

The Government of the Republic of the Union of Myanmar

Ministry of Education



Year 1 Semester 2

EDU1201

Educational Studies

Student Teacher Textbook

PREFACE

The Myanmar Ministry of Education developed the four-year Education College Curriculum, in line with the pre-service teacher education reform as specified in the National Education Strategic Plan (NESP) 2016-2021.

The Myanmar Education College Curriculum consists of several components: the curriculum framework, syllabi, Student Teacher Textbooks, and Teacher Educator Guides. This curriculum for the four-year Education College was designed and structured to align with the Basic Education Curriculum and to equip student teachers with the competencies needed to teach effectively in Myanmar's primary and middle school classrooms. It is based on a Teacher Competency Standards Framework (TCSF) which articulates the expectations for what a teacher should know and be able to do in the classroom.

The curriculum follows a spiral curriculum approach which means that throughout the four years, student teachers return to familiar concepts, each time deepening their knowledge and understanding. To achieve this, the four-year Education College programme is divided into two cycles. The first cycle (Years 1 and 2) is repeated at a deeper level in the second cycle (Years 3 and 4) to enable student teachers to return to ideas, experiment with them, and share with their peers a wider range of practices in the classroom, with the option to follow up on specific aspects of their teaching at a deeper level.

The curriculum structure provides an integrated approach where teaching of subject knowledge and understanding educational theories are learnt through a supportive learning process of relevant preparation and practical application and experience. The focus is, therefore, not just on subject content, but also on the skills and attitudes needed to effectively apply their knowledge, skills, and attitudes in teaching and learning situations, with specific age groups. As the focus is on all components of a 'competency' – knowledge, skills, attitudes and their effective application – it is referred to as a competency-based curriculum.

Accordingly, a competency-based curriculum is learner-centred and adaptive to the changing needs of students, teachers and society. Where new concepts are learnt, they are then applied and reflected on:

1. Learn (plan what and how to teach);
2. Apply (practise teaching and learning behaviours); and
3. Reflect (evaluate teaching practice).

Beyond the Education College coursework, it is intended that student teacher graduates will be able to take and apply this cycle of ‘learn, apply and reflect’ to their own teaching to effectively facilitate the learning and development of Myanmar’s next generation.

The Myanmar Education College Curriculum was developed by a curriculum core team which is a Ministry of Education-appointed team of Myanmar Education College teacher educators supported by the Ministry of Education, resource persons from the Universities of Education, University for the Development of National Races of the Union and a team of national and international experts. Overall guidance of the work was provided by the Department of Higher Education, Ministry of Education.

The curriculum development was also supported by the Strengthening Pre-Service Teacher Education in Myanmar project, with technical assistance from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and financial contributions from Australia, Finland and UK Governments. Substantial input to the drafting process was also provided by Japan International Cooperation Agency and the primary education curriculum development team through the Project for Curriculum Reform at Primary Level of Basic Education (CREATE) team.

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HOW TO USE THIS TEXTBOOK

Who will use this Educational Studies Student Teacher Textbook?

This textbook has been designed to guide you, as a student teacher, through Year 1 of the Educational Studies learning area. In this textbook, you will find foundational information about Educational Studies. The textbook also includes learning activities and additional resources to help you develop the knowledge, skills, and attitudes you need to be an effective teacher in Myanmar. You will use the textbook as a key resource in class; you can also use the textbook for independent self-study.

While the content in the textbook is addressed to you, as the student teacher, it is also a resource for your teacher educators, who will serve as your facilitators and mentors as you develop key competencies in Educational Studies. Throughout this module, you and your teacher educator will work together, using this textbook as a tool for learning.

When and where does Educational Studies take place?

The learning area of Educational Studies has been allotted 240 periods of teaching for each year of your four-year Education College programme. Classes will be held on your Education College campus.

What is included in the Year 1 Educational Studies textbook?

The textbook organisation and content align with the syllabus of the four-year Education College curriculum on Educational Studies.

This textbook contains the following topics for Year 1 Educational Studies:

- Introduction to Educational Studies
- Pedagogical Theory and Practice
- Strategies for Effective Learning
- Planning and Preparation
- Assessment

- Overview of Myanmar's Education Systems, Policies and Trends
- Educational Philosophy
- Educational Psychology
- Creating a Learning Environment
- Professionalism

For each unit, you will be working through learning activities, both individually and with your peers and teacher educator, to deepen your knowledge, skills, and attitudes on the topic. The Content Map, below, highlights the expected learning outcomes and time allocations for each unit in this textbook.

Table A. Educational Studies content map

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
6. Overview of Myanmar's Education Systems, Policies and Trends	6.1. Overview of the Myanmar's Education System	6.1.1. The structure of Myanmar's education system	<ul style="list-style-type: none"> • Define education system • List the components that make up Myanmar's (formal) education systems • List the major challenges of Myanmar's national education systems and explain the proposed strategies for reform as outlined in the NESP • List the NESP goal and the nine transformational shifts • Provide specific examples for the transformational shifts needed in KG + 12 	A1.1 A4.1 B4.1 C2.1 C3.1	3
		6.1.2. Aim of education	<ul style="list-style-type: none"> • Explain social mobility, poverty alleviation and sustainable development • Explain how education is a building block for social mobility, poverty alleviation and sustainable development instrumental to the national goal of Myanmar becoming an upper middle income country by 2023 • Identify ways how teachers will need to contribute to NESP's implementation • Explain the three key concepts of Myanmar's education reform (access, quality, and equity) in the context of your region and discuss ways to address them. 	C2.1 C3.1	3

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
			<ul style="list-style-type: none"> Identify at least three personal (teaching) goals to actively contribute to the reform 		
	6.2. The Right to Education	6.2.1. How it all began	<ul style="list-style-type: none"> Explain how the concept of 'education for all' emerged 	B1.1 B3.1 B4.1 C3.1	2
		6.2.2. Transforming our world: The 2030 Agenda for Sustainable Development	<ul style="list-style-type: none"> Argue why education for all is a global goal and can contribute to peace Reflect on the value of the Sustainable Development Goals and how Myanmar's education systems can support them 	B1.1 B3.1 B4.1 C3.1	2
	6.3. Why Early Years Matter	6.3.1 Playful learning at a young age	<ul style="list-style-type: none"> Give examples of when, where and how learning takes place naturally Explain why early childhood education is important Discuss how play and guided inquiry can be built into formal kindergarten instruction 	A1.1 A4.1 B1.1 D1.1 D3.1	2
	6.4. Kindergarten and Basic Education Curriculum Frameworks	6.4.1. Introducing KG curriculum and integrated approach	<ul style="list-style-type: none"> Define what is Kindergarten (KG) Explain the importance of KG, and how to facilitate the holistic development of children in KG using an integrated approach 	A1.1 A4.1 B1.1 D1.1 D3.1	2
		6.4.2. Studying KG lessons prepared with an integrated approach	<ul style="list-style-type: none"> Identify components in a lesson plan that show an integrated approach (integrated subjects, child experiential learning, and the child as a holistic learner) 	A1.1 A4.1 B1.1 D1.1 D3.1	2
	6.5. 21 st Century Learners, Teachers, and Teacher Education	6.5.1. What are 21 st century skills, and why are they important?	<ul style="list-style-type: none"> Explain 21st century skills for teachers, and how skills are different from knowledge Provide examples why and how teaching in the 21st century has to be different from the learning and teaching in previous centuries 	B1.1 B3.1 B4.1 C3.1	2
		6.5.2. 21 st century skills – resources for teachers	<ul style="list-style-type: none"> Be aware of resources available to Myanmar pre-service and in-service teachers to enhance their teaching of 21st century skills 	B1.1 B3.1 B4.1 C3.1	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
7. Educational Philosophy	7.1. Educational Philosophy and Its Implications for Teaching	7.1.1. What is 'philosophy of education'?	<ul style="list-style-type: none"> Define philosophy of education and describe how it informs educational practices Explain the three main philosophies of education and compare and contrast them (teacher-centred philosophies, student-centred philosophies, and society-centred philosophies) 	A1.1 B1.1 D1.1 D2.1	2
		7.1.2. Developing your own teaching philosophy	<ul style="list-style-type: none"> Develop a reflective habit of mind that fosters a continued improvement of one's own teaching practice 	A1.1 B1.1 D1.1 D2.1	3
	7.2. Periods of Education in Myanmar	7.2.1. A brief history of (formal) education	<ul style="list-style-type: none"> Explain where and how teaching and learning happened over time Summarise key stages from the history of education (worldwide) Form an initial opinion about the effectiveness of education through the centuries 	A1.1 D1.1 D2.1 D3.1	1
		7.2.2. A brief history of education in Myanmar	<ul style="list-style-type: none"> Explain where and how teaching and learning happened over time Summarise key stages from the history of education (in Myanmar) Form an initial opinion about the effectiveness of education through the centuries 	A1.1 D1.1 D2.1 D3.1	1
	7.3. The Art and Science of Teaching	7.3.1. Learning progressions are learning ladders for students	<ul style="list-style-type: none"> Understand the need to scaffold learning experiences by developing learning progressions 	A1.1 D1.1	2
		7.3.2. Working with students' prior conceptions and mental models	<ul style="list-style-type: none"> Incorporate students' prior conceptions as starting point for new understanding Understand the significance of 'mental models,' and how they can foster or block new learning 	A1.1 D1.1	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
8. Educational Psychology	8.1. Understanding Educational Psychology and How It Applies to Teaching	8.1.1. What is educational psychology?	<ul style="list-style-type: none"> Define educational psychology in your own words Explain how educational psychology can inform learning and teaching Explore the nature of educational psychology in teaching and learning situations and how you can apply it to enhance your own teaching practice 	A1.1 B2.1 D1.1 D2.1 D3.1	3
		8.1.2. Understand understanding	<ul style="list-style-type: none"> Define educational psychology in your own words Explain how educational psychology can inform learning and teaching Explore the nature of educational psychology in teaching and learning situations and how you can apply it to enhance your own teaching practice 	A1.1 B2.1 D1.1 D2.1 D3.1	3
	8.2. Educational Psychology – Past and Present	8.2.1. Major perspectives in educational psychology	<ul style="list-style-type: none"> Name four major perspectives of educational psychology Describe the key ideas of the four major perspectives of educational psychology 	A1.1 D1.1 D2.1 D3.1	4
		8.2.2. Psychological perspectives in education: A discussion	<ul style="list-style-type: none"> Name four major perspectives of educational psychology Describe the key ideas of the four major perspectives of educational psychology 	A1.1 D1.1 D2.1 D3.1	2
	8.3. Skinner and Piaget	8.3.1. Radical behaviourism and cognitive development	<ul style="list-style-type: none"> Summarise the work of Skinner and Piaget Compare and contrast Skinner and Piaget and discuss their relevance on today's learning and teaching 	A1.1 D1.1 D2.1 D3.1	1
		8.3.2. Piaget's four stages of cognitive development	<ul style="list-style-type: none"> Reflect on Piaget's four stages of cognitive development and how it might inform instruction for young children versus older children or adults 	A1.1 D1.1 D2.1 D3.1	1
	8.4. Motivation	8.4.1. Motivation as the driver behind human behaviour	<ul style="list-style-type: none"> Compare and contrast primary and secondary, intrinsic and extrinsic motivation Explain how motivation affects learning 	A1.1 D1.1	1
		8.4.2. Intrinsic and extrinsic motivation	<ul style="list-style-type: none"> Explain the motivation cycle by giving examples from one's own life and practice Explain how motivation affects learning 	A1.1 D1.1	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
		8.4.3. Csikszentmihályi and flow	<ul style="list-style-type: none"> Understand the concept of 'flow' and identify its components and conditions 	A1.1 D1.1	2
	8.5. How Social-Emotional Well-Being and Mental Health Affect Learning	8.5.1. Maslow's theory of hierarchical needs	<ul style="list-style-type: none"> Summarise Maslow's theory of hierarchical needs Apply Maslow's pyramid of needs to create an environment for learning 	A1.1 D1.1 D2.1 D3.1	2
		8.5.2. Physical + social-emotional well-being = Foundation of learning	<ul style="list-style-type: none"> Explain in your own words what constitutes (mental) health and how it affects learning Explain the importance of social-emotional well-being for learning but also society 	A1.1 D1.1 D2.1 D3.1	1
		8.5.3. Self-fulfilling prophecies	<ul style="list-style-type: none"> Understand the positive and negative spirals of self-fulfilling prophecies 	A1.1 D1.1 D2.1 D3.1	1
	8.6. Multiple Intelligences	8.6.1. Measuring intelligence	<ul style="list-style-type: none"> Explain what the conventional IQ test measures Explain why the traditional concept of intelligence was too restrictive 	A1.1 A5.1 B1.1 D1.1	2
		8.6.2. Howard Gardner's case for multiple intelligences	<ul style="list-style-type: none"> Name and summarise Gardner's idea of multiple intelligences Explain how this new understanding of multiple intelligences should be applied to learning and teaching 	A1.1 A5.1 B1.1 D1.1	1
9. Creating a Learning Environment	9.1. Creating a Safe and Secure Learning Environment	9.1.1. The importance of a safe and secure learning environment	<ul style="list-style-type: none"> Explain and discuss the impact of a learning environment on learning outcomes Explain, discuss and create a safe and secure learning environment 	A1.1 C3.1 D1.1 D2.1	2
		9.1.2. What makes a learning environment safe and secure?	<ul style="list-style-type: none"> Identify elements of what makes a good and safe learning environment Give some concrete examples of how suggestions for creating a safe and secure learning environment can be achieved in the classroom 	A1.1 C3.1 D1.1 D2.1 D3.1	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
		9.1.3. Creating your safe and secure learning environment	<ul style="list-style-type: none"> • Create a safe and secure learning environment for students of different age • Summarise the key points about a safe and secure learning environment 	A1.1 C3.1 D1.1 D2.1 D3.1	2
	9.2. Creating a Stimulating and Supporting Learning Environment	9.2.1. A stimulating learning	<ul style="list-style-type: none"> • Explain what a stimulating learning environment is • Create a more stimulating learning environment 	A1.1 A3.1 B3.1 C3.1 D1.1 D2.1	2
		9.2.2. A supportive learning environment	<ul style="list-style-type: none"> • Explain what a supportive learning environment is • Identify what makes a supportive learning environment 	A1.1 A3.1 B3.1 C3.1 D1.1 D2.1	2
		9.2.3. Enacting a stimulating and supportive learning environment through role play	<ul style="list-style-type: none"> • Create a stimulating and supporting learning environment through role play • Explain how role play can help 	A1.1 A3.1 B3.1 C3.1 D1.1 D2.1	2
	9.3. Inclusive Education	9.3.1. Inclusive education in the classroom	<ul style="list-style-type: none"> • Define inclusive education • Identify examples of inclusive education during classroom observations or in lesson plans and explain how it is an example of inclusive education 	A1.1 B3.1 C3.1 D1.1 D2.1	3
		9.3.2. Special education	<ul style="list-style-type: none"> • Define special education • Identify examples of special education during classroom observations or in lesson plans and explain how it is an example of special education 	A1.1 B3.1 C3.1 D1.1 D2.1	2
		9.3.3. Planning for inclusive education	<ul style="list-style-type: none"> • Understand and discuss inclusive education and special education • Discuss factors that can exclude students and propose strategies for active participation and equal opportunities for students to learn while in school • Discuss strategies for adopting learning to fit with an inclusive classroom 	A1.1 B3.1 C3.1 D1.1 D2.1	4

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
	9.4. Peace Education	9.4.1 Introduction to peace education	<ul style="list-style-type: none"> • Explain peace education in your own words • Give examples of peace education in teaching strategies, content and assessment 	A1.1 B3.1 B4.1 C3.1 D1.1 D2.1	2
		9.4.2. Planning for peace education	<ul style="list-style-type: none"> • Examine and strengthen the use of peace education in classroom teaching strategies, content and assessment 	A1.1 B3.1 B4.1 C3.1 D1.1 D2.1	3
	9.5. Setting Classroom Routines and Procedures	9.5.1. The importance of setting classroom routines and procedures	<ul style="list-style-type: none"> • Explain the importance of setting classroom routines and procedures • Give examples of working together with others (teachers, parents and community) on classroom routines and procedures 	A1.1 B3.1 B4.1 C3.1 D1.1 D2.1	2
		9.5.2. Developing classroom routines and procedures	<ul style="list-style-type: none"> • Develop classroom routines and procedures for your classroom 	A1.1 B3.1 B4.1 C3.1 D1.1 D2.1	2
		9.5.3. Teaching classroom routines and procedures	<ul style="list-style-type: none"> • Give some ideas on how to work together with other teachers and parents on classroom routines and procedures 	A1.1 B3.1 C3.1 D1.1 D2.1	2
	9.6. The Role of Education Technology in Creating a Learning Environment	9.6.1. The role of education technology for creating a good classroom climate	<ul style="list-style-type: none"> • Explain how modified SAMR model in the context of educational technologies can be used to enhance teaching and learning materials 	A1.1 A2.1 B3.1 C3.1 D1.1 D2.1	2
		9.6.2. Using education technology to enhance your classroom climate	<ul style="list-style-type: none"> • Use the SAMR modified systematic teaching model to digitally enhance teaching and learning materials 	A1.1 A2.1 B3.1 C3.1 D1.1 D2.1	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
	9.7 Managing Students' Behaviour	9.7.1. Challenging behaviour	<ul style="list-style-type: none"> Identify different behaviours of students Explain what can trigger challenging behaviour 	A1.1 A2.1 B3.1 C3.1 D1.1	2
		9.7.2. Positive management of students' behaviour	<ul style="list-style-type: none"> Examine strategies for creating an environment of respect and rapport among all students and the teachers Express strategies for managing student behaviour Explain classroom procedures that facilitate management of student behaviour for motivation and learning achievement 	A1.1 A2.1 B3.1 C3.1 D1.1 D2.1	3
		9.7.3. Revision: Creating a learning environment	<ul style="list-style-type: none"> Explain and discuss what they have learnt in this unit 	A1.1 A2.1 B3.1 C3.1 D2.1	1 =
10. Professionalism	10.1. Professional Ethics of Teacher and Teacher Code of Conduct	10.1.1. Professional ethics of a Myanmar teacher	<ul style="list-style-type: none"> Explain what being a 'teacher as a role model' means in the Myanmar context Discuss expectations and responsibilities of the Myanmar teacher outside the classroom 	A3.1 B4.1 D1.1 D2.1 D3.1	1
		10.1.2. Acting ethically as a teacher in Myanmar	<ul style="list-style-type: none"> Discuss expectations and responsibilities of the Myanmar teacher outside the classroom and how to prepare to meet these expectations 	A3.1 B4.1 D1.1 D2.1 D3.1	2
	10.2. Teacher as Reflective Thinker	10.2.1. Reflectiveness improves practice	<ul style="list-style-type: none"> Discuss how being a reflective teacher can improve your teaching practice 	D1.1 D2.1 D3.1	2
		10.2.2. Using research in professional development activities	<ul style="list-style-type: none"> Have some practical ideas on how to engage with research in professional development Discuss how engaging with research can contribute to reflective practice and improving your teaching practice 	A1.1 A2.1 B1.1 B4.1 D1.1 D2.1 D3.1	3

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
	10.3. Reflection on Myanmar Teacher Competency Standards Framework	10.3.1. The Myanmar Teacher Competency Standards Framework (TCSF)	<ul style="list-style-type: none"> Explain the role of the Myanmar Teacher Competency Standards Framework (TCSF) 	D1.1 D2.1 D3.1	1
		10.3.2. Using the Myanmar Teacher Competency Standards Framework (TCSF) as a guide to develop professionally	<ul style="list-style-type: none"> Reflect on teaching as a profession using the Myanmar Teacher Competency Standards Framework (TCSF) 	B3.1 D1.1 D2.1 D3.1	2
	10.4. Why Educate Teachers?	10.4.1. Professional development needs to be ongoing	<ul style="list-style-type: none"> Explain the difference between a student teacher, a beginning teacher, and a veteran teacher as it pertains to the need for professional development Explain the difference between subject matter knowledge and pedagogical content knowledge Consult Myanmar's education frameworks and how they address (ongoing) teacher education 	B1.1 B4.1 D1.1 D2.1 D3.1	2
		10.4.2. Developing Subject Matter Knowledge and Pedagogical Content Knowledge	<ul style="list-style-type: none"> Explain the difference between a student teacher, a beginning teacher, and a veteran teacher as it pertains to the need for professional development Explain the difference between Subject Matter Knowledge and Pedagogical Content Knowledge Consult Myanmar's education frameworks and how they address (ongoing) teacher education 	B1.1 B4.1 D1.1 D2.1 D3.1	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods	
	10.5. Continuous Professional Development of Teachers	10.5.1. Establishing learning communities	<ul style="list-style-type: none"> • Discuss the advantages and disadvantages of using networks for the professional development of teachers • Make a plan for setting up a network for professional learning for student teachers 	B4.1 C3.1 D2.1 D3.1	2	
		10.5.2. Planning for setting up a network for professional development of student teachers	<ul style="list-style-type: none"> • Discuss how student teachers can take up their responsibility for their own learning in networks • Use Myanmar Teacher Competency Standards Framework (TCSF) as a tool for addressing teachers' commitment to continued learning • Develop strategies to identify and plan for strengthening knowledge and skills of student teachers during their teaching degree 	B4.1 D1.1 D2.1 D3.1	2	
	10.6. Importance of Research for CPD	10.6.1. Researching your own practice: Action research	<ul style="list-style-type: none"> • Plan for systematic self-reflection of your practice using action research 	B4.1 D1.1 D2.1 D3.1	2	
		10.6.2. Formulating your own teaching philosophy	<ul style="list-style-type: none"> • Articulate your own teaching philosophy (communicate your goals as a teacher and your corresponding actions in the classroom) • Develop a reflective habit of mind that fosters a continued improvement of one's own teaching practice 	A1.1 A5.1 B1.1 D1.1	2	
	Total number of periods					120

The overall objective of Educational Studies is to introduce student teachers to the basic concepts of educational theory, educational technology, educational management, educational psychology, educational test and measurement, and apply them in the teaching learning process and in real life situations. Student teachers will become aware of the educational trends, different philosophies, learning theories and also recent trends. They will also know the importance of developmental milestones of the students in all domains. Student teachers will get pedagogical knowledge and be able to choose the best pedagogical practices for their teaching depending on learners' needs and learning situation. Moreover, they will be able to distinguish characteristics of test, measurement, evaluation and assessment and apply them in the teaching learning process. To educate teachers to become

effective professionals, there are two elements in Educational Studies: the understanding of knowledge and its application situated in the disciplines of education such as psychology and the history of education. Critical reflection about the development of education will help student teachers change their attitudes, behaviour and skills so to develop professional attitudes and values.

The content of this textbook is based on the Myanmar Teacher Competency Standards Framework (TCSF) which articulates the expectations for what you should know and be able to do in the classroom. The teacher competencies in focus for the Educational Studies module include:

Table B. Educational Studies Teacher competencies In Focus

Competency Standard	Minimum Requirement	Indicators
A1: Know how students learn	A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage	A1.1.1 Give examples of how students' cognitive, physical, social, emotional and moral development may affect their learning
		A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, emotional and physical development
A2: Know available educational technologies	A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources	A2.1.1 Plan learning experiences that provide opportunities for student interaction, inquiry, problem-solving and creativity
		A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials to support student learning
A3: Know how to communicate well with students and their families	A3.1 Demonstrate understanding of the role, and expected duties of teachers in Myanmar	A3.1.1 Describe the role and five duties of Myanmar teachers as socially accepted norms
A4: Know the curriculum	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum	A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials
		A4.1.3 Describe the assessment principles underpinning the primary curriculum

Competency Standard	Minimum Requirement	Indicators
A5: Know the subject content	A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s	A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught
B1: Teach curriculum content using various teaching strategies	B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly	B1.1.1 Clearly explains the curriculum content and intended learning outcomes
		B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs
		B1.1.3 Encourage students' awareness of their own ideas to build new understanding
	B1.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning	B1.2.1 Use teaching methods and learning strategies appropriate for the class – culture, size and type
		B1.2.2 Use knowledge of literacy and numeracy instructional strategies to support students' learning in different in different subject areas
		B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities
B2: Assess, monitor and report on students' learning	B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes
B3: Create a supportive and safe learning environment for students	B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	B3.1.1 Use space and classroom materials and resources to ensure involvement of all students in learning activities
		B3.1.2 Encourage students to interact with each other and, to work both independently and in teams
		B3.1.3 Model and promote good health and safety practices to ensure students' wellbeing and safety
B4: Work together with other teachers, parents, and community	B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students	B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues and accept feedback positively
C1: Service to profession	C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models	C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher
C2: Service to community leadership	C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession	C2.1.1 Contribute actively to a range of school and community activities

Competency Standard	Minimum Requirement	Indicators
C3: Promote quality and equity in education for all students	C3.1 Demonstrate a high regard for each student's right to education and treat	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
D1: Reflect on own teaching practice	D1.1 Regularly reflect on own teaching practice and its impact on student learning	D1.1.3 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher
D2: Engage with colleagues in improving teaching practice	D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.1 Discuss teaching practices with supervisors and colleagues, and willingly seek constructive feedback
		D2.1.3 Establish goals for own professional development as a teacher
		D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations
D3: Participate in professional learning to improve teaching practice	D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	D3.1.1 Identify relevant professional learning material to improve own practice
		D3.1.2 Search and analyse online or offline information on current trends and research-based practices in primary education and for specific subjects taught to improve one's own content knowledge and teaching practice

Source: Ministry of Education, Teacher Competency Standards Framework (TCSF), Draft version 3.2. (2019, pp. 30-36).

How do I use this textbook?

You can use this textbook both for your own self-study and as an in-class resource for learning activities facilitated by your teacher educator. Each unit in the textbook includes:



Expected learning outcomes: These are listed at the beginning of each unit and at the beginning of each lesson. The expected learning outcomes indicate what you should know and be able to do by the end of the lesson or unit.

Learning content: The learning content for each unit is broken down into units and lessons that cover subject content knowledge that is important for teachers to know.



Learning activities: The learning activities included in the textbook are individual activities that you can do to help reinforce and deepen your knowledge and understanding of a topic. Your teacher educator will also facilitate learning activities during class. These may be individual, partner, small group or whole class activities designed to help you achieve the learning outcomes for each lesson.



Review questions: You can use the review questions to test your own understanding of the unit content, or to help you study for an exam.



Unit summary: At the end of the unit, there is a brief summary of the main points of the unit to help you review and remember the most important information.



Unit reflection: Taking the time to deliberately think about, or reflect, on what you have learnt will help you remember and apply that learning, and make connections with other subject areas and real-life. Each unit ends with some suggestions on how you can reflect and follow-up on what you have learnt in the unit.



Further reading: Each unit lists suggestions of additional resources on the topic. You can look these up in the library, on the internet, or in your Education College's e-library to learn more about the topic.

At the end of this textbook, you will find a **Glossary** with the definitions of words found throughout the textbook that might be new to you. These words are listed in alphabetical order. You will also find a list of all the **Bibliography**, which are the original sources of information used throughout the textbook.

Remember, your teacher educator is there to help facilitate your learning in this module. If there is material you do not understand in the textbook, be sure to ask your teacher educator, or your classmates, for help. As a student teacher, you are part of a community of collaborative learning within your Education College as you work – together with your peers and guided by your teacher educators – to earn your teaching qualification.

Unit 6

Overview of Myanmar Education Systems, Policies and Trends

At the beginning of this second semester, you will be introduced to several fields in education that are relevant for teaching in Myanmar. This unit begins by taking an overarching look at Myanmar's Education Systems, Myanmar's educational policies, and current trends.

In this unit, you will learn about how the education system used to look like, and what the plan is for the new one. You will look at current challenges in Myanmar's education systems, and how they need to be addressed. Throughout this unit, you will work closely with the National Education Strategic Plan (NESP) 2016-2021. At the end of this Semester 2, you should be well-versed with the plan and be able to answer these questions so that you can cooperate with the Ministry of Education for the successful implementation of the (NESP) 2016-2021.¹

The plan will need your support, as a teacher in Myanmar, to help transform the national education system and to achieve the dramatic improvement in teaching and learning in all of Myanmar's education institutions to bring about the shift.

¹ A new National Education Strategic Plan will be released in 2021.

Expected learning outcomes



By the end of this unit, you will be able to:

- Define education system;
- List the components that make up Myanmar's (formal) education system;
- List the major challenges of Myanmar's national education systems and explain the proposed strategies for reform as outlined in the NESP;
- List the NESP goal and the nine transformational shifts;
- Provide specific examples for the transformational shifts needed in KG + 12;
- Explain social mobility, poverty alleviation and sustainable development;
- Explain how education is a building block for social mobility, poverty alleviation and sustainable development instrumental to the national goal of Myanmar becoming an upper middle income country by 2023;
- Identify ways how teachers will need to contribute to NESP's implementation;
- Explain the three key concepts of Myanmar's education reform (access, quality and equity) in the context of your region and discuss ways to address them;
- Identify at least three personal (teaching) goals to actively contribute to the reform; Explain the concept of 'how education for all' emerged;
- Argue why education for all is a global goal and can contribute to peace;
- Reflect on the value of the Sustainable Development Goals and how Myanmar's education systems can support them;
- Give examples of when, where and how learning takes place naturally;
- Explain why early childhood education is important;
- Discuss how play and guided inquiry can be built into formal kindergarten instruction;
- Define what is Kindergarten (KG);
- Explain the importance of KG and how to facilitate the holistic development of children in KG using an integrated approach;
- Identify components in a lesson plan that show an integrated approach (integrated subjects, child experiential learning, and the child as a holistic learner);
- Explain 21st century skills for teachers and how skills are different from knowledge;
- Provide examples why and how teaching in the 21st century has to be different from the learning and teaching in previous centuries; and
- Be aware of resources available to Myanmar pre-service and in-service teachers to enhance their teaching of 21st century skills.

6.1. Overview of the Myanmar's Education Systems

In this sub-unit of six lesson periods, you will develop a solid understanding of Myanmar's education systems. You will be able to answer questions such as: Why is it important for a country to have an education system? What is the goal of Myanmar's education systems? What are its components? Who designs, implements and monitors it? And what are the pathways through it?

6.1.1. The structure of Myanmar's education systems

Expected learning outcomes

By the end of the lesson, you will be able to:

- Define education systems;
- List the components that make up Myanmar's (formal) education system;
- List the major challenges of Myanmar's national education systems and explain the proposed strategies for reform as outlined in the NESP;
- List the NESP goals and the nine transformational shifts; and
- Provide specific examples for the transformational shifts needed in KG + 12.

'In today's global economy, a nation's success depends fundamentally on the knowledge, skills and competencies of its people. Countries which invest in education are likely to reap substantial long-term benefits such as greater economic and social prosperity.'²

² National Education Strategic Plan (NESP) 2016-2021, Introduction (2016)

How can a country make sure its citizens are being educated, and therefore, able to contribute to the country's well-being? Nowadays, in most cases, this role falls to the government. The government is often the biggest decision-maker and decides on how to structure a country's public, or formal, education system. It needs to decide on what to finance, what to teach, how to measure success, and how to train the teaching force.

Myanmar is a young democratic country and many systems are still in the process of development and refinement. The transformation of the education systems is currently under way and one of the most essential documents to get better understand what is being planned is the National Education Strategic Plan (NESP) 2017-21.

Over time, the education system needs to be re-adjusted to keep up with newly emerging needs. In most cases, the government's public or formal education system is supplemented by non-formal and private education. Think beyond the schools and universities - museums are places for learning, workers learn on the job, and TV and media provide information and generate discourse. These are all examples of non-formal and informal education which are platforms for learning beyond formal education.

In Semester 1, Unit 1, you learnt about definitions of education. Now, in this unit, we want to explore what an education system is and, in particular, we want to better understand what Myanmar's education systems look like.

A country's education system is the accumulation of all the materials, places, people and processes that support the education in a country. A country's education system is very large and complex. You can think of a system as all the parts that go into the system (inputs) and all the parts that come out of the system (outputs). You may remember learning about Input-Process-Outcome (IPO) in Unit 2 of this course – this is one way to visualise a system of education.

To make it a bit easier for this unit, we will focus only **Myanmar's formal education system**, which is overseen by the government. As you have learnt in Unit 1 by **formal education**, we mean all the learning and teaching that takes place in a classroom with a trained teacher as opposed to **informal education**, which happens outside the classroom and inside the classroom. For instance, after-school programs, museums, in community centres and so on can be considered informal education. These programmes are often funded and organised outside to supply the government's formal education system.



Learning activity 1

Write down everything that comes to your mind that makes up Myanmar's formal education system. Complete Table 6.1. below to organise your thinking as you fill in the fields.

