

The Government of the Republic of the Union of Myanmar

Ministry of Education



Year 1 Semester 2

EDU1201
Educational Studies

Teacher Educator Guide

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.

TABLE OF CONTENTS

PREFACE	i
TABLE OF CONTENTS	iii
HOW TO USE THIS GUIDE	1
Unit 6. Overview of Myanmar’s Education Systems, Policies and Trends.....	36
6.1. Overview of the Myanmar’s Education Systems.....	38
6.1.1. The structure of Myanmar’s education systems	38
6.1.2. Aim of education	44
6.2. The Right to Education	51
6.2.1. How it all began.....	51
6.2.2. Transforming our world: The 2030 Agenda for Sustainable Development	54
Review questions: Possible student teachers’ responses	59
6.3. Why Early Years Matter	60
6.3.1. Playful learning at a young age.....	60
Review questions: Possible student teachers’ responses	65
6.4. Kindergarten and Basic Education Curriculum Framework.....	66
6.4.1. Introducing KG curriculum and integrated approach	66
6.4.2. Studying KG lessons prepared with an integrated approach	70
Review questions: Possible student teachers’ responses	73
6.5. 21 st Century Learners, Teachers, and Teacher Education.....	74
6.5.1. What are 21 st century skills, and why are they important?	74
6.5.2. 21 st century skills – resources for teachers.....	78
Review questions: Possible student teachers’ responses	83
Unit Summary	84
Key messages	84
Unit reflection	84
Further reading.....	85
Unit 7. Educational Philosophy	86
7.1. Educational Philosophy and Its Implications for Teaching	88
7.1.1. Educational Philosophy and Its Implications for Teaching	88
7.1.2. Developing your own teaching philosophy	92
Review questions: Possible student teachers’ responses	96
7.2. Periods of Education in Myanmar	97

7.2.1. A brief history of (formal) education.....	97
7.2.2. A brief history of education in Myanmar	100
Review questions: Possible student teachers’ responses	103
7.3. The Art and Science of Teaching.....	104
7.3.1. Learning progressions are learning ladders for students.....	104
7.3.2. Working with students’ prior conceptions and mental models.....	108
Review questions: Possible student teachers’ responses	114
Unit Summary.....	115
Key messages	115
Unit reflection	115
Further reading.....	116
Unit 8. Educational Psychology.....	117
8.1. Understanding Educational Psychology and How It Applies to Teaching.....	119
8.1.1. What is educational psychology?.....	119
8.1.2. Understand understanding	123
Review questions: Possible student teachers’ responses	130
8.2. Educational Psychology – Past and Present.....	131
8.2.1. Major perspectives in educational psychology	131
8.2.2. Psychological perspectives in education: A discussion	134
Review questions: Possible student teachers’ responses	137
8.3. Skinner and Piaget	139
8.3.1. Radical behaviourism and cognitive development	139
8.3.2. Radical behaviourism and cognitive development	143
Review questions: Possible student teachers’ responses	146
8.4. Motivation.....	147
8.4.1. Motivation as the driver behind human behaviour	147
8.4.2. Intrinsic and extrinsic motivation	149
8.4.3. Csíkszentmihályi and flow	154
Review questions: Possible student teachers’ responses	158
8.5. How Social-emotional Well-being and Mental Health Affect Learning	159
8.5.1. Maslow’s theory of hierarchical needs	159
8.5.2. Physical + social-emotional well-being = Foundation of learning	163
8.5.3. Self-fulfilling prophecies	166
Review questions: Possible student teachers’ responses	169
8 .6. Multiple Intelligences	170

8.6.1. Measuring intelligence.....	170
8.6.2. Howard Gardner’s case for multiple intelligences.....	174
Review questions: Possible student teachers’ responses	176
Unit Summary.....	177
Key messages	177
Unit reflection	180
Further reading	181
Unit 9. Creating a Learning Environment.....	182
9.1. Creating a Safe and Secure Learning Environment	185
9.1.1. Howard Gardner’s case for multiple intelligences.....	185
9.1.2. What makes a learning environment safe and secure?	190
9.1.3. Creating your safe and secure learning environment.....	195
Review questions: Possible student teachers’ responses	201
9.2. Creating a Stimulating and Supporting Learning Environment	202
9.2.1. A stimulating learning environment	202
9.2.2. A supportive learning environment	208
9.2.3. Enacting a stimulating and supportive learning environment through role-play.....	212
Review questions: Possible student teachers’ responses	216
9.3. Inclusive Education.....	217
9.3.1. Inclusive education in the classroom	217
9.3.2. Special education	223
9.3.3. Planning for inclusive education.....	228
Review questions: Possible student teachers’ responses	236
9.4. Peace Education.....	237
9.4.1. Introduction to peace education	237
9.4.2. Planning for peace education in the classroom.....	246
Review questions: Possible student teachers’ responses	252
9.5. Setting Classroom Routines and Procedures	253
9.5.1. The importance of setting classroom routines and procedures.....	253
9.5.2. Developing classroom routines and procedures	259
9.5.3. Teaching classroom routines and procedures	263
Review questions: Possible student teachers’ responses	267
9.6. Setting Classroom Routines and Procedures	268

9.6.1. The role of education technology for creating a good classroom climate ..	268
9.6.2. Using education technology to enhance your classroom climate	273
Review questions: Possible student teachers' responses	276
9.7. Managing Students' Behaviour.....	277
9.7.1. Challenging behaviour	277
9.7.2. Positive management of students' behaviour	282
9.7.3. Creating a learning environment.....	287
Review questions: Possible student teachers' responses	290
Unit Summary.....	291
Key messages	291
Unit reflection	292
Further reading	294
Unit 10. Professionalism.....	297
10.1. Professional Ethics of a Teacher and Teacher Code of Conduct.....	299
10.1.1. Challenging behaviour	299
10.1.2. Acting ethically as a teacher in Myanmar.....	302
Review questions: Possible student teachers' responses	306
10.2. Teacher as Reflective Thinker	307
10.2.1. Reflectiveness improves practice	307
10.2.2. Using research in professional development activities.....	311
Review questions: Possible student teachers' responses	317
10.3. Reflection on Myanmar Teacher Competency Standards Framework	318
10.3.1. The Myanmar Teacher Competency Standards Framework (TCSF)	318
10.3.2. Using the Myanmar Teacher Competency Standards Framework (TCSF) as a guide to develop professionally	321
Review questions: Possible student teachers' responses	325
10.4. Why Educate Teachers?.....	326
10.4.1. Professional development needs to be ongoing.....	326
10.4.2. Developing Subject Matter Knowledge and Pedagogical Content Knowledge	330
Review questions: Possible student teachers' responses	336
10.5. Continuous Professional Development of Teachers.....	337
10.5.1. Establishing learning communities.....	337
10.5.2. Planning for setting up a network for professional development of student teachers.....	341

Review questions: Possible student teachers' responses	345
10.6. Importance of Research for CPD	346
10.6.1. Researching your own practice: Action research.....	346
10.6.2. Formulating your own teaching philosophy	349
Review questions: Possible student teachers' responses	352
Unit Summary	353
Key messages	353
Unit reflection	354
Further reading	356
Glossary	357
Bibliography	359
Annexes	368
Handout 1: How to Create a Safe and Secure Learning Environment	369
Handout 2: Draft Lesson Plan Grade 2 Mathematics	370
Handout 3: Lesson Planning Evaluation Questions for Inclusive Education	371
Handout 4: Peer-assessment: Criteria for a Good Lesson Plan for Inclusive, Special, Peace Education	372
Handout 5: Games for Learning	373

HOW TO USE THIS GUIDE

Who will use this Educational Studies Teacher Educator Guide?

This Teacher Educator Guide has been designed to help you facilitate student teachers' learning of Year 1 Educational Studies. It is addressed to you, as the teacher educator, and should be used in tandem with the Student Teacher Textbook as you teach Educational Studies. This Teacher Educator Guide contains step-by-step instructions to help you guide the student teachers in your class towards achieving the learning outcomes for each lesson and unit in the Student Teacher Textbook.

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 the four-year Education College programme. Classes will be held on the Education College campus.

What is included in the Year 1 Educational Studies Teacher Educator Guide?

The organisation and content of both the Student Teacher Textbook and this Teacher Educator Guide align with the syllabus of four-year Education College programme on Educational Studies.

The Student Teacher Textbook, accompanying Teacher Educator Guide, for this programme 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

The Teacher Educator Guide follows the same structure as the Student Teacher Textbook. For each unit and lesson, there are **expected learning outcomes** that indicate what student teachers should know and be able to do by the end of the unit.

For each lesson, the Teacher Educator Guide includes:



Competencies gained: This list of competencies highlights the teacher competencies from the Teacher Competency Standards Framework (TCSF) that are focused on in that lesson.



Time: This is the total teaching minutes and number of 50-minute class periods allocated for the lesson as per the syllabus.



Learning strategies: This is an overview of all the learning methods used during the suggested lesson learning activities.



Preparation needed: This can include: guidance on what you need to know about the topic and references to subject knowledge resources; technology preparation; links to other subjects; room organisation; time management; reference to expected answers.



Resources needed: This can include: printed media; flipchart paper; coloured paper; marker pens; URLs; video clips; low/ no cost resources; practical equipment.



Learning activities: Each lesson includes a variety of suggested learning activities designed to help student teachers achieve the expected learning outcomes within the allotted time. Each lesson should begin by activating student teacher prior knowledge or fostering interest in the subject. Learning activities are varied and in line with competency-based approaches to teaching and learning.



Stop and think: instruction boxes are included as an occasional ‘safety net’ at key points during the lesson, reminding you to quickly check that the lesson is flowing in the direction as planned, and to check if there are any points to emphasise to ensure that student teachers are learning effectively before moving forward.



Assessment: This comes at the end of each activity, an explanation or recap as to how each activity can be assessed formatively in order to assess success and inform future teaching. Instructions for facilitating various types of assessment are included in the Toolbox for assessment approaches.



Possible student teachers’ responses: The responses that you may get from the student teachers from each learning activity’s assessment are recorded here.



Check student teachers’ understanding: This is the lesson plenary. At the end of the lesson, revisit the learning objectives and TCSF competencies, summarise the learning outcomes and briefly assess the extent to which they have been achieved. Summarise the competencies and how they were addressed by the lesson content. Explicitly remind student teachers what they have studied and how they did so.



Extension and differentiation activities: Each lesson in this guide includes ideas on ways to adapt the learning activities to either provide additional stimulus for stronger student teachers (extension) or extra support for student teachers who are struggling or who have different learning needs (differentiation). For each unit, the Teacher Educator Guide includes:



Review questions: A box at the end of each unit gives you the answers to the Review questions in the Student Teacher Textbook. This section exists to support your knowledge as a teacher educator, and enables you to support your student teachers by confirming the answers to the questions in their Student Teacher Textbook. It is NOT part of the lesson.



Unit summary: This is a summary of the unit, including a reminder of the key points that student teachers should take from the unit.



Unit reflection: This section is part of the student teachers' self-study material and is included in the Student Teacher Textbook. It is duplicated here to inform you of its content. Your only task here is to remind the student teachers to read it. **It does not form part of any lesson.** It provides the student teachers with reflection points or questions relating to the learning in the unit.



Further reading: Suggestions for additional resources are listed according to the relevant unit. You can use these to learn more about the topic yourself or encourage student teachers to look them up in the library, on the internet or in your Education College's e-library.

Please note that the learning activities in the Student Teacher Textbook are designed for individual self-study. At times, these individual learning activities may be incorporated into the learning activities outlined in this guide. You may also wish to assign the learning activities in the Student Teacher Textbook for homework, or encourage student teachers to do them at their own pace.

While this Teacher Educator Guide contains detailed learning activities to help you plan and deliver lessons, the instructions in this guide are only suggestions. The student teachers in your classroom will have different characteristics and learning needs. As their teacher educator, you are encouraged to come up with your own learning activities which suit these needs, interests, and ability levels. You should feel free to change and adapt the lessons as much, or as little, as needed.

What is a competency-based curriculum?

The Student Teacher Textbooks and Teacher Educator Guides for all Education College programmes follow a competency-based approach. This is outlined in the Education College Curriculum Framework for the four-year degree and is based on the Myanmar Teacher Competency Standards Framework (TCSF). A competency-based approach means that the teacher education curriculum does not just focus on subject content. Rather, it emphasises the development of knowledge, skills, and attitudes and their application in real-life contexts. Competency-based curriculums are learner-centred and adaptive to the evolving needs of learners, teachers and society.¹

¹ Adapted from the Glossary of Curriculum Terminology (2013), International Bureau of Education (IBE), UNESCO

The following elements are integrated throughout this Teacher Educator Guide, in line with a competency-based approach to teacher education:

- **Contextualisation:** The learning content and learning activities are based on the Myanmar context to ensure that student teachers can relate what they learn to daily life.
- **Flipped classroom:** This pedagogical concept and method replaces the standard lecture-in-class format with opportunities for student teachers to review, discuss and investigate course content with the teacher educators in class. Student teachers are typically expected to read the learning materials before class at their own pace. Classroom time is then used to deepen understanding through discussion with peers and problem-solving activities facilitated by you, as teacher educator.
- **Collaborative learning:** This educational approach involves groups of student teachers working together to solve a problem or complete a task. Learning occurs through active engagement among peers, either face-to-face or online. The main characteristics of collaborative learning are: a common task or activity, small group learning, co-operative behaviour; interdependence, and individual responsibility and accountability.²
- **Problem-solving:** This involves the act of defining a problem; determining the cause of the problem; identifying, prioritising and selecting alternatives for a solution; and implementing a solution. The learning content and activities included in this Teacher Educator Guide provide opportunities for student teachers to apply their problem-solving skills as appropriate.

Module rationale and description

The purpose of this module is to introduce student teachers to the basic concepts of educational theory, educational technology, educational management, educational psychology and 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. And they will also know the importance of developmental milestones of the students in all domains. Student teachers

²Lejenue's Collaborative Learning for Educational Achievement (1999)

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.

Basic Education Curriculum Objectives:

This syllabus refers to the learning area in Educational Studies, Module 1.1 Understanding Educational Theories and Module 1.2 Applying Educational Theories as described in the Education College Curriculum Framework (2018). The syllabus outlines what student teachers in Education Colleges will explore in order to prepare them to be ready for teaching students in primary and middle schools. It is important that teachers use educational knowledge and theory in their professional lives appropriately. Teaching is a valuable profession, and primary and middle-school teachers are as important as high school teachers. The disciplines of education will help inform student teachers about their role as educators situated in the principles for the 21st century.

Basic Education Curriculum objectives

This subject syllabus aims to prepare teachers to be ready to teach students in primary and middle school by being able:

1. To enjoy physical activity and be self-confident in physical activities;
2. To facilitate how these concepts can be applied in teaching-learning situations; and
3. To prepare student teachers to be efficient teachers.

Table A. 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 appropriate use of 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
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

Competency standard	Minimum requirement	Indicators
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 within the classroom and school
	B3.2 Demonstrate strategies for managing student behaviour	B3.2.2 Encourage students to interact with each other with mutual respect 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
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 all students equitably	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: Myanmar Teacher Competency Standards Framework (TCSF), Beginning Teachers, Draft Version 3.2. (May 2019) (pp 30 – 36)

Teaching young adult learners

The student teachers in your classroom are young adult learners. As such, evidence suggests that they will learn best when:

- The module/course content is related to their prior knowledge and experiences;
- There are opportunities for them to be active in their learning, both in and outside the classroom; and
- They are asked to develop their critical thinking and social skills and to take ownership of their own learning.

The different types of content delivery and learning strategies proposed in this Teacher Educator Guide are based on the following ‘good practice’ principles of teaching adult learners:

1. **Keep it relevant.** Adults tend to be goal-oriented and practical. They want to understand how what they are learning will be important in their daily lives. This means that it is important to have clearly defined goals and objectives for what student teachers will accomplish in a lesson, and why. Student teachers need to see the relevance of what they are learning for their future jobs as teachers. You can tell them explicitly what they are learning or how individual learning activities will be useful to them as teachers.
2. **Recognise your student teachers’ backgrounds.** Your student teachers are coming to you with at least 18 years of life experience. The content of your course should reflect the level of education that they have completed and the realities of their daily lives. Adult learners need to be shown respect by valuing the experience and knowledge that they bring to the class. In your lessons, you can look for places where student teachers can draw on their real-life experiences and prior knowledge to help them understand and connect to a topic.
3. **Encourage exploration.** As adult learners, your student teachers are capable of learning on their own and being self-directed. Activities that require problem-solving and collaboration can help your student teachers to connect deeply and meaningfully with the lesson content. To do this, look for ways to actively involve your student teachers through discussion groups, real-life practice and opportunities to teach others. It may help to think of yourself as a facilitator of learning, rather than a teacher. You can encourage the student teachers in your classes to take ownership of their learning by finding out what is interesting to them and encouraging them to pursue these things.

Gender equality and inclusivity in the classroom

Actively promoting gender equality in the classroom is an essential element of your teaching. Facilitating a safe and positive environment and atmosphere where all student teachers feel that their contributions are equally valued, and have equal access to learning, requires you to be mindful of the teaching and learning strategies and resources you use.

As a teacher educator, it is your responsibility not only to ensure your student teachers have equal access to learning, but also to ensure that they understand and value the importance of gender equality and take that knowledge with them into their own teaching practice. The skills, knowledge, values and attitudes developed in the classroom with regards to gender, either implicitly or explicitly, can have a long-lasting impact on the future behaviour of your student teachers.

Be aware of your own gender biases. Reflect on your actions and the teaching strategies you use. Consider these ways in which you can ensure gender inclusivity in your classroom:

- Ensure that there is equal frequency in the representation of male and female names and characters. When identifying characters whose gender is unknown, use alternating pronouns (he, she).
- When using quotes, ensure that both female and male voices are heard.
- Ensure that females and males are represented equally in illustrations and that any existing gender stereotypes are not reinforced.
- Use equitable and gender-inclusive language in the classroom and ensure that your student teachers do likewise.
- Help and encourage your student teachers to be gender-aware, highlight any perceived gender-biased attitudes and encourage your student teachers to reflect on their own actions.
- Ensure that you interact equally with male and female student teachers, addressing and engaging them both to the same degree in your teaching, across different subjects, for example, when asking questions, asking for volunteers, selecting

activity leaders, giving complements, giving eye contacts, or even remembering the names of student teachers.

- Encourage and support the participation of quieter student teachers, regardless of gender.
- Use teaching and learning strategies and assessment approaches that support equal participation from both genders, for example, group work, role plays and group discussions. Manage the activities in a flexible manner addressing different needs and learning styles of all student teachers to ensure that both female and male student teachers have the opportunity to participate actively and that individuals do not dominate activities.
- Ensure to set an equal expectation for both female and male student teachers on their performance across different subjects.
- Arrange the classroom setting in a gender-sensitive and equal manner, in terms of classroom decorations, seating arrangement or group formation/division.

Gender stereotypes are often inadvertently reinforced in the classroom through the use of language, pedagogical approaches and resources that support the preconceived culturally expected norms, roles, and responsibilities of women and men. By promoting a gender-inclusive environment in the classroom, you can support both male and female student teachers in building a healthy understanding of gender equality and further mainstreaming of this gender-sensitive and inclusive practice into basic education classrooms.

Toolbox for teaching and learning strategies

This Teacher Educator Guide includes suggested learning activities for each lesson in the Student Teacher Textbook. These learning activities are intended to help support you as you plan your lessons but they do not dictate what you must do to help student teachers develop the desired knowledge, skills and attitudes for each lesson. On the contrary, you are encouraged to come up with the lesson activities that will best help the student teachers in your classroom to learn, given their unique backgrounds and needs.

Many of the learning activities listed below are used in this Teacher Educator Guide. You can also use this list to help you plan, or further adapt, your lessons. This is not an exhaustive list of teaching and learning strategies. You may wish to brainstorm additional teaching strategies by visiting <http://www.theteachertoolkit.com/index.php/tool/all-tools> or other similar websites.

Assignments: The assignments that you give to student teachers might include formal written essays, portfolios and reflection journals. They also might be smaller, developmental tasks – for example, a short homework assignment answering questions about a reading. Assignments can help student teachers to review previously taught materials. They can also help student teachers prepare for future learning – for example, you might assign student teachers to read the Student Teacher Textbook content in advance of the next lesson.

Case studies: Working through case studies can help student teachers to develop their problem-solving and critical thinking skills as they must apply what they are learning to a scenario or story (the ‘case’). To complete a case study, student teachers first read the scenario and then discuss and answer one or more open-ended questions about the scenario. Case studies often require student teachers to propose solutions to the problem presented in the scenario.

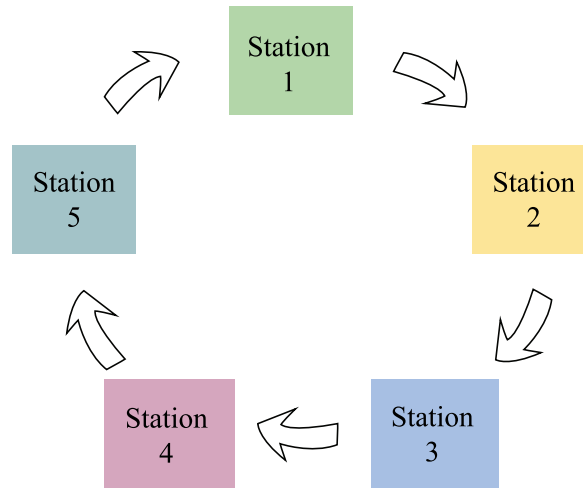
Directed activities: These are activities set by you, as the teacher educator, but carried out by the student teacher independently. For example, a directed activity might be for a student teacher to interview a basic education teacher during their Practicum school placement, or to independently research a specific teaching method. Directed activities are typically followed up in tutorials, seminars or workshops which provide an opportunity for student teachers to share about what they have learnt and to learn from their peers.

Gallery walk: In a gallery walk, student teachers work in groups to answer questions or complete a task on poster paper at various stations. They then rotate stations and add comments, questions, or further content to the poster at that station.

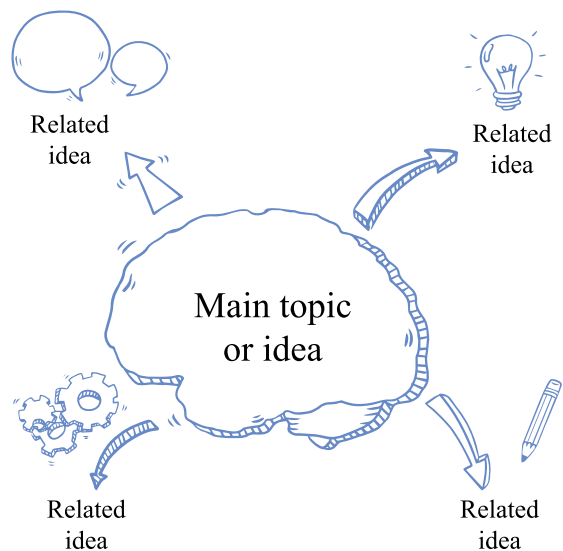
You can also use a version of the gallery walk to display student teachers’ work. In this type of gallery walk, posters created during individual or group work are displayed around the room. Student teachers then circulate at their own pace to either simply view the posters, or to add their questions or comments to the poster.

Graphic organisers: Graphic organisers are a simple and effective tool to help student teachers brainstorm and organise their thoughts and ideas in a way that makes it easier for them to understand. Graphic organisers can be used in any lesson for brainstorming, planning, problem-solving or decision-making.

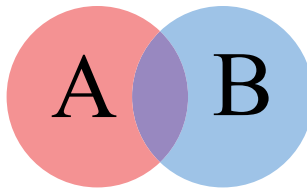
Some of the most popular graphic organisers that you will see in your Teacher Educator Guides include:



- **Concept map (also called a mind map):** Concept maps, or mind maps, can be used to visually show the relationships between concepts or ideas. They are useful for brainstorming and also organising information. Concept maps can be organised in different ways and with different levels of complexity but most start with broad topics first, connected to sub-topics (or more specific concepts) to form a web of connecting ideas. The diagram below shows a very simple concept map.



- Venn diagram:** Venn diagrams can be used to compare and contrast at least two different things or ideas (A and B). In the Venn diagram below, the overlapped area represents the characteristics belonging to both A and B and the two areas without overlap are for listing the characteristics that belong only to A and those that belong only to B.



- KWL chart:** KWL charts can help student teachers organise information before, during and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives and monitor student teachers' learning. KWL charts can be completed as a small group, whole class or by an individual. Before the lesson or unit, student teachers should fill in the first two columns about what they already know and what they want to know. After the lesson or unit, they can fill in the column about what they have learnt.

K What I <u>K</u> now	W What I <u>W</u> ant to know	L What I <u>L</u> earnt

- **T-chart:** T-charts can help student teachers examine two facets of a topic; for example, the advantages and disadvantages, or facts versus opinions.

Heading 1	Heading 2

Group work: Group work refers to any time you ask student teachers to cooperatively work together in groups on a task (for example, see the Jigsaw activity below). Group work can help motivate student teachers and encourage active learning. It requires student teachers to practise key critical thinking, communication and decision-making skills. Student teachers can work in groups to answer questions, create a presentation, write a lesson plan, analyse a case study, conduct a role-play, and many more learning activities. You may wish to assign roles to group members – for example, recorder, presenter, and team leader – to make sure that everyone is involved in the task.

Jigsaw: In a jigsaw activity, small groups of student teachers become experts on one component of a topic and then ‘teach’ that component to their peers. This gives student teachers the opportunity to work with others and to see different points of view. The jigsaw technique is especially effective because each student teacher is responsible for another’s learning, and student teachers come to realise that each group member has something important to contribute to the group. In a jigsaw, student teachers must practise using many important skills, including communication, problem-solving and critical thinking.

Lecture: Lectures are largely one-way communication between you, as a teacher educator, and a group of student teachers. They can be useful for delivering straightforward new content. Even when giving a lecture, you can involve student teachers more actively by pausing to ask and respond to questions, or by asking a student teacher to reflect or comment on the topic.

Micro-teaching: During a micro-teaching experience, a student teacher, or a small group of student teachers, teaches their peers all or part of a lesson. They then receive feedback on the mini-lesson and reflect on the experience in order to develop practical skills and apply their learning. Micro-teaching is an important opportunity to prepare for the Practicum Lesson Study and school placements. It can also provide a chance to focus on specific core teacher practices; for example, asking open-ended questions or giving students positive feedback.

Modelling: Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach, and students learn by observing.³ As a teacher educator, you may choose to demonstrate a learning activity or teaching strategy, rather than simply telling the student teachers about it – this is modelling

Modelling may also be followed by a discussion about how you presented the activity or strategy and what impact that had on the student teachers as learners. This can highlight the role of modelling in teaching and encourage student teachers to reflect on how they might use modelling in their own teaching in the future.

Observation: Student teachers can observe a peer or expert teacher teaching, then participate in structured, reflective discussion to make sense of what was observed. You may also observe a student teacher teaching all or part of a lesson and then follow this with a discussion to explore and develop the student teachers' thinking and practice. This strategy is an excellent opportunity to make links between theory and practice, and to support student teachers in making accurate assessments of their progress.

Practicals: Practical can include demonstrations by you as teacher educator (for example, showing how to conduct a science experiment) and those led by, or involving, student teachers (for example, having student teachers complete a mathematical investigation and associated worksheet). This strategy can help student teachers to understand how different activities can help students learn. Practical can also encourage student teachers to connect theory to their developing practice as teachers.

Reading groups: A reading group is a small group session focused on the analysis and interpretation of a text, most commonly an academic paper. The paper is usually issued in advance and student teachers are expected to be familiar with its contents before attending the

³ Eggen and Kauchak, *Strategies and Models for Teachers: Teaching Content and Thinking Skills*, (2001)

reading group. One student teacher may be asked to present the paper to the group, followed by a discussion to which all student teachers contribute. This strategy helps to familiarise students with academic writing as well as with the ideas within papers. Discussions may focus on the content, presentation or the methodology of the papers presented.

Role-playing: Role-play is a technique that allows student teachers to explore realistic situations as they interact with people and scenarios in a simulated way to try different strategies. This can allow student teachers to work through common challenges, or specific aspects of teaching, in a safe and supported environment.

Self-study: In a self-study, student teachers must take responsibility for their own learning, with you as a guide. This strategy can supplement face-to-face and Education College-based learning and is important to help frame, supplement, and consolidate new learning. Self-study can take a number of forms, such as reading around topic areas and action planning. Self-study includes time to think about specific areas of education.

Seminars: Seminars are small group sessions where questions can be explored, and views can be debated and analysed. Students usually complete preparatory work or reading before the seminar. While you would lead the seminar as a teacher educator, all student teachers are expected to contribute to discussions. Seminars can be good for developing student teachers' deeper thinking about content with which they are already familiar.

Think-pair-share: Think-pair-share is a simple and collaborative strategy where learners work together to solve a problem or answer a question. To use think-pair-share in your class, you can follow these three steps:

1. **Think:** Begin by asking a specific question about the text. Ask student teachers to 'think' about what they know or have learnt about the topic.
2. **Pair:** Each student teacher should pair up with a classmate, or with a small group.
3. **Share:** With their partner or small group, student teachers should share and discuss their thinking about the question. You can then expand this time of sharing into a whole class discussion about the topic

Tutorials: Tutorials are one-on-one or small group sessions between you and a student teacher. Tutorials allow for personalised, detailed discussion and exploration of ideas. They may have a pastoral or academic focus and may be used to support student teachers who are struggling with specific academic content, or who have missed out on an in-class learning experience.

Virtual Learning Environment (VLE): This widely-used tool is a teaching strategy to supplement and support learning and self-study. In VLE, activities, study skills and website links are shared with student teachers, and different tools are used to explore understanding, such as wikis, forums and blogs. An e-library is available for student teachers to access teaching and learning resources.

Workshops: Workshops are group sessions in which student teachers engage with new content and skills in order to develop their understanding and practice. This strategy often incorporates a great deal of collaboration and discussion as well as more lecture ‘teaching’ by you, as teacher educator. Workshops allow for detailed discussions about a topic and for student teachers to practise applying what they are learning.

Toolbox for assessment approaches

There are many different ways you can monitor student teachers’ learning before, during, and after a lesson. This Teacher Educator Guide includes many of these assessment approaches. Remember that providing feedback, either written or verbally, is an important part of formative assessment. Your feedback is what will help student teachers to learn and improve on future tasks. You can think of formative assessment as a chance for student teachers to practise before the summative assessment, where they will be asked to show what they have learnt through a larger test, exam or project.

Some of the most popular assessment methods you will see in this Teacher Educator Guide include:

Demonstration: In a demonstration, you may ask a student teacher to show you – or demonstrate – a skill that they have been learning. For example, you may ask a student teacher to demonstrate a dance technique, a step in a science experiment, or a movement in physical education. By observing the demonstration, you can monitor student teacher progress and provide suggestions for improvement. As with all formative assessment approaches, the feedback you provide on the student teacher’s demonstration is what will help him or her to improve.

Homework assignments: Checking student teachers’ homework assignments, which may include tasks such as reading and answering questions or looking up additional information, is a good way to monitor if they are on the right track. Depending on the homework assignment, you may wish to discuss answers as a class, check for completion, or collect and provide written feedback.

Journal log/ reflection papers: These are a detailed log of student teachers’ thoughts and feelings about their professional development and growth. The journal log and reflection papers are intended to help student teachers think deeply about their own learning by reflecting on their progress towards becoming a teacher. The process of consciously reflecting on their learning will help student teachers make connections between the content they learnt in a subject and other subjects, solve problems that come up, and learn from their experiences. Teacher educators may provide advice to student teachers on the areas to focus on when preparing the journal logs and reflection papers.

Observation: Informal observation – by circulating the room, listening to groups discuss, and making eye contact – is a good way to get a general sense of whether student teachers understand the material. More formal observation would involve using a checklist or criteria that you are looking for in a student teacher’s answers or presentation. You can then provide feedback on the basis of what you have observed.

