth development approach. Discuss with participants (*1) What youth participation means (2) Whether they think it is important to give youth the opportunity to participate in decisions that affect them in schools? Why? (2) Why youth are all too often not allowed to participate in decisions that affect them in schools? (3) What might happen if youth do not participate in making decisions that affect them in schools?* Use facilitator's notes 4 below to conclude the discussion.

4

Facilitators Notes

Effective participation in decision-making involves creating opportunities for students to increase their influence over what happens to them and around them.

Youth have a body of experience and knowledge that is unique to their situation. They have views and ideas as a result of that experience. If we want to make the best decisions we need to have the best information. Allowing youth to participate in decision making and listening to their voices is essential for ensuring young people's concerns are taken into account and the decision in truly and informed one. Giving youth the opportunity to participate in decision making offers them the chance to develop new skills, to build their self esteem and empowers them to tackle problems and find solutions. Additionally, youth participation can lead to better outcomes and decisions on what happens in school. Participation can protect youth and participation can give youth a sense of commitment and ownership to their school. The result of participation are empowered young people

Moreover, youth participation in decision making is a fundamental right. Article 12 of the UN Convention of the Rights of the Child (which has been ratified by Indonesia) requires us to listen to what children and youth have to say and to take them seriously. It requires that we recognize the value of their own experience, views and concerns. (See additional information 3)

Despite the benefits of youth participation, over the World, not many young people are given a voice and a role in making decisions that affect them. For example, most Governments are concerned about improving young people's educational experience, yet few take any measures to find out from students themselves which teaching methods work, whether the curriculum is relevant, what factors contribute to school drop out rates and truancy, how to improve attendance rates, what is needed to promote better inclusion of girls or how to enhance good behavior and promote effective discipline.

The demand for the recognition of the right of young people to be heard to have their views given serious consideration and to play an active role in making decisions is not generally accepted and respected. This is mainly because of the long held attitude that adults must make decisions for youth because they know best (Children should be seen and not heard). Adults think that youth lack the competence and experience to participate and that it will lead to lack of respect for adults.

Allowing youth some control requires a profound challenge to traditional attitudes towards young people in most societies throughout the World. It implies a radical change in adult-

youth relationships, which is hard and takes time to achieve.

The result is that many young people feel their views do not matter and that they have no power and can not influence outcomes. Failing to listen can sometimes lead to the wrong decision. Adults do not always make the best decisions for youth which can affect what youth think and do. For example, during the DBE3 Youth Consultations, youth cited as one of the key causes of drop out the fact that they do not participate in developing school rules and regulations and therefore, some of the rules and regulations made for them to stay in school.

If the education service for youth is to be improved and drop out rates from school is to be reduced and universal basic education achieved, educational policy makers and administrators need to learn from young people how learning institutions can become a place where they want to be. If youth are to have a sense of ownership of and commitment to school they need opportunities to be involved in the decisions, policies and structures that affect them on a daily basis. The Education system needs to realize that youth can help them to achieve their goals of quality education

Accepting the necessity of youth participation in schools does not mean that adults no longer have responsibility or that they hand over complete control to youth. On the contrary children and young people should not be left alone to fight the battle by themselves. Young people can not undertake all by themselves. They can not decide curricula content, assessment and so on. Adults in schools need to see it more as they are working in collaboration with youth. Adults can help youth to articulate their needs and take into account what they say to develop an improved and effective education service.

A Application (40 minutes)

(1) Divide participants into groups. Give each group a copy of handout 2.2 and 2.3. Instruct groups to read through the information on handout 2.2 and complete the chart in handout 2.3. Give them 20 minutes
(2) Ask groups to report the results of their discussion. Request each group to report back on only one of the examples they have discussed until all examples are covered.
(3) Conclude by asking groups which if any of the examples they think are possible to use in their school and encourage them to be open minded and try them before the next training.

R Reflection (10 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the

questions using what they learned during the session. Ask if there is anything else that they learned.

(2) Ask participants to explain what they consider to be the key message of the session to the participants. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.

(3) Give participants the extension activities

Key Message

Youth are often undervalued in society as they are the age group most likely to be involved in anti social behaviors. Youth are the future core of society and need guidance and support from caring adults to become responsible and productive members of society. Education is a key part of this process and adopting a positive youth development approach where youth are given the opportunity to participate in decisions which affect them will help to guide youth to get where they need to go. Better teachers need to open their minds to all the different possibilities of collaborating with youth in making decisions about the school and classroom.

Extension

Participants can read some of the additional reading material included in additional information 1 at the end of this session on youth and education in Indonesia. **Portfolio activity**: This activity is an independent unstructured assignment which focuses on class research. Participants can place into their portfolios under category 7 Professional Development. This activity gives some of the youth in your school the opportunity to express their opinions and evaluate their school and say what decisions they would make if they had the opportunity to participate in school decision making. The assignment should take a total of about 4 hours to complete. This is approximately 1 hour to complete the activity with students and 3 hours to write the individual paper. The instructions for this activity are included in additional information 2 at the end of this session

Additional Reading

- World Youth Report 2005 at www.un.org
- The United Nations Convention of the Rights of the Child at www.un.org
- UNICEF (2001) Promoting Children's Participation in Democratic Decision Making
- IYF What works in Youth Participation: Case Studies from around the World

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- Save the Children (2002) Participation: Spice it Up: Practical Tools for engaging children and young people in planning and consultations

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Handout for Participants 2.1

Children, Youth and Adults

CHILDREN	YOUTH	ADULTS
Only just acquiring their basic values, skills and attitudes	Are undergoing rapid physical change and at their prime physically	Are physically fully developed
Are not fully developed physically or mentally	Are in the process of developing their identity to be different and unique	Have developed their self identity
Are starting the process of developing their identity	Are in the formal learning process	Are not in a formal learning process
Learn fast and are open to lots of new ideas	Question ideas and perceptions of others	Not flexible and quick to adjust
Are highly dependent on their parents and others of the same age	Are flexible, open minded and quick to adjust	More Conservative
Need protection	Radical	Make decisions for themselves
In most cases do not decide for themselves	In many cases decide for themselves	Are independent
Live with their parents	Most still live with their parents but becoming more independent	
Often do not contribute to the income of the family	May contribute to the income of the family	Contribute to the income of the family and manage the finances

Draft

Start learning interpersonal and academic skills	Solidify interpersonal and academic skills	Well developed interpersonal and academic
Parental influence is very strong	School, work and family responsibilities increase	Have work and family responsibilities
Busy, active and full of enthusiasm	Peer influence is very strong	
Strongest personal relationships are within the family	Feel a need to conform in order to belong	
	Very concerned about what others say about them	
	Start to establish strong personal relationships outside the family	
	Can take responsibility for planning	

Draft

Handout for Participants 2.2

Student Participation in School Decision Making[9]

What is student participation in school decision making?

Effective participation in decision-making involves creating opportunities for students to increase their influence over what happens to them and around them.

Students can participate in school decision-making at different levels, involving different groups of students and facilitated by a wide range of processes, formal and informal. It means involving students not only by asking for their opinions and advice (consultation), but also, with school support, as leaders, advisers and decision-makers.

What are the Benefits of student participation in school decision making?

Providing opportunities for students to participate in school decision-making has immediate and long-term benefits for both students and schools. For students, participation in decision-making at school can:

- Show students their views are valued by school staff. Students are more likely to be motivated if they have an opportunity to participate in decisions that affect them
- Provide opportunities for a wide range of student views within the school to be voiced
- Provide opportunities for greater input into how and what students learn at school and can improve the quality of learning.
- Offers them the opportunity to develop new skills
- Learning is more successful when students are involved in decisions about what to learn and how to learn, in setting learning goals and in setting rules that govern behavior and practice develop interpersonal and practical skills.
- Participating in decision-making can be an empowering experience for students and can assist in building confidence and self esteem
- Participation can develop wider recognition of increasing independence as students move through the education system

For schools, student participation in decision-making can:

- Lead to improved school policies and practices;
- Support the successful development and implementation of school initiatives;
- Strengthen democratic processes within the school;
- Improve students' behavior within, and contribution to, school and community environments
- Facilitate better relationships between students, teachers, parents and the wider community and improve understanding of and responsiveness to issues identified by students

Level of student participation in school decision-making

Roger Hart's[10] Ladder of Participation provides a model for considering different levels of student

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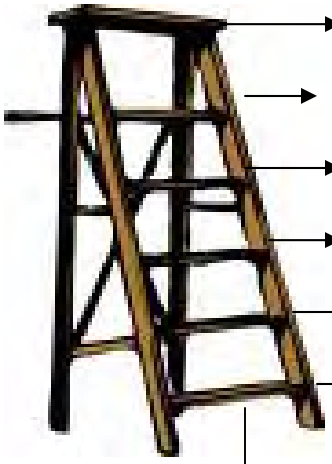
[9] Compiled from Education Review Office at www.ero.govt.nz , International Youth Foundation: What Works in Youth Participation: Case Studies from around the World and UNICEF: Promoting Children's participation in democratic decision making

participation in decision-making. It describes five levels for the participation of children in decision making with adults.



Student initiated: Students have the initial idea and decide how it is to be carried out; adults are available but do not take charge

Adult initiated: Adults have the initial idea but students are involved in every step of the planning and implementation.

Student consulted and informed: The project is designed and run by adults but children are consulted.

Assigned but informed: Adults decide on the project but young people volunteer for it.

- Tokenism: Students are asked to say what they think about an issue but have little or no choice about how to express this.

Decoration: Students participate but do not really understand the issue.

Manipulation: Students do or say what adults suggest they do but have no real understanding of the issues, or they are asked what they think but adults do not tell them what influence they have on the final decision

How can students be involved in School Decision Making?

Involvement of individual students or groups of students in decision-making will vary according to the specificity of the issues under consideration. School decisions requiring student participation can hold specific relevancy for:

- Individual students (e.g. the development and monitoring of Individual action plans for learning.
- Identifiable groups of students (e.g. OSIS for organizing fund raising activities)
- Classes of students (e.g. setting and maintaining classroom rules)
- The whole student population of the school, for example designing and implementing a new uniform code for all students.

Students can be involved in school decision-making through a wide variety of processes. There are formal processes for involving students in school decision making such as student councils. There are also informal mechanisms for ensuring student participation in school decision-making. The quality of informal contact between students and staff is likely to be a reflection of school relationships and of the overall culture of the school with regards to student participation.

Processes for engaging students in school decision-making will vary according to the issue under consideration, the relevance of the issue to students (or sub-sets of students), the age and maturity of students, the character of the school and available resources

Examples of Student Participation in School Decision Making: School

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[10] *Adapted from Hart, Roger (1992) Children's Participation: From Tokenism to Citizenship Innocenti Essays Number 4, UNICEF International Child Development Centre, Italy cited in ero.govt.nz*

Draft

1. Student representation:

Student representation at an organizational level in the school occurred through school councils (e.g. OSIS) giving student's leadership roles (e.g. head of class). School councils provide opportunities for students to participate in decision-making at a school wide level through organizing school activities and providing a forum for student opinion and concern.

One primary school has established a Kids' Council to support a range of school activities. Students involved in the Kids' Council undertake responsibilities such as running the end of year school assembly and thanking invited guests. They have also participated in decision-making on issues such as mufti days[11], socials and the design of the school uniform. Recently the Kids' Council has branched into obtaining feedback from their peers by conducting a school wide litter survey.

At this intermediate school, proposed uniform changes are discussed and voted on within the student council before being presented to the board of trustees. This process has resulted in a new jacket design and bootleg pants for students.

Schools also involved student leaders in decision-making at an organizational level in matters related to the students' area of leadership. Examples included student class leaders, student cultural leaders and student sports leaders.

Two student representatives from each class at this primary school meet weekly with the class teacher to discuss issues affecting students. A positive approach to student participation in school life is taken at these meetings and students and teachers work together to look for solutions to the problems raised. One example of this was to instigate fortnightly student reports to the school assembly.

The principal of this secondary school meets weekly with head students and students from different year levels to seek feedback on positive and negative aspects of school governance and life. This provides an opportunity for students to voice their likes, dislikes and suggestions for improvement.

2. *Peer support initiatives:*

Schools frequently mentioned peer and buddy support systems as initiatives that promoted student participation in school decision-making.

The term "peer support system" involves one student assisting another student at a similar level or age, while "buddy support system" usually relates to an older student assisting a younger student. Both peer and buddy support systems provide students, who take the role of helper, with opportunities to participate in decision-making with other students as part of a school-wide intervention, such as peer mediation or reading assistance. Students in this role are entrusted to make appropriate decisions when dealing with other students in need.

[11] Days when students pay a small fee and so not have to wear school uniform

This primary school provides a distinctive support system at two levels of the school. In the middle school students are trained as "big buddies" and at the higher levels senior students wear a "senior jacket" which identifies them as students who model good decision-making for younger children. [Medium urban decile 3 full primary school]

*3. **Student feedback mechanisms:***

Nearly half of the schools had some type of mechanism to facilitate student feedback on a range of ongoing school-wide issues. Mechanisms for student feedback included: Suggestion boxes, contact with student representatives, student surveys; informal contact with school staff.

A state integrated school for boys has a prefect system, which also acts as a student representation mechanism. Prefects meet weekly with the senior management team to review events of the previous week and provide ideas and information on matters related to students.

***4. Consultation exercises with students*:**

Schools can conduct school-wide consultation exercises on specific issues with students. Student's views can be sought on the following:

- Development and implementation of disciplinary procedures: The involvement of students in setting class or school rules, or in deciding appropriate class behaviors and/or consequences for misbehavior.
- Review of curriculum
- Student safety e.g. the level and type of bullying (peer to peer conflict)experienced by students within the school environment
- Development and implementation of school-owned documents and charters e.g. school brochure or web site
- Developing and planning school space and facilities e.g. landscaping, how to use school space and in the design of any new facilities.

Consultation methods included surveys, focus groups, voting on options and meetings.

This school adopted a participatory approach during the development of the school's vision. Teachers discussed the formation of the vision with students and then classes brainstormed about what sort of school they like and what they value about their school. The students' views were presented to the board of trustees.

Examples of Student Participation in School Decision Making: Classroom

At this primary school, promoting student participation in the classroom includes finding out students' ideas, opinions and preferences about classroom dynamics and friendships when arranging movements between classes. Students are also encouraged to participate in building positive classroom environments by developing class treaties and providing buddy support.

Classroom opportunities for student decision-making include: Student involvement in curriculum adaptation; Student feedback on teacher classroom performance; Student involvement in the organization of class activities.

Draft

1. *Curriculum adaptation:*

Students can have some influence over what they were studying. This influence can vary according to teaching philosophy, subject area and class level.

The teaching philosophy of this primary school places an emphasis on student ownership and involvement in learning programs. Ways in which this is promoted include: students selecting their own research topics within units of study; surveying students about which programs they like and dislike; and involving students in organizing the school's mathematics week.

Primary schools can involve their students in setting curriculum themes or directions limited to certain classes or curriculum areas. Secondary schools can seek student input on curriculum options.

This large urban secondary school for girls encourages feedback in relation to classroom programs and assessment. Recent issues surrounding the implementation of the National Examination were fully discussed by the students and the staff followed up the issues raised.

2. Feedback on teacher performance

Schools can provide students with mechanisms to give feedback on the performance of their teachers. These mechanisms can include: Student involvement in the appraisal process of school staff; Student satisfaction surveys; Course evaluation surveys; Informal contact with teachers.

Students at this boys' school are surveyed at the end of each unit of study, with feedback sought on "how the year is going" including teaching styles, enjoyment of learning and the courses that they are keen to take which are not currently offered.

3. Decisions about class activities

Student participation in decisions about class activities is a common way for students' ideas and opinions to be integrated to classroom decisions. Examples include planning camp activities and fundraising activities. Secondary schools can ask senior students to assist in planning junior student activities.

Examples of Student Participation in School Decision Making: Extra Curricular Time.

1. *School productions*

Schools reported a relatively high level of student decision-making evident in relation to the direction and management of school productions. A number of primary schools noted that they involved all classes in school productions.

Students at this state integrated school are heavily involved in the school production, including making decisions about masks, backdrops, choreography and having input into the alterations of scripts.

Handout for Participants 2.3

How Can Students Participate in Decision Making in your School?

Example	What level on Roger Hart's Ladder is this example?	Do you do something similar in your school or classroom? What do you do?	Could you do something similar in your school? What could you do?
Student Representation (e.g. student councils and student leaders)			
Peer Support Initiatives (e.g. buddy system or peer education)			
Student Feedback (e.g. suggestion boxes or student surveys)			
Student Consultations (e.g. rules, uniforms)			

Draft

Student involvement in curriculum (e.g. students choose what to study)			
Student Feedback on Teacher Performance			
Student Decisions about classroom activities			
Student Participation in organizing and managing extra curricular activities			

Draft

Session 3

How Do Better Teachers Motivate Youth to Learn?

Introduction

Infants and young children seem to be motivated by a natural curiosity to learn, driven by an automatic desire to interact, learn about and understand their environment. Very rarely do you hear Kindergarten teachers complain that their students are "unmotivated". As children grow, for many this natural interest and passion for learning seems to shrink and learning often becomes a chore, associated with boredom. Whereas some students in Junior High School maintain a natural enthusiasm for learning, many more young people, even if they are actually physically present in the classroom become mentally absent.

This lack of motivation and boredom in the classroom can lead to discipline problems. Students who are not interested in what they are learning or see no relevance in it can become disruptive in the class, as there is a difference in the values and goals between the student and the system (teacher). It is a very regular occurrence to hear Junior High School teachers complain that their students are "lazy" or "naughty". But think about the youth in your classroom who you give these labels. It is a good chance that these are the students who are not motivated to learn. Maybe they are "lazy" or "naughty" for a reason.

Teachers try many ways to motivate youth to learn. However, unfortunately in most cases, the methods used are negative, such as threats, punishments and coercion. How many times have you heard a teacher threaten a student with a low grade if they do not study hard or with detention for not completing homework? Teachers use these methods as these seem to be the easiest. Some teachers go further and resort to aggressive methods including physical violence in an effort to motivate or discipline young people. Some of these methods are inappropriate and often sometimes illegal. Moreover, these methods are ineffective and the results can be the opposite of what a teacher might expect. Rather than motivate youth to learn well, they make students feel stress, anxiety, fear towards their teachers, their self confidence and self esteem is lowered and they feel very unsafe and unprotected in schools. The result is that many young people drop out of school completely[12].

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[12] During DBE3 research on drop out, fear of teachers was rated as a cause of drop out was rated as a primary cause of drop out by staff at the Ministry of National Education and a main cause of drop out by the youth who were consulted in all DBE3 provinces. Please refer to DBE3 research documents for more information

Teachers need to consider what they are "teaching" when they are violent in the classroom. Many youth start to act aggressively and use violence to solve a problem, because they have learned to do this from the way that their teachers behave. Students are even violent towards other students. Peer violence is also a major cause of drop out from basic education in Indonesia[13]. Using violence to solve a problem is not an effective life skill. According to MONE, some of the life skills that teachers in Indonesia should be teaching youth include being a human who reflects the morals of God, managing emotions, discipline, communication skills and problem solving. Using violence is none of these.

Better teachers utilize positive methods to motivate students, so that they feel the desire to learn, so they feel respected, they work hard, learn well, follow the rules, remain in and complete basic education and learn positive values and life skills. There is no magic formula for motivating students. Many factors affect a students' motivation to work and to learn. Interest in the subject matter, perceptions of its' usefulness, general desire to achieve, self confidence and self esteem, gender, socio-economic status as well as patience and persistence. Of course, not all students are motivated by the same thing and it is not possible within the scope of this training module to address all these issue.

However, whatever level of motivation your students bring to the classroom it will be transformed for better or worse by what happens in the classroom. There are some general principles that teachers can apply to try and motivate youth. Good everyday teaching practices can do a great deal to counter student apathy. Most students respond positively to a well organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. The activities that teachers undertake in the classroom to promote learning will also enhance students' motivation.

Nevertheless, no matter what methods you employ to try and motivate them, there will probably be some students in your class who will behave in a way which is disruptive for learning and it is important that you learn effective ways to manage them without resorting to hostility and aggression.

This session will introduce you to some strategies you can use to use to motivate the youth in your class to learn and also some strategies you can use to manage youth who can be disruptive to the learning process and will help you understand how to apply them in your classroom so that you can become a Better Teacher

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[13] Peer violence was one of the key causes of drop out as identified by youth consulted during the DBE3 research on drop out.

Objectives and Learning Outcomes

The purpose if this session is to support participants to further develop teachers core pedagogic competency 7 "*Communicate effectively, empathetic and in a good manner with the students"* as relates to students psychological condition to take part in learning (7.2) and core competency 12 "demonstrate behavior that can be modeled by the surrounding students and community members" Participants will consider what motivation to learn is what the sources of motivation are and what factors affect whether a young person is motivated to learn or not. Participants will consider how classroom practices and school policies can affect a student's motivation to learn for better or worse. Participants will focus particularly on how a teacher's behavior including threats and aggression, which may be intended to motivate student's can have the opposite effect of what was intended. Participants will examine a number of more positive methods which can be used to motivate students to learn. Towards the end of the session, participants will be introduced to a number of strategies they can use to manage youth who may be disruptive to the learning process: By the end of the session participants will be able to:

- Explain the concept of motivation to learn, the main sources of motivation and some factors affecting young people's motivation to learn
- Describe some of the more aggressive and threatening behaviors and methods teachers in Indonesia use to motivate youth and the actual effects of these on young people's motivation to learn
- Identify some positive methods and behaviors that teachers can use in the classroom to motivate youth to learn
- Explain the link between lack of motivation to learn and disruptive or naughty behavior from students
- Apply some positive methods of motivation and management in their own classroom

Key Questions

- What is motivation to learn and what are the main sources of motivation to learn?
- What is the link between lack of motivation to learn and disruptive behavior from students?
- What methods of motivation do many teachers currently use and how effective and how legal are they?
- What are some more positive and effective methods teachers should try to use to motivate youth to learn?
- What methods of motivation and classroom management will you try in your classroom following this workshop?

Notes for the Facilitator

- This session can be controversial and you should prepare carefully. You are advised to read through these session notes carefully before you facilitate this session in any workshop
- It is important participants understand they are not being judged as bad people because they use violence in the classroom. Violence is a tradition and is viewed as culturally acceptable therefore teachers have only been doing as expected. However, there are better ways to motivate and manage youth to learn and these should be used in the classroom
- Ensure that at no time you compromise on the principle of non violence.
- This session is intended to be a *general introduction* to strategies for motivating youth to learn and to maintain classroom discipline. It is not intended to equip participants with all the skills and knowledge they need to be able to integrate Life skills into their teaching. The concepts introduced here will be built on during the subject specific modules. Please ensure participants are aware of this.
- Throughout the session there are a number of places where you are expected to provide some input or give a presentation. The information you require is provided in this session, you should decide how to present it. However, remember that you should never present, talk or lecture for more than 10 minutes at a time.
- For the connection part of the session, there are three alternative activities that you can do. These are as follows: *Option one:* Participants will look at a photograph of a classroom in Indonesia and reflect on what the teacher is doing and why and the possible consequences of the teacher's behavior. *Option two:* Participants will reflect on their own experience of being a student in Junior High school when a teacher was violent to them and the consequences of the teachers actions. *Option Three*: Participants will read messages from Youth in Indonesia about adult's violence and consider the effects of it. All options have the same follow up activity which is described below.
- For the Application section of this session, you will need to select a few participants to prepare and deliver the role play (additional information 2) prior to the session. This role play is intended to deliver an important and serious message, so please request participants to take it seriously.
- An energizer is included in this session to introduce the main concepts. This energizer will take some considerable time to prepare and facilitate so before deciding to use it please ensure that you have sufficient time.

Resources

- Handout 3.1, 3.2, 3.3 and additional information 1.

- Appendix 1: UU23
- Additional Information 1: How many squares?
- Additional Information 2: Role play
- Audio Cassette player
- Audio Tape of "Voices of Youth"
- Flipchart paper, tape and pens or board and chalk

Time

This session will need a minimum of 105 minutes to complete

ICT

The use of ICT to support this session is *optional* and will depend on what equipment you have available. Some possibilities are:

- LCD and Laptop for presentations
- Audio Cassette Player and Audio Tape of "Messages from Youth"

Session Summary

Introduction
10 minutes
Facilitator presents the theme, objectives and learning outcomes and key questions to the participants

Connection
35 minutes
Participants will discuss the concept of motivation to learn and identify the main source of motivation. Participants will then complete an activity to analyze some of the methods that teachers currently use and the actual effects these methods on a student's motivation

Application
50 minutes
Participants identify a number of methods teachers can use to motivate students. Participants practice applying some of these in different scenarios. Participants examine the link between unmotivated students and behavior which is disruptive to learning. Participants look at classroom management techniques

Reflection
10 minutes
Participants summarize the learning from the session, answer the key questions and write in their learning reflection journal

Extension
Participants complete an evening activity which requires them to utilize some better classroom management skills. Following the training, participants try out some of the new methods of motivation and management in the classroom and write a brief report in their learning reflection journal

Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to the concept of motivation to learn and achieve. You can use it at the beginning of the session if feel that the participants need it. You will need: 1000 Sate sticks and additional information 1: How Many Squares? A prize for the winning team (e.g. box of biscuits)

Part 1: Show a copy of the game "how many squares" included in additional information 1. You can draw this on flipchart paper or power point if you have access to the necessary equipment and program. Tell the participants that this is a test. They can not look at another persons work and they can not talk to each other. Give the participants 2 minutes to complete the test. Tell them that they have to get the correct number of squares or they will have failed and will have to leave the room as punishment. Time them with a stop watch. After two minutes, ask some of the participants how many squares they counted. The correct number is…… if the participants you ask do not get the correct number laugh at them and encourage the other participants to laugh at them. **Part 2:** Divide participants into two teams. Ask each team to stand in a line facing each other. Give the person at the head of each team a bundle of sate sticks. Tell the teams that they have to pass the sate sticks one by one along the line of their team until they reach the person at the other end. They will have 5 minutes to complete the task and the team with the most sate sticks at the opposite end of the line at the end of five minutes will win the prize. They can only pass one stick at a time and it must go from one person to another. After the activity, count the sticks and see which team has won. Laugh at the losing team and encourage the winning team to cheer.

Discussion: Ask participants to analyze what they just did. *How they felt during the first activity. Did they feel motivated to complete the test? What motivated them? How many of them tried to look at another paper? How many of them talked to another participant to try to find the answer? How did they feel during the second activity? Were they motivated to complete the task? What motivated them? How did the winning team feel? How did the losing team feel? How many of them cheated during the activity by passing more than one sate stick or not passing to the person directly next to them.* You can use the following as a guide or as a summary for the discussion. During the first task, participants are asked to complete a task individually and given it as a test. They are told that they will pass or fail. The motivating factor may be to avoid punishment (being sent out of the room) or avoid being seen as a failure in front of everyone else in the room. They will probably feel anxious and nervous during the completion of this test, as it is quite a difficult task and the time limit is short. During the second task, the participants completed a competitive task but as a team. Therefore, the feelings of anxiousness and nervousness may have been less. The participants may have been

motivated to win the prize at the end and not to let down their team members. However, there is still a feeling of winning and losing or failing and having others laugh at you. It is likely that many of the participants cheated during the activities (e.g. tried to look at another participant's paper or passed more than one stick) as they were under pressure to succeed. The activities show that we are motivated for different reasons but that not all methods used for motivation (threats or rewards) lead to a good outcome. They can make people feel stressed and also lead to cheating. The key message of this activity is that the same can happen in a classroom if teachers use particular types of motivational methods.

Detailed Steps for Activities

I Introduction (5 minutes)

(4) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.

(5) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.

(6) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 7*. Explain that this session will help them develop some of these competencies

C Connection (35 minutes)

(1) Write the three definitions of student motivation below onto flipchart paper, ask participants to read them and decide which one they think is correct. Ask participants to vote for 1, 2 or 3 by raising hand.

- A positive attitude towards learning, they are interested, excited and keen to learn

- Have ambitions and aspirations know what they want to achieve and are willing to pursue the goals even in the face of difficulties

- Develop their own learning strategies, adapt and change the way they learn, they persevere and have energy and drive to learn

(2) Explain that all the definitions accurate. Student motivation can be explained in different ways, but it is basically about a students desire to participate in the learning process, the more students desire to participate in the learning process, the more they are seen as motivated by their teachers.

(3) Brainstorm with participants what is the source of motivation for many students. Provide some input if necessary, use facilitators notes 1 to help

1

Facilitators Notes

The source of motivation between students can be different. There are two basic types of motivation: **Intrinsic motivation**: A student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment that it provides for the learning it permits or the feelings of accomplishment it evokes. **Extrinsic motivation**: An extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself, such as achieve a grade, be given a sticker or avoid detention. What motivates students to be intrinsically or extrinsically motivated is different. All of the following can affect motivation for the better or worse: A children's **home environment**, which shapes the attitudes that they develop towards learning from an early age. The way that young people **view themselves**: Whether they have self confidence, self worth and self esteem or not. **Characteristics** of the young person: Whether they are patient and persistent or not. However, no matter what level of motivation a young person brings to the classroom, whether they are motivated to learn or not do not exist solely inside the student and outside of the classroom. Motivation to learn can be transformed for better or worse by what happens in the classroom. For example, the **belief** that a teacher has about a student, the **expectations** of the teacher and they way they **behaves** towards the students can have a powerful influence on whether the student is motivated to learn or not.

(4) Explain the next activity will look at how some teachers use threats, coercion and more aggressive methods to try and motivate students and to what extent these methods are actually effective on motivating students to learn.

(5) Ask participants to think back to their time as a student in school. Instruct them to write a few sentences in their learning reflection journal or paper to answer the following questions. Give them 5 minutes to do this.
Was a teacher ever violent to you? What happened, what did they do? Why did the teacher do this? How did you feel at that time? How do you feel about this now? What do you think that you learned from this experience? What would you say to the teacher if you met them today?

(6) Ask some participants to read out their stories. As they talk write up some of their comments on flipchart paper under the following headings: <u>Facilitators notes 2</u> provide some ideas on what they may say

The types of violence teacher's use	*The reasons teachers are violent*	*The effects of teacher's violence actions*

2

Facilitators Notes

The types of violence teacher's use	*The reasons teachers are violent*	*The effects of teacher's violence actions*
Hitting with stick Pinching/twisting the ear Kneeling on the floor Squatting on the floor Push Ups Making youth hit each other Slapping the face Hitting the head Punching Manual work (e.g. cleaning) Hitting with a belt Standing in the sun	Maintain discipline Punish for bad behavior Not done homework Disobeying the teacher Unable to answer a question Failing examinations or tests Being late to class Teach right from wrong Make them obey quickly Make them learn better When stressed, tired or frustrated Parents ask them to It is the easiest form of discipline and motivation It is the tradition Like it	**Physical effects** such as bruises, cuts, banged with a hammer **Emotional effects** – youth are terrorized, self esteem is lowered, ashamed, no self worth, anger **Attitude effects** – hate school, do not want to go, hate teachers, adults, feel that violence is an answer **Long term effects:** Young people remember these incidences until they are adults, they can still bring back painful memories and cause emotions to re-surface

(7) Ask participants to summarize what the activity has shown them. Give input if needed use **facilitators notes 3** below

3

Facilitators Notes

This activity illustrates that teachers use violence against youth for a number of reasons, but mostly it seems to be used as something to "motivate" youth to do something e.g. to learn or to follow the school rules or to behave in certain ways. However, the activity also shows that aggression or threats are not an effective way to motivate youth and in fact can have totally the opposite effect. It can make students de-motivated, fear teachers, disrespect adults, lower their self esteem and self worth and even lead to truancy and drop out. The Ministry of National Education highlight that teacher violence is a major cause of drop out from basic education. The consultations conducted by DBE3 on drop out with youth from DBE provinces confirm that this is a major cause of drop out. Moreover, young people see adults as role models and if young people see that adults use violence towards other people then they learn that it is an acceptable way to solve problems and will adopt the same behavior themselves. In the youth consultations on drop out, youth in many provinces also cited peer violence and gang violence as a cause of drop out.

Youth should be learning different life skills such as "managing emotions, communication and discipline" rather than use of violence.

(8) Explain to participants is also illegal to use these methods. Give a copy of additional information 1 and appendix 1

A Application (50 minutes)

(1) Explain to participants that if violence against youth does not effectively motivate them and is also illegal, then better teachers need to find more positive ways to motivate young people to follow rules, behave appropriately and study hard.
(2) Participants who prepared the role plan in handout 3.1 now demonstrate it.
(3) Ask participants what the teacher in the role play did wrong and what they could have done to motivate the students to learn.
(4) Write their ideas on the board/flipchart paper.
(5) Choose one strategy. `Ask the group to re-enact the role play with a different, positive ending.
(6) Divide participants into groups of 6. Give each group a copy of handout 3.2
(7) Ask groups to read through the information and then complete the task on the scenario which asks them to analyze what the teacher should have done to motivate the students to learn. Give each group 20 minutes to discuss and prepare their ideas.
(8) Each group presents their role play. Discuss each role play. Facilitators notes 4 provides some information on the scenarios

4

Facilitators Notes

Scenario 1: The teacher made the following mistakes and should have done the following

(1) The methodology was always the same – the teacher should have varied it
(2) The teacher never looked at the work of the students and never gave feedback – the teacher should have looked at the students work or asked them to give the answers at the end of the lesson
(3) The teacher was not enthusiastic about the subject – the teacher should have tried to enthuse the students
(4) The teacher did not care whether the students learned or not – the teacher should have monitored the class, as they were completing the work and checked whether they were really successful or not as individuals

At the end of this scenario, the student has lost all their previous interest and motivation to learn Mathematics and started to cheat academically by just copying the answers from the board

Scenario 2 The teacher made the following mistakes and should have done the following

(1) The teacher made some demeaning comments to the students, which humiliated and embarrassed them – the teacher should point out what the student did well first and then give then precise feedback on what to correct
(2) The teacher created individual competition between students and made it seem like there were winners and losers in the classroom – the teacher should not openly and publicly compare student's performance. Mistakes should be viewed as something acceptable and something to learn from not as something bad
(3) The teacher had low expectations of some of the students, the teacher told the students that they would never pass the examination – the teacher should have high expectations of all students and help them to meet them, the teacher should

explain to the students what they need to do to get improve and make them believe that they all can improve over time

Scenario 3: The teacher made the following mistakes and should have done the following

(1) The teacher emphasized only grades – the teacher should have emphasized the learning that was taking place and the process rather than only the output

(2) The teacher only gave a grade and did not give the students feedback or information on how they could improve – the teacher should have told the students what they needed to do well and how they could get better or the teacher should have given all students the opportunity to re-do their homework if they were dissatisfied with their grades – emphasizing the learning and not the grade

(3) The teachers used lowered grades as a threat for non academic behavior (handing homework in late) the teacher should separate academic and non academic behavior and use another punishment for late work

The result was that the student gave up trying to do their homework rather than risk low evaluations of their abilities and low self esteem and self worth.