Table 6.1. Components of Myanmar's formal education system

People	Materials	Infrastructure (e.g. buildings)	Laws and policies	Other?

Read NESP Section 3: General background on Myanmar's education systems. Discuss with your classmates if you missed anything for Table 6.1 that you would like to add now.



Learning activity 2

Identify all components that you think are part of the formal education system from the table you have created. Are there some that might be outside the formal education system? The line might not always be very clear and often it depends on the context or a special situation to decide.

Your teacher educator will lead your class in a discussion about the differences and similarities between formal and informal education.



Learning activity 3

Read the NESP and look for all the content that addresses current challenges in the education systems. Write these down in your notebook and be prepared to share in class.

Read the NESP and look for all the content that addresses solutions to existing problems. Write these down in your notebook and be prepared to share in class.



Learning activity 4

Refer to Table 6.1 above and highlight all components that you identify as being the government's responsibility. Which ones do you consider the responsibility of the national government versus which ones should be best decided by the local government? Explain your thinking.

Study Figure 6.1 below and discuss with your classmates where you fit in and which role you play in the implementation of Myanmar's national education strategic plan.



Figure 6.1. NESP goal

Make notes of your reply to the statements above in your notebook. Make sure you include some of your own experiences or observations to exemplify your thinking.

6.1.2.

Aim of education

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain social mobility, poverty alleviation and sustainable development;
- Explain how education is a building block for social mobility, poverty alleviation and sustainable development instrumental to the national goal of Myanmar becoming an upper middle income country by 2023;
- Identify ways how teachers will need to contribute to NESP's implementation;
- Explain the three key concepts of Myanmar's education reform (access, quality, and equity) in the context of your region and discuss ways to address them; and
- Identify at least three personal (teaching) goals to actively contribute to the reform.

In lesson 6.1.1, you learnt about the different components that make up an education system. In this lesson, you will dive deeper into policies and laws that govern a country's education system.

Education, an essential building block for individuals and nations

Education is essential for everybody's well-being and a large predictor for success in life. A quality education has the power to not only transform the outlook on life for individuals but also for entire nations and humankind at large. That is why the United Nations have declared access to a quality education as a basic human right. December 2018 marks the 70th anniversary of the Human Rights Declaration, and the United Nations Sustainable Development Goal 4 dedicates an entire unit on Quality Education.³

Most countries consult the UN Sustainable Development Goals (SDGs) for guidance as they plan and implement their country's education policies. There are 17 SDGs, which have been agreed upon by 193 nations. These SDGs are goals 'for the people and the planet,' and they tackle many issues from gender equality to climate change. Throughout the 17 goals, there is a strong commitment to ending poverty: 'Eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development.'⁴

³ United Nations Development Programme: Sustainable Development Goals – Goal 4: Quality Education (2015)

⁴ World Economic Forum. What are the Sustainable Development Goals? <https://www.weforum.org/agenda/2015/09/what-are-the-sustainable-development-goals/>

SDG 4 is specifically focused on education

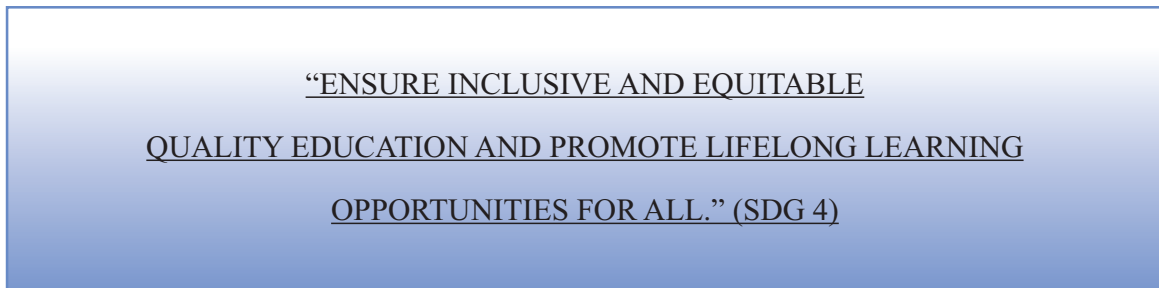


Figure 6.2. SDG 4

There are also education-related targets under other SDGs, such as those on health, employment, sustainable consumption and production, and climate change. This is because education is an important tool that will help achieve many of the SDGs – from poverty eradication, to better health outcomes, to more equitable, productive workforces. Providing quality education for all would exponentially speed up progress towards achieving global sustainable development, which is the central commitment of the SDGs. You will learn more about the SDGs and the 2030 Agenda in Sub-unit 6.2.



Learning activity 1

Think about your personal responses to the following: What is the power of education? How can it make a difference in people’s lives? Think of your own life and the people in it. What kind of education do they have and how does it benefit them? Where/how did they get it? Are they still learning? Be prepared to share some thoughts with your class.



Learning activity 2

Discuss in pairs how you understand Sustainable Development Goal 4. How do you see this goal being met in your region? Where do you see shortcomings? Explain your thinking and be prepared to share your thoughts in class.



Learning activity 3

- Social mobility;
- Poverty alleviation; and
- Sustainable development.

Copy these three terms into your notebook and brainstorm any words or ideas that come to your mind when you think about these three big words.

You can think about; what do they mean? Why could education be a crucial element to accomplish poverty alleviation, social mobility, and sustainable development in Myanmar? If you need help, you can also look up the words in the NESP introduction.

Once you have had a chance to complete your brainstorming, your teacher educator will ask you to share your ideas with the class.



Learning activity 4

Read NESP Section 4: Overview of recent high-level education policy reforms. Where do you see parallels to SDGs 4?

In the NESP foreword, Myanmar's State Counsellor explicitly mentions teachers and requests their cooperation for a successful implementation of the NESP. Why do you think teachers are important stakeholders? How can you play a role in a successful implementation of NESP?



Review questions

1. Read NESP Section 6: Key challenges of the current education systems.
 - a. What are the key challenges in KG + 12 education?
 - b. What do you think can be done to improve the situation?

2. Think about your home and the challenges education faces in your region.
 - a. Have they been adequately addressed by the key challenges listed in the NESP?
 - b. Explain your answer with specific examples.

3. What three personal (teaching) goals can you make to actively contribute to education reform in Myanmar?

6.2. The Right to Education

In this sub-unit of four periods, you will connect back to what you learnt in the first Sub-unit of this unit (sub-unit 6.1. Overview of the Myanmar's Education Systems), but instead of focusing on Myanmar, you will take a more global perspective. How and where did it all begin and what is happening today?

6.2.1. How it all began

Expected learning outcome

By the end of the lesson, you will be able to:

- Explain the concept of 'how education for all' emerged.



Some argue that the job of a child is to learn. What does this mean to you? Do you agree? Looking back in history, one could argue that **John Amos Comenius** is the father of modern education. He was one of the first to write extensively about the transformative power of education and his idea that every child has the right to education. He is also known as Jan Amos Comenius and was born on March 28, 1592 in Nivnice, Moravia (which is now in the Czech Republic) and he died on November 14, 1670.

In his work *Brief Proposal*, he advocated for full-time schooling for all the youth of the nation. His vision was also that the students would be taught both their native culture, but also the culture of the countries around them (in his case, Europe). He saw education as a way to prevent violence and conflict. Comenius himself had experienced the violence resulting from religious intolerance; which had turned him into a refugee, and taken the lives of his wife and children.



Learning activity 1

Do you think Comenius's views from the 1600s are outdated? Your teacher educator will assign you a perspective on this question and ask you and your classmates to have a brief debate on whether or not Comenius' views are still relevant today.

In previous units, you have discussed what to teach and to whom. How do you find Comenius ideas when you look at current curriculum discussions and the development of new national education systems?

Quotes by John Amos Comenius: ⁵

'The proper education of the young does not consist in stuffing their heads with a mass of words, sentences, and ideas dragged together out of various authors, but in opening up their understanding to the outer world, so that a living stream may flow from their own minds, just as leaves, flowers, and fruit spring from the bud on a tree.'

'The saying "He who teaches others, teaches himself" is very true, not only because constant repetition impresses a fact indelibly on the mind but because the process of teaching itself gives deeper insight into the subject taught.'

'Let the main object... to seek and to find a method of instruction, by which teachers may teach less, but learners learn more.'

'Not the children of the rich or of the powerful only, but of all alike, boys and girls, both noble and ignoble, rich and poor, in all cities and towns, villages and hamlets, should be sent to school.'

'We are all citizens of one world, we are all of one blood. To hate people because they were born in another country, because they speak a different language, or because they take a different view on this subject or that, is a great folly. Desist, I implore you, for we are all equally human.... Let us have but one end in view, the welfare of humanity.'

⁵ https://www.azquotes.com/author/24824-John_Amos_Comenius



Learning activity 2

Choose two of the quotes by Comenius above and reflect on why they resonate with you. What kind of wisdom can you take as an inspiration as a future teacher?

Write your thoughts on each of the quotes that you selected in your notebook.

6.2.2. Transforming our world: The 2030 Agenda for Sustainable Development

Expected learning outcomes



By the end of the lesson, you will be able to:

- Argue why education for all is a global goal and can contribute to peace; and
- Reflect on the value of the Sustainable Development Goals, and how Myanmar's education systems can support them.

About the Sustainable Development Goals

You were briefly introduced to the Sustainable Development Goals (SDGs) in sub-unit 6.1. The SDGs are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The goals interconnect and in order to leave no one behind, it is important that we achieve each goal⁶ and target by 2030.

⁶ The Sustainable Development Goals (SDGs) are a collection of 17 global goals set by the United Nations General Assembly. The SDGs are part of Resolution 70/1 of the United Nations General Assembly: Transforming our World: the 2030 Agenda for Sustainable Development. This has been abbreviated to 2030 Agenda.



Figure 6.3. The 17 SDGs



Learning activity 1

1. Answer the following questions in your notebook:
 - What do you know about the United Nations?
 - What is the overarching goal of the SDGs?
 - Do you believe having such global goals are helpful?
Explain your position.
 - In the introduction above, education is not explicitly stated. While education is a goal on its own, how do you think education can also impact the other goals?
2. Once you have individually recorded your answers, pair up with another student teacher to discuss your responses.
3. Your teacher educator will then lead a whole class discussion of the questions listed above.



Learning activity 2

Familiarise yourself with the 17 Sustainable Development Goals⁷ and pay close attention to Goal 4: Quality Education: Obtaining a quality education is the foundation to improving people's lives and sustainable development.

In your notebook, record your responses to the following questions (you can use the information on the website listed in the footnote above to help you):

- To what extent has global access to quality education been provided around the world so far? Where are still the greatest gaps?
- What are the components of SDGs 4 that make quality education as defined by the UN?
- Compare Myanmar's current situation and its National Education Strategic Plan (NESP) 2016-2021 to the '2030 Agenda.' How do you evaluate Myanmar's plan? What do you think – will it provide a pathway for Myanmar to meet the global SDGs by 2030?



Review questions

1. What were Comenius' contributions to how we think about education?
2. Which goal within the SGDs is focused specifically on education? What are the important components of that global education goal for 2030?

⁷ The SDGs and a succinct overview can be found online at: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

6.3. Why Early Years Matter

In this sub-unit, you will explore the importance of early childhood education, building on what you learnt about child development in Unit 2 of Student Teacher Textbook. Kindergartens can play a vital role in laying the foundation for all future learning, and ultimately for a student's overall success and well-being. You will gain important background knowledge to appreciate the pedagogy and curriculum framework for KG in Myanmar.

6.3.1. Playful learning at a young age

Expected learning outcomes

By the end of the lesson, you will be able to:

- Give examples of when, where and how learning takes place naturally;
- Explain why early childhood education is important; and
- Discuss how play and guided inquiry can be built into formal kindergarten instruction.



We humans have pursued our passion to explore far beyond any other inhabitant of the planet. Curiosity is the basic human trait that has ensured both our survival as a species and our continuous cultural evolution. Therefore, we should regard cultivating the skills of inquiry as central to the process of schooling. In societies where inquiry has flourished, so has human progress.⁸

Young minds are inquisitive and extremely formable. They act like sponges - eager for new experiences and information. Students do not arrive in school as an empty vessel. They come already filled with pre-conceived ideas and curiosity. They have a natural instinct and

⁸ Foundations – Inquiry: Thoughts, Views, and Strategies for the K–5 Classroom. The National Science Foundation. (2000)

urge to observe, explore, and understand. This natural process of learning and understanding begins very young. Some research suggests that even unborn infants already listen and learn while in their mother's womb.

Humans are born inquirers. From the moment we are born, we try to make sense of our surroundings by making connections with it and with those within it. As we grow and discover objects and situations that stimulate our curiosity – we ask questions and look for ways to answer them. This is all in an effort to understand the world around us.

One could argue that through play and inquiry, foundational skills for learning are formed. Kindergartens need to tap into this natural (human) behaviour to learn and the quest to understand and make sense of the world around them. That way, relevant competencies such as critical thinking and problem solving can be integrated in schooling from a very young age.

This will lay the foundation for children to succeed in school, excel in their chosen careers, and contribute to Myanmar's socio-economic development in the 21st century.⁹



Learning activity 1

Think about a time that you observed young children at play. What were they doing? Do you think learning was taking place? What did they learn? How do you know?

Humans are not the only one who learn. Think about the animal kingdom and describe how young animals learn skills that will ensure their survival.

Confucius, a Chinese philosopher and teacher, stated “By three methods we may learn wisdom: First, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest.” Discuss what this means to you. What guidance can this quote provide you for your own learning and teaching?

⁹ *National Education Strategic Plan 2016-2021 Summary (Foreword)*



Learning activity 2

In your notebook, respond to the following questions. Make sure you include some of your own experiences or observations to exemplify your thinking.

- How do you learn? How do you learn best? How do you think kindergarten children can learn best? Explain your thinking.
- As Confucius said, there are different methods of learning. By studying books, learning from masters, and learning from your own experience. Which method is best under which circumstances? Do we always have a choice? Explain your thinking.
- Why do you think curiosity is an essential trait for learning? Explain your thinking.

With a partner or small group, brainstorm ideas of how you might adapt children's informal play for a formal kindergarten lesson? Which components of play and learning do you think are essential to support targeted learning that leads to specific learning outcomes, but also keeps curiosity alive?



Review questions

1. Why is early childhood and KG education important?
2. When does learning begin?
3. What are some of the traits that make young children natural learners?

6.4. Kindergarten and Basic Education Curriculum Framework

In sub-unit 6.4, you will have the opportunity to take a close look at how learning progresses from Kindergarten (KG) through primary and secondary school to higher education. The curriculum frameworks of each level provide you with an overview of what students will be learning as they progress. Regardless of which grades you will be teaching, it is important to know what students have learnt before they arrived in your class, and where they will go afterwards. Only this way can guarantee a seamless and progressive education.

6.4.1. Introducing the KG curriculum and an integrated approach

Expected learning outcomes

By the end of the lesson, you will be able to:

- Define what is Kindergarten (KG); and
- Explain the importance of KG, and how to facilitate the holistic development of children in KG using an integrated approach.



Kindergarten (KG), a term borrowed from the German word meaning ‘a garden for children’, is generally described as a school for young children. Children in KG are typically five or six years old. In many places, the KG year is the year before schooling becomes compulsory.

The KG curriculum must fulfil several important functions in a child’s developmental and educational life. In KG, children learn early educational skills that will allow them to move into Grade 1 with confidence and excitement. KG is often the first time that children become part of a larger learning community. To succeed within a school community, they must learn important social, emotional, behavioural, and intellectual skills, and the foundation for these skill sets are laid in KG.

The KG curriculum in Myanmar follows an integrated approach. This means that the curriculum is not divided into specific subjects, but rather into learning areas focused on overall developmental goals. The curriculum emphasises that children are holistic learners with social, emotional, and intellectual needs, and it seeks to introduce competencies through experimental and hands-on learning. Teaching methods used in KG are often based on playing, singing, drawing, and working together with their classmates.

In Myanmar’s KG curriculum, the six learning area goals include:

- To be healthy both physically and mentally;
- To improve their moral, social and emotional development;
- To improve their interpersonal relationships;
- To study of basic knowledge/factors of Mathematics;
- To find pleasure with aesthetics; and
- To promote an understanding of their environment.



Learning activity 1

Your teacher educator will divide the class into six groups. With your group, students read the passage, ‘Six learning areas of an integrated approach’ and discuss:

- The main idea of each learning area;
- Why each learning area is important; and

- Examples of what development or learning within that learning area might look like.

Your group should choose a representative to share key points of your discussion about the six learning areas with the rest of the class. Other groups will add their understanding, or points they feel were left out.



Learning activity 2

In this jigsaw activity, you will be placed in a small group and assigned one learning area from the KG curriculum. With your group, discuss the question listed below, and create a poster of your ideas.

Group 1 - How will you teach KG children to be healthy both physically and mentally? (Learning area 1 of the integrated approach)

Group 2 - How will you teach KG children to improve their moral, social and emotional development? (Learning area 2 of the integrated approach)

Group 3 - How will you teach KG children to improve their interpersonal relationships? (Learning area 3 of the integrated approach)

Group 4 - How will you teach KG children to study of basic knowledge/factors of Mathematics? (Learning area 4 of the integrated approach)

Group 5 - How will you teach KG children to find pleasure with aesthetic? (Learning area 5 of the integrated approach)

Group 6 - How will you teach KG children to promote an understanding of their environment? (Learning area 6 of the integrated approach)

A representative from your group should then briefly present your poster to the class, sharing your group's ideas of how you might teach KG-aged children to develop competencies in each learning area.

6.4.2.

Studying KG lessons prepared with an integrated approach

Expected learning outcome



By the end of the lesson, you will be able to:

- Identify components in a lesson plan which show an integrated approach (integrated subjects, child experiential learning, and the child as a holistic learner).

In the KG curriculum, each lesson links to one or more of the six learning areas. Each lesson is an opportunity for children to develop competencies that cut across subject areas. These competencies will help them develop in each of the six learning areas:

1. To be healthy both physically and mentally;
2. To improve their moral, social, and emotional development;
3. To improve their interpersonal relationships;
4. To study of basic knowledge/factors of Mathematics;
5. To find pleasure in aesthetics; and
6. To understand their environment.



Learning activity 1

Your teacher educator will distribute copies of a KG lesson plan. Go over the components and content of the lesson as a class.

With one or two of your classmates, identify which aspects of an integrated approach you can identify in the lesson plan. What are the different subject areas or skills that KG children can learn about, or develop, through the story?

After you have identified connections to several subjects or competencies, brainstorm any other integrated competencies, they could you might help students develop through the lesson.

Your teacher educator will lead a whole class discussion to debrief. If time allows, you may do this exercise with another KG lesson plan example.



Learning activity 1

Your teacher educator will teach a demonstration KG lesson. Some of you will ask to act like KG students and some as observers.

After the demonstration lesson, discuss the following questions with your class: What do KG students learn from this lesson? What competencies are they practicing? How do you think they would feel about the lesson?



Review questions

1. Why is an integrated approach used in the KG curriculum?
2. What are the areas of development and competencies covered in the six KG learning areas?

6.5. 21st Century Learners, Teachers, and Teacher Education

In this sub-unit, you will explore the value of 21st century skills and what they mean for you and for the education that you receive at your Education College. You have been practising many of these 21st century skills in your Reflective Practice and Essential Skills modules. These skills also link to the important key competencies that you have been learning about in Life Skills. As you learn this sub-unit, your teacher educators will encourage you to connect the content with what you are learning in your other Education College courses.

6.5.1. What are 21st century skills, and why are they important?

Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain 21st century skills for teachers, and how skills are different from knowledge; and
- Provide examples of why and how teaching in the 21st century has to be different from the learning and teaching in previous centuries.



Even before we reached the turn of the millennium, educators, politicians, researchers, and representatives from the private sector discussed whether the old education models and systems were still sufficient for the modern world. As change became increasingly more rapid and ongoing, there was consensus that learning institutions need to reflect this new reality and prepare future generations accordingly. There is, however, less consensus on what should be taught and how.

Various groups and stakeholders, locally, nationally, and internationally have set out to examine and document their thinking. The P21 Framework shown in the figure below was developed with input from teachers, education experts, and business leaders with the purpose of defining and illustrating the skills and knowledge students need to succeed in work, life, citizenship and support systems necessary for 21st century learning outcomes.

The P21 Framework represents both 21st century student outcomes (as represented by the arches of the rainbow) and the support systems needed to foster the development of these skills (as represented by the pools at the bottom). This framework has been used by thousands of educators and hundreds of schools in the US and abroad to put 21st century skills at the centre of learning.

The key 21st century student outcomes, according to the P21 framework, include:

- **The 4Cs:** Critical thinking and problem-solving, communication, collaboration, and creativity;
- **Information, media, and technology literacy skills;**
- **Life and career skills,** including competencies such as leadership and responsibility, flexibility and adaptability, social and cross-cultural skills, productivity and accountability; and
- **Mastery of key subjects,** including English, reading or language arts, world languages; arts; mathematics, economics; science; geography; history; government; and civics. Within these subjects, the P21 Framework identifies important 21st century cross-cutting themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.

P21 Framework for 21st Century Learning

21st Century Student Outcomes and Support Systems

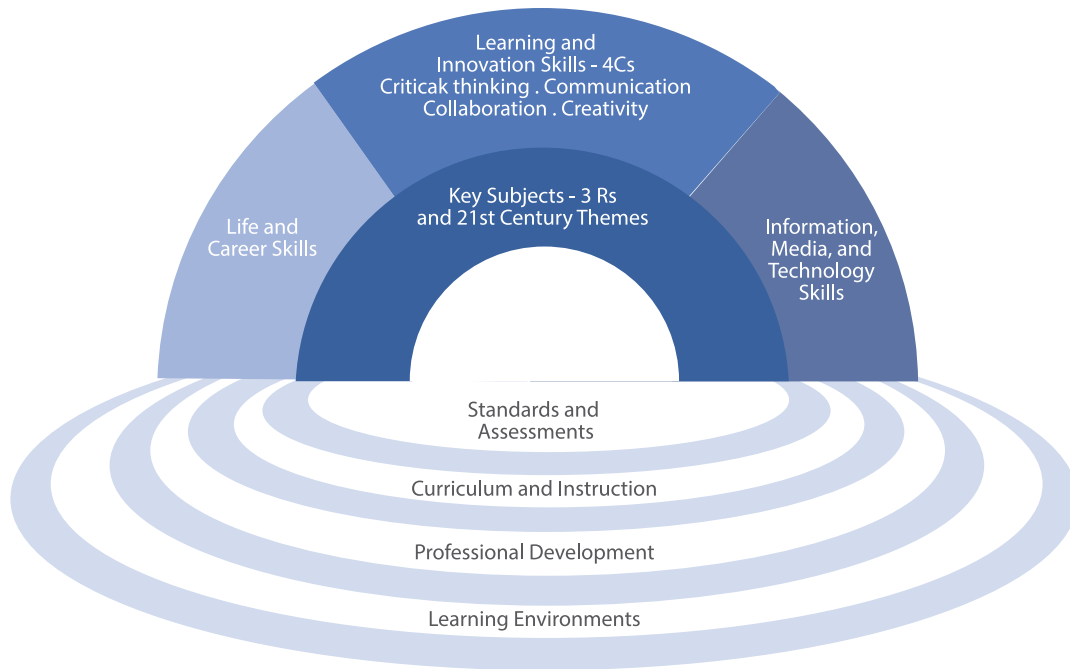


Figure 6.4. P21 framework for 21st century learning



Learning activity 1

After you read the information above, your teacher educator will assign you a partner or small group. Record the results of your discussions in your notebook. Discuss and answer the following:

- What connections can you make between the 21st century learning outcomes in the P21 Framework and a) the essential skills covered in your Reflective Practice and Essential Skills modules and b) the key Life Skills competencies? Draw the P21 Framework rainbow, and write in the essential skills from RPES and the nine life skills competencies where they fit in the rainbow.
- Do you find the rainbow framework compelling and helpful? What do you like/agree with? What do you dislike/disagree with?
- What would you consider 'key subjects' in Myanmar? What are the 3Rs?

- d. What do you consider information, media, and technology skills?
- e. What do you consider life and career skills? Would you add or take away anything from the list provided in the textbook?
- f. What are the 4Cs? Are there any other learning and innovation skills that you would include?

If time allows, your teacher educator may ask you to share your responses with the whole class.

Fostering 21st century skills in primary school students

The Reflective Practice and Essential Skills learning area of your Education College programme is focused on helping you, as a future teacher, to develop your own 21st century skill sets, so that you, in turn, can help students in your classroom become 21st century learners. Your other Education College subject courses also integrate an emphasis on these 21st century skills as part of the competency-based approach to the Education College curriculum.

Knowledge alone is not enough to be able to succeed academically, personally, or professionally. It is never too early for children to begin developing the skills included in the P21 Framework. Recognising this, the Basic Education Framework has been developed around a ‘five strengths’ framework (see below): intellectual strength, physical strength, moral and ethical strength, social strength, and economic strength. These are all important aspects of learning in the 21st century, and the ‘five strengths’ model is another way of visualising the P21 Framework.






FIVE STRENGTHS TARGETED FOR LEARNING IN THE 21ST CENTURY				
for the development of national and global citizenship with competencies				
Intellectual Strength	Physical Strength	Moral and Ethical Strength	Social Strength	Economic Strength
				
KNOWLEDGE BASED LITERACIES <ul style="list-style-type: none"> Academic Literacies: <ul style="list-style-type: none"> - language - mathematics - sciences Environmental literacy SKILLS AND COMPETENCIES <ul style="list-style-type: none"> Language/ Literacy Skills Mathematical Skills Scientific Skills ICT Skills Creativity and Innovation Skills 	KNOWLEDGE BASED LITERACIES <ul style="list-style-type: none"> Health Literacy SKILLS AND COMPETENCIES <ul style="list-style-type: none"> Health-Related Life Skills Healthy and sustainable environment 	VALUES-BASED LITERACIES <ul style="list-style-type: none"> Global awareness and civic literacy Moral, Ethical and Aesthetic Literacy 	SKILLS AND COMPETENCIES <ul style="list-style-type: none"> Interpersonal Skills including social skills, peace building skills and communication skills Intrapersonal Skills (e.g. self motivated learning, life-long learning, etc) 	KNOWLEDGE BASED LITERACIES <ul style="list-style-type: none"> Financial Literacy Economic Literacy Business Literacy Entrepreneurial literacy SKILLS AND COMPETENCIES <ul style="list-style-type: none"> Vocationally relevant skills Employability (soft) skills
Cross Cutting Skills and Competencies:		<ul style="list-style-type: none"> Higher Order Thinking Skills Cognitive skills, creative thinking skills, problem solving skills Leadership Skills 		

Figure 6.5. The ‘five strengths’ Basic Education Curriculum Framework

To prepare students to succeed in today’s information-rich and globalised world, you must see every single lesson that you teach as an opportunity to help students develop 21st century skills.



Learning activity 2

Your teacher educator will assign you to a group of approximate 4-5 student teachers. Each group will have a primary school subject textbook and teachers' guide for any subject or grade level.

With your group, choose a lesson from the textbook. Read through the textbook content and the teachers' guide information.

Once you have familiarised yourselves with the content, discuss the points below:

- Are any of the 21st century skills (as described in either the 'five strengths' framework or the P21 framework) explicitly taught through the lesson? If so, which ones are focused on? How does the lesson help children to develop these skills?
- What other 21st skills could you encourage through the lesson? How would you do that? Brainstorm a few activities, based on the sample lesson content, which could help students develop one or more 21st century skills.

Your groups will be asked to present a summary of your discussion. In this presentation, you should state:

- The grade level, subject, and topic of the lesson.
- One example of an activity that could be used to encourage development of at least one of the 21st century skills. Think about how activities that ask students to work together in teams, solve problems, use creativity to express themselves, or actively read (or listen to) and think about information.

6.5.2.

21st century skills – resources for teachers

Expected learning outcome



By the end of the lesson, you will be able to:

- Be aware of resources available to Myanmar pre-service and in-service teachers to enhance their teaching of 21st century skills.

You can find many resources online and in your Education College’s e-library with ideas of how you can help your students to develop 21st century skills. One resource that has been developed specifically for teachers in Myanmar is *A Guide to Becoming a 21st Century Teacher*, by UNICEF and Point B Design and Training’s publication. You will see this guide referenced throughout your Reflective Practice and Essential Skills textbook, and you can find it in full on your Education College e-library.

A Guide to Becoming a 21st Century Teacher is designed to introduce you to the mind-sets and practices that are important for learning in the 21st century. It has practical tips for how you can build your own 21st century skills, and how you can integrate teaching these skills into your classroom.

The emphasis on preparing students for today’s world by teaching 21st century skills has significant implications for the role of the teacher. Instead of simply sharing content knowledge with students, teachers today must fill many different roles. You can learn more about these roles on pages 96 and 97 of *A Guide to Becoming a 21st Century Teacher*. In short, teachers today must be facilitators, presenters, authentic people, lifelong learners, skills-builders, professionals, mentors, and creators. But do not worry, resources like this guide – and many, many others you can find online – are here to help you.



Learning activity 1

Look through *A Guide to Becoming a 21st Century Teacher* in order to familiarise yourself with the material included in the guide that could be a good resource for you – both now as a student teacher and when you have a classroom of your own. Read through the contents page and skim through the seven mind-sets and practices and 5Cs of 21st century learning. Flip through the guide to get a sense of the types of practical activities and checklists that you can use in own learning and in your teaching.

You will be completing one of these activities in class as an example of the types of resources in the guide; for example, ‘Setting an intention: Finding you teaching intention’ on page 70-73. The goal of this activity is to help you begin thinking about how to integrate 21st century skills into your own learning system.

Read the instructions on these pages, and complete your own Venn Diagram including:

- Why do I love teaching? Why do I love learning?
- What do my students need to be prepared for life, work, and community in the 21st century?
- Why is education important for Myanmar?

The centre of your Venn diagram will be your intention for teaching – in other words, your motivation and aspiration for why you want to be a teacher.

As time allows, your teacher educator may ask you to share your thoughts and diagram with the class.



Learning activity 2

To wrap up this sub-unit on 21st century skills, you will be working in a small group to focus on one of the 5Cs (Curiosity, Creativity, Critical Thinking, Collaboration, and Communication) included in *A Guide to Becoming a 21st Century Teacher*.

With your group, read through the instructions for this activity on pages 90 and 91 of *A Guide to Becoming a 21st Century Teacher*. Your teacher educator will assign your group one of the 5Cs.

On flipchart paper, complete the matrix shown on page 92 and 93 for your ‘C.’ To do this, you will need to brainstorm the following – you can read the descriptions in the guide for more guidance on each:

- What is it?
- Why it matters?

Teaching techniques

Students can show by: Hang your completed poster on the wall of the classroom. Your teacher educator will instruct you to circulate the room and view other groups’ posters. If you have additional ideas of things to include under the other ‘Cs,’ you can add them to the poster.

As time allows, your teacher will lead a debrief and reflection on how you can use these skills in your own lives and in your future classrooms.



Review questions

1. What do you think are the most important 21st century skills?
2. Why is it important that you, as a teacher, have these skills?
3. Why is it important for your students to develop these skills?

Unit Summary



Key messages

In this unit, you have learnt about:

- Why it is important for a country to have an education plan that provides a roadmap how to govern the country's education system. These education plans provide guidance for the whole system at a high level and set goals so that all children can learn.
- Myanmar's goals for education as articulated in the NESP with consideration how you, as a teacher, can help Myanmar reach those goals.
- The global education agenda as articulated in Sustainable Development Goal 4 (SDG 4), which emphasises providing equitable, inclusive, quality, and lifelong education for all.
- How children are naturally inquisitive learners, which is why the KG Curriculum Framework is based on an integrated approach through six learning areas.
- Why 21st century skills are so important for teachers and students, and how you can help develop these skills in yourself and your future students.



Unit reflection

- Why are the Sustainable Development Goals (SDGs) important?
- How can you, as a teacher, contribute toward the realisation of the goals set in both SDG 4 and the Myanmar NESP?
- What are some of the benefits to children of using an integrated approach to teaching KG through the six learning areas?

- Which of the 21st century learning skills do you feel are your strengths? Which skills do you need to work on? How can you use the Reflective Practice and Essential Skills modules to help you develop your own 21st century skills?



Further reading

Battelle for Kids. (2019). Partnership for 21st century learning. Retrieved from Battelle for Kids website: <http://www.battelleforkids.org/networks/p21/frameworks-resources>

Ministry of Education Myanmar. (2016). *National Education Strategic Plan 2016-2021*. Retrieved from http://www.moe-st.gov.mm/wp-content/uploads/2018/01/NESP_20Summary_20-20English_20-20Final_20-20Feb_2023.pdf

UN. (n.d.). About the sustainable development goals. Retrieved from UN website: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

UNICEF Myanmar, Point B Design and Training. (2017). *A Guide to Becoming a Twenty-First Century Teacher*. Retrieved from https://static1.squarespace.com/static/5231099ce4b056c05311d4c4/t/5ae0ef1c352f53223e1ea18b/1524690728335/21CSGuide_English.pdf

Unit 7

Educational Philosophy

In this unit, you will be introduced to the philosophy of education. Philosophy and education are interrelated and in order to become an effective teacher. You need to understand your own beliefs (your philosophies) that inform your teaching practice.