Peer-assessment: If you ask student teachers to evaluate or judge, the work of their peers, this is called peer-assessment. You will need to have the appropriate peer-assessment tools – either a rubric or a checklist – so that student teachers can provide feedback to their classmates based on established criteria. When student teachers observe each other during micro-teaching and complete an observation sheet, this is a form of peer-assessment..

Presentation: A presentation may be similar to a demonstration but often involves more preparation on the part of the student teachers. Asking groups or individuals to present their work – perhaps at the end of the lesson – is an excellent opportunity to check for understanding, correct any misconceptions and provide feedback.

Projects: Projects are completed by each student teacher, either individually or collaboratively in a group. This is to demonstrate their understanding in the subject content knowledge and their competencies gained through designing, planning and developing projects. Student teachers work on a project over a certain period of time to investigate a topic or a real-life issue. Teacher educators are requested to provide instructions on completing the projects, including the rubrics of the assessment.

Question and answer: Asking student teachers both closed and open-ended questions is a good way to monitor whether student teachers understand the material. During question and answer sessions, be sure to call on a variety of student teachers for their responses. While you may want to use some closed-ended questions (with one correct answer) to check understanding, you will be able to foster better and deeper discussions through open-ended questions, which have more than one right answer and generally require more thinking on the part of the student teachers.

Quiz: You may wish to use a short quiz to test the knowledge of your student teachers. Quizzes can be graded in class as a whole class activity, or you may wish to collect and check the quizzes outside of class. Quizzes can also be seen as a way to ‘practise’ for a summative test or exam.

Self-assessment: In a self-assessment, student teachers evaluate their own strengths and weaknesses. This process can help them to understand their own gaps in skills or knowledge and to create a plan to address these gaps. Self-assessments are good ways to encourage student teachers take ownership of their own learning and development. As in peer-assessment, student teachers will need some coaching to understand the assessment criteria and how to apply them to their own work or skill sets.

Written examinations: Written examinations are conducted usually at the end of each semester to test the basic subject content specific knowledge and reflection of related pedagogy discussed during the course.

General tips for facilitating a lesson

Some of the teaching and learning strategies suggested here and throughout this Teacher Educator Guide may be new to you. If so, it is recommended that you spend some time carefully planning out how you will use them in your lessons so that student teachers can achieve the desired learning outcomes.

The following are some additional general tips that you can implement to help your student teachers learn.

Before teaching a class, you may wish to do the following:

- Choose a small amount of content to deliver. Keep in mind that in a given 50-minute class period, you generally do not want more than one-third of the class period should be focused on content delivery. This will enable there to be enough time for student teachers to practise their skills and deepen their understanding of the topic.
- Note down the key points you think are most important for your student teachers to learn from the lesson content. You can refer to these as you deliver the content to the class to make sure you discuss these key points.
- Make sure you are clear on how you will carry out the content delivery and the learning activities. Refer to the suggestions in this guide and discuss with other teacher educators, if needed. Always feel free to change the suggested steps so that the lesson activities work well for your specific classroom situation.
- For each learning activity, prepare clear written instructions for your student teachers describing, step-by-step, how to do the activity. The instructions could be displayed on a presentation slide, printed on a handout or written on the board. Make sure the instructions are large enough to be read by all student teachers.
- You may want to practise explaining the instructions verbally, going slowly and step-by-step. This will help you be ready to explain the instructions to your student teachers before the activity, so they will understand what to do. You can practise the explanation with a friend or colleague ahead of time and then ask them what needs to be explained more clearly.

- If time allows, prepare to model of what student teachers are expected to do during the activity. This might involve one or two teacher educators doing a short role-play, pretending they are the student teachers doing the activity. This will enable student teachers to see exactly what they should be doing.
- If student teachers are expected to produce something at the end of an activity, you may wish to prepare an example, or ‘end product,’ to show student teachers what they should be aiming to create during the activity.

During class, just before the content delivery or any learning activity, if applicable, it may be helpful to:

- Distribute any materials or learning supplies that student teachers will need to carry out tasks you will ask them to do. Make good use of the e-library to request student teachers to access necessary teaching and learning materials online as appropriate.
- Provide clear verbal and written instructions to student teachers about any task you would like them to do as you deliver the content.
- Model what the student teachers should do using a short role-play.
- Show the example end product to student teachers that you prepared before class.
- Ask one or more student teachers to repeat back to the class how to do the activity, using their own words, to make sure they understand the instructions.
- Tell student teachers how long they have to complete the activity.

Throughout the class, it may be helpful to:

- Look for any signs that suggest whether the student teachers understand the content you are delivering or the task they are working on. If you suspect certain points may be difficult for student teachers to understand, consider explaining the information in a different way or breaking down the information into smaller, more manageable pieces.
- Walk around to all parts of the classroom to:
 - Ensure all student teachers are on task;
 - Answer questions student teachers have;
 - Ensure student teachers have all the materials needed to do the activity; and
 - Assess student teachers’ understanding by observing whether they are carrying out the activity as instructed.

- Encourage student teachers to ask questions.
- If you detect a misunderstanding, either talk directly to the student teacher to clarify, or if the whole class may benefit from the clarification, call the attention of all student teachers and explain to everyone.
- Check for **Stop and think** instruction boxes for points to emphasise and to ensure that student teachers are learning effectively before moving forward.

At the end of class, it may be helpful to:

- Consider following the suggested ways to “Check student teachers’ understanding” at the end of each lesson. This is an opportunity to summarise the lesson and to briefly assess the student teachers’ achievement of the learning outcomes and understanding of how the lesson addressed the Teacher Competency Standards Framework (TCSF).
- Assess student teachers’ understanding by asking them to share a point from the content you delivered that they thought was particularly interesting, or that surprised them.
- Encourage student teachers to ask questions and provide comments on what you have just taught the.
- Ask one or two student teachers to share what they produced during the activity. If the activity was not designed to produce an end product, ask one or two student teachers to describe what they learnt from the activity.
- After student teachers share their work or their thoughts, choose one or two aspects of what they shared to emphasise to the class. The point you choose to emphasise should be key points that you would like all student teachers to learn and remember from the activity.

As a teacher educator, you have an important role to play in creating a classroom where all student teachers feel free to ask questions, share their reflections, and practise teaching in a safe supportive environment. It is your feedback and support that will help them grow into teachers who can foster the holistic development and learning of Myanmar’s children and youth.

Table B. 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. Identify at least three personal (teaching) goals to actively contribute to the reform 	C2.1 C3.1	3

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
	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

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
		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
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	1
		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

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
		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
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	1
		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

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
		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
		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

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
		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
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 environment	<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 learning 	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

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
		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
	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

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
	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
	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 D2.1	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
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

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
	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
	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

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
		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
	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

Units	Sub-units	Lessons	Learning outcomes	TCSF	Periods
		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

Unit 6

Overview of Myanmar's Education Systems, Policies and Trends

At the beginning of this second semester, student teachers 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, student teachers will learn about how the education system used to look like and what the plan is for the new one. They will look at current challenges in Myanmar's education systems and how they need to be addressed. Throughout this unit, student teachers will work closely with the National Education Strategic Plan (NESP) 2016-2021. At the end of this Semester 2, all student teachers should be well-versed with the plan and be able to answer these questions so that they can cooperate with the Ministry of Education for the successful implementation of the (NESP) 2016-2021⁴.

Implementation of the NESP will need the buy-in and support of the new teaching force 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.

⁴ A new National Education Strategic Plan will be released in 2021.

Expected learning outcomes



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

- 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;
- 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, student teachers will develop a solid understanding of Myanmar's education system. They will be able to answer questions such as “Why it is 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, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably



Time

One period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 6.1.1 in the Student Teacher Textbook



Resources needed

Copies of the NESP; flipchart paper; whiteboard; marker

Learning activities

Period 1



Learning activity 1: Graphic organiser (50 minutes)

1. Have student teachers read 'What is an Education System?' in the Student Teacher Textbook and revisit the terms formal and non-formal education introduced in Unit 1 to make sure they are clear on those two terms.

2. Have student teachers work alone or in pairs to complete the activity on what makes up Myanmar's formal education system. While student teachers work, copy textbook Table 6.1 (Components of Myanmar's formal education system) onto flipcharts. If possible, use one sheet per column.
3. Collect student teachers' responses on the flipcharts. Ask each student teacher to only share one item and not to repeat any that have already been captured. Encourage them to think deeper and broader and push beyond the obvious answers of teacher, student and textbook. For instance, they might not think of administrative staff, the national curriculum or the frameworks put in place, national assessments, and people who administer and grade national assessments, the laws that require basic education to be free and so on.
4. For homework, or if time remains during the class period, have student teachers read NESP Section 3 "General background on Myanmar's education system." If they find additional items that they would like to add to the table they created during this class, they should add them.



Assessment

While student teachers are working to complete textbook Table 6.1, circulate the room and check on their progress. Are they able to brainstorm all the different components that make up an education system? As they share answers as a whole class, you can also check for understanding. Be sure to call on a variety of student teachers, both males and females, to share their ideas on what makes up an education system.



Possible student teachers' responses

Some of the possible student teachers' responses are included in the instructions above; see step 3. There are many, many components to an education system – from the laws and policies that shape what education will look like; to Ministry of Education (MOE) personnel, teachers, administrators, and support staff; to the classrooms and everything in them.

Period 2



Learning activity 2: Discussion (20 minutes)

1. Ask student teachers if they found additional items that they would like to add to the table they created in the last class period, and answer any clarifying questions about the section in the NESP that they read for homework.
2. Take two different colour markers and ask student teachers to identify all components in Student Teacher Textbook Table 6.1 that are part of the formal education system – mark them in one colour of their choice
3. Then, ask them to identify all informal items and mark them with the other colour. Encourage student teachers to discuss and challenge the suggested categorisation to get them used to understanding that not everything is always black and white, but a lot depends on the context and specific situations. Come to an agreement where you can, but it is also okay to have items not marked in either of the two colours or to have items coloured by both to denote that consensus has not been reached.



Assessment

Ask student teachers to identify all the items in the table that they consider the responsibility of the government. Challenge them to think of the government on different levels: national and regional/local level. Allow a discussion about who they think should be responsible for the different components of the education system, who should finance it, and why.



Possible student teachers' responses

Answers will vary to the above assessment but student teachers should always explain their thinking and defend their ideas if challenged by being very specific with their explanations. It is okay for student teachers not to agree with one another or to come to consensus. This is also true for the colour-coding learning activity above, as explained in step 3.



Learning activity 3: Brainstorming (30 minutes)

1. Have student teachers work in pairs to make a list of the current challenges in the education system.
2. They should then make a list of solutions to the existing problems they have identified.
3. Collect their responses on the whiteboard in two columns: a) challenges and b) proposed solutions. If a challenge has no definite solution listed in the NESP, ask student teachers to suggest their own.



Assessment

While student teachers work, circle among them to clarify or answer questions they might have as they read and extract the information from the NESP. You can also use the whole class discussion to check if student teachers are able to identify both problems and brainstorm solutions, using the NESP as an important resource. Make sure you give many different student teachers the opportunity to share their ideas, so that quieter individuals are not overlooked.



Possible student teachers' responses

There are a wide variety of responses possible in the discussion of challenges and solutions to education in Myanmar. You can use the nine transformational shifts in the NESP to help guide the discussion. Student teachers should be able to link the information, goals and targets in the NESP to the discussion of education in Myanmar.

Period 3



Learning activity 4: Discussion (50 minutes)

- Remind student teachers that everyone has a role to play in implementation of the NESP. Look back at the completed table. Ask the class, ‘Which components in the table do you consider the responsibility of the national government versus which ones do you think should be best decided by the local government?’ Student teachers should explain their thinking.

- Wrap up the lesson by analysing Diagram 9.1 NESP goal and nine transformational shifts. Go over each shift and make sure student teachers understand all its components.
- Ask them where they fit into this overview and which role they will need to play in a successful implementation of the strategic plan. Student teachers should realise that every teacher is needed to do his or her part for the transformation of the Myanmar education system to be successful. The government is not an abstract entity but is made up of people – elected and appointed people, staff and volunteers.



Assessment

Are student teachers able to see how different levels of governments have responsibility for different aspects of education in Myanmar? Do they understand that they too have a role and responsibility for implementing the NESP? What will this look like for them as classroom teachers in Myanmar?



Possible student teachers' responses

Answers will vary. If student teachers struggle to identify their roles and responsibilities, have them focus just on the circles referring to the basic education components, and how they can act on its content; for example, by implementing interactive learning opportunities that will benefit all the students – regardless of background or natural abilities – in their classrooms.



Check student teachers' understanding (5 minutes)

You can use the below questions to check if student teachers are actively thinking about the content of the NESP, and why it matters for them as teachers in Myanmar. You may wish to ask student teachers to write down their responses in their notebooks, or to discuss their thoughts with the person sitting next to them.

- What excites you about the NESP 2016-2021?
- Why is the NESP an important document for education in Myanmar?

- What surprised you about what you learnt in this lesson? Why did it surprise you?



Extension and differentiation activities

Pearson, one of the world's biggest learning companies, conducts annual surveys on the best education systems in the world and finds that best education systems are a mix of federally run and decentralised education systems rank highest. Discuss this statement – do you agree/disagree? Provide specific examples to strengthen your point.

6.1.2. Aim of education

Expected learning outcomes

By the end of the lesson, student teachers 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.





Competencies gained

C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably



Time

One period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 6.1.2. in the Student Teacher Textbook.



Resources needed

Copies of the NESP; flipchart paper; whiteboard; markers

Learning activities

Period 1



Learning activity 1: Graphic organiser (50 minutes)''

1. Have student teachers read 'Education, an essential building block for individuals and nations' in the Student Teacher Textbook. Make sure they know what the United Nations (UN) is, and what their purpose is.
1. Have student teachers work by themselves to answer the questions: 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?
2. Ask volunteers to share their reflections. Aim for a wide range of responses. These responses are very subjective and there is no need to judge or correct anything.



Assessment

Can student teachers articulate why education is important to them, and to those they know?
What are the benefits to education?



Possible student teachers' responses

As stated in the instructions above, responses here are subjective and personal. Each student teacher should feel free to share his or her personal experiences and opinions about the importance and role of education.



Learning activity 2: Cooperative group games experience (10 minutes)

- Have student teachers work in pairs or small groups to discuss their understanding of SDG 4. Encourage them to think about how they see SDG 4 being met in the country or region. Do they see any shortcomings?
- Gather the class and have the pairs or small groups report back to the full class on how they understand the SDG 4.
- Once you have heard from about a third of the student teachers and responses start to repeat, deepen the conversation by asking student teachers to think specifically about the meaning of 'inclusive', 'equitable', 'quality', 'lifelong', and 'all' and how that applies to their situations. Encourage student teachers to comment on each other's contributions.



Assessment

Use the discussion to check that student teachers understand why SDG 4 is important for making sure all people can benefit from education. Can they identify why the words used in SDG 4 – inclusive, equitable, quality, lifelong, and all – are so important for sustainable development?



Possible student teachers' responses

Responses will vary. Encourage student teachers to make the connection between ensuring all people can benefit from education (which means that all have access to quality education throughout their life) and sustainable development.

Period 2



Learning activity 3: Brainstorming (50 minutes)

1. Begin the second period by writing the following three key words on the blackboard or on flipcharts:
 - Poverty Alleviation;
 - Social Mobility; and
 - Sustainable Development.
2. Ask student teachers to copy these terms into their notebook and brainstorm any words or ideas that come to their mind when they think about these three big words. What could they mean? Why could education be a crucial element to accomplish poverty alleviation, social mobility, and sustainable development in Myanmar? Have student teachers share their ideas.
3. If student teachers struggle doing this as a brainstorming activity, have them look for those words in the NESP introduction, and discuss with one another what their meaning could be.
4. Debrief the activity with the whole class by asking them to share their responses. You may wish to create a mind map of these terms on the board (see the 'Toolbox of teaching and learning strategies' for more information on using mind maps to organise ideas).



Assessment

You can circulate the room while student teachers are working to see if they are able to define and describe what are poverty alleviation, social mobility, and sustainable development. During the discussion, are student teachers able to articulate how education can play a role in alleviating poverty and promoting social mobility and sustainable development?



Possible student teachers' responses

While wording and exact responses will vary, student teachers should be able to state the general idea behind the following terms:

Poverty alleviation: Poverty can have social, economic, social and cultural elements; at its simplest, poverty means that people do not have the means to meet their own basic needs for things like shelter, food and clothing. Poverty eradication or alleviation is a driving force of the SDGs, and the focus of Goal 1.

Social mobility: Social mobility is the ability for individuals or groups to change positions in their lives – to move between social or economic levels and circles. It is the ability to change your situation and social status.

Sustainable development: This is development that “meets the needs of the present, without compromising the ability of future generations to meet their own needs.” It means development and change that protects the environment and promotes human rights.⁵

Period 3



Learning activity 4: Brainstorming (50 minutes)

1. Ask student teachers to read NESP Section 4: Overview of recent high-level education policy reforms.
2. Have them work with a partner to answer the question: *‘Where do you see parallels to SDG 4?’* They should record their response in their notebook.

⁵ Sustainable Development Commission. <http://www.sd-commission.org.uk/pages/what-is-sustainable-development.html>

3. Debrief their partner discussion exercise by asking volunteers to share.
4. Then ask the whole class: *‘Why do you think teachers are important stakeholders? How can you play a role in a successful implementation of NESP?’* You can also encourage them to think about what they learnt in Lesson 6.1.1.
5. Request volunteers to share their thoughts about teachers’ roles in education reform while you make a list (or ask for a volunteer to do so) on the board.



Assessment

Listen during the discussions for student teachers to be able to identify key parallels between the NESP and SDG 4, particularly in an emphasis for quality, equitable, inclusive lifelong education for all. You can use the exercise of making a list on the board as a chance to make sure student teachers understand that all teachers have important parts to play in achieving the goals of the NESP (and SDG 4).



Possible student teachers’ responses

Most responses to the question of the similarities between SDG 4 and the NESP will probably be in the context of access to education, quality of education, and equity. Push student teachers to think of the situation in Myanmar by regions and different groups of people – is it all the same everywhere and for everybody?



Check student teachers’ understanding

You can use the review questions at the end of sub-unit 6.1 in the textbook to check student teachers’ understanding of the key ideas. You may also wish to ask them to reflect on the following questions by either writing a response in their notebooks or discussing with a partner:

- What do you personally think are the biggest challenges Myanmar is facing in transforming the country’s education system?
- What surprised you in what you learnt in this lesson? Why did it surprise you?



Extension and differentiation activities

Have student teachers identify at least three personal (teaching) goals to actively contribute to the reform.



Review questions: Possible student teachers' responses

Question 1: Read NESP Section 6: Key challenges of the current education system.

- a. What are the key challenges in KG + 12 education?
- b. What do you think can be done to improve the situation?

Answer: *There are a great many different acceptable responses to these questions. Student teachers may mention: the challenge of shifting to a curriculum that emphasises 21st century skills and is student-centred, challenges in education funding, challenges in attracting teachers to remote areas, or challenges with the exam system – to name just a few. They may link improvements to these challenges to target in the NESP; for example, changing to a four-year pre-service teacher training degree, or revising the Basic Education Curriculum.*

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

Answer: *These will be personal and based on student teachers' own experiences and where they are from. They should be able to explain their opinion by providing examples. You should also be able to tell they have a solid understanding of the NESP.*

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

Answer: *This is also a personal question. Student teachers might mention ways that they can be inclusive and student-centred in the way that they teach. They might also think about their commitment to their own personal growth as a teacher. As long as their answers align with the shifts in the NESP, there is no incorrect response.*

6.2. The Right to Education

In this sub-unit of four periods, student teachers will connect back to what they learnt in the first sub-unit of this unit but instead of focusing on Myanmar, it will take a more global perspective. How did it all begin and where are we today?

6.2.1. How it all began

Expected learning outcome

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

- Explain how the concept of ‘education for all’ emerged.



Competencies gained

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

C3.1 Demonstrate a high regard for each student’s right to education and treat all students equitably



Time

One period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lessons 6.2.1. & 6.2.2 in the Student Teacher Textbook



Resources needed

Flipchart paper; whiteboard; markers; internet access or copies of the UN Sustainable Development Goals

Learning activities

Period 1



Learning activity 1: Debate (50 minutes)

1. Have student teachers read ‘The right to education, where it all began’ in the Student Teacher Textbook.
2. Divide the class into two sides for an informal debate. Assign one side the perspective: *Comenius’s views from the 1600s are outdated*. They must defend this view. Assign the other side of the class the perspective: *Comenius’s views on education from the 1600s are still relevant*. They must defend this view.
3. Inform each side that they should choose four representatives to present their rationale or argument, for the statement they have been assigned. Give each side time to brainstorm their arguments.
4. Once they have prepared, ask the representatives from each side to come to the front and present their points.
5. Once they have finished explaining their assigned perspective, you may allow for some additional points to be raised by student teachers in the class. Lead a whole class discussion on why Comenius is an important for education today – namely, his emphasis on how education is for everyone (not just elites), the importance of learning about other cultures, and education for peace.



Assessment

Are the two sides of the debate able to think critically about Comenius’s views on education and express their reasoning in a logical way? Are student teachers able to understand how Comenius’s ideas have shaped modern education?

Homework assignment: Ask student teachers to write down their thoughts about the second question in activity 1: “*How do Comenius’s ideas resonate with you when you look at current curriculum discussions and the development of new national education systems?*”



Possible student teachers’ responses

There are many different arguments that the ‘debate teams’ might use to defend their respective sides. On one hand, Comenius lived a long time ago, and the world has changed. On the other hand, his ideas about education for all are very much in line with the emphasis today on making sure all children receive a quality education. .

Period 2



Learning activity 2: Analysis (50 minutes)

1. Begin the class by discussing the question that you assigned for homework on how Comenius’s ideas fit with discussion on curriculum reform and education systems today. Focus on the parallels in the thinking then and now.
2. Ask for volunteers to read each of the quotes from Comenius’s aloud.
3. Student teachers should choose two of the quotes, and reflect on why they resonate with them: ‘*What kind of wisdom can you take as an inspiration as a future teacher?*’
4. Ask student teachers to write their thoughts on each quote they selected in their notebooks.



Assessment

You may wish to collect student teachers' written responses to get a better idea of their thinking on Comenius's work. You should look for indication that they understand his emphasis on equality in educational access and also how education can contribute to peace.



Possible student teachers' responses

Student teachers will likely have many reasons that they chose different quotes. It is important that they see how Comenius's ideas link to the commitment by governments around the world to provide education for all.

6.2.2.

Transforming our world: The 2030 Agenda for Sustainable Development

Expected learning outcomes



At the end of this lesson, student teachers 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.



Competencies gained

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

**Time**

One period of 50 minutes

**Learning strategies**

Think-pair-share; discussion

**Preparation needed**

Read text of Lesson 6.2.2. in the Student Teacher Textbook

**Resources needed**

Online or hard copies of an overview of the SDGs; this can be found online at:
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Learning activities**Period 1****Learning activity 1: Think-pair-share (50 minutes)**

1. Ask student teachers to read Lesson 6.2.2 in the Student Teacher Textbook.
2. Student teachers should individually answer the questions in their notebooks:
 - a. What do you know about the United Nations?
 - b. What is the overarching goal of the SDGs?
 - c. Do you believe having such global goals are helpful? Explain your position.
 - d. 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? If so, how?
3. Once student teachers have individually recorded their answers, ask them to pair up with another student teacher to discuss their responses.
4. Lead a whole class discussion of the questions listed above.



Assessment

By circulating around the room while student teachers are working and discussing, you can observe if they are on the right track with their responses (see below).



Possible student teachers' responses

Student teachers should understand that one important job of the United Nations (UN) is to help set and monitor global development goals. They should also see that the SDGs are aimed at eradicating poverty and ensuring sustainable development. Education is both an end goal and a tool to achieve the other goals. Questions 3 and 4 are more subjective and should not be evaluated.

Period 2



Learning activity 2: Analysis (50 minutes)

1. Make sure all student teachers have access to at least a summary copy of the SDGs either online or in print. Ask them to spend some time reading through the summary and information on SDG 4; they should pay close attention to Goal 4: Quality Education: Obtaining a quality education is the foundation to improving people's lives and sustainable development.⁶
2. Either working in pairs or individually, ask student teachers to respond to the following questions and record their responses:
 - 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 SDG 4 that make the quality education as defined by the United Nations?
 - 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?

⁶ <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

- What do you think – will it provide a pathway for Myanmar to meet the global SDGs by 2030?
3. Lead a whole class discussion of the responses to the questions above.
 4. You may wish to assign the review questions as homework. As an exit ticket from class, you can also ask student teachers to write down a quick reflection on the following two questions:
 - What excites you about the SDGs?
 - What surprised you in what you learnt today? Why did it surprise you?



Assessment

By circulating around the room while student teachers are working and discussing, you can observe if they are on the right track with their responses (see below).



Possible student teachers' responses

Student teachers will need the information provided on the website listed to answer some of the questions. In this information, they can find the following:

- Gaps in education access:
 - Enrolment in primary education in developing countries has reached 91 percent but 57 million primary age children remain out of school.
 - More than half of children that have not enrolled in school live in sub-Saharan Africa.
 - An estimated 50 percent of out-of-school children of primary school age live in conflict-affected areas.
 - 617 million youth worldwide lack basic mathematics and literacy skills.⁷
- On quality education:
 - ‘The reasons for lack of quality education are due to lack of adequately trained teachers, poor conditions of schools and equity issues related to opportunities

provided to rural children. For quality education to be provided to the children of impoverished families, investment is needed in educational scholarships, teacher training workshops, school building and improvement of water and electricity access to schools.’

For the last question, opinions may vary as to the extent the NESP will help achieve SDG 4. They should be able to see how the transformation shifts in the NESP connect to quality education.



Check student teachers’ understanding

You can use the review questions below to check that student teachers understand the importance of ‘education for all’ and where the idea originated. Student teachers should also be able to explain the key elements of SDG 4, and why it is important. You can ask student teachers to write their responses in their notebook, or to discuss with a small group or the whole class.



Extension and differentiation activities

You might want to assign homework for student teachers to go deeper into the SDGs and conduct more background research online on the components of quality education, or on where gaps in educational access around the world are most severe.

⁷ <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>



Review questions: Possible student teachers' responses

Question 1: What were Comenius' contributions to how we think about education?

Answer: *Comenius was the first to promote the idea that education should be for all, not just the elites of society. He also promoted peace education, and education as a way to understand the wider world.*

Question 2: Which goal within the SGDs is focused specifically on education? What are the important components of that global education goal for 2030?

Answer: *SDG 4. It is important that SDG 4 emphasises that education should be equitable (available to all), quality, inclusive and lifelong.*

6.3. Why Early Years Matter

Young minds are inquisitive and extremely formable. They act like sponges eager for information and experiences. Students do not arrive as an empty vessel in a school waiting for teachers to fill them with textbook materials and subject matter. Through play and inquiry, foundational skills for learning are formed. Kindergarten teachers need to tap into children's natural desire to learn and their quest to understand the world we live in.

This unit will explore the importance of early childhood education and how Myanmar's kindergartens can play a vital role in laying the foundation for all future learning and ultimately overall success and well-being of each student.

6.3.1. Playful learning at a young age

Expected learning outcomes

By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

D1.1 Regular reflect on own teaching practice and its impact on student learning

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 6.3.1. in the Student Teacher Textbook



Resources needed

Flipchart paper; movable desks and chairs; whiteboard; marker

Period 1



Learning activity 1: Discussion (50 minutes)

1. Begin the lesson with a class discussion to introduce the topic. Ask student teachers to: ‘Take a moment and think about at 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?’ They can write a few thoughts on this in their notebooks.
2. Take time for this activity and probe student teachers thinking as you ask them to share their thoughts. There are no right or wrong answers but make sure all the shares focus on the topic of learning. Deepen the discussion by asking student teachers ‘How do you know?’ and push them to validate their ideas. Validation can happen by them sharing examples that their peers have observed too and

agree that it is indicative of learning. The key is to have many student teachers share their experience and have a lively debate that illustrates the wide range of where and how learning happens.

3. Next as a class, ask for volunteers to read the main text in Lesson 6.3.1 in the Student Teacher Textbook. Check for questions student teachers may have or comments they would like to make.
4. Have student teachers work in pairs or small groups to address the third question under this learning activity. Move among them and listen to their conversations.
5. After 10-15 minutes, ask some student teachers reflect on this activity and share their answers with the whole class. Answers should not be judged as they are very personal and subjective. Make sure you get a broad spectrum of answers. After some shares, push student teachers to think about how learning through reflection is different from learning through experience and discuss their advantages and disadvantages in different situations.



Assessment

As student teachers discuss the questions in pairs or small groups, you can move among them and listen to their conversations. Are they focused on the question of *where* and *how* young children can learn? Student teachers should understand that children are natural learners who use play and inquiry to understand the world around them.



Possible student teachers' responses

As mentioned in the instructions above, the questions in this learning activity are largely personal and subjective. You can help guide student teachers to think about *learning through reflection* and *learning through experience*. To illustrate *learning through experience*, you may wish to give some concrete examples, such as a child burning his or her hand on the stove and learning that hot things can burn, or learning to make rice by helping an aunty cook dinner.

Period 2**Learning activity 2: Reflection (50 minutes)**

1. Ask students to take about 15 minutes to answer the questions under #1 in their notebooks. These are largely based on their own opinions and experiences – remind them to include the reasons for their answers (based on some of their own experiences or observations).
2. After they have individually thought about their responses, lead a discussion and record their ideas on a board or flipchart so everybody can see – if possible keep the responses visible on a classroom wall for the remainder of Unit 6.
3. Divide the student teachers into small groups (or asks them to partner with the person next to them). With a partner or small group, they should brainstorm ideas of how they might adapt children’s informal play for a formal Kindergarten lesson? If student teachers struggle, you may wish to give them topics or competencies in the KG curriculum and ask them what play-based activities could help children learn about the concept or skill.
4. Once they have discussed, come together as a whole class, and ask them to share their ideas. You can also discuss which components of play and learning they think are essential to support targeted learning (the achievement of specific learning outcomes) while keeping curiosity alive.

**Assessment**

Use the class discussions to check that student teachers understand the key ideas for this unit – that children are natural learners because of their innate curiosity and desire to explore; that early childhood education lays the foundation for lifelong learning; and that play can be used within formal Kindergarten instruction to support learning.



Possible student teachers' responses

Many of the answers to questions in this learning activity are subjective and based on student teachers' own experiences and opinions. They should understand that young children learn through inquiry, exploration, and play – in other words, through experiences, or doing encouraging curiosity, starting when children are very young, is an excellent way to support learning.



Check student teachers' understanding

This lesson is based on discussion and reflection. During the whole class discussions, you can check student teachers' understanding by asking them to explain their thinking or provide examples that support their responses. Be sure to call on a wide variety of student teachers, giving as many individuals as possible the opportunity to share their thoughts.



Extension and differentiation activities

Ask student teachers why curiosity is an essential trait for learning. Have them comment on Albert Einstein's quote: 'It is a miracle that curiosity survives formal education?' What did he mean? What guidance could we gain from this quote especially for early childhood education?



Review questions: Possible student teachers' responses

Question 1: Why is early childhood and KG education important?

Answer: *Early childhood education lays the foundation for lifelong learning. Children want to understand and explore the world – they are natural learners. The skills, competencies and knowledge gained as a child set the stage for all future learning.*

Question 2: When does learning begin?

Answer: *The natural process of learning and understanding begins very young, perhaps even in the mother's womb! Babies are already seeking to understand the world around them through their senses.*

Question 3: What are some of the traits that make young children natural learners?

Answer: *Children are curious and inquisitive. They ask questions of how and why things happen the way they do. They want to understand and explore.*

6.4. Kindergarten and Basic Education Curriculum Framework

In sub-unit 6.4, student teachers will have the opportunity to take an in-depth look at how young children learn, exploring how the integrated approach is used in KG curriculum.