Scenario 4: The teacher made the following mistakes and should have done the following

(1) The teacher had high expectations of the students but they were too high from early on, the students were receiving low grades and this continued – the teachers should have had more realistic expectations of students in grade 8 and given them early opportunities to succeed so that they could be motivated and worked with them to think about their goals

(2) The teacher based too much of the teaching on theory and the students could not see the relevance of the lessons to the real situation – the teacher should have set challenging but relevant tasks for the students so they have a purpose for learning

(9) Ask participants if they can make a link between students who are not motivated to learn and disruptive behavior in the classroom. Use **facilitators notes 5** below to provide some input

5

Facilitators Notes

Many youth may be disruptive in class. This can include behaviors such as talking out of turn, walking out of the classroom, throwing things, disturbing other students from working, being rude to the teacher, refusing to do work, being violent or abusive to others students, destroying school or individual property. Teachers often label these youth as "naughty" or "lazy". However, many of these minor disruptive behaviors such as talking out of turn, not working or disturbing other students may be because the students are not motivated to learn. If teachers try and utilize some of the methods of motivation then many of these discipline problems may be eliminated. However, there are other reasons why some students are disruptive to the learning in the class apart from lack of motivation. Disruptive behavior can occur for a number of reasons including problems at home, attentions seeking and problems with peers. Whatever the reason, teachers can not ignore disruptive behavior and must learn to manage it in the classroom. However, as with methods of motivation, better teachers will find non violent ways of managing youth and maintaining classroom discipline.

(7) Give participants **handout 4.6** and explain the first part of the extension activity (below) which they should do as their evening activity and present at the beginning of the training on the following day.

R Reflection (15 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session

(2) Ask participants to explain what they consider to be the *key messa*ge of the session to the participants. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.

Key Message

Young people come to the classroom with different sources and levels of motivation to learn. However, what happens in the classroom can have a positive or negative influence on a young person's motivation to learn. Young people generally do not respond well to coercion, threats, aggression and violence but they do respond well to a well organized lesson in a classroom where they feel safe with an enthusiastic teacher who has a genuine respect and interest in the students and what and how they learn. A better teacher will utilize good everyday teaching practices to ensure that their students are motivated to learn.

E Extension

In your group, read through handout 4.6 Strategies to Maintain Classroom Discipline. Then select one of the scenarios from the list and decide how you would manage the situation. Your group should create a three minute role play to present to the rest of the participants on the next morning of the workshop. On returning to school, participants must try to use some of the strategies for motivation and strategies for maintaining classroom discipline at least once and write their experiences in their learning reflection journal to share at the next training.

Portfolio activity: Write a 500 word independent unstructured assignment, which records your thoughts on why teachers need to consider methods to promote student's motivation to learn when planning lessons and some of the most effective ways to motivate youth. The report can included in the Portfolio under category 7 Professional Development Work (Literary Work)

Additional Reading

- United Nations Convention of the Rights of the Child at www.un.org
- Undang Undang Republik Indonesia Nomor 23 Tahun 2002 tentang Perlindungan Anak

Handout for Participants 3.1

Role Play

One day my Mathematics teacher was writing some questions on the board and had asked us to copy them down and then answer them. Whilst he was doing that, we had nothing to do, as e was standing in front of the blackboard and we could not see. So some of us were talking quietly to each other about how we should answer the questions. The teacher turned around and said "SHUT UP ALL OF YOU. I will explain to you how to answer these questions properly later. Later, when he was giving instructions, some of us did not really understand what he said. So after he had finished, he sat down at his desk and so some of us continued to talk to each other and ask each other how to answer the questions. The teacher got really angry and told us to leave the classroom and kneel outside the classroom for an hour. It was really painful for our knees and thighs and it was so hot and sunny that I got very thirsty. We all shook and trembled. I wanted to cry. This made the teacher even angrier so he hit my friend with a stick on the shoulder and the back. My friend started to cry. I am now 42 years old, but I will never forget that day, the punishment was so bad. I was sweating like crazy and had a nightmare that night. After that day, I was always so scared when we had a Mathematics lesson.

Handout for Participants 3.2

Better Ways to Motivate Youth to Learn[14]

The following are some basic ideas which teachers can use to motivate students in the classroom. If students are motivated, management and discipline problems are less likely to occur.

Use a variety of methods and activities

Doing the same thing all the time is boring and can be de-motivating. Students who are bored are likely to be more disruptive. Variety will keep students engaged and motivated. Break the routine by using a variety of teaching and learning methods in the classroom. Try role plays, debates, brainstorming, discussion, demonstrations, case studies, audio visual presentations, and small group work.

Make students active participants

Young people learn best by doing, making, writing, exploring, designing, creating and solving. Passivity can de-motivate students and lessens their curiosity. Use active learning methods and give students problems to solve to motivate their learning. Do not tell students something when you can ask them or they can find out for themselves.

Set challenging but realistic and relevant tasks

Make learning relevant to students own lives and interests so they are motivated because they can see a purpose to learning. Make tasks challenging but realistic. Realistic in the sense that the standards are high enough to motivate students to do their best work, but not so high that most students will fail and will inevitably be frustrated in trying to achieve the standards.

Create a Positive Classroom Climate

Classrooms that are safe, non controlling and support student well being and self esteem encourage learner motivation. If students experience a classroom where they are valued and respected despite their academic ability they tend to participate more fully in the learning process.

Use assessment with caution

De-emphasize grade and emphasize mastery of skills. Do not grade every piece of class work and every piece of homework. It can be de-motivating for students who continually fail to meet the standard and they start to see themselves as a failure which

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[14] Some of the ideas included in this section are taken from Barbara Gross Davis (1999) Motivating Students from Tools for Teaching and QCA (2005) Learner Motivation: An International Review

can be very de-motivating. Instead grade only what is necessary and when it is not, make comments on students work advising them on what they have done well what they have been able to master and what they need to improve on. Be specific with your comments. Give students the opportunity to re-do their work if they are unsatisfied with it. Do not use grades to control bad behavior.

Work with students to set achievable goals

Focus students on their continued improvement with the subject, not just their grade on any one test or assignment. Work with students to set their own personal goals and evaluate their progress

Tell students what they need to do to succeed in your subject

Do not let students struggle to work out what is expected of them to succeed. Tell them what they need to do well. Reassure students that they can do well and tell them how.

Avoid Individual competition

Competition produces anxiety, which can interfere with learning and may cause sme students to cheat. Reduce students' opportunities and tendencies to compare themselves to others and to have winners and losers in the classroom. Try to use teaching methods where students cooperate with each other.

Give feedback

Always give students feedback on their work. Always try to find something positive to say about a student's performance. Students are more motivated by positive comments than negative. Positive comments build students self confidence and self. Let all students know that you believe he or she can improve and succeed over time

Reward success and good behavior

Rather than criticizing unwanted behavior and low performance you should reward correct behaviors and academic success. Verbal praise and the feeling of success is a powerful motivator and give other students something to aspire to.

Be enthusiastic about your subject

A teacher's enthusiasm is a crucial factor in student motivation. If you show that you are bored and apathetic then students will too. Try to always be positive, confident and enthusiastic in the classroom

Have high (but realistic) expectations of all students

Teachers' expectations have a powerful effect on students' performance and what they think about themselves. If you act like you expect all students to be motivated, hard working and interested they are more likely to do so. To develop the motivation to succeed everyone needs to believe that it is possible to do so. Early on in the academic

year you may need to provide an opportunity for all your students to achieve to establish early motivation.

Extrinsic rewards

Extrinsic rewards (such as stars, gifts etc) may work with some students (usually at a younger age) but they should be used with caution for they have the potential to create competition. However, extrinsic motivators can over time produce intrinsic motivation.

Share good work between peers

Introduce the students to good work done by their peers. Share the knowledge, ideas and accomplishments of individual students with the class as a whole.

Avoid threats coercion, aggression

Do not threaten students with violence, punishment or low grades. Whilst the threat of low grades may motivate some students to learn, for others it may prompt academic dishonesty (cheating)

Avoid demeaning comments

Only make public positive comments and good behaviors. Many students may be anxious about their performance and their abilities. Do not make negative comments to students in your class about their behavior and performance. Be careful with phrases that you use and comments you make in class. It is easy to damage students self esteem.

Know your students interests

Students may be in the same class, but they are all individuals. Find out about the students you are teaching, how they feel about the subject matter and what their interests, hopes, expectations and fears are. Try to use examples in your teaching that relate to their interests to keep them motivated.

Care about your students

Students will respond with interest and motivation to teachers who appear to be human and caring. Show that you care about them as people and care that they are learning something and not just about the grades that they receive in an examination because it reflects on your ability as a teacher. Try to create a positive relationship with them and ask them things about themselves as well as share something of yourself. For example, tell them stories about when you were a student.

Activity

Read the following lesson scenarios, which look at a lesson from the point of view of a learner. In your group choose **one** of the scenarios.
For the scenario you have selected discuss *(a)* what the teacher was doing wrong which would have a negative effect on the students motivation *(b)* what the teacher should have done to have a positive effect on the students motivation.
Prepare a role play to present to the group showing what the teacher should have done.

Scenario One
Mathematics is a really difficult subject but very interesting and I really liked my Mathematics lessons when I was in class 7. It was my favorite subject and I hoped to study it at University. When I went into class 8, I had a new teacher and I started to dislike my Mathematics lessons. All the lessons were the same, the teacher would explain a formula to use, then write some problems for us to solve on the board. We had to copy and then answer them. As we solved the problems, the teacher would sit at the front and read a newspaper. At the end of the lesson, the teacher would write the correct answers on the board at the end of the lesson and we had to say how many we had correct. The teacher never looked at our work. It was always the same everyday. By mid year, I realized that I really did not have to do too much work in the lesson, just copy the questions from the board and then spend the lesson reading a magazine and then wait until the end and copy the correct answers from the board.

Scenario Two
I hated learning English because of my teacher. There were some students in the class who were good at English and my teacher liked them, but the teacher did not like others including me. My teacher always used to laugh at us when we got something wrong or made a mistake. The teacher would say things like, “are you stupid” or “what, can’t you speak?” “You are so idiotic you will never pass your exam!” or even “why can’t you be like Iqbal, he can speak so clearly and so well. It got to the point where I was scared to try and say something in English in front of the class because of the embarrassment. I felt that I was always failing at English until I eventually gave up trying.

Scenario Three

I was never really motivated to learn Citizenship because all the teacher ever seemed to care about was grades. My teacher would grade every single piece of work that we did in the classroom and at home. The teacher would give us a mark out of 10 and said that at the end of the year, they would total up all the scores and this would make up 30% of the year grade. The teacher always threatened that if we gave in homework late, that they would automatically reduce the grade by 2 points and if we did not do it, then we would fail the exam. I always felt so much stress with this. The teacher would only grade our work and not make any comments about what we did wrong and how we could get better. I used to get quite low grades usually 4 or 5 only. No matter how hard I worked, I never got any better. In fact, I never really knew how to get better.

Scenario Four

When I was in class 8 I had a Science teacher who was a very well educated person. The teacher had a Bachelor Degree from Jakarta and Masters Degree in Science from a foreign country as they told us in the first lesson. The teacher was very proud of this. When we first started in the class and we heard this, I remember we all talked about how lucky we were and how much we could learn about Science. However, the whole year was terrible and I ended up hating science. The teacher used to set really very difficult assignments for us both in class and for homework, they were so difficult that no one in the class could actually do it. Right from the start, we all received low grades and this continued for the whole year. The teacher seemed to like to give us things that were very theoretical and we could not do or understand why it was important. None of us ever did very well in Science and we became more and more de-motivated thinking that we were failures and would never do very well in Science. It was not until I left this teachers class and moved into grade 09 that I started to enjoy science again and realized what an important subject it is.

Handout for Participants 3.3

Better Ways to Manage Students to Learn

Avoiding disruptive behavior

It is better to try and prevent disruptive behaviors rather than have to manage them in the classroom. One way to try this is to think of ways to motivate students to learn so they are too busy enjoying their lesson to want to disrupt it. Another way is to *create classroom regulations together.* At the start of the year, create classroom rules and regulations with the students so they have some ownership over them and do not feel that they are imposed. Wherever possible phrase the classroom rules in a positive way informing students what they should do, not what they should not do, for example, "work quietly" is better than "don to not talk". Also make sure that you *explain procedures and consequences of infractions* when necessary. Place a poster on the wall of the classroom to remind the students of the agreed rules.

Managing disruptive behavior

However, some students may misbehave for other reasons that they are not motivated and bored. Students misbehave for a number of reasons and in a number of ways. Teachers need to respond to and manage bad behavior. The goal of responding to student's misbehavior should be to intervene and re-direct the students focus back to the lesson with the least amount of disturbance to the whole class. Teachers can react on one of three ways to student misbehavior, hostile, assertive or non assertive.

A *hostile* reaction (e.g. shouting, anger) should be avoided. It can be derogatory and abusive to the student and disrupt the class. *Non assertive* (e.g. doing nothing) reactions should be avoided as it gives the student permission to continue and repeat the behavior and will encourage other students to behave in the same way *Assertive* reactions (e.g. a strong and clear communication to the student) of what the teacher wants are the best reaction to disruptive behavior.

Assertive Reactions:

However, if this does not work there are levels of intervention that you can try.

Some of the first steps that you can go and try are to go and stand close to the student who is being disruptive. Make eye contact with the student or gesture to them as a reminder of the rules.

If this does not work, you can make a private intervention only with the student by making an assertive and clear comment reminding them of the classroom rules. "Dien please follow the classroom rules".

If this does not work, you can make a direct intervention to demand an end to the behavior and explain what behavior is appropriate that a student stops the behavior. Do not ask questions "Dien, what are you doing?" but make a direct statement. "Dien, stop talking and complete your assignment. Focus your attention on something else and act like you expect the student to immediately follow your instruction thereby, minimizing the disruption to your class.

If this still does not work, you should follow the rules for the classroom and impose one of the sanctions agreed in the classroom rules and regulations (see some suggestions for sanctions below).

If repeated sanctions do not work, you may need to suspend the student from your classroom until the situation can be resolved.

Try these

It is sometimes necessary to impose sanctions on a student. The following are some sanctions that you could use in your classroom for *serious* and *repeated* misbehavior.

- *Time out*

This is temporarily withdrawing a student from the lesson, either by asking them to leave the room for a few minutes and stand outside the door. Whilst they are outside you can reason with them and explain why their behavior is not acceptable.

- *Detention*

This punishment means keeping students in the classroom during or after school hours. For example, not allowing them to go to break with the other students or not allowing them to go home on time.

- *Phone call home*

Make a phone call or contact the student's parents or ask them to come in for a conference.

- *Isolate the disruptive student*

Ask the student to move their seat to sit in another place nearer to the teacher.

However, remember that rewarding positive behavior is much more motivating so try that first. By rewarding positive behavior you are directing students' attention on what they should do and not what they should not do.

Do not try these

Some student misbehaviors in the classroom are escalated or even caused by the teacher and could be rectified if the teacher had acted differently. The following are some sanctions, which are often used by teachers but should be avoided

- *Extra assignments/work:*

School work should not be used as a punishment. This will reinforce the student's idea that school is boring and learning is a punishment

- *Lowered grades*

Misbehavior is a social behavior and not an academic one. Teachers need to keep the two separate

- *Physical punishment*

It is illegal and does not produce the results that teachers would like

- *Threats*

Never make a threat that you are not willing to carry through. Your credibility with the students will be lost

- *Over reaction*

The punishment should fit the crime if the breach of the rules is not too serious then the punishment should not be too serious or harsh.

- *Humiliation*

Avoid severe personal criticisms of the students. This will only lower their self esteem and motivation. It can also make them angry

- *Collective Punishment*

Do not punish the whole class or the whole group for the misbehavior of a few members of the group. Such action will provoke resentment from the innocent members.

Classroom Scenarios

What would you do in the following situation?

- A 7th grade student is reading a magazine in your English lesson when you have asked them to complete an assignment ……..
- A 8th grade student in your Mathematics class is talking to his friend about the football match last night when you are trying to explain how to solve a Mathematics problem……
- A 9th grade student in your class became angry with another student and has punched him ……
- You have asked your students to work quietly on their History assignment. One of the students keeps talking and disrupting other students. You ask him to be quiet, but he continues to talk …….

Additional Information 1

Voices of Youth

Read the following stories from Youth in Indonesia about how adults have been violent to them and how it made them feel:

'When I started school in 1995, I did not want to go. I was crying when my Mother bought me. The teacher beat me all the time. I do not want school''

If the teacher uses violence, you are terrorized in class. It becomes tense and as a result you do not even hear what she is saying because of fear. You are not even able to listen to her''

''In class one, my teacher used to be cruel. She used to beat us so much and I was very scared. I could not learn well and failed class one and had to repeat. When I went into class three, I found another teacher, who beat us. Then I started to play truant from school''

''They beat me to love and educate me''

''Some do not go to school because they are punished when they do not understand. Some leave school because of that''

''When you beat us, you teach us that it is OK to beat others. When you slap us, pinch us, twist our ears, you teach us that violence and anger are the preferred ways to solve problems''

''It feels like someone banged you with a hammer''

''They always tie up my hands and me feet before beating me. I feel helpless and not a person''

'' When I get beaten or verbally abused, I feel very ashamed''

''It makes you not like the way that you are''

''You feel angry and feel like you have no self – worth''

''It was not the pain that hurt me, but the feeling of humiliation''

''I just wait in fear in the classroom – so even I can not communicate. I just have fear when the teacher is teaching, I am worrying that he will beat me and I can not learn that way''

'It hurts and it is painful inside. It is like breaking your bones''

''Caning is not violence because you must beat a child when he does something wrong''
''It feels hurt inside''

''It hurts your feelings, you feel sad and angry and miserable''

''Hitting people is wrong and children are people too. Adults are silly''

''They should not hit children because children will remember it when they grow up and they may do the same thing to their own children and it will continue forever''

''If it is not allowed to beat an adult, why should it be allowed to beat a child – children have feelings too?''

''When you beat us because you want to teach us a lesson or because we can not answer a question, you are telling us that we are failures and that we do not deserve any respect''

''There was one thing I hate about school and that was being beaten. It makes you think of not going to school''

''Teachers should think of other ways to teach us so that we feel happy and comfortable on school and not afraid

''Teachers hit children when they hit other children. How can they punish me for doing something that they do to me? Why can they hit and I can not? It does not make sense''

''If you don't beat in the classroom, the students, who are big will end up fighting the teachers''

''When they beat me, I do not change, I hate them (teachers) more''

''I always tremble in front of my teacher''

''If I am unable to do my lessons, the teacher would hit me and say humiliating things like 'such a big girl and so stupid she does not know how to do this' ''

''I know some teachers, who beat children to make them work harder, but beating is not right. Children will not come to school if they are beaten''

''It was not the pain that hurt me, but the feeling of humiliation to be beaten in front of my classmates. That was the last day that I ever entered that school''

"It is better if good children are rewarded for their behaviour, the bad ones would improve themselves. The arguments need to be strong as most of the adults think that children should be beaten''

When my Master (teacher) hits me with a stick, I feel like snatching the stick from his hand and hitting him back…''

''It is a great same when you get beaten in class and also fail in the class''

''It is like when you are in the sky and you're falling to the ground and you just hurt yourself''

My teacher beats me if I can not do well in class. The teacher complains to my Mother then she also beats me. If my Father gets to know about it, then he will also beat me and I am scared of that. I want to miss school, but I know that I will get beaten for that also''

''My teacher hits us on the hand if we get an answer wrong. When he beats us he says, 'if you pull your hand away, I will cut it off!' I am scared of him. I feel very hurt when the teacher beats me because of failing an examination.''

My Mother requested the teacher to punish me because I had a quarrel with my Brother. The teacher hung me upside down and beat me seriously. He made me inhale red pepper, I vomited and was sick for one week. I had to get medical treatment''

"My English teacher is like a Monster"

Violence is:

The use of physical force intended to cause some degree of pain or discomfort in the belief of *motivating*, *disciplining*, *controlling* or *educating* the child. In schools, this includes, corporal punishment, physical methods in managing the class and of making children learn lessons

What:

The following can all be classified as violence:

- Hitting with a stick
- Pinching / twisting the ear
- Kneeling on the floor
- Squatting on the floor
- Push ups
- Making children hit each other
- Kneeling on the floor outside
- Slapping the face
- Hitting the head
- Punching
- Manual work
- Hitting with a belt

Why:

Teachers use violence: To motivate youth to learn

- To maintain discipline in the classroom
- To punish children for bad behavior (if they do not do something, if they hit another child, if they are laughing or talking)
- If they have not done homework
- For disobeying the teacher
- When they are unable to answer a question
- For failing examinations or tests
- Talking to each other in the classroom
- Being late to class
- To teach them right from wrong
- So children learn to respect their elders
- To help children understand that life is difficult
- When I am stressed and tired
- To make children obey quickly
- To make children do better in class
- When children are difficult and only respond to force
- Because parents ask them to

Effectiveness:

According to the messages from youth, violence does not work in the way that teachers expect.

- It does not make young people respect adults
- It does not make young people motivated to learn:
- It can lead to truancy and eventual drop out
- It does not teach youth appropriate life skills

Legal situation:

Indonesia has ratified the Child Rights Convention into UU No 23 year 2002. It means that Indonesia should follow to defense that Child Rights Convention. The content of the constitution is really clear that every kind of violence whatever the reason is could not be allowed and straightly against the law. Therefore, nobody even the government can do any form of violence to young people or children. Not only does violence have some very negative and long term effects, it is actually illegal in both International and National law:

United Nations Convention of the Rights of the Child

- Article 19: The convention pledges to '' take all appropriate measures legislative, administrative, social and educational measures to protect children from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment or exploitation''
- Article 28: In relation to school discipline it affirms that 'school discipline is administered in a manner consistent with the child's human dignity and in conformity with the spirit of the convention'

Session 4

How Do Better Teachers Facilitate the Development of Individual Students Potential?

Introduction

As you saw in the session1 the Ministry of National Education consider that part of being a better teacher is for teachers to *"act objectively and not discriminately based on consideration of gender, religion, ethnic, race, physical condition or socio-economic background of the student in learning"* [15] and to facilitate the development of students individual *optimal potential."* Before you can do this, it is important that you, as teachers, understand what this means and what you can do to support young people to achieve this.

Reaching individual optimal potential means people have every opportunity to become the *very best* that *they* can be in their life, learning and work and that they are *not limited* in any way from achieving that best. "*Individual"* is a very important word. As you saw in session two, people – including children and youth – *are not all the same.* Every one is unique, with different experiences, needs, abilities and interests and consequently everyone has a different potential and a different *very best* for their future.

As good education system will help every young person to be aware of and develop their own unique individual potential. A good school will not impose *limits* or discriminate against anyone, but will support them to develop a broad, balanced set of skills so they can take advantage of different options and opportunities available to them for their future. A good teacher will give *equal opportunity* to all youth in their classroom to develop the skills, capacities and attitudes needed to recognize and maximize their particular abilities so they can be the best that they can be.

We all know that there are many young people in Indonesia, who do not have the opportunity to reach their individual optimal potential as they are not able to go to school[16]. However, not everyone knows that there are also many young people who are *already in school who* still do not have the opportunity to develop their individual optimal potential because for one reason or another teachers do not provide *equal*

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[15] Teachers Law 2005 Article 9e

[16] DBE3 is addressing this through the drop out prevention and non formal education component of the project

opportunity in to learn and therefore, face a disadvantage in participating fully and equally with others in the teaching and learning process.
Part of *Better Teaching and Learning for Life Skills Education* is for teachers to be aware of the importance of providing *equality of opportunity to learn,* so they have the chance to reach their individual optimal potential.

However, it is important to understand that equality of opportunity is not achieved if teachers treat all young people the *same*. For some young people, teachers need to take *special measures* to ensure that young people have the same opportunity as others. Teachers need to treat all young people equally whilst at the same time recognizing their individual identity only this will help all young people reach their individual optimal potential. This is not easy, but this session will help you to make a start in doing this.

Objectives and Learning Outcomes

The purpose if this session is to support participants to further develop teachers core pedagogic competency six "*Facilitate the development of student potential to actualize various potentials that he/she has"* as relates to learning opportunities in the classroom (6.1 and 6.2) and to develop the skills to meet the standard for teacher behavior with regards to acting *"objectively and not discriminately based on consideration of gender, religion, ethnic, race, physical condition or socio-economic background of the student in learning".* In this session participants will consider the importance of providing youth in their classroom with *equal opportunities.* Participants will consider the different obstacles that face some youth in participating *equally* in teaching and learning and look in more detail at one of the most commonly faced of these obstacles (gender).
Participants will consider what they can do to ensure that all youth in their class have the opportunity to participate equally and reach their individual optimal potential. By the end of the session participants will be able to:

- Explain the concept of individual optimal potential and why it is important that all youth have equal opportunity to participate fully in teaching and learning activities in the classroom
- Identify some different reasons why youth may not have equal opportunity to participate in teaching and learning activities in the classroom
- Explain that why for some youth, teachers must take special measures to ensure that they have equality of opportunity to learn
- Analyze their own assumptions and expectations of the roles and behaviors of males and females
- Discuss some of the of the existing culture and practices in school which may mean that male and female students do not have the opportunity to participate equally in teaching and learning activities

- Utilize some concrete strategies for ensuring that both male and female students can participate equally in teaching and learning activities to develop their individual potential

Key Questions

- Why is it important that all youth have the opportunity to develop their individual optimal potential?
- What are some of the reasons why youth in Indonesia may not be able to participate equally in teaching and learning activities in school and therefore, not able develop their individual optimal potential?
- What are some assumptions about the roles and behaviors of males and females in Indonesia and what impact can this have on participation in teaching and learning activities in school?
- What can teachers do to ensure that both males and females have equal opportunities to learn in school and the chance to reach their individual optimal potential in school?

Notes for the Facilitator

- This concept of *equal opportunities* and *gender* can be a very *challenging* to introduce and may be very new to you. As many notes and information as possible have been included to guide you through the session. It is therefore, important that you read through this session and all accompanying notes very carefully before you conduct the workshop.
- You can also prepare yourself to answer any questions from the participants by finding and reading some of documents included in the additional reading section at the end of this session.
- If there are any ideas and concepts that you do not understand or feel that you are not confident to deliver, you should make sure that you clarify them before you proceed
- Gender can be a *sensitive* issue to discuss. You need to make it clear to the participants that this session is not focusing on whether assumptions of gender roles in Indonesia are right or wrong and need to be changed, but it is about ensuring that all young people regardless of their characteristics have an *equal opportunity* to participate in learning in order to reach their optimal potential. Gender is included as one example where equal opportunity can be denied because it is the most common and widespread issue faced by teachers all over the world
- However, if there are any concepts that make you uncomfortable for *personal*, *cultural* or *religious* reasons or you feel may make the majority of your participants

uncomfortable you should consider some of the ways that this session can be adapted to perhaps focus on one on one of the other

- For example, you could look at the issue of how poverty can affect the opportunities of youth to participate in learning in the classroom.

Resources

- Handout 4.1, 4.2, 4.3, 4.4 and 4.5
- Flipchart paper, pens and tape

Time

This session will need a minimum of 120 minutes to complete

ICT

The use of ICT to support this session is *optional* and will depend on what equipment you have available. Some possibilities are:

- LCD and Laptop for presentations

Glossary

There is some very specific terminology used when discussing Gender in Education. Here are some terms and definitions which will help you and you can provide to participants if necessary

- Equity: Being fair and impartial. E.g. Gender equity means things are fair and impartial to males and females alike
- Equality: Making sure that things are the same E.g. Equality of Opportunities means ensuring that all people have exactly the same opportunity. However, this does not always lead to gender parity.
- Parity: Means that something is equal. E.g. Gender Parity means that males and females are equal.
- Gender Parity Index (GPI) shows the ratio of male to female in any given field. A GPI of 1 indicates parity between males and females. An amount between 0 and 1 (e.g. 0.72) indicates a disparity in favor of males. A GPI of more than 1 (e.g. 1.2) indicates a disparity in favor of females
- Gender Sensitive: Being sensitive to including males and females in a positive way
- Stereotype: A pre conceived or over simplified idea of a person because of some of their characteristics

- Bias: Giving favor or disfavor to someone often because of a particular characteristic or stereotype.
- Discriminate: Treat people differently due to a particular characteristic (e.g. gender, age, race, ethnic group)
- Exclusion: When someone is prevented from doing something. Educational Exclusion means that someone is prevented from participating in education
- Inclusion: When someone is given access to learning

Session Summary

Introduction
5 minutes
Facilitator presents the theme, objectives and learning outcomes to the participants

Connection
35 minutes
Participants work in groups to look at issues of educational exclusion – particularly gender – in Indonesia

Application
65 minutes
Participants work in groups to look at gender assumptions in society and how these can affect equal opportunities for boys and girls in the school and classroom. Participants will try out some concrete strategies to address them

Reflection
15 minutes
Participants summarize the learning from the session and write in their learning reflection journal

Extension
Participants try out some of the practical strategies in their school and write a brief report in their learning reflection journal

Energizer

Doctor and Patient

The following energizer is linked to the theme of the session. This energizer introduces participants to gender roles and expectation. You can use it at the beginning of the session if feel that the participants need it. Read the following riddle to the participants. Ask them to answer the questions that follow: It should last no more than *5 minutes*

Seorang Bapak dan putranya sedang berkendara pulang setelah melewatkan malam bersama dengan menonton pertandingan olahraga. Jalanan sangat licin, dan dalam waktu berikutnya terjadi tabrakan dan sang Bapak meninggal seketika. Putra Bapak

tersebut mengalami luka parah dan dibawa ke rumah sakit oleh regu penyelamat. Seorang dokter bedah yang diajak berkonsultasi kemudian dia melihat anak muda tersebut. Dia langsung bereaksi secara emosional:" Saya tidak bisa melakukan operasi ini. Dia adalah putra saya!"

Answer: The doctor is a woman and mother of the boy injured in the accident.
Discuss the reasons why learners assumed that the Doctor was a man

Detailed Steps for Activities

I Introduction (5 minutes)

(1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
(2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
(3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to core competency 6. Read through them with participants and ask participants to explain what they understand that teachers are expected to do mean. Explain that this session will help them develop some of these competencies

C Connection (30 minutes)

(1) Use Facilitators notes 1 to explain about the characteristics or needs of some youth, which can cause exclusion on from teaching and learning activities in school.

1

Facilitators Notes

Even when youth *do have access to and go to school* they may still find it difficult to participate in teaching and learning activities *equally* with others for a number of reasons relating to their individual characteristics which give them *particular needs*. If this need is not met then they can be excluded from teaching and learning activities in the classroom. Here are some examples:

- Some youth may speak a different home/first language from the one that is used in the classroom, so it is difficult for them to participate equally
- Because of their gender some youth are expected to learn or behave in certain ways so they may not have equal opportunity with others of a different gender
- Their ethnicity, religion or culture is different from the majority of children in the classroom, so they feel excluded
- A physical or sensory disability (example: blindness) which prevents them from learning in

the same way that is commonly used in schools
- They have a learning disability (example, dyslexia) which means that they may find it difficult to learn in particular areas or through particular teaching and learning methods
- They have has a particular life experience (example, conflict, loss of family, displacement) which has distracted them and prevented them from learning
- Their home background may prevent them from participating in teaching and learning activities (examples: Poor students may not be able to buy the resources for learning, such as textbooks)

(2) Divide participants into groups of 4 – 6 according to their local area. Ask participants to work in their groups and think about the situation in their local area and their own experience and consider the following:

If the issues of educational exclusion affect youth in their local areas and where in Indonesia these issues of educational exclusion affect youth

(3) Give 10 minutes for group discussion. Facilitate feedback. Ask one or two groups to respond. Provide input if necessary and use the examples from Indonesia in facilitators notes 2.

2

Facilitators Notes

Language: In some parts of Java, young people have to learn in schools in a second language (Bahasa Indonesia) rather than their first language (Javanese)

Gender: In Aceh, education is not considered as important for females as males and this means some girls are not given the same opportunity to go to school or learn the same subjects as boys.

Ethnicity, religion or culture: In the past in Indonesia, ethnic Chinese were not treated equally with ethnic Indonesians

Physical or sensory disability: In Indonesian, young people with a physical or sensory disability are not accepted in mainstream schools.

Learning disability: In most schools in Indonesia, teachers use rote learning methods. Youth who may have a literacy learning disability can not learning equally with others

Life experience: In West Kalimantan, young people displaced as a result of inter ethnic conflict miss a lot of school then they learn in SD in camps with few teachers and resources. They enter mainstream SMP they have different needs from young people who have not been displaced. These needs are often not met

Home background: Education in Indonesia is very dependent on textbooks, young people from poor families may not be able to but textbooks and therefore, can not learn equally with other young people in the classroom

(4) Ask participants what *teachers* can do to ensure that young people with these characteristics have equality of opportunity to learn in the classroom. Introduce and explain the concept of *special measures*. Use Facilitators notes 3.