Through this unit, you will examine the study of philosophy of education and its branches to understand the major philosophical schools of thought in education, and how they can inform you as you shape your own personal educational philosophy. This journey of developing your own educational philosophy will take years of experience and practice and will never end as you will continue to refine your approaches. But the sooner you begin to reflect on your own teaching practices and what they are grounded in, the more effective you will become as a teacher.

You will also learn more about the history of education both globally and in Myanmar noting what has changed and what has remained true of education through the centuries.

Unit 7 also introduces the ideas of learning progressions and of mental models, which have direct impact on the way that teachers structure and shape lessons so that all students can learn.

Expected learning outcomes



By the end of this unit, student teachers will be able to:

- Define philosophy of education and describe how it informs educational practices;
- Explain the three main philosophies of education, and compare and contrast them (teacher-centred philosophies, student-centred philosophies, and society-centred philosophies);
- Develop a reflective habit of mind that fosters a continued improvement of one's own teaching practice;
- Explain where and how teaching and learning happened over time;
- Summarise key stages from the history of education (worldwide and in Myanmar);
- Form an initial opinion about the effectiveness of education through the centuries;
- Understand the need to scaffold learning experiences by developing learning progressions;
- Incorporate students' prior conceptions as starting point for new understanding; and
- Understand the significance of 'mental models' and how they can foster or block new learning.

7.1. Educational Philosophy and Its Implications for Teaching

7.1.1. What is ‘philosophy of education’?

Expected learning outcomes



By the end of the lesson, you will be able to:

- Define philosophy of education and describe how it informs educational practices; and
- Explain the three main philosophies of education, and compare and contrast them (teacher-centred philosophies, student-centred philosophies, and society-centred philosophies).

The word ‘philosophy’ is derived from two Greek words. The first word, *philo*, means ‘love’. The second, *sophy*, means ‘wisdom’. Literally, then, philosophy means ‘love of wisdom’.

The Encyclopaedia Britannica defines **philosophy of education** as a philosophical reflection on the nature, aims, and problems of education. The philosophy of education looks both inward to the parent discipline of philosophy and outward to educational practice.¹⁰

¹⁰ Encyclopaedia Britannica Online

A brief overview of three major schools of thought of philosophy: Idealism, realism, existentialism¹¹

Idealism can be divided into three categories: classical, religious and modern. Classical idealism, the philosophy of the Greeks Socrates and Plato, searches for an absolute truth. Religious idealism tries to reconcile God and humanity. Modern idealism links perception and existence stemming from the ideas of Descartes.

Realism, the school of thought founded by Aristotle, believes that the world of matter is separate from human perceptions. The thought of modern realist has led to the ‘blank slate’ notion of human capabilities. Pragmatism believes that we should select the ideas, actions, and consequences with the most desirable outcome, as well as learning from previous experiences to achieve desirable consequences. John Dewey’s experimentalism brought the scientific method of inductive reasoning to the educational sphere.

Postmodernism and **existentialism** focus on intricate readings of texts and social and political conventions examining the existing structures for flaws. Essentially, they focus heavily on the present and on understanding life as we know it. Jacques Derrida’s deconstruction methods of reading texts suggest that universal rationality is not found in objective reality but in the text. Michel Foucault, another postmodern philosopher, examined the relationship between truth and power.

There are a lot of deep and complicated concepts represented by this summary, and scholars spend a lifetime studying these schools of thought. The purpose of this unit is not for you to master this all but to start getting a deeper understanding on how you can think about education. The goal is that over time, you will be able to formulate your own teaching philosophy. The followings are major philosophies in education together with the philosopher who proposed these school of thoughts.

Major philosophies of education

The major philosophies of education can be broken down into three main types, each again comprised of several sub-strands of philosophy of education:

1. Teacher-centred philosophies (include essentialism and perennialism);

¹¹ Lesson text adapted from ‘Five things that educators should know about the philosophy of education’ (2017) <https://www.theedadvocate.org/5-things-that-educators-should-know-about-the-philosophy-of-education/>

2. Student-centred philosophies (include progressivism, constructivism, humanism, social constructivism, and existentialism); and
3. Society-centred philosophies (includes social reconstructionism or critical theory), which go beyond focusing on the student and focus instead on a group or a population to improve society as a whole.

Essentialism

Essentialism believes in instilling the most essential or basic academic knowledge and skills and character development in students. This philosophy focuses on curriculum content that gives a solid understanding of today's essential needs in society and the world of work where the focus is on core knowledge such as reading, writing, math, science, history and foreign languages. In this school of thought, competent teachers transmit the core curriculum of knowledge, skills and attitudes through direct instructions and prescribed subject areas. Essentialists focus on transmission of a critical mass of basic knowledge necessary for moral and literate citizenry. They argue that classrooms should be teacher-oriented where they should serve as intellectual and moral role models for the students. The teachers or administrators decide what is most important for the students to learn with little regard to the student interests. The teachers also focus on achievement test scores as a means of evaluating progress (Theodore, n.d).



Figure 7.1. Heyman T. Rickover

Perennialism

Perennialism comes from the Latin word *perennis*, which means eternal. Perennialists promotes works, findings and truths produced by history's finest thinkers and writers that have stood the test of time. These principles are central and important to the development of a culture and carries the universality of truth which are still relevant and meaningful today as they were written centuries ago. The focus is to teach ideas that are everlasting, to seek enduring truths which are constant, non-changing, as the natural and human worlds at their most essential level, do not change (David, 2006). Perennialists are primarily concerned with the importance of mastery of the content and development of reasoning skills. They believe that mind is a muscle and the goal of a perennialist educator is to teach students to think rationally and develop minds that can think critically. An informed and knowledgeable teacher with depth and breadth in the classics as well as the subject field they are teaching is critical to the success of perennialist pedagogy. So in a sense, teachers serve as the fountain of all knowledge in a perennialist classroom setting.



Figure 7.2. Robert Maynard Hutchins

Progressivism

Progressivists believe that individuality, progress, and change are fundamental to one's education. They believe that education should focus on the whole child, rather than on the learning content or the teacher (David, 2006). In progressive learning environment, teachers are not the authoritarian or sage on the stage but the facilitators to the students. Rather than memorizing the learning content or process, progressivists believe that students learn best through actions and being involved in the process that creates knowledge and skills for them. Progressivists centre their curricula on the needs, interests, and abilities of students while including as many real-life experiences and applications as possible. John Dewey was a foremost proponent of progressivism and he saw children as active, organic beings who grow and change over the course of learning while requiring both freedom and responsibility.

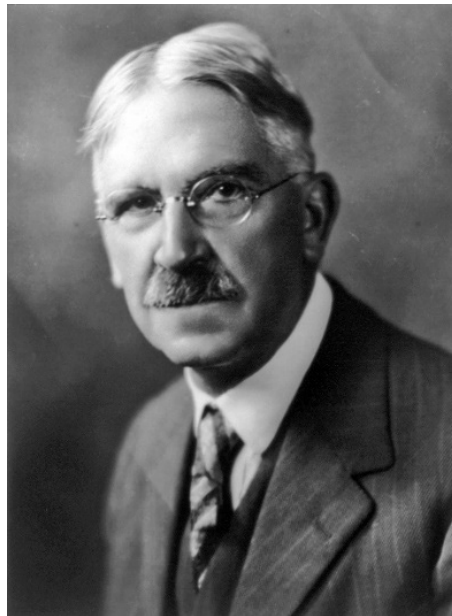


Figure 7.3. John Dewey

Constructivism

Constructivism's central idea is that human learning is constructed, that students build new knowledge upon the foundations of previous learning rather than it being innate or passively absorbed. They believe that each individual learner has a distinctive point of view, based on existing knowledge and values (McLeod, 2019). So students take responsibility of their own learning where they actively construct their own knowledge by connecting new information to previous knowledge, which helps them to make sense of the world. Likewise, the primary responsibility of the teacher is to create a collaborative problem-solving environment where students become active participants in their own learning. Teachers make sure they understand student's pre-existing conceptions, and guides the activity to address them and then build on them (Oliver, 2000). In turns, instead of a subject matter expert, an instructor will take on the role of facilitator, seeking students' feedback in order to better understand student learning. The most influential proponent of Constructivism was Swiss child psychologist Jean Piaget. Piaget rejected the idea that learning was the passive assimilation of given knowledge. Instead, he proposed that learning is a dynamic process comprising successive stages of adaption to reality during which learners actively construct knowledge by creating and testing their own theories of the world (1968, Piaget).



Figure 7.4. Jean Piaget

Humanism

Humanism is a philosophical approach that believes learning is viewed as a personal act to fulfil one's potential and self-determination (David, 2017). For humanists, affective and cognitive needs are key and the goal is to develop self-actualised people in a cooperative, supportive environment (DeCarvalho, 1991). Thus, creativity inside the classroom is encouraged and students are given freedom to follow their interests and pursue their passion. Teachers do not rely on positive and negative reinforcements to help the students, but they are encouraged to establish student-teacher relationships that focus on the uniqueness of each of their students. Humanistic classrooms are guided by the belief that we are all capable of solving our own problems through reasoning and problem solving. The classroom extends student's interests and hobbies in order to help increase their potential and develop self-determination or self-awareness. Key proponents of humanism include Carl Rogers and Abraham Maslow.



Figure 7.5. Carl Rogers



Figure 7.6. Abraham Maslow

Social Constructivism (student-centred)

Social constructivism was developed by Soviet psychologist Lev Vygotsky who was a constructivist, but rejected the assumption made by cognitivists such as Piaget and Perry that it was possible to separate learning from its social context. In this school of thought, learning is essentially a social phenomenon and learning through social interaction is much focused. Social constructivists emphasise the role of language and culture in in cognitive development since they play essential roles both in human intellectual development and in how humans perceive the world. Vygotsky (1978) states cognitive development stems from social interactions from guided learning within the zone of proximal development (ZPD) as children and their partner's co-construct knowledge. ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. Teachers should collaborate with their students in order to help facilitate meaning construction in the students. Learning, therefore, becomes a reciprocal experience for the students and teacher. Hence, knowledge is not simply constructed, rather it is co-constructed. Teachers play an important role in Social constructivism classroom since they serve as the students' partners as they scaffold students' knowledge, skills and attitudes to higher levels step by step. Education is not only limited to the classroom and the teacher, but the parents, the entire school, the community and the society at large are considered in the learning process.



Figure 7.7. Lev Vygotsky

Existentialism

Educational existentialism sprang from a strong rejection of the traditional, essentialist approach to education. Existentialism rejects the existence of any source of objective, authoritative truth about metaphysics, epistemology, and ethics (David, 2006). Instead, individuals are responsible for determining for themselves what is “true” or “false,” “right” or “wrong,” “beautiful” or “ugly.” In the existentialist classroom, subject matter takes second place to helping the students understand and appreciate themselves as unique individuals who accept complete responsibility for their thoughts, feelings, and actions as they try to become true to oneself and others as authentic beings. Therefore, existentialists recommend that school education should encourage deep personal reflection on one’s identity, commitments and choices. Teachers can never force upon students a meaning or belief but expose them to various paths. Students will choose which to follow; though humanities are usually given more emphasis instead of Maths and Science. Existentialism in public education is rarely found in public education since there is no grading system, learning is self-paced, self-directed and includes a great deal of individual contact with the teacher who relates to each student openly and honestly.



Figure 7.8. Soren Kierkegaard

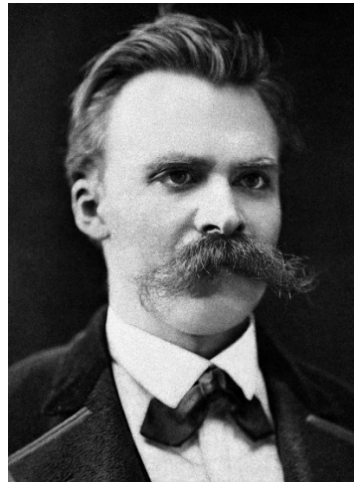


Figure 7.9. Fredrick Nietzsche

Social reconstructionism/Critical theory (Society-centred)

Social reconstructionism is a philosophy that emphasises the addressing of social questions and a quest to create a better society and worldwide democracy. Reconstructionist educators focus on a curriculum that highlights social reform as the aim of education (Cohen, 2005). It grew out of 'progressivism' and sought systemic change of social conditions that would reconstruct and regard the school environment as the place to create social and political change. Social reconstructionists believe schools should take the lead in changing or reconstructing society. They envision a school system that could become the public forum in planning for an intelligent reconstruction of society where there would be a more just and equitable distribution of the nation's wealth and the 'common good' would take precedence over individual gain (Liston and Zeichner, 1991). Therefore, for social reconstructionists and critical theorists, curriculum focuses on student experience and taking social action on real problems, such as violence, hunger, poverty, arm conflicts, and inequality.

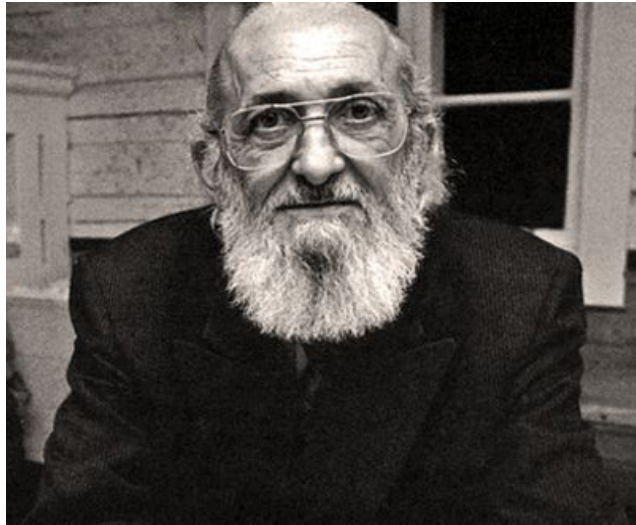


Figure 7.10. Paulo Freire



Learning activity 1

Read the above sections on ‘What is philosophy of education’ and ‘Brief Overview of three major schools of thought of philosophy’. Your teacher educator will help explain concepts that are not clear to you.

Working with a partner, fill in the three-column table below, listing characteristics that describe each of the broad philosophies of education. If you have access to additional textbooks or other resources on educational philosophy or a smartphone, you can use these additional resources to complete the table. You can also find more information in related units in this Educational Studies Textbook (for example, Units 2 and 3).

At the end of the class, your teacher educator may ask you to share your responses.

Table 7.1 Mapping educational philosophies

Teacher-centred philosophies	Student-centred philosophies	Society-centred philosophies

7.1.2.

Developing your own teaching philosophy

Expected learning outcome



By the end of the lesson, you will be able to:

- Develop a reflective habit of mind that fosters a continued improvement of one's own teaching practice.

You have already been introduced to some ideas of how to teach in your first semester. Some ideas and concepts probably seemed easy and like common sense. But some ideas take time, thought, and effort to be fully understood. Throughout your Education College programme, you will go continuously deeper into understanding teaching and learning. You will also increasingly learn how to apply some of those more abstract concepts of philosophy to more concrete and tangible ideas, which are grounded in the psychology of learning.

In this lesson, you are invited to start forming your own philosophy of education. As part of the process of becoming a good and effective teacher, it is important for you to develop your own understanding and framework of what constitutes learning and the role you want to play in the education system. Most teachers borrow ideas from many different educational philosophies and ideas but it will be up to you to use all these ideas in a way that helps all children in your classroom to learn.

This will take time. In this lesson, you will begin the journey by starting to work on a project to define your teaching philosophy. You will have all of Year 1, Semester 2 to keep working on it.

Keep an open mind and listen for ideas as you progress through the next weeks. Take notes on what you like and agree with in your classes and also take notes on what you do not like or disagree with. It is your task that by the end of this semester, you can explain your own ideas about what a good teacher looks like and what a good lesson looks like. As you go into your Practicum, you should then be able to take your ideas and views, and start to put them into action. As you teach and learn, you will always find new ideas and room for improvement. Your journey as a teacher is also a journey of lifelong learning – embrace it.

Table 7.2. If I had all the choices in the world

<i>If I had all the choices in the world, ...</i>		
What do I believe is worthwhile teaching? (Think about skills, attitudes, and knowledge).	Whom would I teach?	How would I teach?

Next, choose one of the three approaches studied in Lesson 7.1.1 (teacher-centred, student-centred, society-centred). Write in your notebook why you want to learn more about this philosophy.

Do a broad literature search on your chosen educational philosophy approach using your textbook, additional textbooks or resources provided by your teacher educator, and your notebook. Write down anything you learn that resonates with you or that you find applicable to your own teaching. You can also note down any questions that arise.

After you have done a broad search on the educational philosophy that you chose, search for more information about at least two philosophers, educators or psychologists that did/do work in their chosen approach. Summarise some of their key ideas and see how these ideas could connect with and be applied to your own teaching.

For part of the third period, you will be sharing some of your ideas and findings so far with one or two of your classmates. You should listen to each other, ask each other questions, and share ideas or suggestions to help them further shape their presentations.

Ask your teacher educator if you have questions about the presentation requirements. Remember that you will continue to work on this project throughout the semester. When you hear or read about ideas that connect to your own teaching philosophy, note them down in your notebooks.

Over the next weeks, your teacher educator will check your progress and make sure you stay on track with the assignment. See the sample rubric below to help guide your work.

¹² This rubric is loosely based on a rubric used at the University of Iowa, Center for Teaching: https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Teaching_Philosophy_Rubric_ed.pdf

Table 7.3. ‘My teaching philosophy’ presentation, sample rubric¹²

Content	Evident	Suggestions for improvement
Content is organised around the guiding questions: If I had all the choices in the world, what do I believe is worthwhile teaching? Whom would I teach? How would I teach?		
Content links to educational philosophies, thinkers, and current research (including reference to the work of at least two educationalists, past or present).		
Content shows evidence of analytical thinking and reflection.		
Content includes the presenter’s opinions and beliefs about teaching and learning.		
Presentation skills	Evident	Suggestions for improvement
Presentation is well-organised with a clear introduction, middle, and end.		
Presentation visuals are neatly crafted and easy to read and see.		
The presenter speaks clearly and audibly and is easy to understand.		
The presenter’s body language communicates confidence and poise (for example, does not shift weight from foot to foot, uses hand gestures).		



Review questions

1. What are some of the earliest examples of formal education globally?
2. Where did the earliest forms of education in Myanmar take place? When and how did this shift?
3. What document guides education goals in Myanmar at present?

7.2. Periods of Education in Myanmar

7.2.1. A brief history of formal education

Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain where and how teaching and learning happened over time;
- Summarise key stages from the history of education (worldwide); and
- Form an initial opinion about the effectiveness of education through the centuries.



Education, or the act of people learning from one another in a more or less organised and structured way, is as old as mankind. Even in prehistoric times, tribal members learnt survival skills and cultural values from the older, or more experienced, members. Wisdom was handed down mainly and verbally from generation to generation.

As societies grew more complex, more knowledge needed to be passed on from one generation to the next. The content became more than any one person who could know and share. Consequently, more selective and efficient means of knowledge, skills, and cultural transmission needed to evolve. This was the birth of formal education as we still know it today with a physical space for learning and teaching (schools and universities) and the specialists, the teachers.

A brief look at the global history of education

The history of education in England is documented to originate from the Saxon settlement of England and the inception up of the first cathedral schools in 597 AD and 604 AD. Academies were introduced in the 2000s and became the main type of secondary school in the 2010s.

Credit for our modern version of the school system usually goes to Horace Mann. When he became secretary of education in the state of Massachusetts (USA) in 1837, he set forth his vision for a system of professional teachers who would teach students an organised curriculum of basic content.

The oldest existing and continually operating educational institution in the world is the University of Karueein, founded in 859 AD in Fez, Morocco. The University of Bologna, Italy, was founded in 1088 and is the oldest in Europe.



Learning activity 1

With a partner or in a small group, discuss your thoughts on the following questions. Use your imagination to try and picture what education looked like in the earliest days, centuries ago. There are no wrong or right answers to the questions:

- What do you think curricula looked like centuries ago in the earliest days of formal education?
- Who do you think decided on what to teach? Who was taught and by whom? Where?
- How do you think apprenticeships factor into a country's education system?

Make a poster to illustrate early formal education, either in Myanmar or somewhere else in the world. Be ready to share your thoughts and poster with the whole class.

7.2.2.

A brief history of education in Myanmar¹³

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain where and how teaching and learning happened over time;
- Summarise key stages from the history of education (in Myanmar); and
- Form an initial opinion about the effectiveness of education through the centuries.

Education in Myanmar began during the time of ancient kings, and has been regarded, since that time, as important and significant. In olden days, there were Buddhist monasteries in every corner of the country including in towns and villages, and most of these monasteries had schools that are attached to them. Therefore, children, especially young boys attended the traditional Buddhist monastic education system. Then in 1866, the British established an education centre in lower Myanmar, and the monastic education system was transformed into classroom education.

In 1884, Yangon College was established and was affiliated to Calcutta University in India. The University of Yangon Act was passed by the Myanmar Legislative Council in September 1920, and the foundation of Yangon University took place in December 1920. Then in June 1925, Mandalay College was founded as an affiliated institution to University of Yangon. In 1947, it was upgraded to a degree college. The first teachers' training school was established in Yangon in the year 1876.

In 1922, the Department of Education was established at Yangon University College and the diploma education course was introduced. In 1931, the Teachers' Training College (TTC) was established as a constituent college of the University of Yangon. With the opening of the new college, the Diploma in Education classes was discontinued. Later in 1947, the first State Teachers' Training College (S.T.T.C) was opened in Yangon.

When Myanmar gained independence, new education plans were drawn up. Since 1952, four-year education plans were implemented. Subsequently, for the general public to be

¹³ Lesson text adapted from Myanmar Times. 'Heartbeat of the Nation', A brief history of education in Myanmar. 11 May 2018

able to read, write and calculate, basic training courses known by Ah Thone Lone were implemented. Faculties in Medicine, Engineer, Education, Law, Arts, Science, Agriculture, Social Science and Forestry were established with their respective training courses before 1962. Then after 1962, some of these faculties were transformed into separate universities.

Since 1971, four-year education plans have been put in place. Symposiums were held on the basic education sector, and plans were drawn up for implementation. Then work on education research and census on education were also carried out. The basic read, write, and calculate training courses known by Ah Thone Lone began in the year 1964-1965.

In an attempt to raise the national educational level, a special four-year plan was implemented beginning from 2000-2001 to 2003-2004 financial year. Then again, a 30-year national education plan which was starting from 2001-2002 till 2030-2031 financial year has been earmarked, and five short-term planning periods have been implemented. You learnt about Myanmar's current National Education Strategy Plan (NESP 2016-2021) in Unit 6.



Learning activity 1

In a small group, create a timeline that shows the history of Myanmar's formal education. If possible, look up additional content beyond the information provided here.

Pick a person who was instrumental in bringing education to Myanmar. It could be someone from centuries ago, somebody who lived/lives overseas or in Myanmar. Research his or her life and work, and add information about that person onto your timeline to showcase his or her work.

Be ready to share your work and ideas with the rest of the class.



Review questions

1. What are some of the earliest examples of formal education globally?
2. Where did the earliest forms of education in Myanmar take place? When and how did this shift?
3. What document guides education goals in Myanmar at present?

7.3. The Art and Science of Teaching

7.3.1. Learning progressions are learning ladders for students

Expected learning outcome

By the end of the lesson, you will be able to:

- Understand the need to scaffold learning experiences by developing learning progressions.



You have already learnt a lot about how to set up a classroom and how to teach in Semester 1. You have also started looking into how to develop a lesson and a lesson plan. This unit will go build on these tools and methodologies. The ultimate goal of carefully considering how you design and deliver lesson is to enable your students to have a positive experience as a learner as this is what will ultimately help them succeed.

As you have seen by now, how and when we learn has long been a subject of study. One area of applied research is the quest for **learning progressions**, which are the stages or steps that theory suggests most students go through as they progress toward mastering an important competency. A curriculum framework uses such learning progressions to map out the knowledge, skills, and attitudes that students will be developing in a systematic and step-by-step way. The idea of learning progressions also relates to the curriculum concept of **spiralling**, which means that the same topic is encountered several times over the period of learning, each time at a higher level of complexity. The idea behind spiralling is to reinforce

what has been learnt before and then build upon it to reach deeper levels of understanding or mastery.

When we talk about learning progressions either for a whole group of students or for individuals, we often talk about **scaffolding**. You learnt about scaffolding in Unit 3 of this textbook. In its essence, scaffolding means enabling students to solve a problem or complete a task by gradually removing the outside assistance that you, as a teacher, provide. To scaffold a lesson, you might break the lesson into parts and provide a tool or a structure, to help with each part allowing students to be able to achieve the desired learning outcome.



Learning activity 1

Look at the two images below. Which path do you think is the easier to take to get to the goal?

Situation 1



Situation 2



Figure 7.11. Different paths to achieve goals

What could these two situations represent? With a partner, think of a few examples of a 'goal' from any aspect of a person's academic, professional, or personal life. Then make a stair-step diagram to show the steps which are needed to reach that goal. This is a kind of practical learning progression. What would happen if a person tried to reach the goal without going through the necessary steps?

Your teacher educator will lead a discussion of these ideas with the whole class so be prepared to share an example.



Learning activity 2

Explain in your own words why scaffolding is important for lesson planning.

In a small group, choose an example of a lesson from a primary grade textbook. It can be for any grade level or subject.

Develop two short skits, or role plays, of less than two minutes each, based on the primary lesson you chose to illustrate the difference between a lesson that is scaffolded (role-play 1) and one that is not (role-play 2).

What are the possible effects of scaffolding on students? What are the possible effects of not scaffolding?

7.3.2.

Working with students' prior conceptions and mental models

Expected learning outcomes



By the end of the lesson, you will be able to:

- Incorporate students' prior conceptions as starting point for new understanding; and
- Understand the significance of 'mental models,' and how they can foster or block new learning.

Scaffolding learning is an essential component of lesson planning and curriculum development. But how does a teacher know where students are along that progression? While grade level has a specific assumption about what students should know and which skills they possess, it does not take a lot of time in the classroom to realise that not all students are the same. Not only are not all students the same, the way we think and make sense of our environment can be very different.

As you have seen in previous units, formative assessments can help with establishing what students already know and where gaps might lie (see Unit 5 of this textbook for more on formative assessments). Differentiated instruction can help in providing customised learning environments and experiences for the students (see Unit 3 of this textbook for more on differentiation).

Equally important is the concept of all of us having **mental models**. We use our existing mental models as we encounter new information.

You can think of a mental model as a representation, or picture that you see in your mind when thinking abstractly. These models are likely to be different – for individuals, or sometimes between groups with different cultural backgrounds. Mental models are the foundation from which we make sense of new information and ideas; in other words, we build from these existing impressions or ways of thinking. If our mental models are faulty, they can distort what we think about a topic.



Learning activity 1

As your teacher educator prompts you, in your notebooks, quickly write down the first picture (or image) that comes into your mind as you think of each of the following in turn:

- A year divided into months;
- The solar system;
- Photosynthesis;
- Mental illness; and
- A quality teacher.

After you have written down your first impression or mental image of the above list, answer the following questions in your notebook:

- Are you surprised by what formed in your head as a mental model when you thought of the above things?
- Do you think your mental model is similar or different to that of your peers?
- What might explain the differences in people's mental models?

In a small group, compare your mental models of the initial list, and talk through your responses to the questions.

Peter Senge, a renowned American systems scientist who lectures at the Massachusetts Institute of Technology (MIT), described mental models in this way: ‘Mental models are deeply held internal images of how the world works and images that limit us to familiar ways of thinking and acting. Very often, we are not consciously aware of our mental models or the effects they have on our behaviour.’¹⁴ According to Senge, mental models are the lenses through which we see reality, and they can be mistaken for reality itself. In other words, our mental models affect the way we perceive information and the way we learn.



Learning activity 2

With a partner, discuss the following questions and record your responses in your notebook:

- Revisit what you have learnt about the educational theory of constructivism. Apply what you have learnt about constructivism to the modern theory of mental models. What are the parallels and the differences between these two ideas?
- Sometimes students do not learn or apply what teachers teach. Despite through teaching efforts and lots of practice, students will fall back into old habits. Can you think of some examples where a faulty mental model might hinder new learning?
- What are some common prior misconceptions that students might have? How can you confront these? Be ready to share some of your ideas on the above questions with the class.

Skilled teachers attempt to bring the students’ mental models to the surface, explore them, and see the impact of the mental model on learning. They are aware that students are coming to their classroom with mental models (in other words, certain beliefs and assumptions about the way the world works), and they help students examine these assumptions to see if they hold up against what they are learning.

¹⁴ Senge, Peter. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. NY: Doubleday Currency

There are many different activities that you can do in class to help students become aware of their own existing mental models and prepare for new learning. Some examples of these types of activities, which can be adapted for different age groups, include:

- **Four corners:** Ask a question related to the lesson content, and post four different responses in four corners of the room. Ask students to stand in the corner that most closely matches their opinion. They can then discuss with those in the corner why they have that opinion, and share a summary of their discussion with the class. You can ask students to change position if they become convinced by another group.
- **Line-up:** Share a statement about the topic that students will be learning about. Ask students to line up according to the amount of confidence and experience they have with the topic from 'little' to 'lots.'
- **Pre-test:** Before beginning a new unit or lesson, have students take a short pre-test to activate prior knowledge. You can return to the pre-test at the end of the lesson or unit to see what students have learnt, or if they have changed their minds on anything.
- **Stand-up:** Prepare a list of belief or experience statements related to the lesson topic. Ask the students in your class to stand up if they believe (or have experienced) each statement. As students stand or sit, you can get a quick idea of their starting place before learning about a new topic.

Teachers also need to be aware of their own mental models and confront them at times. In your Education College classes, you may already be challenging your mental models about a teacher's role. For example, perhaps you were raised thinking that a teacher must know all the answers and stand in front of the class and lecture for each lesson. Now, in your classes, you are learning about the shift to teach as a facilitator of learner-centred activities for students.



Learning activity 3

To think about your own mental models, you will be participating in the ‘stand-up’ activity described above.

Your teacher educator will read a list of statements about the role of the teacher and how students learn. If you believe or agree, stand up with the statement. If not, remain seated.

After the activity, discuss your experience with the activity with the whole class. Were there any differences of opinion? What does this tell you about the mental models of different student teachers in your class? How can this activity help you be prepared to learn new things about the role of the teacher, and how children learn?



Review questions

1. Describe the relationship between ‘learning progressions’ and...
 - Curriculum frameworks;
 - Spiralling; and
 - Scaffolding.
2. In your own words, how would you define a ‘mental model’?
3. Why is it important to consider mental models when we think about teaching children?

Unit Summary



Key messages

In this unit, you have learnt about:

- How educational philosophy is a philosophical reflection on the nature, aims, and problems of education that looks both inward to the parent discipline of philosophy and outward to educational practice.
- The three main types of education philosophy: teacher-centred philosophies (include essentialism and perennialism); student-centred philosophies (include progressivism, constructivism, humanism, social reconstructionism, and existentialism); and society-centred philosophies (includes social re-constructivism).
- How your own personal philosophy of education impacts what and how you teach children.
- How education has always been important to humans; however, who receives formal education and what the curriculum looks like has changed greatly over the years.
- Scaffolded learning progressions that support students' mastery of a competency by taking them step-by-step towards the goal, or learning objective.
- Mental models, and the importance of addressing existing mental models as we encounter new information and learning.



Unit reflection

- What can you do to continue to shape your own personal teaching philosophy?
- In what ways has the role of the teacher in formal education changed over time?
- How can you apply what you now know about learning progressions and mental models to lesson planning?



Further reading

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Unit 8

Educational Psychology

In this unit of 25 periods, you will be introduced to educational psychology which is a branch of psychology concerned with the scientific study of human learning. It is a relatively young field that emerged out of educational philosophy in the late 1800s when educational philosophers spent more time looking at what might influence learning. In recent decades, educational psychology has experienced a tremendous amount of growth. Our knowledge grows as more research is conducted and technologies advance, and we begin to better understand what fosters learning and how teachers can apply the research to their teaching.