6.4.1. Introducing KG curriculum and integrated approach

Expected learning outcomes

By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two period of 50 minutes



Learning strategies

Think-group-share; lecture; practical activity



Preparation needed

Make sure you are familiar with the KG Curriculum Framework and the KG textbook



Resources needed

Student Teacher Textbook; Introduction/Preface of KG teacher guide and lesson plan; MOE kindergarten textbook 2015; flipchart paper; markers

Period 1



Learning activity 1: Discussion(50 minutes)

- Divide the class into six groups. With their groups, student teachers should read the passage, ‘Six learning areas of an integrated approach.’ They should discuss the main idea of each learning area and why it is important. Encourage them to also come up with an example or two of what development, or learning, within that learning area might look like.
- Invite one representative of one or two of the groups to share their discussion on their understanding of the six learning areas. Other groups can then add their understanding, or points they feel were left out.



Assessment

Circulate the classroom while groups are discussing the learning areas. Are they able to describe the main idea of each learning area? Do they understand why each learning area is important for KG students? Can they come up with examples of what development in each area might look like?



Possible student teachers' responses

These will vary, but student teachers should understand that the KG curriculum focuses on students' holistic development through an integrated approach that values physical, mental, moral, social, and emotional development.

Period 2



Learning activity 2: Jigsaw (50 minutes)

1. In this jigsaw activity, each group will be focusing on one learning area from the KG curriculum. Assign student teachers to six groups. They should discuss the question for their group listed below, and create a poster of their ideas.

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

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

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

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

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

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

2. Ask a representative from each group to briefly present their poster with ideas of how they might teach KG-aged children to develop competencies in each learning area.
3. If time allows, you can lead a discussion of some of the challenges and opportunities with teaching KG.



Assessment

Observe each group's poster to check if they are able to imagine how they might teach key competencies under each learning area in a way that is age-appropriate for KG children.



Possible student teachers' responses

The ideas about how to teach KG children under each learning area will vary, but you should look for – and encourage – student teachers to think of a variety of methods that are based on play and inquiry. They might mention activities such as role-play, storytelling, puppets, demonstration, practical activities and experiments, songs and poems, and games.

6.4.2.

Studying KG lessons prepared with an integrated approach

Expected learning outcome

By the end of the lesson, student teachers 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).



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the Basic Education Curriculum

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two period of 50 minutes



Learning strategies

Think-group-share; lecture; practical activity



Preparation needed

Make sure you are familiar with the KG Curriculum Framework and the KG textbook



Resources needed

Student Teacher Textbook; Introduction/Preface of KG teacher guide and lesson plan; MOE Kindergarten Textbook 2015 (Bird lesson plan)

Period 1



Learning activity 1: Analysis (50 minutes)

1. Share with student teachers the KG bird lesson plan, and tell the story of the bird. You should go over the components of the lesson as a class.
2. Ask student teachers to work with one or two of their classmates who are sitting near them. They should identify which aspects of an integrated approach they 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?
3. After they have identified connections to several subjects or competencies, ask them to think about any other integrated competencies they could help students develop through the lesson.
4. You can lead a whole class discussion to debrief their thoughts. If time allows, student teachers can do this exercise with another KG lesson plan example.



Assessment

Were student teachers able to identify connections to different subject areas and competencies to show they understand an integrated approach? If they struggled to see the connections, you may wish to look at another example lesson plan from KG as a whole class.



Possible student teachers' responses

In the Bird lesson plan, student teachers should be able to suggest that the following aspects of the story could help student learn in an integrated way:

- Developing comprehension skills through listening/reading the story;
- Learning about animals (biology);
- Making the sounds of animals (PE/Art);

- Counting the animals (Maths); and
- Talking about courage (ethics).

Period 2



Learning activity 2: Demonstration (50 minutes)

1. Use the introduction lesson in the lesson plan book (page 6) to demonstrate a sample KG lesson for your student teachers. Some student teachers should act as KG students and some as observers.
2. After you have demonstrated the lesson, lead a reflection on the demonstration by asking: *'What do KG students learn from this lesson? What competencies are they practicing? How do you think they would feel about the lesson?'* You can write down the responses on the white board.
3. Hang a poster with the six learning areas at the front of the classroom. Encourage student teachers to make links between their answers and the six learning areas.
4. To wrap-up the class, ask student teachers to summarise how they think the integrated approach used in KG can help students improve in the six learning areas.



Assessment

Were the student teachers able to identify key learning opportunities in the demonstration lesson? Can they link what students might learn through the lesson with the learning areas? Do they understand that an integrated approach lets children learn a wide variety of knowledge, skills, and attitudes that cut across subject areas?



Possible student teachers' responses

From the demonstration lesson, student teachers should recognise that the KG children will both be happy and learn a lot by playing and reciting the poem. These activities should be engaging and enjoyable. Through the lesson, they will also learn social skills and become familiar with greetings words, numbers 1-3, and colours.

Student teachers should understand that an integrated approach helps students develop

skills and knowledge that cuts across different subject areas. It provides for their holistic and well-rounded development, preparing them for future years of schooling.



Check student teachers' understanding

You may need to ask student teachers to analyse additional KG lesson plans to make sure they understand how elements of the six different learning areas are integrated into a KG lesson. Make sure student teachers understand that not every lesson needs to integrate all of the six learning areas.



Extension and differentiation activities

If possible, have student teachers watch a video clip(s) filmed in a KG classroom – either in Myanmar or in another country - and do further analysis of both the learning areas that the lesson connects with and the teaching methods used to make the learning experiential, playful, and inquiry-based.



Review questions: Possible student teachers' responses

Question 1: Why is an integrated approach used in the KG curriculum?

Answer: *An integrated approach focuses on the holistic development of the child. It is based on experiential learning and cuts across subject areas. This is appropriate for the development stage of five- and six-year-old children as they prepare for more formal schooling.*

Question 2: What are the areas of development and competencies covered in the six KG learning areas?

Answer: *Physical and mental health; moral, social and emotional development; interpersonal relationships; basic knowledge of Maths; appreciation of aesthetics; understanding of the environment.*

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

In this sub-unit of four class periods, student teachers will explore the value of 21st century skills, and what they mean for them personally and for the education that they receive at their Education Colleges. They have been practising many of these 21st century skills in their Reflective Practice and Essential Skills modules. These skills also link to the important key competencies that student teachers have been learning about in Life Skills. As you teach this unit, encourage student teachers to connect the content with what they are learning in their 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, student teachers 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.





Competencies gained

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably



Time

Two period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; presentations



Preparation needed

Read text of Lesson 6.6.1. in the Student Teacher Textbook



Resources needed

Notebooks; RPES and Life Skills textbooks; several copies of primary school level teacher guides and textbooks for various subjects

Period 1



Learning activity 1: Reflection (50 minutes)

1. Give student teachers time to read 'What are 21st century skills, and why are they important?' in the Student Teacher Textbook. Before beginning the exercise, take a moment to answer any questions they might have on the reading.
2. Assign student teachers to pairs or small groups. They should record the results of their discussions in their notebooks. Ask them to answer the following questions:

- a. 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 Framework.
 - b. Do you find the rainbow framework compelling and helpful? What do you like/agree with? What do you dislike/disagree with?
 - c. 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?
3. If time allows, lead a whole class debrief, and ask for volunteers to share their responses.



Assessment

While small groups or partners are working, you can circulate the room, stopping to ask individual student teachers for their personal response to a question. You may wish to collect student teachers’ notebooks after class to make sure they are actively participating and recording the responses.



Possible student teachers’ responses

Student teachers should be able to categorize the RPES essential skills (communication skills, creative and critical thinking skills, leadership and team-building skills, language proficiency, research skills, ICT skills) and the nine life skills competencies (problem

solving, critical thinking, decision-making, creative thinking, communication, interpersonal relationship, self-awareness, empathy, coping with stress, and coping with emotions) within the P21 rainbow.

- a. Answers are subjective and will vary based on personal opinion.
- b. Student teachers may have different opinions about what the ‘key subjects’ in Myanmar might be. The 3Rs are: reading, writing, and ‘arithmetic’)
- c. Information literacy, media literacy, and ICT literacy (see the RPES section on ‘ICT skills’ or the ICT textbook for more information on what these types of literacy entail).
- d. The list is included in the textbook, but student teachers may have more ideas of important ‘soft skills’ for their personal lives and the workplace.
- e. The 4Cs are creativity, critical thinking, communication, and collaboration. Student teachers may have opinions about other learning skills that are important to include here.

Period 2



Learning activity 2: Group work (50 minutes)

1. Divide the class into small groups of four or five student teachers. Each group should receive a primary school subject textbook and teachers’ guide. These can be for any primary grade level and subject.
2. Ask each group to choose a lesson from the textbook. They should first read through the textbook content and the teachers’ guide information.
3. Once they have familiarised themselves with the content, ask them to 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?); and
 - What other 21st century skills could you encourage through the lesson? How

would you do that? Brainstorm a few activities, based on the sample lesson content that could help students develop one or more 21st century skills.

4. Groups should then present a summary of their discussions. Inform them in advance that in their presentation they should state:
 - The grade level, subject, and topic of the lesson; and
 - One example of an activity that could be used to encourage development of at least one of the 21st century skills.



Assessment

Use the presentations to evaluate the extent to which student teachers are able to select teaching and learning methods that encourage 21st century skills. This may be new to many student teachers; it is a skill they will build on throughout their Education College studies.



Possible student teachers' responses

There are a wide variety of methods and activities that can be used to promote 21st century learning at the primary level. To name just a few, you can encourage student teachers to think about activities that ask students to work together in teams, problem-solve around a question, use creativity to express themselves or come up with solutions or use ICT to look for information.

6.5.2.

21st century skills – resources for teachers

Expected learning outcome

By the end of the lesson, student teachers 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.





Competencies gained

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably



Time

Two periods of 50 minutes



Learning strategies

Think-pair-share; discussion; reflection; graphic organisers; jigsaw



Preparation needed

Familiarise yourself with the resource: *A Guide to Becoming a 21st Century Teacher*, in particular the sections used in the learning activities below



Resources needed

Flipchart paper; whiteboard; markers; Internet access and/or copies of *A Guide to Becoming a 21st Century Teacher* by Point B Design + Training/UNICEF (<http://www.pointb.is/21csguide#download>)

Period 1



Learning activity 1: Graphic organisers (50 minutes)

1. Ask student teachers to spend some time looking through A Guide to Becoming a 21st Century Teacher.
2. In order to familiarise themselves with the material in the guide that could be a good resource for them – both now as student teachers and when they have classrooms of their own. Student teachers should:
 - Read through the Table of Contents;
 - Skim through the seven mind-sets and practices and 5Cs of 21st century learning; and
 - Flip through the guide as a whole to get a sense of the types of practical activities and checklists they can use in their own learning and in your teaching.
3. Inform student teachers that they will be completing one of these activities in class as an example of the types of resources in the guide. It is recommended that you use ‘Setting an intention: Finding your teaching intention’ on page 70-73, but you may wish to select a different activity. The goal of ‘Setting an intention’ is to help student teachers begin thinking about how to integrate 21st century skills into their own learning systems.
4. Ask student teachers to read the instructions on these pages, and complete their own Venn Diagram in their notebooks including:
 - Why do I love teaching?
 - What do my students need to be prepared for life, work, and community in the 21st century?
 - Why is education important for Myanmar?
5. In the centre of the Venn diagram will be their intention for teaching – in other words, their motivation and aspiration for why they want to be a teacher.
6. As time allows, you can ask for volunteers to share their thoughts and diagram with the class.



Assessment

Circulate the room while student teachers are working to see if they have any questions about how to use the guide as a resource. You can also see if they are able to use the Venn diagram to show why they want to be a teacher, and how that connects with preparing students for the future.



Possible student teachers' responses

This is a very personal exercise but student teachers should be able to connect the question of ‘*What do my students need to be prepared for life, work, and community in the 21st century?*’ to the 5Cs of Curiosity, Creativity, Critical Thinking, Collaboration, and Communication, or to the P21 Framework studied earlier. You may wish to make the point that there are different frameworks (with several similarities) used to describe 21st century skills – there is no one right answer on which list of skills is best or correct.

Period 2



Learning activity 2: Jigsaw/Group work (50 minutes)

1. To wrap up this unit on 21st century skills, student teachers will be working in small groups to focus on one of the 5Cs (curiosity, creativity, critical thinking, collaboration, and communication) as included in *A Guide to Becoming a 21st Century Teacher*.
2. With their group, student teachers should read through the instructions for this activity on pages 90 and 91 of *A Guide to Becoming a 21st Century Teacher*. Assign each group one of the 5Cs.
3. On flipchart paper, groups should complete the matrix shown on page 92 and 93 for their assigned ‘C.’ To do this, they will need to brainstorm the following (they can read the descriptions in the guide for more guidance on each; you should also be prepared with some examples of teaching techniques and formative assessments to check for student learning):
 - What is it?
 - Why it matters?

Teaching techniques

Circulate the room while student teachers are working to see if they have any questions about how to use the guide as a resource. You can also see if they are able to use the Venn diagram to show why they want to be a teacher, and how that connects with preparing students for the future.



Assessment

The completed posters will give a good indication of student teachers' understanding of these 21st century skills, how they can be taught, and how they can know if students are learning.



Possible student teachers' responses

You can use pages 62 and 63 of *A Guide to Becoming a 21st Century Teacher* help you with definitions of the 5Cs and some suggestions of teaching methods that can be used to foster these skills in students.



Check student teachers' understanding

You may wish to collect the Venn diagrams that student teachers created in Period 1 as a way of getting to know the motivations behind why the individuals in your class want to become teachers. The Venn diagrams will also show you in student teachers are able to identify the key skills that will help their students succeed in life, work, and community. The group posters, created in Period 2, are also an opportunity to provide feedback on student teachers' understanding and effort.



Extension and differentiation activities

As student teachers have seen, there are different frameworks for 21st century learning, including the P21 framework, the 'five strengths' model, and the 5Cs. Student teachers can create their own visual that captures what they feel is most important from these frameworks. This will help them see that they are complementary models. It will also help student teachers (especially those who are visual learners) to mentally organise and remember the important components of 21st Century learning.



Review questions: Possible student teachers' responses

Question 1: What do you think are the most important 21st century skills?

Answer: *There are no right or wrong answer for this question. However, the students' answers should reflect the P21 framework or the Five Strengths Model or one of the 5Cs.*

Question 2: Why is it important that you, as a teacher, have these skills?

Answer: *21st Century Skills are important for teachers because as the world changes, education must adapt so that teachers can better prepare students with the skills necessary to be successful in life, work and community in the 21st Century. In order to do that, teachers must be well versed and familiarized themselves with these 21st century skills, knowledge and attitudes first before they can impart these skills and attitudes to the students. Then teachers can ensure the students to have the academic, social-emotional and workforce skills to succeed in the 21st century.*

Question 3: Why is it important for your students to develop these skills?

Answer: *Our students will be living in a world where change is constant and learning never stops. And the 21st century skills are also tremendously important for the wellbeing of individual, organisational and national. Once the students have developed 21st century skills, they will think critically, digitally literate, communicates effectively, work collaboratively and become global citizens of the world.*

Unit Summary



Key messages

In this unit, student teachers 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 (SGDs) 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. (n.d.). *Point B Design and Training: 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, student teachers will be introduced to the philosophy of education. Philosophy and education are interrelated and in order to become an effective teacher, student teachers need to understand their own beliefs (their philosophies) that inform their teaching practice.

Through this unit, student teachers 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 them as they shape their own personal educational philosophy. This journey of developing their own educational philosophy will take years of experience and practice and will never end as they will continue to refine their approaches. But the sooner student teachers begin to reflect on their own teaching practices and what they are grounded in, the more effective they will become as a teacher.

Student teachers 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. Educational Philosophy and Its Implications for Teaching

Expected learning outcomes

By the end of the lesson, student teachers 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-cantered philosophies, student-centred philosophies, and society-centred philosophies)



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage;

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly;

D1.1 Regularly reflect on own teaching practice and its impact on student learning; and

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities.



Time

Two period of 50 minutes



Learning strategies

Reading; mini-lecture; graphic organisers



Preparation needed

Make sure you have carefully read the lesson 7.1.1 in the textbook and are clear on the key characteristics of the three major types of educational philosophies. You may need to do some additional research in order to fully explain these ideas to the student teachers in your class



Resources needed

Educational philosophy textbooks (optional); internet access; graphic organiser (included in the textbook); board; markers/chalk; flip-charts

Period 1



Learning activity 1: Mapping educational philosophies (50 minutes)

1. Have student teachers read ‘What is philosophy of education’ and ‘Brief Overview of three major schools of thought of philosophy’ in the textbook.
2. Introduce student teachers to this unit of educational philosophy and help them understand the three key concepts. Make sure they are particularly clear of the difference between a teacher-centred philosophy and a student-centred one.
3. Ask student teachers to work with a partner to complete a three-column table, which is listing characteristics that describe each of the broad philosophies of education. If you have additional textbooks or other resources on educational philosophy, make them available to your student teachers. Student teachers can also look up further information on their smartphones or in other related units in their Educational Studies textbook.
4. At the end of class, you can ask student teachers to share their responses making a ‘master table’ on the board as they do.



Assessment

You can circulate while student teachers are working to check that they are able to make progress on the task. You can also check for understanding during the debrief at the end of class. If it is difficult for student teachers to fill in the table, you may wish to assign it for homework, which will give them time to further research each broad philosophical area of education.



Possible student teachers' responses

Answers will vary somewhat but the table below gives an indication of the types of descriptions that may be included:

Table 7.1. Mapping educational philosophies (possible answers)

Teacher-centred philosophies	Student-centred philosophies	Society-centred philosophies
<p>The teacher sets instructional goals and evaluates if students are achieving the learning objectives often through a test. The teacher is more of the focal point of the classroom.</p> <p>Essentialism: Philosophy that emphasises teaching basic skills and core knowledge.</p> <p>Perennialism: Emphasises the importance of teaching ‘classic’ works that remain important throughout time.</p>	<p>The focus is also on the learner (not just the teacher); tend to use more pair and group work, and independent learning tasks. Students play a role in evaluating their own learning.</p> <p>Progressivism: Holds that education should focus on the whole child (not just the content or the teacher), and that experimentation should be encouraged.</p> <p>Constructivism: Based on the philosophy that humans can only understand what they have ‘constructed’, learners are very important in their own individual learning process.</p> <p>Humanism: Encourages learning through experience and doing.</p> <p>Existentialism: Emphasises freedom and choice in learning.</p>	<p>The focus goes beyond individuals to the role that schools can play as a whole to address issues in the society.</p> <p>Social reconstructionism: A philosophy that sees schools as tools to solve social problems.</p>

Period 2



Learning activity 2: Writing your own educational philosophy statement - pair work (50 minutes)

1. Ask student teachers to find a pair and read the different educational philosophies in Student Teacher Textbook lesson 7.1.1. together.
2. Provide the following questions in order to guide the student teachers to discuss the purpose of education. They should take notes as they react to the questions.
 - What is education for?
 - How should students learn?
 - What must students be able to do?
 - What kind of values, habits, and inclinations should student possess?
 - What methods or materials should be used?
3. Based on the discussions they had, the student teachers will begin to formulate their own educational philosophy statement. Their educational philosophy statement should reflect their perception of: ‘how education should be conducted’ and ‘how that relates to the educational philosophies learnt in class’.
4. After that, student teachers can write their educational philosophy state on the flip-chart.
5. Invite a few pairs to share their educational philosophy statement to the class.



Assessment

You can circulate while student teachers are working on the provided questions as formative assessment. When some student teachers share their statements to the class, you can check if they have understood the lesson well. You can also check for understanding by checking their educational philosophy statement flip charts.



Possible student teachers’ responses

Answers will vary somewhat but the student teachers should be able to express both their understanding of educational philosophies and their own ideas regarding the purpose of education in their answers.

7.1.2.

Developing your own teaching philosophy

Expected learning outcomes

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Three period of 50 minutes



Learning strategies

Brainstorming; discussion; project work/research



Preparation needed

Make sure you have read the content of Lesson 7.1.2 in the textbook and that you are ready to explain the project requirements. You should also think about what extra resources you can provide for student teachers (for example, additional educational philosophy books or textbooks).



Resources needed

Educational philosophy textbooks or other resource books (optional); internet access; flipchart paper; whiteboard; markers

Learning activities



Learning activity 1: Project work on ‘My Teaching Philosophy’ (150 minutes)

Period 1

1. Begin the class by asking student teachers to remember an exercise that they did at the beginning of the Practicum, where they brainstormed characteristics of a good teacher. Instruct them to turn to the person next to them and quickly note down a list of the descriptors of a good and effective primary school teacher.
2. After student teachers have taken about five minutes to discuss with their partners, invite volunteers to share with the whole class. Make a list or a concept map on the board of all the responses.
3. Tell student teachers that in this lesson, they will embark on a project that will span until the end of Semester 2. At the end of the semester, in sub-unit 10.6, student teachers will get the opportunity to present their own thinking on educational philosophy. Their teaching philosophy should be shaped by the ideas that they have gained from these reading, research, and in their other Education College classes. To supplement the readings in the Educational Studies textbook, provide them with access to additional textbooks on educational philosophy and education and, if possible, to the Internet. The project should be done individually. See the sample rubric for evaluating student achievement on this project that is included in the textbook; you may wish to adapt this rubric further.
4. Take the period one of the lesson to go over the steps for completing the project and the rubric, as outlined in the textbook.
5. Have student teachers begin to brainstorm their ideas that they would find worthwhile teaching, whom they would teach, and how they want to teach by completing the table in the textbook on the content.

Period 2

6. Ask student teachers to return to the table that they began last class. Go through each column and ask for volunteers to share their initial thoughts. Encourage student teachers to take notes in their journal if they hear something they like. You can also capture their answers on flipchart paper to keep it display on the classroom wall for the remainder of this semester.
7. Emphasise that, these three questions should guide their thinking as student teachers work on this presentation:

If you had all the choices in the world,

- a. *What do you believe is worthwhile teaching?*
 - b. *Whom would you teach?*
 - c. *How would you teach?*
8. As the next step, ask student teachers to choose one of the three approaches introduced in the lesson 7.1.1 (teacher-centred, student-centred, society-centred). They should write in their notebooks what intrigued them to learn more.
 9. Student teachers should then to a broad literature search on their chosen educational philosophy approach. In their notebooks, ask them to write down what resonates with them, what they find applicable to their own teaching, and any questions that arise. You can remind student teachers to use reliable and valid sources of information, particularly when researching on the internet (see the Reflective Practice and Essential Skills textbook, Section 8 for more information on research skills).

Period 3

10. Continuing from the last class period, student teachers began to search for more information about one of the educational philosophies. In this class, ask them to begin looking for at least two philosophers, educators, or psychologist that did/do work in their chosen approach. They should summarise some of their key ideas, and see how these ideas could connect with and be applied to their own teaching.
11. For the last twenty minutes of class, ask student teachers to work with one or two other classmates to share their ideas so far. Encourage them to ask each other questions, and share ideas about things that they have discovered and that they

find interesting and important.

12. Leave a few minutes to answer questions at the end of class. Remind student teachers that this is something they will continue to work on throughout the semester. When they hear or read about ideas that connect to their own teaching philosophy, they should note them down in their notebooks.
13. Over the next weeks, check in with student teachers about their progress and make sure they stay on track with the assignment.



Assessment

It is important that you monitor student teachers' progress on this project. While they are working and doing research, walk around the room and ask them clarifying questions about their process and progress. Make sure that student teachers understand that they are defining a personal education philosophy but that this should be based on the work and theories of key educational philosophers.



Possible student teachers' responses

There is no right or wrong answers but student teachers should gain a deeper understanding of educational philosophy through this project. They should be able to connect their beliefs about what is important to teach, whom they want to teach, and how they want to teach with the relevant educational philosophies.



Check student teachers' understanding

Check student teachers' notebooks so that you can see how they are progressing with their research and with their personal reflection on their own teaching philosophy. Plan times to check in with student teachers over the next weeks to ensure that they are continuing to add to their bank of ideas.



Extension and differentiation activities

While this is an individual project, student teachers can do aspects of the research together. You can pair up with teachers who are investigating the same philosophical approach (for example, teacher-centred) to work together to find information. This will help student teachers who are struggling with either understanding the content or with the research skills.



Review questions: Possible student teachers' responses

Question 1: What is meant by the 'philosophy of education'? How would you define it?

Answer: *Exact wording may differ. Educational philosophy is 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.*

Question 2: What are the three main types of philosophies of education?

Answer: *Broadly speaking, there are:*

- *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), which go beyond focusing on the student and focus instead on a group or a population to improve society as a whole.*

Question 3: How would you describe the key differences between each of these main types?

Answer: *Student teachers should recognise that it is largely a difference of emphasis, or focus, where teacher-centred philosophies emphasise the active role of the teacher in setting objectives, dispensing knowledge, and evaluating learning; student-centred philosophies give learners more of the focus and value independent and learner-directed lessons; and society-centred philosophies look beyond the individual to the role of the school in addressing societal problems. There are also differences in the way that learning takes place.*

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, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning;

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning or improve teaching practice



Time

One period of 50 minutes



Learning strategies

Small group discussion and poster creation; whole class discussion



Preparation needed

Read text of Lesson 7.2.1 in the Student Teacher Textbook. If possible, do some research on your own on the earliest days of formal education so that you can more effectively guide the discussion



Resources needed

Textbooks; flipchart paper; markers

Learning activities



Learning activity 1: Group work/Discussion (50 minutes)

1. Ask student teachers to read ‘A brief look at the global history of education’ as an introduction to this lesson.
2. Assign student teachers to work in pairs or small groups to answer the discussion 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?
3. Ask student teachers to make a poster illustrating what they think formal education would have looked like centuries ago, either in Myanmar or somewhere else in the world. They can use words and pictures to capture their ideas.
4. Hold a class discussion for student teachers/groups to share their reflections and posters. If student teachers struggle with the word ‘curriculum’ have them think of ‘teaching content’. While there are no right or wrong answers, make sure that student teachers compare and contrast educational methods such as apprenticeships and monastic education and draw out differences as it pertains to the subject matter,

the location of teaching, and who is teaching whom and for which purpose. By the end of this unit, student teachers should have gained a solid understanding why a government is interested in providing formal education to all children.



Assessment

Use the posters and the whole class discussion to check if student teachers are able to think creatively and critically about what education would have involved in the early days.



Possible student teachers' responses

Student teachers may note some similarities between education today and a long time ago; for example, perhaps students then and now were taught to read, write, and do basic mathematics. The curriculum, however, has certainly changed in terms of what we know (and what students need to know and be able to do) about science and technology, for example. They may have observed that in the past, students were likely to be from more elite families or more likely to be boys. They may also bring up how apprenticeships were likely as employment was more about skilled craftsmanship and trade.

7.2.2.

A brief history of education in Myanmar

Expected learning outcomes



By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning;

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning or improve teaching practice



Time

One period of 50 minutes



Learning strategies

Small group discussion and timeline creation; research; whole class discussion



Preparation needed

Read text of Lesson 7.2.2 in the textbook. Make sure that you have a plan for student teachers to be able to conduct the research they need; for example, bringing in books on the history of education in Myanmar or asking them to bring smartphones to class. If they will need to use the computer lab, assign them the task of looking up additional information about the history of education in Myanmar prior to the class period



Resources needed

Textbooks; flipchart paper; markers; additional resources such as books on the history of education in Myanmar; if possible, internet access and smartphones

Learning activities



Learning activity 1: Group work/Discussion (50 minutes)

1. Assign student teachers to a small group and ask them to take time to read (individually or out loud) the information on ‘A brief history of education in Myanmar’.
2. Provide student teachers with materials to create a timeline (flipchart paper markers). Encourage them to go beyond the newspaper article and find additional information on online or in books you have brought to class.
3. Instruct groups to then 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. They should do a quick search for information on his or her life and work, and add that information to the timeline to showcase his or her work.
4. As time allows, ask groups to briefly present their timelines. You can focus the class discussion on the similarities and differences between what student teachers opted to add to their timelines. Ask them why they choose to include particular items, and how it helps create a picture of the history of education in Myanmar. Assure student teachers that having different components in the timeline is okay and reflects the nature of timelines which are representing the selection of their developers. You may also choose to simply hang the timelines around the classroom for other student teachers to observe.



Assessment

While small groups are working, circulate the room to check if student teachers are able to find additional information on the history of education in Myanmar to add to their timelines. You can also check that all student teachers are engaged and actively participating in their groups. If there are individuals who do not seem to be participating, take a moment to ask them a question about what they are learning or how they are contributing to the group.



Possible student teachers' responses

At minimum, timelines should include the events described in the textbook content. In the discussion, student teachers should be able to describe some of the shifts in education at points in Myanmar's history; for example, from a largely monastic system to the education system set up under the British, to post-independence education.



Check student teachers' understanding

In Unit 6, student teachers explored the current trends in education in Myanmar and globally. You can now connect this content with the history of education that they have learnt about in sub-unit 7.2. Ask student teachers: *'How education has changed over the years, either globally or in Myanmar?'* They should be able to recognise that – now more than ever – there is emphasis that access to well-rounded and quality formal education is the right of every child.



Extension and differentiation activities

Encourage groups to consider group member's strengths and assign roles during the small group work activities (creating a poster in Lesson 7.2.1 and the timeline in Lesson 7.2.2). For example, one person might be artistically talented and put in charge of the artwork. Another might be strong at research or using technology and could be given responsibility for looking up information; another group member could be assigned to be the presenter.



Review questions: Possible student teachers' responses

Question 1: What are some of the earliest examples of formal education globally?

Answer: *Examples may include:*

- *The first cathedral schools were set up in 597 AD and 604 AD in the Saxon settlement of England.*
- *The oldest existing and continually operating educational institution in the world is the University of Karueein, founded in 859 AD in Fez, Morocco.*
- *The 'modern' school system is credited to Horace Mann, the secretary of education in the state of Massachusetts (USA), in 1837.*

Question 2: Where did the earliest forms of education in Myanmar take place? When and how did this shift?

Answer: *Prior to British rule, most children (especially boys) were educated within schools attached to Buddhist monasteries. In 1866, the British established an education centre in lower Myanmar, and the monastic education system was transformed into classroom education.*

Question 3: What document guides education goals in Myanmar at present?

Answer: *The National Education Strategy Plan (2016-2021).*

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, student teachers will be able to:

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning



Time

Two period of 50 minutes



Learning strategies

Pair work (graphic organisers); whole class discussion; role-playing



Preparation needed

Read the text of lesson 7.3.1 in the textbook. Be sure that you have some examples ready of learning progressions



Resources needed

Textbooks; notebooks; whiteboard; markers; examples of primary school textbooks (any grade level and subject)

Learning activities

Period 1



Learning activity 1: Pair work/ Discussion (50 minutes)

1. Ask student teachers to silently read the content of Lesson 7.3.1 on their own, or you can ask for volunteers to read aloud to the class. Make sure that student teachers understand the term ‘learning progression’ as well as the related terms – curriculum framework, spiralling, and scaffolding.
2. Draw the two images below on the board. Ask the class, which path do you think is the easier to take to get to the goal? Student teachers should be able to identify that Situation 1 is easier. You can follow up by asking why that is so – *because the task of reaching the goal is broken down, step-by-step into more manageable pieces*. This is scaffolding.
3. Ask student teachers to pair up and think about what these two situations could represent.

Situation 1



Situation 2



Figure 7.11. Different paths to achieve goals

4. With their partner, they should think of a few examples of a 'goal' from any aspect of a person's academic, professional, or personal life. Then they should make a stair-step diagram to show the steps needed to reach that goal. Remind student teachers that this is a kind of practical learning progression.
5. Lead a discussion of these ideas with the whole class. You can first ask, *'What would happen if a person tried to reach the goal without going through the necessary steps?'* Then ask for volunteers to share examples of their step diagrams. You may wish to write some of these example diagrams on the board.
6. Wrap up the class by making the point that with any physical or mental skill, we learn by going step-by-step, which is learning progression.