3

Facilitators Notes

Because some youth possess a particular characteristic which gives them a specific need in their learning, teachers can not treat these young people the same as youth who do not have this need. If teachers treat everyone the same, then the young people with the particular need will continue to be disadvantaged. Teachers have to take *special measures* (action) to ensure that youth who have a particular need have the opportunity to learn equally with others. These measures may be something simple such as providing photocopies of textbooks for youth who do not have their own, enlarging photocopies for youth who may have problems with sight or as much as creating audio tapes for youth who may have language and literacy difficulties.

A

Application (70 minutes)

(1) Introduce gender as the one area of need that will be looked at in detail. Explain why gender has been chosen. Elicit from participants the difference between gender and sex. **Use Facilitators notes 4** to provide input if needed

4

Facilitators Notes

Gender has been chosen as the area of focus for this training as gender is the characteristic that affects all participants in the training program. Whilst only some participants may teach youth who have language difficulties or a disability or life experience issues, the vast majority of participants will teach both male and female youth. People have a **sex**, which is either male or female. This is due to biology. Different societies have certain expectations of children and adults because of their sex. These socially constructed differences are given another term – gender

(2) Explain that in every country, society has an expectation of what males and females should be and should do. Inform participants that you are now going to try an activity to see what their expectations are.

(3) Make two signs from flipchart paper. One sign with the word "male" and the other with the word "female". Put the signs on opposite sides of the training room.

(4) Read out the list of jobs below. If the participants think that the job is a female job, they must move and stand by the wall with the sign "female. If the participants think that the job is a male job, they must move and stand by the wall with the sign "male". Continue until all the jobs have been read out.

- *Operating machinery*
- *Cooking food in the home*
- *Making decisions*
- *Looking after the family money*
- *Kindergarten teacher*
- *Soldier*
- *Nurse*
- *Selling things at the market*

- *Community/Village leader*
- *University Professor*
- *Carrying heavy things*
- *Looking after young children*
- *Cleaning the house*
- *Motorbike Mechanic*
- *Politician*
- *Doctor*
- *Working in the fields*

(9) Make two signs from flipchart paper. One sign with the word "agree" The other sign with the word "disagree". Put the signs on opposite sides of the training room. Read out the statements below. If the participant agrees with the statement, they must move and stand by the wall with the "agree" sign. If the participants disagree with the statement, they must move and stand by the wall with the 'disagree" sign. Continue until all the statements have been read out

- *Males are more intelligent than Females*
- *Females are weaker than Males*
- *Males should protect Females, they should not hit them*
- *Females are better at doing activities with lots of detail than Males*
- *Females must stay near the home but boys can go out and away from the home*
- *Females are better at helping in the house than Males*
- *Males are better at working outside in the fields than Females*
- *Males can run around, shout and get dirty but girls should not run around and shout*
- *Boys are better at Mathematics and Science than girls*
- *Males are better at physical work than Females*
- *Females behave better in class than Males*
- *Females study harder than Males*

(5) Ask participants to summarize what they think that this activity has shown. Provide a conclusion use facilitator's notes 6.

6

Facilitators Notes

The activity should show that we all have expectations and assumptions of people because of their gender. In fact, all of the jobs/activities in activity 1 can be done by men and women alike and all of the statements in activity 2 are false. People all over the World have assumptions about the roles of males and females, including in those countries that are often considered "more developed". In the UK for example boys are taught that they should not cry but it is OK for girls to cry, people think that it is acceptable for boys to run around make noise and get dirty, but girls should sit quietly in the corner and keep clean.

Gender attitudes and roles vary from one country to another but generally in most places, girl's roles and responsibilities are associated with their future roles of wives and mothers while boys are taught that they have to be the breadwinners. Certain jobs are defined as "male" (e.g. scientists, village leader, mechanic) whilst others are female (e.g. kindergarten teacher, nurse). What is common to most societies is that gender expectations are usually unequal and to the detriment of girls. However, gendered expectations can work against boys too and often do. For example, boys may be discouraged from activities which are

seen as a girl thing, such as being a kindergarten teacher or cooking. No one is saying that there roles are wrong, the important as long as it is what the youth wants, but if it is not , it may prevent them from reaching their individual optimal potential

Having certain assumptions and expectations of someone because of a personal characteristic is called stereotyping. When teachers stereotype students because of their gender, they may not give them equal opportunities to learn and therefore we deny them the opportunity to reach their individual optimal potential. We do not do this on purpose we hold these assumptions and expectations because we are also the product of our society. However, we must be aware of our gender assumptions and expectations so that we can take steps to address them.

(6) Explain to participants that now they know what they everyone has assumptions about the role and behaviors of males and females we need to consider how this affects what happens in the school and the classroom.

(7) Brainstorm some ideas with participants. Provide some input if necessary by using facilitators notes 7.

7

Facilitators Notes

As the education system is a reflection of the society in which it is embedded gender expectations such as the ones discussed previously are often transferred into the school and classroom, where they can affect the learning opportunities of boys and girls. Globally, girls remain more disadvantaged than boys. Girls generally have less access to schools than boys. In education. In many countries, enrolment ratios in schools are unequal, especially at the higher education levels. According to the latest Education for All Global Monitoring Report (UNSECO 2003/4) of all the children in the world who are not in school about 57% of them are girls. According to the same report, there is gender inequity in education in Indonesia. The GPI for adult literacy is 0.89 showing that many more males than female adults are literate and for tertiary education (e.g. universities) it is 0.77. However, in some areas the ration is near parity (GPI of 0.98 in secondary education) and in some areas the ratio of females is higher (GPI of 1.04 for primary education).

Gender assumptions can affect what happens in schools. Schools are seen as a preparation for later life and therefore, practical activities in schools may relate to future roles and jobs. For example, female students may be given the task of cleaning the classroom where as boys are asked to move desks and chairs. Girls may be expected to learn cooking and boys expected to learn mechanics.

These roles are often reinforced in the teaching and learning materials that are used in the classroom. In textbooks, males are often shown as Doctors or Scientists whereas females are shown more in caring professions such as nurses and teachers. Even if they are doing the same activity in the classroom, there may be gender divisions. Research has shown that teachers tend to focus more attention on boys than on girls in the classroom. Bad behavior is accepted more from boys than girls. Teachers may think that girls are less academically able – especially in Science and Mathematics. Female students are expected to behave better than boys to be quiet and disciplined where boys can be noisy. Boys may be

expected to be good at practical subjects such as Mathematics and Science and Girls good at the more creative subjects such as language and art. Although globally, girls are more disadvantaged than boys, when we talk about gender issues, we need to remember that we are not only talking about girls but about boys too. Good gender practices in the classroom can help both boys and girls alike.

(8) Provide each group with a copy of handout 4.1. Explain they need to think about some of the practices in schools which may affect the opportunities of male and female students in Indonesia. Ask participants to copy and complete the chart on flipchart paper with their own ideas. Give groups 20 minutes to complete the task.

(9) Ask each group to feedback one of their ideas. Each group should provide at least one example. Accept the ideas of all groups as long as they can explain.

(10) Explain to participants that they need to think about special measures (particular actions) to address some of these school and cultural practices to ensure gender equity. They will now look at one strategy which relate to some of the issues included in the grid they have just completed. This is number 1 in the grid. *Published textbooks show images of women in particular roles/jobs such as taking care of children and men as scientists or earning money.*

(11) Give each participant a copy of handout 4.2. Read through the information with participants on how to use the checklist and allow them time to complete the tasks using the example provided. Give participants 10 minutes to complete the task then discuss their findings. Use handout 4.4 for reference. Give participants a copy of handout 4.4 if needed.

(12) Give participants the first extension activity below.

R Reflection (15 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session

(2) Ask participants to explain what they consider to be the *key messa*ge of the session to the participants. Write some of their ideas on flipchart/power point or board, then provide the key message (see below)

(3) Give participants the second extension activity Classroom Equity Checklist.

Key Message

If teachers have certain expectations of what people should be and do because of any of their individual characteristics including their gender, they will provide limits to their learning. Teachers need to take special measures, such as assessing textbooks and other curricular materials and evaluating the culture and practices of the classroom and

school to ensure that they do not discriminate and males and females in their class have equal opportunities and therefore the opportunity to reach their individual optimal potential.

Extension

Select a page from one of the textbooks you have brought with you and complete the checklist again. **Classroom Equity Checklist:** Participants complete the classroom equity checklist. They can write their findings in their learning reflection journal or in a report to include in their professional portfolio.

Additional Reading

- "USAID: Gender Tools for Teacher Trainers" (EGAT/WID) 2004
- Harding, D (….) Guidelines for Analyzing, Adapting and Writing Curriculum Materials for Gender Fairness (World Bank)
- UNESCO (2003/04) EFA Global Monitoring Report

Handout for Participants 4.1

School/Classroom Culture and Practices

Example of school culture or practice	Who is being excluded and how?
1. Published textbooks show images of women in particular roles/jobs such as taking care of children and men as scientists or earning money	Both male and female students are being excluded
2. Mostly the walls of the classroom have pictures of men	Female students
3. Male students never do domestic tasks (such as cleaning)	

Handout for Participants 4.2

Textbook and Curricular Materials Assessment

Read through the following information:

Educators in all countries of the world have identified various stereotypes in textbooks and curricular materials that limit children's dreams and visions and therefore prevent them from achieving their individual optimal potential. For example in many textbooks very traditional roles are shown:

- Females are often depicted as the home maker or the care giver of the child and the male the head of the family or the leader.
- Men are often shown, police, professors or scientists in professional life and women as nurses.
- There is often a lack of diverse positive role models for youth to see people who look like themselves.
- Females are depicted as being sensitive, well behaved, good listeners and males as strong, independent and active.
- Males are shown doing well with mechanical objects, constructing things, designing and solving things and females with child care or home making activities such as cooking or sewing.

Whereas there is nothing wrong with the images, they do have a strong influence on youth. These are the standards they see as being correct. It does not give those young people who want to take on non traditional roles a model. For example, there are males who may want to be involved in child care there are men who are sensitive. There are females who want to be a scientist. If new options and alternatives are not provided, these stereotypes will limit youth in developing their potential because they will be the only standard that youth will judge themselves and be judged by others.

It is necessary for teachers to use materials that include both men and women and provide equally and equal, modern roles.

Teachers can use tool to analyze Gender equity in textbooks and other curricular materials. The tool[17] on the subsequent page is an example of such checklist.

[17] Adapted from "USAID: Gender Tools for Teacher Trainers" (EGAT/WID) 2004

Textbook Analysis of Gender Equity

Data

Textbook/Subject_____ Textbook/Level _____

Quantitative Analysis Data		
Section	Number of Females	Number of Males

Qualitative Data Analysis		
Representation	Females (Use Key Words)	Males (Use Key Words)
Family Role and Relationship		
Professional Activity		
Role Models		
Personal Characteristics		
Cognitive Ability and Achievement		
Language		

How to complete the checklist

Complete the following steps

(1) Chose some pages from a textbook you plan to use

(2) Fill in the data with the following information:

- Textbook/Subject: Write the name of the textbook being analyzed and it's subject
- Textbook/Level: What type of textbook is it? Workbook, textbook, didactic material

(3) Fill in the quantitative data with the following information

- Section: How many pages were reviewed?
- Number of Females/Number of Males: How many males and females were shown in the pages? Count

(4) Fill in the qualitative data. Use the following ideas and questions to help you write the information in the boxes. You only need to write *key words:*

Family roles and Relationships: This section is asking you to think about how the textbook pages depict the males and females and a family or relationship role	Are the males depicted as mothers, wives and care givers? Are the females depicted as leaders, or heads of the family? Do you think that the roles depicted encourage males and females to abandon traditional roles?
Professional Activity: This section asks you to analyze how the textbook depicts the males and females in a professional/working role?	What jobs are females doing? What jobs are males doing? Who are shown in the better paid professions?
Role Models: This section asks you to look at whether the males and females depicted are positive models for male and female student to imitate	What socio-economic class, ethnic group, area are the males and females from? Can students discover diversity in the textbook? Are females shown in positive non traditional role models, which young people can imitate? Are males shown in positive non traditional role models, which people can imitate? Does it encourage males and females to try new things?
Personal Characteristics: This section asks you to analyze attitudes, values and behaviors of males and females depicted in the textbook	Does the textbook show females solving problems, using mechanical object, thinking logically, being independent, active or noisy? Does the textbook show males as being quiet, scared, sensitive or sad?

Cognitive ability and achievement: This section asks you to analyze what the females and males in the textbook are shown as taking an interest in and doing well at?	Does the textbook females as being successful in Math and Science? Does the textbook show males engaged in creative or visual arts?
Language: This section asks you to analyze the language used in the textbook to see if it reinforces any gender stereotypes. This will depend on the national language used in the textbook and whether there are any gender specific words in Indonesian.	Does the textbook include any gender specific words such as "Head Master" or "Policeman".

What using this tool will tell you.

Through using this tool, teachers will know if the materials are fair and will provide images and models which can help individuals reach their optimal potential. The checklist will tell you if the textbook[18]:

- Acknowledge and affirm variation (not all males and females are the same and that is a good thing)
- Is Inclusive (include a range of people males and females, different ethnic groups and so on)

Complete the following activity:

Look at the images from a textbook on the following page. These images are all taken from a textbook used to teach English in Indonesia[19]. Complete as much of the "Textbook Analysis of Gender Equity" as you can from these images. It is not possible to complete all the information (e.g. there is no written language to analyze). The purpose of the activity is for you to try out the checklist). Take only 10 minutes to do this and then discuss what you found with the facilitator

[18] Adapted from Harding, D. Guidelines for Analyzing, Adapting and Writing Curriculum Materials for Gender Fairness (World Bank)

[19] Herudjati, P and Hendrarti, I.M (2002) Stepping Stone 1B. This textbook includes many positive images of Indonesian males and females in non traditional roles. The images included here have been deliberately selected for participants to practice using the checklist and to find gender inequity.

The following images were taken from an English textbook designed for teachers to implement Curriculum 2004. The target group is grade 7. The images are taken from page 17 where students are asked to make sentences using particular verbs

Discuss

Discuss what you found with the facilitator and the whole group.
Do you think that these images acknowledge and affirm variation and are inclusive? Do you think that these images reinforce traditional ideas and males and females?
If you had to use this in a classroom, what would you do?

Now

Select a page from one of the textbooks you have brought with you and complete the checklist again.

Handout for Participants 4.3

Example Textbook Analysis of Gender Equity

Data

Textbook/Subject **English** Textbook/Level: **Textbook and Workbook; Grade 7 JHS**

Quantitative Analysis Data		
Section	Number of Females	Number of Males
Page 17	**4**	**6**

Qualitative Data Analysis		
Representation	Females (Use Key Words)	Males (Use Key Words)
Family Role and Relationship	**Not visible from the selected textbook images**	**Not visible from the selected textbook images**
Professional Activity	**Not visible from the selected textbook images**	**Not visible from the selected textbook images**
Role Models	**All females from the same ethnic group and socio-economic status, which seems reasonably wealthy. There is no diversity depicted. There are no positive non tradition role models in the images**	**All females from the same ethnic group and socio-economic status, which seems reasonably wealthy. There is no diversity depicted. There are no positive non tradition role models in the images**
Personal Characteristics	**Females are shown as being engaged in co-operative activities (jumping rope) and being quiet and creative**	**Males are some in competitive activities (e.g. playing basketball, kite flying) and are seen as very active and liking outdoors**
Cognitive Ability and Achievement	**Females are shown in activities which are traditionally seen as female (jumping rope) and being quiet and engaged in culinary activities (*Ketupat*)**	**Activities are traditionally male (e.g. basketball) and using mechanical objects**
Language	**Not visible in selected textbook pages**	**Not visible in selected textbook pages**

Discussion

There is not really gender equity depicted in these images. The quantitative data shows that there are more males than females in the images. The qualitative data shows that male and females engaged in traditional activities with females being

The images do not acknowledge and affirm variation. Males and females are depicted separately and not doing similar activities or activities together. The images would have been more positive if males and females were playing basketball together or making *ketupat* together. The images are not really inclusive as they do not depict a variety of males and females from different groups and places.

The images can be used, but perhaps the teacher could ask students if females can also play basketball and fly kites and males make *ketupat* so that students understand that although these images show particular roles they can be changed.

Handout for Participants 4.4

School and Classroom Equity Checklist

International research has shown that there are many practices in the school and classroom which may influence male and female students and how they see their place and role.

For example, research has shown:

- There are more men in leadership roles in schools which give female students the message that only males are leaders
- Female students are often asked to do the domestic type chores in the classroom (e.g. sweep the floor) which gives them the message that they are home makers
- Male students are often asked to do the more manual work (e.g. carry desks and chairs) which gives them messages being the worker
- Male students often get more attention than female students because they are noisy
- Toilets are often not separate for male and female students which affects females more, especially youth because at this age they generally start menstruation

Look around your school and classroom and complete this simple checklist to see whether your school and classroom limits male and female students from reaching their individual optimal potential.

It is important that you are honest in your responses. These are simply some issues for you to think about. You and your school will not be evaluated.
You can keep this checklist.

You might like to write a brief report on what your checklist showed you about your school and classroom and how you can make it friendlier for male and female students and show them they can be anything they want to. Place it in your professional portfolio.

		Yes	No
1	Are there equal numbers of male and female teachers in the school?		
2	Are there any females in leadership roles (e.g. school principal, head of department/faculty)		
3	Do male and female students participate in the same activities outside the classroom (e.g. computer club, English Club, Flag Raising)?		
4	Do male and female students use the play area equally during break time?		
5	Are there separate toilets for male and females students and male and female teachers?		
6	In your classroom do the male students sit at the back and the females at the front?		
7	Does your classroom/school display photographs, posters, images of males and females?		
8	Do females and males do certain jobs (clean the blackboard, sweep the floor) equally?		
9	Do males and females speak equally in the classroom (e.g. ask/answer question, give presentations)?		
10	Do male and female students receive the same punishment or reward for the same behavior or action?		

Now that you have completed the checklist, do you think that you school and classroom is friendly to females and male students?

What changes can you make in your classroom to make it friendly for male and female students? You can read through some of the suggestions below and choose some as a start

Some Suggestions to Ensure Male and Female Students can reach their Individual Optimal Potential?

There are many simple things that teachers can do to ensure that boys and girls have equal opportunity to learn and reach their individual optimal potential. The following are some examples:

- Understand that there are differences in gender and be aware of their own and societies expectations of girls and boys
- Become gender sensitive in the classroom, know what to look for. Do not treat young people's behavior differently according to gender. For example, do not say 'you are a girl, you should be quiet."
- Try to eliminate the items or behaviors that reinforce gender differences and ensure equality and choice in learning opportunities by assessing materials to ensure they show males and females doing all sorts of activities and all sorts of behaviors. Give real examples about man and woman heroes and scientists
- Create an environment where boys and girls know that they can do and achieve the same
- Intervening when they hear someone saying they or someone else can not do something because of their gender
- Making all activities available to all young people and allowing young people to choose for themselves.
- Actively encouraging all young people to participate in all activities
- Having high expectations of all young people in all subjects
- Create an opportunity for the students to discuss non-traditional jobs such as; female doctor, businessman, headmaster, computer specialist, politician, nurse, secretary, lawyer, etc.
- Discuss and distribute equally the roles and responsibilities equally among the students. Encourage the students to share jobs, such as; cleaning the classroom, works on the field, etc.)
- Encourage group discussion about right or wrong attitude
- Teacher open a discussion to widen the horizon of the students about gender
- Praise young people when they engage in non traditional activities.
- Ensure that girls and boys have equal access to learning resources (e.g. computers, science equipment)

Session 5

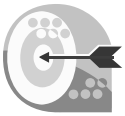
When, What and Why Do We Learn?

Introduction

Learning does not happen just because we think we are teaching. Teaching is not happening if learning is not taking place. Teaching and Learning are reciprocal. Teachers need to know and understand more about key learning principles and how to apply them in the classroom to guarantee that they are teaching and students are learning.

Most formal teaching and learning takes place inside a school, inside a classroom and inside a school day. It seems to be too often isolated from what is happening outside. But what young people are learning inside this building and day is intended to prepare them for life outside the building and be useful for their life as productive and responsible citizens. However, do young people realize this? How many times has a student asked you why they have to learn something? You have probably heard this question many times…… most teachers have. Teachers need to consider what they are teaching and why and how this connects to the real world outside the classroom so they can give students some meaning to what they are learning in the classroom. In turn this will increase student's motivation to learn as they can see a purpose, a relevance to it.

Contextual teaching and learning is an approach which helps teachers and students relate subject matter content to real world. It encourages teachers to focus not only developing student's knowledge, understanding and skills but also their contextual understanding. It is an approach recommended by the Indonesian Ministry of National Education. Before teachers can use contextual teaching and learning they themselves need to understand how the subject they teach connects to real world. Once teachers recognize the relevance of their subject to life they will be more able to start to progress to carry out a teaching and learning process which focuses on developing contextual understanding. This session will start participants on the path to doing this.



Objectives and Learning Outcomes

The purpose if this session is to support participants to further develop teachers core pedagogic competency 2 "*Master the Educational theories and learning principles.'* During the session participants will review some of the key principles of learning and

examine the importance of relevance in learning. Participants will consider how the principles of contextual teaching and learning can make classroom content more relevant for students. Participants will explore how the competencies included in the academic subject they teach are relevant to real life situations and start to develop ideas for planning lessons using the contextual teaching and learning approach. By the end of the session participants will be able to:

- Explain the importance of context and relevance in learning
- Describe the key aspect of the Contextual Teaching and Learning approach and explain how this approach can help students to find meaning in their learning
- Illustrate with at least three clear examples why the content and competencies in the subject they teach is relevant to young people in Indonesia today
- Outline three ideas for lessons using the contextual teaching and learning approach

Key Questions

- Why is it important that young people understand what and why they are learning particular content in the classroom?
- What are the key principles of the Contextual Teaching and Learning approach?
- How does your subject prepare young people for the real world?

Notes for the Facilitator

- This session is intended to be a review of key learning principles and an introduction to the contextual teaching and learning approach. It is designed to start teachers thinking about why their subject content and competencies are relevant and the different types of real life situations that can be used in the classroom to give students meaning for learning. The ideas introduced in the session will be built on in later modules in the Life Skills Training Program
- You will need to develop a presentation on contextual teaching and learning prior to the session using the information included in facilitator's notes 2. You make sure that you read and understand the notes prior to developing your presentation. Use a method to present the information which is most suitable for you, your participants and the resources available to you (e.g. power point, flipchart paper, handout). Remember, the presentation should last no more than 10 minutes

Resources

- Blank A4 paper and blank A3 paper
- Handout 5.1 and handout 5.2

- Colored pens
- Flipchart paper, pens and tape
- Subject matter competencies (participants should bring these with them)
- Voting box and voting papers

Time

This session will need a minimum of 90 minutes to complete

ICT

The use of ICT to support this session is *optional* and will depend on what equipment you have available. Some possibilities are:

- LCD and Laptop for presentations
- Computers for Participants to design their advertisements

Session Summary

Introduction
05 minutes
Facilitator presents the theme, objectives and learning outcomes and key questions to the participants

Connection
35 minutes
Participants individually develop a learning timeline then compare them with a partner. Participants discuss in pairs and then as a whole group what the timelines reveal about what, when, where and from whom they learn. Facilitator gives a brief presentation on Contextual Teaching and Learning

Application
40 minutes
Participants consider the connections between their subject and the real world. Participant work in subject and location groups to design an advertisement to persuade young people to study their subject because it is relevant. Participants then vote on the subject they would most like to study.

Reflection
10 minutes
Participants summarize the learning from the session, answer the key questions and write in their learning reflection journal

Extension
Participants consider how the community can be used to support contextual teaching and learning approaches both as a resource and as a context for learning. Participants plan how

Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to the concept of learning. You can use it at the beginning of the session if feel that the participants need it. This energizer should take about 10 minutes to complete.

Tôi muốn đăng ký một phòng Cho Tối nay

Give participants 5 minutes to learn the sentence. After 5 minutes, ask a few participants to say the sentence to you and explain what they think it means and when they would use it. If they have copied it onto paper they are not allowed to read from the paper.

Discuss: How did you try to learn the sentence? Why did you try to learn the sentence? Why were you asked to learn it? Would you have learned it if you had not been instructed to? Use the following to give some comments if necessary. Participants will have learned the sentence in a number of different ways perhaps by reading again and again or saying the words out loud to themselves or even writing the sentence again and again. Most would have tried to memorize it. The sentence will be meaningless to the participants. They will not be able to understand the meaning or even guess it because there is not context to the sentence. This shows that sometimes we try and learn something when we are told to but we may have no idea why we are learning it, when we will use it or even sometimes what it means.

Explain to participants that the sentence would be used when they first arrive in a hotel. Ask them to guess what it means. Explain that the sentence is Vietnamese and means "I would like to book a room for tonight".

Detailed Steps for Activities

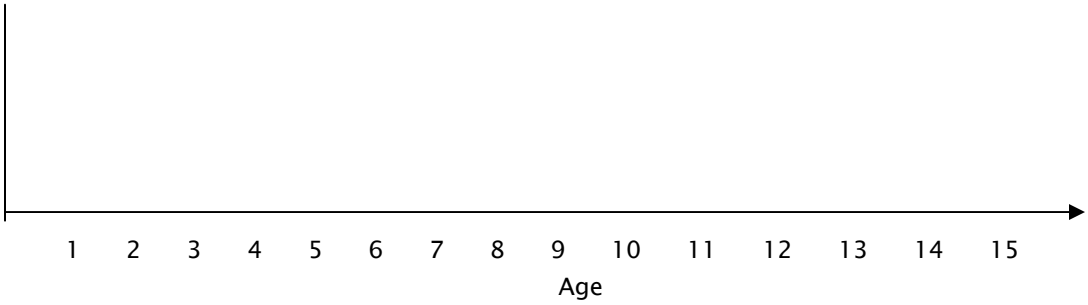
Introduction (5 minutes)

(1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
(2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.

(3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 2.* Explain that this session will help them develop some of these competencies

C Connection (35 minutes)

(1) Give each participant a piece A4 paper and a pen. Instruct them to draw a timeline as shown below



(2) Give participants the list of competencies in the box below. Ask them to think about their own experience and ask them to write in the correct place in the timeline *when* (age) they learned this, *where* they learned it and *who* they learned it from. If they did not learn this skill then they should not include it in the timeline. Then ask them to think of five more things they learned and write them in the timeline. Tell them to be honest. Ensure they understand that there is no right and wrong answer. Ask participants to work individually. Allow 10 minutes to complete this activity.

Say a single word e.g. Mother	Run for three minutes
Use a pair of scissors	Use a computer
Ride a bicycle	Send SMS
Walk three steps	Multiply by nine
Read a book	Use a fork and spoon
Ride a horse	Plant and harvest rice
Count to 10	Drive a car
Write your name	Recognize colors
Express their emotions non verbally (e.g. cry)	Eat with chopsticks
Speak Russian	Read some words in Latin
	Swim

(3) Ask each participant to work with one other person and to compare their timelines. Ask them to discuss the following questions.

- Are your timelines exactly the same?
- What does this tell you about learning?
- What does this understanding about learning mean for teachers in the classroom?

(4) Facilitate a 10 minute whole group discussion on the same questions by asking some groups to report their discussion. Provide some input, use facilitators notes 1 to help you.

1

Facilitators Notes

It is very unlikely that everyone's timelines are exactly the same – that is everyone learning all the same activities and all at the same time and place and from the same people.

What we learn: Some learning is universal – we all learn these things for example all participants will have learned walking, talking and counting. However some learning is not universal. Different people learn some different things. Some participants may have learned to speak Russian but not all. Not all of the participants will have learned to plant rice or to drive a car. This is because some learning is contextual. What and when a person learns depends on their culture and environment and what they consider important to lean depending on how relevant it is to everyday life. People in Indonesia may not learn Russian as it is not useful or relevant for everyday life. Not everyone learns to drive a car because they do not have a car or they may not be roads where they live so it is not useful. Not many people living in urban areas may learn to plant rice? People choose to learn some things because they have the opportunity to apply this learning to their everyday life. Young people in schools do not choose to learn content. Teachers need to try and make classroom learning relevant for young people.

When we learn: Therefore, the timeline shows us that learning can take place at different times for different people. Some people learn some activities at a younger age than others. Everyone develops at a different rate. Teachers need to recognize that learning takes place at different times and not judge young people as behind in their learning just because they have not learned the same thing at exactly the same time as others. However, the timelines are likely to show people learning some of the same concepts within a particular age range. For example, most children should be walking by the age of two. If they are still not walking and talking a long time after that age, this is an indication that something may be wrong.

Where and from Whom we learn: The timelines will show that learning occurs in different places. Learning can occur in many different places (at home, at school, in the community) and from many different people (parents, teachers, grandparents, community members). Learning is not confined to one place and one from person. Learning is not confined to a school building. Therefore, teachers are not alone in educating youth, teachers can make connections between all the places and people where young people learn

What else: Learning is a continuous process. Some things are learned in sequence or pass through clear stages. We need to be able to count before we can do mathematical operations (e.g. count to 10 comes before multiply by 09) we have to learn to walk before we can run or to write our name before we can write a story. Teachers need to make sure that they sequence their lessons appropriately so one builds on previous learning.

(5) Emphasize what teachers need to consider about learning. Write the four key points on flipchart paper

- *Learning is contextual: Teachers need to make classroom content relevant to give young people a purpose for learning*
- *People vary in the pace they learn: Teachers should not judge young people as "stupid" if they do not learn something at exactly the same time as the teacher "teaches" it*
- *Learning is not confined to school: Teachers need to try and make connections between all the people and places where young people learn*
- *Learning is sequential: Teachers need to find out what young people know and can already do and build on*

(6) Explain to participants that the rest of the session will focus on the first key point – the relevance of learning – and support them to think about ways to ensure youth find meaning in their learning.

(7) Ask participants to raise their hand if they have every heard a student ask why they have to learn something. Use the notes from the introduction and facilitator's notes 2 below to prepare a 10 minute presentation on Contextual teaching and Learning

2

Facilitators Notes

Basic Education (SD/MI and SMP/MT's) in Indonesia is compulsory. It is compulsory because the Government of Indonesia believe that it takes 09 years of education before people have the minimum level of skills to become a productive member of the country. The Government believes that the competencies acquired by the end of 09 education will allow people to function are necessary for people to function effectively in real life situations in the Indonesian context. However, many young people in schools[20] do not know this. They often do not understand why they should be in school and why they have to learn certain things. When we ask teachers if they have every heard a student question why they have to learn something in all probability all teachers will raise their hand because they will all have heard this question at least once. It is a common query from students especially as they get older. Many young people learn things in school because if they do not they will not pass an examination. Passing the examination becomes the reason for learning not because what they are learning is useful. It is important that young people in Junior High School understand what students are learning and why beyond the immediate need to pass an examination. Teachers need to show students why what they are learning is relevant for their everyday life both now and in the future. However, passing the examination is also the reason why many teachers teach what they do and they often do not relate what they are teaching in school to real life. So the first step is for teachers to understand themselves the connection between their subject and the real world. Once teachers understand this themselves they can help young people to see the connection too.

Once teachers understand the connection they can think of ways to improve the relevance of what they are teaching in the classroom. Teachers can learn a lot by looking at what adults learn and why. Adults tend to choose what they learn and often learn things because it is useful for them and they have the opportunity to apply this learning to their everyday life. Unlike adults, youth have limited opportunities to apply their learning in real life contexts as they are still developing these and so they often do not see the relevance of the prescribed content they are learning in the classroom. Teachers can help youth to understand the

relevance of what they are learning is to provide some real life contexts so that youth have the opportunity to apply what they lean in the classroom. This approach to teaching and learning is called Contextual Teaching and Learning (CTL)

The Contextual Teaching and Learning model encourages teachers to help students acquire three things: Knowledge, Skills and then Contextual Understanding:

3. Contextual Understanding
Contextual Understanding is knowing when and how to use the knowledge and skills in a real life situation

2. Competencies
Competencies are the capabilities we possess for action, the things that we can do

1. Knowledge and Understanding
Knowledge is what is in our heads and takes the form of concepts, definitions, theories and facts

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Knowledge is the building block of learning and it is necessary but alone it is useless. Many teachers in Indonesia are very experienced at ensuring that young people have the knowledge they require. Teachers in Indonesia need to know how to move onto the next two blocks and ensure that young people develop skills and contextual understanding and gain meaning from their learning.

There are many methods teachers can use to develop contextual understanding. One key method is for teachers to use a real life situation from the local community where students would have to apply the knowledge and skills they have developed. Look at the examples in handout 5.1 of developing contextual understanding in English, Civics and Mathematics.

In the Mathematics example, teachers would first focus on developing student's knowledge and understanding of the process and steps for completing long division. Following this, the teacher would develop student's skills in applying the steps of long division by giving students different problems to solve using long division. Finally the teacher would develop students contextual understanding of how and when to use long division by giving them a real life problem to solve. In this case it includes a visit to the market where students have to find the cheapest bag of rice.

Contextual teaching and learning encourages teachers to know about their community and to use the community in their teaching either as a context for learning (as the Mathematics example where students go out into the community) or as a resource for learning (as in the Civics example where members of the community come into the school).

Contextual Teaching and Learning is an excellent approach for Life Skills Education. Life Skills Education as seen in session focuses on giving students the different skills that they

need for life. All subject based academic skills learned are skills need for life and contextual teaching and learning helps students to connect the content they are learning in the classroom to life and helps them to find a meaning and a relevance to their learning and to see the connection between school and their life as family members, life long learners, citizens, and workers.

A Application (40 minutes)

(1) Divide participants into groups based on subject and location. Each group should have between 4 and 6 participants. Re-emphasize that the first step is for teachers to understand themselves the connection between their subject and the real world. Only once teachers understand this themselves they can help young people to see the connection too and understand more about the contextual teaching and learning approach. The following activity will help them to review the relevance of their subject to real life.

(2) Instruct groups to complete the following task. They must imagine the subject they teach in school is not a compulsory subject so they have to sell it to the students. They have to try and get as many students as possible to enroll for their subject. If they do not get a minimum number of students then they will not have a job next semester. Groups must design an advertisement which aims to persuade young people to choose their subject because the skills they will learn in the subject are relevant to their lives both now and for in the future. The advert must illustrate at least three of the standard competencies or base competencies which students will learn through studying the subject and connect these to real life situations students may face in the location of their school. The groups must choose one standard competency from each grade in Junior High School for their advertisement. Each advertisement will be displayed and each group will have 1 minute to explain to the whole group why their subject is relevant. All participants will then have the opportunity to select the subject which they would most like to study. Give groups 30 minutes to complete their advertisement.