Expected learning outcomes



By the end of the lesson, you will be able to:

- Define educational psychology in your own words;
- Explain how educational psychology can inform learning and teaching;
- Explore the nature of educational psychology in teaching and learning situations and how you can apply it to enhance your own teaching practice;
- Name four major perspectives of educational psychology;
- Describe the key ideas of the four major perspectives of educational psychology;
- Summarise the work of Skinner and Piaget;
- Compare and contrast Skinner and Piaget, and discuss their relevance on today's learning and teaching;
- Reflect on Piaget's four stages of cognitive development, and how it might inform instruction for young children versus older children or adults;
- Compare and contrast primary and secondary, intrinsic and extrinsic motivation;
- Explain the motivation cycle by giving examples from one's own life and practice;

- Explain how motivation affects learning;
- Understand the concept of ‘flow’, and identify its components and conditions;
- Summarise Maslow’s theory of hierarchical needs;
- Apply Maslow’s pyramid of needs to create an environment for learning;
- Explain in your own words what constitutes (mental) health and how it affects learning;
- Explain the importance of social-emotional well-being for learning but also society;
- Understand the positive and negative spirals of self-fulfilling prophecies;
- Explain what the conventional IQ test measures;
- Explain why the traditional concept of intelligence was too restrictive;
- Name and summarise Gardner’s idea of multiple intelligences; and
- Explain how this new understanding of multiple intelligences should be applied to learning and teaching.

8.1. Understanding Educational Psychology and How It Applies to Teaching

8.1.1. What is educational psychology?

Expected learning outcomes



By the end of the lesson, you will be able to:

- Define educational psychology in your own words;
- Explain how educational psychology can inform learning and teaching; and
- Explore the nature of educational psychology in teaching and learning situations, and how you can apply it to enhance your own teaching practice.

‘**Educational psychology** is a theoretical and research branch of modern psychology concerned with the learning processes and psychological problems associated with the teaching and training of students. The educational psychologist studies the cognitive development of students and the various factors involved in learning including aptitude and learning measurement, the creative process, and the motivational forces that influence dynamics between students and teachers.’¹⁵

Simply put, educational psychology involves the study of how people learn and retain (new) information. It includes a vast array of topics; some of which you have already started to explore in previous units such as the instructional process, student outcomes, individual differences in learning, and learning environments. It also caters to gifted learners or dealing with learning disabilities. Educational psychology involves not just the learning process of early childhood and adolescence but includes the social, emotional and cognitive processes that are involved in learning throughout the entire lifespan.

¹⁵ Encyclopaedia Britannica Online



Learning activity 1

- Think about your own learning or a lesson you might have taught. What would you like to know from an educational psychologist so, you can improve your own learning and teaching?
- When you created your lesson plans, how did you decide what to teach and why? Did you follow intuition? Did you use guidance from professors, mentors, and peers? Did you draw on scientific research? Reflect on your own practice and what you have learnt so far in Year 1 of the teacher training programme.

8.1.2. Understand understanding

Expected learning outcomes

By the end of the lesson, you will be able to:

- Define educational psychology in your own words;
- Explain how educational psychology can inform learning and teaching; and
- Explore the nature of educational psychology in teaching and learning situations and how you can apply it to enhance your own teaching practice.



Have you ever thought about how ‘understanding’ happens? What needs to be in place so, a piece of information that has been presented by a teacher or a story shared with you by your grandparents can actually be retrieved from your memory when you need it? Or, even better, it can help you answer a question or solve a problem you currently deal with?

Acquiring knowledge, and being able to apply it when needed is a very complex process, and although we know a lot about the neuroscience and cognitive science that makes understanding happen, there are still a lot of areas unknown to us.

Some people compare the human brain to a super computer and to some extent that analogy is accurate. But sometimes, our super computer malfunctions or crashes – sometimes, it does not matter, sometimes the consequences can be severe. Sometimes, our super computer provides us with information or even facts that our peers might see very differently. Why is that?

Let us engage in some activities that might help better understand understanding.



Learning activity 1

Follow the instructions of your teacher as you will engage with your classmates in an experiment of conveying a simple message. Pay close attention to what happens.



Learning activity 2

Debrief your experience in class using the reflection questions below.

1. Compare the original message to the one received. How accurate was it?
2. How unchanged did the message remain as it was passed on? What do you think might have caused the message to change?
3. Did every group end up with the same final message? What was the same? What was different?
4. What might help for the message to remain unchanged?

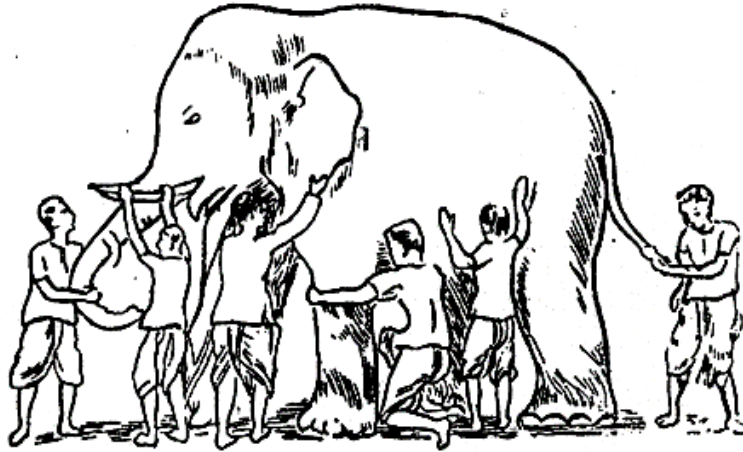
Conveying a simple piece of information is one of the most simple ways to pass on understanding between two or more people but mistakes can happen even here.



Learning activity 3

Read the story: The Elephant and the Blind Men

The elephant and the blind men¹⁶



Once upon a time, there lived six blind men in a village. One day, the villagers told them, 'Hey, there is an elephant in the village today.'

They had no idea what an elephant is. They decided, 'Even though we would not be able to see it, let us go and feel it anyway.' All of them went where the elephant was. Every one of them touched the elephant.

'Hey, the elephant is a pillar,' said the first man who touched his leg.

'Oh, no! It is like a rope,' said the second man who touched the tail.

'Oh, no! It is like a thick branch of a tree,' said the third man who touched the trunk of the elephant.

'It is like a big hand fan,' said the fourth man who touched the ear of the elephant.

'It is like a huge wall,' said the fifth man who touched the belly of the elephant.

'It is like a solid pipe,' said the sixth man who touched the tusk of the elephant.

They began to argue about the elephant and every one of them insisted that he was right. It looked like they were getting agitated. A wise man was passing by, and he saw this. He stopped and asked them, 'What is the matter?'

They said, 'We cannot agree to what the elephant is like.' Each one of them said what he

¹⁶ Adapted from <https://jainworld.com/literature/story25.htm>

thought the elephant was like.

The wise man calmly explained to them, ‘All of you are right. The reason every one of you is telling it differently is because each one of you touched a different part of the elephant. So, actually the elephant has all the features that you all said.’

‘Oh!’ everyone said. There was no more fighting. They felt happy that they were all right.

Follow-up questions

1. Most of us can use our senses when we try to understand something around us. Nevertheless, sometimes, we only see a piece of the puzzle like the blind man only saw one part of the elephant. Can you think of an example when you experienced such a limited view?
2. How did you end up seeing all parts of the ‘elephant’ in the experience you talked about in question 1? How do you know that there are no others?

Conveying a message visually

After seeing how quickly information can be misconstrued or misunderstood when it is conveyed verbally, let us take a look at how good we are in understanding visual information.



Learning activity 4

Take a look at the two images below – what do you see?



Figure 8.1. Illusions

Our brain can decode visual information in different ways. True seeing is not exclusively the product of light, the eye and the brain. To turn sight into insight, you need an active and attentive mind.

1. Aldous Huxley, a philosopher in the 1900s, stated it in the following way: *'The more you know ... the more you see'*. Can you relate to this statement? Do you have examples where you started to see things *after* you had become aware of something? Have you seen things that were not there or others disputed as seeing differently? Give examples.
2. Recent research has shown that young people tend to see the young lady in the picture first while old people see the old lady first. Was that true for you too? Why do you think this could be?

Assessment

- How can the experience from this lesson be applied to learning and teaching? What can be transferred to the situation in a classroom?
- Based on this experience, are you thinking about making some changes to how you convey information to your students as you teach?

Follow-up

Use learning activity 1 as a little experiment. You can also conduct with your friends and family. Based on your new understanding, try to predict the outcome. Vary how you run the experiment to increase or decrease the chance of success of conveying the message. Were you able to manipulate the success rate? How did you do it? Take notes and share with your classmates.

**Review questions**

1. Give a summary definition of educational psychology.
2. What was the overall message behind the activities investigated in the three periods of Lesson 8.1.2 (the messages, the story and the images)?

8.2. Educational Psychology – Past and Present

8.2.1. Major perspectives in educational psychology

Expected learning outcomes



By the end of the lesson, you will be able to:

- Name four major perspectives of educational psychology; and
- Describe the key ideas of the four major perspectives of educational psychology.

Introduction

In sub-unit 8.1, you started to get a glimpse into the power of educational psychology and how it can help you better understand your students as they try to understand the information you share with them.

In this lesson of four lesson periods, you will take a look at how different perspectives of educational psychology came about, and learn about the life, and work of educational psychologists.

We did not know all that we know today. The quest for answers is an ongoing process that builds on previous findings to lead us to new understandings. But as we discover more, new questions emerge.

Not everything new is necessarily better. Some old concepts are still widely used, other newer ideas are controversial and open for debate. While educational psychology may be a relatively young discipline, it will continue to grow and be the source of many discussions as people become more interested in understanding how people learn.



Learning activity 1

Over the next four lessons, visit the four learning stations your teacher educator will set up. Each station will introduce you to one of four major perspectives in educational psychology:

- Behavioural perspective;
- Developmental perspective;
- Cognitive perspective; and
- Constructivist approach.

You will have one period at each learning station.

Four worksheets, one for each learning station¹⁷

The behavioural perspective focuses on learnt behaviours. It suggests that all behaviours are learnt through conditioning. Psychologists who take this perspective rely firmly on the principles of operant conditioning to explain how learning happens. For example, teachers might give out tokens that can be exchanged for desirable items such as candy and toys to reward good behaviour.

The developmental perspective focuses on how children acquire new skills and knowledge as they develop. Jean Piaget's famous stages of cognitive development are one example of an important developmental theory looking at how children grow intellectually. By understanding how children think at different stages of development, educational psychologists can better understand what children are capable of at each point of their growth. This can help educators create instructional methods and materials best aimed at certain age groups.

¹⁷ Lesson text adapted from <https://www.verywellmind.com/developmental-psychology-4157180>

The cognitive perspective has become much more widespread in recent decades, mainly because it accounts for how things such as memories, beliefs, emotions, and motivations contribute to the learning process. Cognitive psychology focuses on understanding how people think, learn, remember, and process information. Educational psychologists who take a cognitive perspective are interested in understanding how kids become motivated to learn, how they remember the things that they learn, and how they solve problems among other things.

The constructivist approach is one of the most recent learning theories that focuses on how children actively construct their knowledge of the world. Constructivism tends to account more for the social and cultural influences that impact how children learn. This perspective is heavily influenced by the work of psychologist Lev Vygotsky who proposed ideas such as the zone of proximal development and instructional scaffolding.

8.2.2.

Psychological perspectives in education: A discussion

Expected learning outcomes



By the end of the lesson, you will be able to:

- Name four major perspectives of educational psychology; and
- Describe the key ideas of the four major perspectives of educational psychology.

In period 1 of this lesson, prepare your discussion points for the perspective you were assigned to.

In period 2, you and your group have five minutes to present the key ideas and five minutes to take questions from the other groups.



Assessment

- Listen carefully to the other three groups as they present. Did their presentations reflect your understanding of the educational psychology perspective they covered? Did they leave anything out that you deem important? Is anything unclear? Use the Q&A session to share your thoughts.
- Discuss which of these perspectives you find most helpful for your teaching preparation? Is there anything that you want to adapt for your own teaching? Anything you disagree with and will not include in your own teaching? Explain your thinking.

Follow-up

Make notes of your reply to the statements above in your notebook. Make sure you include some of your own experiences or observations to exemplify your thinking.



Review questions

1. Which four perspectives of educational psychology have you studied?
2. Give a summary of one of the perspectives.

8.3. Skinner and Piaget

8.3.1. Radical behaviourism and cognitive development

Expected learning outcomes

By the end of the lesson, you will be able to:

- Summarise the work of Skinner and Piaget; and
- Compare and contrast Skinner and Piaget, and discuss their relevance on today's learning and teaching.



Introduction

In these two lessons, you will take a closer look at the work by B.F. Skinner (1904-1990) and Jean Piaget (1896-1980). Both conducted research on how children learn, and provided guidance to parents and teachers. Both had a major impact on the areas of cognitive theory, child development and motivation, and their research are still the foundation for a lot of the work in educational psychology to date.

Skinner and Piaget have two fundamentally different perspectives on what conditions foster learning.

This lesson will provide you with the key ideas of each so, you can participate in the ongoing discussions in education on how to best apply their work to today's teaching and learning.

Self-study

Conduct research on your own to find more information on the work of Skinner and Piaget:

B.F. Skinner: An American behaviourist who introduced the concept of operational conditioning. His research on reinforcement and punishment continue to play an important role in education today.

Jean Piaget: A Swiss psychologist who is best-known for his highly influential theory of cognitive development. He believed that children learn simply by putting them into a good learning environment.



Learning activity 1

Your teacher educator will present a short lecture on Skinner and Piaget. Be prepared to answer questions to show your understanding.



Learning activity 2

Think back to the previous lesson and what you learnt about the behavioural and developmental perspective. Do you think: do children learn best when we reward them? What about punishment for not doing well – will this foster learning?

Provide some examples from your own experience as a student or a teacher where you used more a Skinner approach or a Piaget approach, and discuss how effective it was.

8.3.2. Piaget's four stages of cognitive development

Expected learning outcome



By the end of the lesson, you will be able to:

- Reflect on Piaget's four stages of cognitive development and how it might inform instruction for young children versus older children or adults.

According to Piaget, cognitive development progresses through four distinct stages. Although the rate at which people advance through the stages varies somewhat, everyone has to pass through each stage in sequence.

Table 8.1. Piaget's four stages of cognitive development

Cognitive development stage	Age	Description
Sensorimotor stage	0 to 2	
Preoperational stage	2 to 7	
Concrete operational stage	7 to 11	
Formal operational stage	12 and up	

Piaget was one of the first researchers to identify that the way that children think is different from the way adults think. He proposed that intelligence is something that grows and develops through a series of stages. According to his experiments, older children do not just think more quickly than younger children but that there are also both qualitative and quantitative differences between the thinking of young children versus older children. Overall, he concluded that children were not less intelligent than adults, they simply think differently.



Assessment

Use the text provided in Lesson 8.3.2 and your research on Piaget to fill in the third column of Table 8.1 above labelled. Share your descriptions with your classmates and add those that you might have missed but find important.

Based on your own experience and understanding, do you agree with Piaget's four stages of cognitive development? Discuss your understanding in class.

Follow-up

Compare and contrast the work of Piaget and Skinner. How would you define their differences? Do you think one is more right than the other? Discuss your ideas.



Review questions

1. What are Piaget's four stages of cognitive development?
2. What are the potential flaws associated with the stages of cognitive development?

8.4. Motivation

In the previous sub-units, you got a glimpse into the power of educational psychology, and how it can help you design better learning environments for your students. You might even want to apply it to your own learning strategies. In sub-unit 8.3, you learnt about two famous psychologists and different perspectives in educational psychology. In this lesson of five periods, you will dive deeper and build on Skinner’s idea of positive and negative reinforcement. How does the concept of motivation apply to learning and teaching?

8.4.1. Motivation as the driver behind human behaviour

Expected learning outcomes



By the end of the lesson, you will be able to:

- Compare and contrast primary and secondary, intrinsic and extrinsic motivation; and
- Explain how motivation affects learning.

The Encyclopedia Britannica defines ‘motivation’ as forces that act either on or within a person to initiate behaviour. The word is derived from the Latin term *motivus* (‘a moving cause’), which suggests the activating properties of the processes involved in psychological motivation. Psychologists study motivational forces to help explain observed changes in behaviour that occur in an individual.

It is also important to note that the levels of motivation are often temporary. An individual, highly motivated to perform a particular task because of a motivational change, may later show little interest for that task. How could this be? Why is it that sometimes, despite our

best intentions, we do not complete what we set out to do? Why do some things require so much of our effort and self-discipline while somebody else loves doing it, and it seems to take no effort at all?

Motives are often categorised into *primary and secondary motives*. Primary or basic motives are unlearned. They are common to both animals and humans. Secondary or learned motives can differ from animal to animal and person to person. Primary motives include hunger, thirst, sex, avoidance of pain, aggression, and fear. Secondary motives typically studied in humans include achievement, power motivation, and numerous other specialised motives.



Learning activity 1

Your teacher educator will organise a discussion session based around the following questions:

1. Give examples of primary motives, and describe a situation in which they can be observed. What about secondary motives?
2. What motivates you? How do you use motivation (or reward as Skinner would put it) to accomplish things? Does it always work?
3. What happens when you are not motivated to do something? Think about the last time you had to do something you did not want to do. Describe how you felt. What did you end up doing? What was the outcome?
4. What happens when we apply negative motivation? For instance, pressure or fear. Skinner called this punishment or negative reinforcement. Does this help to get things accomplished?
5. Is there a difference between the two reinforcements (reward and punishment)? Think about the outcome as well as the feelings.

8.4.2.

Intrinsic and extrinsic motivation

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain the motivation cycle by giving examples from one's own life and practice; and
- Explain how motivation affects learning.

Types of motivation

Besides primary and secondary motives, we can also differentiate between *intrinsic and extrinsic motivation*.

- ***Intrinsic motivation*** is when you do something for the joy of doing it, or because you think it is right; for example, a hobby or helping with a cause.
- ***Extrinsic motivation*** is when you do something for an external reward or tangible result, for example, to get paid.



Learning activity 1

The line between intrinsic and extrinsic motivation can be vague. Also, our level of motivation can fluctuate. Have you ever been fully motivated and determined to do something and got started but then you abandoned it before you reached your goal or you started procrastinating? Why is this?

The motivation cycle

Psychologists use the motivation cycle to explain how motivation can propel a person (or animal or even plant) towards a goal. It all begins with a need (a primary or secondary motive).

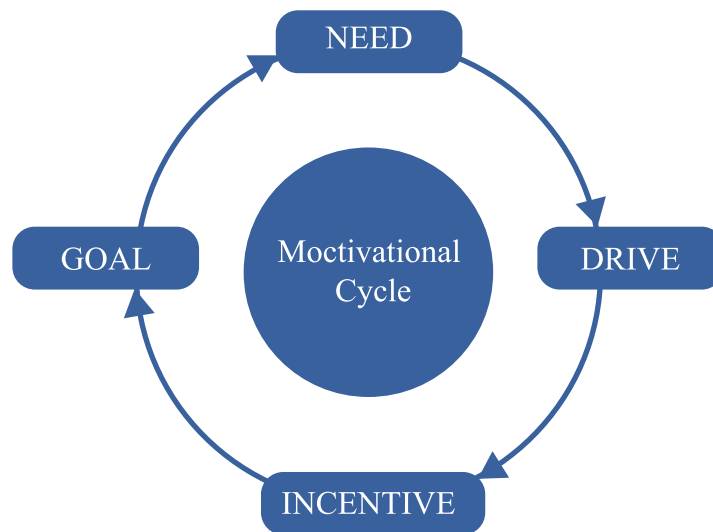


Figure 8.2. The motivation cycle



Learning activity 4

Study the motivation cycle above:

- Write a brief life story that illustrates the motivation cycle. Show how a need can drive a person to take action. Positive outcomes and incentives support the drive to reach a goal that then again leads to a new need.
- Write a second brief story that shows how the cycle can stall and the goal does not get accomplished.

8.4.3. Csíkszentmihályi and flow

Expected learning outcome



By the end of the lesson, you will be able to:

- Understand the concept of 'flow' and identify its components, and conditions.

The ultimate motivation: Flow

Have you ever been in a situation in which time seems to stand still? You were immersed in doing something you love, and forgot about everything around you?

In psychology, this mental state of operation is known as 'flow' or as 'being in the zone'. In this state, the person performing an activity is fully immersed in a feeling of energised focus, full involvement, and enjoyment in the process of the activity. Flow is characterised by complete absorption in what one does and results in a person's loss of sense of space and time.

Mihály Csíkszentmihályi, a Hungarian-American psychologist, was the first to name this phenomenon in 1975. But the state of flow itself is not new. Especially in religious practices, the state of full immersion – often a transcendental state – is well known and documented.



Learning activity 1

Have you ever experienced such a feeling of flow? Write down the situation and feeling as you recall it. What were you doing? Why? What was the outcome?

Can you think of situations when people can reach flow? For example, in Zen Buddhism?

Factors required to achieve the experience of flow

The following factors encompass an experience of flow as we now understand it. Those aspects can appear independently of each other, but only in combination do they constitute a so-called *flow experience*:

- Intense and focused concentration on the present moment;
- Merging of action and awareness;
- A loss of reflective self-consciousness;
- A sense of personal control or agency over the situation or activity;
- A distortion of temporal experience, one's subjective experience of time is altered;
- Feeling so engrossed in the experience, that other needs become negligible; and
- Experience of the activity as intrinsically rewarding, feeling that you have the potential to succeed.

Follow-up question

Based on the factors listed above, would you still say that your experience above was an experience of flow? Explain.

Csikszentmihályi's flow model and learning

A state of flow can be entered while performing any activity although it is most likely to occur when one is wholeheartedly performing a task or activity for intrinsic purposes. Passive activities like taking a bath or watching TV usually do not elicit flow experiences as individuals have to actively do something to enter a flow state. While the activities that induce flow may vary and be multifaceted, Csikszentmihályi (2005) asserts that the experience of flow is similar despite the activity and meet the following three conditions:

1. One must be involved in an activity with a clear set of goals and progress. This adds direction and structure to the task.
2. The task at hand must have clear and immediate feedback. This helps the person navigate any changing demands and allows them to adjust their performance to maintain the flow state.

- One must have a good balance between the *perceived* challenges of the task at hand and their own *perceived* skills. One must have confidence in one's ability to complete the task at hand.

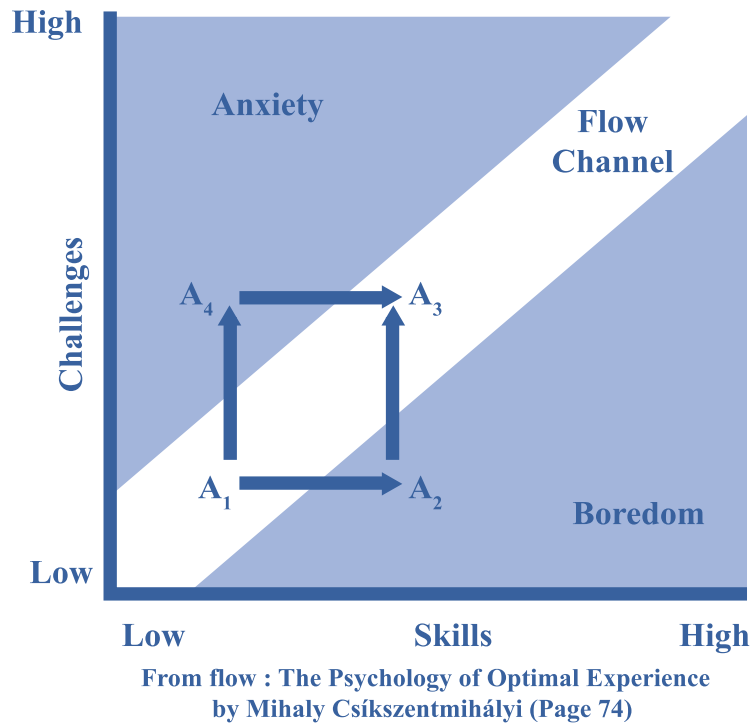


Figure 8.3. The flow channel

The flow channel in Figure 8.3 above shows that flow happens as a result of different levels of perceived challenges and perceived skills.



Learning activity

- Flow is often described as a concept of 'optimal experience'. Looking at Figure 8.3 above describe what this means.
- What happens if the ratio between skill and challenge (task) is not in an optimal relationship? Can you think of where you experienced this yourself? Write down a recount for each in your notebook, and explain why you might have felt bored or anxious using Csikszentmihályi's definition of optimal experience.
- Can the concept of flow or optimal experience be applied to the classroom? For what purpose? How? Explain your thinking.

Self-study

Learn more about the state of flow by reading the research.

Make notes of your reply to the statements above in your notebook. Make sure you include some of your own experiences or observations to exemplify your thinking.



Review questions

1. Define and give an example of primary motive and secondary motives.
2. What are the seven factors that must all be present to constitute a flow experience?

8.5. How Social-emotional Well-being and Mental Health Affect Learning

8.5.1. Maslow's theory of hierarchical needs

Expected learning outcomes

By the end of the lesson, you will be able to:

- Summarise Maslow's theory of hierarchical needs; and
- Apply Maslow's pyramid of needs to create an environment for learning.



You have already learnt a lot about what education, learning and teaching; the elements of a good classroom and school. In this lesson, you will learn about Maslow's theory of hierarchical needs. It is a powerful model that reminds us that if basic needs are not fulfilled, higher-level needs are hard or even impossible to reach.



Learning activity 1

1. What do you think are basic human needs?
2. What happens if they are not satisfied?

Introduction

Abraham Maslow (1908-1970), an American psychologist, developed a model of a simple five-tiered pyramid that depicted the order in which human needs need to be met to progress and be happy and productive in life.

In recent years, new tiers have been added to this pyramid but for our purposes this original model will suffice.



Learning activity 2

Your teacher educator will facilitate an interactive lecture and discussion on Maslow's hierarchy of needs, and will invite you to suggest some of the basic human needs that come under each category. Also consider the consequences if these needs are not met.



Figure 8.4. Maslow's hierarchy of needs

Learning activity 3

1. Pair up and discuss with your partner the five levels of Maslow's pyramid, and how a school system can guarantee that the most basic needs are met.
2. How do you assess the situation in your home school?
 - a. Are all basic needs satisfied?
 - b. For all students?
 - c. What could be improved?

8.5.2.

Physical + social-emotional well-being = Foundation of learning

Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain in your own words what constitutes (mental) health and how it affects learning; and
- Explain the importance of social-emotional well-being for learning but also society.

Emotional needs

As Maslow already alluded to, besides having all biological needs met, students also need to have their emotional needs met so, they can fully focus on school.

Students or anybody for that matter, learn best if they are not sick, hungry, thirsty, or worried. These days, a lot of attention is paid on adequate food programs, nutrition plans, and the children's physical safety on their way to school and at school. What is often more neglected is their social-emotional well-being and mental health.

Why? These conditions are not easily visible and often harder to diagnose. A teacher might never realise that a student suffers from social-emotional stress such as depression or has mental challenges such as learning disabilities, and so on. Often, these conditions are still stigmatised in society and often go undiagnosed. The child is labelled as difficult or a trouble-maker, a slow learner, and so on. Even if they are diagnosed correctly, help and support is often not easy to find.

While an introductory course in educational disciplines cannot make up for years of specialised training to handle such situations, it is important that all teachers are at least aware of these conditions as they can impede learning and sometimes disrupt a classroom.

Only awareness can lead to necessary action and change. As we learn more and more about the interconnectedness between the human body, the human mind, and overall well-being, it will become more and more vital for schools to educate the whole child and not just reduce the child to a brain that can be filled like a vessel or operated like a machine.

Social-emotional learning

Over the decades and centuries, a lot of attention has been given to the classic subjects such as reading and writing, mathematics, sciences, languages, and so on, to equip students with the skills needed in the workforce. Only more recently has the discussion embraced the notion of teaching social competencies and 21st century skills. Making good decisions, being empathetic, embracing diversity, managing emotions, being self-reliant, being a steward of the earth, and a good citizen, and so on, are topics that have just recently been introduced to curriculum discussions.

‘Adolescence (10–19 years) is a unique and formative time. While most adolescents have good mental health, multiple physical, emotional and social changes, including exposure to poverty, abuse or violence, can make adolescents vulnerable to mental health problems. Promoting psychological well-being, and protecting adolescents from adverse experiences and risk factors which may impact their potential to thrive are not only critical for their well-being during adolescence but also for their physical and mental health in adulthood.’²⁰

¹⁸ World Health Organization Fact Sheet: Adolescent Mental Health (September 18, 2018)



Learning activity 1

- What different types of learning disabilities or mental health challenges have you heard of? Make a list in your notebook.
- Do you think a learning disability is a mental illness?
- Why do you think the old subject matter areas are no longer sufficient and new content such as 21st century skills need to be explicitly included in the curriculum?
- Some teachers argue that they are not so much teaching, but rather creating an environment in which students can learn. Can you argue for and against this statement?
- Did our grandparents and their grandparents not possess social competencies? How did they learn social competencies?



Assessment

1. Conduct a review in your school and community. What kind of mental illnesses and learning disabilities have been diagnosed?
2. What is being done to help the affected children (adults)?

8.5.3.

Self-fulfilling prophecies

Expected learning outcome



By the end of the lesson, you will be able to:

- Understand the positive and negative spirals of self-fulfilling prophecies.

Do you ever make a prediction and think of yourself as psychic when your prediction comes true?

The definition of a *self-fulfilling prophecy* was created by a sociologist named Robert K. Merton in 1948. He described the phenomenon of behavioural confirmation in which someone believes something to be true – regardless of whether it is or not – and acts according to this belief or delusion. When things turn out the way the person expected according to this belief, the person believes the original thesis was true rather than seeing it as an effect of their own actions.

Many studies have been done that showing someone’s belief of their own skills effect results more than the skills themselves. For example, if you think you are not good at a certain academic subject, you might not study as hard, thinking it will do no good. Or anxiety and doubt get in your way of your best performance. Then, when you fail the test, you will not be surprised as your expectation was confirmed. It can also go the other way, you might surprise everybody including yourself because you believed you could do it and then you manage to succeed.

While you might have heard of the self-fulfilling prophecy before, are you also aware that not only do our own expectations and beliefs influence our success and failure but so do other people’s expectations? This phenomenon is known as the **Pygmalion** or **Rosenthal effect**. The effect is named after the Greek myth of Pygmalion, a sculptor who fell in love with a statue he had carved, or alternately, after the Rosenthal-Jacobson study.

Pygmalion¹⁹

Pygmalion was a legendary figure of Cyprus who worked as a sculptor. After seeing the daughters of Propoetus, the Propoetides, prostituting, **Pygmalion** decided that he was not interested in women, but instead wanted to create a woman figure out of ivory. After he finished, he was so taken with its beauty and realism, that he fell in love with it. When **Aphrodite's** festival day came, **Pygmalion** made offerings but was too afraid to say anything about his love for the sculpture. Instead, he wished for a bride that would be the likeness of his ivory sculpture. Returning back home, he gave a kiss to the statue and found out that it turned into a woman; the goddess of love made his wish come true. The two of them had a daughter, Paphos, whose name was later given to the city of Cyprus.

One could therefore argue that it is critical for teacher-preparation programs to communicate to aspiring teachers the importance of having high expectations for all students and believing in them.



Learning activity 1

1. Write an example of a self-fulfilling prophecy in your life.
2. Does the self-fulfilling prophecy always work? Why or why not? Explain your reasoning.
3. What do you think is one strategy for raising student outcomes to raise the expectation for students (as well as teachers)?
4. What could be the benefits and the risks in such a strategy?

Follow-up

Familiarise yourself with the research study conducted by Robert Rosenthal and Lenore Jacobson: *Pygmalion in the classroom: teacher expectation and pupils' intellectual development* (2003).

¹⁹ Adapted from <https://www.greekmythology.com/Myths/Mortals/Pygmalion/pygmalion.html>



Review questions

1. Give some examples of social-emotional learning and explain why it is important.
2. Define the concept of a self-fulfilling prophecy.

8.6. Multiple Intelligences

8.6.1.

Maslow's theory of hierarchical needs

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain what the conventional IQ test measures; and
- Explain why the traditional concept of intelligence was too restrictive.

You have probably heard of intelligence tests, of which there are many, and you will learn more about what constitutes 'intelligence' in this lesson.

One of the most known and widely used intelligence tests is referred to as the IQ (intelligence quotient) test. You might have even heard of Mensa²⁰, an international society, comprised of members with high IQs.



Learning activity 1

Take an IQ test yourself – not so much for knowing your IQ but for the experience and better understanding of what it is.

IQ tests can be found online or your teacher educator might have one.

- The one that Mensa uses can be found online here: <https://www.mensaiqtest.net/>. It consists of 60 questions and will be scored automatically online after 40 minutes for a fee.