Period 2



Learning activity 2: Role-play (50 minutes)

1. Ask student teachers to write down in their notebooks in their own words why scaffolding is important for lesson planning. You can ask for a few volunteers to share their thoughts.
2. Divide student teachers into small groups of around six to eight student teachers, and distribute at least one primary school textbook to each group.

3. Ask them to choose an example of a lesson from the primary grade textbook. It can be for any grade level or subject. They should develop two short skits or role-plays, of less than two minutes each, based on the primary lesson to illustrate the difference between a lesson that is scaffolded (role play #1) and one that is not (role play #2).
4. Ask groups to perform their role-plays and point out or ask the observers to identify how scaffolding was used. This should be through examples of teachers who chunk lessons into smaller and more manageable pieces, and provide tools to help students. In the role-plays illustrating of a lesson that lacks scaffolding, teachers would tell students to do something with no guidance or direction.
5. After the role plays, ask the class: *‘What are the possible effects of scaffolding on students? What are the possible effects of not scaffolding?’* Student teachers should realise that scaffolding helps students through a step-by-step learning progression so that they can accomplish a set task or goal. Without scaffolding, students are likely to be frustrated, confused, and unable to achieve the desired learning outcome for the lesson.



Assessment

Use the step diagrams to check if student teachers are understanding that to develop any skill – or reach any goal – they must break it down into smaller steps. This is also true when teaching children in the classroom.

You can also use the role-plays to check that student teachers can apply their understanding of scaffolding to a ‘real-life’ lesson. Are they able to demonstrate examples of what scaffolding would look like in a primary-level lesson?



Possible student teachers’ responses

Some of these responses are suggested in the instructions for each learning activity. You can be ready with an example of a simple learning progression if student teachers are struggling to grasp the concept; for example, learning to ride a bike. In this example, you might first

start by balancing on the bike, and then practise using training wheels, then have someone hold on and run beside you to keep balance, and then try riding on your own. Student teachers should realise that trying to reach a goal before learning any necessary first steps is likely to be frustrating and unsuccessful. In the same way, if not prepared – step-by-step – for a project or assignment, students are likely to struggle and will not produce quality results.

7.3.2. Working with students' prior conceptions and mental models

Expected learning outcomes

By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning



Time

Two period of 50 minutes



Learning strategies

Small group; and whole class discussion; 'stand-up' activity



Preparation needed

Read the content of Lesson 7.3.2 in advance and make sure you feel confident discussing mental models and facilitating the 'stand-up' activity



Resources needed

Textbooks; notebooks

Learning activities

Period 1



Learning activity 1: Practical (50 minutes)

1. Refer back to the two situations at the beginning of Lesson 7.3.1 and the learning progressions, and pose the question to student teachers: *'How do you know where to start with a learning progression (or a lesson)? What is the starting point of a student's knowledge?'*
2. Have student teachers read Lesson 7.3.2 on 'Working with students' prior conceptions and mental models' until the first learning activity.
3. Give student teachers 30-60 seconds each time to jot down their thoughts as you read out loud each item from the list below: *'What do you see in your head when you think of...?'*
 - A year divided into months;
 - The solar system;
 - Photosynthesis;
 - Mental illness; and
 - A quality teacher.
4. After student teachers have written down their first impressions, or mental images of the above list, they should answer the following questions in their notebooks:
 - 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?

5. Divide the class into small groups of approximately five and ask them to compare their mental models of the initial list as well as talk through their responses to the questions.
6. Come together as a whole class to debrief. Make sure that the student teachers recognise that different early experiences affect our mental models. These existing mental models are the starting point for all learning.

Period 2



Learning activity 2: Discussion (30 minutes)

1. Ask student teachers to pair up and read the text about mental models in the Student Teacher Textbook.
2. With their partner, they should discuss the three questions listed under Learning activity 2 in the Student Teacher Textbook and record their responses in their notebooks.
3. Come together as a whole class and ask for volunteers to share their thoughts.



Learning activity 3: Practical (20 minutes)

1. Read the Student Teacher Textbook content above Learning activity 3 as a whole class or ask student teachers to silently read it to themselves.
2. Tell student teachers that they will be examining their own mental models by participating in the ‘stand-up’ activity as described in the textbook.
3. One by one, read the list of statements about the role of the teacher, and how students learn. If they believe or agree with the statement, student teachers should stand up. If not, they should remain seated.
4. Encourage student teachers to be honest and not concerned with the opinion of others. There is not necessarily one right or wrong answer to the statements below. Student teachers may find that they partially agree or disagree with some of the statements. They should stand or sit according to whether they ‘mostly agree’ or ‘completely agree,’ or ‘mostly disagree’ or ‘completely disagree.’ You may wish to

add more statements to the list.

- The main role of a teacher is to guide students, not to act as the primary source of information.
 - All students are capable of learning.
 - Being a teacher is a lifelong process of learning.
 - Students bring with them their own beliefs, values, and background experiences, which affect how they learn.
 - Teachers should always know all the right answers.
 - Teaching academic content is more important than teaching moral, emotional, and social development.
 - Teaching is a noble and important profession.
5. After the activity, ask student teachers to share about their experience with the activity with the whole class:
- Were there many differences of opinion? What does this tell us about the mental models of the individuals in the class?
 - How can this activity help you to be prepared to learn new things about the role of the teacher, and how children learn?



Stop and think

A lot of research has been conducted into mental models, prior conceptions, and misconceptions. This lesson can only scratch the surface. Look for ways to integrate these concepts whenever discussing lesson planning or Practicum activities. Student teachers should understand that it is important for them to think about their students' existing mental models. In their teaching, they will need to find ways to check students' existing understanding and beliefs, typically at the beginning of the unit or lesson.



Assessment

Use the discussions to check that student teachers are able to understand that our existing mental models affect how we see the world and how we learn new information. They should also see that in their lessons, they need to first understand students' existing mental models so that they can plan a learning progression from there.



Possible student teachers' responses

Opinions and responses will vary for the questions in Learning activity 1 but student teachers should recognise that our early experiences and the messages we hear from people around us shape our mental models.

For the discussion questions in Learning activity 2:

- What are the parallels and the differences between these the idea of constructivism and mental models? *Responses may vary. Both constructivism and the idea of mental models hold that people construct knowledge and meaning from their experiences. Mental models can sometimes have a more negative connotation; while they can be helpful, they can also distort our understanding of the world.*
- Can you think of some examples where a faulty mental model might hinder new learning? *There are many examples of this. For one, if a female student has always been told that boys are better at math than girls, she may approach math already thinking she is not good at it. Or if a child believes that teachers are there to punish students for getting answers wrong, he or she may not take risks or attempt to be creative in class. These are just two examples out of a great many possibilities.*
- What are some common prior misconceptions that students might have? How can you confront these? *There are many different examples of this. You can encourage student teachers to think about their own misconceptions, and how they changed their minds.*

There are no correct 'beliefs' in Learning activity 3, although some are more in line than others with international standards for education in the 21st century. Student teachers should see how it is important to think about their existing mental models (and those of their students) in order to be open to new learning.



Check student teachers' understanding

Ask student teachers how they can apply what they have learnt in this unit to lesson planning. They should be able to tell you that:

- It is a good idea to start lessons with a short activity that activates students' prior knowledge, beliefs, and experiences (their mental models). This provides a starting point for planning a learning progression that will allow them to achieve the learning objectives.

Lessons should take into account a step-by-step (or scaffolded) learning progression that supports students as they move toward achieving the learning objectives. For teachers, this often means breaking down a task or lesson, into smaller pieces and providing tools to help students take on each part of the task.



Extension and differentiation activities

You can encourage student teachers to read or look up more information on Peter Senge's book *The Fifth Discipline* and Howard Gardner's *Changing People's Mind*, which provide great insight into the concept of mental models and cognition.



Review questions: Possible student teachers' responses

Question 1 : Describe the relationship between 'learning progressions' and...

- Curriculum frameworks;
- Spiralling; and
- Scaffolding.

Answer: *Exact wording will vary.*

Curriculum frameworks describe the scope and sequence of learning progression horizontally (throughout a grade level) and vertically (as students progress through grades).

Spiralling is a type of learning progression where students learn about the same topic with increasing levels of depth and complexity.

Scaffolding means ensuring that the learning progression is gradual and supported, often by breaking down a larger task into smaller tasks with tools and activities to complete each step.

Question 2: In your own words, how would you define a 'mental model'?

Answer: *Exact wording will vary. Mental models are the beliefs, values, and thoughts that shape how we think about things. They are the representations or pictures that you see in your mind when thinking abstractly. We use our existing mental models as we encounter new information.*

Question 3: Why is it important to consider mental models when we think about teaching children?

Answer: *Mental models affect how we make sense of new information. If children have faulty mental models or misconceptions, it is important to identify and address these so that new learning can occur.*

Unit Summary



Key messages

In this unit, student teachers 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 reconstructivism, and existentialism); and society-centred philosophies (includes social re-constructionism).
- How your own personal philosophy of education impacts what and how you teach students.
- 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 my 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

Gardner, H. (2006). *Changing people's minds: The art and science of changing our own and other people's minds*. Boston: Harvard Business School Press.

Lynch, M. (2017). 5 Things That Educators Should Know About The Philosophy Of Education. Retrieved from The Edvocate website: <https://www.theedadvocate.org/5-things-that-educators-should-know-about-the-philosophy-of-education/>

Ministry of Education. (2018). Heartbeat of the Nation. *Myanmar Times*.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. NY: Doubleday Currency.

Unit 8

Educational Psychology

In this unit of 25 periods, student teachers 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 this unit, student teachers 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 this lesson, student teachers will be able to:

- Define educational psychology in their 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B2.1 Demonstrate capacity to monitor and assess student learning

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice.



Time

One period of 50 minutes



Learning strategies

Think-group-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 8.1.1. and Lesson 8.1.2 in the Student Teacher Textbook



Resources needed

Copies of the messages for activity 1; flipchart paper; whiteboard; markers

Learning activities



Learning activity 1: Think pair share (40 minutes)

1. Have student teachers read ‘What is educational psychology?’ in the Student Teacher Textbook.
2. Have student teachers work alone or in pairs on the questions:
 - a. What would you like to know from an educational psychologist so, you can improve your own learning and teaching?
 - b. When you created your lesson plans, how did you decide what to teach and why?
3. While student teachers work, circulate among them to answer any questions.
4. In pairs, ask the student teachers to discuss their answers.
5. Form larger groups of two or three pairs, so there are groups of four or six student teachers. Ask them to share and discuss their answers again, this time with one member of the group acting as a ‘secretary’ to make a note of the group’s collective answers for reporting to the class in the next stage.
6. Bring the class back together and ask each group secretary to share some of the group’s thoughts.
7. Record the secretaries’ main points on the board.



Stop and think

Secretaries should make notes only – they do not have to write every word each group member says. The idea is to collect a selection of group responses, noting similarities or differences in group opinions and experiences.

When reporting to the class, ask secretaries to report on a specific element of the questions. Do not ask them to read their entire list of notes. You want each secretary to have the attention of the class for no more than three minutes.



Assessment

The aim of this task is to formatively assess student teachers' initial thoughts about what supports learning and what they might want to consider in the future as they plan their lessons.



Possible student teachers' responses

There are no specific expected answers at this point. However, with infinite variety in the specifics, answers should refer to:

- Various defined areas of educational psychology in the short introductory text in the Student Teacher Textbook. However, this is a subjective question and student teacher's experiences will vary greatly; and
- Standard practices in lesson planning, for example, diagnostic testing, planning for differentiation, the lesson's relationship to previous lessons, resources, student-centred activities, soft skills, assessment, reflective teaching... the list goes on.



Check student teachers' understanding (5 minutes)

1. Summarise the points made by the secretaries. Refer to the list on the board.
2. Relate the points made to the learning outcomes, and how the student teachers have achieved the objectives of:
 - Defining educational psychology as they understand it at this point;
 - Understanding how educational psychology can inform teaching and learning; and
 - How they have perhaps unknowingly used educational psychology to enhance their own teaching or planning.
3. Also relate the points made and the group task to the teacher competency standards, in particular:

A1.1 Demonstrate understanding of different theories of how students learn relevant to their age

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

8.1.2. Understand understanding

Expected learning outcomes

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

- Define educational psychology in their 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 they can apply it to enhance their own teaching practice.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B2.1 Demonstrate capacity to monitor and assess student learning

D1.1 Regularly reflect on own teaching practice, and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Three period of 50 minutes



Learning strategies

Think-group-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 8.1.1. and Lesson 8.1.2 in the Student Teacher Textbook



Resources needed

Copies of the messages for Activity 1; flipchart paper; whiteboard; markers

Learning activities



Learning activity 1: Practical (15 minutes)

1. Ask student teachers to read ‘Understand understanding’ in the Student Teacher Textbook.
2. Divide the class into groups of five or six student teachers and have them stand in lines, each member of the group behind the other, all facing the back of the classroom.
3. Make sure the student teachers at the front of each line a piece of paper and a pen – their own notebook will suffice.
4. Give the student teachers at the back of each group the first message on a piece of paper, and instruct them to whisper the written words into the ear of student teacher in front of him/her.
5. Then, this student teacher whispers what she/he heard into the third student teacher’s ear, and so on. The student teacher at the front of the line writes the message on a provided piece of paper as she/he understood it.
6. Instruct student teachers that each message must only be whispered once and even if they do not understand everything, their task is to convey what they think they heard.
7. Collect the written down messages from each group.

Sample messages

Message 1:

Tomorrow after school, everybody will get free ice cream.

Message 2:

A week ago, two children went missing. They are 9 and 11 years of age and were last seen in Dagon Township, Yangon. If you have seen them or know of their whereabouts, call your local police.

Message 3:

The Enlightened Myanmar Research Foundation supported a research project on Protective Effects of Malaria Antibody among the Community in Malaria Endemic Areas. The two villages, Chaung Gyi and Milann, of Thabeikkyin Township, participated in the study.

You may alter these three messages to better adjust them to student teachers' background. If you do so, note the increase in length and complexity of detail. Message 3 includes levels of detail (names) that will be especially hard to remember and convey.



Assessment

Self-assessment and peer-assessment take place in the discussion which follows this practical activity.



Possible student teachers' responses

This should be an enjoyable activity but one that may (or should) elicit some voices of discontent: 'I cannot hear you!' or 'There is too much noise from next door!' or 'Speak clearly!' or 'I do not know that word!'

All of these are, of course, the points to be discussed and how various factors relating to clarity, context and communication relate to teaching and learning.



Learning activity 2: Discussion (30 minutes)

1. Ask student teachers to sit together in their groups, and refer to the questions in the Student Teacher Textbook:
 - Compare the original message to the one received. How accurate was it?
 - How unchanged did the message remain as it was passed on? What do think might have caused the message to change?
 - Did every group end up with the same final message? What was the same? What was different?
 - What might help for the message to remain unchanged?
2. Ask each group to nominate a secretary to make notes.
3. Ask each group secretary to report back on some of the group findings and thoughts.
4. Summarise the groups' experiences and ideas on the board.



Assessment

Formatively assess the findings, results and hypotheses. Value different hypotheses as long as they make sense and are grounded in the findings and facts.



Possible student teachers' responses

Student teachers should refer to factors that can influence the success of the message being conveyed unchanged. Student teachers should be able to identify noise levels, focus, clarity of voice, understanding of vocabulary, context and ability to make predictions/logical guesses.

Other factors may include being able to understand the language of instruction – a particularly pertinent point relative to inclusive education and mother-tongue based multilingual education (MTB MLE) which is studied extensively in the Local Curriculum module.



Check student teachers' understanding (5 minutes)

1. Make the point that Language is a code for passing on information. The person who has the information (the sender) puts it into words, and speaks them out loud so that the receiving person (the recipient) can hear these words. The recipient's ears send the sound waves to the brain where the message gets decoded into a meaningful message.
2. Note how this information and the tasks that the student teachers have taken part in to demonstrate these facts relate to teacher competency standards:
 - *A1.1 Demonstrate understanding of different theories of how students learn relevant to their age*
 - *D1.1 Use evidence of students' learning to reflect on own teaching practice*

Period 2



Learning activity 3: Reading and discussion (35 minutes)

1. Ask student teachers to read 'The elephant and the blind men' in the Student Teacher Textbook.
2. In pairs, give them five minutes to recap the story together with books closed.
3. Nominate two or three student teachers to summarise the story.
4. Direct student teachers to the follow-up questions. Ask them first to make some notes about their own answers to the questions.
5. Ask student teachers to discuss their answers in pairs.
6. Discuss various answers in class. Have as many student teachers share as possible, and use the opportunity to discuss different ideas and experiences.



Assessment

You will initially be able to assess the student teachers' understanding of the story and its moral through the recap – they will also have peer-assessed this in their pair recap.

The follow-up discussion is an opportunity for self-assessment in which they are asked to consider their own experiences of 'seeing the whole picture'.



Possible student teachers' responses

Student teachers should be able to summarise the story following a pair and whole-class recap. Their answers to the follow-up questions will vary depending on their experiences.



Check student teachers' understanding (15 minutes)

1. Discuss with student teachers how much we depend on our senses to observe and understand. Challenge them to think about people who might not see, hear, learn, and so on, as easily.
2. Ask student teachers to suggest some challenges that their students might face. How might they deal with these challenges?
3. Finally, ask for some suggestions as to how teachers can adjust lesson plans to support and include students with various needs. There is no need to go into great detail here, as Unit 9 will go much deeper into this topic.

Period 3



Learning activity 4: Reading and discussion (30 minutes)

1. Instruct student teachers to read 'Conveying a message visually', do the visual task, and write down what they see in their notebook. Give them only a short period of time to complete the task to prevent them from reading further.

2. If you have access to a projector, present the images to the class rather than having student teachers look at them in their textbooks.
3. Direct student teachers to the follow-up questions. Ask them first to make some notes about their own answers to the questions.
4. Ask student teachers to discuss their answers in pairs.
5. Discuss various answers in class. Have as many student teachers share as possible and use the opportunity to discuss different ideas and experiences



Assessment

The follow-up questions are primarily a self-assessment exercise as they consider their own experiences of interpreting situations. You should formatively assess their ability to now understand that is important to approach challenging situations from various perspectives.



Possible student teachers' responses

Answers will vary depending on their experiences. Some student teachers may be able to suggest ways in which they would now approach difficult situations differently by considering different perspectives.



Check student teachers' understanding (20 minutes)

1. Debrief this three-period lesson by discussing the following points:
 - How can the experience from these three lesson periods be applied to learning and teaching?
 - Based on this experience, are you thinking about making some changes to how you convey information to student teachers as you teach?
2. Responses will vary and will be very subjective. Do not judge or correct but rather have student teachers engage in a discussion among each other. By the end of this unit, the new understanding will become clearer and student teachers should be able to articulate how they want to apply educational psychology to their teaching.



Extension and differentiation activities

Learning activity 1: Challenge student teachers to remember the three messages from memory and write what they remember in their notebooks. Most student teachers will have a harder time to recall specific details. This can lead in a quick conversation on short-term versus long-term memory and retention of information.

Learning activity 3: There are many variations on this story, which can be found through a quick online search.⁸ Ask student teachers to read the variations and analyse the differences in style and interpretation.



Review questions: Possible student teachers' responses

Question 1: Give a summary definition of educational psychology.

Answer: *Answers will vary but should communicate the fact that educational psychology involves the study of how people learn and retain (new) information.*

Question 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)?

Answer: *The overall message is that acquiring knowledge and being able to apply it when needed is a very complex process and that the information or even facts that we acquire may be seen very differently by others.*

⁸https://en.wikipedia.org/wiki/Blind_men_and_an_elephant

8.2. Educational Psychology - Past and Present

8.2.1. Major perspectives in educational psychology

Expected learning outcomes

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Four period of 50 minutes



Learning strategies

Learning stations; independent or small group research; think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 8.2.1. and Lesson 8.2.2 in the Student Teacher Textbook; provide textbooks on educational psychology/philosophy



Resources needed

Textbooks; access to the Internet; flipchart paper; whiteboard; markers

Learning activities

Period 1 to 4



Learning activity 1: Project work (Periods 1 to 4)

1. Have student teachers read ‘Educational Psychology – Past and Present’ and the introduction to this Lesson 8.2.1 in their Student Teacher Textbooks.
2. Divide the class into four groups and assign each group to one of the following four learning stations:
 - Behavioural perspective;
 - Developmental perspective;
 - Cognitive perspective; and
 - Constructivist approach.
3. Divide each of the four groups into working groups of three or four student teachers.
4. Over the next four periods, the groups will spend one period at each learning station so, they get exposed to the materials at each. The learning station they are at first is the one that they will present in Lesson 8.2.2 and for which, they should do extra research outside class to supplement the readings provided.
5. If access to the internet is an option, make it available; otherwise, supplement the worksheets with textbooks.

6. As student teachers work in their groups at the learning stations, circulate among them to answer any questions.



Assessment

Ensure that groups and individuals are working productively to gather sufficient information about each perspective. Be prepared to support and clarify.



Possible student teachers' responses

During these four preparation periods, student teachers should develop an understanding of the four perspectives of educational psychology and record their findings. This may involve using graphic organisers (mind-maps, and so on), notes, lists, tables, images, and so on.



Check student teachers' understanding (5 minutes)

In their working groups of three or four, challenge student teachers to compare and contrast the different perspectives and discuss what they might incorporate into their own teaching practice.

8.2.2.

Psychological perspectives in education: A discussion

Expected learning outcomes

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two periods of 50 minutes



Learning strategies

Learning stations; independent or small group research; think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 8.2.1. and Lesson 8.2.2 in the Student Teacher Textbook; provide textbooks on educational psychology/philosophy



Resources needed

Textbooks; access to the Internet; flipchart paper; whiteboard; markers

Learning activities

Period 1



Learning activity 1: Project work preparation (40 minutes)

1. In the first period of this lesson, give student teachers time to prepare their discussion points for the perspective you assigned them.
2. They should spend the time consolidating their research, dividing up the presentation tasks, preparing visuals and rehearsing the presentation.
3. Tell them that each group (representing one perspective each) will present their perspective in the following period. Each presentation should last 5-10 minutes.



Assessment

Ensure groups are working efficiently and that group dynamics are productive. After doing their initial research, they should make a plan for the content of their presentation and allocate tasks to the group members. They may choose to include visuals or interactive tasks in their presentation. This is primarily an exercise in peer-assessment.



Possible student teachers' responses

By this time, groups should have collated sufficient information from various sources to devise a presentation on one of the perspectives of educational psychology. Their methods of presentation will vary, but should involve all members of the group, and should aim to present the information in a variety of interesting ways.



Check student teachers' understanding (5 minutes)

In the final few minutes of this period, ask some groups to briefly summarise their position. Are they ready to present? It is possible that they will need more time to prepare, in which case they will need to organise a self-study session to finish their preparation.



Stop and think

All groups will work at different speeds and the quality of presentations is likely to vary considerably. Student teachers may need more direction in how to prepare and give a presentation, and what a successful presentation looks like.

Timing is a key consideration. You need to carefully balance strict deadlines with the fact that student teachers need sufficient time to prepare. Give the groups clear timings and deadlines. During this period, remind them two or three times how much time remains.

Period 2



Learning activity 1: Presentations (40 minutes)

1. Arrange the groups into 'presentation groups' each consisting of four groups (one for each of the four perspectives of educational psychology).
2. Have the student teacher groups present on the four major perspectives.
3. The groups that are not presenting should be listening carefully to validate what is being shared, ask questions, and supplement as needed.
4. Each presentation should last 5-10 minutes.

Check student teachers' understanding (10 minutes)

1. After all groups have presented, move into a class discussion on which of these perspectives (or parts thereof) resonated most with student teachers. What will they try to consider and adapt as they prepare their own lessons? What do they find problematic?
2. Rather than looking for one right answer, encourage the discourse and sharing different points of views as long as their shares are grounded in the content they just studied in this and the previous unit on educational philosophy.



Review questions: Possible student teachers' responses

Question 1: Which four perspectives of educational psychology have you studied?

Answer: *Behavioural perspective; developmental perspective; cognitive perspective; constructivist approach*

Question 2: Give a summary of one of the perspectives.

Answer: *Answers will include some of the following information or a summary thereof:*

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.

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.*

8.3. Skinner and Piaget

8.3.1. Radical behaviourism and cognitive development

Expected learning outcomes

By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

One period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences; literature research



Preparation needed

Read text of Lesson 8.3.1. and Lesson 8.3.2. in the Student Teacher Textbook



Resources needed

Internet; textbooks; flipchart paper; whiteboard; markers

Learning activities



Learning activity 1: Lecture (10 minutes)

Begin the lesson by providing student teachers with a brief overview of Skinner and Piaget and their research. You can also have student teachers read the quick synopsis in their Student Teacher Textbooks, go online, or consult available textbooks.



Assessment

Formatively assess student teachers' understanding by asking questions to check understanding of key points. Remember that this is only a short introductory lecture.



Possible student teachers' responses

Student teachers can use the information in their textbooks to consolidate the key points about the theorists. Responses will depend on the information you present and the questions you decide to ask.



Learning activity 2: Think-pair-share (30 minutes)

1. Direct student teachers to the questions in their textbooks:
 - What 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 a Skinner approach or a Piaget approach, and discuss how effective it was.
2. First, ask them to make individual notes.
3. After a few minutes, ask them to discuss their thoughts and experiences in pairs.
4. Finally, bring the whole class back together and nominate a few student teachers to share the results of their discussion. Make notes of interesting points and experiences on the board.



Assessment

During the pair and class discussion, encourage student teachers to relate their thinking to the research and literature they have studied in this and previous lessons – particularly the presentations of Sub-unit 8.2, and their initial knowledge of Piaget and Skinner.



Possible student teachers' responses

Student teachers might struggle as they are new to teaching, reflecting on their practice and matching it with educational perspectives. But it is good to start modelling how to reflect on one's own practice and to discuss it even if they do not feel like they have much to share yet. Encourage them to dig deep, recall their experiences as students, and reflect upon the teaching experience they have had to date, which will have involved mini-lesson teaching in pairs or small groups as part of various modules, for example, micro-teaching practical tasks in Art.



Check student teachers' understanding (5 minutes)

1. Refer back to the learning outcomes relating to summarising the work of Piaget and Skinner, and the teacher competency standards, especially with relevance to their focus on reflecting on teaching and understanding how learning happens.
2. Conduct a final brainstorm by nominating student teachers to recall any aspects of Piaget or Skinner's life and work.



Extension and differentiation activities

Learning activity 1: Student teachers can use the information in the Student Teacher Textbook. You could make a more interactive 'lecture' by eliciting information rather than simply giving it.

Learning activity 2: You may need to give specific examples of what constitutes each approach in practice – an example of how the stages of development are reflected in primary Visual Arts is one possibility as student teachers will already have experience of this in the Art module.

8.3.2. Radical behaviourism and cognitive development

Expected learning outcome

By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

One period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences; literature research



Preparation needed

Read text of Lesson 8.3.1. and Lesson 8.3.2. in the Student Teacher Textbook



Resources needed

Internet; textbooks; flipchart paper; whiteboard; markers

Learning activities



Learning activity 1: Analysis (25 minutes)

Ask student teachers to read ‘Piaget’s Four Stages of Development’ in the Student Teacher Textbook.

1. Arrange them to work in pairs or small groups as they consult previous units and the literature to complement their understanding of Piaget’s work. Have them take notes and complete the description of the four stages in the table in the Student Teacher Textbook.



Assessment

This task can be peer-assessed initially to check the table has been filled in accurately. You may also collect in the completed tables to check that the information is complete.



Possible student teachers’ responses

The descriptions provided below are examples and should not be treated as a definitive answer key.

Table 8.1. Piaget’s four stages of cognitive development

Cognitive development stage	Age	Description
Sensorimotor stage	0 to 2	<ul style="list-style-type: none"> • <i>Marked by babies’ physical exploration of the world.</i> • <i>Babies cannot initially distinguish between themselves and their environment.</i>
Preoperational stage	2 to 7	<ul style="list-style-type: none"> • <i>Children begin to understand rules and classification.</i> • <i>Become concrete operational thinkers and learn a variety of new logical processes.</i> • <i>Develop a very ego-centric view as they now understand that they are separated from the environment around them.</i>
Concrete operational stage	7 to 11	<ul style="list-style-type: none"> • <i>Children understand rules and classification.</i> • <i>Learn a variety of new logical processes.</i> • <i>Understand concurrent relationship.</i>
Formal operational stage	12 and up	<ul style="list-style-type: none"> • <i>People learn to understand abstractions.</i> • <i>Capable of metacognition (thinking about one’s own thought process).</i>



Stop and think

Researchers have criticised Piaget for his methodology of focusing mainly on his own family for research subjects. His idea that all children will automatically move to the next stage of development as they mature has been disputed. More recent research has also shown that young children already have a rather sophisticated understanding of their own mental processes.

Learning activities



Learning activity 1: Discussion (15 minutes)

1. Ask student teachers to discuss the merits and shortcomings of the stages of development as they see it, considering content from previous units and other modules.
2. Point out that science and research evolve and that critical thinking and reflection upon the information we consume is something that needs to be second nature in all we do. You might point out some of the more recent work of Howard Gardner on cognition and multiple intelligence.



Assessment

This is an opportunity to assess student teachers' knowledge and understanding of a range of educational theories – can they compare and contrast the various theories that they have studied over the course of this and other modules? Your assessment, of the extent to which this is evident, should inform your future teaching on educational theories. You may need to set additional reading or research as homework.



Possible student teachers' responses

Student teachers should recognise some pros and cons of Piaget's theory. For example, the stages of development can act as a guide to the teacher when considering what students will be capable of doing. Also, the theory can explain why children respond to situations and

challenges in a certain way depending on their age. On the other hand, the theory is perhaps too rigid, and does not sufficiently consider that children develop at different rates with a vast range of factors being responsible for their development and behavioural tendencies.



Check student teachers' understanding (5 minutes)

Referring back to the learning outcome of this lesson, ask student teachers to discuss the following in pairs or small groups and take a selection of responses: Based on your own experience and understanding, do you agree with Piaget's four stages of cognitive development?



Review questions: Possible student teachers' responses

Question 1: What are Piaget's four stages of cognitive development?

Answer: *Sensorimotor stage; preoperational stage; concrete operational stage; formal operational stage*

Question 2: What are the potential flaws associated with the stages of cognitive development?

Answer: *The stages of development were devised through Piaget's research primarily on his own family. They are somewhat restrictive in that they make little reference to the fact that children develop at vastly different rates and that their development depends on a large number of factors.*

8.4. Motivation

8.4.1.

Motivation as the driver behind human behaviour

Expected learning outcomes

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning.



Time

One period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences; literature research



Preparation needed

Read text of Lesson 8.4.1- Lesson 8.4.3. in the Student Teacher Textbook



Resources needed

Internet; textbooks; flipchart paper; whiteboard; markers

Learning activities



Learning activity 1: Think-pair-share (40 minutes)

1. Begin the lesson by having student teachers read: ‘Motivation, the driver behind human behaviour’.
2. To have a more interactive introduction to this session, you could also choose to pose some of the questions included in the reading.
3. Ask student teachers to make individual notes to answer the five questions in their textbooks.
4. Then, form pairs or small groups and ask them to share and discuss their responses, giving more details, reasons and justifications.
5. Bring the whole class back together, and invite several responses to the questions. Encourage student teachers to respond to each other if they agree, disagree or have extra points to add.
6. Capture their responses on the board.



Stop and think

Remind student teachers about the differences between intrinsic and extrinsic motivation that they learnt about in Semester 1, Unit 3: *Extrinsic motivation is when an individual is motivated to perform an activity to earn a reward or avoid a punishment. Intrinsic motivation is when an individual is motivated to perform an activity for its own sake and personal rewards.*



Possible student teachers' responses

Only question 1 has specific answers: 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.