(3) Stop the groups after 30 minutes. Ask each group to place their advertisements on the wall. Give each group 1 minute to explain why their subject is relevant. Explain to participants that the advertisements will be left on display for the rest of the day. During the day participants can look at each one. They should decide which one (subject) they feel it is most useful to learn. They write the name of the subject and their reason for choosing it onto the voting paper and place it into the voting box. They do not need to write their name. At the end of the day the facilitator will count up the votes and announce the winner the following day.

R Reflection (10 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session. Ask if there is anything else that they learned apart from the answers to the key questions.

(2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.

(3) Explain to participants that they will look more in detail at contextual teaching and learning for life skills during module 2 (Life Skills) and have the opportunity to develop lessons using contextual teaching and learning in module 4 (Subject based module). Give participants handout 5.2 which describes the extension activity.

Key Message

The best learning takes place when people understand and see the relevance in what they are learning. Better teachers ensure that youth understand the relevance of what they are learning in school by making a connection between the content they are learning in the classroom to a real life situation where the content will be used. Teachers can adopt the principle of contextual teaching and learning where they try focus on developing knowledge, skills and contextual understanding in youth so youth develop a meaning to the learning taking place inside the classroom.

E Extension

Now that teachers have started to make some connections between their subject and real life situations through designing the advertisements, participants need to think more concretely on how they can use these real life situations in their lessons. Give participants handout 7.2. Ask them to read through the instructions and ask for clarification is they are unsure of what to do. Participants should complete the task and temporarily keep the table in their portfolios. It will be used in later training sessions when they look in detail at how to apply contextual teaching and learning approaches in their subject area.

Portfolio activity: Participants can use one of their ideas to prepare a lesson plan focusing on contextual teaching and learning. The lesson plan can be placed in their portfolio under category 4 Lesson Planning and Implementation. It can be included as one of the 5 lessons required as documentary evidence for part 1 planning

Additional Reading

- Sears, S. (2002) Contextual Teaching and Learning: A Primer for Effective Instruction
- www.dikdasmen.org Pengembangan Model Pembelajaran Yang Efektif
- www.malang.ac.id : Sebuah Model Pembelajaran

Handout for Participants 5.1

Examples of Contextual Teaching and Learning

	Contextual Teaching and Learning		
Subject and Standard Competency	**Knowledge Needed**	**Skill Needed**	**Contextual Understanding**
English Class 8 Semester 2 Writing Able to communicate in writing using formal English	The structure and language of formal letters in English	Ability to write a formal letter in English using the correct structure and language	Real Life Situation: An international company operating in your area has started to cut down trees from the local forest. This is causing environmental damage and scaring away the local birds which are unique to the area. Instruct students to write a letter in class to the international company to ask them not to cut down trees in a local forest. Students post the letter
Mathematics Class 7 Semester 1 Numerals Able to understand numerals and numerical operations and use them in problem solving	The steps/process for completing long division	Ability to solve problems by applying the steps of long division	Real Life Situation. You are living on a tight budget and need to buy the cheapest rice available. Ask students to go to the local market to find out the cost of a bag of rice. Compute the cost per kilogram to determine which bag of rice is the cheapest
Civic Education Grade 7 Semester 2 Human Rights To demonstrate a positive attitude on the protection of and enforcement of human rights	The various laws on human rights both international and national	Ability to use the various laws in human rights to recognize cases of human rights violations	Real Life Situation: Child labor is a problem in your area, especially with young boys dropping out of school to go to work in factories. A local NGO in your area is working on human rights issues in relation to trafficking and child labor. Invite one of the members of the local NGO to come into your class to discuss some cases with students.

Handout for Participants 5.2

Using the Community as a Resources and as Context for Contextual Teaching and Learning

Contextual Teaching and Learning is and approach to learning where teachers relate subject matter content to real world situations. Real world situations occur everyday in the community where young people live. Therefore, the community is a rich resource for developing contextual understanding. There are two possibilities for achieving this:

Schools can bring additional expertise and services from the community into the school building and into the school day to offer additional opportunities for young people to develop contextual understanding. Schools can use businesses, universities, health services, local non government organizations and individuals such as artists to provide additional opportunities for young people to learn. The Civics example above shows how the community can be used as a resource for learning

Schools and teachers can use the community as context for young people to learn. Young people can be taken out into the community to experience learning which cannot take place inside a school or to apply what they have learned in school. The Mathematics example shows how the community is used as a context for learning

Your Task:
Choose three standard or base competencies from your subject. One for each grade of Junior High School. You can use the competencies you selected for your poster or choose others. Write them in column 1.

Think about what knowledge and understanding (information, facts or theories) students need to achieve this competency. Write them in column 2. Think about the skills (what they need to be able to do) that students need to develop to demonstrate that competency. Write them in column 3. Now think about a real life problem that students might face where they have to use the knowledge and skill and what activity you can do in your lesson based around that real life situation. Write it in column 4.

Try to think of an activity which uses the community as either a context for learning or as a resource for learning

	Contextual Teaching and Learning		
Column 1 Standard Competency	Column 2 Knowledge Needed	Column 3 Skill Needed	Column 4 Contextual Understanding

Place the completed table into your portfolio.

You will need this later during the life skills training program when you work on Module 4 (How the Community can be a resource for Life Skills Education)

Session 6
How Do We Learn?

Introduction

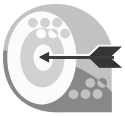
Where as in the past it may have been enough for young people to acquire narrow academic skills and a fixed body of knowledge, rapid changes in all societies as well as the global economic, social and environmental challenges that we face mean that all young people now need an education which gives them confidence, flexibility, empathy and a range of academic, creative and practical abilities and an understanding of when and how to use them

Recognizing this, many national Governments have adopted policies for improving the quality of education. Active learning approaches are frequently an integral part of these policies. The Indonesian Government exception, the National Standards for education (2003) require that teachers are able to *"plan and Implement an interactive learning process"* (article 19). CBSA and more recently PAKEM have been implemented in some schools since the 1970's.

International best practice suggests that active learning methods help young people to learn easier and more effectively because they are largely based on how we all earn naturally. By examining how people learn in everyday situations teachers can understand more about the different stages of learning and when and how to utilize an active learning approach.

Although active learning is generally accepted as a way to support student to learn better and more easily than traditional approach, this is not to say that the traditional approach is "wrong". Some learning needs a formal approach of memorization and rote learning (literacy for example).

Better teachers are able to utilize a number of different approaches which are appropriate for the skill being learned and the needs of the students they are working with.



Objectives and Learning Outcomes

The purpose if this session is to support participants to further develop teachers core pedagogic competency two "*Master the Educational theories and learning principles'* as relates to teaching methods (2.2) core competency 22 *'develop the supported learning*

topics in a creative way" and to develop some skills to be able to meet the standards for the education process "*plan and Implement an interactive learning process"* (article 19) During the session participants will review some of the key principles for how people learn and consider how this understanding can improve the teaching and learning process in the classroom. Participants will develop their own understanding of the key characteristics of active learning and consider why active learning can help young people to learn more effectively. By the end of the session (including the extension activities) participants will be able to:

- Describe the different stages of the learning process and the role of the educator and learner during the process
- Explain how these principles can be used to improve the teaching and learning process in the classroom
- Compare the main characteristics of active and traditional learning and give some reasons why active learning approach is considered more effective for learning
- Provide examples of teaching methods suitable for active learning

Key Questions

- What are the different stages of the learning process what is the most important stage of the learning process?
- What are the roles of the "educator" and "learner" during the learning process?
- How does active learning differ from traditional learning?
- Why is active learning considered a more effective approach?
- What are some of the key methods used in an active learning approach?

Notes for the Facilitator

- This session mostly gives participants the opportunity to come to their own understanding of active learning through direct experiencing of activities. As active learning or PAKEM has been the accepted approach in Indonesia since the 1980's (with CBSA) most teachers in Indonesia and in the workshop may already be familiar with the approach and therefore this session is intended to be a review. The ideas introduced in this session will be built on in later modules in the life skills training program specifically module 6
- Prior to the session you will need to photocopy and cut up the pictures and words in handout 6.1 and place them into envelopes. Ensure that words and pictures are cut separately as participants will be asked to match the words and pictures and then place the pictures in order.

- You will need to develop a presentation on lesson planning and active learning prior to the session using the information included in facilitator's notes 2. You make sure that you read and understand the notes prior to developing your presentation.
- Use a method to present the information which is most suitable for you, your participants and the resources available to you (e.g. power point, flipchart paper or handout). Remember, the presentation should last no more than 10 minutes
- Handout 6.2 includes a lot of additional information on active learning. Read through this prior to preparing your session to give you more background information to use in discussions during the session.

Resources

- Blank A3 paper
- Handout 6.1 Riding a Bicycle (cut up and placed into envelopes)
- Handout 6.2 Active Learning
- Flipchart paper, pens and tape

Time

This session will need a minimum of 90 minutes to complete

ICT

The use of ICT to support this session is *optional* and will depend on what equipment you have available and how confident you are in using it. Some possibilities are:

- LCD and Laptop for presentations

Session Summary

Introduction
05 minutes
Facilitator presents the theme, objectives and learning outcomes and key questions to the participants

Connection
30 minutes
Participants place a series of pictures which represent the learning process in order and use the sequence to review the key principles of how people learn and what teachers can learn from this to implement better teaching and learning in the classroom

Application
45 minutes
Participants directly experience a learning activity which utilizes an active learning approach and use this experience to construct their own understanding of the characteristics and methods of active learning

Reflection
10 minutes
Participants summarize the learning from the session, answer the key questions and write in their learning reflection journal

Extension
Participants read information on active learning in Indonesia and look in detail at some active learning techniques they can use in the classroom

Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to the concept of how we learn. You can use it at the beginning of the session if feel that the participants need it. It should take a maximum of 15 minutes to complete. You will need the following resources: Flipchart paper and pens, a box of buttons or stones and A4 paper. Draw the following several times of a piece of flipchart paper.

Divide participants into groups of 6. Give each group a piece of flipchart paper and a pen. Instruct them to draw the same grid several times on their A4 paper. Give each group a box of buttons. Instruct the groups that they have to place the buttons in the squares so that the total number of buttons in the horizontal and vertical rows equals 15. They have 10 minutes to find as many ways as possible. As they find a way one member of the group must run to the front of the room to the flipchart paper and write in one of the grids. The team who find the most ways is the winner. Use the stopwatch to ensure participants only

have exactly 10 minutes. After 10 minutes stop the group and count which group found the most different ways of making 15.

Discuss: What were they learning during the activity? Who was doing the learning? How were they learning? Provide input if necessary: Participants were learning mathematical operations during the activity. They practicing applying mathematical operations (addition and subtraction) to solve a problem (how many ways can you make 15?). Participants were also learning to work with others cooperatively. Participants were learning by doing and using resources.

Detailed Steps for Activities

I Introduction (5 minutes)

(1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
(2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
(3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 2*. Explain that this session will help them develop some of these competencies

C Connection (30 minutes)

(1) Divide participants into groups. Give each group an envelope with the pictures of a young person learning to ride a bicycle (from handout 6.1). Give groups 5 minutes to match the words in the envelopes to the pictures then place the pictures into the order in which they think the learning takes place. Elicit feedback.
(2) Conduct a whole group discussion based on the questions below. This discussion should last about 15 minutes.
    - What does this show us about the learning process? Which stage of learning process is the most important and why? Can we include or exclude any of the stages of the learning process?
    - What is the role of the adult in this learning process? What is the role of the child in this learning process?
    - How can understanding the principles of how people learn help teachers implement better teaching and learning in the classroom?
(3) Use facilitator's notes 1 to guide or conclude the discussion and ensure participants understand the key ideas.

1

Facilitators Notes

The correct order of the pictures is as follows: Listen, Look, Try, Fail, Try again, Succeed The pictures show that learning is a process and there are several stages in the process. At the beginning of the learning process we often need to have knowledge and understanding. We receive this from someone who already has developed the knowledge and understanding. Instruction includes verbal guidance and a demonstration. The learner should look and to listen. The second stage of the learning process is where the learner starts to use the knowledge and understanding to develop the skill. At this stage failing is acceptable and often a necessary part of learning a new skill. We need to reflect on what we have done and to try again. Only by repeated efforts where we try ourselves to apply the skills can we be successful. Then we can independently use the skill in our real life.

All stages of the learning process are important. We can not really exclude any of them. Without the instruction (listing and looking) at the start the child may not know how to operate different parts of the bicycle. Without the practice (try, fail and try again) the child would never be able to fully develop the skill of riding a bicycle and be able to use the skill in their real life. However, the most important part in the learning process if where the learner has the opportunity to practice, to try for themselves and make mistakes. This is where we truly learn a skill.

The adult is the instructor in the learning process. The role of the instructor changes throughout the learning process. At the beginning the instructor is active and quite dominant. The instructor is providing verbal guidance and giving a demonstration to the learner. They are providing the learner with the knowledge of how to ride a bicycle. As the learning process continues, the instructor becomes less active and dominant. Their role is only to observe the learner as the learner tries to apply what they have learned, to give feedback as the learner practices and makes mistakes. Towards the end o the process the instructor's role is to motivate the learner and cheer their success. The child is the learner. The role of the learner changes throughout the process. At first the learner is quite passive in the learning process. They are listening and watching the instructor carefully. However, as the learning process continues, the learner becomes a more active participant in the learning process. They start to practice and apply what they have learned through watching and listening and try out the skill of riding a bicycle. Towards the end of the learning process, the learner is learning for themselves how to ride a bicycle.

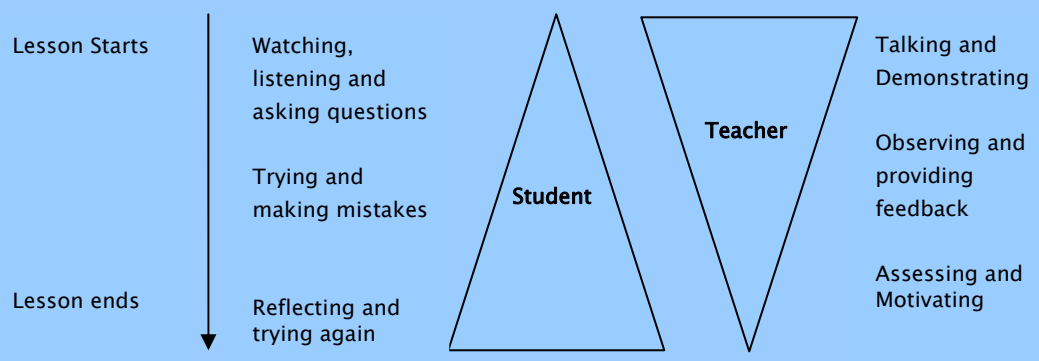
Riding a bicycle is a skill which many people learn at quite a young age and often outside the formal education system. They learn from their parents, siblings or friends. Most young people learn to ride a bicycle successfully. The Indonesian education system is now skills based. Students are expected to learn competencies during their schooling. Therefore, teachers can learn a lot about how the role they should take in the classroom and the most appropriate teaching and learning methods to use to make sure youth most effectively and easily learn a new skill.

(2) Use the notes from the introduction and facilitator's notes 2 below to prepare a 10 minute presentation on the role of the educator and young person in the classroom and effective teaching and learning methods.

2

Facilitators Notes

The role of the teacher in the classroom should be the same as the adult in the pictures. Their role must change from active to more passive. At the beginning of a lesson, the teacher should explain and demonstrate the skill they want the student to learn. They provide them with the knowledge of the skill and how to apply it. As the lesson progresses the teacher gives the opportunity for the student to be active and to practice the skill for themselves. The teacher observes the students as they work and gives feedback. The teacher needs to accept that making mistakes is a natural and important part of the learning process. The role of the student in the classroom should be the same as the child in the picture learning to ride a bicycle. At the beginning of a lesson, the student is quite passive. They are listening to and observing the teacher. As the lesson progresses, it is the student who should become active. They take the opportunity to practice and apply the knowledge they have learned at the beginning of the lesson. Think of the role of the teacher and student in the shape of a triangle with the larger part denoting when they are most active. For the beginning of the lesson, the teacher is most active they are doing a lot of work. At the middle and end of the lesson the students are most active they are doing most of the work. Therefore, the triangles for the teacher and student are opposite.



Teachers can apply the same principles of how we learn to organize learning. There should be several stages to learning. At the beginning of the lesson teachers must give the students the knowledge they need through explaining and demonstrating. Then teachers must give the students the opportunity to apply what they have learned through practice (completing an activity) there should be time for students to make mistakes, to reflect and try again. The majority of the lesson should be students practicing until they are successful. In any learning the most important part is when learners are given the opportunity to be an active participant in the learning process and have the opportunity to try (apply and practice) what they have learned from the teacher. Without this part of the lesson and without real participation students can not fully develop their skills. Therefore, teachers need to make sure the young people in their classroom have the opportunity to complete activities which allow them to try out the skills they are learning. Teachers can do this by using active learning methods in their lessons.

A Application (50 minutes)

(1) Explain that participants will now be given the opportunity to experience an activity which gives them the opportunity to actively participate. After completing the activity they will be asked to analyze it. Read facilitators notes 3 to organize the timing of the activity.

> 3
>
> **Facilitators Notes**
>
> Make sure you read through and understand the instructions for the activity before trying it. The first part of the activity (where participants make the map) should take a maximum of 15 minutes. If you have time you can give participants an extension activity described in Facilitators Notes 4 for about 10 minutes. The analysis and discussion of active learning should take approximately a minimum of 20 minutes.

(2) Divide participants into groups of 08. In each group the sub divide into four pairs. Give each pair a large piece of A4 paper. Ask each pair to find three objects from the training room that they want to use. They can be any objects that the pair wants. After each pair has found their three objects ask each group to place their pieces of flipchart paper together on the floor to create one large square (made up of four pieces of paper). Explain that you are going to tell a story and give them some instructions and they need to follow your instructions

(3) Introduce the activity with a story. *"We are climbing Mount Merapi. It is very hot, we are feeling very tired……..suddenly we see a lovely place to rest".* Instruct the group to decide what the lovely place is and draw it on the large piece of paper (made up of the four smaller pieces).

(4) Continue the story. *"We continue walking and finally we arrive at that place and set up camp, but oh my goodness, what are these strange objects? Have we found some treasure…….?* Instruct each pair to place their three objects onto their flipchart paper. Ask them to think of what the objects represent. Request them to be as imaginative as possible.

(5) Continue the story. *"Rumors are spreading through the camp that bandits may be approaching, we need to remove the treasure to keep it safe from the bandits ……..."* Discuss with participants that they need to remove the treasure to keep it safe but we must remember exactly where we found it. Instruct each group to walk around the big square and look at the objects from all directions – including from above. Each group of four pairs has to decide how to record on their map where things were found. Each pair records their objects then removes them.

(6) Go round and look at the maps that each group has found. Ask them some questions. Where was the __ found? How do you know? Which was bigger __ or _ _ How far was __ from __? How can we find out?

(7) Instruct each group to take away the four pieces of flipchart paper and put them in one stack on the floor. Each group then to the piles of paper to their right and tries to re-assemble the four pieces of paper into a map.

4

Facilitators Notes

If you have time you can now instruct the participants to complete one of the extension activities using their large maps.

- Participants can draw a grid on their large map. They can learn about grid references by quizzing each other e.g. what grid reference is…..?
- Each participant must take a piece of A4 paper and draw a scale representation of their map
- Add signs to show North and then practice compass directions
- Replace the drawings of the objects with symbols and create keys (legends) to their map

(8) Ask each group to look at their large maps and give them 10 minutes to discuss the following questions.

- What and how were you learning? What was the facilitator doing?
- What are some of the main characteristics of active learning and how does it different from traditional learning?
- Why is this approach better than a traditional approach? Can teachers use this approach to teach all competencies?

(9) Conduct a 10 minute whole group discussion. Use facilitator's notes 5 and the information in handout 6.2 below to guide the discussion or provide a conclusion. At then end of the discussion give participants a copy of handout 6.2

5

Facilitators Notes

Participants were learning (applying) the following skills:

- Mathematical skills (division, scale, coordinates)
- Visual – spatial skills (3D information in the form of 2D
- Geographical skills (maps)
- Cooperation, group work
- Language skills (discussion, negotiating)

Participants were learning by doing, they were creating their own map using their imagination and concrete objects. The facilitator can instructions are key points but it was mostly student centered. All students had the opportunity to participate as the activity used pair and group work. The main characteristics of active learning are

- It is the learner who is doing the learning. Their minds are actively engaged
- The teacher is creating and facilitating an activity where learners can learn for themselves
- Often they are physically active too
- A range of teaching and learning methods are used
- The learners often work together cooperatively and help each other to learn
- The teacher thinks about what learners are experiencing and learning rather than what they are teaching

Although active learning is generally accepted as a way to support student to learn better and more easily than traditional approach, this is not to say that the traditional approach is "wrong". Some learning needs a formal approach of memorization and rote learning (literacy for example). However, we must remember that young people today are growing up in a fast changing and globalizing world. Education needs to help them to become adaptable, flexible and to learn for themselves, not just to acquire narrow academic skills and a body of fixed knowledge. Active learning can achieve this better than traditional approaches. Better teachers are able to utilize a number of different approaches which are appropriate for the skill being learned and the needs of the students they are working with.

R Reflection (10 minutes)

(4) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session. Ask if there is anything else that they learned.

(5) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.

(6) Give participants the extension activity.

Key Message

Learning a skill is a process with several stages. The task of the "educator" and the learner changes at each stage of the process with the learner participating more in the learning. Teachers can use active learning methods in the classroom to ensure students have the opportunity to actively participate in their learning. Active learning helps students to learn more effectively and to learn for themselves. However, traditional methods are not wrong. Better teachers will understand how and when to apply active learning.

E Extension

Participants read Handout 6.2: Active Learning: What, why and how. In the How section they tick (√) the strategies to promote student participation in learning that they have experienced through the training on the foundation modules and explain how they were used. Continue to tick other strategies as they are used during the rest of the training.

Portfolio activity: Participants use the information from the session to write an article on how people learn best and why active learning is an effective approach. They should

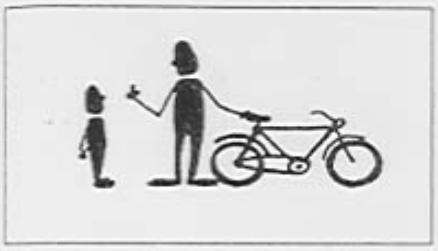
also write a few paragraphs on the challenges facing teachers in Indonesia on implementing active learning in schools and how some of these challenges can be overcome. The article can be placed in the portfolio under category 7 Professional Development (Articles)

Additional Reading

- Power, L and Seel, A (2003) Active Learning: A Self Training Module (Save the Children UK)

Handout for Participants 6.1

Bicycles



Mendengar

Melihat

Mencoba

Gagal

Mencoba lagi

Berhasil

Handout for Participants 6.2

Active Learning: What, Why and How?

What?

In Indonesian many schools and teachers are applying an active learning approach called **PAKEM**. PAKEM is basically the same as **CBSA** (Cara Belajar Siswa Aktif) which was developed and trialed during the 1970s by a research team from the Ministry of Education and Culture in collaboration with University of London, Institute of Education.

What is PAKEM?

PAKEM (an abbreviation for **Active, Creative, Effective** and **Joyful** Learning) is a learning approach which puts students at the center of the learning process.

Through PAKEM all students are actively involved in the learning process. Students themselves experience the process, interact and communicate with others and reflect on what they have learned in every leaning activity. Students themselves have the responsibility in learning and the teachers play the role of a facilitator.

Active means students are mentally active- they think and learn for themselves. Sometime they are also physically active using their hands and other senses and using learning resources. Students are also socially active when the students interact with each other in pairs and groups.

Creative means students create products as the results of their own thinking. The products may be in the form of writing, pictures, graphs, charts, table, and modeling (three dimensions). Maybe it is difficult for some students to produce something but they all can produce their own ideas. At the first stage, students may just imitate the finished products but at the later stages students can modify the finished products and finally produce the original ones as the results of their own creativity.

Effective means the learning is effective in achieving the objectives. Every learning process should be directed to achieve the specific competence. Thus the effectiveness of the learning can be seen from how much the objectives have been achieved.

Joyful means that every learning activity involves all students in interesting activities like games, brain-storming, brain-writing, role plays, and other joyful activities. These activities are in line with the principle that learning must be in joyful atmosphere.

Key Characteristics of Traditional and Active Student Learning

	Traditional	Active
Role of the Teacher	Telling students things. Has all the knowledge to give to learners	Guiding students. Creating the conditions for students to learn by themselves
Role of the Students	Passively receive knowledge from the teacher. Empty and need to be filled with knowledge by teachers.	Learn by doing, by constructing knowledge for themselves through completing activities. Building on
Learning Methods	Formal and very different from how people learn naturally. Copying, memorization and rote learning	Based on the way that people learn naturally – experimenting, discovering, imitating and interacting
Resources Used	Mostly the blackboard and textbooks	All resources are creatively used
Classroom Interaction	Students interact with the teacher	Students interact with the teacher and each other
Classroom Organization	Students sit in rows facing the front of the class.	Students sit together in pairs or groups
End product	Students know the facts and are able to give the right answer	Students learn through the process of creating their own ideas and and are able to give the reasoning behind the answers

Why?

There are many reasons why active learning should be used whenever appropriate. One of the main reasons is because learning process occurs inside learners. According to educational experts, all learners have got some previous knowledge or experience to build on.

Through active learning students can interact with peers, with objects, natural phenomena, environment and people and this enables them to reflect, reengineer to improve their previous knowledge and experience to create new knowledge and experience. When this process occurs, the learning process occurs.

Active learning techniques build on the ways that young people learn naturally. Young people learn naturally through discovering for them self, by trial and error and through direct either hands on experiences or second hand experiences such as through reading, listening from others. The Learning process usually occurs as they interact and communicate among their peers, between learners and teachers,

The active learning approach is an effective approach to implement the new curriculum in Indonesia. The new curriculum is skills based. All people need to practice a skill to master it and active learning provides students with the opportunity to apply knowledge and practice skills to develop them.

Active learning is a very effective approach for Life Skills Education. By engaging in their own learning cooperatively, students have the opportunity to develop many of the thinking life skills such as creative thinking, making decisions, evaluating situations, finding new strategies and solving problems and the interpersonal skills such as cooperation, working in a group and communication.

Although active learning is generally accepted as a way to support student to learn better and more easily than traditional approach, this is not to say that the traditional approach is "wrong". Some learning needs a formal approach of memorization and rote learning (literacy for example). However, we must remember that young people today are growing up in a fast changing and globalizing world. Education needs to help them to become adaptable, flexible and to learn for themselves, not just to acquire narrow academic skills and a body of fixed knowledge. Active learning can achieve this better than traditional approaches.

Better teachers are able to utilize a number of different approaches which are appropriate for the skill being learned and the needs of the students they are working with.

How

Basic Strategies to Improve Learning Involving Many Students		
1. To ask students in turn or pass on those who are not willing	**Description:** to ask each student in turn about a topic under discussion or it is enough to say "It's now your turn to answer." **Objective**: to encourage students to be active in giving opinions as well as to teach students to manage themselves responsibly.	
2. Questions, everyone writes down	**Description**: each student is required to write down the answers to the questions given by the teacher. The teacher then either asks one of the students to give the correct answer or he himself gives it. **Objective:** all students are involved in finding the answers to the given questions.	
3.Sentences which explain learning outcomes	**Description**: sentences written down by students at the end of a session begin with: I've learned ……, I start to think how ……, I'm surprised to find out that ……. **Objective**: to help students establish a meaningful learning process for themselves and also to help them get in the habit of learning through experience.	
4.Incomplete explanation solved by in pair discussion	**Description:** the teacher explains a lesson briefly so only a few students understand the explanation. Students are then asked to discuss it with another student so that they can help each other in their attempt to understand the given lesson. **Objective**: to make students actively involved in learning process, to develop student thinking ability and to encourage students to help each other in class.	
5.Voting	**Description**: to ask a question that can be answered verbally, such as "Is there any of you who …….?" **Objective**: to know students' opinion about something without spending time for learning too much.	
6.Asking your friends	**Description**: students are suggested to ask their friends first when they find difficulties in their study. **Objective**: to encourage students to support each other and also to save the time and energy spent by the teachers.	
7.Sharing in pairs	**Description**: students work in pairs and they share their thoughts. **Objective**: to teach students to give an opinion as well as to listen to other students' opinion.	
8.Saying collectively (Choir)	**Description**: all students are to repeat loudly the information dictated by the teacher or to read cards/pictures shown. **Objective**: to help students memorize information. It is also hoped that this activity can improve both students' involvement and group spirit.	
9.Talks which attract students' attention	**Description**: to end a lesson before students lose their concentration. **Objective**: to maintain students' attention during a lesson.	
10.Speak-Write	**Description**: in this learning procedure, students are given some break so that they have time to write down either their personal reaction to the lesson or a summary of things they've learned before or even questions or anything they like. **Objective**: to improve students' learning power based on lessons given by teachers.	
11.Discussion which attract students' attention	**Description**: to end a class discussion before students lose their interest. **Objective**: to keep students' attention while having a class discussion.	

12.To think and speak loudly	**Description**: while trying to solve a problem given by the teacher, students express their ideas loudly. **Objective:** to show students how the thinking process works. It also shows that the thinking process is not always straight/linear (linear thinking).	
13.Guided practice	**Description**: students are to practice a skill, guided by the teacher, so that they are able to master it gradually. **Objective**: to involve students in practicing and mastering a lesson.	
14.Test for review	**Description**: teachers are to ask a series of questions about the lessons taught previously. All students write down the answers and then the teacher reads or writes down the answer after each question. **Objective**: to involve all students in reviewing lessons and also to clarify any misunderstanding. It also gives students successful experience in doing school assignment.	
Strategies for Starting a Lesson		
15.Agreement of lessons to be taught	**Description**: To make a lesson plan and show it to the students in order to get their agreement. **Objective**: To maximize teacher and student cooperation.	
16 "Short notice Assignment!"	**Description**: to immediately direct the students to follow the lessons or to do something once they are in class. **Objective**: to make students productively involved in the learning process once the class starts.	
17 Motivating questions	**Description**: to ask a question that can focus students' attention on the topic and to inspire students' way of thinking. **Objective**: to grow students' interest and to focus their attention on the lessons.	
18 "Good" or "New" Stories	**Description**: to ask students to share their good or new experience. **Objective**: to focus students' attention and also to build a good group relationship.	
19 Risk warning	**Description**: to remind students that there are some risks in learning. Students are asked to think about the risks they may have while studying in class. **Objective**: to develop students' critical thinking out of learning context.	
Strategies for Group Work		
20 Reading in pairs	**Description**: students work in pairs and they in turn read a reading passage. **Objective**: to practice students' reading skills.	
21 Groups for discussion, groups for sharing	**Description**: students are to discuss one problem in groups. When they finish with this, they make new groups and share the ideas discussed previously. **Objective**: to improve student involvement in group work.	
22 Showing alternative answers	**Description**: students are to work in small groups. They discuss one problem, the alternative solutions of which must be made. In addition to this, they also have to consider the consequence of each solution and last the group itself has to make one final recommendation, which is the best solution, for solving the problem. **Objective**: to teach that students need to have an open mind and use some considerations when they face and solve a problem,	

23 Arguments for the best solution	**Description**: Students are to work in pairs. The pairs are then divided into opposite sides in order to make arguments for and against an issue. These two opposite sides then (1) argue their reasons and (2) make an agreement for the best solution. **Objective**: to help students learn how to find controversial issues and to share opinions openly.	
24 Mutual support in groups	**Description**: Students, put in groups consisting of 4 students, are to sit together and offer some help to each other. **Objective**: To ensure that all students feel welcomed by and can survive in their group.	
25 Project assignment	**Description**: Students are asked to do an assignment in a certain period of time, either individually or in groups. They are usually asked to make an innovative scientific paper. **Objective**: To facilitate students to become a responsible learner and also to motivate students to work scientifically and in a cooperative way.	
26 Team work and assignment	**Description**: students, working in small groups, do the tasks and continuously practice their interpersonal skills. **Objective**: to develop team work ability.	
27 Sign of 'Raised hand '	**Description:** the teacher raises his/her hand to show that the time allotted to do group work is over; students who see this sign are supposed to raise theirs. This process goes on until all students raise their hand and all discussion stops. **Objective**: to catch the attention of students who are working in groups quickly and easily.	
Strategies for Efficient Time Management		
28 Selecting speakers	**Description**: to ask several students to speak voluntarily, next these students choose other volunteers to speak. **Objective:** to select students who are willing to speak efficiently.	
29 One time principle	**Description**: to tell students that instruction is given once only, and those who do not get it should use their logic to find ways to follow it. **Objective**: to teach students to become listeners and to live responsibly.	
30 Class Tutor	**Description**: students are ready to help their friends who have difficulties in their study. **Objective**: to help students who are left behind easily and efficiently	
31 Training Tutor	**Description**: lessons which teach students skills how to give and get help effectively. **Objective:** to teach basic communication skills.	
32 Procedure mastery by students	**Description**: to allocate enough time to explain the procedure of the learning process which is about to happen so that students can follow the process effectively and easily. **Objective**: to avoid time wasting because of repeated explanations.	
Strategies for Giving Homework		
33 Alternative Tasks	**Description**: to assign students some alternative tasks **Objective:** to maximize student learning process and to help students be responsible	
34 Groups are to share homework	**Description**: groups (or pairs) do discussions to share their homework. **Objective**: to maximize academic learning and to improve self-responsibility.	
35 Homework hearing	**Description**: Teachers have a short hearing with the students in order to get information about the homework. **Objective**: to improve responsibility and to give a touch of personal attention to the students.	