²⁰ Mensa was founded in 1946 in the UK by attorney Roland Berrill and scientist Lance Ware. They chose the word mensa as its name because it means 'table' in Latin and is also connects with the Latin words for mind and month, suggesting the monthly meeting of great minds around a table.

- A shorter and free sample IQ test can be found online here: <https://www.123test.com/iq-test/>. For the purpose of this lesson, choose the Classical Intelligence Test on the right. You will be timed by the computer as you answer the 10 questions. When the time is up, your test result will be provided. Please note that this IQ result is only a proxy as you have not taken the entire test. However, for the purpose of this lesson, this short sample test will be sufficient.

Questions

1. How did you feel when you sat down to take the IQ test?
2. Were you surprised by the type of questions? Explain.
3. Were you surprised by the result?
4. How accurate do you think the test result reflects your intelligence?
5. How do you define intelligence?
6. What do you think are the benefits of such an IQ test? What about risks?

The Encyclopedia Britannica defines IQ thus:

IQ was originally computed by taking the ratio of mental age to chronological (physical) age and multiplying by 100. Thus, if a 10-year-old child had a mental age of 12 (that is, performed on the test at the level of an average 12-year-old), the child was assigned an IQ of $12/10 \times 100$, or 120. If the 10-year-old had a mental age of 8, the child's IQ would be $8/10 \times 100$, or 80. Based on this calculation, a score of 100 – where the mental age equals the chronological age – would be average. Few tests continue to involve the computation of mental ages.

8.6.2.

Howard Gardner's case for multiple intelligences

Expected learning outcomes



By the end of the lesson, you will be able to:

- Name and summarise Gardner's idea of multiple intelligences; and
- Explain how this new understanding of multiple intelligences should be applied to learning and teaching.

Howard Gardner is a contemporary American cognitive and developmental psychologist best-known for his research and theory of multiple intelligences. He believes that the conventional concept of intelligence has been too narrow and restrictive and that measures of IQ often miss out on other intelligences that an individual may possess.

Reflection

1. What do you think about Gardner's idea of there being more than one intelligence? Do you agree/disagree? Why?
2. What kind of intelligences did the IQ test that you took earlier measure? In your opinion, what was missing?
3. How would you measure intelligence?

In *Frames of Mind: The Theory of Multiple Intelligences* (first published in 1983)²¹, Gardner challenges the widely held notion of the earlier, unitary models of intellectual ability, in which intelligence is typically reported as a single IQ score.

He detailed instead a more complex paradigm in which human intelligence comprises eight or more relatively autonomous intellectual capacities. Amassing a wealth of evidence, Gardner proposes the existence of eight different intelligences, each as important as the next, that comprise a unique cognitive profile for each person.

²¹ The 2nd paperback edition of *Frames of Mind* published in 1993 includes an introduction by Howard Gardner reflecting on 30 years of work on multiple intelligences theory and a unit on implications and applications: Education of Intelligences and Application of Intelligences

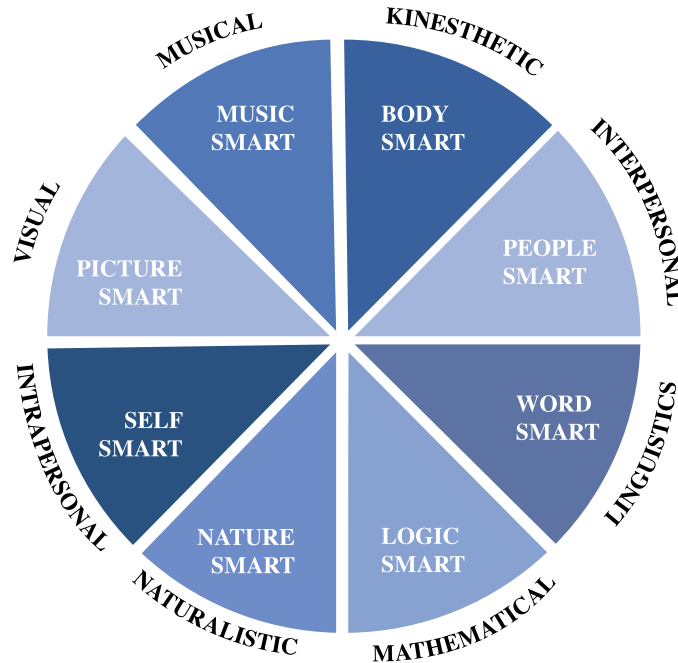


Figure 8.5. Multiple intelligences

Gardner's theory of multiple intelligences has been hailed by educators for decades and as part of school improvement efforts, has been applied in hundreds of schools worldwide by Gardner and others to promote efforts to understand diverse student capacities and emphasises the need for personalised educational environments, improved interdisciplinary curricular programs, and the use of performance-based assessments.



Assessment

1. Applying Gardner's theory of multiple intelligences, which intelligences were included in the IQ test you did earlier? Which intelligences were missing?
2. How would you evaluate the efficacy of the common IQ test to measure a person's intelligence? Explain your thinking.
3. How can the theory of multiple intelligence have an impact on formal education?

Self-study

How will you use the theory of multiple intelligences in your own learning and teaching?



Review questions

1. What are Gardner's eight types of intelligence?
2. What is the aim of promoting the theory of multiple intelligences in schools?

Unit Summary



Key messages

- Educational psychology is a relatively young field that emerged out of educational philosophy in the late 1800s when educational philosophers spent more time looking at what might influence learning. In recent decades, educational psychology has experienced a tremendous amount of growth.
- Educational psychology involves the study of how people learn and retain (new) information. It includes a vast array of topics.
- Educational psychology involves not just the learning process of early childhood and adolescence but includes the social, emotional, and cognitive processes that are involved in learning throughout the entire lifespan.
- Acquiring knowledge and being able to apply it when needed is a very complex process, and there are still a lot of areas unknown to us.
- Some people compare the human brain to a super computer, but sometimes, our super computer malfunctions or crashes – sometimes it does not matter, sometimes the consequences can be severe. Sometimes, our super computer provides us with information or even facts that our peers might see very differently.
- Our brain can decode visual information in different ways. True seeing is not exclusively the product of light, the eye and the brain. To turn sight into insight, you need an active and attentive mind.
- Not everything new is necessarily better. Some old concepts are still widely used, other newer ideas are controversial and open for debate. While educational psychology may be a relatively young discipline, it will continue to grow and be the source of many discussions as people become more interested in understanding how people learn.
- **The behavioural perspective** focuses on learnt behaviours. It suggests that all behaviours are learnt through conditioning.
- **The developmental perspective** focuses on how children acquire new skills and

knowledge as they develop. Jean Piaget's famous stages of cognitive development are one example of an important developmental theory looking at how children grow intellectually.

- **The cognitive perspective** has become much more widespread in recent decades, mainly because it accounts for how things such as memories, beliefs, emotions, and motivations contribute to the learning process. Educational psychologists who take a cognitive perspective are interested in understanding how children become motivated to learn, how they remember the things that they learn, and how they solve problems, among other things.
- **The constructivist approach** is one of the most recent learning theories that focuses on how children actively construct their knowledge of the world. This perspective is heavily influenced by the work of psychologist Lev Vygotsky who proposed ideas such as the zone of proximal development and instructional scaffolding.
- B.F. Skinner and Jean Piaget both conducted research on how children learn and provided guidance to parents and teachers. Both had a major impact on the areas of cognitive theory, child development, and motivation.
- Skinner and Piaget have two fundamentally different perspectives on what conditions foster learning.
- Skinner introduced the concept of operational conditioning. His research on reinforcement and punishment continue to play an important role in education today.
- Piaget is best-known for his highly influential theory of cognitive development. He believed that children learn simply by putting them into a good learning environment.
- Piaget was one of the first researchers to identify that the way that children think is different from the way adults think. He proposed that intelligence is something that grows and develops through a series of stages. He concluded that children were not less intelligent than adults, they simply think differently.
- Motives are often categorised into *primary and secondary motives*. Primary or basic motives are unlearned. They are common to both animals and humans. Secondary or learned motives can differ from animal to animal and person to person.

- Psychologists use the motivation cycle to explain how motivation can propel a person (or animal or even plant) towards a goal.
- In psychology, a mental state of operation known as ‘flow’ is characterised by complete absorption in what one does and results in a person’s loss of sense of space and time.
- Mihály Csíkszentmihályi, a Hungarian-American psychologist, was the first to name this phenomenon in 1975.
- Abraham Maslow (1908-1970), an American psychologist, developed a model of a simple five-tiered pyramid that depicted the order in which human needs need to be met to progress and be happy and productive in life.
- Many studies have been done that show someone’s belief of their own skills effect results more than the skills themselves. For example, if you think you are not good at a certain academic subject you might not study as hard, thinking it will do no good.
- This phenomenon is known as the **Pygmalion** or **Rosenthal effect**.
- Howard Gardner is a contemporary American cognitive and developmental psychologist, best-known for his research and theory of multiple intelligences.
- He believes that the conventional concept of intelligence has been too narrow and restrictive and that measures of IQ often miss out on other intelligences that an individual may possess.
- Gardner proposes the existence of eight intelligences, each as important as the next, that comprise a unique cognitive profile for each person.



Unit reflection

Compare and contrast different schools and how they address mental illnesses and learning disabilities. Make a record of best practices and aim to incorporate these into your own teaching.

How do you deal with encouragement or pressure? Do you find encouragement motivates you? Do you think it is possible to encourage someone too much? It is a misconception that only young children need to be encouraged. As children reach their teenage years, they

become more self-conscious, so, it is extremely important to give them positive feelings about themselves and their successes, without over-doing it.

How does pressure affect you? Some people claim that they work better under pressure. Do you think this is the case or do people just have to work faster under pressure? There is, of course, a tendency among many people to leave tasks until the last minute! How will this influence your life as a teacher? Consider seriously that you are likely to be under a lot of pressure from many angles so, good time management is absolutely vital.

How can you use your new understanding of motivation and flow in your own life, and how do you think you could impart this kind of practice onto your students?

Compare and contrast Piaget and Skinner, and reflect on their differences and potential application to the classroom.

After you have had a basic introduction into educational philosophy and educational psychology, what are the areas you feel most solid about? Where do you still struggle? Write down your reflection in your notebook and revisit your list monthly as you progress through your coursework and begin to gain more experience in the classroom.



Further reading

Rosenthal, R. & Jacobson, L. (2003). *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. Crown House Publishing

Shrestha, P. (18 November 2017) 'Motivational Cycle'. *Psychestudy*. Retrieved from <https://www.psychestudy.com/general/motivation-emotion/motivational-cycle>

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Unit 9

Creating a Learning Environment

The ultimate aim of being a teacher is to help all your students reach their learning potential. That is a great responsibility. Teachers have to apply a myriad of professional skills and knowledge to achieve this. Creating a learning environment that conducive to effective learning is an important part of that.

A learning environment is a broad concept that involves many aspects. In this unit, you will explore how to create learning environments that are safe, secure, stimulating, supportive and inclusive for all students. To smooth lesson along and help students to focus on the learning, you will learn how to set classroom routines and procedures. Establishing a good classroom climate where students can flourish are cognitively challenged and learn effectively also means great care and attention has to be taken with selecting, developing and using teaching and classroom materials, including educational technology. You will also learn about challenging behaviour, and how to deal with this in a positive way.

You will develop your understanding of what creating learning environment involves by reading some theory and research findings and compare and contrast these with your own experiences. You will then also apply these ideas to your own learning environment and think how you might use and apply this later in your own classrooms with your students. You will be given the opportunity to practise these ideas through role-play and micro-teaching.

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain and discuss the impact of a learning environment on learning outcomes;
- Explain, discuss and create a safe and secure learning environment;
- Identify elements of what makes a good and safe learning environment;
- Give some concrete examples of how suggestions for creating a safe and secure learning environment can be achieved in the classroom;
- Create a safe and secure learning environment for students of different age;
- Summarise the key points about a safe and secure learning environment;
- Explain what a stimulating learning environment is;
- Create a more stimulating learning environment;
- Explain what a supportive learning environment is;
- Identify what makes a supportive learning environment;
- Create a stimulating and supporting learning environment through role play;
- Explain how role-play can help learning;
- Define inclusive education;
- Identify examples of inclusive education during classroom observations or in lesson plans and explain how it is an example of inclusive education;
- Define special education;
- Identify examples of special education during classroom observations or in lesson plans and explain how it is an example of special education;
- Understand and discuss inclusive education and special education;
- Discuss factors that can exclude students and propose strategies for active participation and equal opportunities for students to learn while in school;
- Discuss strategies for adopting learning to fit with an inclusive classroom;

- Explain peace education in your own words;
- Give examples of peace education in teaching strategies, content and assessment;
- Examine and strengthen the use of peace education in classroom teaching strategies, content and assessment;
- Explain the importance of setting classroom routines and procedures;
- Give examples of working together with others (teachers, parents and community) on classroom routines and procedures;
- Develop classroom routines and procedures for your classroom;
- Give some ideas on how to work together with other teachers and parents on classroom routines and procedures;
- Explain how modified SAMR model in the context of educational technologies can be used to enhance teaching and learning materials;
- Use the SAMR modified systematic teaching model to digitally enhance teaching and learning materials;
- Identify different behaviours of students;
- Explain what can trigger challenging behaviour;
- Examine strategies for creating an environment of respect and rapport among all students and the teachers;
- Express strategies for managing student behaviour;
- Explain classroom procedures that facilitate management of student behavior for motivation and learning achievement; and
- Explain and discuss what you have learnt in this unit.

9.1. Creating a Safe and Secure Learning Environment

In this Sub-unit of six periods, you will explore what a safe and secure learning environment is and how it helps learning. You will develop your understanding of this topic by reading some theory and research findings, and compare and contrast it with your own experiences. You will then also apply these ideas to your own learning environment and think how you might use and apply this later in your own classrooms with your students.

9.1.1. The importance of a safe and secure learning environment

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain what the conventional IQ test measures; and
- Explain why the traditional concept of intelligence was too restrictive.

A safe and secure learning environment

For students to reach their highest potential in learning, they need to be willing to open their minds, listen to what the teacher and their peers say, share their own thinking and adjust that thinking as they learn more. To achieve this, students need to feel safe and secure in their learning environment, so that they feel confident to ask a question, seek feedback, report a mistake, or propose a new idea.²²

²² McClelland, D. (1998). Identifying Competencies with Behavioral-Event Interviews. *Psychological Science*, 9(5), 331–339.

A safe and secure learning environment is not only a place that is physically safe, but where students also feel psychological, emotional and intellectually safe. It is a place where students know their contributions are valued and can be sure that they will not be ridiculed and where they do not experience fear or shame for getting something wrong or suggesting something new or unusual. It is an environment where students will feel respected and supported.²³

In a safe and secure learning environment, the student has to be able to say yes to the following questions:²⁴

- Am I safe?
- Am I adequate?
- Can I trust others?
- Can I trust myself?

A safe and secure learning environment is not a luxury but a necessity for effective learning because it affects the achievements of students. Many research studies conducted over many years, with different age groups and in different subjects found that a safe learning environment does affect students' achievements and attitudes.²⁵ These studies provide convincing evidence 'that the quality of the classroom environment in schools is a significant determinant of student learning'.

Reflection Questions

Think back to when you were in school. Try to remember a time you felt you were in a safe and secure learning environment as a student. How did such a learning environment help you in your learning?

²³ Gill, L., Ramsey, P., & Leberman, S. (2005). From Chaos to Safe Transformation: The Emotional Intelligence Learning Environment Model. *Journal of Organisational Transformation & Social Change*, 12(3), 257–286.

²⁴ Senge, P. M., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *Study Notes for the Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations*. New York: Doubleday.

²⁵ Pickett, L., & Fraser, B. (2010). Creating and Assessing Positive Classroom Learning Environments. *Childhood Education*, 86(5), 321–326.



Assessment

What would you reply if another student in your class made the following statements:

1. ‘A safe and secure learning environment means that there are no physical objects in the class that could hurt a student.’; and
2. ‘Having a safe and secure learning environment is not a priority. Students will learn as well without it.’

Self-study

Make notes of your reply to the statements above in your learning journal. Make sure you include some of your own experiences or observations to exemplify your thinking.

9.1.2.

What makes a learning environment safe and secure?

Expected learning outcomes



By the end of the lesson, you will be able to:

- Identify elements of what makes a good and safe learning environment; and
- Give some concrete examples of how suggestions for creating a safe and secure learning environment can be achieved in the classroom.

Identifying what makes a learning environment safe and secure

As you learnt in the last lesson, building a safe learning environment is something that cannot be overstated. However, what makes a learning environment safe and secure? This lesson will explore how a safe and secure learning environment can be created.

When you search the internet, you will find many tips on how to create a good learning environment. All emphasise the need to focus on relationship-building, making social connec-

tion and building of trust.²⁶ However, it is important to examine any suggestions in context. For example, is the suggestion made relevant for the age of the students you work with, does it fit in with the ethos of the learning institution or the geographical region, can it be achieved with the resources available?

Self-study

Review Handout 1: How to create a safe and secure learning environment shows a list of suggestions and tips for creating a safe and secure classroom.

Examine the list of suggestions for creating a safe and secure classroom. Do you agree with these? Can you think of some others?

Pick five that you think will have the most positive impact on learning. Explain to yourself why you picked these five.



Assessment

Give five tips to create a secure and safe learning environment (they can include some you made up yourself). Then, for each of these, explain why these would help a student in feeling safe and secure and what its impact could be on the learning outcomes of a student.

Self-study

Think how you could achieve some of the suggestions for creating a safe and secure learning environment. For example, the suggestion, ‘welcome and invite different opinions’ how would you achieve that? What would you say to your students?

²⁶ Pickett, L., & Fraser, B. (2010). Creating and Assessing Positive Classroom Learning Environments. *Childhood Education*, 86(5), 321–326.

9.1.3. Creating your safe and secure learning environment

In this lesson, you will first be asked, in groups, to create a safe and secure learning environment for yourself and your peers as students on the Educational Studies module. Then, you will be asked, in groups, to develop plans for creating a safe and secure learning environment with students in a primary school.

Expected learning outcomes



By the end of the lesson, you will be able to:

- Create a safe and secure learning environment for students of different age; and
- Summarise the key points about a safe and secure learning environment.

Finding concrete classroom examples to achieve a safe and secure learning environment

In this lesson, you will be first asked, in groups, to create a safe and secure learning environment for yourself and your peers as students on the Educational Studies course. Then, you will be asked, in groups, to develop plans for creating a safe and secure learning environment with students in a primary school. This means you will have to come up with concrete examples of what you would do and say in a classroom to achieve such a safe and secure learning environment.

As preparation, first review what you learnt in the two previous lessons by re-reading the texts and your notes. Then, to help you come up with concrete ideas for the classroom, read the text underneath and complete the reflection exercise.

Using praise and positive language²⁷

When we are praised and encouraged, we generally feel a great deal better than when we are criticised or corrected. Reinforcement and positive language is motivating for the whole

²⁷ Source: TESS-India, Key resources

class and for individuals of all ages. Remember that praise must be specific and targeted on the work done rather than about the students themselves, otherwise, it will not help the student progress. 'Well done' is non-specific, so it is better to say one of the following:

- 'That's a good question!'
- 'I really liked the way you ...'
- 'What would make this even better is ...'
- 'I was impressed by how you helped your group by reminding them to read aloud.'

Self-study

- Why do you think these suggestions for praise would work better for creating a safe and secure learning environment than simply saying 'well done'?
- What could you do to make sure you use such suggestions in the classroom?
- Can you think of some other sentences to praise effectively students? What would work for you as a student?



Assessment

Give five key points about a safe and secure learning environment. Then list three challenges for achieving a safe and secure learning environment and, if possible, make suggestions to overcome these barriers.

Self-study

Compare (what is the same) and contrast (what is different) between creating a safe and secure learning environment for eight-year-old and 20-year-old students.



Review questions

1. What four questions can you ask yourself to determine whether your learning environment is safe and secure?
2. Name as many suggestions as you can for creating a safe and secure learning environment.
3. How can the use of praise and positive language contribute to creating a safe and secure learning environment?

9.2. Creating a Stimulating and Supporting Learning Environment

In sub-unit 9.1, you explored what a safe and secure learning environment is, its impact on learning outcomes, and how to create such a learning environment in your classroom. In this Sub-unit, you will consider how to expand the learning environment from being safe and secure to being stimulating and supporting. As in sub-unit 9.1, you will develop your understanding of this topic by reading some theories and research findings, and comparing and contrasting it with your own experiences. You will then also apply these ideas to your own learning environment and think how you might use and apply this later in your own classrooms with your students. You will practise these ideas through role-play.

9.2.1. A stimulating learning environment

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain what a stimulating learning environment is; and
- Create a more stimulating learning environment.

Brainstorming

Imagine you are interviewed on the radio and you have to explain in 60 seconds what a stimulating classroom is. What would you say?

A stimulating environment

As you have learnt in the previous unit, being a student safe and secure learning environment impacts positively on learning outcomes. We defined a safe and secure learning environment in sub-unit 9.1.

However, for students, to reach their full potentials, more are needed: they need to be stimulated and intellectually challenged in their learning. They also need to be supported in learning the skills to cope and flourish in a stimulating and challenging environment. The supportive learning environment will be explored in the next lesson.

In a stimulated classroom environment, students' minds are stimulated while in that learning environment. This means the students feel cognitively activated, inspired, excited and motivated. A stimulating learning environment improves learning participation and learning outcomes because students' interests, senses and curiosity are stirred. They find it easier to get involved into the learning process.

Creating a stimulating learning environment can happen in many ways, for example, from:

- Visuals throughout the classroom, for example, displaying posters, students' work, a small library, objects helpful for teaching such as an abacus or masks for role play, a word wall for new vocabulary, images of places students are learning about. To avoid students being overwhelmed by the visuals, keep them neat, organised, and current with what is being taught.
- Organisation of classroom furniture, for example, varying seating arrangements and keeping furniture neatly organised.
- Hands-on activities with physical movement, for example, using teaching activities where students can use their different senses and textures, teaching where students can experiment and not just observe and learning activities that require students to move physically instead of sitting at their desks.
- Using varied interactive teaching methods. This is avoiding using the same activities most of the time or lecture most of the time.
- Asking higher order thinking questions where students are required to think deep and hard.

- Using teaching/ learning scenarios with relevance to students' daily lives and/ or issues they care about (for example, bringing local plants into a biology lesson, using a local cultural heritage location/ practice in regards to a historical event or a story problem about the cost of education in a Maths lesson).
- Increasing exposure and discussion of other people's lives and perspectives, from classmates to community members to those they do not interact with daily (different ethnic groups, religions, countries of origin, and so on).

Self-study

Think back of when you were in primary school yourself, in a specific year/ class. What would have made it a more stimulating learning environment?

9.2.2.

A supportive learning environment

Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain what a supportive learning environment is; and
- Identify what makes a supportive learning environment.



A supportive environment

In the previous lesson, you explored what a stimulating learning environment is: an environment where students are stimulated and intellectually challenged in their learning. Being challenged and stimulated in your learning can come with stress, which does not help to improve learning outcomes. Students will need to develop skills that will support learning in a stimulating and intellectually challenging environment.

A supportive learning environment is thus about supporting the social-emotional needs that are entwined with students' learning.²⁸ It concerns the development of 'learning power'²⁹, which is also required for lifelong learning.

²⁸ Sparks, S. (2013). Social-Emotional Needs Entwined with Students' Learning, Security; Research and schoolroom practice show a supportive environment can promote achievement—and stress can be a hinderance. *Education Week*, 32(16), 16

²⁹ Claxton, G. (1999). *Wise Up: The Challenge of Lifelong Learning*. London: Bloomsbury.

‘Learning power’ entails having and using the following three skills in learning:

1. *Resilience*: this can be described as having ‘the ability to tolerate a degree of strangeness. Without the willingness to stay engaged with things that are not currently within our sphere of confident comprehension and control, we tend to revert prematurely into a defensive mode: a way of operating that maintains our security, but does not increase our mastery’.
2. *Resourcefulness*: this is the ‘the range of learning tools and strategies that people develop and employ’.
3. *Reflectiveness*: this is having ‘the inclination to stand back from learning and take a strategic view, combined with the awareness and self-awareness to do so accurately and successfully’.

Developing resilience

Resilience is the ability to cope with problems and setbacks, to keep going even when the going is tough. We all need to be resilient to some extent to function well in life.

Resilient students will have a ‘growth mind-set’ (Dweck, 2000). They believe and know that the more they work to overcome challenges and solve problems, the ‘smarter’ they will become. Resilient students have a high level of self-regulation. This means that when they are faced with a challenge or a failure, they will look inward to what they did and decide how they can improve their approach and be successful. They develop their resilience skills by actively learning from their mistakes and by setting their own goals.

Developing resourcefulness

Resourceful students have a skill set that helps them overcome barriers to their learning.

Examples of these are knowing that:

- Discussing and asking questions with anyone who may help them, will help them;
- Experimenting and trying out different ideas and approaches will help them in developing their understanding of the topic;
- Working collaboratively is a good strategy because they can receive help from their peers when they require it; and
- Seeking help when stuck is smart. This can come peers, older students, textbooks, the internet, teachers, a clever aunt, and so on.

Developing reflectiveness

Being reflective means you are able to stand back and think things over. Having trigger questions that help you into that reflecting stance can help you, for example, ‘what surprised me about what I learnt today and why?’ You will learn more about this in Unit 8.



Assessment

Resilience, resourcefulness and reflectiveness are the skills, the learning power, that need to be developed in a supportive learning environment. Can you think of an occasion you were in school that you wished you had those skills? Please explain and make some notes.

Self-study

Imagine you have to write an essay and you are stuck. What resilience skills could you use to help you continue writing?

9.2.3.

Enacting a stimulating and supportive learning environment through role-play

Expected learning outcomes



By the end of the lesson, you will be able to:

- Create a stimulating and supporting learning environment through role-play; and
- Explain how role-play can help learning.

Role-play³⁰

In this lesson, you will, in groups, practise creating a stimulating and supporting learning environment through role-play.

Students learn best when they are actively engaged in the learning experience. Students can deepen their understanding of a topic by interacting with others and sharing their ideas. Storytelling, songs, role-play and drama are some of the methods that can be used across a range of curriculum areas, including mathematics and science.

Role-play is when students have a role to play and, during a small scenario, they speak and act in that role, adopting the behaviours and motives of the character they are playing. No script is provided but it is important that students are given enough information by the teacher to be able to assume the role. The students enacting the roles should also be encouraged to express their thoughts and feelings spontaneously.

The following are some of many advantages of using role-play:

³⁰ SSource: TESS-India, Key resources

- Allows student to explore real-life situations in a classroom environment
- Develops student's ability to understand experiences, emotions, and situations that they are not familiar with
- Promotes development of decision-making skills
- Engages all students to make a contribution in the learning activity

Role play is an opportunity for teachers to help develop student's confidence to address several life situations. For example, you can set up scenarios for your students to provide tourists with directions to a local site, visit the doctor's office, go shopping in a busy fruit market. With simple props and instructions, you can ask your students to act out what they would say, what they believe the other characters would say, and what outcomes these scenarios could have. You can observe how they would interact and what language they would use and provide your own ideas as to what can occur.

For student's in upper grade levels, role-play provides a unique opportunity to develop their life skills. For example, the ability to resolve conflict effectively and peacefully can be taught in an engaging way through role-play. You can use role-play as an opportunity for your students to explore conflict scenarios that may very well be or will occur in their time at school; such as getting into a fight with your friend, a disagreement between peers, bullying etc. As their teacher, you can assign roles to students or ask them to choose themselves. You can then provide them the time to perform the role-play after a period of discussing what could happen. Role-play can be performed in front of the class or within just the small groups. You can adjust according to your student's performances. Remember that you are not assessing students on the quality of their performances. Rather, role play is meant to provide students with experience working through these situations.

Role-play is not limited to subjects such as life skills. You can adapt this activity to subjects such as science and maths. In science, students can model the behaviours of atom and

demonstrate the changes in behaviour of certain particles under certain conditions (such as heat or cold). In Maths, students can take on the role of angles in triangles, to demonstrate the different combinations of triangles that can be created.



Assessment

What, according to you, are the benefits of using role-play in learning?

Self-study

Imagine you are a teacher of a Grade 5 class and a lecturer on the Educational Studies course. You want to use role-play as a teaching strategy. Are there any differences in how you would have to present this to your students in each of the teaching contexts?



Review questions

1. What are the three skills required for ‘learning power’?
2. What is a ‘growth mind-set’?
3. What are some of the benefits of role-play?

9.3. Inclusive Education

In this sub-unit of eight periods, you will focus on developing classroom practice that involves all learners. This means that all students are involved in the lesson, whatever their gender, ethnicity, attainment and disabilities. You will also explore how peace education can help students to flourish. You will develop your understanding of this topic by reading some theory and research findings, and compare and contrast it with your own experiences. You will then also apply these ideas to first adapt a lesson plan, then write a lesson plan that will incorporate what you have learnt and involve all learners. You will present these ideas in a group to the whole class and learn to peer-assess the presentations from others.

9.3.1. Inclusive education in the classroom

Expected learning outcomes



By the end of the lesson, you will be able to:

- Define inclusive education;
- Identify examples of inclusive education during classroom observations or in lesson plans and explain how it is an example of inclusive education.

Inclusive education³¹

What does it mean to ‘involve all’?

The classroom is a reflection of the diversity in culture of our society. Students come from a diverse aware of backgrounds. We cannot ignore these differences. Instead, we should celebrate them. These differences become a vehicle to move beyond our experiences to learn more about each other and the world. All students have the right to an education and the opportunity to learn regardless of status, ability and background. This is recognised in the international rights of the child.

³¹ Source: TESS-India, *Key resources*

Schools and teachers have a very important role in this respect. We all have prejudices and views about other that we may not have recognised or addressed – we sometimes divide the world into ‘us’ and ‘them’ and make assumptions about each of these groups. However, as a teacher, it is your responsibility to recognise each of your students as an individual with their own unique abilities and characteristics. Whether knowingly or not, your underlying assumptions and views will affect how equally your students learn. By considering all students as individuals and not attaching assumptions based on their group, you can take steps to guard against unequal treatment of your students.

Here are three key principles to ensure you involve all in learning:

1. **Noticing:** Observant teachers should be able to notice when a student is: doing well, struggling, able to relate well to others or not. You may witness changes within your students that may reflect deeper issues. Being equitable requires that you are able to notice your students actively and intentionally; particularly to students who may feel marginalized or unable to participate.
2. **Focus on self-esteem:** Teachers should build self-confidence in their students. Students who have healthy self-esteem know their own strengths and weaknesses. They are able to form positive relationships with others; regardless of background. They are able to understand and display mutual mistake. Teachers are prominent figures who have great opportunity and weight to build a student’s self-esteem.
3. **Flexibility:** Teachers have to be adaptable. There may be many instances where a particular activity or lesson plan is not working for the classroom, for a specific student, or for specific groups. Being flexible enables teachers to be able to accommodate and adjust for student’s needs.

Use the following approaches to help uphold the three principles of inclusive teaching:

- **Model good behaviour:** Students will look to you for guidance. As one of the central adult figures in their lives you hold a large degree of influence. Students will mirror your behaviour. Be an example to your students – treat all of your students will respect and value all of them equally. Demonstrate that everyone, regardless of ethnicity, religion, gender, or class, should be treated with respect.
- **Set High Expectations:** Students are ever-growing and ever-changing. All of them will have an opportunity to learn and succeed in their classes. Regardless of whether

a student seems to be struggling to understand a certain class, do not assume that they will never be able to understand. Do not lower your expectations, as this will discourage your students from striving for better. Setting high expectations for all your students - academics and behaviour wise - will ensure that students are aware of what is expected from them and encourage them to persevere.

- **Bring variety to the classroom:** There is no one fits all solution to teaching a particular subject to students. Everyone has a different learning style – kinaesthetic, visual, aural, physical etc. bring variety to your teaching methods within class and offer students the choice to decide what learning activities would best suit their learning style.
- **Relate lessons to everyday life:** Students can disengage from class if what they are learning seems too abstract or is not relevant to their reality. You can address this by connecting what students are learning to their lived experience their local context, and your own experience.
- **Be mindful of language:** Words are incredibly powerful. They carry a lot of weight and can leave lasting impressions on people. They carry a lot of weight and can leave lasting impressions on people. Be thoughtful of what language you use in front of your students. Use positive and affirming language towards your students. Do not ridicule or tear your students down with comments such as “you’re annoying me today.” Rather, be solution oriented and use phrases such as “your behaviour seems off today and is a distraction for me. Is there any reason why you are finding it hard to concentrate today?”
- **Challenge stereotypes and bias:** Challenge your student’s learned stereotypes and biases associated with people in regards to race, ethnicity, gender. Find and use resources that challenge traditional images or stereotypes of people, communities and countries. For example: show that both boys and girls can be business people.
- **Create a safe, welcoming learning environment:** All students need to feel safe and welcome at school. You are in a position to make your students feel welcome by encouraging mutually respectful and friendly behaviour from everyone. Think about how the school and classroom might appear and feel like to different students. Think about where they should be asked to sit, and make sure that any students with visual or hearing impairments or physical disabilities sit where they can access the lesson. Check that those who are shy or easily distracted are where you can easily

include them.