Answers to the other questions will vary depending on the student teachers' personal preferences, opinions and experiences.



Check student teachers' understanding (10 minutes)

Ask student teachers to identify all the motives on the board that they would consider intrinsic and which they would consider extrinsic. Allow for a discussion if there are different viewpoints as the line between these categorisations can be blurry.

8.4.2.

Intrinsic and extrinsic motivation

Expected learning outcomes



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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning



Time

Two periods of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences, literature research



Preparation needed

Read text of Lesson 8.4.1 to Lesson 8.4.3 in the Student Teacher Textbook



Resources needed

Internet; textbooks; flipchart paper; whiteboard; markers

Period 1



Learning activity 1: Brainstorming (15 minutes)

1. Ask the student teachers to close their textbooks.
2. Form pairs and ask them to decide on a one-sentence definition of intrinsic motivation, and a one-sentence definition of extrinsic motivation.
3. Take ideas from a few pairs.



Assessment

This task assesses prior knowledge as the definition of intrinsic and extrinsic motivation was briefly pointed out in the previous period. Take a few different responses to gain an overall assessment of understanding and to enable the whole class to self-assess their own definitions.



Possible student teachers' responses

Exact wording will vary but student teachers should aim to express something along these lines:

Example 1: Intrinsic motivation is when an individual is motivated to perform an activity for its own sake and personal rewards. Extrinsic motivation is when an individual is motivated to perform an activity to earn a reward or avoid a punishment.

Example 2 (with example): 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 2: Discussion (15 minutes)

1. Ask student teachers to discuss the following questions in pairs: *Have you ever been fully motivated and determined to do something and got started but then you abandoned it before you reached your goal? Why was this?*
2. Take a selection of responses.
3. Ask follow-up questions if detailed information is lacking, and ask the class to relate the stories to the definition of either intrinsic or extrinsic motivation.



Learning activity 3: Analysis (20 minutes)

1. Introduce student teachers to the motivation cycle in the Student Teacher Textbook and give (or elicit) a general definition of what is meant by each stage:
 - **Need:** what we are lacking (and therefore need);
 - **Drive:** the reason for going after what we need;
 - **Incentive:** the motivating factor that leads to behaviour which allows the goal to be achieved and the drive to be reduced;
 - **Goal:** achievement of the task; and
 - Return to **need:** we will soon be lacking something else, or may repeatedly need the same thing as before.
2. Give the student teachers the initial need of ‘food’ and elicit how this basic need for food relates to each stage, particularly why the cycle should return to ‘need’ if the goal has already been achieved.



Assessment

This is likely to be a new concept and may be difficult to grasp fully at this stage. Make sure student teachers have a good initial understanding by writing a brief definition of each stage on the board. The ‘food’ example should also help. You will be able to assess understanding more comprehensively in the next period.



Possible student teachers’ responses

Initial definitions are given above. The ‘food’ example looks something like this:⁹

- **Need:** Food
- **Drive:** Hunger (the state produced by the need)
- **Incentive:** The opportunity to enjoy eating and reduce hunger (the behaviour that leads to achieving the goal)
- **Goal:** Satisfactory reduction in hunger
- **Return to need:** Hunger will return and food will be needed again

Period 2



Learning activity 4: Practical (40 minutes)

1. Give student teachers the option to write a story (real or invented) which either:
 - a. Illustrates the motivation cycle, or
 - b. Shows how the cycle can stall and the goal does not get accomplished.
2. Give student teachers 20 minutes to devise a story – in note form if they wish.
3. Form pairs and ask the pairs to tell each other their stories, pointing out how each part of the story relates to the motivation cycle. For ‘b’ stories, the pairs should discuss what could have been done to achieve the goal.
4. Take one example story from each of the options. For the ‘b’ story, brainstorm ideas with the class would could have been done to reach the goal.

⁹ A complete example can be found in Shrestha, P. (18 November 2017) ‘Motivational Cycle’. Psychestudy. <https://www.psychestudy.com/general/motivation-emotion/motivational-cycle>.



Check student teachers' understanding (10 minutes)

1. Recap the stages of the motivation cycle and how they were illustrated in the example stories.
2. Point out that sometimes it is okay to abandon a goal and move on to do something else especially if a situation has changed and a goal is no longer desirable.
3. Homework assignment: In order to fully achieve the learning outcome, ask student teachers to write a story for the situation that they did not write about in the lesson (a or b, above).



Extension and differentiation activities

Learning activity 1: Challenge student teachers to give an example of each type of motivation.

Learning activity 2: Ascertain whether there is any correlation between abandoned tasks and the type of motivation that initiated the task.

Learning activity 3: You may prefer to use your own example or another example based on a different level of need. You may also need to give further guidance as to what is meant by each stage.

Learning activity 4: Student teachers may wish to work in pairs to invent a story. Alternatively, a completely different story-telling medium could be used – role-play, for example. Facilitate this activity in any way that your class best responds to.

8.4.3.

Csikszentmihályi and flow

Expected learning outcomes

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

- Understand the concept of ‘flow’ and identify its components and conditions.



Competencies gained

- A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage
- D1.1 Regularly reflect on own teaching practice and its impact on student learning



Time

Two periods of 50 minutes

Learning activities

Period 1



Learning activity 1: Reading and analysis (50 minutes)

1. Ask student teachers to read ‘The ultimate motivation: Flow’ in their textbooks and write down answers to the questions in their notebooks.
2. Ask student teachers to share their initial responses with their partners.
3. Ask some student teachers to give feedback to the class and invite responses from other members of the class.
4. Then, ask them to read on about the seven factors that constitute a ‘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.
5. Form pairs and ask them to discuss the follow-up question: Based on the factors listed above, would you still say that your experience above was an experience of 'flow'?



Assessment

From the stories and subsequent responses, you should be able to formatively assess understanding of the concept of 'flow'. Student teachers can use the seven factors as a self-assessment checklist.



Possible student teachers' responses

Initial stories may or may not satisfy the seven factors required to genuinely achieve 'flow'. Nevertheless, student teachers should be able to recall an experience that is inspired by the introductory text. The seven factors listed above can be used as a checklist to self-assess whether their initial story meets all the requirements of 'flow'.

Period 2



Learning activity 2: Reading and analysis (40 minutes)

1. Recap the concept of 'flow' and the seven factors that are required to achieve the condition.
2. Ask student teachers to read 'Csikszentmihályi's flow model and learning'.
3. Answer any questions they might have to make sure they understood the content before moving into the assessment questions with the full class.



Assessment

As part of the activity, ask student teachers to discuss the following questions in pairs or small groups. Take whole-class feedback after about 20 minutes.

1. 'Flow' is often described as a concept of 'optimal experience'. Looking at the graph in the Student Teacher Textbook, describe what this means.
2. 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 Csíkszentmihályi's definition of optimal experience.
3. Can the concept of 'flow' or optimal experience be applied to the classroom? For what purpose? How? Explain your thinking.



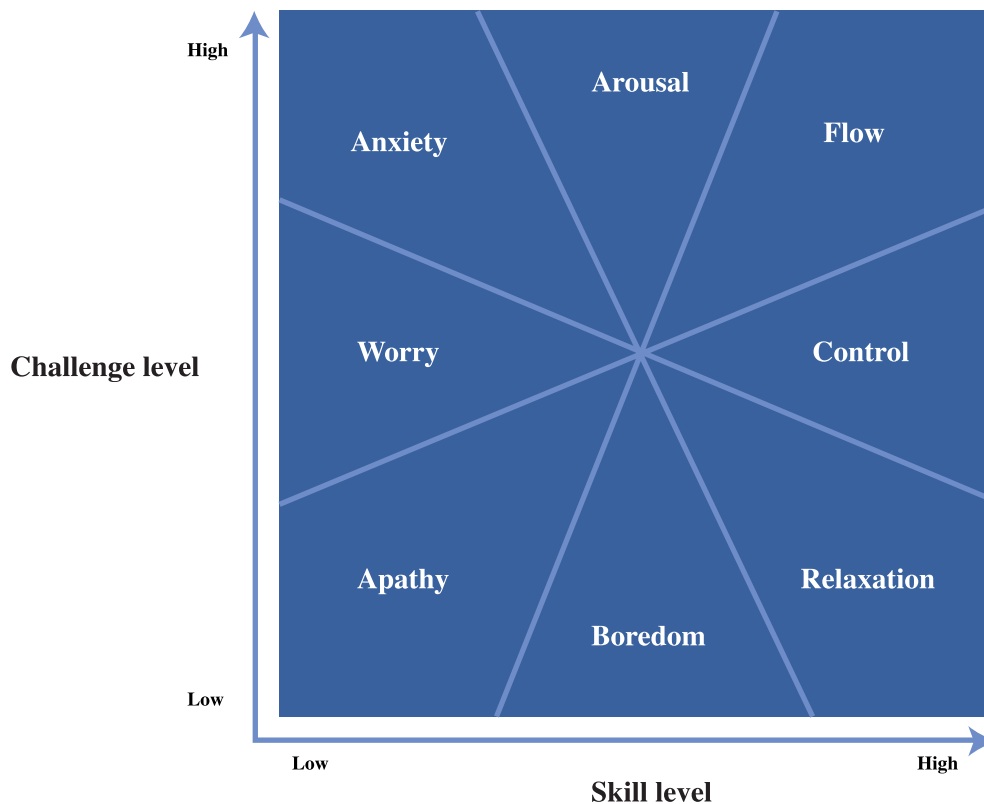
Possible student teachers' responses

1. Student teachers should be able to see that 'flow' only happens when a certain level of skill is paired with a certain level of challenge – the conditions need to be 'optimal' to make for a 'flow' experience.
2. Student teachers should realise that if the challenge is above a certain threshold, anxiety can set in; if it is below, boredom can be experienced. It is also very personal and subjective at what point the 'optimal' experience lies. Give student teachers time to reflect upon this and have them write their own story in their notebook.
3. Answers will vary. Most people would argue that 'flow' cannot be easily integrated in formal education as it is highly individual and would require more flexibility and customisation than the formal education system can provide. However, aspects of it are being integrated in modern teaching when possible – see also more recent research on non-formal education, therapy and the power of play.



Check student teachers' understanding (5 minutes)

1. Introduce Csikszentmihályi's more recent flow model that depicts eight mental states, and rather simplifies the concept. The principles of the first model still hold true but 'flow' is now only experienced when a higher skill set is present.
2. Ask student teachers in pairs to think of activities or challenges (real or invented) that might fit into any of the possibilities presented in this diagram, for example:
 - high challenge + medium skill level = attempting to climb a mountain (*worry*); and
 - low challenge + high skill level = reading a simple book (*relaxation*).
3. The creative possibilities are endless.



Csikszentmihályi's more recent flow model



Extension and differentiation activities

Learning activity 1 & 2: It may be necessary to simplify this concept through further examples and plain language. It may be necessary to skip or reduce the assessment questions if you deem them to be at too high a level.

On the other hand, if the concept is not proving too difficult, link the concept of ‘flow’ to the theories of motivation. Challenge the student teachers to consider how the various sources of motivation affect the factors required for ‘flow’.



Review questions: Possible student teachers’ responses

Question 1: Define and give an example of primary motives and secondary motives.

Answer: *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.*

Question 2: What are the eight factors that must all be present to constitute a ‘flow’ experience?

Answer:

- *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.*

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, student teachers will be able to:

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences; literature research



Preparation needed

Read text of Lesson 8.5.1- Lesson 8.5.3. in the Student Teacher Textbook



Resources needed

Internet; textbooks; flipchart paper; whiteboard; markers

Period 1



Learning activity 1: Brainstorming (20 minutes)

1. Begin the lesson with a brainstorming to see what student teachers already know. Ask them what they think humans need to survive? What happens if those needs are not satisfied?



Assessment

This activity forms a diagnostic test of the student teachers' interpretation of human needs and the consequences of not having them.



Possible student teachers' responses

Encourage student teachers to think beyond the basic needs of air, food, water, to include such needs as safety, a sense of belonging and purpose.



Learning activity 2: Lecture/Discussion (30 minutes)



Stop and think

Since this activity invites student teachers to predict the content of Maslow's hierarchy of needs, it is wise to ensure the textbooks are closed or you will find that student teachers simply read the contents of the pyramid. The intention here is to promote autonomy.

1. Give a short lecture/discussion for student teachers to get an understanding of the theory and the pyramid.
2. Give a brief introduction to Maslow and the general concept behind his theory.
3. Take each segment of the pyramid in turn – give the class the heading of the segment and ask them to discuss in pairs what might be included under that heading.
4. Take some suggestions from a selection of nominated student teachers.
5. Ask the student teachers, in pairs again, to come up with some consequences should the needs not be met.
6. Take some suggestions.
7. Repeat the process for each of the segments.



Figure 8.4. Maslow's hierarchy of needs

Period 2



Learning activity 3: Think-pair-share analysis (40 minutes)

1. Have student teachers make individual notes, then work in pairs to address how a school (system) can guarantee that the most basic needs are met. Remind them to focus on the basic needs first and then work their way up the hierarchy.
2. Form groups of four or five student teachers and ask them to assess the situation in their school. If student teachers come from different schools, it is great to use different examples to compare and contrast what the current status is and how it meets Maslow's pyramid of needs.
3. Take feedback from each level of the pyramid.



Assessment

This task will provide a formative assessment of student teachers' ability to apply the hierarchy of needs to a real-life concept.



Possible student teachers' responses

Student teachers may suggest that a school can provide:

- Physiological needs: a canteen; access to drinking water; a safe and secure building; comfortable accommodation if it is a boarding school;
- Safety and security: a healthy, safe environment; good relationships with parents; school policies that encourage friendship and discourage bullying;
- Love and belonging: a sense of community within the school and the class; opportunities to learn about friendship and relationships;
- Self-esteem: opportunities to celebrate a wide range of students' achievements; positive behaviour policy; positive feedback in the classroom;
- Self-actualisation: a student-centred learning culture; teaching and learning systems that enable all students to make progress; and
- Many other answers are possible.



Check student teachers' understanding (5 minutes)

1. Remind student teachers of the learning outcomes for the lesson and how they have achieved these learning outcomes by applying Maslow's theory to schools in general and their own experiences of schools.
2. Ask student teachers to summarise in pairs how this knowledge relates to the teacher competency standards that they were working towards in this lesson concerned with knowing how students learn and being able to reflect and improve on their own teaching practice.



Extension and differentiation activities

Learning activity 2: If you think your class will have difficulty thinking up needs in each category, provide a list of needs in a random order for them to match to the categories.

Learning activity 3: Student teachers could apply the hierarchy of needs to various other situations – their own primary or secondary schools or their home life, for example.

8.5.2.

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

Expected learning outcomes



By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

One period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences; literature research



Preparation needed

Read text of Lesson 8.5.1 - Lesson 8.5.3 in the Student Teacher Textbook



Resources needed

Internet; textbooks; flipchart paper; whiteboard; markers

Period 1



Learning activity 1: Reading and discussion (40 minutes)

1. Once you feel that the student teachers are well-versed with the most basic, mainly physical needs, ask them what else humans might need to live and do well. Challenge student teachers to embrace the idea that the higher needs are also critical for humans.
2. Ask student teachers to read 'Emotional needs' and 'Social-emotional learning'
3. Ask student teachers to respond to the questions in pairs or small groups.
4. Nominate a selection of student teachers to share their thoughts with the class.



Assessment

Encourage student teachers to think broadly and engage in a discussion of what they observe in their environments. What do they know about mental diseases and learning disabilities? How does it affect the person and their family? What is being done?



Possible student teachers' responses

Answers may vary and there is no right or wrong. One misconception to watch out for is that a learning disability is **not** a mental illness. Learning disabilities are neurological. They result from 'faulty wiring' in specific areas of the brain. A learning disability is a permanent condition developing at the latest in early childhood, whereas mental illness can develop at any time, and is not necessarily permanent. People can get better and resolve mental health problems with help and treatment.



Stop and think

The burden of mental disorders continues to grow with significant impacts on health and major social, human rights and economic consequences in all countries of the world. The WHO lists the following common mental disorders (depression, and anxiety disorders), psychoses (schizophrenia, and bipolar disorder), dementias, eating disorders, alcohol and substance misuse. More information can be found at http://www.who.int/topics/mental_health/factsheets/en and <http://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>.



Check student teachers' understanding (5 minutes)

1. Discuss the difference between a learning disability and a mental illness.
2. Introduce the idea of conducting a landscape review in your school and community. This is best done over a period of time so, student teachers can go out (in pairs) to conduct interviews and do some background research to address the questions: What kind of mental illnesses and learning disabilities have been diagnosed in the community? What is being done to help those affected?

3. Hypothetically, what do the student teacher think the results of such a review could be? This task could be done practically over time. The findings can be presented as a poster.
4. Let student teachers know that in the final sub-unit of this Unit 8, they will go deeper into the 21st century skills.



Extension and differentiation activities

Depending on group dynamics in your class, you may wish to give the student teachers individual time to answer the questions.

8.5.3. Self-fulfilling prophecies

Expected learning outcome

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

D1.1 Regularly reflect on own teaching practice and its impact on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

One period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences; literature research



Preparation needed

Read text of Lesson 8.5.1 - Lesson 8.5.3. in the Student Teacher Textbook



Resources needed

Internet; textbooks; flipchart paper; whiteboard; markers



Learning activity 1: Discussion and reading (40 minutes)

1. Ask student teachers whether they have ever made a prediction that then came true? Have volunteers share examples.
2. Have student teachers read ‘Self-fulfilling prophecies’ in the Student Teacher Textbook, then work in small groups to address the questions.
3. Ask a selection of volunteers to share.



Assessment

Monitor and listen to discussions as you circulate. Student teachers should debate their different viewpoints and challenge each other.



Possible student teachers' responses

Answers will vary and depend on student teachers' experiences and opinions. It may be possible to present some of the various academic viewpoints during the discussion. The literature on those studies includes a lot of criticism such as that the original studies to assess the children's IQ score were flawed. Thorndike was one of the outspoken critiques.

Overall, it is not important for student teachers to understand the details of these studies or to declare ‘right from wrong’. Rather, these studies are a good example of educational research and how it evolves through debates, peer reviews, additional hypothesis and studies.



Check student teachers' understanding (10 minutes)

1. Ask student teachers to provide a one-sentence definition of a 'Self-fulfilling prophecy' in pairs.
2. Take two or three responses and briefly confirm or correct their accuracy.
3. Ask student teachers to give one or two examples of a positive outcome and one example of a negative outcome of a self-fulfilling prophecy and write a summary on the board.



Extension and differentiation activities

You may prefer to facilitate a think-pair-share activity to answer the questions.

Challenge student teachers to familiarise themselves with the research study conducted by Robert Rosenthal and Lenore Jacobson: *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development* (2003).

Introduce the concept of anxiety paralysis and why some students (or people in general) fail to perform at their fullest potential during tests or when the pressure to succeed is too high.



Review questions: Possible student teachers' responses

Question 1: Give some examples of social-emotional learning and explain why it is important.

Answer: 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. It is important because between the ages of 10 and 19, children and young adults are susceptible to physical, emotional and social changes, including exposure to poverty, abuse, or violence, which can make them vulnerable to mental health problems.

Question 2: Define the concept of a self-fulfilling prophecy.

Answer: When 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.

8.6. Multiple Intelligences

8.6.1. Measuring intelligence

Expected learning outcomes

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

D1.1 Regularly reflect on own teaching practice and its impacts on student learning



Time

Two period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences; literature research



Preparation needed

Read text of Lesson 8.6.1 and Lesson 8.6.2. in the Student Teacher Textbook; read Yangon University of Education BEd (Second Year) Educational Psychology, Sub-unit 3.2, page 24



Resources needed

Internet; textbooks; flipchart paper; whiteboard; markers; IQ tests; Resources needed: copies of Yangon University of Education BEd (Second Year) Educational Psychology

Period 1



Learning activity 1: Analysis (40 minutes)

1. Begin this lesson by giving your student teachers an IQ test. There are many IQ tests online or you might have access to printed versions.¹⁰



Assessment

The purpose of this activity is not so much for student teachers to find their IQ but to experience taking such a test. The final score is not important and if the final score cannot be obtained, it will not hinder the lesson overall.



Possible student teachers' responses

Responses to taking the test may pre-empt the discussion questions that follow in Period 2. Student teachers may voice concerns that the questions do not test 'intelligence' as they define it. They may be concerned that the results will in some way define them.

¹⁰ <https://www.mensaigttest.net/> is an IQ test comprised of 60 questions and will be scored automatically online after 40 minutes for a fee. 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.



Check student teachers' understanding (10 minutes)

Give the class the following definition of IQ from *The Encyclopaedia Britannica*:

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.

Ask them to identify some key words and potential flaws in this method – these are likely to involve the inaccuracies involved in computing a ‘mental age’ and the fact that the very notion of ‘intelligence’ cannot be confined to a test of reading, logic and multiple choice answers.

Period 2



Learning activity 2: Think-pair-share (40 minutes)

1. Have student teachers answer the questions on their own and take notes in their notebook. If the IQ test could not be scored, eliminate question 3.
 - How did you feel when you sat down to take the IQ test?
 - Were you surprised by the type of questions? Explain.
 - Were you surprised by the result?
 - How accurate do you think the test result reflects your intelligence?
 - How do you define intelligence?
 - What do you think are the benefits of such an IQ test? What about risks?
2. Form pairs for the student teachers to share and discuss their answers.
3. Join two or three pairs together to form groups of four or six to further compare, share and respond to each other's ideas.

4. Ask each group to nominate a ‘secretary’ to take notes of the key points.
5. Nominate group secretaries to summarise the groups’ responses, feelings and collected ideas. There is no need to ask all groups to answer all questions – two or three groups per question should suffice, with an additional opportunity for voluntary contributions.



Assessment

Debrief the IQ test and questions with the whole class. Try to engage most student teachers in the discussion and encourage the sharing of multiple views.



Possible student teachers’ responses

Answers are purely subjective and student teachers should be encouraged to give their personal views and respond constructively to each other’s opinions. Question 5 ‘How do you define intelligence?’ should allow student teachers to work together on coming up with a class definition before looking at other definitions. Invite student teachers to analyse how various definitions differ.



Check student teachers’ understanding (10 minutes)

Ask student teachers to look back at the activities and analysis from the past two periods. Referring to the teacher competency standards, ask them to discuss how their learning from these periods relates to the way children learn in primary school and how this will influence their teaching.

Responses should identify the fact that primary school students have diverse learning styles and abilities, and will not respond equally well to one teaching and learning method. This leads us to seeing the benefits of student-centred learning and student autonomy.



Extension and differentiation activities

Learning activity 1: It would be interesting to link the feelings associated with taking the IQ test to Maslow’s hierarchy of needs, in particular the top two layers. Warn student teachers about the potential negative effects of a one-dimensional IQ test before taking the test.

8.6.2. Howard Gardner's case for multiple intelligences

Expected learning outcomes

By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A5.1 Demonstrate understanding of the subject matter to teach the subjects for the specified grade levels

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

D1.1 Regularly reflect on own teaching practice and its impacts on student learning



Time

One period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences; literature research



Preparation needed

Read text of Lesson 8.6.1 and Lesson 8.6.2. in the Student Teacher Textbook; read Yangon University of Education BEd (Second Year) Educational Psychology, Sub-unit 3.2, page 24



Internet; textbooks; flipchart paper; whiteboard; markers



Learning activity 1: Reading and discussion (40 minutes)

1. Read Howard Gardner's case for multiple intelligences in the Student Teacher Textbook and use the Yangon University of Education BEd (Second Year) Educational Psychology, Unit 3 as supplementary reading.
2. In small groups, have student teachers answer the questions.
3. Take a selection of responses to the questions.
4. Have student teachers read on in their Student Teacher Textbooks the excerpt on Frames of Mind and look at the graphic with the eight intelligences.
5. In small groups, have student teachers respond to questions 1-3.
6. Debrief the questions with the whole class.



Assessment

Assess student teachers' understanding and application of the academic content of this lesson by assigning a written task for homework: 'How will you use the theory of multiple intelligences in your own learning and teaching?' Collect and mark the responses.



Possible student teachers' responses

In the question discussion, encourage student teachers beyond thinking just about high-stakes testing and assessment. Combine the need to teach skills and competencies beyond logic, mathematics, and linguistics, and tie this lesson in with the previous one on social-emotional learning and have them understand that the theory of multiple intelligences can provide scientific research for making a stronger case for such teaching practice.

Student teachers' written responses will inevitably vary, but as well as the above should consider the need to plan for diverse student capacities, the need for personalised educational environments, interdisciplinary curricular programs, and the use of performance-based assessments to show individual progress.



Extension and differentiation activities

Learning activity 1: You can support student teachers in their homework task by giving them the essay title and facilitating a brainstorming activity at the end of the lesson.



Review questions: Possible student teachers' responses

Question 1: What are Gardner's eight types of intelligence?

Answer: *Kinesthetic, interpersonal, intrapersonal, linguistic, musical, naturalistic, mathematical, visual.*

Question 2: What is the aim of promoting the theory of multiple intelligences in schools?

Answer: *To promote efforts to understand diverse student capacities and emphasise the need for personalised educational environments, improved interdisciplinary curricular programs, and the use of performance-based assessments.*

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>

Yangon University of Education BEd (Second Year) Educational Psychology, Unit 3

Unit 9

Creating a Learning Environment

The ultimate aim of being a teacher is to help all students to 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, student teachers 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, they 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. Student teachers will also learn about challenging behaviour and how to deal with this in a positive way.

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

Expected learning outcomes



By the end of this unit, student teachers 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 behaviour for motivation and learning achievement; and
- Explain and discuss what they have learnt in this unit.

9.1. Creating a Safe and Secure Learning Environment

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

9.1.1. Howard Gardner's case for multiple intelligences

This lesson will explore what a safe and secure learning environment is, and how it can impact learning outcomes.

Expected learning outcomes

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

- Explain and discuss the impact of a learning environment on learning outcomes; and
- Explain, discuss and create a safe and secure learning environment.





Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two periods of 50 minutes



Learning strategies

Think-pair-share; reading; discussion; presentation; reflection on past learning experiences



Preparation needed

Read text of lesson 9.1.1 in the Student Teacher Textbook.t; read Yangon University of Education BEd (Second Year) Educational Psychology, Sub-unit 3.2, page 24



Resources needed

Flipchart paper; whiteboard; markers

Learning activity

Period 1



Learning activity 1: Introduction (20 minutes)

1. To introduce the lesson, ask student teachers to work in pairs and take some time to think back to when they were in school and they felt safe and secure in their learning environment.
2. You may also give them the option of describing a time when they did not feel safe and secure in their learning environment.
3. Ask the student teachers to describe their experiences to their partner. Give them sufficient time to do this.
4. Invite a few student teachers to give some feedback.



Learning activity 2: Reading and summarising (20 minutes)

1. Give student teachers five minutes to read ‘A safe and secure learning environment’ in the Student Teacher Textbook, Lesson 9.1.1.
2. As a class, read the text aloud together, nominating one student teacher to read each paragraph. Check for questions student teachers may have or comments they would like to make after each paragraph so that it becomes an active reading exercise, engaging with the text.
3. Ask questions to check understanding.
4. Ask them to close their books and recap the key points of the text in pairs.
5. Nominate a few student teachers to recall key points and write these on the board as a summary of the text.



Check student teachers' understanding (10 minutes)

1. Direct student teachers' attention to the teacher competency standards for this lesson.
2. Ask student teachers to discuss in pairs or small groups:
 - How the teacher competency standards relate to learning about a safe and secure environment; and
 - What they would expect to see in a Myanmar primary school to make a safe and secure learning environment.
3. Take some feedback, which should identify that students learn better when they feel safe and secure (TCSF A1.1); that teaching is more than knowledge transfer and that a teacher is responsible for considering the needs of all students (C3.1); that they should think about building the idea of providing a safe and secure environment into their own teaching practice by learning from and reflecting upon other teachers' experiences (D1.1 and D2.1).

Period 2



Learning activity 3: Think-pair-share (15 minutes)

1. Recap key points from the previous period - what constitutes a safe and secure learning environment? Note key points on the board.
2. Tell student teachers to work in small groups. Ask them to think back to when they were in school, remember a time that they felt as a student that they were in a safe and secure learning environment and think about the following effects:
 - a. What was the effect on their learning?
 - b. How did such a learning environment help in their learning?
 - c. How was the learning environment created?



Stop and think

As this is a group activity, student teachers do not need to separately record the experiences of each member. Rather they should record a summary of experiences and effects of their safe learning environments.

3. Record their ideas in such a way (for example, by using a concept map, a table, a flow chart and drawings) that it can be easily shared with the rest of the class and that it clearly shows how and why a safe and secure learning environment can impact learning outcomes.
4. Let the student teachers decide their method of recording - its effectiveness will be discussed later.



Learning activity 4: Discussion and presentation (25 minutes)

1. To share and discuss their ideas with the whole class ask a few groups to show and explain the experiences and effects they collected in their group.
2. Invite the other student teachers to ask questions or comment politely.
3. Then ask if any other group has used a (very) different way to present their ideas, and to share this. Discuss with the whole class which methods of recording worked well to communicate how and why a safe and secure learning environment can impact on learning outcomes, and discuss ideas for improvement.
4. Give student teachers 10 minutes to improve and add to what they have produced.
5. Display the completed presentations around the classroom and conduct a short gallery walk.



Check student teachers' understanding (10 minutes)

1. Refer to the learning outcomes of the lesson and how, after two periods investigating the topics, student teachers should have a clear idea of what constitutes a safe and secure learning environment and how it can be created.
2. Ask student teachers:
 - What would you reply if another student in your class made the following statements:
 - 'A safe and secure learning environment means that there are no physical objects in the class which could hurt a student?'; and

- 'Having a safe and secure learning environment is not a priority. Students will learn as well without it?'
3. Take some feedback. This should refer to the learning in the lesson and the student teachers' own experiences and presentations.



Extension and differentiation activities

Ask student teachers to think about what would be the same and what would be different in how and why a safe and secure learning environment can impact on learning outcomes of mature students (older than 18 years old).

9.1.2.

What makes a learning environment safe and secure?

Expected learning outcomes

By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two period of 50 minutes



Learning strategies

Group/ pair discussion; concept map¹¹; discussion



Preparation needed

Read text of lesson 9.1.2 in the Student Teacher Textbook



Resources needed

Flipchart paper; whiteboard; markers; Handout 1: How to create a safe and secure learning environment

Period 1



Learning activity 1: Recap (15 minutes)

1. To remind student teachers of last lesson, ask several student teachers ‘give me a reason why I should make an effort to create a safe and secure learning environment’.



Assessment

Formatively assess recall and understanding of the previous lessons by recording the student teachers’ points on the board.

¹¹ A concept map shows 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, line connects to different concepts related to that topic, for example, ‘respect’, ‘rules’. Sub-concepts can be linked to the concepts, for example, with ‘respect’ come the sub-concepts ‘equal treatment of all’, ‘everyone is polite’ and leading from this last one ‘no talking when a student is sharing their ideas with the whole class’.

A concept map helps students explore and review their own understanding. It can also be used as an assessment tool to find out what students know and their misconceptions. A mind map is similar to a concept map, but mind maps have a centre; concept maps can be linear.



Possible student teachers' responses

1. Responses could refer to the text in lesson 9.1.1 or the experiences student teachers discussed during those two periods. Examples of the reasons for creating a safe and secure learning environment include:
 - It helps students to reach their highest potential;
 - They may be more willing to open their minds, listen to the teacher and their peers, and share their own thinking;
 - They may feel more confident to ask a question, seek feedback, report a mistake or propose a new idea;¹²
 - Students will know their contributions are valued and can be sure that they will not be ridiculed, or experience fear or shame;
 - It is an environment in which students will feel respected and supported;¹³ and
 - The quality of the classroom environment in schools is 'a significant determinant of student learning'.