36 Homework different from class assignment	**Description**: to assign homework which is different from activities done in class. **Objective:** to assign more challenging homework.	
Strategies for Testing and Evaluation		
37 Portfolio	**Description**: A collection of student assignments or homework. **Objective**: To improve student responsibility as well as to provide evidence for evaluation.	
38 Statement focusing on learning	**Description**: To explain that students should focus on the learning, and not on the grades. They should adjust themselves. **Objective**: To establish a class situation that puts emphasis on open learning and mutual respect.	
Strategies for Reviewing and Mastering Information		
39 Studying in pairs	**Description:** Students are to work in pairs in order to help one another. **Objective**: To review things and to reinforce independent learning.	
40 "I say" review	**Description**: a pair of students reviews a problem. **Objective:** to review problems as well as to reinforce cooperation among students.	
41 Continuous answers and questions	**Description**: teachers do the question and answer session and all students answer the questions in order. **Objective:** to put emphasis on certain topics.	
42 Creative reporting	**Description**: students are to report their assignment in creative ways. **Objective**: to obtain students' task as well as to involve students actively.	
Strategies for Improving Thinking Ability		
43 Sorting out Items	**Description:** students are to put items based on a category determined by the teacher. **Objective:** to teach students to think critically.	
44 Classification and sorting out	**Description**: Students put things in order based on a category determined by them **Objective:** To teach students to think critically.	
45 What differences?	**Description**: To ask students about the differences of two things. **Objective:** To teach students how to see differences and perception.	
46 What similarities?	**Description:** to ask students about similarities **Objective:** To teach students how to differentiate and make perception.	
47 Summary Writing	**Description:** To ask students to make a summary of the lessons learned **Objective:** To teach students to think comprehensively	
48 Making predictions	**Description:** To ask students to think further and to make predictions. **Objective:** To train students to think further.	
49 What can be explained?	**Description**: To ask students to consider the things that need to be explained. **Objective:** To practice the cause and effect thinking way	
50 Problem solving	**Description**: To ask students to solve a problem. **Objective:** To improve students' skills in problem solving.	

51 Sharing Opinion	**Description:** Groups are to talk openly about a topic and to give ideas without worrying about giving wrong reasons. **Objective**: To encourage creative thinking.	
Strategies for Teaching Facts in Detail		
52 Focus on concept/generalization	**Description:** Lessons are established by concepts and generalizations, not only by facts. **Objective:** To teach students to learn concepts as well as generalizations.	
53 Link between learning and values	**Description:** To relate school subjects to problems which attract students' attention. **Objective**: To motivate students to think critically as well as to study in academic environment.	
54 Application of projects	**Description:** Projects or tasks that can be applied in daily life. **Objective:** To make learning more meaningful.	
55 What I know and what I want to know	**Description:** In learning preparation process, students are required to jot down things they've already known and those they would like to know. **Objective:** to make a teaching preparation that is based on both knowledge known by students and questions made by them.	
56 Concept Chart	**Description:** A chart of concept already learned by students is pasted and reviewed so that it can be completely absorbed. **Objective:** Key concepts stay in their mind.	

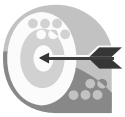
Session 7

What Is the Purpose of Teaching and Learning?

Introduction

The purpose of education is to prepare young people for their future role in the World. The World that we live in today is very different from the World 30 or even 20 years ago. There have been many changes in a wide variety of fields, especially science and technology and there are many new challenges people face. Therefore, the education system that was relevant 30 years ago is not relevant now, but in many countries the education system has not changed to keep pace with the changes in the World. As a result, many young people leaving school without the skills they need to survive and thrive in a world that is changing so fast. Because the World is changing so fast, it is difficult to predict what the world might be like when the young people we are educating today graduate and go out into the world. Therefore, we do not really know what skills to give them so that they are prepared for this world.

Better Teachers ensure that young people leave school with skills to help them *adapt* to any new situation or challenge. These skills are called *Life Skills*. The Ministry of National Education has included Life Skills Education into basic education in Indonesia and perceives the development of Life Skills in Youth as the responsibility of all teachers. *Better teachers* understand they are not only teachers of academic subjects but educators of young people and future citizens of the country and the world. *Better Teaching and Learning* in schools will ensure young people leave schools with Life Skills.



Objectives and Learning Outcomes

The purpose of this session is to support participants to further develop their ability to meet the requirements of the national standards where all teachers have to teach life skills and to achieve the aim of the national education system to develop "*student's potency in order to become a human being faithful and pious to the One Supreme God, having noble character, healthy, having knowledge, capable, and creative, independent and democratic and responsible citizens*". During the session, participants will consider the purpose of education and the implications for the role of the teacher. Participants will look at the need for Life Skills and become familiar with the approach taken by the Ministry of National Education in Indonesia for the implementation of Life Skills Education. By the end of the session, participants will be able to

- Explain in general terms why a better education system will include life Skills education
- Provide some examples of core Life Skills
- Describe the approach of the Ministry of National Education to Life Skills education
- Discuss the role of the teacher in providing Life Skills education for youth

Key Questions

- What are Life Skills?
- Why is it important that the schools in Indonesia provide Life Skills Education?
- What are some of the core Life Skills adopted by most countries in the World?
- What is the role of the teacher in Indonesia in ensuring that all young people are able to face these challenges?

Notes for the Facilitator

- This session is intended to be a *general introduction* to Life Skills Education. It is not intended to equip participants with all the skills and knowledge they need to be able to integrate Life skills into their teaching. The second module of the Life Skills training program will look more in detail at Life Skills Education in the Indonesian context and how teachers in Indonesia can integrate Life Skills. Please ensure participants are aware of this.
- Many of the concepts introduced through this session may be new for the participants therefore there is a lot of detail included in the notes to guide you in presenting the information.
- One of your preparation tasks is to prepare a presentation for the participants on the following issues. *Why we need Life Skills Education, What Life Skills Education is, How Education systems include Life Skills Education*
- In the presentation, it is important that you emphasis the core Life Skills which most countries have adopted, but how these are supplemented with additional life skills relevant to individual countries.
- To prepare the presentation, you should read through the introduction to this session and the notes included in the additional information to help you. You should decide how to create a presentation. You can use Power Point or put the key ideas on flip chart paper or even photocopy the additional information and give to the participants. However, please ensure that any presentation you give is *no more than 10 minutes*
- Before the session, you will need to ask some participants to help you to prepare the role play (handout 8.2)

Resources

- Materials for the energizer "Tower Building" such as such as paper clips, glue, paper, card, post it notes,
- Copies of Handout 7.1, 7.2 and 7.3

Time

This session needs a minimum of 90 minutes to complete

ICT

The use of ICT to support this session is optional and will depend on what equipment you have available. Some possibilities are:

- Using computer and LCD for presentation

Session Summary

Introduction
10 minutes
Facilitator asks participants to think about what they teach and then introduces the objectives, learning outcomes and key questions of the session

Connection
20 minutes
Participants review the purpose of education in Indonesia and the role of the teacher

Application
50 minutes
Participants work in groups to discuss the challenges faced by young people today and to consider how education can help young people face these challenges. The facilitator gives a 10 minute presentation on the approach Life Skills Education in Indonesia

Reflection
10 minutes
Participants reflect on what they teach and their role in preparing young people for the future. Participants answer the key questions and provide a summary of the key messages of the session

Extension
Participants start to think about some of the challenges faced by young people in their local area to prepare for future work on life skills in the second module

Energizer

The following energizer is linked to the theme of the session. It introduces participants to a range of skills they might not automatically link to learning in school. You can use it at the beginning of the session if feel that the participants need it. It should last no more than 15 minutes

Divide participants into groups. Give each group a selection of materials, such as paper, card, sate sticks, paper clips, tape, post it notes, string, small boxes. The selection of materials should be different for each group. Instruct each group to build a tower from the materials that you have given them. They have only 10 minutes to build this tower and the group with the tallest tower is the winner. They can borrow or exchange some of their materials with another group if they want, but they have to agree with the other group.

After ten minutes, stop the groups and judge the winner (the team with the tallest tower). Ask the groups what sort of skills they were using during the activity. Where did they learn these skills? What problems would they face in completing the task if they do not have these skills.

In answering the question, groups could mention such skills as cooperation, communication, creativity, negotation, group work, problem solving. These are not academic skills but many of these are learned through school and the family and many daily activities would be difficult without these key skills.

Detailed Steps for Activities

I

Introduction (10 minutes)

(1) Give all participants a piece of card or paper. Instruct them to write on the card *what they teach*. After they have written what they teach on the card they must hold the card up. Request some to read aloud what they have written and to explain why what they teach is important for young people. They need to keep this card until the end of the session Read facilitators notes 1.

(2) Explain to the participants the aim of this session is to widen their understanding of their role as a teacher. Present the *objectives* and *learning outcomes* of the session. Introduce the *key questions* and inform participants that they will need to be able to answer these questions at the end of the session.

1

Facilitators Notes

It is likely that the majority of the participants will write only the *academic subject* that they teach in school, that is "English" or "Mathematics". They are unlikely to write that they teach young people to be prepared for future life, learning or work or what they teach young people to be able to do or in fact that they teach young people. At this point in the session, you should not address this issue. Only accept what the participants say. There is opportunity at the end of the session to discuss this.

C

Connection (20 minutes)

(2) Ask participants to think back to session 1and review what the purpose of education in Indonesia is. Write their ideas on flipchart paper. Provide some ideas if necessary, emphasis that education is generally seen as a means to prepare future citizens. Use Facilitator's notes 2

(3) Brainstorm with participants what this means for their role as a teacher. If education is supposed to create a "whole Indonesian" what are they expected to do?

2

Facilitators Notes

According to the 2003 education law, education in Indonesia must be based on the 1945 constitution and rooted in the values of religion, the national culture of Indonesia and be responsive to the demands of a changing era. Education must be directed towards developing citizens, not only the intellectual but also the moral, social and physical aspects of the participants "*creating the wholeness of the Indonesian people".* Therefore, in Indonesia, education is not only seen as an academic process, which concentrates on subjects, but has important religious, moral and political dimensions to it. In short, education should prepare young Indonesia's for adult life as citizens of the country and the globe and with the skills needed to face the challenges that adult life presents to be able to positively contribute to the development of Indonesia as a country and its place in the World. Teachers need to start to see themselves, not as teachers of subjects but as teachers of young people with the responsibility to ensure that young people are 'whole".

A

Application (50 minutes)

(1) Explain that as education is a preparation for future citizens and responsive to the demands of a changing era teachers need to understand the world that young people are entering.

(2) Divide participants into groups. Ask each group to think about the challenges that young people in Indonesia will face. Give each group a copy of handout 7.1and tell them to use the images on the handout as a stimulus for discussion. They can add other ideas too. They should make a list on flipchart paper

(3) Give each group *10 minutes* to discuss. Move around the room to observe and support each group.

(4) Ask one group to give some feedback. Ask other groups to add only *new* ideas.

(5) Ask one participant to give an overall summary of what the activity has shown. If necessary, provide some input use facilitators notes 3 gives you some ideas.

3

Facilitators Notes

The images in handout 8.1 show some of the key advances and challenges 1. Drugs, 2. Global Warming, 3 Conflict, 4. Technology, 5. HIV/AIDS, 6. De-forestation, 7. Commerce, 8. Urbanization 9. Unemployment, 10. Poverty. The images should stimulate the participants to realize that there have been many great changes in Indonesia and the World in the past few decades. There have been great advances in commerce, health care, transportation, technology and many other areas. This has meant that young people need many new skills when they leave school. Where as skills such as literacy and numeracy were enough a number of years ago, these skills alone are not enough for young people of the 21st Century. Young people need to develop a much wider set of skills to command commerce, technology and science. There are many new challenges to face in society. Indonesia for example, is now faced with problems including a high rate of unemployment, migrant workers and trafficking, poverty, global and local conflict, drugs and HIV/AIDS. Young people need a range of skills to face and overcome these challenges and lead healthy, safe and productive lives. The world is changing fast and Indonesia with it. With the World changing so much and so fast, the education of 30 years ago does not provide young people with the skills that they need for life in today's technology, information and knowledge-driven world. Education needs to change also to prepare young people to enter this world.

(7) Use the *introduction* to the session and the *additional information* included at the end of the session give participants a brief presentation on how the changes in the world means that thinking education has changed and how Life Skills Education is now considered an essential element of any education system.

(8) Inform participants that they need to start to think about what a *Better Teacher* can do to help young people to develop Life Skills. To do this, they will watch a role play. Give the participants the following questions to answer as they watch a role play. *What challenges does the young girl face when she leaves Junior High School? Which of the core life skills do you think she needs to have to successfully face these challenges? What could the teacher have done inside the classroom and outside the classroom to help her?*

(9) Present the role play. Discuss the questions. Use facilitators 4.

4

Facilitators Notes

The young girl faced many challenges in her life. She wanted to continue her education but could not because of poverty and unemployment. She faced a lot of pressure from her family, relatives, peers and employer to behave in a way that she knew was wrong for her. To successfully face these challenges and survive and stay safe, the skills the girl needed was:

- Decision Making (Know where to go to get information to make informed decisions)
- Communication: (Negotiate with her parents)
- Self Awareness (Be assertive and have higher self esteem)
- Critical thinking (Evaluating the different options available to her)

The teacher could have provided her with a lot more support. In the classroom before the girls left school, the teacher could have

- Helped her to think about some options after school
- Helped her to develop some of the life skills she needed, such as how to make informed decisions, how to communicate and how to solve problems
- Helped her to understand where she could go for help

Outside the classroom, the teacher could have:

- Talked to the girls parents
- Tried to find out information about the man who came to the village
- Talked to the girls relative

However, none of this is easy

(9) Summarize: Better Teachers will not only focus on the academic subject that they teach but will also try to teach young people important life skills. This is not easy and this is an introduction. During module 2 Integrating Life Skills into Classroom Practice they will look in more detail at the role of teachers in developing Life Skills in youth

R

Reflection (10 minutes)

(1) Ask participants to look again at the card they wrote at the beginning of the session to answer the question what they teach. Ask them to turn the card over and answer the same question again. Ask if any participants wrote a different answer from the beginning of the session. If any participants say yes, ask them to read out their new answer and explain why they changed. Ask participants what they role is as a teacher. Use facilitators notes 5

(2) Review the *key questions* and ask participants to answer them. Ask participants to summarize what they think the *key message* of the session is in one or two sentences. Write their answers on flipchart. Provide the key message of the session below

(3) Give participants the *extension activity* (below) and request they complete it before they start work on the next module Integrating Life Skills in Classroom Practice.

5

Facilitators Notes

Through this session we want teachers to start to think about the much wider role that they have and see that they have the responsibility of teaching young people a wide range of skills which helps them to be prepared for the world that they will enter after they have completed their basic education. If the session has worked then participants should write some other ideas rather than just the academic subject, they may write any of the following: Future Citizens, Young people, Life Skills, Workers. If participants have written any of these, they have understood the purpose of the session. If all participants have re-written the academic subject, then they have not understood that they have a wider role than academic teaching and the facilitator will need to re-emphasize this

Key Message

The World we live in is ever changing. As the purpose of Education is to prepare young people to become citizens and live healthily and productively in this World, education must continue to evolve to ensure that young people leave school with the relevant skills. Life Skills Education helps young people to develop skills to adapt to the ever changing situation. Life Skills Education is *not* just *vocational skills*, but includes a wide range of skills. In Indonesia life skills education is not a subject, but is part of the *process* of learning. A Better Teacher will teach Life Skills as part of their daily teaching practice.

Extension

In their learning reflection journal, participants should write some ideas to answer the following questions: What are some of the challenges facing young people now in your local area when they leave school that you did not face? Because they face these new challenges, what do you think that some of the important life skills for Indonesian youth are? How do you think that Life Skills can be developed through the lessons that you teach in school?

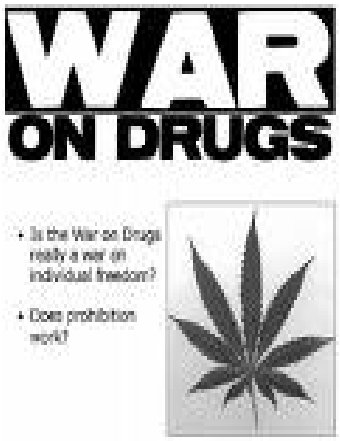
Portfolio Activity: Prepare and deliver a presentation on Life Skills for their colleagues in school or MGMP. A write up of this presentation can be included in the professional portfolio under category 6 academic achievement (assistance to colleagues). Through completing this activity, participants will also have further developed core competency 19 "communicate with his/her professional community in writing or in other forms

Additional Reading

- http//www.unicef.org/lifeskills

Handout for Participants 7.1

1



2

3

4

5

6

8

9

Handout for Participants 7.2
Role Play

Context
The following scene takes place in a small village in Java. The girl is 15 years old. She lives with her Mother and Father and two siblings. For a living, her Mother sells snacks and her Father is a Becak driver

Scene One
A young girl and her teacher are talking at the end of school. The teacher is giving the girl her examination certificate and congratulating the girl on her work. She is informing the girl that she graduated top of her class and the teacher believes that she will do very well at SMA the following year. The girl is delighted, takes her school bag and skips home.

Scene Two
The girl arrives home. Her Mother is cooking the meal. The girl tells her Mother that she has graduated top of her class and shows her certificate. Her Mother is pleased and congratulates the girl. The girl's Father arrives home and sits down at the table. He starts to smoke. The girl runs over to tell him that she has graduated and has a place at SMA. The Father looks at the girl and tells her that he is proud of her, but he is really sorry, the family does not have much money and can't afford to send the girl to SMA. Anyway, he says that the unemployment rate is so high in Indonesia, that if she goes to SMA, they can not guarantee he work and that it would be a waste of money. He says that nine years education is enough and she has to find work. He will ask his relatives to help. The girl is very disappointed and begins to cry.

Scene Three
The girl goes to see her teacher to ask for help. She explains to the teacher that her family can't afford to send her to SMA. The teacher listens, but is not too interested. She tells the girl that she can do nothing to help and that the girl should leave now because she has a lot of work to do.

Scene Four
Back at home, the girl's Father and relative are waiting. The relative explains that he knows a restaurant near the edge of town that needs waitresses. He will take the girl to meet the boss and arrange for her to get a job.

Scene Five

The girl and her relative arrive at the Restaurant. There are many young girls at the restaurant, they seem friendly and welcome her. The girl talks to the boss and he says that she needs to take the orders for the food, serve the food and clean the tables. The Boss then pays some money to the girl's relative.

Scene Six

The girl is working at the restaurant. She has been there for more than two weeks now and is not happy. Some of the other girls are very friendly with the customers and sit with them in the rooms. The boss of the restaurant comes to see the girl and he says to her the she needs to dress better in the future. She should also wear make-up and sit and drink with the customers. The girl s a little shocked and she does not want to do it. She talks to the other girls in the restaurant, but they laugh at her. They tell her that it is not too bad and the money is good.

Scene Seven

The girl does not want to do it. She tries to talk to her Mother and Father. She is not able to tell them all the details and her fears. The girl thinks to herself and decides she will go and see her teacher.

Scene Eight

The girl goes back to the school land meets her teacher. Her teacher is not too pleased to see her. The girl tells the teacher that the boss of the restaurant wants her to wear different clothes and make- up and drink with the customers. The teacher says that the girl is lucky to have found a job and to earn money, as the situation in Indonesia is so difficult now. She should obey the boss of the restaurant and obey her parents. She does not have time to try and help.

Scene Nine

The girl is back at the restaurant. She is wearing different clothes and make-up. One of the customers asks the girl to sit and drink with them…

Handout for Participants 7.3

Life Skills Education in Indonesia

Why Life Skills Education?

Because the World is changing so fast and living in the World is presenting so many new challenges, many countries have started to use *Life Skills Education* as a means to give young people the competencies to adapt and cope successfully with the ever changing situation. Life Skills education is not new, it has been implemented in Indonesia since 2001. Indonesia believes that Life Skills education is critical to improve the human resources of the country so that Indonesia can accelerate its economic growth, minimize unemployment, compete competitively its neighbors and improve the quality of life of all citizens *(National Plan of Action: Indonesia's Education For All: 2003).*

What are Life Skills?

Life Skills Education can provide young people with a ***wide range*** of skills which enable them to positively adapt and respond to the challenges in society. The World Health Organization (WHO, "Life Skills Education in Schools", Geneva, 1993) and UNICEF have talked about the life skills as follows:

"The term life skills refer to a large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life".

These life skills are composed of the following ten core skills:

- Creative thinking
- Critical thinking
- Decision making
- Problem solving
- Communication
- Interpersonal relationship
- Self awareness
- Empathy
- Coping with stress
- Coping with emotion

It is quite common that countries, including Indonesia, include additional skills as important development outcomes of their young people.

Many teachers in Indonesia view Life Skills Education as only *vocational* or job related training. However, it is *more than that.* In Indonesia, Life Skills Education is based on the concept that young people need to learn[21] to *know* learn to *do* learn to *live* with other and learn to *be*. Therefore, life skills are divided into four categories of

- *Academic* life skills (know)
- *Vocational* life skills (do)
- *Social* life skills (live with others)
- *Personal* life skills (be).

In basic education, Life Skills education focuses on general life skills (personal and social) and at senior high school level (SMA) vocational skills are added to the general life skills.

The Ministry of National Education aims that young people when they leave school *have good work ethics, can command science and technology, are disciplined and responsible and strong entrepreneurial skills.*

How do schools include Life Skills Education?

There are three main ways that Education systems around the world have implemented Life Skills Education as illustrated in the table below:

Carrier Subject	Separate Subject	Infusion or Integration
Definition **Challenges and Life skill themes are chosen and taught as a focus of a normal curriculum subject**	**Definition** It is a subject with lessons added into the normal timetable.	**Definition** All teachers are aware of the importance of developing Life skills and are expected to do so in all their lessons
Example Life Skills (such as the prevention of HIV Aids) may be taught through Biology lessons.	**Example** In the UK, children have one lesson a week, called Personal, Health and Social Education which focuses on developing life skills.	**Example** Life Skills are developed through developed through all subjects as part of the process of learning.
Comment	**Comment** This is the most difficult to implement due to the demands on the curriculum time. Life Skills Education is viewed as a content based subject and therefore needs a separate lesson and a teacher trained in Life Skills to implement it.	**Comment** This method is the most common and most effective among countries, as young people are developing life skills at all times. However, it means that all teachers have to understand Life Skills and how they can be integrated into their normal daily lessons

In Indonesia, Life skills are *not an independent part of the curriculum* and they *cannot* and *should not* be taught separately but developed through the *whole learning*

experience. Therefore, the Ministry of Education has adopted the *third option* for Life Skills education.

In Indonesia, Life Skills are viewed as part of the *process* of learning and that *all teachers* of *all subjects* are responsible for supporting young people to develop the skills necessary to enter the adult world.

To teach the life skills doesn't mean to tell or inform students what life skills are and what it means. The key point is to design an activity for the subject which integrates life skills, students work through the activity step by step (guided by the teacher). For example, if children are asked to work in a group to solve a mathematics problem, they are developing cognitive skills in mathematics but also developing skills of cooperation, participation and rational thinking. It is even better if the problem relates to a real life situation. Finally expected skills stated in the objectives of each activity should be built. Young people with life skills are supposed to be the end product of the *whole formal education curriculum.*

Life Skills Education is not a one off activity but is part of every day teaching in all lessons in the classroom. Students should be provided with appropriate opportunities to develop, build on and practice the skills everyday so that they are able to effectively utilize those skills when they confront daily life challenges.

Session 8

How Can Teachers Plan the Scope and Sequence of Better Teaching and Learning?

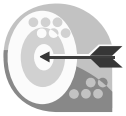
Introduction

Teaching and Learning is a complex activity. Schools have a curriculum they need to deliver and teachers have objectives which they need to meet. Schools and teachers have to achieve this in a fixed amount of time. Ensuring the curriculum is covered in the given time and all students reach their individual optimal potential requires careful planning and preparation.

Teachers are used to planning and the better teachers begin their planning months before meeting their students for the first time. However, daily lesson plans are only a small part of a much larger scheme, which is designed to accomplish the semester goals, which in turn are designed to connect with the school mission and mesh with the goals of the national education system as a whole.

With decentralization and the recent changes in education policy and regulations in Indonesia, planning the curriculum has now become much central to district and school and therefore, teachers practice. The National Government has developed the overall framework but it is the responsibility of the school to convert this framework into an operational plan (referred to as an *educational unit level curriculum*) following a set of principles for curriculum development.

Teachers will be assessed on their ability to develop a curriculum for their subject (core pedagogic competency 3). This is a challenging and often overwhelming task even for the most experienced and qualified teachers but it is achievable if teachers develop and use a format for planning and follow some simple steps for curriculum development. This session will help you understand how to make a start in doing this.



Objectives and Learning Outcomes

The purpose if this session is to support participants to further develop teacher's core pedagogic competency three "*Develop a curriculum related to the subject matter"* as relates to indicators 3.1 to 3.5. During the session participants will review some of the key changes to the curriculum in Indonesia in recent years and consider the implications of these changes for schools and teachers. Participants will explore the what, why and

how of curriculum development planning and some key principles of syllabus development. Participants will examine a format for a syllabus and try to bring together a lot of the learning from previous sessions to draft the outline of a syllabus. By the end of the session, participants will be able to:

- Define the common terminology used in the curriculum
- Describe the major requirements of the national curriculum (contents)
- Explain the current responsibilities of schools and teachers for educational unit curriculum development and planning
- List the different levels of curriculum planning and explain the purpose of each
- Explain the main principles of curriculum development in Indonesia
- Employ the principles of curriculum development to draft outline of a educational unit level curriculum (syllabus)

Key Questions

- What are the requirements of the national curriculum in Indonesia?
- What are the current responsibilities of the school and teachers for curriculum development?
- What is planning for learning and why is it important?
- What are the different levels of curriculum development and planning?
- What are some of the key principles of curriculum development?
- What components do teachers need to include in medium term (syllabus development)

Notes for the Facilitator

- The most important outcome of this session is that participants know and understand the requirements of the general curriculum, the need for school level curriculum development and the key principles for curriculum development. This understanding is necessary for them to move onto the learning in later modules when they will have to chance to apply this learning and start to create a syllabus. As some participants will not attend later training during this session participants will consider the components and format of a syllabus and will have the opportunity to start to develop one during the application activity.
- To an experienced teacher none of the things in this session will come as a surprise, However, it is likely that you have teachers with a range of experience in your group and therefore, it is necessary to review some of the more basic concepts as these need to be understood and mastered in order for teachers to follow later training. Ask the more experienced participants to support the less experienced.

- The connection section in this session is longer than in other sessions in order to make time to review the requirements of the standards
- You are required to give a presentation during the Connection section. The information you need for the presentation is included in the Facilitators notes. You will need to use these notes to prepare the presentation prior to the session. You may present the presentation using any method you choose, but the presentation should last no more than 10 minutes

Resources

- Handout 8.1 and 8.2
- Standards for Content BSNP 2006
- Flipchart paper, pens and tape

Time

This session needs a minimum of 105 minutes to complete

ICT

The use of ICT to support this session is optional and will depend on what equipment you have available and how confident you are in using it. Some possibilities are:

- LCD and Laptop for presentations
- Participants can use computers to develop their syllabus format

Session Summary

Introduction
5 minutes
Facilitator introduces the theme and background to the session. Participants review the session objectives, learning outcomes and key questions

Connection
50 minutes
Participants review the framework for the Junior High School curriculum and consider the implications for the school and teachers. Facilitator gives a brief presentation on the why, what and how of school curriculum development and planning

Application
45 minutes
Participants practice applying the learning on the what and how of the connection section and start to draft an outline of a school medium term curriculum (syllabus)

Reflection
10 minutes
Participants summarize the learning from the session, answer the key questions and write in their learning reflection journal

Extension
Participants continue to develop their draft medium term curriculum (syllabus) in their MGMP or school.

Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to the concept of trying planning to get from one place to another. You can use it at the beginning of the session if feel that the participants need it. It should last no more than 10 minutes.

Tell participants to work in pairs. Give each pair a copy of the maze included in handout 8.1. Tell participants that they must enter the maze at point A and exit the maze at point B. They have to go the quickest route possible but they can go across the black lines. They have to mark the correct path with a pen, but only the accurate path. If they make a mistake and have used the pen, they are eliminated. As soon they had found their way successfully they must call out, after 7 minutes (or as soon as one pair is successful) stop the activity. Discuss with participants: In this activity they had to use a map to plan to get from A to B but they were only allowed to use certain roads and they were only allowed to mark the correct roads. How difficult was this? What would make it easier? Input: It is difficult to get from point A to point B when you are not allowed

to go directly. You have to achieve the goal in the quickest way and in the given timeframe. You have to plan carefully before you mark the roads and you and may have to go back and try again. It is a bit similar in education sometimes when we have to try to get from point A to point B with the students but need to make sure that we cover many roads in doing this. It takes a lot of planning to make sure that you get to your final destination.

Detailed Steps for Activities

I Introduction (5 minutes)

(1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
(2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
(3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 3*. Explain that this session will help them develop some of these competencies

C Connection (50 minutes)

(1) Explain to participants that the whole area of curriculum abounds in terminological confusion being full of words like goals, aims, tasks objectives, learning outcomes, competencies and learning load. Before we start looking at the curriculum we should try to remove some of the confusion by attempting to define some of the words.
(2) Give participants handout 8.2. Instruct them to match the word in column A with the definition in column B. Give them only 5 minutes to complete the task. They should do this individually.
(3) Elicit feedback and ensure all participants have the correct definitions. Answers are below in Facilitators Notes 1. Limit feedback to 5 minutes

1

Facilitators Notes

1 = f , 2 = m, 3 = i, 4 = h, 5 = t, 6 = q, 7 = b, 8 = l, 9 = g, 10 =e 11 = o, 12 = k, 13 = n 14 = j, 15 = p, 16 = u, 17 = s, 18 = a, 19 = r, 20 = d, 21 = v

Note: All definitions were taken from the Glossary included in the BSNP Standards for Content 2006. Therefore, there do not allow debate about the actual definitions. This will waste time

(4) Divide participants into groups of 4 or 6 based on the subject they teach. Give each group a piece of flipchart paper and a pen. Ask them to copy the following chart onto their paper

General	2006 Regulations for Content
Subjects	
One Learning Hour	
Effective Learning Week per year	
Face to Face learning hours	
Annual Learning Time	
Time for structured & unstructured assignments	
Learning Hour per subject	
Curriculum development	

(5) Ask participants to review the national regulations for the general curriculum or contents for Junior High School (not subject contents which are looked at in later modules). Although this is not new for them it is important

(6) Instruct them to read through the correct pages from 2006 Regulations from BSNP (they should have these with them) and complete the table by writing one or two sentences explaining the regulation. Give participants 10 minutes to complete the table.

(7) Elicit feedback. One group gives sentence each. The table below provides the correct answers

2

Facilitators Notes

General	2006 Regulations for Content
Subjects	Contains 10 subjects (Religious Instruction, Civics, Indonesian, English, Mathematics, Natural Sciences, Social Sciences, Art & Culture, Physical Education and Health, Skills, Local Content and Self Development
One Learning Hour	Learning hour is equivalent to 40 minutes
Effective Learning Week per year	34 – 38 weeks
Face to Face learning hours	34 Hours per week
Annual Learning Time	1156-1292
Time for structured & unstructured assignment	Maximum is 50% of the time for face to face activities
Learning Hour per subject	Allocated according to the curriculum structure (2 hours for art, skills, PE, Religious Instruction, Civics, local content and self development and 4 hours for all other subjects)
Curriculum development	For Junior High School, this is developed by the school and school committee with reference to the competency standard

(8) After completing the table, discuss with participants what the implications of these contents are for schools and teachers. Use facilitators notes 3 below if needed

3

Facilitators Notes

The curriculum provided by the National Government is clearly a framework only. It gives general information on

- What students need to learn (subjects)
- What they need to know and be able to do (competencies)
- How many weeks and hours they are allowed learn (learning hour, learning week)
- How they should learn (face to face, structured assignment, independent assignment)

The responsibility for using this framework to develop a curriculum lies with the school and the school committee. To ensure that all the requirements of this framework are achieved – requires very careful planning on a number of different levels.

(4) Use facilitator's notes 4 and information from the introduction to give a 10 minute presentation on Curriculum development and planning.

4

Facilitators Notes

There are different levels of curriculum planning. These are the long term, the medium term and the short term.

- Long term planning is the overall framework which details what subjects students must study, what they should know and what they should be able to do. This is often called a curriculum. It is often developed nationally
- Medium term planning are the programs of learning for each class and semester. They often set out the numbers of lessons, topics to be covered etc. Medium term plans are often given the name syllabus".
- Short term plans are those which individual teachers set out. They show what teachers will be teaching on a say to day basis. Short terms plans are called lesson plans.

The Government of Indonesia has already developed the long term plan or the curriculum. It is given the term national standards for content there is a general one and one for each subject. These standards provide the overall plan for the subjects students must learn (content) what they should know in each subject (topic or aspect) what they should be able to do in each subject (competencies).