Specific teaching approaches

The following are specific approaches to use to promote inclusivity at different points of your teaching:

- **Questioning:** You may find in your classroom that the same students will raise their hands to answer your questions. It is important that you involve other students seem to be less likely to answer questions in class so that all students get a chance to engage with you and the material. You can direct questions to specific students, specifically asking students who are less engaged. Provide students with some “thinking time” before inviting contributions from specific students. Ask students to pair up or get into groups to build their confidence to participate in larger class discussions.
- **Assessment:** Assessment can provide you an opportunity to get to know your students better. Develop a range of methods of formative assessment that will allow you to better understand each student’s unique strengths and areas for improvement. Formative assessment will give you accurate information rather than assumptions that are drawn from a generalized view of certain students who you may not know as well. Understanding each individual’s strength and weakness will put you in a good position to respond to their individual needs.
- **Group work and pair work:** When considering how to divide your class in groups or take pairs, take into account that the goal of any class should be to include everyone and encourage students to value one another. Be mindful of your classroom dynamics – you can pair a more confident student with a quieter student so that both can encourage each other to speak up and be reflective. You can pair two quieter students together so that they are able to challenge each other to speak up more.
- **Differentiation:** Provide a variety of ways that students can complete a particular task. Different students will have different needs, wants, and styles. Offering students flexibility as to how they can complete the task they are faced with can allow them to take ownership of how to complete the task and take responsibility for their own learning. For example, when asking students to plan for a group presentation, allow them to present in different modes. Students could present an oral presentation, or a colourful poster, or a skit. This allows students to be creative with what

they are learning.



Assessment

- List three reasons why a teacher should address inclusive education issues in the classroom.
- Describe three teaching approaches a teacher could use to ensure the classroom is inclusive for all.

Self-study

UNESCO's International Bureau for Education lists indicators from international research that are associated with movement towards greater inclusion in classrooms.³²

The lesson inclusion indicators are as follows:

1. Teaching is planned with all students in mind.
2. Lessons encourage the participation of all students.
3. Students are actively involved in their own learning.
4. Students are encouraged to support one another's learning.
5. Support is provided when students experience difficulties.
6. Classroom discipline is based on mutual respect and healthy living.
7. Students feel that they have somebody to speak to when they are worried or upset.
8. Assessment contributes to the achievement of all students.

Think back to a lesson you recently attended or taught yourself. Choose one indicator listed above and analyse the lesson. What could be done to make the lesson more inclusive?

³² UNESCO IBE: *Reaching Out to All Learners: A Resource Pack for Supporting Inclusive Education* (2016). http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf

9.3.2. Special education

Expected learning outcomes



By the end of the lesson, you will be able to:

- Define special education; and
- Identify examples of special education during classroom observations or in lesson plans and explain how it is an example of special education.

Special education

Special education refers to education provision for students who have special educational needs. Special Educational Needs (SEN) students have some specific challenges that those without SEN do not face. It does not mean they are not smart, talented or capable. Having special educational needs can be permanent but also temporarily. Teachers have the responsibility to help SEN students overcome the barriers they have to participate fully in the learning process.

There are several conditions that can lead to students needing special care in their education:^{33, 34}

- Physical conditions: for example, muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy and pregnancy;
- Developmental conditions: for example, Down's syndrome, autism, dyslexia, processing disorders, dyspraxia and autistic spectrum;
- Behavioural/ emotional conditions: for example, attention deficit disorder/ hyperactivity, bi-polar, oppositional defiance disorder, and so on;
- Sensory conditions: for example, blindness, visually impaired, deaf and limited hearing; and
- Social conditions and circumstances: for example, poverty, abuse, trauma, bereavement, migration and English as an additional language (EAL).

³³ Turnbull, A. P. (1995). *Exceptional lives: Special education in today's schools*. Tappan, NJ: Merrill/Prentice Hall.

³⁴ Finesilver, C., & Rodd, M. (2016). 11 Working mathematically with students with special educational needs. *Learning to Teach Mathematics in the Secondary School: A Companion to School Experience*, 208.

To expand on each of these conditions, and the educational needs they entail, is beyond the scope of this lesson. A good approach is to investigate this further when you have a student with specific special needs in your class, for example, by doing a search on the internet. You might also want to refer to lesson 8.5.2 as the basis of learning.

Bear in mind that even two students with the same diagnosis might not have much in common in terms of the educational support they need. Sometimes it will not be obvious what the special educational need is and an unmet need may present as a behavioural issue. For example, students with limited hearing who are having trouble listening to a teacher may react by being easily distracted and creating distractions in the classroom. There is no single solution, which works for all.

However, to help you prepare to teach students with SEN in general, consider the following good teaching practice steps:

- Try a range of different teaching strategies and learn what helps and what does not by observing student responses.
- Watch and listen to all your students, but for those with SEN take a particular interest (and they will be interesting to teach!).
- Learn what individuals do well and not-so-well from what they say, do, write, draw or communicate.
- Keep an eye out for signs of progress or new achievements, the tiny steps as well as giant leaps, and celebrate them.
- Appreciate and enjoy the diversity of the 21st century classroom.



Assessment

- Explain in three sentences what special education entails.
- Explain why special education could be beneficial in the context you will be teaching.

Self-study

What do you think will be some the barriers for you to implement ideas of special education? What can help you overcome these?

9.3.3.

Planning for inclusive education

Expected learning outcomes



By the end of the lesson, you will be able to:

- Understand and discuss inclusive education and special education;
- Discuss factors that can exclude students and propose strategies for active participation and equal opportunities for students to learn while in school; and
- Discuss strategies for adopting learning to fit with an inclusive classroom.

In this lesson, you will work in groups. You will be asked to plan a lesson for a certain topic and age group, incorporating ideas to make it inclusive for all. Each group will present their plans to the whole class. You will assess your peers and your peers will assess you.

Peer-assessment

Students can get more involved in understanding how to guide their own learning through using peer assessment. Peer assessment is not about asking the students to “do the marking”, which is the teacher’s job. Peer assessment is about helping students understand such things as examination criteria, for example, why they have to set out their working, or what makes a good poster describing how to use the inverse of addition to work out a subtraction problem. Peer assessment is done by asking the students to assess an answer or a poster produced by someone else, using criteria set out by the teacher. In peer assessment, it is not the students’ job to give a grade but to give helpful feedback to the other student(s) and to think really about how to meet the criteria so that they can apply that knowledge in their own work. Research by Black et al. found that being involved in informal peer assessment can help students become more accurate in their own self-assessment.³⁵

³⁵ Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for Learning: Putting it into Practice*. Maidenhead UK: Open University Press.



Assessment

Explain why doing peer assessment is part of the professional role of a teacher. Refer to the Myanmar Teacher Competency Standard Framework (TCSF) to help you with this question.

Self-study

Think back to the last presentation of another student you attended. In what way could peer assessment have helped you and the student who was presenting to progress in learning?



Review questions

1. What is the skill of 'noticing' and why is it useful?
2. How can you prepare to teach SEN students in general?
3. What is the purpose of peer-assessment?

9.4. Peace Education

In this unit of four lesson periods, you will learn about peace education, which builds on what you have learnt about inclusive education in the previous unit. Fostering an inclusive, safe learning environment for all is essential and a lot of attention to supporting this goal is needed by all stakeholders, so that everybody can feel safe and focus on learning. As you will go through this unit, you will recognise that your teaching style inside the classroom will set a model for behaviour outside the classroom.

This unit on peace education introduces you to additional aspects and criteria in teaching and lesson planning that foster a positive learning environment for all. If successful, it can lay the foundation to inclusiveness and peace not just inside the classroom or school but also in the entire country.

9.4.1. Introduction to peace education

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain peace education in your own words; and
- Give examples of peace education in teaching strategies, content and assessment.

Brainstorming

What comes to your mind when you hear the word peace or conflict? Recall that these concepts were addressed in Morality and Civic Curriculum

Peace education³⁶

There are many ways we can think of peace. For the purpose of peace education, it is helpful to consider peace as a sustained, integrated process of realising social equity, harmony and conflict-handling capacity. By social equity, we mean equal life chances for all, regardless of gender, religion, race, ethnicity, economic class, place of origin, and other identity markers that can potentially divide us. Social equity, in short, is a sustainable, non-discriminatory social structure. Harmony is understood as an empathetic and mutually respectful relationship. It is a relationship that one rejoices with the joy of others and suffers with the suffering of others. Harmony, in other words, is a culture of empathy and respect. Finally, by conflict-handling capacity, we mean social creativity that proactively turns differences between people into opportunities to celebrate diversity. It is well-known that differences between religions, races, ethnicities, nationalities, and other forms of social identity can divide people and communities that once lived peacefully side-by-side. These differences can justify polarisation and violence. Once violence erupts, it can trigger a self-perpetuating cycle of revenge with no end in sight. Given this familiar pattern of social relationships, conflict-handling capacity consists of awareness, knowledge, and skills needed to understand these differences deeply and re-channel the social energy inherent in such differences into an opportunity for realising a new way of non-violent coexistence.

Peace education, therefore, promotes learning and transmitting social awareness, knowledge, and skills to practise social equity, harmony, and conflict-handling capacity. To practise peace education for others, we, as educators, must first educate ourselves in the theory and practice of peace. We must also strive to embody the outlooks of peace making in our own characters. Transmission of peace consciousness to others is possible and meaningful when and only when the transmitters are themselves conscious of its value.

As we reflect on the value of peace education in society, we must also think holistically about peace education's potential contribution to its regional and historical context. Looking at the global context in which our students are growing up, we realise that the world they are inheriting is significantly different from the one in which we grew up. There is a world of ever-deepening global connectivity in which technological innovations in communication and transportation bring people together to build new relationships. It is a world in which encounters with different religions, cultures, and civilisations become increasingly frequent and routine.

³⁶ Lesson text adapted from UNESCO. *Enacting a culture of peace: a teacher guide to experiential learning in Myanmar*, p. 5-6

If we do not teach our students how to embrace and reconcile our historical differences in society, they will be left behind in the global trend of interdependence and remain incapable of seizing positive effects of globalisation. To reverse the negative cycles of conflict and underdevelopment, we must teach our students both our traditional wisdom of peaceful coexistence and a new vision of global citizenship that connects society to the rest of the world. To enable our students to become truly global citizens, we must first encourage them to deeply appreciate their distinct communal identities and build on them to recognise other identities and worldviews. We must also support them in their quest to appreciate common humanity that connects distinct and diverse identities throughout the world. An important first step toward realising this vision is our own learning and commitment as educators to live as global citizens and bring such elevated consciousness to our classrooms. This peace education program supports such a vision of holistic learning and transformation.

Peace education in the classroom

Several organisations have developed curriculum frameworks that describe peace education skills that need to be developed in schools and classrooms. An example of such a curriculum framework for a peace education programme with different activities and applications for each year of schooling from Grades 1 to 8 and used with youth and/ or adults for community education is:³⁷

- Understanding similarities and differences (for older children, exclusion and inclusion);
- Active listening;
- Better communication (two-way);
- Handling emotions;
- Understanding that perceptions vary and avoiding bias;
- Understanding others' situation and feelings (empathy practice);
- Cooperation;
- Appropriate assertiveness;
- Problem-analysis and problem-solving;
- Negotiation;

³⁷ GTZ. (2008). *Learning to live together: Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights*. Eshborn, Germany: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH.

- Mediation; and
- Conflict resolution (with conflict transformation and reconciliation).

Analysis

Look at the drawing below. What do you see? How do you think this scene can contribute to conflict? How can such treatment create tension? What can be done differently so the exam is fairer?

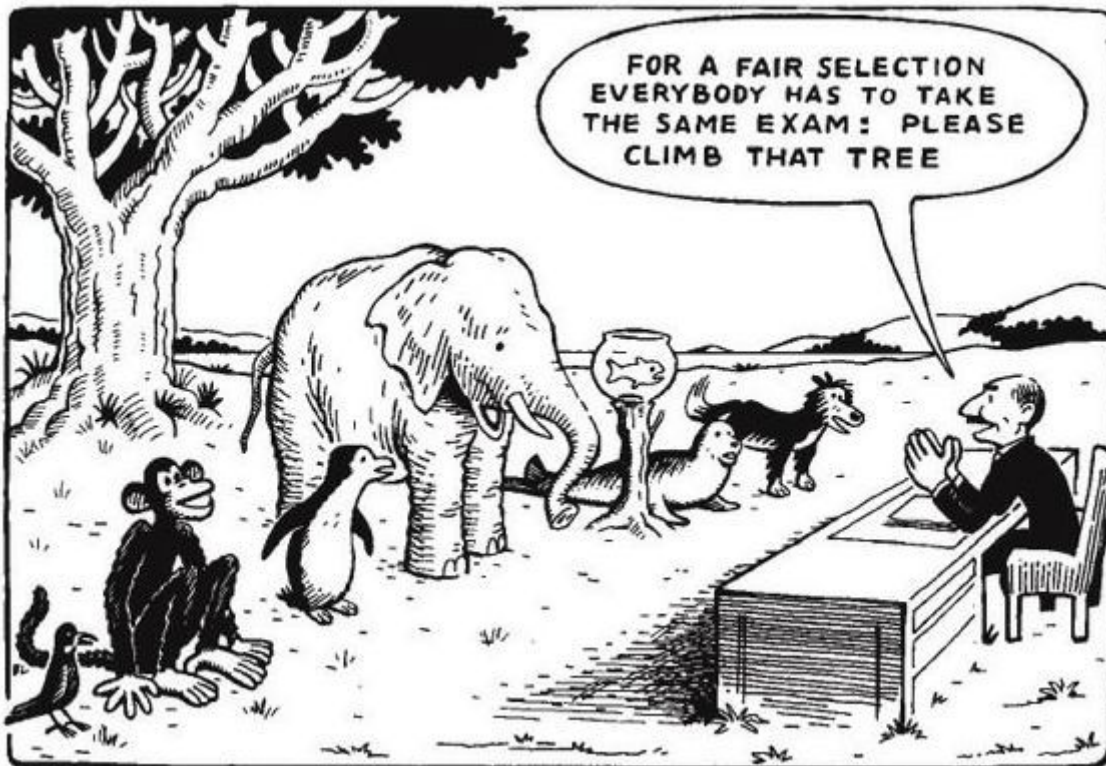


Figure 9.1. Bias in teaching

Use the following table and discuss the different skills and teaching strategies that are important in peace education. Think of at least two more skills and add them to column 1.

Think of examples of lessons that support peace education building on the information provided in the table column 2.

Table 9.1. Peace education skills

Peace education: Skills to be developed ³⁸	Teaching strategy that can be used to develop these skills
Active listening	
Better communication (two-way)	<i>Help students to learn to express themselves well by using activities that involve 'talk for learning' where they have to explain their thinking.</i>
Handling emotions	
Understanding that perceptions vary and avoiding bias	
Understanding others' situation and feelings (empathy practice)	
Cooperation	<i>Giving activities that involve group work and pair work</i>
Appropriate assertiveness	<i>Instigating debates from talking points and asking one student to argue for, and one to argue against.</i>
Problem analysis and problem solving	
Negotiation	
Mediation	
Conflict resolution (with conflict transformation and reconciliation)	

³⁸ Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2003). *Assessment for Learning: Putting it into Practice*. Maidenhead UK: Open University Press.

9.4.2.

Planning for peace education in the classroom

Expected learning outcome



By the end of the lesson, you will be able to:

- Examine and strengthen the use of peace education in classroom teaching strategies, content and assessment.



Learning activity 1

1. Recall the skills of the last lesson. What skills contribute to peace education?
2. Engage in enacting different short scenarios your teacher educator will provide with you. As you go through the scenarios, think about the following questions and take notes in your notebook.
3. Did you observe any skills that support peace education?
4. How can the use of peace education be strengthened in the scenarios using different methodologies or changing activities?



Learning activity 2

1. As in sub-unit 9.3, review a lesson plan to examine how aligned it is to peace education. Work with a partner or in a group to make suggestions on how to strengthen the use of peace education in the teaching strategies, content and assessment.



Assessment

Each group will present their suggested improvements to the whole class. You will assess your peers and your peers will assess your group's presentation using peer assessment.

Reflection

Thinking about the lesson you had today, identify the teaching strategies that were used to make it a classroom fit for peace education and for special education. What was different from the amendments made in the previous lesson for inclusive education?

Self-study

What do you think will be some barriers for you to implement ideas of peace education? What can help you overcome these?



Review questions

1. What is the difference between peace and peace education?
2. Give some examples of peace education skills.

9.5. Setting Classroom Routines and Procedures

From your own experiences as a student, you will know how important it is to have a smooth-running classroom, such as having a prompt and clear start to the lesson or the day, knowing as a student what you are expected to do with your homework, how to greet teachers, what to do if you arrive late, or if you are asked to hand out some papers or materials. In this sub-unit, you will learn about the importance of setting classroom routines and procedures in a classroom as part of classroom management, how working with colleagues can help and how it fits with responsibilities of the Myanmar teacher. You will also explore how this could be achieved and evaluate and adapt many ideas given to your own context. You will then also apply these ideas by enacting instructions to for classroom routines by micro-teaching.

9.5.1. The importance of setting classroom routines and procedures

Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain the importance of setting classroom routines and procedures; and
- Give examples of working together with others (teachers, parents and community) on classroom routines and procedures.



Classroom routines and procedures

Establishing effective classroom routines and procedures helps your students knowing what are expected from them during classroom routines so that no teaching time is wasted on students wondering what they should be doing at certain times. Classroom routines and procedures help you keep your teaching running smoothly. It can reduce stress and anxiety with the students and yourself. Establishing classroom procedures is a positive thing to do and your students will appreciate your consistency.

Students are involved in many activities everyday they are at school. Knowing the expectations for behaviour for each of these activities is very helpful, for example, knowing what you are supposed to do when arriving at school, to come to the classroom, at the start of each lesson, how to greet your teacher, when you can have or ask for a comfort break, when you are allowed to talk to your peers, and so on. Classroom routines can be established for many activities, but as you can imagine, having routines that are very different for each of the many situations and activities will cause confusion and will not be effective.

Choosing the right rules and procedures for your classroom is largely up to you, but also have to take into account any school rules and procedures. Indeed, if each teacher had different rules on how to behave on the playground, it would be difficult to implement these, or know what they are when all children of all classes are out in the playground during lunch break. Working and sharing ideas with colleagues is therefore recommended when considering routines and procedures for your classroom, and perhaps to agree upon a set of uniform procedures.

Having different rules for every activity that students are involved in could create an endless list of rules. It is better to concentrate on some core expectations such as showing respect to your teacher and other students by not talking when they are talking. You will explore this further in the next section.

Teaching classroom routines and procedures

Posting or listing rules and procedures is not going to be enough; you have to teach these rules because students will forget and will not know what the rules mean in practice. Teaching procedures takes time and is best done during the first days or weeks at school. To help students really understand what the rules and procedures mean, use concrete, hands-on

procedure learning activities throughout the first weeks of school. Start with the most important procedures: entering the classroom, opening the class, transitions, and dismissal. Then, later on, move onto other procedures later, such as sharpening pencils, how to ask for help, and so on.

An effective three-step process for teaching classroom procedures to students is:³⁹

1. Explain classroom procedures clearly;
2. Rehearse classroom procedures until they become routines; and
3. Reinforce a correct procedure and reteach an incorrect one.

You will explore this in more depth in the next two lessons when you will micro-teach the teaching of classroom procedures. Do remember it takes time for students to learn new classroom rules and procedures, as they can be different from any rules and procedures they are used to in different contexts, for example at home, in the shops, with their grandparents, with another teacher. Additionally, display the procedures in words and/ or pictures in a prominent place in your classroom where students can see them clearly and where you can point at to re-enforce and remind them.



Assessment

Explain why setting up classroom routines and procedures is a positive action that helps students in their learning.

³⁹ Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for Learning: Putting it into Practice*. Maidenhead UK: Open University Press.

Table 9.2. Accepted behaviours in different contexts

Accepted behaviours in different contexts				
	Activity	At home	In the town centre /In a shop	In school
1	Entering a room	Walk in.	Walk in, say good morning.	
2	Leaving a room		Move to the door, say thank you/ have a nice day/ goodbye, leave.	Stand straight and in silence, wait until you are dismissed by the teacher.
3	Talking to your friend			Only talk about the topic that is being studied and only talk when given permission by the teacher.
4	Feeling tired	Close your eyes, rest your head.	Sit on a bench. Do not close your eyes!	
5	Needing a break			

Self-study

Explain what you think would be the same, and what would be different for teaching classroom procedures to a class of five-year-olds and to a class of 11-year-olds.

9.5.2.

Developing classroom routines and procedures

Expected learning outcome



By the end of the lesson, you will be able to:

- Develop classroom routines and procedures for your classroom.

Selecting and developing relevant classroom routines and procedures

In the previous lesson, you learnt why positive classroom management involves the setting up and implementation of classroom routines and procedures. One of the difficulties with developing such classroom procedures is to decide for which of the many activities a student is involved in during a school day you require explicit rules and for which you do not. Below is a list of possible activities for which you can develop classroom routines and procedures that have been collected from the internet. As you can see, developing expectations for all these procedures, teaching them and requiring students to remember them all might be a tall order! So, it is important to decide which routines and procedures are relevant to the context you teach in, and to develop explicit expectations you would hold of the students for these, taking into account any cultural, social and institutional considerations and norms.

1. Entering the room;
2. Lining up;
3. Leaving the room;
4. Beginning the day;
5. Ending the day;
6. Taking out your equipment;
7. Participating in group lessons;
8. Answering questions;

9. Talking to your partner;
10. Handing in finished work/ homework;
11. What to do with unfinished work;
12. When and how to use the school restroom;
13. When and how to use the drinking fountain or sink;
14. When and how to use the pencil sharpener;
15. Being a classroom helper; learning a classroom job;
16. Getting into work groups;
17. Cooperative learning;
18. Preparing for lunch;
19. Getting a tissue;
20. Attendance call;
21. Throwing away trash;
22. Turning in lost items;
23. Finding lost items;
24. Visitors in the classroom;
25. Fire drill;
26. Asking for attention of the teacher;
27. Helping other students;
28. Organising your desk; and
29. What to do during when you have finished your work.



Learning activity 1

1. Explain how you would decide which classroom routines and procedures to teach.

Self-study

Establishing and teaching explicit classroom routines and procedures for all activities students are involved in during a school day is near impossible because there are so many. However, students will have to take part in all these activities. How could you help your students behave in an appropriate manner without having explicit routines and procedures?

9.5.3.

Teaching classroom routines and procedures

Expected learning outcome



By the end of the lesson, you will be able to:

- Provide ideas on how to work together with other teachers and parents on classroom routines and procedures.

Practical ideas for teaching classroom routines and procedures

As discussed in earlier lessons, classroom procedures have to be taught because students will forget and not know what to do when you simply tell the students what to do in each situation. Good practice is to:

- **Explain the routine and procedure to your class:** why is it important, what do you expect your students to do. Be precise and explicit. For example, if you want your students to line up outside the classroom and then enter the classroom quietly at the start of the day, explain what you want with quietly, and how and where you want them to line up. Allow students to ask questions about the routine and your expectations.
- **Model your expectations:** show each step of the routine and explain as you show them.
- **Have students practise the routine:** First, ask a few students to demonstrate the routine so that the rest of the class can see it, then have the whole class practice the routine. Repeat until they can do it without instructions at from you, the teacher.

- **Implement the routine in your day:** When the students understand the procedure, implement the routine during the day when they do the routine activities. Make your reminders less detailed and frequent as they do them more often.
- **Teach the routine again if necessary:** Sometimes the students might have forgotten the routines and procedures, for example, after a holiday. Practise the procedure again with your students so they know what to do.

Micro-teaching

Micro-teaching is a teacher training approach that was first developed by Stanford University in the USA in the 1960s and has been used ever since.⁴⁰ The aim of micro-teaching is to focus on a micro-element of the teaching practice, and in doing so systematically try to simplify the complexities of the teaching process. Micro-teaching can be seen as a scaled down sample of teaching, where the focus is on developing and practising specific teaching skills in a more controlled environment, for example with peers as ‘students’ or a limited number of students.

The effectiveness of micro-teaching where trainee teachers teach a short lesson fragment to their peers has been critiqued as not being authentic and being more a performance than teaching.⁴¹ However, micro-teaching can help trainee teachers, or teachers doing professional development by giving them insights in their professional role, increasing self-awareness and confidence, teacher-identity and supporting them into becoming a reflective practitioner.^{42, 43, 44, 45}

Feedback can be given immediately after the micro-teach session so that the micro-teach session is evaluated immediately, modifications can be made to the lesson plan and time permitting, tried again, thus, perfecting the teaching skills that are being focused on.

⁴⁰ Allen, D., & Eve, A. (1968). Microteaching. *Theory into Practice*, 7(5), 181–185.

⁴¹ Bell, N. (2007). Microteaching: What is it that is going on here? *Linguistics and Education*, 18(1), 24–40.

⁴² Arsal, Z. (2014). Microteaching and pre-service teachers’ sense of self-efficacy in teaching. *European Journal of Teacher Education*, 37(4), 453–464.

⁴³ Donnelly, R., & Fitzmaurice, M. (2011). Towards productive reflective practice in microteaching. *Innovations in Education and Teaching International*, 48(3), 335–346.

⁴⁴ Merghler, A., & Tangen, D. (2010). Using microteaching to enhance teacher efficacy in pre-service teachers. *Teaching Education*, 21(2), 199–210.

⁴⁵ Griffiths, J. (2016). Bridging the school placement gap with peer micro-teaching lesson study. *International Journal for Lesson and Learning Studies*, 5(3), 227–238.



Assessment

Give three reasons why micro-teaching could help you in developing your skills to set and implement classroom routines and procedures.

Self-study

Micro-teaching is not the same as teaching a whole class of students. What could be the differences in terms of student response between micro-teaching classroom routines and procedures to your peers in the Educational Studies course and teaching these to a whole class of nine-year-olds?



Review questions

1. What three-stage process can you follow to successfully teach rules and routines in the classroom?
2. Which classroom procedures would you explicitly teach and why?
3. What are the professional development aims of micro-teaching?

9.6. The Role of Education Technology in Creating a Learning Environment

In the previous sub-units, you explored how to create learning environments that are safe, secure, stimulating, supportive and inclusive. To smooth lesson along and help students to focus on the learning, you learnt how to set classroom routines and procedures. Establishing a good classroom climate where students can flourish are cognitively challenged, and learn effectively also means great care and attention has to be taken with selecting, developing and using teaching and classroom materials. For every subject and every level of learning, you can find loads of teaching ideas in books, in the internet, from talking to other professionals. However, not all ideas will be suitable for your classroom and not all are effective and efficient in achieving learning objectives. Effective teachers are masters in evaluating learning activities in terms of their learning potential and adapting these to their classroom contexts, ensuring the activities which will be conducive to learning and support the students in reaching the learning objectives. In this Sub-unit, you will be taking steps to becoming such an effective teacher in a systematic way. You will also explore how to do this by using education technology.

9.6.1.

The role of education technology for creating a good classroom climate

Expected learning outcome



By the end of the lesson, you will be able to:

- Explain how modified SAMR model in the context of educational technologies can be used to enhance teaching and learning materials.

Using education technology to improve learning

Educational technology is now, as is technology in general, a major part of our life experiences. It can complement instruction and the role of the teacher effectively, offer different learning experiences to students and free the teacher from time-consuming activities. For example, by having technology do the testing, marking and analysis of the test results, teachers have more time to plan effective lessons and address gaps in students' knowledge and misconceptions using the test analysis to inform this planning.

Reports and research papers make many suggestions of how education technologies can help learning and teaching. For example, by:

- Using real-world problems as context for learning;
- Scaffolding portions of complex tools and tasks such as simulations and visualisations to support deeper learning;
- Providing opportunities for feedback, reflection and revision;
- Supporting communications infrastructures for local and global communities of students;
- Expanding opportunities for educator learning;
- Harnessing social aspect of learning, including collaborative learning;
- Tailoring learning content to individuals' prior knowledge, proficiency levels and interests;

- Stimulating deeper learning that leads to retention and application in new contexts;
- Empowering students as producers and creators; and
- Gaining interests of people in using technology to learn new things in a new way.⁴⁶

The internet is awash with ideas for educational software and learning activities, some of it is free, others come at a cost. However, as with classroom teaching that does not involve education technology, the same care has to be taken with the selecting, developing and using of learning activities. Teachers have to reflect on how they use and can use technology as a tool to enhance learning and create a good learning climate. Instructional design in educational technology can give guidance in how to achieve this. In the educational technology context, many different models have been developed, all involve the core phases of analysis, design, development, implementation and evaluation.⁴⁷

The SAMR model

A popular systemic model for helping teachers in changing their traditional classroom practice to a technically enhanced one is the SAMR model of Puentedura.⁴⁸ SAMR stands for Substitution, Augmentation, Modification and Redefinition. The aim of this system is to help teachers identify the technology tools that can be used to improve their teaching.

The SAMR model has two phases: enhancement and transformation. Each phase is divided into two levels: substitution and augmentation are the levels used to enhance learning while modification and redefinition are the levels used to transform learning. The model is hierarchical although critique of the SAMR model suggests not paying too much attention to that because of the dynamic nature of teaching and learning with technology.⁴⁹

The following table explains the model, with examples, in more detail:

⁴⁶ Means, B., Murphy, R., & Shear, L. (2017). *SRI Series on Building Efficacy in Learning Technologies. Vol. 1 Understand, Implement & Evaluate*. London: Pearson.

⁴⁷ Khalil, M., & Elkhider, I. (2016). Applying learning theories and instructional design models for effective instruction. *Advances in Physiology Education*, 40(2), 147–156.

⁴⁸ Puentedura, R. (2014). Building transformation: An introduction to the SAMR model. Retrieved from http://www.hippasus.com/rrpweblog/archives/2014/08/22/BuildingTransformation_AnIntroductionToSAMR.pdf

⁴⁹ Hamilton, E., Rosenberg, J., & Akcaoglu, M. (2016). The Substitution Augmentation Modification Redefinition (SAMR) Model: A Critical Review and Suggestions for Its Use. *TechTrends: Linking Research and Practice to Improve Learning*, 60(5), 433–441.

Table 9.3. The SAMR model

	Level	How technology tools are used ^{50, 51}	Example ^{33, 34}	Useful websites/tools ³³
Enhancement	Substitution	<p>Substitution does not change the nature of teaching or learning, however, it can allow students to make modification and corrections easier.</p> <p>Swap an analogue tool for a technology one.</p>	<p>Swap a printed dictionary for an online one.</p> <p>Swap a hard copy test for a digital one.</p> <p>Use the website ‘Skype a scientist’ instead of watching videos of scientists talking about their work.</p> <p>Swap making a pen-and-paper concept map for a digital one.</p>	<p>Skype a Scientist: https://www.skypeascientist.com/</p> <p>https://coggle.it/?lang=en-US</p>
	Augmentation	<p>At this level, technology is exchanged and the function of the task or tool changes positively in some way.</p> <p>The technology can provide both student and teacher-driven feedback for learning, and augment assessment.</p> <p>The technology may ask students to understand or apply their knowledge, and provide teachers with evidence of student learning.</p>	<p>Making assessment more game-like.</p> <p>Students use hand-held devices to simultaneously read and listen to individual digital stories instead of a teacher-led, whole class read-aloud lesson. In this case, hand-held devices augment the reading task</p>	<p>Assessment: https://www.socrative.com/</p> <p>https://kahoot.com/</p> <p>https://tophat.com/</p> <p>https://get.plickers.com/</p> <p>https://www.polleverywhere.com/</p>

	Level	How technology tools are used ^{50, 51}	Example ^{33, 34}	Useful websites/tools ³³
Transformation	Modification	<p>At this level, technology integration requires a significant redesign of a task.</p> <p>The technology can encourage students to show their understanding and create new ways of solving old problems.</p>	<p>Include real time assessment, interactive experiences, and differentiated extensions.</p> <p>Use video to report instead of written reports.</p> <p>Students create their own book of digital comic strip.</p> <p>A lesson on light in a secondary science class shifts from showing a diagram of light traveling to providing an interactive computer simulation of light with variables students can change. This changes how the students learn about light.</p>	<p>https://nearpod.com/</p> <p>https://info.flipgrid.com/</p> <p>https://bookcreator.com/</p>
	Redefinition	<p>At this level, technology is used to create novel tasks.</p> <p>Teaching and learning is redefined, offering major different learning experiences to students .</p>	<p>Painting becomes 3D</p> <p>Using a flipped classroom.</p> <p>Virtual experiences</p> <p>Requiring Grade 5 students to create and present their arguments through individually created and edited videos, instead of asking them to write an essay.</p>	<p>https://www.tiltbrush.com/</p> <p>https://www.educrations.com/</p> <p>https://www.youtube.com/watch?v=6OT-l86BkPTs</p> <p>http://www.molecularjig.com/</p> <p>http://ossovr.com/</p> <p>https://newsela.com/read/olympics-skiing-virtual-reality/id/39849/</p>



Assessment

Explain to a friend who has a limited knowledge of digital technology how you can use educational technology as a teacher to improve the learning climate of your classroom.