Learning activity 2: Group work (25 minutes)

1. Form groups of four or five student teachers and ask them to devise a list of approximately 10 actions or techniques that could be carried out in order to create a safe and secure learning environment.
2. Give them one example, for example, keep a clean and orderly classroom.
3. To help them in this task, tell them to think about things that the teacher can do, things that students can do and things that the school in general can do.

¹² McClelland, D. (1998). Identifying Competencies with Behavioral-Event Interviews. *Psychological Science*, 9(5), 331–339.

¹³ 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.



Stop and think

A list of such devices is given in the Student Teacher Textbook (Handout 1). The idea of this task is not to recall this list, but to devise a list from their own thinking. Therefore, ensure the Student Teacher Textbooks are closed during this task. This active task promotes student autonomy and retention as they are formulating the ideas themselves rather than just reading a list. They will refer to the list in the next period to compare with their own ideas.



Assessment

This task is self-assessed and peer-assessed according to student teachers' ability to apply the concept of a safe and secure learning environment. At this stage, there are no specific answers - if they have identified logical and practical ways of creating a safe and secure learning environment then they have succeeded in the objective of the task.



Possible student teachers' responses

Answers may vary. Any logical and practical way of creating a safe and secure learning environment should be accepted. Aim to record a range of answers that apply to teachers, students and the school system in general.



Check student teachers' understanding (10 minutes)

1. Remind student teachers of what they have achieved in this lesson with reference to the learning outcome: Identify elements of what makes a good and safe learning environment. The key word here is 'identify' - in that they have actively done this themselves in this lesson, not just been spoon-fed the information.
2. Ask them to compare their group's list with the list presented in Handout 1: How to create a safe and secure learning environment.
3. At this stage, they do not need to complete the handout - tell them that they will do this in the next period.
4. How many suggestions on the handout are the same or similar to their own lists? How many did they not think of?

Period 2



Learning activity 3: Group discussion (20 minutes)

1. Refer to Handout 1. Ask student teachers to complete any or all of the rows at the end of the handout with their own ideas from the previous period.
2. Ask student teachers to first discuss in small groups or pairs why each suggestion is an effective way of creating a safe and secure learning environment.
3. Remind student teacher that this is only a discussion and that they do not need to complete the handout yet - this will be done in the next activity.
4. Take feedback.



Assessment

Monitor and listen to the discussions to assess overall understanding of the effectiveness of each of the suggestions. The formative feedback will consolidate and confirm the student teachers' understanding.



Possible student teachers' responses

Answers will vary according to the student teachers' opinions and experiences. Answers should indicate that all the suggestions are effective in various ways, including:

- Promoting student autonomy;
- Setting and reinforcing rules;
- Giving positive feedback to contribute to progress;
- Embracing diversity;
- Incorporating differentiated learning; and
- Modelling expected behaviours. Check student teachers' understanding.



Check student teachers' understanding

1. Briefly recap the learning outcomes of the lesson and how these have been achieved by investigating the concept of a safe and secure learning environment from hypothetical and real-life perspectives.
2. With reference to teacher competencies standards of this lesson, ask student teachers to discuss in pairs the following:
 - a. What could be the challenges you might have when trying to create a safe and secure learning environment with your students in your classroom?; and
 - b. What could you do to help you overcome these barriers?
3. They should refer to the points that have been made during this lesson in their discussions.

9.1.3.

Creating your safe and secure learning environment

In this lesson, the student teachers will first be asked, in groups, to create a safe and secure learning environment for themselves and their peers as students on the Educational Studies module. Then, they 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, student teachers 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.





Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two period of 50 minutes



Learning strategies

Group work; group discussion; class discussion; presentations



Preparation needed

Read text of lesson 9.1.3 in the Student Teacher Textbook



Resources needed

Flipchart paper; whiteboard; markers

Period 1



Learning activity 1: Recap and introduction discussion (15 minutes)

1. Tell the student teachers that in this lesson they will develop a plan to create a safe and secure learning environment for themselves and their peers as students on the Educational Studies module. Then, in groups, they will develop plans for creating a safe and secure learning environment with students in a primary school.
2. Give student teachers five minutes in pairs to recall as many of the suggestions as they can from the list of ways of creating a safe and secure learning environment (this is the list from Lesson 9.1.2.):

- Keep a clean and orderly classroom;
 - Use praise and positive language;
 - Create a list of rules that you expect the students to follow (for example: no ridiculing, bullying, and so on.);
 - Stay calm and in control always;
 - Emphasize making mistakes is part of learning and good for learning;
 - Use mistakes as learning opportunities;
 - Always stay calm and in control;
 - Welcome and invite different opinions;
 - Smile and be patient;
 - Move around the classroom;
 - Interact with student teachers individually;
 - Show kindness whenever you can;
 - Model good behaviour by treating all students well and with respect;
 - Use learning activities where students can have some choice; and
 - Stimulate students by asking questions.
3. Ask student teachers why they think the suggestions for praise mentioned in Lesson 9.1.3 in their Student Teacher Textbook would work better for creating a safe and secure learning environment than simply saying ‘well done’? Expressions such as:
- ‘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.’



Learning activity 2: Group work and presentation (25 minutes)

1. Form groups of four or five student teachers and allocate about three of the items on the list to each group.
2. Tell the groups they are to develop a plan on a poster that shows:

Creating a safe and positive learning environment

	To create a safe and positive learning environment in our class, we will	How we will achieve this in the classroom	This will impact positively on learning outcomes because.....
1	Keep a clean and orderly classroom		
2	Use praise and positive language	Instead of saying ‘well done’, use expressions such as ‘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.’	Students will feel better when praised instead of criticised or corrected. The praise is specific and targeted on the work done rather than about the student themselves. This will help the student progress.
3	Create a list of rules that you expect the students to follow (for example, no ridiculing, bullying, and so on)		
4		
5		

3. Display the posters around the classroom and conduct a gallery walk.
4. Instruct the student teachers to compare, contrast and discuss the ideas presented on the posters.



Check student teachers' understanding (10 minutes)

1. With reference to the lesson's learning outcomes, conclude with a class discussion, and invite comments and amendments.
2. Refer to how the teacher competency standards have been met in this lesson as the student teachers have been analysing how they should act as teachers to ensure a safe and secure learning environment for their students.

Period 2



Learning activity 3: Group work (40 minutes)

1. Begin the lesson with a gallery walk to remind the student teachers' of the ideas they created in the previous period.
2. Reform the groups from the previous period and return the group's posters to them.
3. Give the groups 10 minutes to make additions or amendments to their posters.
4. Remind them that the posters they have created exist as a reference to themselves as teachers. But these posters are too complicated for primary school students.
5. Firstly, ask if and why primary school students should also be made explicitly aware of how their learning environment is safe and secure.
6. Then ask the student teachers to now make similar posters but for a primary classroom. Share posters again and discuss what is the same and different for different age groups of students.



Assessment

Student teachers should conclude that primary school students should know how their learning environment is safe and secure because the students will be able to follow structure and rules of a safe and secure learning environment if they know the rules and what is expected of them.



Possible student teachers' responses

The new posters should present the same information as that given in Handout 1, but in a manner that is accessible to primary school students. This will involve greatly simplifying the language, introducing more graphical representation of rules and expectations. It is likely that each 'rule' will be communicated as a separate poster. A list would not be accessible to primary school students. Several 'rules' that clumped together on one poster is likely to be unclear to primary students.



Check student teachers' understanding (10 minutes)

1. Invite individual student teachers to say in 30 seconds what they have learnt about safe and secure learning environments in the last three lessons. Challenge them to avoid repeating what has been said already.
2. Draw student teachers' attention to the teacher competency standards for this lesson, and ask them to write two or three things that they learnt about learning in these last three lessons.
3. Conclude by sharing their reflections in pair.



Review questions: Possible student teachers' responses

Question 1: What four questions can you ask yourself to determine whether your learning environment is safe and secure?

Answer: *Am I safe? Am I adequate? Can I trust others? Can I trust myself?*

Question 2: Name as many suggestions as you can for creating a safe and secure learning environment.

Answer: *Any of the suggestions on Handout 1: How to create a safe and secure learning environment*

Question 3: How can the use of praise and positive language contribute to creating a safe and secure learning environment?

Answer: *Because when we are praised and encouraged, we generally feel better than when we are criticised or corrected.*

9.2. Creating a Stimulating and Supporting Learning Environment

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

9.2.1. A stimulating learning environment

Expected learning outcomes

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

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





Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage.

A3.1 Demonstrate understanding of the role and expected duties of teachers in Myanmar.

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students.

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably.

D1.1 Regularly reflect on own teaching practice and its impacts on student learning.

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities.



Time

Two period of 50 minutes



Learning strategies

Group work, group discussion, class discussion, making artifacts



Preparation needed

Read text of Lesson 9.2.1 in the Student Teacher Textbook



Resources needed

Flipchart paper; whiteboard; markers; materials to put up displays on the wall (this could also be string and some drawing pins)

Period 1



Learning activity 1: Brainstorming (10 minutes)

1. To introduce the lesson, pose the question: 'Imagine you are interviewed on the radio and you have to explain in 60 seconds what a stimulating classroom is. What would you say?'

2. Ask student teacher to develop an answer in pairs.
3. Ask three or four pairs to give their definition to the class.



Learning activity 2: Analysis (30 minutes)

1. Ask student teachers to read ‘A stimulating environment’ in lesson 9.2.1 in the Student Teacher Textbook.
2. After five minutes ask them to close their books and recall as much information as they can in pairs.
3. Return to the text and nominate student teachers to read each of the paragraphs in the section with bullet points (•).
4. In pairs or small groups, ask the student teacher to discuss each bullet point in terms of:
 - a. Why would this help to stimulate learning?
 - b. Can you add any more examples?
5. Ask groups to make notes so that they can provide feedback.



Assessment

Take feedback on each bullet point and make summary notes on the board. This will give you a summary assessment of the student teachers’ understanding and knowledge of what makes a classroom stimulating.



Possible student teachers’ responses

It is important not to have prescribed answers to this task. For student teachers, to truly learn from being introduced to the various ways of making a classroom stimulating, it is essential that they visualise and actively discuss the benefits themselves rather than aiming to match a prescribed list. Nevertheless, some examples are given here as a rough guide. These suggestions are in no way comprehensive.

Visuals stimulate by being colourful and bold. They can communicate concepts, tasks, results, achievements and rules without words, which means they are more accessible to all.

Organisation of furniture. Think about the direction in which the students are facing – can this be changed according to the task? Can they all see the board? Can they move around the class easily? Can they get to their place easily? How close are they to their neighbours? Is there enough space for their books and resources? If the answer to any of these questions is ‘no’, then student can become annoyed or frustrated, which can have a negative effect on their learning.

Hands-on activities enable students to learn by doing, enabling them to carry out processes and see results that they have produced for themselves. Children like to be active; they will get bored very quickly if they just have to listen to the teacher for an hour. They will also need to use problem-solving skills if things do not go to plan. While watching a demonstration or listening to a description have benefits, they are not enough on their own.

Using varied interactive teaching methods allows you to approach a topic from the perspective of various learning styles, meaning you are taking into account the needs of all students and not leaving anyone behind. Students will be stimulated by the variety and in the knowledge that there will always be something aimed at satisfying their preferred learning style.

Asking higher order thinking questions stimulates beyond the aim of achieving the learning outcomes and encourages students to use critical thinking and problem-solving skills. Verbs such as ‘evaluate’, ‘produce’, ‘justify’ can be used to create higher order thinking questions and tasks.¹⁴

Using scenarios relevant to students’ daily lives increases their interest in the learning because they can clearly understand why they are doing something. All too often, students lose interest in their school tasks because they see no reason for doing it. Plan to eliminate the phrase ‘I’m never going to use this [learning]’ from your classes.

¹⁴ <http://larryferlazzo.edublogs.org/2009/05/25/the-best-resources-for-helping-teachers-use-bloomsd-taxonomy-in-the-classroom/>

Including others' perspectives is crucial in a child's formative years, although as we have studied in Piaget's theory of child development, it can be difficult for young children. However, asking your students to consider points of view from known 'others' - their friends, sibling, parents - still contributes to their social-emotional development and helps to create an inclusive learning atmosphere.

Period 2



Learning activity 3: Practical (40 minutes)

1. Ask the student teachers to work in groups of four or five. Tell them they have to come up with manageable and realistic ideas to make this class where they are in now, a more stimulating learning environment.
2. Share ideas with the class and select the ideas that can be implemented now in the lesson. Decide who will do what and get the student teachers to change the classroom so it is a more stimulating learning environment.



Assessment

Once the transformation is complete, discuss why this classroom is now a more stimulating environment. Encourage student teachers to refer to the bullet point list in the Student Teacher Textbook to justify their thoughts.



Possible student teachers' responses

Ideas to make the classroom more stimulating are likely to be based on the suggestions in the bullet point list. If the task is carried out practically, they may be confined to visuals and organisation of furniture. A more hypothetical version of this activity may elicit more possibilities, but of course lacks the hands-on element.



Extension and differentiation activities

Learning activity 1: This could be done as a role-play.

Learning activity 2: Challenge student teachers to suggest how they would adapt their ideas for classes at different grades.

Learning activity 3: This activity could be done hypothetically - allocate an Education College module to each group for them to plan how to make that module and its classroom a more stimulating experience.



Check student teachers' understanding (10 minutes)

1. Recap the learning outcomes and their connection to the teacher competency standards.
2. Ask student teachers to assess each other's ideas for making the classroom more stimulating in terms of how effective they would be in stimulating the brain of the student. Why is this classroom (or the hypothetical classroom) now a more stimulating environment? What else could be done?

9.2.2.

A supportive learning environment

In this lesson, student teachers will explore how working on resourcefulness and resilience helps to develop a supportive learning environment. To summarise the key points, they will be asked to create a short song or poem.

Expected learning outcomes

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A3.1 Demonstrate understanding of the role, and expected duties of teachers in Myanmar

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two period of 50 minutes



Learning strategies

Group work; group discussion; class discussion; making posters; using poems/songs



Preparation needed

Read text of Lesson 9.2.2 in the Student Teacher Textbook



Resources needed

Flipchart paper; whiteboard; markers; materials to put up displays on the wall (this could also be string and some drawing pins)

Period 1



Learning activity 1: Practical (1) (40 minutes)

1. In this lesson, we will explore how working on resourcefulness and resilience helps to develop a supportive learning environment. But first, to summarise the key points from the text on this, in Lesson 9.2.2 in your Student Teacher Textbook, groups will make a short poem or song about resilience or resourcefulness.
2. Ask the student teachers to work in groups of four or five. Tell half of the groups they have to make a short song or poem on resilience, the others on resourcefulness.
3. Walk around and observe student teachers working, asking some clarification questions if appropriate. Then ask some groups to share their poem or song. Ask student teachers to comment in terms of how the song or poem summarises the main ideas of resourcefulness and resilience.



Assessment

This task is peer-assessed as described above.



Possible student teachers' responses

Songs and poems will inevitably vary considerably. They may use the information in the Student Teacher Textbook or may use other, supplementary information from the student teachers' own resources.



Check student teachers' understanding (10 minutes)

1. Discuss with the whole class the link between resourcefulness, resilience and reflectiveness with a supportive learning environment.
2. Lead student teachers to that students need to develop resourcefulness, resilience and reflectiveness in order to cope with the stress of learning in a stimulating and intellectually challenging environment.
3. Refer to Lesson 9.2.2 in the Student Teacher Textbook for a full description.

Period 2



Learning activity 2: Practical (2) (40 minutes)

1. Ask the student teachers to work in their groups again. They will now devise a poster to help students become more resourceful. Tell half of the groups they have to do this for Grade 4 in primary school; the other half to make one for this Educational Studies class. Share and discuss the following poster example to help them think.

Resourcefulness

‘Knowing what to do when you do not know what to do’

What do I know?

Things you could do when you do not know what to do:
Questioning: ask yourself ‘what if...?’, ‘what do I know?’

ASK OTHERS: your friends, your brother, a shopkeeper, a teacher, your clever aunt
IMAGINE: Can I draw a picture of this? What would it look like? If I were a wizard....
MAKE LINKS: What did I do last time I had a problem like this?
REASONING: Think in steps. At which step does it go wrong?
Experiment and have a go. Try things out. Make mistakes and learn from them.

2. Walk around and observe student teachers working, asking some clarification questions if appropriate. Then ask the groups to share their posters with the class, for example, by putting them on the wall or displaying them on tables.
3. Discuss with the class in terms of how effective the suggestions made would be to help develop resourcefulness skills with students.



Assessment

Ask student teachers to self-assess their posters in terms of how effective the poster would be to help develop resourcefulness skills with students. How can it be improved?



Possible student teachers' responses

In their self-assessment, student teachers may refer back to the previous lesson on stimulating learning environments. Is their poster stimulating and relevant to the age group? Which elements does the poster include from the list of suggestions to make a stimulating classroom?



Check student teachers' understanding (10 minutes)

1. Point out that the need to create a supportive and safe learning environment for students is one of the teacher competency standards (B3.1).
2. Ask student teachers to apply the concepts of resourcefulness and resilience to one or both of the following real-life situations:
 - a. Think of an occasion when you wished you had more resourcefulness or resilience? Explain the situation, and how being more resilient or resourceful would have helped you.
 - b. Imagine you have to write an essay and you are stuck. What resilience skills could you use to help you continue writing?



Extension and differentiation activities

Learning activity 2: Ask the student teachers to modify their posters incorporating ideas they picked up from the class discussion.

9.2.3.

Enacting a stimulating and supportive learning environment through role-play

Expected learning outcomes



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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A3.1 Demonstrate understanding of the role, and expected duties of teachers in Myanmar

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two period of 50 minutes



Learning strategies

Role-play; group discussion; class discussion; making posters



Preparation needed

Read text of lesson 9.2.3 in the Student Teacher Textbook.



Resources needed

Primary textbooks and teacher guides from a range of different subjects; whiteboard; markers

Period 1



Learning activity 1: Role-play

1. Tell the student teachers that they will practise creating a stimulating and supporting learning environment through role-play. Ask the student teachers to work in groups of six throughout the lesson.
2. Ask the student teachers, by referring to the text of Lesson 9.2.3 in their Student Teacher Textbook, to come up with how they would organise themselves to use role-play to enact a stimulating and supportive learning environment. Tell them you want one teacher and three ‘students’ involved. Give groups five minutes to recap what constitutes a stimulating and supportive learning environment and take brief feedback (see previous lessons).
3. Then make the following suggestion for a scenario to organise the role-play. Negotiate any modifications to the plan (only those you agree with as a lecturer). The scenario is for a five-minute role-play:
 - One teacher.
 - Three students: one eager student with visual impairment (cannot see well), one able student but who easily gives up, and one shy student. Age group to be decided by you.
 - Using a learning activity from any primary textbook/teacher guide.
 - Everyone in the group should help to prepare and refine the scenario for the duration of this period.
 - Give student teachers clear time limits – they must plan, rehearse and refine their role play in this period, ready for a performance in the next period.



Assessment

The role-plays will be assessed in the next period. Groups should continuously self-assess during this period to check that they are following the plan and that they are on schedule.



Possible student teachers' responses

Student teachers may choose a learning activity from any subject across the Basic Education Curriculum, dependent on which textbooks/teacher guides you have provided. Role-plays should meet the criteria of following the agreed plan, and demonstrating how to provide a stimulating and supportive environment. Role-plays should show the different 'student' characters responding to sources of stimulation and social-emotional support.



Check student teachers' understanding (10 minutes)

Spend a few minutes at the end of the period checking in with the progress of each group. Invite them to self-assess according to the criteria set out at the beginning of the lesson.

Period 2



Learning activity 2: Role-play (continued) (40 minutes)

1. Remind student teachers of the benefits of doing role-play in the classroom:
 - Students are actively engaged.
 - Role-play explores real-life situations to develop understandings of other people's feelings.
 - Role-play promotes development of decision-making skills.
 - Role-play actively engages students in learning and enables all students to make a contribution.
 - Role-play promotes a higher level of thinking.
2. Student teachers will perform the role-plays with an audience of their peers.
3. Evaluate the role-play in terms of how realistic it was, how well it addresses creating a stimulating and supportive learning environment, and the impact on the learning of the students.



Assessment

The activity could be assessed by scoring against the criteria listed above. You can also ask group members to self-assess against the same criteria.



Possible student teachers' responses

Role-plays by teenagers are notoriously hit and miss, and have a tendency to drift off-topic into improvised meaningless drivel. This lesson will need to be managed carefully to ensure performances stick to the plan - the subject matter, the characterisation and the time limit.



Check student teachers' understanding (10 minutes)

Ask student teachers to summarise the benefits of using role play as a teaching and learning strategy, according to Lesson 9.2.3 in their textbook. Ask whether they agree now that they have used role-play?

Ask student teachers to read Lesson 9.3.1 in the Student Teacher Textbook before the next lesson.



Extension and differentiation activities

Learning activity 1: Various levels of freedom can be afforded to student teachers with regard to subject matter and characters. They should, however, ensure that they demonstrate a stimulating and supportive learning environment. It is essential to monitor and support the development of role-plays to keep them on track.

Learning activity 2: The performance may need to be split into two groups if all groups are to perform. If this is the case, a tangible form of self-assessment should be seriously considered - use the criteria in the lesson instructions.



Review questions: Possible student teachers' responses

Question 1: What are the three skills required for 'learning power'?

Answer: *Resilience; resourcefulness; reflectiveness*

Question 2: What is a 'growth mindset'?

Answer: *The belief that the more you work to overcome challenges and solve problems, the 'smarter' you will become.*

Question 3: What are some of the benefits of role-play?

Answer: *Any of the following, or similar:*
Explores real-life situations to develop understandings of other people's feelings;
Promotes development of decision-making skills;
Actively engages students in learning and enables all students to make a contribution; and
Promotes a higher level of thinking.

9.3. Inclusive Education

In this sub-unit of eight lesson periods, student teachers will focus on developing a classroom practice that involves all students. This means that all students are involved in the lesson, whatever their gender, ethnicity, attainment, disabilities. Student teachers will develop their understanding of this topic by reading some theories and research findings, and compare and contrast it with their own experiences. Student teachers will then also apply these ideas to first adapt a lesson plan, then write a lesson plan that will incorporate what they have learnt and involve all students. Student teachers 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, student teachers will be able to:

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Three periods of 50 minutes



Learning strategies

Group work; whole class discussion; lesson planning; self-assessment



Preparation needed

Read text of Lesson 9.3.1 in the Student Teacher Textbook



Resources needed

Whiteboard, markers; draft lesson plan Grade 2 Mathematics: Measuring and Estimating, or any other lesson plan for the primary classroom; lesson planning evaluation questions for inclusive education; text of Lesson 9.3.1 in the Student Teacher Textbook to refer to

Period 1



Learning activity 1: Discussion (15 minutes)

1. Ask student teachers to list three reasons why a teacher should address inclusive education issues in the classroom.
2. Give them a few minutes to gather ideas in pairs, then take feedback from some members of the class, taking care to demonstrate one of the techniques in this lesson - nominating student teachers (to ensure a wide selection of contributors) rather than asking for volunteers.



Assessment

This is partly a diagnostic assessment and partly a chance to gauge whether the student teachers have gained something from the pre-lesson reading.



Possible student teachers' responses

Student teachers may give their own answers, or they may recall from the Student Teacher Textbook. A sample of possibilities:

- Differences can become a vehicle for learning more about each other and the world beyond our own experience;
- All students have the right to an education and the opportunity to learn regardless of their status, ability and background;
- It is the teacher's responsibility to recognise each student as an individual with their own unique abilities and characteristics; and
- Inclusive learning guards against unequal treatment of students.



Learning activity 2: Reading and pair work (30 minutes)

1. With the text from Lesson 9.3.1 and, ask different student teachers to re-read the text and summarise the information in pairs, with the aim of reporting a summary back to the class.
2. After 15 minutes, nominate student teachers to summarise each teaching principle and approach. List the sub-headings on the board as a visual reminder of the key points ('Noticing' to 'Create a safe, welcoming learning environment').



Assessment

Formatively assess the student teachers' understanding of the key points through their ability to summarise the key points in pair work and in whole class feedback.



Possible student teachers' responses

Responses will all come from the text in lesson 9.3.1 in the Student Teacher Textbook.



Check student teachers' understanding (5 minutes)

1. Refer to the learning outcomes for this lesson and how they have been achieved by analysing and discussing different ways of ensuring inclusivity in the classroom, and that this links particularly closely to TCSF A1.1, B3.1 and C3.1 (listed above).

2. Tell the class that they will be applying the learning from this lesson in the next period.

Period 2



Learning activity 3: Analysis (40 minutes)

1. Ask student teachers to work in groups of three or four. Direct them to Handout 2: Draft lesson plan Grade 2 Mathematics.
2. Challenge them to make modifications to the plan so that it will be a good lesson plan for an inclusive classroom. Tell them to refer to the text from Lesson 9.3.1 in the Student Teacher Textbook for ideas.
3. Form larger groups by putting two groups together to compare their ideas.
4. Nominate several student teachers to share their ideas and write these on the board for all student teachers to see.



Assessment

This task is peer-assessed in the group discussion. You will formatively assess the task by taking a selection of ideas.



Possible student teachers' responses

A vast range of responses are possible, and may include using a greater variety of objects to reflect everyday life; ensuring objects do not constitute gender bias; considering how to group the students; offering students a choice of objects to measure, methods of measuring and methods of recording. Many other answers are possible - accept any response that makes reference to inclusion.



Check student teachers' understanding (10 minutes)

1. Reform the original groups and ask them to review their modified lesson plans according to the summary of ideas collected from the class. Can groups add or improve their modified lesson plans using some of the ideas from the class feedback?
2. Point out that this lesson has addressed the learning outcomes specific to understanding inclusive education, and teacher competency standards relating to understanding learning and promoting equality.
3. Tell student teachers that in the next period they will be evaluating their lesson plans according to an assessment rubric.

Period 3



Learning activity 4: Analysis (40 minutes)

1. Recap the work from the last period and review some of the ways in which groups modified the original lesson plan to incorporate more inclusivity in the classroom.
2. Direct them to Handout 3: Lesson planning evaluation questions for inclusive education. Student teachers should refer to the inclusive education principles and approaches listed in their Student Teacher Textbook. Discuss with them the questions that are already there, and whether these would be good questions for evaluating a lesson plan for an inclusive classroom.
3. Ask student teachers for ideas to add some more evaluation questions.
4. In pairs, ask them to evaluate the modified lesson plan that they completed in the previous period by completing Handout 2.
5. Conduct whole class feedback, asking several student teachers to report some of the findings of their evaluations.



Assessment

The whole class feedback session will enable you to make an overall assessment of the class's ability to incorporate elements of inclusive education.



Possible student teachers' responses

Exact responses on the handout will depend on the modifications made to the original lesson plan. The evidence column should indicate in which section or activity of the lesson the criteria has been achieved. For example:

Criteria to be included in the lesson plan

Criteria to be included in the lesson plan	Yes	No	Evidence
A variety of materials and resources are available and accessible for all students.	✓		Preparation: Objects to be measured relate to a variety of student backgrounds (including, gender and ethnicity)
All students are clear about the structure and objectives of the lesson. [...]	✓		Learning outcomes written on the board or explained in graphics and explained verbally in the opening
Effective use of ICT as an access strategy.		x	

This example shows that no provisions were included for the use of technology in the classroom, and this should be addressed when you check student teachers' understanding (see below).



Check student teachers' understanding (10 minutes)

1. Recap to student teachers that this period has investigated in some detail how to apply elements of inclusive education. Most, if not all, of the criteria shown in 3 should be included when planning lessons.
2. To conclude student teachers' ability to apply this process, ask them to consider how they could fulfil all of the criteria of Handout 3 in the modified lesson plan.
3. If they have already fulfilled all the criteria, challenge them to make one improvement relevant to inclusive education.
4. Instruct student teachers to read Lesson 9.3.2 in the Student Teacher Textbook before the next lesson.



Extension and differentiation activities

Learning activity 1: Responses do not need to exactly match the Student Teacher Textbook information. At this stage, accept any response that shows an appreciation of what inclusive education aims to achieve.

Learning activity 2: The learning and summary may be facilitated in a more kinesthetic way, such as matching sub-headings with definitions: this requires the text to be cut up into sets of headings and sets of definitions.

Learning activity 3: Any other lesson plan for the primary classroom could be used. Student teachers may be able to provide their own lesson plans from Practicum or other modules.

Learning activity 4: Challenge student teachers to identify the teaching strategies used to make it an inclusive lesson.

9.3.2. Special education

Expected learning outcomes

By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two periods of 50 minutes



Learning strategies

Group work; whole class and group discussion; lesson planning; self-assessment



Preparation needed

Read text of Lesson 9.3.2 in the Student Teacher Textbook



Resources needed

Whiteboard; markers; Handout 2; Handout 3; text of lesson 9.3.2 in the Student Teacher Textbook to refer to

Period 1



Learning activity 1: Brainstorming (15 minutes)

1. Ask student teachers to discuss in pairs the following:
 - a. Explain in one sentence what special education entails; and
 - b. Explain why special education could be beneficial in the context you will be teaching.
2. Take feedback from a selection of student teachers and write summary answers on the board.



Assessment

Formative feedback will come from listening to the discussions and taking a selection of feedback. Student teachers can also self-assess their understanding from the feedback and summary.



Possible student teachers' responses

Responses are likely to come from the Student Teacher Textbook and may include:

- a. Special education entails making provision for students who have special education needs (SEN), which can be defined as specific challenges that those without SEN do not face. It does not mean they are not smart, talented or capable. Having special education needs can be permanent or temporary.
- b. Teachers have the responsibility to help SEN students overcome barriers they have to participate fully in the learning process. Students with the same diagnosis might not require the same educational support. Sometimes, it will not be obvious what the special educational need is. There are many 'invisible disabilities'. There is no single solution that works for all.



Learning activity 2: Reading and group discussion (30 minutes)

1. With the text from Lesson 9.3.2 in the Student Teacher Textbook to hand, ask student teachers to read the text and summarise the information in pairs with the aim of reporting a summary back to the class.
2. After 15 minutes, nominate several student teachers to summarise conditions that can lead to students needing special care and teaching practices that address special educational needs.
3. Write a summary on the board.



Check student teachers' understanding (5 minutes)

Recap the learning outcomes of this lesson and ask student teachers to tell their neighbours one thing they have learnt about special educational needs.

Period 2



Learning activity 3: Group work (40 minutes)

1. Ask student teachers to work in groups of three or four. Give them a range of classroom scenarios they can encounter when teaching special needs students such as:
 - a. A girl/boy in the wheelchair.
 - b. A blind or girl/boy.
 - c. A dyslexic girl/boy.
 - d. A boy/girl with severe attention deficit problems.
 - e. A girl/boy who missed most of kindergarten and first grade and is now trying to catch up.
2. Allocate one scenario to each group, and name each group A-E as above.
3. Student teachers should refer to:
 - a. The text from Lesson 9.3.2.
 - b. The lesson planning evaluation questions they developed and used in the previous lesson (Handout 3).
 - c. The sample lesson plan they developed in the previous lesson (Handout 2).
4. Ask them to make modifications to the plan so that it will be a good lesson plan for a special education classroom according to the scenario allocated to them.
5. Tell them to self-assess the plan against the evaluation questions.
6. Circulate and observe the groups, asking some clarification questions if appropriate.
7. Form larger groups consisting of groups with the same scenario - this means all groups A come together, all groups B come together, and so on.
8. In these larger groups, student teachers should share and compare their ideas.



Assessment

This task is peer-assessed in the formation and discussion of the combined groups. The task will be repeated with different scenarios in the following two periods, enabling student teachers to continuously self-assess and improve upon their recognition and application of special educational needs.



Possible student teachers' responses

Specific responses are subjective but should address the potential challenges faced by the person described in the scenario. Groups should first ensure they understand the scenario they have been allocated. What challenges could this scenario present? They should then apply the suggestions in the Student Teacher Textbook and Handout 3, and may be able to incorporate some of the modifications they made to the sample lesson plan (Handout 2).