The government does not provide any more plan than this and it is now the responsibility to schools and teachers to develop medium term and short plans which meet the requirements and goals of this overall plan. There are a number of key principles that teachers need to understand before they can develop the school curriculum. According to the Government, these are:

Based on the needs, interests of the students and its environment
The curriculum needs to allow for differentiation taking into account that students all have different needs and interests. Learning in subjects and across the curriculum needs to be balanced to ensure all students are challenged and interested and can achieve their own potential.
Diverse and integrated: Curriculum should be broad including a wide range of subjects and content in each subject. There should be connections in the curriculum. Connections should be vertical (as students progress up the level of education in a subject) and lateral (connection in learning across subjects)
Responsive to developments in science, technology and art: Science, technology and art are critical areas in the fast paced globalised world. The curriculum should ensure that students follow and utilize science, technology and art.
Relevant to life: The curriculum needs to serve the present and future needs of the students as adults and workers. It should give them life skills
Thorough and Continuous: The curriculum should be comprehensive or covering a wide range of learning in the sense. Not only in terms of subjects studied and the topics and competencies within the subjects, but also the methods used and learning experiences provided. Continuous meaning that there is a progression in the learning, there is a logical sequence to what students learn. That one learning experience builds on a previous experience
Life Long Learning: Give students the skills they need to continue to learn all their life. The curriculum should focus on how students learn (e.g. trial and error, experiential) and by

doing so give the competencies (e.g. an enquiring attitude) to continue to learn
Show a balance between regional and national interest: The curriculum must be developed by the school by referring to the general framework from the national government. The school needs to take into account the interests of the community and region also. National and regional interest must support each other

One of the central role of the teacher is to develop the medium term plan (syllabus). The primary function of the medium term plan is to be a map of the learning of one class for one semester. The syllabus shows the key details of what a student in a grade will do during a period of time (the whole semester and in each lesson). The plan will:

- Provide an outline of the subject matter and content, organizational matters, evaluation procedures and ancillary aids
- Show continuity in learning and progression of experience by showing how the learning is sequenced across lessons and objectives (e.g. later competencies and lessons will depend largely on students having mastered the earlier lessons)

Therefore, the medium term plan (syllabus) should include the following:

- The learning objective (what competencies the students will learn)
- Number and duration of lessons (amount of time in the overall plan and for each topic)
- The main content to be covered (knowledge, skills, attitudes, behaviors)
- Organizational factors (learning experience how students will learn)
- Means of evaluation (how students will be assessed)
- Equipment (resources available and required)

There is a saying that the best way to eat an elephant is to eat a little bit at a time. The same principle applies to. Although the lists of things teachers need to consider for curriculum development seems overwhelming do not panic, it can be manageable by careful staging. Look at the following planning sequence.

1. Select the area of study (e.g. competencies and aspect) from the curriculum contents for your subject and class you want to focus on for that semester
2. Develop assessment indicators to show knowledge, skills, attitudes and behaviors you want students to master
3. Brainstorm, read around the area. Investigate different topics, ways you can teach the aspect and the competencies
4. Match the assessment indicators and topics according to which most logically fit together
5. Plan the sequence (logical and chronological) through the work
6. Estimate how much time (lessons) you need for each part of the sequence
7. Think about how you will organize the learning for each part of the sequence (e.g. group work, pair work). This does not have to be too specific
8. Think about what materials/resources are needed for students to complete the learning
9. Think about how you will assess the students learning (e.g. observation, tests)

A Application (45 minutes)

(1) Explain that one of the core pedagogic competencies for teachers is that they are able to develop a curriculum for their subject (competency #3) which applies the principles of curriculum development (#3.1) and includes the learning objective (#3.2) learning experience (# 3.3) topics, logical sequence (#3.5) and assessment indicators and instruments (#3.6). The next task will give them the opportunity to start this.

(2) Divide participants into groups of 4-6 based on the subject they teach. Their task is to create a format for a syllabus including all the key components. If they use a format provided by their district, they need to make sure that all the correct components are included and amend it as necessary. After they have created their format they need to start to draft the outline of a medium term plan (syllabus) following the steps for curriculum development and applying the principles for curriculum development. They should use all of the learning from the module so far (e.g. how to develop indicator). Give participants 30 minutes to start to develop the outlines of their syllabus. It is unlikely that they will get very far during this time. The purpose of the activity is for them to start to practice applying some of the principles of curriculum development. They will have more opportunity during later training.

(3) Ask some groups to feedback. Comment on their plans. Focus on areas of the curriculum that relate to the pedagogic competency (objectives, indicators) and ask how they applied some of the principles of curriculum development

R Reflection (10 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session. Ask if there is anything else that they learned.

(2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.

(3) Ensure that participants know how the learning in this session will be followed up. For Civics, English and Mathematics teachers, they will have more opportunity to apply all they have learned in this session about curriculum planning during the second workshop of the Life Skills training program when they start to develop syllabi for their subject. Civics, English and Mathematics teachers can start to prepare for this module by completing the extension activity below. Teachers of

other subjects can start to apply what they have learned through completing the extension activity. Give participants the extension activity below.

Key Message

Curriculum development and planning is now the responsibility of the school. Teachers need to plan and develop a school curriculum which refers to the national competency standards for each subject, the national standards for content and applies the principles of curriculum development. The school curriculum should be broad and balanced and show continuity and progression in learning and allow for individuals to fulfill their potential. This may seem an overwhelming task but it can be achieved by teams of teachers working together in MGMP or schools by developing and utilizing a format and following the steps of curriculum development.

Extension

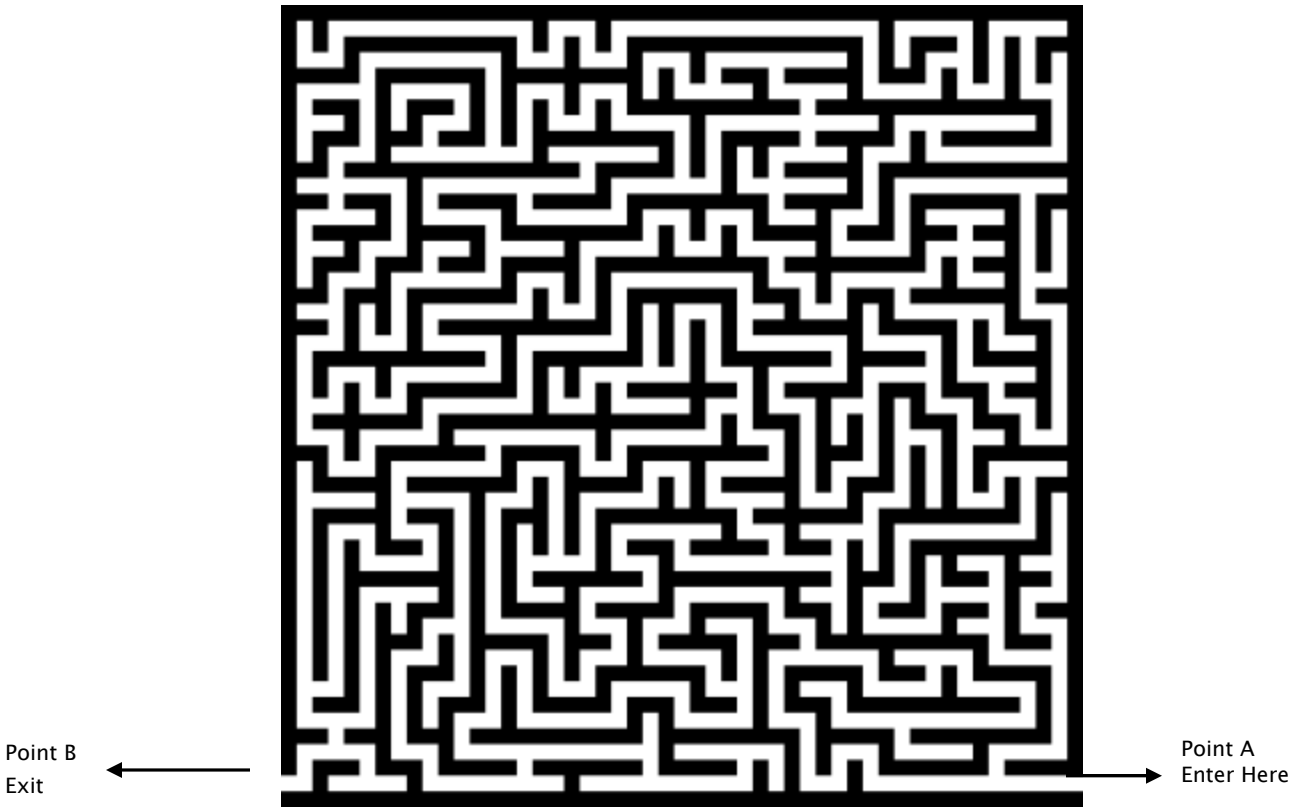
Portfolio Activity: Participants should continue to work on the drafts of their syllabi. They can do this is their school or MGMP. Civics, English and Mathematics teachers should make a start on their syllabus and keep it in their portfolios so they can develop them further in the second workshop. This syllabus can be included in the professional portfolio category 7 Professional Development (learning instruments and tools)

Additional Reading

- BSNP (2006) Standards for Content

Handout for Participants 8.1

From A to B



Handout for Participants 8.2

Terminology

Column A	Column B
1. Curriculum	a. Minimum competency of a student expected to be achieved at every level/semester as a standard to be achieved nationwide
2. Syllabus	b. A sign that we look for to assess whether we have achieved our outcome and how well we have achieved it.
3. Learning Outcomes	d. The total amount of learning time for the school year/week for all subjects
4. Competency	e. Learning activities in the form of direct interaction between the teacher and the student (e.g. lessons)
5. Topics/Theme	f. The overall framework which details what subjects students must study, what they must know and be able to do
6. Assessment	g. Total amount of time students spend in learning, which includes all types of learning
7. Assessment Indicator	h. An attitude, skill, knowledge or behavior developed as a result of the learning process
8. Lesson Plans	i. What a student will know and be able to do at the end of a particular piece of learning
9. Learning Load	j. A specific expression on intent e.g. students will be able to describe some of the causes of heat
10. Face to Face Instruction	k. A learning activity designed by the teacher to achieve a competency the completion time decided by the student
11. Structured Assignment	l. A short term plan for activities in individual lessons
12. Unstructured Independent Assignment	m. Medium programs of study which detail the scope and sequence of learning for one class for one semester
13. Aims	n. A general statement of intent e.g. to introduce the class to the concept of heat.
14. Objectives	o. A learning activity designed by the teacher to achieve a competency. The completion time is specified by the teacher
15. Subject Group Competency Standard	p. Attitude, skill, knowledge or behavior expected to be achieved at the end of level/semester for a subject

16. Graduate competency standard	q. The process of finding out what a students knows and can do as a result of instruction
17. Educational Unit Level Curriculum	r. A number of competencies to be achieved by a student in a certain level/subject to illustrate the standard competency
18. Standard competency	s. A operational plan (e.g. syllabus) based on the curriculum developed, planned and implemented by each school
19. Base Competency	t. A theme within a subject
20. Effective Learning Time/Week	u. Attitude, skill, knowledge or behavior students need to demonstrate in order to graduate from the educational level
21. Learning Hour	v. Amount of time given for one lesson of face to face instruction. It is not always equal to an hour

Session 9

How Can Teachers Assess Student Learning?

Introduction

Previous sessions in this module have examined the *who*, *what, why* and *how* of better teaching and learning. This session will start to explore the *how well*. That is assessment. Teaching and Learning are reciprocal processes that depend on each other and affect each other. Thus assessment often deals with both how well the students are learning and how well the teacher is teaching. Teachers are automatically judged on how well they are teaching by how well the students are performing. This session will focus on assessing student achievement in learning.

Much student assessment still occurs through a "high stakes tests", a single test or examination which can carry serious consequences such as graduation or not from school. The *Ujian Nasional Sekolah* is one such high stake test. Placing reliance on one test score alone is likely to increase the drop out rate rather then improve learning[22]. Many educators now argue that a student's educational career should not rest on one test score alone but on multiple sources of data. This data should come at various times in a students learning career and from teachers and schools as well as from examinations. New regulations and policies in Education in Indonesia support this view as they require that student assessment is carried out by teachers, the education unit and the Government (article 63 of the National Standards).

Assessment is an integral part of an ongoing process in education and to learn effectively and improve, students need to know how they are doing. For a learning endeavor to be effective students need to have the answers to very basic questions such as "Where am I going? Where am I now? How do I get where I am going? Am I on the right path for getting there?" Better teachers will have the answers to these questions. To be a better teacher you need to be informed about what the students can do so that you can help them to build on their competencies. Therefore, teachers and students need continuous feedback on progress and problems in order to plan appropriate learning activities. Better teachers frequently use formative or diagnostic assessments to plan further learning.

Moreover, traditional paper and pencil tests provide only a portion of the data needed to indicate student's progress and there are alternative ways of collecting more genuine and valid information. Teachers need to be aware of these alternative systems so that can develop assessment and reporting procedures that are fair and effective. Because

the welfare and indeed future of so many people depend on the outcomes of assessment, it is impossible to overemphasize its importance. This session will introduce some of the key concepts related to assessment.

Objectives and Learning Outcomes

The purpose if this session is to support participants to further develop participants ability to meet the national standards where teachers are expected to *"continuously undertake to monitor the process, improvements and corrections of the results in the form of daily tests , mid semester tests, end of semester tests and school promotion tests'* (Article 64 of the National Standards). In addition the session will help participants develop core pedagogic competency 8 "*Conduct assessment and evaluation on the process and learning results"* (particularly 8.1 and 8.5) and 9 "*Utilize the assessment and evaluation results for the learning needs"* (specifically 9.1 and 9.2). During the session participants will analyze the difference between formative and summative assessment and consider which type is the main responsibility of the teacher. Participants will briefly examine the benefits, key principles and different techniques for formative assessment. Participants will have the opportunity to practice assessing student's performance and to write feedback on how to improve. By the end of the session, participants will be able to:

- Clarify the meaning of assessment and evaluation and the purpose of the assessment process
- Describe the key differences between formative (continuous) and summative assessment and explain some of the advantages of continuous assessment
- List some of the key principles of formative assessment
- Present a number of different formative assessment techniques which can be used in the classroom
- Use a assessment table to assess students performance and provide constructive feedback

Key Questions

- Why do teachers need to assess student learning?
- What are the main differences between formative and summative assessment?
- What are some of the key principles of formative assessment that teachers need to remember when assessing on a continuous basis
- What are some of the more effective techniques for continuously assessing students learning?
- What is an assessment table and how can it be used?

Notes for the Facilitator

- You will need to develop a presentation on assessment prior to the session using the information included in facilitator's notes 4. You make sure that you read and understand the notes prior to developing your presentation. You can present the information in the manner which is easiest for you and your participants for example creating a handout, developing a power point presentation.
- Assessment is very challenging concept for most teachers in Indonesia and this session covers a lot of ground and introduces many different concepts. Ensure that participants are aware that this is an introductory session and there will be opportunities throughout the Life Skills training program to learn more about assessment and to practice developing and using formative assessment techniques.
- Because assessment is a very challenging concept make sure that you as the facilitator thoroughly understand the concepts introduced in this session yourself before delivering it to participants.
- In the application section, it is likely that this is the first time that many participants have used assessment tables so have reasonable expectations of them. There will be other opportunities in this module to use assessment rubrics.

Resources

- Handout 9.1, 9.2 , 9.3, 9.4 and 9.5
- Flipchart paper, pens and tape

Time

This session needs a minimum of 120 minutes to complete

ICT

The use of ICT to support this session is optional and will depend on what equipment you have available and how confident you are in using it. Some possibilities are:

- LCD and Laptop for presentations

Session Summary

Introduction
5 minutes
Facilitator introduces the theme and background to the session. Participants review the session objectives, learning outcomes and key questions

Connection
40 minutes
Participants consider the difference between assessment and evaluation formative and summative assessment. Participants reflect on the type of assessment teachers are mostly responsible for. Facilitator gives a presentation on the advantages principles and techniques of formative assessment

Application
50 minutes
Participants have the opportunity to practice formative assessment of student's written work using an assessment table and giving full and constructive feedback

Reflection
10 minutes
Participants summarize the learning from the session, answer the key questions and write in their learning reflection journal

Extension
Participants practice formative assessment of written work

Energizer

The following energizer[23] is linked to the theme of the session. This energizer introduces participants to assessing through observation. You can use it at the beginning of the session if feel that the participants need it. It should last no more than 10 minutes. Write the chart onto flipchart paper as it appears below:

A	B	C	D	E	F
L	L	R	L	B	L
G	H	I	J	K	L
B	L	L	R	R	R
M	N	O	P	Q	R
L	B	L	B	L	R
S	T	U	V	W	X
R	B	B	B	R	L
Y	Z				
B	L				

Ask all participants to stand up. Explain to them that when you say the word "go" they have to read the letters of the alphabet out loud and as they read the letter they need to raise hand the hand that is indicated below the alphabet letter. L = Left, R = Right and B = Both. Give the group two chances to complete the activity.

Ask participants what they were doing. They were using signs on the flipchart paper to complete an activity. The signs were telling them what to do. Choose a winning participant (it does not really matter if you choose the best participant or not). Explain that you choose this participant because they completed the task correctly and did it better than others. Ask participants if they agree with your choice of winner? Discuss with participants how you were able to choose the winner and whether they knew that you were assessing them and what you were looking to see if they were able to do. Input: You were able to choose the winner because you were assessing how well they were doing as they completed the task. You assessed them through watching them (observation) and looked at the signs of a good performance. For example, you could see (observe) if they followed the letters correctly and held the correct arm up at the correct time. You knew they did it the best because they did it fluently (did not hesitate).

Detailed Steps for Activities

I Introduction (5 minutes)

(4) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
(5) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
(6) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 8 and 9*. Read through them with participants and ask participants to explain what they understand that teachers are expected to do mean. Explain that this session will help them develop some of these competencies

C Connection (40 minutes)

(1) Brainstorm with participants the meaning of assessment and evaluation. Ask participants why students learning needs to be assessed. List the reasons on flipchart paper. Facilitators notes 1 provides some suggestions.

1

Facilitators Notes

MONE/MORA use the terms "assessment" and "evaluation" in official documentation. Assessment is a neutral on going process. It is the process of measuring what students are learning. Evaluation means to make sense of what was found out – to form a value or an amount of the data (a grade). The difference between them is very slight and they can be used interchangeably. Together they mean to find out "if" and "how well" a student has learned a particular competency. The general reasons why all student assessment is carried out are:

- Diagnose or identify student's strengths and weaknesses and assist in their learning.
- Help organize effective teaching activities at the right level
- For certification
- To assess the purpose of a particular instructional strategy
- To assess and improve the effectiveness of curricular programs
- To provide data that assists in decision making about a students future
- To provide data in order to communicate with a students parents
- To provide data for a report

(2) Explain to participants that the type of assessment that is carried out largely depends on the reason students are being assessed. Ask participants the difference between the purpose of student assessment through the National Examination (UAN) and when teachers grade a student's homework. Use facilitators notes 2

2

Facilitators Notes

The National Examination (UAN) is a pencil and paper assessment done in a given timeframe and in particular conditions at the end of a level of learning (SD/MI, SMP/MT, SMA/MA). It is prepared and graded externally to the school and it is used to provide certification. Teacher's marking a student's homework is internal to the school. Homework is not completed under any set conditions and time. Marking homework occurs more frequently and if done correctly provides students with feedback on their learning and gives them information on how they can improve. The UAN and grading homework are two different forms of assessment undertaken for different purposes. The UAN is an example of a summative form of assessment to give a student a final grade. The checking of students homework is an example of a formative type of assessment undertaken to look at how well the student is progressing.

(3) Divide participants into pairs. Give each pair a copy of handout 9.1 Instruct them to copy the chart below onto their A4 paper then write the statements o handout the handout into the correct column on their chart depending on whether they describe formative or summative assessment. Give participants 10 minutes to do this.

Formative Assessment (e.g. assessing homework)	Summative Assessment (e.g. UAN)

(4) Elicit feedback. Ensure participants have the statements in the correct column. Instruct them to review the table. Ask them to give one sentence to explain the main difference between formative and summative assessment. Use facilitators notes 3 below for the correct answers

3

Facilitators Notes

Formative Assessment	Summative Assessment
◆ Constructive type of assessment ◆ Identifies new objectives and ways forward ◆ Frequent and informal ◆ Indicates what the student and teacher should do next to improve ◆ Provides feedback to teachers and students on their current performance and strengths and weaknesses so they know what to do next to improve ◆ Integral to everyday teaching and learning ◆ Designed to be positive, supportive and helpful and to motivate students and teachers ◆ Can be arrived at through a process of negotiation, discussion and agreement between the teacher and student ◆ Sometimes called diagnostic as it helps teachers to diagnose where the students need additional support	◆ Terminal assessment. ◆ Comes at the end of a learning program ◆ Assesses achievements in the program ◆ Provides data on what a student has achieved so far in a point of time ◆ Retrospective view on what learning has taken place during the course ◆ Often concerned with certification, awarding of marks and grade and public recognition ◆ Usually a formal type of assessment such as end of level examination

Formative assessment is continuous and identifies new learning objectives and ways forward to meet the learning objective. Formative assessment is often called *assessment for learning* or educative assessment, as it is used to improve learning. Summative assessment is at the end of the learning process and shows what the student achieved at one point in time.

(5) Ask participants which form of assessment is the responsibility of teachers in Indonesia. Use facilitators notes 4

4

Facilitators Notes

Teachers are concerned with the improvement in student's performance. Therefore, teachers should be concerned mostly with formative assessment and providing useful feedback to students to improve their learning. Formative assessment is a requirement of teachers in Indonesia. According to the National Standards (article 64.2) teachers are required to undertake assessment and evaluation in order to

◆ Evaluate the competence achievement of the students

- Prepare the learning development report
- To correct the learning process

This is what formative assessment does. Moreover, the National Standards states that teachers have to *continuously undertake to monitor the process, improvements and corrections of the results in the form of daily tests, mid semester tests, end of semester tests and school promotion tests"* (Article 64 of the National Standards). Teachers are expected to be able to "conduct assessment and evaluation on the process and learning results" (core competency 8) and "utilize the assessment and evaluation result for learning needs" (core competency 9). Therefore, it is important that teachers understand it so they can apply it

(6) Use facilitator's notes 5 and the information in the introduction to the session to prepare a presentation on formative/continuous assessment. The presentation should last maximum of 10 minutes only

5

Facilitators Notes

What is formative assessment?

Formative assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what students know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions. Students receive feedback from teachers based on their performance that allows them to focus on skills they have not yet mastered. Teachers learn which students need review and remediation and which students are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all students make learning progress throughout the school cycle thereby increasing their academic achievement.

What are the benefits of formative assessment?

Formative assessment is a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Formative assessment also allows teachers to monitor the impact of their lessons on student achievement. Teachers can modify their pedagogical strategies to include the construction of remediation activities for students who are not working at the expected grade level and the creation of enrichment activities for students who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and student-specific activities by both students and teachers. Frequent interactions between students and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a student -teacher relationship based on individual interactions. Students learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the student can motivate students to continue attending school and to work hard to achieve higher levels of mastery.

Techniques for Formative Assessment

There are many techniques that can be used for formative assessment. They can be divided into written and non written types. As follows:

Non Written	Written
Questions	Tests
Observation	Essays
Interviewing/Conferencing	Portfolios
Presentations	Self Assessments

Give participants handout 9.2 Ask them to briefly read through the different techniques of assessment and ask if they can add any more.

Some Principles of Using Formative Assessment

- The student is the ultimate user of the formative assessment. Remember that full and constructive feedback is an essential feature of continuous assessment make sure that you provide this.
- Ensure that the assessment scheme is progressive and properly integrated into classroom activities. It can be done at the end of each unit
- Ensure that different assessment activities are appropriately matched to the objectives, learning outcomes or competences that they are intended to assess
- Always tell your students exactly what it is you expect them to do before the assessment and make sure that your requirements and rules' are properly adhered to.
- Ensure that any written instructions or guidelines provided to your students are clear, unambiguous and helpful.
- Make sure that you create appropriate opportunities for students to discuss the continuous-assessment program with yourself and any other members of staff involved
- Make sure that your students are not over-assessed, either by yourself or by you and your colleagues. Too many assessments can be counter-productive, and can cause students unnecessary stress.
- Monitor standards carefully to ensure consistency between the marking of different students' work, to ensure that standards are maintained from one year to another, and to demonstrate fitness for purpose.
- Allow sufficient time for adequate marking and comment on the students' work, but try to ensure that they receive feedback in a reasonable time; institutional and course regulations should be followed here.

A

Application (50 minutes)

(1) Reinforce that formative assessment is assessment for learning and therefore, full and constructive feedback to students on their performance and ways to improve is critical. Participants will have the opportunity to practice assessing students work and giving feedback on performance.

(2) Divide participants into groups. Give each group a copy of handout 9.3. Ask the groups to read through page 1 (the background) in their groups. The read through page 2 (assessment) as a whole group and explain how to use the assessment table. Give an example if necessary. Ask for and answers questions. Give participants 20 minutes to use the table to assess the students work, give a final grade and write a few sentences to the student to tell them how they can improve.

(3) Elicit feedback. Ask each group to say (a) what level they gave the student for each of the four indicators and (b) what the final grade was and (c) what their constructive feedback on how to improve was for the student. At this point only ask each group to give their result and not to explain their reasons.

(4) Ask one group to explain the reasons for their assessment of Mira. As they present, other groups can agree or disagree but must explain why. The reasons must be based on the assessment table. Then repeat the process for the assessment of Arief. Read facilitators notes 5.

5

Facilitators Notes

This discussion and debate is a very important part learning to understand and use assessment tables. Participants need to be able to explain the reasons for their assessment, but the reasons must be based on the assessment table and not their personal reaction/feelings to a students writing. You may have to continue to remind participants of this. This activity has been included to introduce participants to assessment tables. Therefore, at this stage, it is not overly important that participants give the "correct" answer (e.g. the correct level and mark as the official assessment) but they should at least recognize there is a difference in the performance of Mira and Arief and be able to suggest how both can improve their work based on the assessment table. If participants are unable to do this, the you may have to slowly go through the "official" assessment results

(5) Give participants the "official" assessment results, which can be found on handout 9.4. Give them a few minutes to read through. Ask participants what they thought about the assessment table and whether this was useful or not. Use facilitators notes 6 as a conclusion

6

Facilitators Notes

Explain that this type of table is very useful as it gives a pre –determined criteria for assessment and ensures that teachers grade all students work according to the same criteria. These types of table very useful for teachers because they help teachers to:

- Make a judgment about a students performance (which level they are currently at)
- Plan the next steps (where they need to go according to the next level up)
- Give students constructive feedback and set students targets for learning (from the next level)

If assessment tables such as this example have marks attached, it can also help to evaluate (give a value or grade to students work). Tables such as this can also be given to students prior to the assessment so they are aware of what teachers are looking for. In this session

participants have practiced using assessment tables, in the next session they will learn how to develop them

R Reflection (10 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session. Ask if there is anything else that they learned.

(2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.

(3) Give participants the extension activity below to complete in their own time.

Key Message

Assessment is an inescapable part of schooling. Different types of assessment are carried out at different times and for different purposes. Teachers are mostly concerned with formative assessment – a regular and on going classroom activity which helps students and teachers know how they are doing and how they need to improve. Full and constructive feedback is an essential feature of continuous assessment and teachers need to provide this so that students have the answers to questions such as "Where am I going? Where am I now? How do I get where I am going? Formative assessments can be used together with summative assessments to provide a true picture of how well a student has learned.

E Extension

Portfolio Activity: Participants practice formative assessment. Give participants handout 9.5 and ask them to assess the students work and write some comments to the student. They should use the same assessment table from the application activity and use the examples of the teacher's assessments as a model. This assessment can be included in their portfolio under category 7 Professional Development (learning instruments and tools)

Additional Reading

- www.qca.org.uk/assessment

Handout for Participants 9.1

Formative and Summative Assessment

Constructive type of assessment

Identifies new objectives and ways forward

Terminal type of assessment

Can be arrived at through a process of negotiation, discussion and agreement between the teacher and student

Indicates what the student and teacher should do next to improve

Provides feedback to teachers and students on their current performance and strengths and weaknesses so they know what to do next to improve

Designed to be positive, supportive and helpful and to motivate students and teachers

Comes at the end of a learning program

Assesses achievements in the program

Provides data on what a student has achieved so far in a point of time

Retrospective view on what learning has taken place during the course

Integral to everyday teaching and learning

Often concerned with certification, awarding of marks and grade and public recognition

Usually formal

Frequent and informal

Handout for Participants 9.2

Continuous/Formative Assessment Techniques

Non Written Continuous Assessment Techniques			
Technique	**Definitions**	**Strengths**	**Weaknesses**
Questions	The most common way of gathering assessment data. Best assessment questions are open ended which give students the opportunity to answer in an individual way	True to life in school and easy to use	Can be quite threatening. Students need to be articulate to answer them
Observation	Where the teacher watches what the students do. The best observations are structured where the observer knows in advance what to look for (with a checklist) but observation can also be spontaneous	Very authentic way to collect data. It does not interrupt the daily life of the classroom. Students might not know they are being assessed and will behave naturally	Checklists for observation need a lot of preparation and can be time consuming for teachers
Interviews/ Conferencing	When the teacher meets with individual or groups of students to talk to them and assess what they have learned. The best interviews/conferences are when the teacher has a list of topics and questions planned in advance but the sequence of the topics and questions will depend on the flow of the interview	Can be deep and detailed and focused and enables open response	Time consuming to organize and administer. Some students may be inhibited
Presentations	When students make short presentations to their peers. The presentation may be in the form of leading a debate, reporting what they have done, presenting a project or a role play	Enables students to present outcomes in their own terms	Threat of public humiliation. Difficult to see an individual's contribution. Some students may be inhibited

Written Continuous Assessment Techniques			
Technique	**Definitions**	**Strengths**	**Weaknesses**
Weekly tests	Written assessments using questions or essays. Tests are the major means of gathering data. Given to students to complete individually usually in test conditions	Targeted, specific, written, many types including quizzes	Threatening and unnatural form of assessment, often only one correct answer
Essays	An open ended type of written test. Provides more freedom of response and creativity for the student.	Open ended, enable individuality to be demonstrated. Much formative potential	Time consuming for teachers to grade. Not always reliable as gives students an opportunity to copy
Portfolios	A folder of samples of work of individual students collected through their years of schooling. Students can decide the samples of work they want to include which meet the given themes and objectives of the portfolios	From everyday teaching and learning. Best formative potential. Demonstrate progress in learning	Problems for poor writers as much depends on samples of written work
Student self Assessments	Where students themselves are asked to think about what they have learned and how well and to set their own goals and objectives. Students often need a scaffolding or framework to complete	Authentic, focused, high student ownership and very formative	Often not relevant for national assessment

Handout for Participants 9.3

Formative Assessment of Students Written Work [24]

The Task

Your task is to assess Mira's and Arief's written work and provide "full and constructive feedback to them on how they can improve. Before you assess her work you need to read the background to the assessment.

Background

Mira and Arief are students in grade 8. They completed the written assessment in Civics at end of a four lesson unit. The aim of the unit was to teach students about democracy and the importance of participation in political issues. The example that was used for the unit was the issue of smoking in public places. The written outcome of the unit was that students were expected to prepare a campaign plan. The lessons were as follows:

Lesson One

The teacher introduced the unit and the assessment activity. Students learned the concept of getting involved and listed the ways that people in Indonesia can be heard

Lesson Two

Students learned about pressure groups and how they operate

Lesson Three

Students discussed different opinions about smoking in public and held a debate.

Lesson Four

Students worked individually to complete the campaign plan. They were given a writing frame to follow to help them. As below:

Writing Frame

The issue

Are you for or against a ban on smoking in public places? Why?
Who is affected?

Your Campaign Activities

What activities will you use to raise awareness of the issue?
Why have you chosen these activities?

Who can you influence?

Who can you approach about this issue?
Why is the right person/institution to approach?
What do you expect to happen as a result?
Is it reasonable to expect this result from this person/institution?

Assessment

To help assess the work, the teacher developed a table to show the criteria against which the student will be assessed. The table is below

Outcome	Level 1 (1 mark)	Level 2 (2 marks)	Level 3 (3 marks)
1. The student demonstrates they understand the ways interest groups communicate and effect change	The student gives a basic description of some methods used in their campaign	The student describes a wider range of strategies with some mention of their effectiveness	The student analyses and justifies the methods used in their campaigns
2. The students justifies their opinion about an issue	The students states an opinion and gives some personal reasons	The student explains their opinion and uses evidence to support their views	The student thoroughly explains and justifies their views
3. The student considers a range of opinions	The student acknowledges others viewpoints but there is little or no analysis	The student understands and responds to others viewpoints	The student appreciates others viewpoints and reflects on these when justifying their own view
4. The student puts together an effective plan to get their opinions heard	The students puts together ideas relevant to the opinion	The student develops a campaign to make opinions known to the public and to specific people	The student links the plan to their knowledge of the process and to the people involved in changing the law. They explain and justify reasons for their choice

In the left had column the table shows the learning outcomes that the teacher wants the students to achieve.

The remaining columns show three levels of achievement with level 1 being the lowest level

To use the table the teacher must read the students work and then for each measure decide which level the student has achieved (level 1, 2 or 3). The teacher will give the mark according to the level

At the end, the teacher will total up the marks given to the student to achieve a total. The maximum is 10

Now, use the table to assess Mira's and Arief's work below. Give them a level for each outcome, an overall grade and a comment on how they can improve.

Mira's Work

"I am against the ban on smoking in public places. This is because the people who smoke should have the right to smoke in public places. If non smokers do not like going into clubs etc then they should make a debate on having clubs where only smokers can go or where only non smokers can go -even though this would cause a lot of trouble. If this ban was allowed clubs would have lost people as nearly all smokers would not be able to have a cigarette and therefore, would not go as they would not enjoy it. This would cause public places to lose money. As this is what I want, I am going to set up a plan of action to support my ideas, as follows:

1. First of all I am going to form a group which is against the ban
2. Secondly we will get a name and make sure that we are clear on what we want to do
3. After we are all clear on what we want to do we will put our effort and time into making leaflets, posters, flyers etc and wait outside clubs, restaurants and other public places to hand them out
4. When we are sure that our point has been put across to the public we will aim our activities at people that can make things happen
5. Lastly we will carry out our plans ad set up a website of our own and tell everyone how we feel about this ban."

Arief's work

I am for the ban on smoking in public places because everyone around smoking gets harmed as passive smoking is one of the biggest killers for non smokers.

<u>My plan of action</u>

1. Firstly I will create a website to inform people on where I stand on smoking and I will explain the harmful effects of smoking. I will send e-mails to as many people as I can to join my group
2. After the group has been fully formed, I will hold a meeting for ideas on a name for the group, discuss what would make a difference and get the ban enforced
3. Next, I will give different jobs for the group such as researchers to look at other organizations websites. Ask some people to produce leaflets to bring more people in and show the smokers what they are doing to themselves and others
4. We will produce a leaflet which will involve facts such as how many people die every year from Cancer, how many people die because of the effects of passive smoking etc
5. I will appeal to the local government to enforce the ban in our local area and if the council agree maybe the national government will take notice and make some important changes
6. If the national government does not listen the first time, our local government could get other local governments to stop smoking in public places and the more places that do it the more the national government will take notice.