Explain to a friend who has a good knowledge of digital technology how you can use educational technology as a teacher to improve the learning climate of your classroom.

Self-study

Think of one lesson activity that you think you can *substitute* by using education technology.

Think of one lesson activity that you think you can *modify* by using education technology.

³³ Source: <https://www.edsurge.com/news/2018-02-01-how-samr-and-tech-can-help-teachers-truly-transform-assessment>⁴⁵ Khalil, M., & Elkhider, I. (2016). Applying learning theories and instructional design models for effective instruction. *Advances in Physiology Education*, 40(2), 147–156.

³⁴ Hamilton, E., Rosenberg, J., & Akcaoglu, M. (2016). The Substitution Augmentation Modification Redefinition (SAMR) Model: A Critical Review and Suggestions for Its Use. *TechTrends: Linking Research and Practice to Improve Learning*, 60(5), 433–441.

⁵⁰ Arsal, Z. (2014). Microteaching and pre-service teachers' sense of self-efficacy in teaching. *European Journal of Teacher Education*, 37(4), 453–464.

⁵¹ Donnelly, R., & Fitzmaurice, M. (2011). Towards productive reflective practice in microteaching. *Innovations in Education and Teaching International*, 48(3), 335–346.

9.6.2.

Using education technology to enhance your classroom climate

Expected learning outcome



By the end of the lesson, you will be able to:

- Use the SAMR modified systematic teaching model to digitally enhance teaching and learning materials.

Enhancing your classroom practice using educational technology in a systematic way

This lesson is a research lesson where you will use the internet to look for and evaluate educational technology tools and websites that can help you to establish a good classroom climate. You will use the SAMR model discussed in the previous lesson to help you do this in a systematic way.

Bear in mind that ‘digital technologies are ever-changing, not always predictable, and can take on many forms.’ It is important to evaluate digital technologies in the context you are working and living, and focus on how it can improve learning outcomes of students. And, because technology is changing all the time, researching which ones are around and suitable is a continuous process. You will also find out that some of these educational technologies are free, and others costly and therefore out of reach. However, price structures do change over time or sometimes, a restricted version is available free.



Assessment

Explain why it is a good idea to approach any changes you make to the teaching and learning materials you use in a systematic way.

Self-study

Modifying teaching and learning materials does take time and effort, however it is necessary to do so in order to make sure you are using the most effective teaching approaches you can. Devise a slogan or expression for yourself to remind and encourage you to do so in years to come.



Review questions

1. What are some of the benefits of using technology in the classroom?
2. What are the four levels of the SAMR model, and what is the purpose of the model?

9.7. Managing Students' Behaviour

Even if you have established the near-perfect learning environment that is safe, secure, stimulating, supportive and inclusive, with clear and well-established classroom routines and procedures, where students can flourish and are cognitively challenged by interesting and motivating learning activities that are also enhanced by educational technology, you will still from time to time be confronted with challenging behaviour of students. In this sub-unit, you will explore why this is, what can trigger such behaviour and how you can respond to this in a positive and assertive way.

9.7.1. Challenging behaviour⁵²

Expected learning outcomes

By the end of the lesson, you will be able to:

- Identify different behaviours of students; and
- Explain what can trigger challenging behaviour.



Understanding challenging behaviour

Defining challenging behaviour is in itself a challenge. How schools define their behaviour expectations is subjective. However, in most schools, challenging behaviour within students can be generally understood as behaviour that interferes with the safety and learning of the student or of other students.

⁵²Source: <https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentbehaviour.aspx>

Challenging behaviour does not have a single source but can often be caused by a combination of factors. Examples of challenging behaviour include:

- **Withdrawn behaviours** - Student exhibits avoidance or not seeking out social contact. Indicators can include: shyness, disconnecting, anxiety, social-anxiety, phobia of school, truancy, social isolation, rocking or hand flapping;
- **Disruptive behaviours** – Student demonstrates patterns of uncooperative and defiant behaviour. Indicators can include: patterns of being out of their seat, tantrums, swearing, screaming or refusing to following instructions;
- **Violent and/or unsafe behaviours** - Student exhibits behaviour in which they intentionally physically contact others as an aggressor with the potential to inflict injury or harm to others. Indicators can include: head banging, kicking, biting, punching, smashing equipment, running without regard to others; and
- **Inappropriate social behaviours** - Student exhibits behaviour that is harassing to others. Indicators can include: stealing, being overly-affectionate to others without their permission, inappropriate touching, use of inappropriate language.

In many cases, there is no single cause of challenging behaviour, but it is the result of several factors operating in combination.

Behavioural triggers

To understand how to address challenging behaviour, it is important to understand triggers.

Triggers are actions or events that may prompt particular behaviours. Triggers can be used deliberately by teachers to elicit certain behaviour from students. In a positive example, if you want to get your students to listen, you could call their attention using a signal and wait for them to be quiet. This would be an example of a trigger causing a desired behaviour.

However, as much as triggers can elicit positive behaviour it can also cause challenging behaviour. For example, the simple act of asking students to take out a piece of paper and begin writing might trigger a student who had a documented learning disability which makes it difficult for them to write or make sense of letters. They might, then, begin to dis-

play challenging behaviour to avoid completing this task.

What triggers will cause challenging behaviour will depend on the individual student, certain conditions and particular circumstances. As their teacher, you can minimize the likelihood of triggering your student negatively by considering how you approach things. With the above example, you may produce a different result within that particular student if you state your instructions in a calm voice and emphasizing that students will have as much time as they need to complete the task.

A critical task on the part of any teacher will be to identify student's triggers in order to address their challenging behaviour. In doing so, teachers are able to avoid triggers that elicit challenging behaviour and are able to develop and use other triggers to elicit positive behaviour.

Other factors to consider that can influence your student's behaviours include:

- **Biophysical factors:** These can include: general health, medical conditions, disabilities and impairments.
- **Psychological factors:** These can include personality, moral development, and temperament.
- **Behavioural/ social factors,** including where a student's problem behaviour has been learnt through reinforcement, consequences or adaptation to social practices. For example, a student with a learning difficulty repeatedly misbehaves knowing that he/ she will be removed from the class and this will avoid his/ her learning difficulty being exposed.
- **Historical/cultural factors:** These can include experiences with school and government agencies, community trauma, and conventions surrounding ethnicity and culture.
- **Environmental factors:** These can include light levels in the classroom, seating arrangements, and the amount of green space at the school.
- **Social factors:** These can include student group dynamics, conventions on gender, and family structure.
- **Classroom factors:** These can include, routines set by teachers, teacher interaction, teacher's over-reliance on punishment.



Assessment

Describe in your own words what challenging behaviour of students is.

Give three examples that you think you might have observed in a classroom setting of what can trigger challenging behaviours.

Self-study

Can you think of other factors that could influence challenging behaviour of students?

9.7.2.

Positive management of students' behaviour

Expected learning outcomes



By the end of the lesson, you will be able to:

- Examine strategies for creating an environment of respect and rapport among all students and the teachers;
- Express strategies for managing student behaviour; and
- Explain classroom procedures that facilitate management of student behaviour for motivation and learning achievement.

Positive reinforcement⁵³

To make positive changes, students require clear guidelines as to what positive behaviour is. Additionally, they require positive reinforcement when they demonstrate said behaviour. Positive reinforcement can be understood as the process of encouraging or establishing a pattern of behaviour by offering reward when the behaviour is exhibited. Positive reinforcement can be used to motivate and encourage their students.

⁵³ Source: http://www.learnalberta.ca/content/inspb1/html/6_positivereinforcement.html

Different positive reinforcement methods will have more of an impact on different students. Encourage your students to be part of the conversation surrounding what reinforcement methods would work best for them. For example, ask one of your students to rate a list of reinforcements on a five-point scale to determine which ones they value most.

The following are some of the variety of ways to provide positive reinforcements:

- Non-verbal affirmation (for example, smile, nod, and thumbs up)
- Social attention (for example, a conversation, one-on-one time)
- Tangible materials (for example, providing stickers, gifts such as new pencils)
- Activity related privileges (for example, giving students an opportunity to play a game, allowing them a special seat in the class, allowing students to go to recess early, providing extra computer time)
- Abstract positive reinforcements (for example, a checkmark on homework, tokens, tickets)

Provide these reinforcements frequently and consistently. Keep in mind that for some students, they may want to receive positive reinforcement but may not know how to react once it is received. Some students may reject praise for a number of reasons, which can include having a low self-esteem, distrust, and history of violence.

Be aware of the common practice of ‘sandwiched praise’ which can often lead to negative results. ‘Sandwiched praise’ is praise that is given but attached to negative feedback. For example, a teacher may say “your essay was great, but why is your handwriting horrible?”. If this occurs frequently, positive reinforcement will be associated with negative remarks.

It would be more effective to use ‘drop praise’. In this scenario, you will ‘drop’ your praise verbally to your student when they display positive behaviour, and proceed to walk away. In doing so, your students will be left to absorb the praise rather than immediately deny or argue against the praise. If a student insists on denying the praise, you can verbally affirm your praise by stating that “this is my opinion! You’re doing great.”

Classroom management strategies

When you search in books or on the internet for advice on classroom management, you will find loads of suggestions. Some of them good and fitting with a positive reinforcement approach, other ideas will have little effect, and some will simply make the situation worse. As always, you have to use your critical thinking skills, your professional knowledge and expertise in knowing your context to select the methods that will work for you, in your context. Here are some suggestions that you will evaluate in the lesson.⁵⁴



Assessment

Explain the core ideas behind positive reinforcement classroom management strategy.

Self-study

Think back to some classroom management strategies that you have used, or seen used in a classroom that did not use positive reinforcement. How could you modify these so they would use a positive reinforcement approach?

⁵⁴ Barbetta, P., Norona, K., & Bicard, D. (2005). Classroom Behavior Management: A Dozen Common Mistakes and What to Do Instead. *Preventing School Failure*, 49(3), 11–19.

Table 9.4. Selection of common mistakes in classroom management

	Common mistake	Instead	Do you agree: Yes/ No/ Not sure	Connection with positive reinforcement approach
1	Defining misbehaviour by how it looks: for example, calling out, hitting, getting out of seat	Define misbehaviour by its function: What did the student gain from the misbehaviour? Misbehaviours can serve dissimilar functions and need to be addressed differently.		
2	Asking, 'Why did you do that?' Often, students will not know the reasons why they misbehaved. Also, we often will not like their answers, for example, the lesson is boring.	Assess the behaviour directly to determine its function. For this you can use an Antecedent-Behaviour-Consequence (ABC) chart on which to record the behaviour and what happened before and after it.		
3	When an approach is not working, try harder: the problem is that we most often try harder negatively. We make loud, disapproving statements, increase negative consequences, or remove more privileges. This does not do anything to teach appropriate behaviour	Try another way: for example by verbal redirecting, proximity control, changing the academic tasks and providing additional cues or prompts		

	Common mistake	Instead	Do you agree: Yes/ No/ Not sure	Connection with positive rein- forcement approach
4	Lack of planning for transition time. At times, students are not ready for the transition. Inconsistent expectations cause transition problems. Furthermore, because we are often transitioning with the students, our attention is diverted away from them, making transitions longer and inviting even more misbehaviour.	Appropriately plan for transition time		
5	Taking student behaviour too personally: when students misbehave, it often feels like a personal attack, and for good reason. Some of our students are very good at making it feel personal. When we take students' misbehaviour personally, we tend to lose our objectivity, look for quick management fixes that rarely work, and get emotionally upset, which takes time and energy away from our teaching	Take student misbehaviour professionally, not personally: when we take misbehaviour professionally, we view behaviour management as our responsibility. Have a sound management system in place, have realistic expectations for improvement in behaviour and know that there are no quick fixes with lasting effects. Most importantly, ask for assistance when it is needed.		

9.7.3.

Revision: Creating a learning environment

Expected learning outcome



By the end of the lesson, you will be able to:

- Explain and discuss what you have learnt in this unit.

Revision using games for learning⁵⁵

Playing games is something we do from a young age. It is generally accepted that playing games stimulate the development of social interaction, logical and strategic thinking, sometimes and competitiveness or at other times teamwork and togetherness. Games can give a sense of suspense, joy, frustration and fun. Not all games are good games that help learning. They need to fit with the learning outcomes and the topic that students are learning about. On top of that, they also need:

- An element of competitiveness. This can be achieved by having two or more players who take turns to achieve a ‘winning’ situation of some kind;
- An element of choice and decision making about the next move throughout the game; and
- An element of interaction between the players in that the moves of one player affects the other player.⁵⁶

Preparation

In preparation for this lesson, you need to review what you have learnt in this unit so far and pay special attention to terminology. You do not have to learn it by heart.

Self-study

Can you explain how playing the games for learning helped you to learn?



Review questions

1. What is positive reinforcement?
2. List some of the techniques that can be used in positive reinforcement.

⁵⁵ Adapted from TESS-India: Using number games: developing number sense

⁵⁶ Gough, J. (1999). Playing mathematical games: When is a game not a game? Australian Primary Mathematics Classroom., 4(2).

Unit Summary



Key messages

This unit explored in some details how to create a learning environment which is conducive to the learning of all students. Many ideas were discussed and skills developed. It is worth remembering that:

- Establishing a positive learning environment where all students feel included, safe, secure, stimulated, supported and respected is crucial to help them reach their learning potential.
- Create such a learning environment requires a lot of professional skills and knowledge of the teachers. Developing these will take time and above all effort. It means continuously researching, evaluating and adapting best practice ideas and always starting from the questions ‘If I change this, or that, will it improve the learning outcomes of the students?’
- Expectations of students should be high and they have to be taught in a positive way what these expectations are and what this involves in terms of expected behaviour. That requires careful planning and constant monitoring and evaluating of what is happening in your classroom.
- To implement changes to classroom practice and the learning environment, it is best to do this in a systematic way, otherwise, you will not know what the effect is of these changes. Any changes should improve the learning outcomes of the students.



Unit reflection

We have focused on creating a good learning environment in this. How would you now define a ‘good learning environment’ and how would you attempt to create this in your classroom?

Some people might say that students will learn regardless of the environment. What is your opinion of this? It is certainly true that a good learning environment does not guarantee learning, so what other factors are important in engendering a good learning culture?

One of the elements of environment that we explored was safety and security. Why do you think this is especially important in the current world climate? Ask your parents or grandparents about safety and security in their school days - whether at school or in their home environment. How do they think the concept of safety has changed? What in your opinion are the advantages and disadvantages of increasing safety provisions? What could be the challenges you might have when trying to create a safe and secure learning environment with your students in your classroom? What could you do to help you overcome these barriers?

Another aspect of the classroom that we would aim to achieve is making a stimulating learning environment. We looked at the use of displays and colour, and the use of various active resources. There is a balance to be considered here as setting up such an environment can be a time-consuming process and the resources need to be changed regularly to reflect the topics you are teaching and maintain the stimulating effects. Still, if you can manage your time and resources effectively, your efforts will be rewarded. Think about how you could delegate some of this work to students, support staff or even parents who might like to be involved in their child’s school life.

Imagine you had to make a short video on the benefits and challenges of using peace education in your primary school. What would you say? Consider the aims of peace education and the skills we need to teach as part of the concept. Think about how some skills might fit better into the teaching of certain subjects.

Think back to the procedures that you had to follow as a primary school student. Which of those procedures would you incorporate into your own classroom, and which would you not? The key learning point as a trainee teacher is to consider carefully how you will create and implement classroom routines and procedures. Would you directly involve the students? How would you communicate the rules? How would you practise and maintain adherence to the procedures? There are parallels here with inclusive education, as students with various needs will respond to the teaching and implementation of rules and routines in a multitude of different ways. The concept of stimulation also plays a part here as rules and routines can be communicated and taught through displays and games. In the same way as any other teaching, the teaching of rules and routines needs to be structured and well-planned, otherwise, students will not understand why they are doing it.

Imagine you are a lecturer on the Educational Studies module and you want to improve some teaching and learning activities using educational technology. What systems, techniques and resources could you use to make sure these improvements would be contributed to a good classroom climate? Educational technology has wonderful potential, but also huge potential pitfalls if the technology fails. Always have a back-up plan and stay calm if things go wrong.

So, you now have the near-perfect learning environment in your classroom. However, on occasion, there are still a few students showing challenging behaviour. How would you manage this positively? Is there a link between special education and managing students' behaviour? It is every teacher's greatest wish to be able to spend their time teaching rather than managing behaviour. It is not easy. You may observe teachers who never have any behavioural problems in their class. They will have honed this skill over several years, gaining the respect of their students by enforcing behavioural policies, persevering with persistent problems, and teaching stimulating, inclusive lessons. You may well find that you do not have quite such a super-human command over your students at first, but if you are consistent in your implementation of rules and routines, set clear boundaries and engage your students in enjoyable and productive learning, you will gradually build your skills in this area and be able to manage classes with greater ease.



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Unit 10

Professionalism

In this unit, you will learn more about what it means to be and become a professional teacher who is confident in using reflective practice, fulfil expectations of being a teacher in Myanmar and is committed to lifelong professional development. Most of the topics such as reflective practice and using research in professional development are also addressed in the Reflective Practice and Essential Skills modules. The focus in the Educational Studies modules on developing these skill sets in the context of the classroom you are learning in, and in preparing for using these in your own future teaching environment.

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain what being a ‘teacher as a role model’ means in the Myanmar context;
- Discuss expectations and responsibilities of the Myanmar teacher outside the classroom and how to prepare to meet these expectations;
- Discuss how being a reflective teacher can improve your teaching practice;
- Have some practical ideas on how to engage with research in professional development;
- Discuss how engaging with research can contribute to reflective practice and improving your teaching practice;

- Explain the role of the Myanmar Teacher Competency Standards Framework (TCSF);
- Reflect on teaching as a profession using the Myanmar Teacher Competency Standards Framework (TCSF);
- Explain the difference between a student teacher, a beginning teacher, and a veteran teacher as it pertains to the need for professional development;
- Explain the difference between Subject Matter Knowledge and Pedagogical Content Knowledge;
- Consult Myanmar's education frameworks and how they address (ongoing) teacher education;
- Discuss the advantages and disadvantages of using networks for the professional development of teachers;
- Make a plan for setting up a network for professional learning for student teachers;
- Discuss how student teachers can take up their responsibility for their own learning in networks;
- Use Myanmar Teacher Competency Standards Framework (TCSF) as a tool for addressing teachers' commitment to continued learning;
- Develop strategies to identify and plan for strengthening knowledge and skills of student teachers during their teaching degree;
- Plan for systematic self-reflection of your practice using action research;
- Articulate your own teaching philosophy (communicate your goals as a teacher and your corresponding actions in the classroom); and
- Develop a reflective habit of mind that fosters a continued improvement of one's own teaching practice.

10.1. Professional Ethics of Teacher and Teacher Code of Conduct

In this sub-unit, you will examine what is expected from you as a professional teacher in terms of ethical behaviour and the expectations and responsibilities of the Myanmar teacher outside the classroom. You will explore their importance in the teaching profession, how they affect your role inside and outside of school, and discuss issues relating to the implication of them.

You will develop your understanding of this topic by reading and discussing some theories and compare and contrast it with your own experiences. You will then also apply these ideas to first write a note to parents, then consider how to best respond to situational descriptions.

10.1.1. Professional ethics of a Myanmar teacher

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain what being a 'teacher as a role model' means in the Myanmar context; and
- Discuss expectations and responsibilities of the Myanmar teacher outside the classroom.

Professionalism and professional ethics⁵⁷

Individuals trained to practise a particular profession such as teaching do not become skilled practitioners the moment they finish their training. Rather, they progressively acquire experience and ongoing professional development over the years and, in certain cases, achieve a level of expertise. Professionalisation is a dynamic, continuous learning process; given the complexity of the situations and the continually changing professional context, it is a process that is never completed.

In the process of teacher professionalisation, teachers will share professional expertise. Not only knowledge and skills are shared but also an ethical attitude and a shared way of approaching, and dealing with situations. This shared culture, which is also called a common culture, can be considered as a professional code that expresses the values, beliefs, attitudes and work-related representations of teachers.

In this sense, being and becoming a professional teacher is a process that results in the construction of a social identity of what it means to be a teacher inside and outside of the classroom. In Myanmar, this is reflected to the Myanmar teacher expectations and responsibilities, and the TCSF.

The responsibilities of teachers in Myanmar⁵⁸

As you have learnt in Unit 9, establishing effective classroom routines and procedures, is one important task that teachers need to satisfy to create learning environments that supports learning.

In this unit, you will consider these teacher responsibilities in the wider context of your professional life. In Myanmar society, teachers are regarded as one of the ‘five gems’ (Buddha, Dhamma, Sangha, parents, and teachers). The responsibilities of the Myanmar teacher belong to the domain of professional values and dispositions. This domain refers to the ideas, values and beliefs that teachers hold about education, teaching, and learning.

⁵⁷ Source: Québec, Ministère De L'éducation, 2001, pp.17-19

⁵⁸ The Myanmar Teacher Competency Standards Framework, July 2017

The five traditional responsibilities of the teachers in Myanmar

1. Teach and explain to your best;
2. Teach students to be disciplined;
3. Teach everything known;
4. Appreciate students and stand up for students whenever needed; and
5. Teach to value the professional work of being a teacher.

According to Myanmar tradition, in return, the community will respect teachers.⁵⁹



Assessment

Explain how working on your professional development could and should be a reflection of the responsibilities of the Myanmar teacher.

Self-study

Think of some of the learning activities you have engaged with in this course, how did they address the responsibilities of the Myanmar teacher and the development of your teacher-identity?

⁵⁹ These are recognised and often cited edicts that are commonly expressed in the knowledge systems and practices of the people of Myanmar.

10.1.2.

Acting ethically as a teacher in Myanmar

Expected learning outcome



By the end of the lesson, you will be able to:

- Discuss expectations and responsibilities of the Myanmar teacher outside the classroom and how to prepare to meet these expectations.

Situational descriptions of a specific situation

In this lesson, you will be given some situational descriptions of a specific situation you may face when working as a teacher, relevant to professional ethics for teachers. In groups, you will assess the situation and provide solutions on how you would handle it. You will then present your ideas and discuss the appropriateness of your responses in terms of the ethical expectations and responsibilities of a teacher in Myanmar.

Scenario 1

You are starting your first teaching job in an area you do not know. The other teachers in the school are experienced and kind. However, unlike you, they only use lecturing and do not use any student-centred teaching strategies. They keep telling you these student-centred teaching strategies are against traditions in Myanmar, students do not achieve their learning outcomes by working in this way, and you should not be using these strategies.

How would you respond without offending your colleagues but sticking to your belief in student-centred teaching approaches to learning, and befitting the responsibilities and expectations of the Myanmar teacher?

Scenario 2

The parents of one of your quiet students are coming to see you. They explain that their child often suffers from anxiety about coming to school, getting acute stomachache and being tearful in the morning.

How would you respond to help these parents and their child (your student) in a way that befits the responsibilities and expectations of the Myanmar teacher?

Self-study

In what way do you think using situational descriptions can help you to prepare to behave as an ethical Myanmar teacher?

How did the role play and responding to situation descriptions help you to prepare to meet the expectations and responsibilities of a Myanmar teacher?



Review questions

1. What are the five traditional responsibilities of a Myanmar teacher?
2. How can these responsibilities be adapted to fit modern practices in education?

10.2. Teacher as Reflective Thinker

In this sub-unit, you will expand the concept of being a reflective teacher that you also study in the Reflective Practice and Essential Skills module. You will learn about the role of research in professional development activities and work on being a reflective teacher. This is called metacognition. You will do this after developing and evaluating some lesson segments informed by research.

10.2.1. Reflectiveness improves practice

Expected learning outcome

By the end of the lesson, you will be able to:

- Discuss how being a reflective teacher can improve your teaching practice.



Being a reflective teacher⁶⁰

When people talk about reflective practice as a teacher (sometimes called ‘**reflective teaching**’), they are simply referring to when a teacher takes the time to think about a lesson and consider what worked, what did not work, and what can be improved in the future.⁶¹ A reflective teacher will think about many aspects of teaching including the learning objectives of the lesson, the way a classroom is set up, the way instructions and explanations are given, how questions are used, and the learning activities for the students and their responses.

⁶⁰ Text taken from Reflective Practice and Essential Skills module

⁶¹ Definition adapted from Cambridge English, Teaching Knowledge Test (TKT) Glossary, 2015

There are many important benefits to reflective practice. Reflecting on their teaching can help teachers:

- Understand the ways that their students learn best;
- Come up with solutions to learning or classroom issues;
- Plan how to teach the next lesson more effectively;
- Develop a deep understanding of themselves including their roles and responsibilities, values, and practices; and
- Continually and incrementally improve their teaching practice.

Metacognition

Metacognition means reflecting on reflection by thinking about what you know. It helps students think about their own learning and about the thinking processes they use. Metacognition helps to develop the critical awareness needed to self-monitor, learn more about your own learning, and self-regulate learning. ‘The most powerful learners are those who are reflective, who engage in metacognition – thinking about what they know – and who take control of their own learning.’⁶² Metacognitive learning does however not happen automatically and it needs to be planned for.

Speaking and listening can be an effective pedagogy for reflective and metacognitive learning. Because: ‘asking students to articulate their ideas forces metacognitive activity and thus improves the clarity of their thinking.... As the students formulate their own ideas in order to make them available for others, they make their thoughts overt and tangible for themselves’.⁶³



Assessment

Tell a friend what you know about the thinking process you use when deciding on what to do tonight.

Tell a friend what you know about the thinking process you use when reflecting on what you have learnt in a lesson.

Why do you think it is difficult to explain what metacognition is?

⁶² White & Frederickson (1998) cited in Boaler, J. (2016). *Mathematical Mindsets*. San Francisco: Jossey-Bass.

⁶³ Lee, C. (2006). *Language for Learning: Assessment for Learning in Practice*. Maidenhead: Open University Press.

10.2.2.

Using research in professional development activities

Expected learning outcomes



By the end of the lesson, you will be able to:

- Have some practical ideas on how to engage with research in professional development; and
- Discuss how engaging with research can contribute to reflective practice and improving your teaching practice.

The role of research in professional development of teachers⁶⁴

Reading educational research, interpreting it and then thinking of ways on how to apply it in your teaching requires effort and time. It is actually much easier to just stick to what you know, to ignore any information on classroom practice and learning that does not match with your own, and use the teaching approaches that you currently use without much reflecting or evaluating its effectiveness. However, that would not be professional behaviour and more importantly, it would mean that as a teacher you are not trying to help your students reach their full learning potential.

Initiatives and activities for the professional development of teachers can use educational research in different forms, such as:

- The aims of the professional development activities are explicitly informed by research findings, for example, developing ‘talk for learning’ teaching activities based on Mercer’s work on discourse.⁶⁵
- Reading professional and research literature as part of the professional development.
- Participants using resources that have been developed based on research, for example, using Dienes blocks in Maths, to help students develop mental imagery.
- Research inspired CPD where research findings are used implicitly rather than explicitly. For example, professional development on ‘learning collaboratively’ but without making explicit reference to which research or publications it is based on.

⁶⁴ NCETM, 2009

⁶⁵ Mercer, N. (2000). *Words and Minds: How we use language to think together*. London: Routledge

- Participating teachers being part of a research project, for example, trying out materials for a research project run by a university.
- Participating teachers carrying out research as part of their professional development, often as action-research. This can come with some form of accreditation such as a credit towards a Master's degree.

Using research in professional development activities has multiple, often unique, effects, such as:

- Raising awareness on what research, current thinking and information on existing practice there is 'out there' about teaching and learning that can be of use in the classroom;
- Stimulating thinking and discussion;
- Affirming and/or developing the teacher-identity leading to confidence in their professional self;
- Feeling confident to try out the new ideas in the classroom because you know it has been tried and evaluated before; and
- Giving status and credibility to the professional development activities.

Effective teaching strategy: Talk for learning⁶⁶

(You will need this text for a learning activity in your lesson)

Education research shows that talking purposefully is an effective tool for learning. For example, in the Education Endowment Foundation's teaching and learning toolkit⁶⁷, 'oral language interventions' has one of the highest impacts for low cost based on extensive research evidence. Some of the reasons for this are that talk for learning can help you to:

- **Develop understanding.** Verbalising your thinking means you have to organise your thoughts and you have to become actively involved. Some researchers and academics^{68, 69} even argue that the mind is actually structured as language and so talking for learning activities supports your mind in making sense and developing understanding.

⁶⁶ NSource: T-TEL: Talk for Learning, Professional Development Guide for Tutors

⁶⁷ Education Endowment Foundation Toolkit, Oral Language Interventions

⁶⁸ Mercer, N. (2000). *Words and Minds: How we use language to think together*. London: Routledge.

⁶⁹ Lacan, J. (1986). *The Four Fundamental Concepts of Psycho-Analysis*. Penguin.

- **Learn through social interaction** because it requires you to interact and talk about what you are thinking with one another in a specific learning context. Questions can be posed, ideas can be challenged, and misunderstandings can be heard and corrected. In this way, it fits with the learning theories of constructivism and social constructivism.
- **Better recall of something you have been actively involved in (remembering).** Talk for learning activities require you to do so by thinking about ideas and communicating them.
- **Rehearse and express yourself in English or another language.** Talk for learning activities give English or other language learning student teachers the opportunity to rehearse and practise expressing themselves in language learning. This might involve identifying words and expressions, using them in different contexts and phrases, and giving meaning to the words and expressions. To learn a language effectively you need to regularly hear it, see it, read it, write it, and practise speaking it repeatedly.

To create lessons that encourage students to talk about their learning will not always be easy. However, if successful, they will be stimulating for both students and teachers alike.

The lessons will require teachers to:

- Develop a clear plan and structure for the lessons;
- Use learning activities where students will have the need to talk;
- Accept changes in their own roles from ‘controller’ to ‘facilitator’;
- Know when and how to use talk for learning;
- Be able to fully engage with their students;
- Give guidance to their students; and
- Establish routines with their students to learn co-operatively.

Self-study

What would you reply if a student in your class said: ‘Anything to do with educational research is a waste of time.’

How do you think the developing of a teacher-identity links with the professional standards and responsibilities of the Myanmar teacher?



Review questions

1. What are some of the benefits of being a reflective teacher?
2. What is ‘talk for learning’?
3. What do teachers need to do to prepare to teach a ‘talk for learning’ activity?

10.3. Reflection on Myanmar Teacher Competency Standards Framework

You have been using and referring to the Teacher Competency Standards Framework (TCSF) in your studies quite extensively already. For example, in the Reflective Practice and Essential Skills module, the TCSF is used as the reflective framework throughout the course and you write your reflections in your TCSF reflective journal. In this Sub-unit, you will explore further how and why the Myanmar TCSF can be used as a tool for your continued professional growth and development.

10.3.1. The Myanmar Teacher Competency Standards Framework (TCSF)

Expected learning outcome

By the end of the lesson, you will be able to:

- Explain the role of the Myanmar Teacher Competency Standards Framework (TCSF).



The Myanmar Teacher Competency Standards Framework (TCSF)

The TCSF has been developed to help raise the quality of the education systems in Myanmar by providing the guidance that is needed to ensure Myanmar's children will have teachers with the right values, skills, and knowledge to be effective practitioners.

Education is moving towards a student-centred approach and the role of the teacher is, thus, changing to that of a facilitator. This means that teachers need to be equipped and supported to develop the teacher competencies necessary for them to move from a teacher-centred approach, in which teachers engage in purely direct instruction as the sole source of knowledge, to a learner-centred approach, in which the teacher provides guidance and support, coaching and facilitation. The TCSF has been designed to guide this professional development of teachers to increase their capacity to know, think, feel, and act, so that their skills enable effective teaching and learning. This will, in turn, increase the capability of students to know, think, feel, and act in their own learning process.

The TCSF documents clear and concise profiles of what teachers are expected to know and be able to do and how well to achieve this at the different stages of their careers.

Self-study

Can you explain what the Myanmar TCSF is intended to achieve?

Imagine there was no Myanmar TCSF. How would that affect you as a student teacher?