Check student teachers' understanding (10 minutes)

1. Recap the learning objectives of the lesson and the teacher competency standards being worked towards.
2. Ask a representative from each group to share with the whole class what modifications they made to make the lesson plan fit for the special educational need allocated to their group.



Extension and differentiation activities

Learning activity 2: Similar to Lesson 9.3.1, the task can be made more kinaesthetic by separating special educational needs conditions into a set of general condition sub-headings and a set of examples, all on separate cards (for example, Sub-heading: Physical conditions. Examples: muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy and pregnancy). These cards could then be mixed and matched by student teachers to show their understanding of what the different special educational needs are. This matching pairs activity is sometimes called 'pelmanism'.

Learning activity 3: Any special educational needs scenarios can be used. Groups may work on developing ideas for more than one scenario but should maintain one principal scenario for comparison in the combined group task.

9.3.3. Planning for inclusive education

In this lesson, student teachers will be asked, in groups, to plan a lesson themselves on a topic you or they decide, making it fit for inclusive and special education. They then have to present their plans to the whole class. Their peers will peer-assess them according to evaluation criteria that they have first agreed upon as a whole class. This will take about 200 minutes.

Expected learning outcomes

By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A3.1 Demonstrate understanding of the role, and expected duties of teachers in Myanmar

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

**Time**

Four periods of 50 minutes

**Learning strategies**

Group work; whole class and group discussion; lesson planning; peer-assessment

**Preparation needed**

Read text of Lesson 9.3.3 in the Student Teacher Textbook. Decide whether you will give the student teachers a topic to develop a lesson plan for, or whether they can choose this in their groups

**Resources needed**

Flipchart or poster paper; whiteboard; markers; Handout 4: Peer-Assessment: criteria for a good lesson plan for inclusive/ special/ peace education; text of lesson 9.3.3 in the Student Teacher Textbook for to refer to; primary textbooks and teacher guides from a range of subjects

**Stop and think**

For further background information on inclusive education with practical tips for the classroom, read IBE-UNESCO: *Reaching Out to All Learners: A Resource Pack for Supporting Inclusive Education* available online at http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf

Period 1**Learning activity 1: Revision (15 minutes)**

1. To introduce the lesson, refer back to the work done in the previous two lessons. Allow them to check their notes and Student Teacher Textbook. Ask student teachers in pairs to:
 - a. Explain in one sentence what special education entails; and
 - b. Explain in one sentence what inclusive education entails.



Assessment

You could take verbal feedback or for a more individual assessment collect in written answers.



Possible student teachers' responses

Responses are likely to come from the Student Teacher Textbook and may include:

- a. Special education entails making provision for students who have special educational needs, which can be defined as 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 or temporary; and
- b. Inclusive education means planning lessons to include all students, taking into account different languages, interests, abilities, and social and economic backgrounds.



Learning activity 2: Analysis (30 minutes)

1. Tell the students what they will be doing in this lesson. Then read the 'Peer assessment' text in the Student Teacher Textbook, lesson 9.3.3.
2. Tell them the first task is to develop evaluation criteria for the peer assessment of the lesson plans they will be developing and presenting to the class. Direct the student teachers to Handout 4, discuss what is there, and agree on any additions and modifications. The list should be comprehensive and manageable, not endless because that would make it very hard to fill in.
3. Column 1 of the handout ('The lesson plan caters for') will be completed with other special educational needs (which can be taken from Lesson 9.3.2) according to the lessons chosen for the group work and presentation.
4. Distribute a selection of primary textbooks and teacher guides.
5. Ask groups to select one lesson that they could plan to teach with a focus on special educational needs and inclusion.
6. Give them time to look through a variety of subject textbooks but tell them that they must make a decision five minutes before the end of the lesson.



Check student teachers' understanding (5 minutes)

Ask groups to say which lesson they have decided to base their work on and why. Point out that this task contributes to the requirements of the teacher competency standards D2 and D3 - professional development and research-based practice.

Period 2



Learning activity 3: Group work (45 minutes)

1. Ask the student teachers to form groups of four or five, and to develop a lesson plan for one lesson in any basic education subject. This lesson plan should focus on provisions for inclusion and special educational needs.
2. Remind them they will present their lesson plan to the whole class and their plans will be peer-assessed using the agreed criteria.



Stop and think

How much lesson planning have your student teachers done before today? It is likely that they will have studied lesson planning across the Education College modules, and may already have lesson plans that they can adapt for this task. On the other hand, they may need to be reminded of the basics of lesson planning. Use a standard Education College or basic education lesson planning form for this task such as they would use in their Practicum.

3. Walk around and observe student teachers working, asking some clarification questions if appropriate.
4. Pause at two or three points during the lesson to check in on progress, offer advice and recap the main points.
5. Remind student teachers of their time limits - they will be presenting their lesson plans in the next period. Also remind them that lesson planning is a time-consuming process - it can take considerably longer to plan the lesson than to teach the lesson!



Check student teachers' understanding (5 minutes)

As groups to self-assess their plans using Handout 2 and Handout 3 as guidelines.

- Do they have the basic components of a lesson plan relevant to the subject they chose?
- How does the lesson begin?
- Will the student know:
 - What they are going to learn?
 - How they are going to learn it?
 - How they know whether they have achieved the learning outcomes?
- Does the lesson offer a range of student-centred learning opportunities?
- What assessment methods are used?
- And crucially, what provisions are made for inclusive education or specified special educational needs?

Period 3



Learning activity 4: Presentation (45 minutes)

1. Ask the student teachers, in groups, to present their lesson plans to the whole class. Give them a time limit, for example, five minutes each, followed by three minutes for feedback on the peer assessment. Remind the peer assessors to be kind and constructive. If your class is very large you might have to split the class into sub-groups and ask to present to one sub-group. Presentations can continue in Period 4 if necessary.



Assessment

The task is peer assessed.



Possible student teachers' responses

Presentations should meet the criteria described in Activities 2 and 3. Peer assessment should follow the form of Handout 4 as described and negotiated with student teachers in Activity 2.



Check student teachers' understanding (5 minutes)

1. Conclude with a brief summary of the lesson plan presentations so far - what have been the notable areas of success? Which areas need improvement?
2. Remind the class that the next period will be for the remaining presentations and an evaluation session.

Period 4



Learning activity 5: Presentations (20 minutes)

1. Ask the remaining groups to give their presentations in the same manner as the previous period.



Stop and think

Timing may be adapted in this period to take into account how many presentations need to be done and how long you would like to spend on peer assessment, self-assessment and reflection.



Assessment

The task is peer assessed.



Possible student teachers' responses

Presentations should meet the criteria described in activities 2 and 3. Peer assessment should follow the form of Handout 4 as described and negotiated with student teachers in activity 2.



Learning activity 6: Reflection (20 minutes)

1. After the presentations, discuss with the whole class what worked well and not so well with the peer assessment. Ask for and discuss ideas to improve the peer assessment process.
2. Conclude with a reflection exercise. Ask the student teachers to reflect for themselves and to make some notes on:
 - a. What did they learn about inclusive/ special/ peace education?
 - b. What aspects of inclusive/ special/ peace education do they need to learn more about?
 - c. Some ideas of what they can do to help themselves implement ideas of inclusive/ special/ peace education in their own classroom.
3. Using the 'Lesson planning evaluation questions for inclusive education', self-assess what you did well and what you can improve on. Also identify what you struggle with and think of two ways to find help to overcome this.



Assessment

This is primarily a self-assessment task. If you wish, you could facilitate some group or whole class feedback, but this is not essential.



Possible student teachers' responses

Responses will be entirely subjective. Check that responses have some value pertaining to continuous professional development and improving understanding and application of inclusive education.



Check student teachers' understanding (10 minutes)

1. This four-period lesson has covered a multitude of skills: research; planning; differentiation; presentation; group work; peer assessment; self-assessment; reflective teaching.
2. Explicitly point out these skills and the fact that the task allowed them to work on achieving a variety of teacher competency standards.
3. Finally, review the learning outcomes of the lesson and the extent to which they have been achieved (this will depend primarily on how successfully the plans made provisions for special educational needs and inclusion).



Extension and differentiation activities

Learning activity 2: Rather than giving free choice, you may elect to allocate a specific subject to each group.

Learning activity 3: Various resources are available to help student teachers with the planning process. Resources and advice are available across all modules.

Learning activities 4 & 5: Group presentations may vary depending on group dynamics. How many people will speak? Is it necessary or possible for every group to present to the whole class? You may also consider formatively assessing other elements such as clear speaking voice, interaction with the audience, use of visuals, clear beginning and end.

Learning activity 6: Various alternative reflection tasks are possible here. For example, you could ask the student teachers to think about the lesson they had today, identify the teaching strategies that were used to make it a classroom fit for peace education and for special education.



Review questions: Possible student teachers' responses

Question 1: What is the skill of 'noticing' and why is it useful?

Answer: *Noticing describes being observant, perceptive and sensitive; it will enable you to see changes in your students – when a student does something well, when they need help and how they relate to others.*

Question 2: How can you prepare to teach SEN students in general?

Answer: *Any of the following or similar:*

- *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; and*
- *Appreciate and enjoy the diversity of the 21st century classroom.*

Question 3: What is the purpose of peer assessment?

Answer: *Students become more involved in understanding how to guide their own learning, understanding examination or marking criteria. It also helps them to give helpful feedback to the other student(s) and to think about how to meet the criteria so that they can apply that knowledge in their own work.*

9.4. Peace Education

In this sub-unit of four lesson periods, student teachers will build on what they have learnt about inclusive education in the previous sub-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. It is essential for student teachers to recognise that the classroom and their teaching will set a model for behaviour outside the classroom. This sub-unit on peace education introduces student teachers 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 in the entire country.

9.4.1. Introduction to peace education

Expected learning outcomes

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve learning environment for students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two period of 50 minutes



Learning strategies

Group work; whole class and group discussion; lesson planning



Preparation needed

Read text of Lesson 9.4.1 in the Student Teacher Textbook; review Morality and Civic Education, unit 5 (Peace and Conflict)



Resources needed

A selection of primary textbooks; flipchart paper; and exit slips

Learning activities

Period 1



Learning activity 1: Brainstorming (10 minutes)

1. Revisit what student teachers have already learnt about the concepts of peace and conflict in Morality and Civic Education.
2. Give pairs five minutes to discuss then take feedback and write key points on the board.



Assessment

This brainstorm will give you an overall understanding of your student teachers' appreciation of the various elements connected with peace and conflict, and therefore will inform the rest of the lesson - they may need to recap some of the basics, or they may be able to delve more deeply into the subject.



Possible student teachers' responses

Student teachers may speak about among other things: racial and ethnic conflicts; diversity; cultures and customs; different types of violence; human needs; stereotyping; discrimination; political intervention; and national heritage. There are many other possibilities depending on how this subject was taught in their Morality and Civic Education lessons.



Learning activity 2: Discussion (20 minutes)

1. Form student teachers into groups to discuss and present on a flipchart in the form of a graphic organiser (for example, a mind map) what peace education means for them.



Stop and think

As you circulate among the student teachers, make sure the groups discuss peace education, not just the concept of peace.

2. Summarise the group findings by writing their contributions in key words on the board for the whole class to see.
3. Alternatively, you may facilitate a gallery walk if the groups have created graphic organisers.



Assessment

Formatively assess understanding of peace education as you circulate. This is a subjective task - not all the groups will have the same information. You may extend groups' thinking by asking questions about the content of their graphic organisers.



Possible student teachers' responses

Various interpretations are possible. Student teachers' answers may come directly from the Student Teacher Textbook if they have read the text in advance, or they may have additional knowledge from their own research or lessons taught in other modules, such as Morality and Civic Education.



Learning activity 3: Reading and summary (20 minutes)

1. Have student teachers read the text in the Student Teacher Textbook describing peace education, school locations/ distribution, education system management, education policy, and so on.). Ask student teachers if they have any questions that you can clarify.
2. In pairs, ask them to summarise the key aspects of the text.
3. Take feedback and write key points on the board.



Assessment

Student teachers' summary points will give you an overall assessment of their understanding of the text. You may need to supplement or clarify. You can further assess and clarify understanding by asking follow-up questions.



Possible student teachers' responses

Key summary points will come directly from the Student Teacher Textbook.

Period 2

Learning activity 4: Recap (5 minutes)

Recap from the previous period some key points of what peace education involves. You do not have to cover a complete summary of the topic, just a few points to lead into the lesson.



Assessment

As at the beginning of Period 1, this will give you a formative assessment of the student teachers' knowledge of the subject at this stage, and whether you need to go over any of the basics again to make sure they have sufficient foundations upon which to build in this lesson.



Possible student teachers' responses

Any points raised in the previous period may be offered - see responses sections above.

Learning activity 5: Analysis (20 minutes)

1. Draw student teachers' attention to the drawing below.
2. Ask them the following questions:
 - a. Explain what you see and how this relates to teaching.
 - b. Explain why the situation in the drawing is not fostering inclusiveness.
 - c. Why does not the situation challenge everybody equally?
 - d. How can such biased teaching methodologies and assessments create tension?
 - e. What could be done to make the exam fairer?
3. Give them 10-15 minutes to discuss the questions in pairs or small groups.
4. Take feedback and write key points on the board.

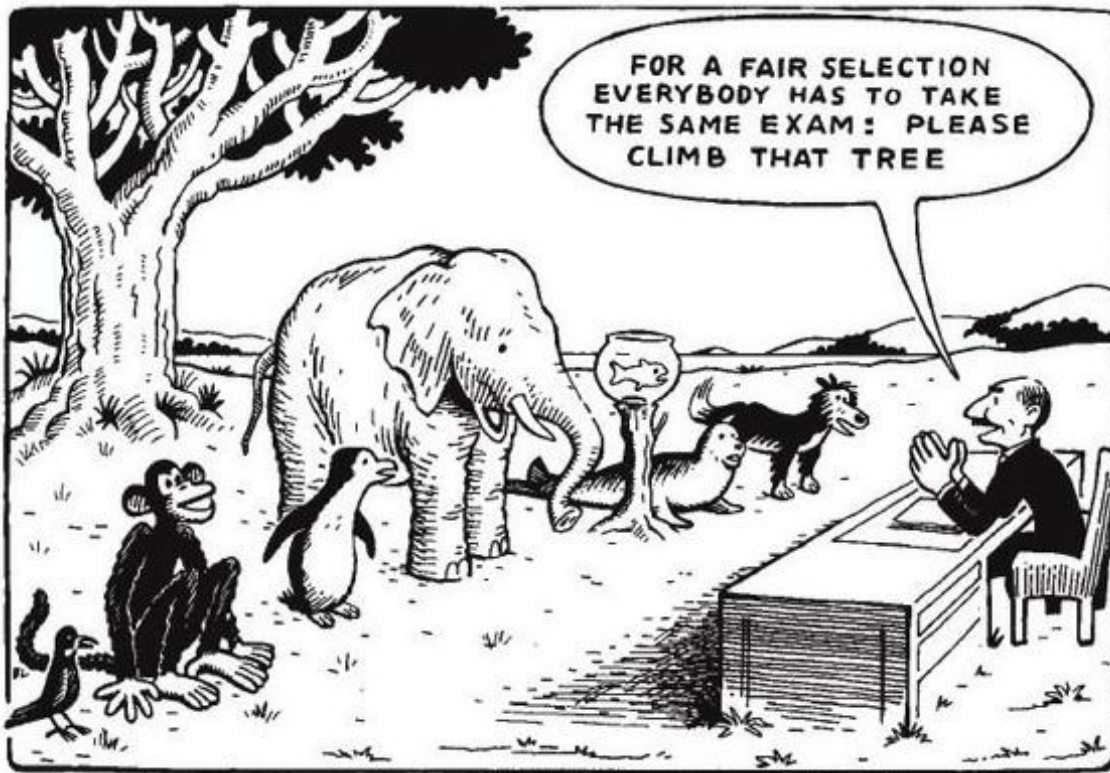


Figure 9.1. Bias in teaching



Assessment

Circulate and listen to the discussions; make notes of any good points that you hear in order to direct and inform the feedback session.



Possible student teachers' responses

Student teachers should be able to make the connection that inclusiveness and fairness are important components of peace education.

Responses to the questions will vary, and you should not be aiming for one specific answer. Some suggestions for responses are as follows:

- a. Mainly subjective: the picture relates to teaching as we often find that every student is given the same examination and success criteria.

- b. The candidates' different strengths and weaknesses are not taken into consideration. The exam appears to be a random task and suits some candidates more than others. The fairness of an exam refers to the absence of any kind of bias. The exam should be appropriate for all qualified candidates irrespective of race, religion, gender or disability.
- c. The exam does not allow the candidates to demonstrate individual progress or learning, nor is it likely to be based on prior learning. The exam has been sprung on the candidates by surprise and favours physical attributes rather than providing any assessment of learning. The fairness of an exam refers to its freedom from any kind of bias. No candidate should be disadvantaged on any basis other than a lack of the knowledge and skills that the test is intended to measure, given sufficient prior opportunity to learn and apply that knowledge or skill.
- d. Some candidates may feel anxious about not being able to complete the task; some may feel angry because they are being treated unfairly; some may feel that the task is too easy for them and therefore of no value; some may attempt to cheat in order to achieve the task - in turn creating tension among those that had not considered this option.
- e. Any examination should be based on prior learning and should not come as a surprise. Clearly this is an extreme example - student teachers should address this question in the general sense of test fairness and validity, rather than attempting to adapt the test of climbing a tree.



Learning activity 6: Discussion, primary textbook analysis and brainstorming (20 minutes)

1. Ask student teachers to work in groups and using the following table discuss the different skills and teaching strategies that are important in peace education.
2. Distribute a selection of primary textbooks and ask student teachers to come up with examples of lessons that support peace education and to suggest teaching strategies that could be used to promote the skills listed in the left column.

Table 9.1. Peace education skills

Peace education: Skills to be developed ¹⁵	Teaching strategy that can be used to develop these skills
Active listening	
Better communication (two-way)	Help students to learn to express themselves well by using activities that involve ‘talk for learning’ where they have to explain their thinking.
Handling emotions	
Understanding that perceptions vary and avoiding bias	
Understanding others’ situation and feelings (empathy practice)	
Cooperation	Giving activities that involve group work and pair work
Appropriate assertiveness	Instigating debates from talking points and asking one student to argue for and one to argue against.
Problem-analysis and problem-solving	
Negotiation	
Mediation	
Conflict resolution (with conflict transformation and reconciliation)	



Assessment

Take feedback from the group discussions. At this point, any logical answer is acceptable. This table will be revisited in the next lesson and it may be necessary to complete it further at that time.



Possible student teachers’ responses

This task assesses student teachers’ ability to analyse the concepts of peace education against the material that they will be teaching. The lesson or the teaching strategy does not have to teach specifically peace education, but should aim to promote the concept of peace education.

This is a challenging task and may be more realistically achieved by focusing on finding examples of lessons in the primary textbooks which incorporate the skills listed in the left

¹⁵ GTZ, 2008, p.30

column of the table. The challenge of suggesting teaching strategies could be presented as an extension for stronger student teachers or as a homework assignment.



Check student teachers' understanding (5 minutes)

Conclude by summarising student teachers' understanding of peace education. On an exit slip, ask them to complete the following sentence in their own words: *Peace education aims to.... by*



Extension and differentiation activities

Learning activity 2: There are various interpretations and manifestations of peace education. You may wish to challenge student teachers to research and compare these, and consider how they could incorporate the various concepts into their own teaching philosophy.

Learning activity 3: Ask student teachers to discuss how peace education affects teachers; reactivate their memory by asking what a typical teacher does in the classroom for each lesson. This should lead to student teachers mentioning how aspects of peace education can be incorporated in the teaching strategies, content, and assessment used for each lesson.

Learning activity 4: The various philosophies that may have been explored in Learning activity 2 could be revisited here.

Learning activity 5: Remind student teachers of the concepts of test validity, test reliability and test fairness.

Learning activity 6: Challenge student teachers to suggest teaching strategies that would promote their skills connected with peace education.

9.4.2.

Planning for peace education in the classroom

Expected learning outcome



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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve learning environment for students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Three periods of 50 minutes



Learning strategies

Group work; whole class and group discussion; lesson planning



Preparation needed

Read text of Lesson 9.4.2 in the Student Teacher Textbook; you may choose to write and use your own scenarios in place of the suggestions below



Resources needed

A lesson plan from primary Social Studies (any grade, as long as it involves some aspect of peace education skills); flipchart paper; scenarios (given below)

Learning activities

Period 1



Learning activity 1: Recap (10 minutes)

1. Remind student teachers of the table in the last lesson. Ask them if they can remember the skills of peace education.
2. Give them five minutes to recap in pairs, then, take whole class feedback.



Assessment

Circulate and listen to the discussions to check they are on the right track. If not, give an example.



Possible student teachers' responses

Will come from the table in Lesson 9.4.1, Period 2.



Learning activity 2: Analysis and presentation (40 minutes)

1. Using the skills and examples as a reference, ask student teachers to act out different short scenarios, as listed below (or your own, if you prefer).
2. Have different student teacher groups enact the different scenarios. In this period, they should form their groups, develop the scenario, allocate characters and rehearse their presentation.
3. They will present in the next period. As with all group tasks, ensure student teachers are aware of the timings and requirement to be ready to perform in the next period.



Assessment

The task will be assessed in the next period. At this stage, groups should self-assess whether their performance meets the criteria of enacting a scenario to either demonstrate peace education skills or to demonstrate the potential for problems if peace education skills are not implemented.



Possible student teachers' responses

Performances will vary according to the groups' own interpretation and development of the scenario, but should obviously aim to demonstrate the benefits of peace education skills.

Ideas for scenarios

A conflict between two students - write the lines of a scenario in which two students are loudly arguing in class. In scenario A, the teacher can deal harshly with the students or just ask them to go outside; in scenario B, the teacher can be a role model in conflict resolution.

- The content of the lesson contains discriminatory material - in scenario A, the content of the lesson may be a story that contains gender stereotypes but the teacher does not discuss the stereotypes; in scenario B, the teacher teaches the story but also uses it as a teaching moment for stereotypes.
- Facilitating classroom discussion - in scenario A, the teacher could have Q & A with students but this is only teacher-student interaction; in scenario B, the teacher could facilitate a debate in which the teacher helps students to be able to disagree respectfully.
- Observation - in scenario A, a teacher provides no strategies for the students to observe the experiment at the front of the classroom; in scenario B, the teacher has all students forming a half-circle around the desk and has the taller students step behind the shorter one so everybody can see without any pushing or other distractions.

Period 2



Learning activity 3: Analysis and presentation + discussion (50 minutes)

1. Arrange a timetable for each group to present their scenario.
2. After each one, ask the audience to identify different opportunities where peace education could play an important role in how the scenarios could unfold. You can use the following questions for discussion:
 - a. Did you see any peace education skills in the scenario?
 - b. How could the use of peace education have been strengthened in the scenario (for example, using different methodologies or changing the activities)?



Assessment

The performances can be formatively assessed against the basic criteria of the task - namely to perform a sketch according to one of the given scenarios in which one or more peace education skills is demonstrated or in which peace education skills would have benefited the situation.

The discussion questions provide an opportunity for peer assessment.



Possible student teachers' responses

Performances will depend on the groups' choice of scenario and interpretation. Answers to the discussion questions will vary according to the performances.

Period 3



Learning activity 4: Lesson planning (45 minutes)

1. As in sub-unit 9.3, student teachers will review a lesson plan to examine how aligned it is to peace education.

2. Ask them to make suggestions on how to strengthen the use of peace education in its teaching strategies, content, and assessment. The lesson plan should contain content that is more clearly related to peace education (that is, should be a lesson from Social Studies: a reading comprehension activity with relevant story - not the Mathematics lesson from sub-unit 9.3). It should also be a lesson plan in which student teachers can find some of the elements of peace education, but there are some clear ways to improve its use of peace education.



Assessment

Assess the suggestions of how to strengthen the lesson plan - this could be done by collecting in the ideas or could be conducted as a peer assessment activity.



Possible student teachers' responses

Responses will vary according to the lesson chosen and the potential for peace education skills within that lesson.



Check student teachers' understanding (5 minutes)

Ask student teachers to complete a reflective journal as part of this learning activity, and/ or for this sub-unit overall.



Extension and differentiation activities

Learning activity 1: This activity could be extended to include teaching strategies, if these were explored in the previous period.

Learning activity 2: Options here include making your own scenarios or inviting the student teacher groups to invent their own scenarios. In each scenario, the option of scenario A and scenario B could be performed by the same group, or you could create paired groups, in which one group performs scenario A and the other performs scenario B.

Learning activity 3: Open discussions may well escalate beyond the available time. You may decide to give the ‘audience’ two or three minutes at the end of each presentation to make some notes for later discussion. Furthermore, it may not be possible for all groups to present to the whole class, in which case it will be necessary to split the class into two ‘presentation groups’. You will then need to decide whether to facilitate separate peer assessment processes within those groups, or whether to bring the whole class back together for a summary discussion on what they saw.

Learning activity 4: You could give student teachers a freer choice of which lesson they choose to analyse.



Review questions: Possible student teachers' responses

Question 1: What is the difference between peace and peace education?

Answer: *Peace can be defined as a sustained, integrated process of realising social equity, harmony, and conflict-handling capacity. Peace education promotes learning and transmitting social awareness, knowledge, and skills to practice social equity, harmony, and conflict-handling capacity.*

Question 2: Give some examples of peace education skills.

Answer: *Any of the following:*

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

9.5. Setting Classroom Routines and Procedures

Student teachers will know from their own experiences as a student 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 they are expected to do with their homework, how to greet teachers, what to do if they arrive late, or if they are asked to hand out some papers or materials. In this unit, they 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 the responsibilities of the Myanmar teacher. They will also explore how this could be achieved, and evaluate and adapt the many ideas to their own context. They will then also apply these ideas by micro-teaching.

9.5.1. The importance of setting classroom routines and procedures

Expected learning outcomes

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve learning environment for students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two periods of 50 minutes



Learning strategies

Group work; whole class discussion; reflection; reading aloud together; brainstorm; think-pair-shar



Preparation needed

Read text of lesson 9.5.1 in the Student Teacher Textbook



Resources needed

Movable desks and chairs, whiteboard, markers. Displayed on the board or given as printed copy: the table 'Accepted behaviours in different contexts' (see Activity 4)

Learning activities

Period 1



Learning activity 1: Introduction discussion (5 minutes)

1. To introduce the lesson, ask student teachers to reflect on how they entered the classroom, what they did to start the lesson. Did they do the same for every lesson, or only for the Educational Studies module? How do they know that this is an acceptable way to behave?



Assessment

This activity will provide an initial assessment of how aware student teachers are of the procedures they follow.



Possible student teachers' responses

This will depend on the procedures followed in your Education College but is likely to include being prepared for the lesson, sitting down, standing and greeting the teacher educator when he or she arrives. They know this is an acceptable way to behave because they have been instructed to do this and it has become routine. Every lesson is likely to begin in the same way.



Learning activity 2: Reading and analysis (20 minutes)

1. Read aloud the text of Lesson 9.5.1 in the Student Teacher Textbook. Pause regularly so student teachers can ask for any clarification or make comments.
2. Ask them to reflect on the text by comparing (what is the same) and contrasting (what is different) it to their own experiences as now and when they were at school.
3. Take feedback from a variety of class members and follow-up questions.



Assessment

Again, this activity will allow you to assess the extent to which the student teachers appreciate the routines they must follow at various stages of their education.



Possible student teachers' responses

Will depend on their basic education school experience and the current Education College experience. Follow-up questions may invite student teachers to consider why some routines are similar while others are not, or why some routines exist in one school and not the other.



Learning activity 3: Brainstorming (15 minutes)

1. To explore with the class what could go wrong if a teacher does not teach procedures

and routines, have a brainstorm with a focus on ‘what can go wrong if students do not know the classroom procedures and routines?’

2. First, make a list of classroom routines.
3. In small groups, ask student teachers to think of the consequences if students do not know each routine.
4. Take feedback. This might cause a lot of laughter and silly ideas but consider them all valid!



Assessment

The aim here is to plant the seed of realisation in the student teachers’ minds that routines do not spring from nowhere, but must be taught and learnt.



Possible student teachers’ responses

There are some quite catastrophic consequences of routines not being followed. This is not an exhaustive list, but a few suggestions:

- Students may arrive late.
- They may not have the correct equipment.
- They could forget their lunch.
- They might be bullied if they do not appear to be acting conventionally.
- They may be punished by the school’s discipline system for not following a rule.
- The lesson could go very badly and there would be no learning.
- Students could be injured if they do not know safe routines.
- They could get lost in or around the school if they do not know where to go.
- Their parents may worry if their child does not know where to meet them.
- The students may get worried if they do not know where to meet their parents or where to catch the bus.



Check student teachers’ understanding (10 minutes)

Ask student teachers to discuss which of the routines on the board primary students might

find hard to learn or follow. How could a teacher help them?

Period 2



Learning activity 4: Group work (35 minutes)

1. Briefly recap the routines you looked at in the previous period.
2. The next step is for the student teachers to understand that classroom procedures and routines are learnt behaviour; that is behaviour that has to be learnt within the context of the classroom.
3. Point out that many of the ideas will be known in one context but not in another - for example, students know how to enter a room at home but they do not necessarily know how to enter a room at school.
4. Ask student teachers to work in groups of three or four. Draw their attention to the table entitled 'Accepted behaviours in different contexts'.
5. Discuss a few examples, then, ask the student teachers to work in groups to discuss and add more details and example to the table.
6. Walk around and observe student teachers working, asking some clarification questions if appropriate. Then share and discuss with the whole class what they filled in the table.

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			



Assessment

Check the student teachers' completed charts during the activity. Student teachers can self-assess in a class feedback session.



Possible student teachers' responses

Answers are entirely subjective and dependent on individual context. Student teachers may even wish to change the answers currently inserted in the table.



Check student teachers' understanding (15 minutes)

1. Ask the groups to reflect on:
 - a. Why having classroom routines and procedures is important?
 - b. Why these routines and procedures have to be taught?
 - c. Why having classroom routines and procedures helps students in their learning and is considered positive classroom management?
 - d. How and when working together with other teachers and parents on classroom routines and procedures could be really effective?
2. Ask some student teachers to share their reflections with the whole class.



Extension and differentiation activities

Learning activity 1: You could extend the discussion to include other school/ Education College routines.

Learning activity 2: The reading may be conducted through silent individual reading or several student teachers reading aloud.

Learning activity 3: Ask the student teachers to draw up a plan on how they could involve parents with classroom routines and procedures and explain how this would fit in with the wider role of the Myanmar teacher.

Learning activity 4: Adjust the table to reflect the routines for different age groups.

9.5.2.

Developing classroom routines and procedures

Expected learning outcome



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

- Develop classroom routines and procedures for your classroom.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve learning environment for students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two periods of 50 minutes



Learning strategies

Group work; whole class discussion; lesson planning; reflection



Preparation needed

Student teachers and teacher educator should read text of Lesson 9.5.2 in the Student Teacher Textbook



Resources needed

Movable desks and chairs; whiteboard; markers; text of Lesson 9.5.2 in the Student Teacher Textbook to refer to

Learning activities

Period 1



Learning activity 1: Discussion (15 minutes)

1. Draw student teachers' attention to the list of 29 school routines and the question in the Student Teacher Textbook: Explain how you would decide which classroom routines and procedures to teach.



Assessment

This activity introduces the idea that it is not possible to explicitly teach every routine. You will gain a summary assessment of which routines the student teachers deem to be either the most important or the most difficult to learn if not explicitly taught.



Possible student teachers' responses

Ideas around which routines should be explicitly taught are entirely subjective. However, it is worth asking them to justify their opinions and asking them how they think the other routines would be learnt if they were not explicitly taught.