Handout for Participants 9.4

Giving Full and Constructive Feedback

Comments on Mira's Work

Mira shows some understanding of how groups can be created to apply pressure for change and some strategies that such a group might use. *E.g. Firstly, I am going to form a group which is against the ban…….leaflets, posters etc flyers "* (outcome 1= Level 1)

She gives a point but does not develop a supporting argument or provide research or evidence to back up her statements. *E.g. if this ban was allowed,, night clubs would have less people in as heavy smokers would not be able to have a cigarette and would not enjoy it"* (Outcome 2 Level 1). Mira acknowledges the opinions of others in a minor way, making few concessions to the views and concerns of non smokers (outcome 3 Level 1) *E.g. "if non smokers do not like going into a club etc."* (Outcome 4 level 1) The description of the methods selected for her campaign is basic and needs development. The ideas are expressed in a general way rather than specific. *E.g. We will aim our activities at people who make things happen.* Overall, Mira develops a simple argument. Mira has achieved a level 1 score. To improve, her response needs greater depth. Mira needs to do some research on the wider debate on smoking in public places. Mira needs to know what other people think and why and to think of responses to their views. Mira also needs to learn more about how pressure groups work.

Total 4/12

Comments on Arief's Work

(Outcome 2 Level 2) Arief explains his opinion and uses some evidence to support his view E.g. *"I am for the ban on smoking in public places because everybody around smoking gets harmed".* (Outcome 4 Level 2) Arief shows a good understanding of how he might organize the campaign *E.g. arranging meeting, allocating different jobs to different people and learning from other campaign group*s. (Outcome 1 Level 2) Arief mentions a range of strategies and refers to their effectiveness E.g. *"produce leaflets to bring more people in and show the smokers what they are doing".* Arief's opinions are well expressed and explained and he gives reasons for the actions he proposes. There is some evidence that he has researched information to support his answer. He demonstrates some understanding of how he might target groups like the local government, but this is quite general. E.g. *"I will appeal to the local government to enforce the ban."* (Outcome 3 Level 1) Arief briefly acknowledges that there may be different opinions of others, but there is no analysis. E.g. *"if the local government agrees".* Overall, Arief produces a straightforward and logical description of how he would develop a campaign to enlist support for a ban on smoking in public places. Arief has achieved a level 2 score. To improve and achieve a level 3 score, Arief needs to include some more specific information. He should try to use mention key people who might be used to further his case. He should also include and viewpoints of others and consider ways to respond to opposing views

Total 7/1

Handout for Participants 9.5

Extension Activity

Use the assessment table to assess Ira's work. Do not forget to base your decisions on the assessment table and not on your personal views. Remember to tell Ira how well she has performed and what she has to do to improve

Ira's work

I am for the ban on non smoking in public places. I believe that people who don't like smoking or who are asthmatic should be able to go anywhere without having to smell cigarettes. Also I believe that it will bring better health to children who go to play in the park and there are people smoking there, they will not be breathing the smoke in all the time.

To do this, I will gather a group of people who have the same opinion and discuss the ways in which we can do this so most people are happy. My ideas for this are to send out a leaflet saying that why I would ban smoking and how it would benefit Indonesian citizens. Another idea is to write a petition. I would go round and ask people to sign on some paper to support my argument. I would chose to use in direct action because it shows more responsibility that we are acting carefully instead of protesting or demonstrating or taking cigarettes out of people's hands in the street. This would cause more arguments. Once the leaflets and petition have bee completed I will write a letter to the DPRD and one to the Minster for Health to tell them about our campaign and how we wish to deal with the smoking issue. Hopefully they will write back and arrangements will be made for the petition to be looked at and discussed. Also the leaflets will be posted to people and given to people in the street and we will put adverts in the newspapers.

In my leaflets and adverts will be detailed information about the cause and effect of smoking. It will inform the public of the harms of smoking and what they can do to help stop smoking in public.

So far, in what I have said you may be wondering about the people who do smoke. There will be designated areas where people can smoke. There will be smoking rooms around the country where smokers can go and enjoy smoking. People can buy tobacco and cigarettes in the smoking rooms. In my opinion, a ban will benefit everyone. Smokers may not be happy at first but will learn to live with it over time and will realize that it benefits most people in Indonesia.

I do understand that others may not be happy but to me a ban is the better option. It promotes healthy living. I am not stopping people from smoking I am just stopping them from smoking around people who may not like it. If anyone has any complaints then they can contact us and they have the right to voice their opinion too. But not everyone can get their own way.

Session 10
How Can Teachers Develop an Assessment Indicator and Instrument?

Introduction

To measure means to determine the size, amount or degree of something. Whether we realize it or we all measure on a daily basis, we measure time, we measure the weather and we may even measure distance. To help us determine amounts we often use measuring units (values) position them on a scale (a graduated range of values) and put these on instruments (a tool or device). For example, to measure time we use seconds, minutes, hours, days, months and years as a unit, place them on a scale where a minute is longer then an hour and use a clocks and a calendar to measure the time.

As you saw in the previous session, teachers need to measure the amount or degree of students learning in order to plan for better teaching and learning. However, unlike measuring time in education there are no universally accepted units, scales and instruments. So the question is how can teachers measure learning? What units, scale and instrument can teachers use to determine the amount of learning that has taken place? For summative assessment the instruments are often prepared externally to the classroom. For formative assessment, teachers often have to develop their own.

The unit, scale and instrument will depend on what the teacher is assessing in the classroom. Measuring knowledge is relatively simple. Students either know something or they do not. However, with a new type of learning comes a new type of assessment. With the recent changes in education teachers in Indonesia now have to measure skills, attitudes and values and this is more complex. How can teachers measure what students can do, what they are thinking and how their attitude?

In the previous session you practiced using one instrument to measure a student's performance. This instrument was a "assessment table" more commonly known as a performance rubric. In this session you will learn how to create your own performance rubrics so that you can conduct continuous or formative assessment in your classroom.

Objectives and Learning Outcomes

The purpose if this session is to support participants to further develop teachers core pedagogic competency three "*Develop a curriculum related to the subject matter"* as relates to "*develop an assessment indicator and instrument"* (3.6). During the session participants will develop their own understanding of an assessment indicators, scales and instruments and will learn some recommended steps for developing them. Participants will have the opportunity to practice creating assessment indicators, scales and use a template to create an assessment instrument. By the end of the session, participants will be able to:

- Define an some of the key concepts such as assessment indicators, scales and level descriptors
- Explain how an assessment indicator, scales and level descriptors can be used in teaching and learning
- Apply some recommended steps for creating assessment indicators
- Use a recommended template for developing an assessment instrument

Key Questions

- What is an assessment indicator?
- What is a scale and a level descriptor
- How can an assessment indicator, scales and level descriptors be used in teaching and learning?
- What steps can you take to develop assessment indicators and instrument for teaching and learning?

Notes for the Facilitator

- Although the energizer is optional it is suggested that you use it as a way to introduce the key concepts of measurement, measuring units and scales in a way that will be familiar to all participants and ensure that they all understand the key concepts of measurement, units, scales and instruments
- The notion of using indicators for and assessment is very challenging. Therefore, the connection section is longer than in other sessions to ensure that the knowledge and skills participants need for the application section are covered. Nevertheless, this is still not sufficient time and the concepts covered in this session will be developed further in the life skills training program.
- Ensure that you as the facilitator fully understand all the key concepts in this session before delivering this session. Ensure that you have sufficient time for this session

and cover all the ideas in it thoroughly. Participants need to master these concepts well in order to continue to apply them in later modules in the Life Skills training program

- You can use the example in handout 9.1 for the demonstration model for participants. It is important that you do not provide this handout to participants before or after the presentation as they must concentrate on the presentation. The handout can be provided after as reinforcement.
- You will need to develop a presentation on assessment indicators and instruments prior to the session using the information included in facilitator's notes 4. You make sure that you read and understand the notes prior to developing your presentation.

Resources

- Handout 10.1 and 10. 2
- Flipchart paper, pens and tape

Time

This session needs a minimum of 120 minutes to complete

ICT

The use of ICT to support this session is optional and will depend on what equipment you have available and how confident you are in using it. Some possibilities are:

- LCD and Laptop for presentations

Session Summary

Introduction
5 minutes
Facilitator introduces the theme and background to the session. Participants review the session objectives, learning outcomes and key questions

Connection
50 minutes
Participants complete an activity to construct their own understanding of assessment indicators and instruments. The Facilitator gives a brief presentation and demonstration on how assessment indicators can be used to assess teaching

Application
55 minutes
Participants practice developing assessment indicators for their subject in groups. Facilitator monitors each group during the task and through feedback to ensure all participants have fully grasped the key

Reflection
10 minutes
Participants summarize the learning from the session, answer the key questions and write in their learning reflection journal

Extension
Participants continue to practice developing indicators for their subject

Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to indicators. You can use it at the beginning of the session if feel that the participants need it. It should last no more than 10 minutes

Write the following questions on flipchart paper or boards before the session starts. Make sure they are hidden from the participants at the begining of the session.

1. What do we use to measure time? What are the units of measurement?
2. What do we use to measure heat? What are the units and scale of measurement?
3. What do we use to measure weight? What are the units and scale of measurement?
4. What do we use to measure distance? What are the units of measurement?
5. What do we use to measure height? What are the units of measurement?
6. What do we use to measure speed? What are the units of measurement?
7. What do we use to measure wind? What are the units of measurement?
8. What do we use to measure rain? What are the units of measurement?
9. What do we use to measure liquid? What are the units of measurement?
10. What do we use to measure skills? What are the units of measurement?

Tell participants that you will give them a quick quiz. They have only five minutes to complete the quiz. They must work alone and in silence. The winner is the participant who has the most correct answers. After 5 minutes, elicit feedback, the answer are:

1. *Instruments*: Clock, calendar, sun dial. *Units*: Hours, Days, Months, Years
2. *Instruments*: Thermometer: *Units*: Fahrenheit and Celsius
3. *Instruments* Scales: *Units*: Pounds, Kilograms, Stones
4. *Instruments* Ruler: *Units*: MM, CM, Inches, Feet, Kilometers, Metres, Miles
5. *Instruments* Altimeter (e.g. in an aircraft)
6. *Instruments* Speedometer (e.g. on a car or motorbike) *Units*: MPH, KPH
7. *Instruments* Weather vane, wind socks, Beaufort scale, Anemometer;
8. *Instruments* Rain guage: *Units:* MM, CM
9. *Instruments* Measuring cup: *Units:* ML, Litres, Gallons
10. *Instruments:* Indicators: *Units*: Various e.g. GPA, A, B, C, 8, 9, 10, Good, very good

Ask participants how many they got correct. Choose a winner.

Discuss with participants: What is measurement? How do we measure things? Why do we want to measure things? How useful are measurements? Input: a measure is an assessment of the amount of something. We measure things by using a scale (a graduation of units) which is on an instrument (tol for measuring). We want to measure things because we want to quantify or classify. We want to know the extent of something e.g. how much, how many, how far, how hot, how high and so on. Measurements are useful because they give information (signs) we can use to make decisions. For example, measuring distance tells us how much further we have to go on a journey, measuring speed tells us if we are driving to fast and need to slow down, measuring our weight tells us if we are too heavy and need to try and lose weight, measuing weather helps us to decide what clothes we have to wear that day.
In education teachers have to measure things also. They have to measure student learning. They need to know how well a student has learned what we want them to as this will give them the information they need to plan the next stages of learning. In order to measure student learning, we need to think about what the signs are that a student has or has not learned something, we need to think about the scale and what instruments we can use to find the answer to the question “how well”. Once we know how well, we can make informed decisions about what to do next with the teaching. In teaching it is more difficult as there is not established instrument and scale of measurement and so teachers often have to create them.

Detailed Steps for Activities

I Introduction (5 minutes)

(1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.

(2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.

(3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 3*. Read through it with participants and explain that this session will help them to develop this competency.

C Connection (50 minutes)

(1) Complete the energizer described above

(2) Give each participant a piece of paper. Ask them to write the name of someone in their class who is a good student. Ask how they know that student is a good student. What are the signs of a good student? Give participants 5 minutes to write a few ideas for their classroom. Elicit feedback. Write their key ideas as a list on flipchart paper/board. Try to limit the list to about 10 indicators maximum

(3) Review the list. Explain to participants that the things that you have written on the paper are the signs of a good student. However, these signs can be given another name –indicators. Brainstorm with participants the meaning an indicator. Use facilitator's notes 1.

1

Facilitators Notes

Participants may come up with different ideas, but some general signs of a good student are:

- Hand in homework on time
- Wears uniform
- Listens to the teacher in class
- Behaves well in class
- Does not speak when the teacher is speaking
- Tries hard to learn

Some participants may use some adverbs such as "always" e.g. always hands in homework. Underline these words if they are used as it will be useful for the later discussion on scales but do not comment on them at this point. An indicator is a sign that tells us if something – a condition – exists. Indicators are something that we can see and we use to make an assessment. For example, we think that these are signs we need to look for to assess if someone is a good student

(4) Ask participants to work in groups of four. They must show each other the name of the good student on their paper. Explain that you know they are all good students but you are sure they are not all equally as good, some might be excellent, some might be very good and some only good. You want to now how good they are, which one is the best?

(5) Instruct each pair to compare their students and decide which of their students is best. They must do this by using the agreed list of indicators of a good student. Give an example of how they can do this using the example in facilitators notes 2 to give participants an example.

2

Facilitators Notes

First they have to create a scale to use. A scale is a list of values placed in rank order – smallest to largest. For their students the scale is

- Excellent students
- Very Good students
- Good students

Then they must divide the names of the students from their group into the levels on the scale. To do this they must first look at each indicator of a good student and to create a simple description of the indicator for each level on the scale. This description is called a level descriptor. They can award marks for each level in the scale. For example, for the first indicator (they hand homework in on time) the scale and level description can be:

- Scale 1: Excellent Student: They always hands homework in on time. 3 points
- Scale 2: Very Good student: They usually hands homework in on time but not every time. 2 points
- Scale 3: Good Student: They often hands homework in on time. 1 point

The teacher then assesses the student against the description in the scale to assess which description fits the student best. The student with the most points at the end is the best student

(7) Elicit feedback: Ask some pairs to say which of their student they decided was the best and how they made the decision. Ask some groups to provide some of the descriptions they used for each indicator on the agreed list.

(8) Ask participants if they want to add anything to the definition of an indicator. Complete the definition of an indicator and reinforce with the example the participants have just completed. Use facilitators notes 3

3

Facilitators Notes

An indicator is a sign that we can see and measure to help us to assess whether a condition exists and how well or how much it exists. In this example we created the indicators of a good student based on things that we could see students do. Realizing that not all students were equally as good we created a simple scale and a description of the indicator for level on the scale and used this to measure how good the student was. We then used the descriptions to place students in the scale. The higher up the scale the better the students were. The more indicators with a high scale the students had the better they were.

(9) Brainstorm with participants how indicators can be used to asses learning. Use the notes from the session introduction and facilitator's notes 4 below to prepare a 10 minute presentation on how indicators can be used to assess teaching and learning.

4

Facilitators Notes

Indicators are very commonly used in teaching and learning activities to help teachers to assess a student's learning. They are used to find out whether the student has learned what the teacher intended (the learning outcome) and how well they have learned it.

In education, indicators are often called performance indicators or assessment indicators as they are used to assess a student's performance to answer the questions "Can this student do this? How well can they do this? With the new better teaching and learning approach in Indonesia with the focus on competency based education (what students can *do*) indicators are now very important tool for teaching and learning. In Indonesia they are given the term assessment indicators*(indikator penilaian)* . In education in Indonesia, the outcomes of learning are already defined by the curriculum. These are the standard competencies that students are required to develop. The competencies are decided nationally and are included in the standards for content. It is the responsibility of the school and the teachers to "*develop the assessment indicators and instrument"* . Teachers need to decide what the signs (indicators) are for whether a student has achieved the competency (whether students are able to do what they are supposed to and how well they can do it. However, unlike with knowledge, a skill, attitude or value is not a simple case of "yes" or "no" or "right" and "wrong." Students may have developed the skills but not to the same extent. Therefore, teachers need to think about what the measurement is. Teachers need to show they can "develop an assessment indicator" (core pedagogic competency 3 #3.6). Then teachers need to create an instrument based on the indicators to assess student learning. This is not an easy task. Following the steps below may help you.

Step One

As a first step teachers need to think about the learning outcome that they want students to achieve. This outcome is the competency. Think about what this means.

Step Two

It is often easier to create indicators by thinking about the answers to a question. Use your understanding of the competency to develop a simple question. How do you know if students can……..what do they do? What do you see?

Step Three

Make a list of answers to the question. List what you could see a student do if they could….. The lists of answers are your assessment indicators. There is no maximum or

minimum but try to think of between two and five.

Step Four

Then create a scale for the competency. It might be A, B, C, 8, 9, 10, Good, very good and excellent: You can have as many levels on the scale as you need. For each indicator, create description of each level on the scale. Decide how many points you will award for each level

Step Five

Use above to develop an assessment instrument. You can create a template which can be used time and time again. Assessment instruments which include competencies, indicators and level descriptors are sometimes called "Performance Rubrics" or 'Assessment Rubrics" or "Levels of Response Grading" because they help teachers to assess what level the response of s student is.

(10) Practice developing a performance indicator with the whole group. Use the example in handout 10.1. Do not give participants the handout before you do the demonstration. It is important they you follow each step with the participants and discuss with them as you complete each step. Follow each step and participants have the opportunity to ask questions at each step. After you have finished demonstrating the example you can provide participants with handout 10.1 as reinforcement.

A

Application (55 minutes)

(1) Divide participants into groups based on the subject they teach. Give each group a copy of the assessment instrument template in handout 10.2. Instruct each group to choose 1 competency from the standards for contents for their subject, create 1 assessment indicator, and create a 3 level scale and a level descriptor for the indicator for each level. Write their ideas into the template. Give each group 20 minutes.

(2) Ask each group to give some feedback on the task they completed. Use facilitator's notes 4 to help you conduct the feedback session. Explain to participants that trying out before

5

Facilitators Notes

This feedback will need a lot of time. Make the most of it. This is your opportunity to assess whether the participants have understood the concept of assessment indicators whether they are able to create them and whether they are able to successfully apply that learning. It is also your opportunity to address and correct any misunderstanding. It is very important that during the feedback session, you look carefully at the indicators that each group is giving to check that they are in fact indicators. Examine closely the scales and descriptors they have developed and that they are graduated scales

R Reflection (10 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session. Ask if there is anything else that they learned.

(2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.

(3) Give participants the extension activity below. Explain to participants they will have the opportunity to use an assessment rubric on the last day of the workshop to assess teacher's competencies.

Key Message

With a new type of learning comes a new type of assessment. Recent changes in education in Indonesia mean teachers must measure whether students have achieved a competence. Unlike measuring knowledge measuring a competence is not simply a case of yes or now, but how much or to what extent. Teachers need to develop and use assessment indicators and instruments. This is a very challenging requirement but teachers can start to practice by following five steps for creating assessment indicators and using a template for an assessment instrument.

E Extension

Participants need to write their own definition of the following concepts based on what they have learned during the session

- Measurement
- Assessment Indicator
- Units of Measurement
- Scale
- Level Descriptors
- Performance/Assessment Rubric
- Levels of Response Grading

Portfolio Activity: Participants continue to develop and complete the performance rubric they started in the application section of the session. This rubric can be included in their portfolio in category 7 Professional Development (learning instruments and tools)

Handout for Participants 10.1

Suggested Steps for Creating Assessment Indicators and Assessment Instruments

Step	Action	Example
1	Select the learning outcome that you want to achieve. This is the standard competencies from your subject. Think about what it means	IPS Class 7: To describe movements and the characteristics of the solar system in a simple way This means that students can describe all the different objects in the solar system and the characteristics of these things. They can describe the different movements of the items in the solar system
2	Change the competency into a question format to make it easier to create the assessment indicators	How do I know if students can describe the movements and characteristics of the solar system? What will they do? What will I see?
3	Make a list of answers to the question you have created in step 2. List what you could see if a student were able to do work well in a group. The lists of answers are your assessment indicators. There is no maximum or minimum but try to think of between two and five.	1. They will be able to name the objects in the solar system (e.g. sun, moon) 2. They will be able to describe each of the planets and stars compare them (e.g. mass, distance to the sun) 3. They can recognize and describe the different physical phenomena (e.g. the moon rotating round the earth and the earth rotating round the sun)
4	Think about how you will know how well the students have achieved this competency. Think of a simple scale with three levels. Write a description of each indicator, one for each level on the scale	The scale is: Good, Satisfactory, Poor Indicator One: The students will be able to name the objects in the solar system Good = The student can name all of the objects in the solar system Satisfactory= The student can name most (between 60 and 80%) of the objects in the solar system Poor = The student can name only a few objects in the solar system (less than 50%)
5	Create an assessment instrument to show the assessment indicators, scales and descriptions	See the example below

Competence	Indicators	Scale and Level Descriptors		
		Level 1: Good Competence	Level 2: Satisfactory Competence	Level 3: Poor Competence
PS Class 7: To describe movements and the characteristics of the solar system in a simple way	Indicator 1 Students will be able to name the objects in the solar system (e.g. sun, moon)	The student can name all (100%) of the objects in the solar system	The student can name most (between 60 and 80%) of the objects in the solar system	The student can name only a few objects in the solar system (less than 50%)
	Indicator 2 Students will be able to describe each of the planets and stars compare them (e.g. mass, distance to the sun)	The student can describe most of the planets and stars and can compare them on a more complex level (e.g. mass, temperature, estimated life)	The students can describe most of the planets and compare the planets they describe on a simple level (e.g. how big, how far from the Sun)	Students can describe some of the planets (how big they are, how far they are from the sun) but they compare them on a very simple level (e.g. which one is the biggest, which one is further from the Sun)
	Indicator 3 Students will recognize and describe the different physical phenomena (e.g. the moon rotating round the earth and the earth rotating round the sun)	Students can recognize and describe nearly all the physical phenomena	Students can recognize most of the physical phenomena and can describe the more common phenomena	Students can recognize some of the physical phenomena (e.g. knows that the moon rotates around the Earth) but can not describe the phenomena

Handout for Participants 10.2

Performance Rubric Template

Competence	Indicators	Level 1	Level 2	Level 3

Session 11

How Can Teachers Plan for Better Teaching and Learning in the Classroom?

Introduction

Better teaching and learning does not just happen. It is only produced through the thoughtful planning of each phase of the learning process which brings together all the elements of teaching and learning which you have looked at through this module. The previous session briefly examined how teachers can plan the scope and sequence of learning but it is the lesson plan which remains pivotal to the teaching and learning and one of the most important tools for a teacher. It is the lesson plan that is the focus of this session.

Better teachers are always planning for their classes. Designing a lesson will help to provide the most efficient use of valuable and limited instructional time during a class. Written lesson plans will also help teachers to remember to include all the elements of better teaching and learning which you have been reviewing through this module. As teachers write lesson plans, they can actually visualize themselves in the classroom teaching the students. This helps teachers to anticipate possible problems, think of solutions and eliminate the things that might inhibit learning. Written lesson plans help to create reflective teachers. Without a plan it is difficult or impossible to analyze how something might have been planned or implemented differently after the lesson has been taught. Written lesson plans serve as a resource for the next time you teach the same or a similar lesson. In fact there is no excuse for appearing in class without a lesson plan. In many countries, including Indonesia, teacher's performance is assessed partly on their ability to develop a written lesson plan.

We are not referring to a daily lesson plan, but to a lesson plan. It may be a daily plan or it may not. In some cases the plan may last for one lesson. In some instances it may last for more than one lesson, it may last for two or three days depending on what you are teaching and how. Some lessons are introductory some continue work from a previous lesson, some build on and develop the work from a previous lesson and some complete work. However, despite these variations there are some components that all teachers should include in their lesson plans to ensure better teaching and learning. This session will look at these elements and provide some practice in preparing written lesson plans.

Objectives and Learning Outcomes

The purpose if this session is to support participants to further develop teacher's core pedagogic competency four '*conduct the educative learning'* as relates to lesson planning (4.1, 4.2 and 4.3). During the session participants will review all the key principles for successful teaching and learning and consider how they can be incorporated into a lesson plan format. Participants will examine how they will be assessed on their ability to design a lesson plan by the National Government and take this into account when designing their lesson plan. By the end of the session participants will be able to:

- Explain all the factors needed for successful learning in the classroom
- List the components of a lesson plan
- Provide details of how the Government of Indonesia will assess teachers ability to design lesson plans
- Use a pre-existing lesson plan format or develop their own which includes all the key components needed for better teaching and learning.
- Incorporate all the principles of Better Teaching ad Learning to draft a lesson plan

Key Questions

- What are the key factors needed for successful learning?
- What are the components of a lesson plan?
- How will teachers be assessed on their ability to design lesson plans by the Government of Indonesia?

Notes for the Facilitator

- This session is optional. However, it starts to bring together much of the learning from this module and therefore is quite an important session.
- Make sure you read and understand how to use the Instrument for Teacher Performance Assessment: Lesson Planning prior to the session. You will have to explain it during the session and you will have to use it after the session to evaluate the lesson plans produced by the groups.
- At the time of writing this training material it is unclear whether the Instrument for Teacher Performance Assessment: Lesson Planning will still be used by the Government to assess teacher's competency. It is likely that it will be used by the head teacher in the school. However, it is still important that teachers have the chance to see this and understand how it may be used.

Resources

- Blank A4 paper
- Flipchart paper, pens and tape
- Handout 11.1 Lesson Plan Format using the ICARE Framework
- Handout 11.2 Instrument for Teachers Performance Assessment: Lesson Planning
- Handout 11.3 Developing a Lesson Plan for Better Teaching and Learning
- Lesson plan formats from school or district (participants to bring with them)
- KTSP for Subjects

Time

This session will need a minimum of 120 minutes to complete

ICT

The use of ICT to support this session is optional and will depend on what equipment you have available and how confident you are in using it. Some possibilities are:

- LCD and Laptop for presentations

Session Summary

Introduction
05 minutes
Facilitator presents the theme, objectives and learning outcomes and key questions to the participants

Connection
40 minutes
Participants complete a learning tree to review all the parts which make up a better teaching and learning process. Facilitator gives a presentation o lesson planning and how lesson plans are evaluated by MONE/MORA

Application
50 minutes
Participants work in subject groups to start to design a lesson plan which incorporates all the learning Participants present their lesson plans to the facilitator who assesses it against the MONE/MORA instrument for assessing teacher's performance in lesson planning

Reflection
15 minutes
Participants summarize the learning from the session, answer the key questions and write in their learning reflection journal

Extension
Participants continue to work in their groups to refine and improve their draft lesson plan

Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to some key concepts in lesson planning. You can use it at the beginning of the session if feel that the participants need it. It should take a maximum of 10 minutes to complete.

Give each participant a piece of A4 paper. Instruct them to tear the paper into three pieces. On one piece they should write #1 on the second piece #2 and on the third piece #3. Inform them that you are going to give them a multiple choice quiz on lesson planning. After they have heard the question if they think the answer is 1 they should hold up their card with #1 on. If they think the answer is 2 they should hold up the card with #2 and so on. Now complete the quiz. The questions are included in Handout 11.1.

The answers to the quiz are as follows:
Question 1 = 2
Question 2 = 2
Question 3 = 2
Question 4 = 2
Question 5 = 3
Question 6 = 3
Question 7 = 2
Question 8 = 3
Question 9 = 2
Question 10 = 1, 2 and 3 they are all correct

Detailed Steps for Activities

I Introduction (5 minutes)

(1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
(2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
(3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 4*. Explain that this session will help them develop some of these competencies

C Connection (40 minutes)

(1) Ask participants to think of something that they did not learn well as a young person. Ask them why they did not learn it well (e.g. did not like teacher, did not understand why they had to learn it). Request a few volunteers to share their ideas. List some of the reasons they give for not learning well on flipchart paper.

(2) Copy the outline of the tree below onto flipchart paper. Give each participant a blank piece of A3 paper and ask them to copy it.

(3) Instruct participants to complete the task using the tree. They must think of something they did learn well as a child. This can be something either in school or out of school.
- On the leaves of the tress, they have to write what they learned well (e.g. reading, swimming).
- On the branches of the tree they have to write how they learned it (e.g. memorizing, playing, copying, and practicing).
- On the trunk of the tree they have to write all the things that supported the learning process (e.g. who helped, what resources they needed to use).
- On the roots of the tree they have to write all the things that motivated them to learn well (e.g. passing exams, necessity, curiosity, interest).

(4) Once the tree is completed they have to think about some of the things that impede learning and think of creative and imaginative ways to represent them on the diagram in the area around the tree (e.g. insects trying to destroy the leaves, lightening striking the tree)

(5) Give them 10 minutes to complete the tree. After participants have completed their trees, ask them to display them on the wall of the training room. Ask all participants to walk around the room and look at the trees.

(6) Ask participants what they think that the tree represents and what the environment around the tree represents. Discuss how the pictures of the trees can help them to plan teaching and learning in the classroom. Use **Facilitators notes 1** below to provide a conclusion to the discussion.

1

Facilitators Notes

The tree is a learning tree. It represents the learning process and all the things that we need to learn well and successfully.

- The leaves represent the final outcome of learning – that is the skill that we develop.
- The branches support the leaves. They represent the methods that we need to learn well. The trunk supports the branches. The trunk represents all the things that we need to support us to learn well.
- The roots provide nourishment to the tree. The roots represent the start of the learning and the reasons we are able to keep learning. This is why we learn.

All parts of the tree are connected and they all depend on each other. We can only grow a leaf (learn successfully) if we have all the things that come first – strong roots, a strong trunk and branches.

The environment around the tree represents all the things that can negatively affect the learning process and can damage or prevent the learning.

This picture of the tree can help us to plan learning in the school and classroom because it help us to remember all the factors we need to make a good lesson and ensure that students learn successfully. As with the tree all the elements of better teaching and learning are connected and none of them can be missed out. It also shows us all the things that we need to eliminate from the school and classroom. As with a tree growing leaves, learning can sometimes take a long time. It is not always immediate and we have to plan for the growth process.

(7) Use some of the ideas from the session introduction and facilitator's notes 2 below to prepare a 10 minute presentation on short term planning for learning (Lesson Plans) and assessing teachers ability to develop lesson plans

2

Facilitators Notes

Teachers must bring all the good things from the learning tree together and eliminate all the bad things in their lessons. This is a lot to consider and so teachers need to plan for learning very carefully. Lesson planning is essential for better teaching and learning.

A lesson plan is an example of short term planning. Lesson plans are important for a number of reasons:

- Designing a lesson will help to provide the most efficient use of valuable and limited instructional time during a class.
- Written lesson plans will also help teachers to remember to include all the elements of better teaching and learning which you have been reviewing through this module.
- As teachers write lesson plans, they can actually visualize themselves in the classroom teaching the students. This helps teachers to anticipate possible problems, think of solutions and eliminate the things that might inhibit learning.
- Written lesson plans help to create reflective teachers. Without a plan it is difficult or impossible to analyze how something might have been planned or implemented

differently after the lesson has been taught.

- Written lesson plans serve as a resource for the next time you teach the same or a similar lesson.

There is no single format for a lesson plan. It is contingent upon many things such as the school or district pro-forma for lesson planning. The amount of detail that goes into a lesson plan can also be very different depending on the purpose of the lesson. As we saw in previous sessions, learning is a process with several stages. It often takes more than one lesson for a student to fully develop a skill, so the aims of a lesson can be different. Some lessons are introductory (introducing the skill with the teacher explaining and demonstrating) some continue work from a previous lesson (students practicing the skills learned), some build on and develop the work from a previous lesson and some complete work (students reflecting and trying again).

However, despite these variations there are some components that all teachers should include in their lesson plans. As follows:

- Subject/Curriculum area
- Class
- Theme
- Objectives (Learning outcomes such as standard and base competencies with indicators)
- Resources to be used
- Time available and timing of different stages of the lesson
- Organization of the lesson (e.g. the stages of learning such as introduction, connection or development)
- Activities that will be taking place
- Indication of what the teacher will be doing at different stages of the lesson
- Indication of how the learning will be assessed.

The ICARE Framework introduced by DBE3 can be used to create a lesson plan format. Give participants handout 11. The framework helps teachers to remember the different stages of learning from the connection (demonstration) to practice (application). Do participants have a lesson plan format they can share with the rest of the group?

In preparing to the teacher's certification process, the Government of Indonesia developed a tool to assess teacher's ability to prepare a lesson plan which incorporates all the critical components. Give participants handout 11.2. This Instrument shows that the MONE/MORA consider the following factors to be important indicators of a good lesson plan.

- Learning objectives
- Organization of the material
- Resources
- Methods
- Evaluation of learning

For each indicator there are sub elements which clarify the indicator. Teachers are

awarded a score from 1-4 for how well they meet the requirements. The guidance for assessors at the end shows what the assessors are looking for. For example, under indicator 4 (Learning Methods) we see that the assessors are looking to see if the lesson plan includes the timing of each stage of the lesson and whether the timing follows the pattern 5-10% of the total time for the opening, 70-80% for the content and 10-15% for the closing. These documents provide a useful guide on how to plan lessons effectively.

A Application (50 minutes)

(1) Divide participants into the groups based on subject and location.
(2) Inform them that their task is to create a lesson plan using all they have learned about better teaching and learning from the foundation training so far. They can use any format they want to develop their lesson plan but it must clearly indicate all the components of better teaching and learning. Inform them that this is the lesson plan that they will use in the micro teaching activity during session 12
(3) Give each group a copy of the instructions for the task in handout 11.3. Allow the group to use all the remaining time to work on their lesson plan.

R Reflection (10 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session. Ask if there is anything else that they learned.
(2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.
(3) Explain the extension activity to participants.