10.3.2.

Using the Myanmar Teacher Competency Standards Framework (TCSF) as a guide to develop professionally

Expected learning outcome



By the end of the lesson, you will be able to:

- Reflect on teaching as a profession using the Myanmar Teacher Competency Standards Framework (TCSF).

The structure of the Myanmar Teacher Competency Standards Framework (TCSF)⁷⁰

The TCSF is organised into four main **domains**. These domains are broad categories and refer to ‘a complex combination of knowledge, skills, understanding, values, attitudes, and desire which lead to effective, embodied human action in the world and in a particular domain.’⁷¹

The four TCSF domains are:

- **Professional knowledge and understanding**, which covers the *information* that teachers should know and be able to demonstrate. This domain includes the knowledge that you need for teaching different ages and stages of schooling.
- **Professional skills and practices**, which focused on what teachers are able to *do*. In addition to professional knowledge and understanding, you need to feel comfortable using a variety of teaching strategies in different educational contexts to meet the needs of individual students.
- **Professional values and dispositions**, which includes the *ideas, values, and beliefs* that teachers hold about education, teaching, and learning. These principles are upheld in the Myanmar National Education Law and in the traditional views of teaching in Myanmar. As the popular saying goes, as a teacher, you should: ‘Teach students to be disciplined; teach and explain to your best; teach everything known; appreciate students and stand up for students whenever needed; and teach to value the professional work of being a teacher’.

⁷⁰ Taken from the Reflective Practice and Essential Skills module

⁷¹ European Commission (2013) *Supporting teacher competence development for better learning outcomes* European – Education and Training

- **Professional growth and development**, which articulates the importance of teachers' ongoing learning and professional improvement. This includes your awareness of your role as a leader within the community and your ability to engage in action research.

Each of these four overarching domains is further broken down into a more specific **area of competence** which has **competency standards**. These competency standards state the expected professional abilities and skills a teacher should develop through their initial training and throughout their careers.

In turn, under each competency standard, the TCSF includes **minimum requirements** that explain how teachers' knowledge, skills, actions, and desired types of behaviour may be expressed.

The TCSF also suggests **indicators** that further articulate what that minimum requirement might look like when it is achieved. These indicators are specific and varied by the stage of schooling being taught, for specialised curriculum offered, and for the various phases of teachers' continuing professional development (beginning, experienced, expert, and leader).

Assessment

Compare (what is the same) and contrast (what is different) between the four domains of the Myanmar TCSF.

Self-study

Identify the elements of the Myanmar TCSF on which you would like to have some further clarification.



Review questions

1. What are the four domains of the Myanmar Teacher Competency Standards Framework?
2. Describe what each of the domains requires you to demonstrate.

10.4. Why Educate Teachers?

In this sub-unit of four periods, you will get a deeper appreciation for why ongoing teacher education (pre-service and in-service) is vital for the success of the individual teacher as well as the entire education system as a whole.

10.4.1. Professional development needs to be ongoing

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain the difference between a student teacher, a beginning teacher, and a veteran teacher as it pertains to the need for professional development;
- Explain the difference between subject matter knowledge and pedagogical content knowledge; and
- Consult Myanmar's education frameworks and how they address (ongoing) teacher education.

The four-year Education College degree provides you with a very solid foundation for becoming a successful teacher. As you are approaching the end of your first year, take a moment and reflect on the progress you have made so far.



Learning activity 1

Answer the following questions individually, then discuss in small groups. Assign a secretary to your group. The secretary's job is to take notes and feedback at the end of the discussion.

1. In which areas do you feel you have learnt the most?
2. In which areas do you feel you still have a lot to learn?
3. How do you benefit from the Practicum module and classroom experience?
4. Do you believe you contribute also to the learning of your mentors? How?
5. Do you think mastery in teaching can ever be reached? Explain.

10.4.2.

Developing Subject Matter Knowledge and Pedagogical Content Knowledge

Expected learning outcomes



By the end of the lesson, you will be able to:

- Explain the difference between a student teacher, a beginning teacher, and a veteran teacher as it pertains to the need for professional development;
- Explain the difference between subject matter knowledge and pedagogical content knowledge; and
- Consult Myanmar's education frameworks and how they address (ongoing) teacher education.

Pedagogical content knowledge (PCK) is a type of knowledge that is unique to teachers and is based on the manner in which teachers relate understanding of teaching to their **subject matter knowledge (SMK)**. SMK is what experts have on certain content, concepts, or a subject. Knowing all the details and latest research on a subject does not make an expert a successful teacher though. It is the combination of SMK and PCK that makes an effective teacher. PCK helps teachers decide on what to teach, when, to which degree, how to build learning progressions, decide on teaching methodologies, and so on.

Discussion questions

1. Especially in higher education, it is quite common for researchers and subject matter experts (SMEs) to teach. What do you think happens when a SME who has no pedagogical skills is asked to teach? Do you have examples of such “teaching” from your own experience?
2. While using SMEs to teach at higher grades can work, it is likely to fail when teaching younger students. Why do you think that is?
3. For in-service professional development, do you think SMK or PCK is more important? Explain your thinking.



Review questions

1. What is the difference between Pedagogical Content Knowledge and Subject Matter Knowledge?
2. List some of the elements of PCK.

10.5. Continuous Professional Development of Teachers

Professional development activities can be organised in different ways such as courses, networks, within school communities. Each has their own aims and objectives. In this Sub-unit, you will learn about establishing professional learning communities with a special focus on setting up networks. You will develop a detailed plan for setting up such a network with your colleague student teachers and explore a method of agreeing on professional development foci.

10.5.1. Establishing learning communities

Expected learning outcomes



By the end of the lesson, you will be able to:

- Discuss the advantages and disadvantages of using networks for the professional development of teachers; and
- Make a plan for setting up a network for professional learning for student teachers.

Setting up a network for professional development⁷²

Professional development initiatives where teachers can work with colleagues on further developing their skills and knowledge tend to come in three formats⁷³:

- **Courses**, which have a number of meetings, clear leadership in terms of a course tutor or leader, and defined intended participant learning, for example, through learning outcomes. Sometimes these courses offer accreditation.

⁷² Taken Source: TESS-India, Networks: effective professional development for educational change

⁷³ NCETM (2009)

- **Within school initiatives**, where all the participants come from the same school.
- **Networks**, meetings for groups of teachers from different schools, colleges, departments, year groups who gather to provide mutual support for one another. The material the participants engage with tends to be chosen to address the interests and concerns of the participants and develop and change over time.

We will explore the concept of networks further because it is something you can start setting up in the college as student teachers. Networks come in many shapes, forms, and sizes. They can involve student teachers like yourself, teacher educators, teachers, head teachers, support staff from different phases all mixed or in more homogenous groups. They can be set up through official channels or through a more informal approach.

Networks involve interactions between professionals at face-to-face or virtual meetings. Networks differ from courses: the aim of networks is to share ideas and be mutually supportive of each other. They are not one-off events but run over a longer period of time.

The topics and the materials you engage with at a network session address the interests and concerns of you and the other participants and develop over time. Networks allow people to innovate in flexible ways that are appropriate to their context. Sometimes you receive recognition for participation in a network, for example, a certificate.

Changing professional practice happens gradually and integrating new ideas and practices is not simple or straightforward.⁷⁴ Changing or developing a teaching practice should be sustained and ongoing.⁷⁵ Change in practice that is sustained often requires a change in teacher knowledge and in beliefs. This takes time, continuous effort, and input.

Networks run over long periods of time. They focus on providing mutual support for the participants, and topics to be worked on can be flexible, fitting the interests of the participants. They can offer a 'safe' environment where participants feel happy and confident enough to share their concerns and disagreements. That is why a network can be an excellent model for working on change in professional practice.

⁷⁴ Clake, D., & Clarke, B. (2005). Effective professional development for teachers of mathematics: key principles from research and a program embodying these principles. 15th ICMI Study: The Education and Professional Development of Teachers of Mathematics. Brazil: Águas de Lindóia⁷¹ NCETM (2009)

⁷⁵ Harwell, S. H. (2003). Teacher professional development: It's not an event, it's a process. Waco, TX: CORD.

At times there might be barriers to setting up face-to-face networks that are difficult to overcome – for example, if geographical distances are too big, the only time convenient for participants to meet is in the evenings when it is not safe to travel, no times that are convenient to all can be found or travel costs cannot be reimbursed. Online networking can offer an alternative solution. It can create a creative virtual networking community. It can also be used in combination with face-to-face networks to offer more opportunities for sharing, supporting and encouraging each other in between face-to-face meetings. Social networking tools such as WhatsApp and Facebook are easy for people to use on their phones and can keep up momentum in between more formal events, such as meetings.

Table 10.1. Characteristics of effective professional development for teachers in the context of a network

Characteristics of effective professional development for the teaching profession	In an effective network, this means ...
Encouragement of <i>purposeful</i> networking among teachers	Making sure the network has a clear aim of what it is trying to achieve, and a pedagogical focus that it focuses on at each meeting
Is grounded in classroom practice	That the foci have to be closely linked to what goes on in the classroom and to the professional practice of the participants.
Is based on sound educational practice	Suggestions made are based on evidence, preferably from research
Supports reflection and inquiry by teachers on both their own learning and their own classroom practice.	Having agreed activities to try out in between meetings and asking participants to write reflection notes on these to then share at the meeting.
Builds on what teachers already know, taking into account the voice of the teacher in a supportive ‘safe’ environment with room for dissent	Ideas discussed grow out of participants concerns. Participants have enough time to share ideas in a mutually supportive environment where participants feel valued and free to share their concerns
Commitment to the enterprise by both institutions and teachers	If possible, getting the support of senior management for those who are involved in the network

Network meetings have to be carefully planned to make sure they provide effective professional development. There is a body of research about characteristics of effective professional development (see for example, Joubert and Sutherland, 2008). Some of these are listed in the table below along with how these ideas look in an effective professional development network.

An action plan for starting and participating in a network

When setting up or attending a network, this action plan might be helpful:

Table 10.2. Action plan for setting up a network for professional development

	Think about and ask yourself ...
1	The aim of the network	What is the aim of the network? Who is invited to join? Why are they invited (and not someone else)?
2	The focus of each of the meetings	What is the focus of each meeting? How are the foci relevant to the professional practice of the participants?
3	The materials used in the network meetings	What materials are being used? Are the materials based on sound educational evidence? How do the materials fit with the focus of the meeting?
4	In-between meeting activity	What activity/activities have been agreed on to try out in between meetings? How does the in-between meeting activity fit with the focus of the meeting and the aim of the network? How will the participants report back on the in-between meeting activity at the next meeting?
5	Ethos in the network meetings	Is there enough time to share ideas? Is the environment mutually supportive? Is there a 'safe' ethos where participants feel valued and free to share their concerns? What will be done to ensure this ethos will prevail?
6	Getting support	Does the senior management support those who are involved in the network? If not, do they need to? Can anything be done to get support from senior management? Is support from any other people (e.g. family) required?

Self-study

What are the advantages and disadvantages of using networks for the professional development of teachers?

What would be the benefits of setting up a network for professional learning for trainee teachers like yourself?

10.5.2.

Planning for setting up a network for professional development of student teachers

Expected learning outcomes



By the end of the lesson, you will be able to:

- Discuss how student teachers can take up their responsibility for their own learning in networks;
- Use Myanmar Teacher Competency Standards Framework (TCSF) as a tool for addressing teachers' commitment to continued learning; and
- Develop strategies to identify and plan for strengthening knowledge and skills of student teachers during their teaching degree.

In the last lesson, you started your plans for setting up a network for professional learning for student teachers in your college. Effective professional development has foci that are closely linked to what goes on in the classroom and to the professional practice of the participants. Because the aim of networks is to share ideas and be mutually supportive of each other, it is crucial for good attendance and active participation in networks to find foci for development that all participants will find interesting and relevant for them. Please also bear in mind that networks are not one-off events but run over a longer period of time so you can address a series of foci over time.

One technique for coming to mutually agreed foci is called 'diamond nine'. You could use this at the first network meeting to decide on the foci and the order of the foci that will be addressed over time.

The diamond nine technique is a topic ranking method. It requires participants, in groups or pairs, to rank a series of topics, in this case the foci for professional development to be explored in the network. These topics could be generated in different ways: from a list given by the 'leader' of the network, an organising committee, a brainstorm, or from aspects of the

TCSF that participants want to explore further or are struggling with to address. Participants identify nine topics that they find are relevant to their interests, and they then rank these in terms of ‘very high priority’ (only one), ‘high priority’ (two), ‘middling priority’ (three), ‘low priority’ (two) and ‘very low priority’ (only one). If different groups have identified different ‘very high priority’ topics, then a discussion and vote can be taken on the order to address these.

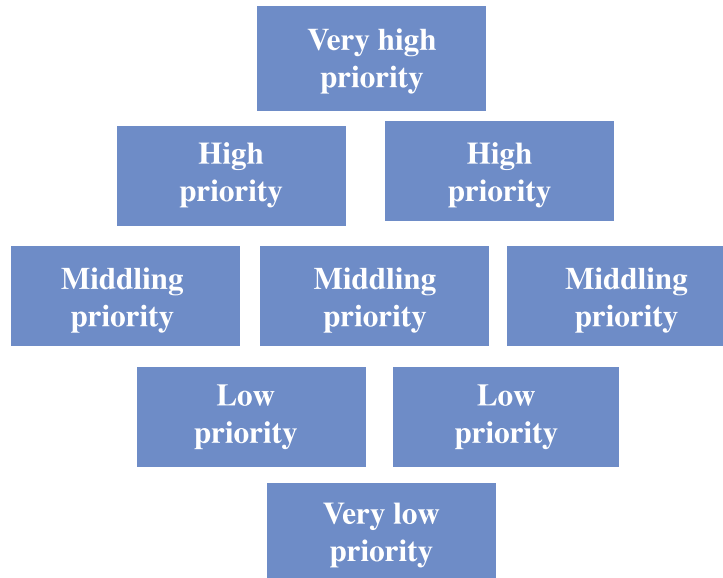


Figure 10.1. Diamond nine ranking method

Self-study

Imagine you have to convince the principal of your college that setting up a learning network for student teachers would be a good idea because it means student teachers could then take up their responsibility for their own learning. What would you say?

Consult the Myanmar Teacher Competency Standards Framework (TCSF) and identify five foci you would like to explore further in network meetings. Explain why you picked these five?



Review questions

1. Name three types of professional development opportunities.
2. When setting up or attending a network, what are the six key considerations?

10.6. Importance of Research for CPD

In the sub-unit 10.2, you explored the use of research in professional development. One of the ways to do this is by conducting research yourself on your own practice. This is called action-research and you will study this next. This sub-unit also supplements knowledge and skills you are developing in the Reflective Practice and Essential Skills module. You will develop your understanding of action research by reading some theories and research findings. You will then also apply these ideas by planning for your own action research. In last lesson of this sub-unit, you will revise what you have learnt in this Sub-unit using a game for learning.

10.6.1. Researching your own practice: Action research

Expected learning outcome



By the end of the lesson, you will be able to:

- Plan for systematic self-reflection of your practice using action research.

Action research⁷⁶

Action research is study that is carried out in the course of your occupation to improve the methods and approach of those involved. Through action research, you are able to consider your work and ask yourself why you perform and approach your practice the way you do. Education professionals who engage in action research find it to be empowering as it is a primary source for teacher's to intentionally envision how to improve their practice. Thus, action research is a useful tool for education professionals to adapt and change their practice

⁷⁶ Source: TESS-India, Teacher Education Guidance Notes: Action research

to meet the requirements laid out in the TCSF.

Action research is effective because it establishes a systematic process of inquiry in which you can intentionally improve and/or refine your actions. Each action research project asks the same question: ‘How do I improve this process of education here?’⁷⁷ Action research can enable a professional to move towards instilling their values into practice to live out their ideas of good practice in their day-to-day actions.⁷⁸

Improving your practice and understanding of your own practice can likely extend beyond your own practice. Others can be positively influenced by your practice. In a sense, action researchers contribute to a more widely improved practice in your school environment.

The action research cycle is as follows:

- Identifying an area of practice that seems to need improvement;
- Imagining a different way of acting or a solution to a problem;
- Implementing that action;
- Evaluating the action;
- Changing practice in light of the evaluation;

⁷⁷ McNiff, J. (1988). *Action Research: Principles and Practice* (1st ed.). Basingstoke: Macmillan.

⁷⁸ Whitehead, J. (1989). Creating a living educational theory from questions of the kind ‘How do I improve my practice?’ *Cambridge Journal of Education*, 19(1), 41–52.

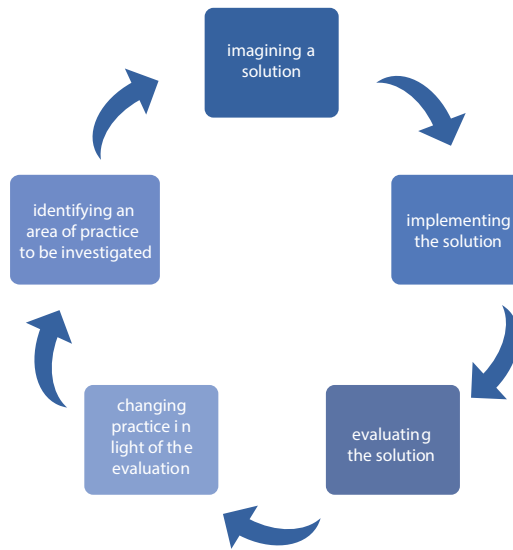


Figure 10.2. Action Research Cycle

Action research methodology involves reflecting on your own practice, evaluating your actions, identifying areas of improvement, and checking whether your practice is successful. The process involves being honest about whether any change that you implement is truly effective. Changes you make require justification and reason to believe that they will result in improvements in your practice.

How to plan for action research

Ultimately, action research helps you formalise your self-assessment, provides a clear and justified account of your work, and becomes an effective arsenal in a teacher's toolbox. In order to enact the action research cycle, you must address the following questions:

- 1. What is the problem here?** Identify the area of practice that you wish to change/improve. This can be done through self-reflection, however, it may be even more effective to do so collaboratively. Working with a peer and colleague, you can generate ideas and reflect on areas for improvement. Examples of problems to solve can include:

 - My students rarely talk in class. I am unsure if they are learning anything in the classroom.
 - I do not know if I am being inclusive towards all my students when I am teaching.
 - During lessons, I am the only member of the class who writes on the blackboard while none of my students are given the opportunity too.

- 2. What ideas for changes have I seen or read about or has someone suggested to me that might offer a solution?** Envision your action for change. Brainstorming your solution to your identified area of practice will involve reaching to your networks, listening to others feedback and ideas, conducting research online and through books. Make sure that the solution you envision can be applied to the context of your classroom. Your solution can be informed by other's ideas but should be rooted in your own values and practice.
- 3. How can I implement those changes?** Identify the ways in which you can apply your solution. Keep in mind that any solution you implement could be a drastic change for your students. It is better to gradually implement your solution rather than immediately applying it to all your lessons. Start with one class and give your solution time to take effect. Take note of how it went, how your students reacted to the solution, and any adjustments that should be made.
- 4. How will I find out if the changes make a difference?** Evaluate your solution. This step is important. To get the most out of this process, it is important to evaluate your actions transparently and honestly. Action research is an insular process – it does not require questionnaires, surveys or control groups. However, you do need to be able to authentically assess the successes and failures of your solution. You can do so by taking notes, recording positives and negatives you observed. Collaborate with your peers and request that they observe your attempt at change, provide honest feedback, and give further ideas that might need to be developed.
- 5. What will I need to do next?** The cycle repeats itself. To continue the cycle, you need to implement and evaluate solutions and identify further areas of practice that need to be improved. For example, you may have designed a more inclusive approach of teaching where both male and female students feel more equal, but you may not know what impact this approach will have on students who have missed school for several weeks. There will always be further problems to solve but action research will give you the tools to find a solution and adapt said solution for yourself and your students.

⁷⁷ Stenhouse, L. (1981). What Counts as Research? *British Journal of Educational Studies*, 29(2), 103–114.

‘Research is systematic inquiry made public.’⁷⁹ So the next step is to write a report on what the problem was what you did about it and what you found out. When you produce a research report, it shows that you have carried out a systematic investigation into your own practice and the process you have gone through in order to achieve a better understanding of your practice.

You will use the table below in your lesson to help you plan your own action research.

Table 10.3. Planning for action research

<p>What is the problem here (the area of practice to change)?</p> <p>Look closely at your practice, what would you like to change to be the kind of professional you would like to be?</p>
<p>What ideas for changes have I seen or read about or has someone suggested to me that might offer a solution? (Imagining the action)</p> <p>What have you read or talked to someone about that has given you ideas for change? Do you need to talk to someone, or read more? What will you try out?</p>
<p>How can I implement those changes?</p> <p>Make a detailed plan. What will you try? Who with? When? What resources will you need?</p>
<p>How will I find out if the changes make a difference?</p> <p>Make a plan to convince others that your ideas have made a difference. You might make notes after the lesson, ask a colleague to observe your lesson, focus on a few students where you might see the biggest change or look at the work the students produce in order to find out what has changed and what still needs changing.</p>
<p>What will I need to do next?</p> <p>One cycle is never enough! Record here what you think you might do next and why but leave space to record what you find out needs doing next.</p>

Self-study

Being a reflective teacher⁸⁰

Explain how doing action research fits with the Myanmar Teacher Competency Standards Framework (TCSF).

Explain what the benefits would be of conducting your own action research project to improve your teaching practice.

⁷⁹ Stenhouse, L. (1981). What Counts as Research? *British Journal of Educational Studies*, 29(2), 103–114.

⁸⁰ Text taken from Reflective Practice and Essential Skills module

10.6.2.

Formulating your own teaching philosophy

Expected learning outcomes



By the end of the lesson, you will be able to:

- Articulate your own teaching philosophy (communicate your goals as a teacher and your corresponding actions in the classroom); and
- Develop a reflective habit of mind that fosters a continued improvement of one's own teaching practice.

Do students learn what teachers teach?

Some teachers argue that they are not so much teaching but rather creating an environment in which students can learn.

Learning activity

Present on your own teaching philosophy and be prepared to answer questions.

Listen to the presentations of your peers and support their thinking by providing constructive questions and criticism.

Self-study

Over the years, first as a student teacher, and then later as a teacher, it is good practice to keep revisiting your ideas of what constitutes education or learning and how you want to apply your core beliefs to your own practice of teaching. As you do this, you want to stay on top of latest research and participate in on-going teacher training to further fine-tune and update your thinking.



Review questions

1. What are the five questions you need to ask yourself when planning action research?
2. What are the main reasons for doing action research?

Unit Summary



Key messages

In this unit, student teachers learnt what it entails to become a professional teacher, what is expected from being a teacher in Myanmar, and how to engage in professional development. Many ideas were discussed and skills developed. It is worth remembering that:

- In Myanmar, teachers have responsibilities beyond the activities in their classroom and schools. They are expected to act as a role model in society at all times.
- The best teachers are reflective teachers who actively and systematically reflect on their teaching to improve their teaching practice. This does not happen automatically and needs to be planned for.
- The Myanmar Teacher Competency Standards Framework (TCSF) sets out the expectations of a teacher and their professional conduct. It is an excellent tool to use for developing professionally.
- When engaging in professional development teachers become students. That means that student-centred strategies also apply to them, and learning professionally in communities where ideas and concerns can be shared is very effective.
- Their responsibility for their own professional development starts now from being a student teacher during their teaching degree. They should not delay taking up that responsibility for their own strengthening of knowledge and skills.



Unit reflection

What would you reply if a newly qualified teacher told you: ‘I know and I have been told I am a good teacher. I do not need to reflect on my teaching practice’ Think about how you can improve step by step if you reflect carefully on specific aspects of your teaching. Look back at what it means to be a reflective teacher. Consider each of the fundamental aspects of your lesson, the things that you were happy with, and the things that you would do differently next time. For example:

- Did the introduction engage the students?
- Were you prepared with all the necessary resources?
- How much time did you spend talking?
- How much time did the students spend doing activities?
- Did the students understand what to do?
- How do you know?
- Did they understand *why* they were doing the activity?
- How do you know?
- What did they learn from the activities?
- How do you know they learnt something?
- How did you finish the lesson?
- How did this lesson link to previous learning?
- How and when will you review the learning from this lesson?

What are the advantages and disadvantages of using networks as communities of practice for professional development? Perhaps by now you have managed to participate in some professional development opportunities. How useful were they? How could you improve the meetings? CPD opportunities can take many forms – experienced teachers can give presentations or workshops; less experienced teachers can give presentations to explain how they would like to improve; expert speakers can visit the school to give presentations or workshops on their area of expertise; subject groups can meet together to discuss improvements to their curriculum or additions to their bank of resources.

By now, you have made some notable progress towards achieving the standards set by the Myanmar Teacher Competency Standards Framework (TCSF). Remember that these standards are meant to be achieved over the course of the four-year degree. You will not fully achieve any standard in one lesson, or even in one year. However, they exist as a permanent tool for professional development and in each Education College lesson, you should focus on the competencies and how the lesson is preparing you to achieve those competencies.

Imagine you had to make a film for an Educational Studies module for student teachers about the responsibilities and expectations of a teacher in Myanmar. What would you say?

You have the teaching of several highly experienced teacher educators on your course, but remember those people are – like you will be – *facilitators of learning*. As a student teacher you have the responsibility for strengthening your knowledge and skills in teaching during your lessons, during your teaching practice, and outside of school. What can you do to take a firm grip on that responsibility right now?



Further reading

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Glossary

Terms	Elaborations
Action research	A research method where you investigate what you do day in day out, with a view to matching your practice more closely to your values. The methodology of action research means reflecting on and evaluating what you are doing in your professional practice, looking for areas that can be improved and constantly checking that what you are doing really is working.
Concept map	A diagram shows showing connections and relationships between concepts within a topic. The topic is normally written in the middle, for example 'safe and secure learning environment'. From there, lines connect to different concepts related to that topic.
Diamond nine technique	A topic ranking method. It requires participants, in groups or pairs, to rank a series of topics by priority.
Growth mind-set	The belief that the more you work to overcome challenges and solve problems, the smarter you will become.
Metacognition	Reflecting on reflection by thinking about what you know. It helps students think about their own learning and about the thinking processes they use.
Networks for professional development	Meetings for groups of teachers from different schools, colleges, departments, year groups, etc. who gather to provide mutual support.
Professionalisation	A dynamic, continuous learning process: Individuals trained to practise a particular profession such as teaching do not become skilled practitioners the moment they finish their training. Rather, they progressively acquire experience and on-going professional development over the years and, in certain cases, achieve a level of expertise.

Terms	Elaborations
Reflective teacher	A teacher who will think about many aspects of teaching, including the learning objectives of the lesson, the way a classroom is set up, the way instructions and explanations are given, how questions are used, and the learning activities for the students and their responses.
Reflectiveness	Having the inclination to stand back from learning and take a strategic view, combined with the awareness and self-awareness to do so accurately and successfully.
Resilience	Having “the ability to tolerate a degree of strangeness. Without the willingness to stay engaged with things that are not currently within our sphere of confident comprehension and control, we tend to revert prematurely into a defensive mode: a way of operating that maintains our security, but does not increase our mastery” ¹ .
Resourcefulness	The range of learning tools and strategies that people develop and employ.
Role play	When students speak and act in a role, adopting the behaviours and motives of the character they are playing in a small scenario.
Safe and secure learning environment	A place where students feel physically, psychologically, emotional and intellectually safe, where students know their contributions are valued and can be sure that they will not be ridiculed, where they do not experience fear or shame for getting something wrong or suggesting something new or unusual. An environment where students will feel respected and supported.
Situational descriptions	Written descriptions of a specific situation you may face when working as a teacher.
Stimulating and supportive learning environment	A place where students are stimulated and intellectually challenged in their learning. At the same time, they are supported in learning the skills to cope and flourish in a stimulating and challenging environment.
Talk for learning	A teaching strategy where students are required to talk purposefully. It is considered an effective for tool for learning.

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Annexes

Handout 1:

How to Create a Safe and Secure Learning Environment

In lesson 9.1.2, you will compare this list with your own ideas (Period 1). You will complete the handout in (Period 2). The spaces at the end of the handout are for you to add your own ideas.

	How to create a safe and secure learning environment	Do you know how you can achieve this in the classroom? Give examples if 'yes'		
		Yes + example	No	Not sure
1	Keep a clean and orderly classroom			
2	Use praise and positive language			
3	Create a list of rules that you expect the students to follow (for example, no shouting, no bullying, and so on.)			
4	Stay calm			
5	Emphasise making mistakes is part of learning and good for learning			
6	Use mistakes as learning opportunities			
7	Welcome and invite different opinions			
8	Smile and be patient			
9	Move around the classroom			
10	Interact with student teachers individually			
11	Show kindness whenever you can			
12	Model good behaviour by treating all students well and with respect			
13	Use learning activities where students can have some choice			
14	Stimulate students by asking questions			

Handout 2:

Draft Lesson Plan Grade 2 Mathematics

Theme: Measurement and Estimation **Class/Level:** Class 2 **Time:** 35 minutes
Lesson title: Estimation of small length using non-standard unit of measurement.



Learning outcomes:
 Estimate length of small objects in the classroom using non-standard unit.



Teaching Aids:



Preparation: Collect different objects in the classroom with small lengths. Example: (chalk, exercise book, pencil, pen, ruler, duster, chalk box etc.).

Opening

- Revise with pupils words used in Estimation.
 Example – nearly, almost, about, around etc.
- Let pupils identify the different objects collected.
- Say “we are going to just estimate, then measure the length using hand span”.

Introduction to New Material

- Estimate the length of an object and then measure it.
 Example – The estimate length of this book is 1 hand span. When measured, it is 2 hand spans.
- Ask the most quiet pupil to first estimate, then measure the length of his/her bench.
 Example:
 Answer: nearly 8 hand spans is the estimate, 6 hand spans measured.

Guided Practice

- Get 4 volunteers (2 boys and 2 girls).
- Identify 4 objects to be measured by each volunteer.
 Example: teacher’s table and chair, duster, blackboard ruler etc.
- Get each volunteer to estimate the length of 1 object and then measure it.

Independent Practice

- Ask each group to estimate the length of objects, and then measure it. They should try and improve their estimations.

Closing

- Ask the boys to give 2 words used in reporting or recording an estimated number. Example – almost, nearly.
- Ask the girls to give 2 words used in stating an estimated length of objects.

Handout 3:

Lesson Planning Evaluation Questions for Inclusive Education

Criteria to be planned	Yes	No	Evidence
A variety of materials and resources are available and accessible for all students.			
All students are clear about the structure and objectives of the lesson.			
Teacher checks for understanding of vocabulary and instructions.			
Questions and tasks are pitched to challenge students at all levels.			
Alternatives to pencil and paper tasks.			
Time is given (thinking time, partner time and so on.) to allow for responses. In addition, a buddying system is incorporated to allow students to help each other as needed.			
Appropriate behaviour noticed, praised, rewarded.			
Effective use of ICT as an access strategy.			

Handout 4: Peer-assessment: Criteria for a Good Lesson Plan for Inclusive, Special Needs, and Peace Education

Peer-assessment: Criteria for a good lesson plan for inclusive, special needs, and peace education		
The lesson plan caters for	How	This is relevant to
Helping visually impaired students	By making a seating plan taking into account any sensory issues of students	Special needs education
Engaging all students	By using a hands-down policy so all students have to think and have an answer ready	Inclusive education
Engaging gifted and talented students		Inclusive education
What was done well in this lesson plan?		
Ideas for further improvement:		

Handout 5: Games for Learning

Backs to the board⁸³

In lesson 9.6.3, you used a game called ‘Lucky numbers’ for revision of knowledge. This handout explains another game that is well suited for revision learning, called ‘Backs to the board’. In preparation for this, first re-read the text on games for learning in lesson 9.6.3.

How to play

Divide the participants into two teams. Ask each group to send a representative to sit at the front of the class with his or her back to the board.

Write a word on the board which everyone else can see. The teams must then define the word, describe it, give examples of what it is – without saying the word itself. Teams shout their descriptions to their representative with his or her back to the board who must guess it. The first representative to guess the word correctly wins a point for their team. For example, you write the word ‘concrete’ on the board. The teams may say things like the following to the representative:

- It is something you build houses with.
- It is made with sand.
- It dries quickly.
- It is usually grey.
- You can shape it easily.
- It is a pedagogical approach.

Notes:

This is an effective and fun game. However, it requires good classroom management.

Make sure you give clear, simple instructions and check for understanding.

You do not have to use single words. It is also possible to play the game using phrases or – for the ambitious – entire sentences.

⁸³ Source: T-TEL: Creative Approaches, Professional Development Guide for Tutors

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Notes

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The Government of the Republic of the Union of Myanmar
Ministry of Education