Key Message

Teaching and Learning is a complex activity. Teachers have a curriculum which they have to deliver. Teachers have a set amount of time to deliver that curriculum. Ensuring objectives are met and students learn requires careful preparation and planning. Lesson planning is pivotal to better teaching and learning. Written lesson plans can help teachers to include all the elements of a successful learning process.

E Extension

Portfolio Activity: Participants need to continue to work in their groups to complete the lesson plan. They will have time to expand on and improve their lesson plan lesson plan following the training on Life Skills (module 2) and ICT (module 3) and use the lesson plan in the micro teaching session at the end of the foundation modules workshop. This lesson plan can be included in the portfolio in category 4 Lesson Planning and Implementation. It can be included as one of the 5 lessons required as documentary evidence for part 1 planning.

Participants can give a copy of their lesson plan to colleagues or their supervisor in school and ask them to assess the lesson plan using the assessment form from MONE/MORA in handout 11.2

Handout for Participants 11.1
Lesson Planning Quiz

Question One:
Lesson planning aims should be:

1. A description of what a teacher intends to do during a lesson
2. A description of what a student must do during a lesson
3. Specific about how the learning objective will be achieved

Question Two:
Lesson Planning Objectives should:

1. State generally how the learning aims will be achieved
2. State specifically how the learning aims will be achieved
3. A description of what the teacher intends to do during a session

Question Three:
When writing learning objectives you should use which type of word:

1. Noun
2. Verb
3. Adverb

Question Four:
Well before a lesson starts teachers should:

1. Use an ice breaker or a warm up activity
2. Assess the students existing knowledge
3. Maintain interest by using various activities

Question Five:
Just before the start of the lesson you should:

1. Trust that the previous group has left the room tidy
2. Trust that the equipment is ready and working
3. Have an alternative strategy just in case something goes wrong

Question Six:
During a lesson you should:

1. Work out the timings for the session
2. Prepare the teaching aids and handouts that you will need
3. Allow students to use their knowledge and practice their skills

Question Seven:

After a lesson you should:

1. Pack up and go home
2. Evaluate how the session went
3. Forget about the class until next time

Question Eight:

A lesson should have:

1. No structure
2. A beginning and an end
3. A beginning, middle and end

Question Nine:

Most of the time in a lesson should be:

1. Teacher explaining the knowledge to the students
2. Students applying what they have learned
3. Students reflecting on what they have learned

Question Ten:

Lesson plans are really important because:

1. They help teachers to make the most efficient use of valuable and limited time
2. Serve as a resource for the next time
3. Help teachers anticipate problems, think of solutions and eliminate the things that might inhibit learning

Handout for Participants 11.2

ICARE Lesson Plan Format

Subject, Grade and Semester				
Topic/Theme and				
Competency				
Indicators				
Time	Stage of Lesson	Learners Activity	Teachers Activity	Resources and Assessment
0 minutes	Introduction	Teachers provide the knowledge and demonstrate the skill.		
	Connection			
	Application	Students complete an activity and practice the skill. This should be the main part of the lesson		
	Reflection	Students think about what they have learned and the mistakes they have made		
	Extension	Students practice again (this can be homework or the next lesson).		
45 Minutes				

Handout for Participants 11.3

Instrument for Teacher Performance Assessment: Lesson Planning

1. Name of teacher :
2. NIP/NIK (ID number) :
3. School (place) of assessment :
4. Grade :
5. Subject Discipline :
6. Time (of assessment) :
7. Date (of assessment) :

NO.	COMPONENTS OF LESSON PLAN	SCORE
I	**Learning objectives**	
1.	Clarity of learning objectives	1 2 3 4
2.	Scope of learning objectives	1 2 3 4
3.	Compliance of learning objectives with basic competencies	1 2 3 4
II	**The choice of the organization of teaching material**	
1.	Accordance to learning objectives	1 2 3 4
2.	Accordance to students' characteristics	1 2 3 4
3.	The flow and systemization of the material	1 2 3 4
4.	Accordance to time allocation	1 2 3 4
III	**The choice of learning resources/media**	
1.	Accordance of learning resources/media of choice to learning objectives	1 2 3 4
2.	Accordance of learning resources/media of choice to teaching material	1 2 3 4
3.	Accordance of learning resources/media of choice to students' characteristics	1 2 3 4
IV	**Learning method**	
1.	Accordance of learning strategy and method to learning objectives	1 2 3 4
2.	Accordance of learning strategy and method to teaching material	1 2 3 4
3.	Accordance of learning strategy and method to students' characteristics	1 2 3 4
4.	Accordance of allocated time to learning stages	1 2 3 4
V	**Evaluation**	
1.	Accordance of evaluation technique to learning objectives	1 2 3 4
2.	Clarity of evaluation procedure	1 2 3 4
3.	Availability of instruments	1 2 3 4
	Total score	

Assessor's Comment:
<u>Assessor's ID</u> Name : Position : Office Address: Home Address :

Date:

Assessor's signature _____

Guidelines for Completing Lesson Plan Assessment

I. LEARNING INDICATORS

Indicator I.1 Clarity of learning indicators
Explanation Indicators stated do not give out multiple interpretations
Indicator I.2 Scope of learning indicators
Explanation Indicators stated should at a minimal cover the components of students and behaviors.
Indicator I.3 Clarity of indicator ranking
Explanation Indicators should be ranked from basic to complex competencies
Indicator I.4 Compliance with basic competencies
Explanation Indicators are derived from basic competencies

II. THE CHOICE OF THE ORGANIZATION OF TEACHING MATERIAL

Indicator II.1 Accordance to learning objectives
Explanation Material is chosen based on the learning objectives or the competencies that are to be achieved
Indicator II.2 Accordance to students' characteristics
Explanation The extent and depth of the material taught is to be tailored to the students' characteristics (slow learner, fast learner, highly motivated, etc.)
Indicator II.3 The flow and systemization of the material
Explanation The way the material is presented should follow a certain flow, tailored to the characteristics of the respective subject discipline, e.g. hierarchical, procedural, spiral.
Indicator II.4 Accordance to time allocation
Explanation The extent and depth of the material that can be taught within the allocated time

III. THE CHOICE OF LEARNING RESOURCES

Learning resources can be in the form of people (experts), library, and the environment. Learning media is defined as specifically designed learning tools.

Indicator III.1 Accordance of learning resources/media of choice to learning objectives
Explanation Whether the learning resources/media of choice can be used to achieve the learning objectives or desired competencies, e.g. books, modules for cognitive competencies; audio visual media for skill-based competencies
Indicator III.2 Accordance of learning resources/media of choice to teaching material
Explanation Whether the learning resources/media of choice help students understand better what are being taught, e.g. abacus or small wooden sticks to help illustrate mathematical operations; flashlight, globe and ball to illustrate solar and lunar eclipses.
Indicator III.3 Accordance of learning resources/media of choice to students' characteristics

Explanation	Whether the learning resources/media of choice is suitable to the students' cognitive level, affective characteristics, and motoric skills.

IV. LEARNING METHOD

Indicator IV.1	**Accordance of learning strategy and method to learning objectives**
Explanation	Relevant learning strategy, approach, and methods used in order to meet the learning objectives or the desired competencies
Indicator IV.2	**Accordance of learning strategy and method to teaching material**
Explanation	The learning strategy and method of choice should help students understand the lessons taught
Indicator IV.3	**Accordance of learning strategy and method to students' characteristics**
Explanation	The learning strategy and method of choice are suitable to the students' cognitive level, affective characteristics, and motoric skills.
Indicator IV.4	**Accordance of allocated time to learning stages**
Explanation	Every learning stage should be presented within a proportional time allocation (approximately 5-10% for opening/briefing, 70-80% for content, 10-15% for closing/debriefing)

V. EVALUATION

Indicator V.1	**Accordance of evaluation technique to learning objectives**
Explanation	For example: written test to evaluate knowledge, performance test to measure skills, and attitude scale to measure attitude
Indicator V.2	**Clarity of evaluation procedure**
Explanation	A clear description for the procedure of initial evaluation, the evaluation process, and how it ends, including the methods used (tests and non-tests)
Indicator V.3	**Availability of instruments**
Explanation	Whether the necessary instruments are available, e.g. problem sheets and their answer keys, scoring technique, etc.

ASSESSOR'S COMMENT

Please provide comments on:

(a) Aspects that are not covered in the indicators as presented in this instrument, and

(b) General impression on the quality of the observed learning process

Handout for Participants 11.4

Developing a Lesson Plan for Better Teaching and Learning for Life Skills Education

Your task is to develop a 45 minute lesson plan for your subject integrating all the things that you have learned from the Workshop One Training. This includes the following modules:

- Better Teaching and Learning
- Integrating Life Skills into Classroom Learning
- ICT for Life Skills Education

You will implement this lesson plan during the micro teaching activity at the end of session 12

First choose one standard or base competency from your subject that you want to teach. Then decide what the purpose of the lesson is. Look at session 6 in Better Teaching and Learning again. For example is it to introduce the skill to the students, continue the work from a previous lesson, extend or build on the learning from a previous lesson or complete the learning on the skill. Or is it to do all four?

Now plan your lesson. You need to think about the following when developing your lesson plan:

- What standard or base competency the students will learn during the lesson
- What Life Skills the students will learn and how (Integrating Life Skills into Classroom Learning)
- What are the assessment Indicators you will look for which tell you whether students have learned the subject and Life Skills competencies and to what extent they have learned it (Session 9 and 10 Better Teaching and Learning)
- How you will make the learning relevant to students (Session 5 Better Teaching and Learning)
- Including the different stages of learning with an emphasis on application and practice (Session 6 Better Teaching and Learning).
- Ensuring that students are active participants in their own learning (Session 6 Better Teaching and Learning)
- How can you ensure that all students have the opportunity to participate in the lesson equally (session 4 Better Teaching and Learning)

- How you will motivate students to learn (Session 3 Better Teaching and Learning)
- How your role and the role of the students change during the lesson (Session 6 Better Teaching and Learning)
- What ICT applications you can use to support young people to learn (ICT for Life Skills Education)

Whilst developing your lesson plan, refer to the Instrument for Teacher Performance Assessment: Lesson Planning (Handout 11.2). This will help you to include what MONE/MORA considers to important elements of a good lesson plan.

Write your lesson plan.

Use any lesson plan format that you want.

At the end of the micro teaching session present your lesson plan to the facilitator. The lesson plan will be evaluated according to the form from MONE/MORA.

After your lesson plan has been written and assessed you should place it into your portfolio.

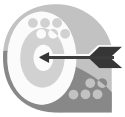
Session 12
How Can Teachers Continue to Improve Teaching Effectiveness Through Professional Development?

Introduction

Most people are not born with innate teaching skills. Teaching skills can be learned and steadily improved. This training from DBE3 has helped you to further develop your effectiveness as a classroom teacher but it has only started you on the path. There are other ways that you can do independently to continue to improve and become an alert and effective teacher. This is called Professional Development. The Government of Indonesia recognizes that continued professional development is very important for teachers and has made it a requirement for certification.

One way for teachers to continue to develop teaching effectiveness is through constant self assessment or reflection. This can be done through journals, portfolios or research logs. However, it is not always easy to self assess one's own abilities and all people benefit from a colleagues input to help them recognize their strengths and identify areas for improvement. Another way to improve is periodic assessment of teaching performance. This can be done either through an evaluation of your teaching in the classroom by a mentor or through a technique called microteaching in which small groups of teachers practice developing and implementing classroom activities whilst colleagues observe and provide feedback. Mentoring or one teacher facilitating the learning of another teacher can aid professional development as can participation in professional organizations, communicating with other teachers and continued in-service training and study.

This session will briefly examine some of the foremost methods of continued professional development for teachers but will focus in detail on micro teaching.



Objectives and Learning Outcomes

The purpose of this session is to support participants to think about how they can continue their professional development to improve their effectiveness as a classroom teacher beyond this training. This session will support participants to further develop all core competencies covered in previous sessions in the module. In addition, this session will support participants to further develop core competency 10 *"conduct the*

reflective acts for the improvement of the quality of teaching and learning" and core competency 23 *"continue professional development by becoming reflective"* and core competency 19 specifically 19.1 "*Communicate with the colleague, scientific profession, and other scientific community through various media in order to enhance the learning quality.* Assessment of teachers' performance through microteaching will be the main focus of the session and participants will prepare, plan and implement a focused teaching and learning activities. By the end of this session participants will be able to

- List different ways teachers can to improve as an effective classroom teacher
- Reflect on their own performance as a teacher and identify their strengths
- Identify the competencies they need to improve to become a better teacher
- Provide full and constructive feedback to colleagues
- Explain what action they will take to continue improving as a teacher

Key Questions

- What are some of the key ways you can use to understand to continue your professional development?
- What do you perceive as your strength as a teacher?
- What do your colleagues perceive as your strengths as a teacher?
- What core competencies do you need to continue to develop to become a better teacher?
- What suggestions do your colleagues have for how your performance as a teacher might be improved?
- What will you do following training on the module to become a better teacher

Notes for the Facilitator

- The best way to implement micro teaching is to make it as real as possible. Try to work with a local school to arrange some time for participants to practice in the classroom with students or for some students to come to the training venue.
- If you are unable to arrange this and plan to complete the micro teaching activity in the training venue then the participants can act as students. However, adults have a tendency to become very child like when taking on the role of students in micro-teaching so ensure you ask them behave appropriately as youth in a classroom

Resources

- Handout 12.1, 12.2 and 12.3

Time

This session needs a minimum of 270 minutes to complete. As follows:

- 105 minutes for Introduction, Connection and Application (1)
- 165 minutes for Application (2) Reflection and Extension

ICT

The use of ICT to support this session is optional and will depend on what equipment you have available. Some possibilities are:

- LCD and Laptop for presentations
- A video camera to tape participant's micro teaching activities.

Session Summary

Introduction
5 minutes
Facilitator presents the theme, objectives and learning outcomes and key questions to the participants

Connection
20 minutes
Facilitator gives a 10 minute presentation on the purpose, process and benefits of micro teaching and explains to participants how to observe and evaluate the performance of teachers

Application
200 minutes
Participants have the opportunity to work in groups to plan, prepare and implement a learning activity

Reflection
10 minutes
Participants answer the key questions buy writing in their learning reflection journal

Extension
Participants conduct micro teaching activities for continual professional development in their schools or teachers training clusters

Energizer

The following energizer is linked to the theme of the session. This energizer will help participants to review some of the key learning from the workshop. You should use this at the beginning of the session to both energize the participants and introduce the key themes of the session. This energizer will take a maximum of 10 minutes to complete. You will need a paper ball which can be made from newspaper. Tell participants that the ball will be thrown in random order to different participants. As they receive the ball

the participant should make a statement about something they have learned from the training about planning and implementing better teaching and learning which integrates life skills (including ICT).

Detailed Steps for Activities

I Introduction (5 minutes)

(1) Use the notes in the introduction to the session above to provide a brief background to the issue being addressed in this session.

(2) Explain the objective and learning outcomes of the session and introduce the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.

(3) Ensure that participants know how following this session will help them to some of the core competencies required of teachers and which ones. Ask participants to read through core competencies 10, 23 and 19

C Connection (40 minutes)

(1) Brainstorm with participant's different ways in which teachers can continue their professional development. Facilitators notes 1 provides some suggestions

1

Facilitators Notes

- Professional Development through Reflection and Self Assessment
- Professional Development through Mentoring
- Professional Development through In-service training and study
- Professional Development through participating in professional organizations
- Professional Development through working with other teachers
- Professional Development through microteaching

(2) Give participants handout 12.1 and ask them to briefly read through. Explain to participants that this session will focus on the last method of professional development – microteaching. Ask participants what they understand about microteaching. Use facilitators notes 2 below to prepare and deliver a brief presentation on micro teaching for participants

2

Facilitators Notes

What is Micro Teaching?

Micro-teaching is a like a laboratory in which teachers can practice developing and implementing scaled down teaching and learning activities whilst colleagues observe. An evaluation and discussion follows in which all participants have the opportunity to provide feedback and suggestions.

What are the benefits of micro training?

Micro teaching takes places in a 'safe" environment. It is a simulation of a lesson and is not a "real" lesson with "real" students in "real" time. It can help teachers focus on improving specific teaching and learning behaviors. Teachers learn from reflecting on their performance, the feedback provided from on their teaching from others, from observing others and from the conversations that follow. Teachers often leave micro teaching with a clearer and more positive sense of their skills in planning and implementing better teaching and learning, their strengths, their assumptions and a deeper appreciation and respect for the variety of teaching and learning methods and strategies of colleagues. A video taped microteaching allows teachers to see themselves in action to self evaluation and diagnosis.

What is the process of microteaching?

1. Groups/Individuals prepare a scaled down teaching and learning activity with a limited objective and which focuses on the use of one or several strategies.
2. Groups/Individuals will then be put into pairs. Groups/Individuals should exchange lesson plans. Each has 15 – 20 minutes to teach the activity they have planned to a few (8-10) of their peers.
3. During this time, the other group will observe the lesson and complete an assessment of the teaching using the format provided
4. Groups will then swap roles with the first group observing and the second group teaching
5. Immediately following the teaching activity there will be an evaluation of the activity based on the assessment. The group who presented their activity will have the first opportunity to comment on their teaching. The observers can then comment and give feedback. Groups should focus their comments on the results of the assessment format and follow the code of conduct for giving and receiving feedback
6. Following the discussion groups should exchange assessment formats

How to prepare the scaled down activity

1. Prepare and carry out a 15 – 20 minute lesson.
2. Identify one concept/competency and develop an activity that leads students towards understanding that concept/competency
3. Identify one or two teaching strategies that you will focus on in the activity. Choose something you have learned during the training
4. Within the 20 minutes your lesson must include teacher talk and a hands on activity for the students
5. Complete a written plan. You can use formats you are familiar with from your school or any from the DBE3 training

How to evaluate the micro teaching activity

1. The evaluation should be based on the quality of the teachers preparation and lesson implementation, the quality of student involvement, whether the instructional objective was achieved and the appropriateness of the lesson
2. To focus the evaluation observers and evaluators must use the Format for Assessing Lesson Implementation from the Guidelines for Developing a Profession Portfolio (MONE 2007) Give participants handout 12.2
3. The assessment format includes a list of 24 indicators which illustrates the competencies and actions that teachers are expected to demonstrate during the teaching and learning process in the classroom. For example, teachers must *"utilize learning tools effectively and efficiently"* (Indicator 13) *"stimulate student's happiness and enthusiasm in learning"* (indicator 18) and *"stimulates active participation of the student in the learning process"* (indicator 16).
4. For each indicator there is a range of scores of 1-5 which mean 1= very bad, 2= bad 3 = not good enough, 4 = good and 5 = very good. For each indicator, the assessor must decide which score to give.
5. The assessor must have reasons for the score they give and must be prepared to explain these to the teacher.

(3) Explain to participants that they must follow a code of when commenting on other peoples "performance" and will be assessed on whether they do or not. Give participants handout 12.3 and ask them to read through

(4) Give participants some time to ask any questions they have about micro teaching and give answers.

A

Application (1) (60 minutes)

(1) Divide participants into groups. Give each group approximately 60 minutes to finalize their lesson plan started in session 11 and prepare all resources for their micro-teaching activity.

3

Facilitators Notes

As participants prepare their activity you should move around the room and support them in developing the activity and in thinking about whether they have remembered all the learning from the workshop.

Application (2) (60 minutes)

(1) After 60 minutes stop all participants and them complete the micro teaching activity following the process described in facilitators notes 1. Your role during this is described in facilitator's notes 3.

Facilitators Notes

4

As participants present their activity you should also complete an assessment format (handout 12.2) for each lesson and share your comments during the discussion. During the discussion you need to ensure that participants confine their comments to the lesson assessment format and follow the code of conduct

(2) Explain to participants that DBE3 trainers will visit participants in their schools during follow up visits to assess how they are doing and provide them on – going support

R

Reflection (10 minutes)

(1) Look again at the overarching questions introduced at the beginning of the session. Ask participants to reflect on the session and write their individual answers to the questions in their learning reflection journal.

(2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.

(3) Give participants the extension activity (below).

Facilitators Notes

5

If you have made a video recording of the micro – teaching activities, have time at the end of the session and participants are interested you can play back some of the recording during the reflection section.

Key Message

Throughout your teaching career teachers need to continue improving your knowledge and skills in all aspects of teaching and learning. Teachers need to be proactive in finding ways to develop as professionals. One effective way to improve as a classroom teacher is to have teaching performance assessed, teachers can assess their own performance through reflection and self assessment or colleagues can assess teachers through observation and providing feedback through micro teaching or daily lessons. Engage in professional development activities so that you can be the very best teacher you can be. The nation of Indonesia and its youth need you.

E Extension

Tell participants that now they understand the purpose, process and benefits of micro teaching activities, they should use it as a professional development activity in their school, MGMP or teacher training cluster using the assessment format provided and the code of conduct for giving and receiving feedback. This will continue to help them prepare for certification.

Portfolio activity: Participants can ask their head teacher or supervisor to simulate the assessment for the portfolio and observe a lesson, complete the assessment format and provide some feedback on how to improve.

Handout for Participants 12.1

How to Continue Professional Development[25]

Professional Development through Reflection and Self Assessment

One useful way of continuing professional development is to self assess and to reflect on your teaching. One way you can do this is to maintain a professional journal. You can continue the Learning Reflection Journal you have started during the DBE3 training. Another way to self assess is to maintain a professional portfolio. You can continue to maintain the portfolio you started during the DBE3 training to help you on the path to certification. Some teachers keep up research logs as a way of recording questions and ideas that comes up during a buy day. The research log strategy can be of great benefit to teachers in actively researching and improving their classroom work.

As recognized by the Government of Indonesia, reflection is a key component of the professional development processes. Look at the following table.

Core Competency	
10. Conduct the reflective acts for the improvement of learning quality.	Conduct reflection on the performed learning. Utilize the reflection's result to repair and develop learning in supported subjects. Conduct the research on class actions to improve the learning quality in supported subjects.
23 Develop the professionalism in continuously by conducting a reflective action.	23.1 Conduct a reflection on his/her work performance continuously. 23.2 Utilize the reflection result in order to improve professionalism. 23.3 Conduct research on class actions to improve professionalism. 23.4 Follow the advanced era by learning from many resources.

Professional Development through Mentoring

Mentoring is when one teacher facilitates the learning of another. A mentor teacher is selected by another teacher or volunteers formally or informally. The mentor observes and coaches the teacher to help them improve their teaching. Sometimes it might be that the teacher wants to learn a new skill. At other times the teacher being coached might remain with the mentor for a whole school year developing and improving skills or learning how to teach a new academic program. In some countries new teachers are automatically assigned to mentor teachers for their first year as part of a program of induction. As part of the DBE3 training, DBE3 trainers will be allocated to mentor

Professional Development through In-Service Training and Study

In service teachers training programs are often on offer, maybe at the school level, the district or provincial level and the national level, by many agencies, universities and colleges. In service training programs are often designed for specific purposes to train teachers in new skills and update their knowledge in content and introduce them to new teaching materials and programs. Teachers should find out what in service courses are available and apply to the ones that interest them and meet their needs. Investigate what courses the P4TK, LPTK and Universities in your areas are offering and how you can join. Further graduate study is another way of continuing your professional development.

Professional Development through participating in Professional Organizations

There are many professional organizations that teachers can join to continue their professional development. At local level these include the MGMP where at National level this includes subject associations, such as the Mathematics association. Local and national organizations will have meetings that might include guest speakers, workshops or displays. Meetings of teachers can be educational, enriching and fulfilling for those that attend. Find out the local and national professional organizations exist for teachers and think about joining.

Professional Development through Working with Other Teachers

Visiting teachers at other schools, attending in-service workshops, attending seminars and programs, participating in teachers groups, talking to other teachers in your school, communicating with other teachers by phone, SMS or e-mail are all valuable experiences and can foster professional development. If for no other reason than have the opportunity to talk and share with other teachers. These discussions include the sharing of ideas, practices, materials, programs, resources and techniques that work. As recognized by the Government of Indonesia, communicating with other teachers are important components of the professional development processes. Look at the following table.

Core Competency	
17: Communicate in effective way, emphatic, and well mannered with other educator, education people, parents, and the community.	17.1 Communicate with colleague and other scientific community in good manner, emphatic, and effectively
19: Communicate with his/her profession community and other profession orally and in writing or other forms.	19.1 Communicate with the colleague, scientific profession, and other scientific community through various media in order to enhance the learning quality. 19.2 Communicate the learning innovation result to his/her profession community in orally and writing or other forms.

Handout for Participants 12.2

TEACHER CERTIFICATION INSTRUMENT: ASSESSMENT ON THE LESSON PLAN'S IMPLEMENTATION *(MONE 2007: Guidelines for Developing a Portfolio)*

By
The School Principal and Supervisor

PARTICIPANT IDENTITY

1. Name (complete with the academic title) : _____
2. Participant Number : _____
3. NIP/NIK (number of employment) : _____
4. Level/ Class : _____
5. Gender : M/F*)_____
6. Place, Date of Birth : _____
7. Recent Education : _____
8. Teaching Certificate (Akta) : Have/Do not Have*)_____
9. School of duty _____
   1) Name : _____
   2) School Address : _____
   _____
   3) Sub district : _____
   4) District/ City : _____
   5) Province : _____
   6) School Phone Number : _____
   7) Email Address : _____
   8) School's Statistic Number : _____
10. Subject/ Teacher of Class : _____
11. Teaching Load in a Week : _____Hours_

ASSESSMENT FORMAT

Instruction

Please give scores on these lesson plan implementation points by giving a circle on the numbers in the score column (1, 2, 3, 4, 5) according to the following criteria.

1 = very bad
2 = bad
3 = not good enough
4 = good
5 = very good

NO	INDICATORS/OBSERVABLE ASPECTS	SCORE
I	PRE LEARNING PROCESS	
1.	Checking student readiness	1 2 3 4 5
2.	Conducting apperception activity	1 2 3 4 5
II	MAIN ACTIVITY	
A.	Mastering the Lesson Topics	
3.	Shows the lesson topic mastery	1 2 3 4 5
4.	Relates the topic with other relevant science	1 2 3 4 5
5.	Clearly present the topic according to the learning hierarchy	1 2 3 4 5
6.	Relate the topic to the real life	1 2 3 4 5
B.	Learning Approach/Strategy	
7.	Conduct learning according to the targeted competency (objective)	1 2 3 4 5
8.	Conduct learning in order	1 2 3 4 5
9.	Control the class	1 2 3 4 5
10.	Conduct the contextual learning	1 2 3 4 5
11.	Conduct learning that enable the growth of positive habit	1 2 3 4 5
12.	Conduct learning according to the planned time allocation	1 2 3 4 5
C.	The Usage if Learning Resources/Tools	
13.	Utilize the tools effectively and efficiently	1 2 3 4 5
14.	Create interesting message	1 2 3 4 5
15.	Involve student in the usage of tools	1 2 3 4 5

D.	Learning that motivates and cares about the student involvement	

16.	Stimulates active participation of the student in the learning process	1 2 3 4 5
17.	Shows open attitude to the student response	1 2 3 4 5
18.	Stimulates student's happiness and enthusiasm in learning	1 2 3 4 5
NO	**INDICATORS/OBSERVABLE ASPECTS**	**SCORE**
E.	**The assessment on the learning process and result**	
19.	Monitor the learning progress during the process	1 2 3 4 5
20.	Conduct the final assessment according to the competency (objective)	1 2 3 4 5
F.	**The usage of Language**	
21.	Utilize the verbal and writing language clearly, well, and correctly	1 2 3 4 5
22.	Present the message in appropriate style	1 2 3 4 5
III	**Closing**	
23.	Conduct reflection or generate summary by involving student	1 2 3 4 5
24.	Conduct the follow up by giving direction, or activity, or assignment as part of remedy/provisioning	1 2 3 4 5
Total Score		

……., ……

Assessor,

(……)

NIP/NIK

Handout for Participants 12.3

Code of Conduct for Giving and Receiving Feedback

Start your reactions with "I" and not "You"

You do not know how people will react so make it personal to you and not them.

✓I appreciated the way that you explained the activity because……

✓I liked the activity, it was interesting because…….

×You made me confused when you said ……

Feedback should be descriptive and specific

× I liked your introduction (It is nice to know that someone liked the introduction but it does not tell you much does it?)

✓ I liked the diagram that you used because it helped me to understand more about the model of learning

Focus on design and facilitation of the activity and not the person

✓ I felt that the expectations were too high

✓I was not able to understand the instructions

× Your writing is not good

First focus on presentation behavior and not personality characteristics

✓I would like to have more eye contact

× It is clear you are not interested in us as you never look at us

Limit comments on behavior to those that are changeable

✓ I became a bit distracted when you waved your arms around

× You stutter and I could not understand

Be careful with advice

×This is what I would do

✓ Perhaps one alternative might be to……

Avoid Generalizations, be specific

×I never felt you knew the content very well

✓I felt that you did not know the content very well when I saw you reading from the book

Provide Positive and Negative Feedback

×I did not like your activity at all

✓ I think the positive thing about the activity was that I was able to work with my peers in a group and learn from them. However, I felt that the introduction was a weak area as you did not explain the aims of the activity

Expect Feedback on your Feedback

Expect that the person you have given feedback to will respond to your comments.

This is their right. However, when you are the person **receiving feedback**, it is best not to respond to each point but rather to listen quietly, hearing what other's experiences were during their review, asking only for clarification. The only time to interfere with what is being said is if you need to state that you are overloaded with too much feedback.

At the End of the Workshop

Summary

This activity should be completed at the end of the training on the Better Teaching and Learning Module with the whole group of participants

The purpose of the activity is for participants to review and reflect on what they have learned during the training on the Better Teaching and Learning Module

The activity should last about 15 – 20 minutes. It is important that you find time to complete it.

Photocopy the following key messages from each session on the following pages on card. Alternatively you can write them on flipchart paper

Draw the following chart on flipchart paper or white board

Session One	Session Two	Session Three	Session Four	Session Five	Session Six
Session Seven	Session Eight	Session Nine	Session Ten	Session Eleven	Session Twelve

Hold them up one by one in random order and ask one participant to read them out.

Participants have to say which session this is the key message from. When they give the correct answer, place the card in the table

Ask participants what they remember learning in this session and how they think that it will help to make their teaching and students learning better

Everyone has their own ideas of what makes a perfect teacher. In Indonesia, teachers need to have a wide range of personal and professional competencies and due to recent changes in legislation teachers need to be able to demonstrate these through a professional portfolio. Teachers should start to prepare themselves for this process now including participating actively in the DBE3 training.

Youth are the future core of society and need guidance and support from caring adults to become responsible and productive members of society. Education is a key part of this process and adopting a positive youth development approach where youth are given the opportunity to participate in decisions which affect them will help to guide youth to get where they need to go. Better teachers need to open their minds to all the different possibilities of collaborating with youth in making decisions about the school and classroom.

You need to be proactive in finding ways to develop as a professional. One effective way to improve as a classroom teacher is to have your teaching performance assessed. You can assess your performance through reflection and self assessment. Colleagues can assess you through observation of micro teaching or daily lessons. Engage in professional development activities so that you can be the very best teacher you can be. The nation of Indonesia and its youth need you.

Young people come to the classroom with different levels of motivation to learn. What happens in the classroom can have a positive or negative influence on a young person's motivation to learn. Young people do not respond well to threats, aggression and violence but they respond well to a well organized lesson in a classroom where they feel safe with an enthusiastic teacher who has a genuine respect for students. A better teacher will utilize good everyday teaching practices to ensure that their students are motivated to learn.

If teachers have certain expectations of what people should be and do because of their gender, they may sub consciously provide limits to their learning. Teachers need to take special measures, such as assessing teaching and learning materials or evaluating the environment to ensure that girls and boys in their class have equal opportunity to learn and therefore the opportunity to reach their individual optimal potential.

The best learning takes place when people understand and see the relevance in what they are learning. Better teachers ensure that youth understand the relevance of what they are learning in school by making a connection between the content they are learning in the classroom to a real life situation where the content will be used. Teachers can adopt the principle of contextual teaching and learning where they try focus on developing knowledge, skills and contextual understanding in youth so youth develop a meaning to the learning taking place inside the classroom.

Learning a skill is a process with several stages. The task of the “educator” and the learner changes at each stage of the process with the learner participating more in the learning. Teachers can use active learning methods in the classroom to ensure students have the opportunity to actively participate in their learning. Active learning helps students to learn more effectively and to learn for themselves. However, traditional methods are not wrong. Better teachers will understand how and when to apply active learning.

The World we live in is ever changing. As the purpose of Education is to prepare young people to become citizens and live healthily and productively in this World, education must continue to evolve to ensure that young people leave school with the relevant skills. Life Skills Education helps young people to develop skills to adapt to the ever changing situation. In Indonesia Life Skills Education includes a wide range of skills and is not a subject, but part of the *process* of learning. A Better Teacher will teach Life Skills as part of their daily teaching practice.

Curriculum development and planning is the responsibility of the school and teachers. They need to plan and develop a school level curriculum using the national competency standards for subjects and content and applies the principles of curriculum development (broad and balanced, continuity and progression in learning and allow for individuals to fulfill their potential. This can be achieved by teams of teachers working together in MGMP or schools by developing and utilizing a format and following the steps of curriculum development.

Teaching and Learning is a complex activity. Teachers have a curriculum which they have to deliver. Teachers have a set amount of time to deliver that curriculum. Ensuring objectives are met and students learn requires careful preparation and planning. Lesson planning is pivotal to better teaching and learning. Written lesson plans can help teachers to include all the elements of a successful learning process.

Different types of assessment are carried out at different times and for different purposes. Teachers are mostly concerned with formative assessment which helps students and teachers know how they are doing and how they need to improve. Full and constructive feedback is an essential feature of continuous assessment and teachers need to provide this so that students have the answers to questions such as “Where am I going? Where am I now? How do I get where I am going?

With a new type of learning comes a new type of assessment. Recent changes in education in Indonesia mean teachers must measure whether students have achieved a competence. Unlike measuring knowledge measuring a competence is not simply a case of yes or now, but how much or to what extent. Teachers need to develop and use assessment indicators and instruments. This is a very challenging requirement but teachers can start to practice by following five steps for creating assessment indicators and using a template for an assessment instrument.