Learning activity 2: Group work (30 minutes)

1. Ask student teachers to work in groups of six for the rest of this lesson and next lesson. With the whole class, read aloud the 29 activities that are listed as examples of needing an explicit classroom routine and procedure. Ask whether they can think of some more!
2. Then ask the student teachers, in groups, to:
 - a. Select a maximum of 10 classroom routines and procedures that are relevant to teaching students in primary schools in Myanmar. This could include examples that are not on the list of 29;

- b. Write down their rationale for selecting these 10 routines;
 - c. Then, develop and write down the routine and procedure for each of these routines; and
 - d. To develop ideas on how they would teach these classroom routines and procedures to a class of seven-year-old students.
3. Walk around and observe student teachers working, asking some clarification questions if appropriate.
 4. This activity will run into the next period so tell the class that they do not need to finish in this lesson.



Check student teachers' understanding (5 minutes)

1. Although this activity will continue in the next period, it is worth spending a few minutes at the end of this period digesting some feedback.
2. Ask a small selection of student teachers to summarise one of their planned procedures. This will enable the class to conduct a self-assessment of their own work to take into the next period.

Period 2



Learning activity 3: Group work continued (35 minutes)

1. Groups should continue the work that they started in the previous period, devising teaching procedures for a selection of up to 10 common school routines.
2. Each chosen routine should come with a rationale for explicitly teaching the routine, then, a procedure that they could use to teach it.



Assessment

The task could be assessed in one of the following ways, depending on your preferences and the student teachers' preferences:

- Group presentation;
- Gallery walk (if presented on large paper);
- Class discussion; and
- Collected in and marked.



Possible student teachers' responses

A vast range of answers is possible, depending on which routines the groups choose and the experiences they have had in the past. They may base their ideas on past experiences or on more recent experiences if they have observed younger siblings or if they have had a chance to see routines carried out in their practice schools. Alternatively, they may throw caution to the wind and invent a teaching procedure from scratch. This last option is to be encouraged. Despite the risk of being way off the mark, now is the time to experiment and put critical thinking, logical thinking and lateral thinking skills into practice. There is no danger of unwanted consequences as this is a theoretical task rather than a practical one.



Check student teachers' understanding (15 minutes)

Share and discuss with the whole class a selection of the proposed teaching procedures. The aim of this discussion is to share and enrich ideas.



Extension and differentiation activities

Learning activities 2 & 3: Ask the student teachers to revisit their list and make modifications to it so it addresses inclusive education, special educational needs, and peace education issues.

9.5.3. Teaching classroom routines and procedures

Expected learning outcome



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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two period of 50 minutes



Learning strategies

Group work; whole class discussion; lesson planning; micro-teaching



Preparation needed

Student teachers and teacher educator should read text of Lesson 9.5.3 in the Student Teacher Textbook



Resources needed

Flipchart/ poster paper; movable desks and chairs; whiteboard; markers; the list of classroom procedures the student teachers selected in the last lesson and their lesson notes

Learning activities

Period 1



Learning activity 1: Introductory reading and discussion (10 minutes)

1. To introduce the lesson, ask a few student teachers to summarise what they learnt in the previous two lessons about classroom routines and procedures. Ask them about the importance of teaching these routines and procedures. Tell them that today they will be practising this by planning and preparing a micro-teaching session in groups.
2. Read the text on micro-teaching in the Student Teacher Textbook, lesson 9.5.3 and discuss, addressing questions and concerns.



Assessment

The key here is to check that the student teachers understand the task. Ask some concept checking questions to assess their understanding, based on the information in the Student Teacher Textbook.



Possible student teachers' responses

Student teachers should be able to explain the process and aims of the task as outlined in their textbook. They may ask questions to clarify the information; be sure to address these as a whole class before splitting them off into groups.



Learning activity 2: Micro-teaching planning and preparation (30 minutes)

1. Ask the student teachers to work in groups of six - the same groups from yesterday would work well.
2. Tell them to select one or two classroom routines, develop or fine-tune the procedures they would want in place for these routines, then to develop a short lesson plan on

how they would teach these.

3. They can then try out that teaching in their group.
4. Micro-teaching will continue in the next period, so by the end of this period they should aim to have at least completed one short lesson plan.



Assessment

Monitor the groups and take some time to review their lesson plans as they work, making an informed judgment as to whether the plan would work in reality. You may also challenge them to self-assess their own plans by encouraging them to visualise the plan and consider the exact consequences of what they expect to happen as a result of their teaching procedures.



Possible student teachers' responses

Student teachers should be quite well versed in lesson planning by now, having performed the task to varying degrees in most modules. Ensure that the plan follows a conventional lesson arc, including at the very least an introduction, teacher modelling, student activity, demonstration and assessment. The plan may also include differentiated components and provisions for special needs.



Check student teachers' understanding (10 minutes)

1. Ask one group to demonstrate a micro-teaching lesson for the whole class so everyone really understands what they have to do.
2. Discuss and invite questions from the student teachers.

Period 2



Learning activity 3: Micro-teaching continued (40 minutes)

1. Tell the student teachers to continue trying out their lesson plans for as many classroom routines and procedures as they can, but also to focus on quality not quantity. This means it is better to address a few classroom routines and procedures and really fine-tune the teaching of these, than to do many superficially. They are encouraged to micro-teach, refine, micro-teach again, and so on.

2. They should ensure all student teachers have a go at the micro-teaching. Walk around and observe student teachers working, asking some clarification questions if appropriate.



Assessment

Monitor and formatively assess as in the previous period, providing immediate feedback if appropriate. You may also make notes to use as summary feedback at the end of the lesson. Be sure to include a range of positive observations and points to consider for improvement.

Groups should also self-assess using questions such as:

- Does the plan work?
- How do you know whether the plan works or not?
- Can you improve the plan in any way?
- What did the ‘students’ learn?
- How do you know?
- What would you do differently next time?



Check student teachers’ understanding (10 minutes)

1. Discuss, share ideas and reflect the following with the whole class:
 - What they learnt from the micro-teaching activity?
 - What they learnt about establishing and teaching classroom routines and procedures?
 - Ideas for working together with other teachers and parents on classroom routines and procedures.
 - How having and teaching classroom routines and procedures fit with the wider role of a teacher in Myanmar?
 - Do their ideas for classroom routines and procedures encourage an inclusive learning environment?



Extension and differentiation activities

Learning activity 2: Ask the student teachers to revisit their lesson plan and make modifications to it so it addresses gender equality.

Learning activity 3: Group members could travel to other groups during the micro-teaching practice.



Review questions: Possible student teachers' responses

Question 1: What three-stage process can you follow to successfully teach rules and routines in the classroom?

Answer: *The advised three-stage process is:*

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

Question 2: Which classroom procedures would you explicitly teach and why?

Answer: *Student teachers' own answers based on the list of classroom procedures in the Student Teacher Textbook.*

Question 3: What are the professional development aims of micro-teaching?

Answer: *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. The focus is on developing and practising specific teaching skills in a controlled environment.*

9.6. Setting Classroom Routines and Procedures

In the previous sub-units in this unit, student teachers 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 student teachers 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, student teachers can find loads of teaching ideas in books, in the internet, from talking to other professionals. However, not all ideas will be suitable for the 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, student teachers will be taking steps to becoming such an effective teacher in a systematic way. Student teachers 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, student teachers will be able to:

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





Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two periods of 50 minutes



Learning strategies

Group work; whole class discussion; concept map



Preparation needed

Student teachers and teacher educator should read text of lesson 9.6.1. in the Student Teacher Textbook



Resources needed

Flipchart paper or poster paper; movable desks and chairs; whiteboard; markers; text of Lesson 9.6.1 in the Student Teacher Textbook to refer to

Learning activities

Period 1



Learning activity 1: Discussion (15 minutes)

1. To introduce the lesson, ask student teachers to discuss in pairs the assessment questions from the Student Teacher Textbook, Lesson 9.6.1:
 - Explain to a friend who has a very limited knowledge of digital technology how you can use educational technology as a teacher to improve the learning climate of your classroom; and
 - Explain to a friend who has a very good knowledge of digital technology how you can use educational technology as a teacher to improve the learning climate of your classroom.
2. Take feedback suggestions from one or two pairs, and any others who may wish to contribute.



Assessment

The feedback will provide you with an overall assessment of the student teachers' appreciation of what exists in educational technology, as well as how well they are able to adapt their level of explanation to take into account the starting point of the 'friend' in the scenario.



Possible student teachers' responses

The task is entirely subjective: student teachers may suggest any current uses of technology in the classroom in either case, although in the scenario of the friend with good knowledge of technology the suggestions should be at a more advanced level than in the other scenario.



Learning activity 2: Jigsaw reading (35 minutes)

1. The text for Lesson 9.6.1 contains a lot of new ideas and is quite theoretical. To help the student teachers digest and apply this information, facilitate a jigsaw reading task.

2. Divide the class into four groups:
 - Group 1: Read the introduction texts and the ‘Simulation’ section in the table.
 - Group 2: Read the introduction texts and the ‘Augmentation’ section in the table.
 - Group 3: Read the introduction texts and the ‘Modification’ section in the table.
 - Group 4: Read the introduction texts and the ‘Redefinition’ section in the table.
3. After 10-15 minutes, arrange the class into new groups of four student teachers, with each group containing one person from each of the original reading groups.
4. The new groups have two tasks:
 - Recap what they learnt from the introduction texts and ensure they all have a solid understanding of educational technology and SAMR.
 - Teach each other about the specific section they read.
5. Bring the class back together and conduct a summary feedback session by asking one student teacher to summarise each of the levels of the SAMR model.

Period 2



Learning activity 3: Concept mapping (40 minutes)

1. Recap the levels of the SAMR model and what they mean in the classroom.
2. In groups of four or five, ask student teachers to develop a concept map on ‘how you can use educational technology as a teacher to improve the learning climate of your classroom’. They should first define their ‘classroom’, that is, location, grade, range of ability levels, existence of special needs, which subjects they would like to focus on, school facilities, and so on. They should reference ideas from the SAMR model in their concept maps or mind maps. They can refer to their textbook.
3. After about 15 minutes, ask them to stop and have a look at each other’s work to learn and get ideas from each other. Discuss with the whole class some of the approaches that have been taken so far. Ask them to share what they are struggling with, and invite suggestions to overcome these from other student teachers.
4. The groups can then continue with their concept maps. Walk around and observe student teachers working, asking some clarification questions if appropriate.

5. Conduct a gallery walk of the work.
6. As you review the concept maps, make some notes of interesting points to raise in the lesson plenary.



Assessment

Conduct a procedure of continuous assessment as the groups work and you circulate and monitor. The task includes opportunities for peer assessment and groups should be encouraged to regularly self-assess and peer-assess.



Possible student teachers' responses

Concept maps will vary - the content is entirely subjective as long as they define the class situation to which they are being applied, and demonstrate potential use of each level of the SAMR model.



Check student teachers' understanding (10 minutes)

1. Identify two or three important or interesting points from the student teachers' concept maps. Perhaps, for example, a group has suggested using video technology in a particularly creative way; or perhaps a group has suggested a website that you were not aware of.
2. Critique the ideas in order to expand and improve upon them constructively.
3. In preparation for the next lesson, ask the student teachers to read the text of lesson 9.6.2 in their Student Teacher Textbook.



Extension and differentiation activities

Learning activity 1: The scenario could be adapted to clarify the two levels of technological knowledge, for example, a high achieving IT student and an elderly relative who has never owned a computer.

Learning activity 3: Ask the student teachers to refine their concept maps so that it also addresses gender equality.

9.6.2.

Using education technology to enhance your classroom climate

Expected learning outcome

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two periods of 50 minutes



Learning strategies

Group work; whole class discussion; lesson planning; internet research



Preparation needed

Student teachers and teacher educator should read text of lesson 9.6.2.



Resources needed

Computers and internet access; movable desks and chairs; whiteboard; markers; table of the SAMR model in Lesson 9.6.1 of the Student Teacher Textbook

Learning activities

Period 1



Learning activity 1: Research (40 minutes)

1. To remind student teachers of what they learnt before on this topic, ask several student teachers to explain recap what they learnt in the last lesson.
2. Explain to the student teachers what they will be doing today: This lesson is a research lesson where they will use the internet to look for and evaluate educational technology tools and websites that can help them to establish a good classroom climate. They will use the SAMR model discussed in the previous lesson to help them do this in a systematic way.
3. Allocate two or three student teachers to each computer if possible. Tell them to use the table of Lesson 9.6.1 on the SAMR model to explore the websites it mentions, to get an understanding of the current landscape and possibilities in education technology at the moment. Links often change so some might not be working. They can also look for alternative and new websites on educational technology. They should develop a list of good or interesting websites with a short description of what it offers.



Check student teachers' understanding (10 minutes)

Ask three or four student teachers to share information on the websites they have found and how they think those websites could be useful in the classroom.

Period 2**Learning activity 2: Lesson planning (40 minutes)**

1. In the same groups as the previous period, student teachers should use the SAMR model to digitally enhance some teaching and learning materials they currently use.
2. Ask them to be creative and to identify some learning activities (for example from some lesson plans they have already created) that they will now try to substitute, augment, modify or redefine (the levels of the SAMR model) with educational technology.
3. For example, instead of student teachers looking up a word in a printed dictionary, they will substitute this with a digital dictionary, and list a website that can be used. Remind the student teachers that the aim is to improve learning outcomes, so they have to be able to argue why and how the use of this educational technology would achieve this.
4. Tell them that if they are stuck for ideas, they can go and look at other student teachers' work. They should also keep a record of their ideas.

**Assessment**

The task can be continuously self-assessed and peer-assessed. Allow plenty of time at the end for student teachers to share their ideas and comments. Also discuss how what they found out could be shared to other teaching professionals.

**Possible student teachers' responses**

Responses will vary depending on which websites they come across - there are thousands of possibilities. A model of what is required is presented in the SAMR model table.

**Extension and differentiation activities**

Ask the student teachers to revisit a lesson plan they have previously developed and modify it systematically so that it becomes an education technology enhanced lesson throughout.

Think back to the last three lessons on improving a good classroom climate, explain:

1. Why changing teaching and learning activities should be done systematically;
2. How educational technology can be used to improve the classroom climate; and
3. How they could evaluate the effectiveness of different teaching and learning activities in their primary classroom.



Review questions: Possible student teachers' responses

Question 1: What are some of the benefits of using technology in the classroom?

Answer: *There are many possible answers. The suggestions given in the Student Teacher Textbook are:*

- *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 the interest of people in using technology to learn new things in a new way.*

Question 2: What are the four levels of the SAMR model, and what is the purpose of the model?

Answer: *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.*

9.7. Managing Students'

Behaviour

Even if student teachers 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, student teachers will still from time to time be confronted with challenging behaviour of students. In this sub-unit student teachers will explore why this is, what can trigger such behaviour and how they can respond to this in a positive and assertive way.

9.7.1. Challenging behaviour

Expected learning outcomes

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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Two periods of 50 minutes



Learning strategies

Group work; group reading; whole class discussion; think-pair-share



Preparation needed

Student teachers and teacher educator should read text of Lesson 9.7.1 in the Student Teacher Textbook



Resources needed

Movable desks and chairs; whiteboard; markers; text of lesson 9.7.1 in the Student Teacher Textbook to refer to

Learning activities

Period 1



Learning activity 1: Think-pair-share (15 minutes)

1. To introduce the lesson, ask student teachers to work in pairs and use the think-pair-share strategy.
2. Ask them to recount some challenging behaviour they have observed in a classroom, and not to forget to think of students with withdrawn behaviours.
3. Take some feedback.



Assessment

Formatively assess the level of knowledge and understanding of behaviour issues in the feedback conversation.



Possible student teachers' responses

Responses will depend on how much time student teachers have spent in primary classrooms. They may have observed various types of disruptive or withdrawn behaviour. If they have not spent sufficient time observing primary school lessons, ask them to think back to their days as students in primary school.



Learning activity 2: Analysis (30 minutes)

1. Arrange the student teachers into groups of four or five and ask them to read the text of Lesson 9.7.1.
2. They should then add examples wherever they can to make the text relevant to their life experiences. They should give detailed information about the examples. Give them plenty of time.
3. Nominate a wide selection of student teachers to give feedback.
4. Ask follow-up questions, for example, to determine why they think the behaviour occurred, or what was done by the teacher to eliminate or improve upon the behaviour.



Check student teachers' understanding (5 minutes)

Ask student teacher to summarise in pairs what they understand by 'challenging behaviour'. Take a few responses. There is, of course, no definitive answer!

Period 2



Learning activity 3: Discussion (40 minutes)

1. Recap the types of challenging behaviour that were explored in the previous period, again not forgetting withdrawn behaviours as well as the more visible disruptive behaviours.
2. Make a list on the board of different types of behaviour.
3. Arrange the student teachers into groups of four or five and ask them to think of factors that can trigger the various types of challenging behaviour. There may be repetitions.
4. Take initial feedback.
5. Then ask the student teachers to revisit their examples. Would there be a difference in challenging behaviour in a class of six-year-olds, a class of 11-year-olds and a class of 18-year-olds? What differences could there be and why?



Assessment

The various stages of discussion and feedback during this activity provide opportunities for formative assessment.



Possible student teachers' responses

Challenging behaviours include:

- Withdrawn behaviour – 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 behaviour – 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 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.

- 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.

Possible triggers include:

- Biophysical factors: These can include: general health, medical conditions, disabilities and impairments.
- Psychological factors: These can include personality, moral development, and temperament.
- Social factors: These can include student group dynamics, conventions on gender, and family structure.
- 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.
- Classroom factors: These can include, routines set by teachers, teacher interaction, teacher's over-reliance on punishment



Check student teachers' understanding (10 minutes)

In pairs, ask student teachers to recap by giving an example of two types of challenging student behaviour and speculate about what could trigger this behaviour without stereotyping.

9.7.2.

Positive management of students' behaviour

Expected learning outcomes



By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

Three periods of 50 minutes



Learning strategies

Group work; whole class discussion; lesson planning; role-play; read aloud together



Preparation needed

Student teachers and teach educator should read text of lesson 9.7.2 in the Student Teacher Textbook



Resources needed

Movable desks and chairs; whiteboard; markers; table in Student Teacher Textbook: ‘Selection of common mistakes in classroom management’; text of Lesson 9.7.2 in the Student Teacher Textbook to refer to

Learning activities

Period 1



Learning activity 1: Brainstorming (10 minutes)

1. To introduce the lesson, ask student teachers to discuss what they understand by the term ‘positive reinforcement’.



Assessment

Take some feedback as a diagnostic assessment.



Possible student teachers’ responses

Student teachers may not be able to give a comprehensive definition, but reassure them that this is not a problem at the moment - the intention is just to find out how much they need to learn! It is not necessary to give a definitive definition of ‘positive reinforcement’ at this stage as this will reveal itself during the learning of this lesson.



Learning activity 2: Reading and discussion (40 minutes)

1. Ask student teachers to read ‘Positive reinforcement’ in lesson 9.7.2 in the Student Teacher Textbook.

2. Form groups of four or five student teachers. Ask each group to nominate a secretary to make notes during the discussion. Present on the board the following questions for discussion:
 - Which positive reinforcement techniques have you observed in the classroom (during lesson observations as a primary school student and during Education College classes)?
 - What do you consider to be the pros and cons of the positive reinforcement approach?
 - How do you feel about putting this approach into practice?
 - What results would you expect from this approach compared with an approach that does not use positive reinforcement for behaviour management?
3. Take some feedback from a wide range of student teachers in order to gain a broad variety of responses to each question.



Assessment

Circulate, monitor and participate during the discussions, challenging student teachers to increase the level of detail in their answers and justify their opinions.



Possible student teachers' responses

Responses are largely based on experience and personal opinion, so it will vary. The idea of the lesson, of course, is to promote the positive reinforcement approach although student teachers may have little experience of it and may feel uncomfortable about putting it into practice. This is perfectly normal and they should be assured that it will become easier and more natural the more they practise.

Period 2**Learning activity 3: Analysis (20 minutes)**

1. Tell the student teachers to work in pairs. Ask them to complete and discuss the table in Table: ‘Selection of common mistakes in classroom management’.
2. Share and discuss with the whole classroom some of their ideas and findings.

**Learning activity 4: Role-play preparation (30 minutes)**

1. Form groups of five or six.
2. Explain the task to use role-play to demonstrate and practise using positive reinforcement behaviour strategies. They have used role play before, in lesson 9.2.3. This means they have to develop a scenario, for example, for one teacher and four students, do the role- play, evaluate, refine the scenario, do the role-play again (but perhaps with different people taking part), evaluate.
3. The ‘students’ in the role-play should exhibit various types of withdrawn or disruptive behaviour.
4. The role-plays will be performed and assessed in the next period.

**Assessment**

At this stage, encourage the student teachers to self-assess their performance in their groups against the task criteria: demonstrating dealing with various types of behaviour using positive reinforcement strategies (which can be reviewed from the Student Teacher Textbook).

You can assess their progress and group dynamics as you circulate and monitor. It may be necessary to ask some questions to clarify how their role play meets the task criteria, for example, what behaviour is this character displaying? How are you going to deal with this behaviour?



Possible student teachers' responses

Role-play scenarios are at the behest of the student teacher groups. There are no specific responses as long as the scenarios meet the required criteria. Student teachers should follow the system of evaluation and refinement as described above and be ready to perform in the next period.

Period 3



Learning activity 5: Role-play (40 minutes)

1. Arrange a timetable for as many groups as possible to present their role-plays.
2. Observing student teachers can assess using the checklist of behaviours and positive reinforcement techniques presented in the Student Teacher Textbook.



Assessment

This activity can be peer-assessed. Student teachers can observe which behaviours are demonstrated, how they are dealt with and whether they consider the class management techniques would be effective in real life.



Possible student teachers' responses

Content of role-plays will vary according to the student teachers' creative input. Feedback should be constructive and made according to the criteria of the task.



Check student teachers' understanding (10 minutes)

1. Discuss what the student teachers have learnt about positively managing classroom behaviour from doing this activity.
2. Ask the student teachers what they consider to be important about respect and rapport between students and the teachers in this strategy.



Extension and differentiation activities

- Try the role-play with different aged ‘students’.
- Challenge student teachers to explain how using positive reinforcement strategies can help motivation and learning achievement.

9.7.3. Creating a learning environment

Expected learning outcomes



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

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



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

C3.1 Demonstrate a high regard for each student’s right to education and treat all students equitably

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities



Time

One period of 50 minutes



Learning strategies

Games for learning



Preparation needed

Read text of lesson 9.7.3 in the Student Teacher Textbook. Read the instructions and prepare 'Lucky Numbers' (preparation instructions below)



Resources needed

Flipchart; movable desks and chairs; whiteboard; markers

Learning activities

Period 1



Learning activity 1: Game for learning

1. Tell the student teachers you will be using a game for learning to revise the ideas and concepts that they have encountered in this unit on the learning environment.
2. Play the Lucky Numbers game.
3. After playing a demonstration version of the game, form pairs or small groups of student teachers to each prepare a new set of questions and run the game again either as a whole class or in groups.

Lucky Numbers

This is an excellent game for the revision of concepts and terminology in any subject.

Preparation

Prepare a list of six to 12 concepts or terminology quiz questions, for example:

Number 1: Name three classroom routines in primary classroom.

Number 2: Lucky number!

Number 3: Define 'inclusive education'.

Number 4: Lucky number!

Number 5: Name three elements of peace education.

Number 6: Name three triggers for challenging behaviour.

Number 7: What does SAMR stand for?

Number 8: What is a game for learning?

Number 9: Lucky number!

And so on.

Put the numbers in a grid on the board. Each number represents a question or a lucky number.

If there were nine questions, the board would look like this:

1	2	3
4	5	6
7	8	9

Instructions

- Divide student teachers into two teams.
- Ask them how many numbers are on the board, for example, nine.
- Tell them there are six questions in the nine squares.
- Tell them there are three lucky numbers.
- Explain teams will take it turns to choose a number and answer a question.
- Each time they give a correct answer they get a point.
- Explain if they choose a 'Lucky Number' they get a free point without having to answer a question and they get a second go.
- As each question is answered, cross the number off the board.
- The team with the most points wins



Extension and differentiation activities

To make the game even more interactive and student-centred, student teachers can create their own Lucky Numbers game and then have a competition against another group.

The topic of the questions can vary - you could allocate one unit of this module to each group or one basic education subject, for example.



Review questions: Possible student teachers' responses

Question 1: What is positive reinforcement?

Answer: Positive reinforcement is an approach to behaviour and classroom management which focuses on stimulating positive behaviour instead of taking a punitive approach.

Question 2: List some of the techniques that can be used in positive reinforcement.

Answer: Any of the suggestions below, which are given in the Student Teacher Textbook:

- Praise and nonverbal communication (for example, smile, nod, thumbs up);
- Social attention (for example, a conversation, special time with the teacher or a peer);
- Tangibles such as stickers, new pencils or washable tattoos;
- Activities or privileges such as playing a game, sitting in a special place in the class, drawing, writing, colouring, going to recess or gym early, and having extra computer time; and
- Secondary positive reinforcements (such as checkmarks, tokens or money) for students to accumulate in order to acquire tangibles or be allowed to participate in special activities.

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 unit. 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 carefully consider 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, student teachers will learn more about what it means to be and become a professional teacher who is confident in using reflective practice, fulfils 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 module. The focus in the Educational Studies module is on developing these skill sets in the context of the classroom you are learning in, and in preparing for using these in their own future teaching environment.

Expected learning outcomes

By the end of the unit, student teachers 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;
- 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 a Teacher and Teacher Code of Conduct

10.1.1. Challenging behaviour

Expected learning outcomes



By the end of the lesson, student teachers 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.



Competencies gained

A3.1 Demonstrate understanding of the role, and expected duties of teachers in Myanmar

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

One period of 50 minutes



Learning strategies

Reading aloud together; group work; class discussion; group discussion; preparing note to parents



Preparation needed

Read text of Lesson 10.1.1 in the Student Teacher Textbook



Resources needed

Movable desks and chairs; whiteboard; markers; text of Lesson 10.1.1 in the Student Teacher Textbook to refer to

Learning activities

Period 1



Learning activity 1: Brainstorming (10 minutes)

1. Ask student teachers what they think the expectations are of teachers in Myanmar society.
2. Take a selection of ideas.



Assessment

There is no need for responses to be confirmed or denied as the question specifically asks student teachers to express their own point of view. You will gain a summary assessment of how student teachers foresee their futures as teachers.



Possible student teachers' responses

It will vary but could include ideas centred around lesson planning, subject knowledge, knowledge transfer, position in the community, and responsibilities for child welfare at various levels.



Learning activity 2: Reading and discussion (25 minutes)

1. Read the text aloud (or ask student teachers to read aloud), a paragraph at the time, of Lesson 10.1.1 in the Student Teacher Textbook. Invite comments and questions from the student teachers to ensure that they really understand it. Ask a selection of student teachers to summarise the main ideas of the text.
2. Form groups of three or four student teachers to discuss the five traditional responsibilities. Are they still true today? Has anything changed?
3. Take a wide range of feedback from around the room.



Assessment

This discussion will enable you to formatively assess whether student teachers have grasped the concept of student-centred teaching philosophies. They should recognise that the five traditional responsibilities do not entirely relate to a student-centred teaching approach.



Possible student teachers' responses

'Teach students to be disciplined' is a fair response but the nature of being disciplined has changed. For instance, in the modern classroom, we expect students to think critically. We encourage them to ask questions and respectfully voice different opinions, criticisms, and challenge each other's thinking. Corporal punishment is now unacceptable and illegal. Students who misbehave are disciplined verbally or through changes in privileges, rather than physically. Another example of change is in 'Teach everything known'. In today's classroom, we teach more than what is known – we teach to learn and think creatively and critically to improve problem-solving skills and analytical skills. This is true for all subjects.



Check student teachers' understanding (10 minutes)

1. Ask student teachers to think back to the teachers who taught them when they were at school.
2. In pairs, ask them to identify one or two that they consider to be good role models.
3. What was it that they did to be a good role model?
4. Take some feedback, making links where possible to the five traditional values and the ways in which you discussed how they have changed.

10.1.2.

Acting ethically as a teacher in Myanmar

Expected learning outcome

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

- Discuss expectations and responsibilities of the Myanmar teacher outside the classroom and how to prepare to meet these expectations.



Competencies gained

A3.1 Demonstrate understanding of the role, and expected duties of teachers in Myanmar

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice

**Time**

Two periods of 50 minutes

**Learning strategies**

Group work; role play; responding to situation descriptions

**Preparation needed**

Read text of Lesson 10.1.2 in the Student Teacher Textbook and the two situation descriptions below

**Resources needed**

Movable desks and chairs; whiteboard; markers

Learning activities**Period 1****Learning activity 1: Discussion (50 minutes)**

1. Ask a few student teachers to say what they remember about ethical behaviour of teachers in Myanmar from the previous lesson.
2. Split the class into two groups according to the scenarios – A and B. Ask them to read the scenario allocated to their group.
3. Ask student teachers to work in groups of three or four. Ask them to answer the question at the end of their allocated scenario.
4. Join two groups of the same scenario together (A+A, B+B). Ask them to compare their thoughts and proposed solutions, and refine their ideas if necessary.
5. Ask the combined groups to look at the other scenario (Group A is now looking at Scenario B; Group B is now looking at Scenario A). Again, they should discuss a proposed solution.
6. Rearrange the groups so that one of the original Group A (three of four student teachers) works with one of the original Group B.
7. At this point, they should compare their solutions to both scenarios.
8. Take feedback from various groups.



Assessment

Groups' progress in deciding on a suitable solution can be informally assessed throughout the activity by listening to the conversations, asking the groups to explain and justifying their ideas. Peer assessment also takes place during this activity when groups are combined.



Possible student teachers' responses

There are no definitive answers. Student teachers should not begin this task thinking that there is an expected answer – they should feel totally at ease with the fact that the task is entirely subjective.

Period 2



Learning activity 2: Role-play (40 minutes)

1. Ask student teachers to talk briefly in pairs to recap the previous period – what were the two scenarios and what was one of the suggested solutions?
2. Take brief feedback.
3. Arrange student teachers into groups of three or four – group members may be different to the groups from the previous period if you wish. Each group should then role play one of the scenarios and the responses. You may wish to allocate a scenario to each group, or you may elect to let them choose.
4. Ensure groups refine and practise their role plays, and that they make sense.
5. Have a few groups perform and discuss their solutions.



Assessment

Formatively assess the role plays in rehearsal and performance stage, checking that they demonstrate both the problem and the solution.



Possible student teachers' responses

Content of the role plays are at the discretion of the groups, providing they demonstrate the required elements of the scenarios.

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 use 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? Check student teachers' understanding

1. Draw student teachers' attention to the teacher competency standards that relate to communicating with families, parents, and the community. These scenarios and activities have encouraged them to consider possible situations that could occur and how they might approach them productively.
2. Ask the class to discuss the following question in pairs: Why do you think it is important for a teacher to behave according to some ethical code of conduct in society?
3. Take brief feedback.



Extension and differentiation activities

Learning activity 1: Challenge the groups to write their own scenarios and ask another group to propose a solution.

Learning activity 2: Monitor group dynamics closely and ensure role-play groups are working effectively. It may be necessary to intervene if characters are not appropriately assigned or groups are not managing their time efficiently.



Review questions: Possible student teachers' responses

Question 1: What are the five traditional responsibilities of a Myanmar teacher?

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

Question 2: How can these responsibilities be adapted to fit modern practices in education?

Answer: *Student teachers' own answers. Reference should be made to student-centred learning being preferred over teacher-centred learning. The traditional responsibilities lean towards teacher-centred learning, while current educational practices encourage student-centred learning.*

10.2. Teacher as Reflective

Thinker

In this sub-unit, student teachers will expand the concept of being a reflective teacher that they also study in the Reflective Practice and Essential Skills module. They will learn about the role of research in professional development activities, and work on being a reflective teacher. This is called metacognition. They 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, student teachers will be able to:

- Discuss how being a reflective teacher can improve your teaching practice.



Competencies gained

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two periods of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 10.2.1 in the Student Teacher Textbook. Student teachers should bring their notes from the Reflective Practice and Essential Skills module



Resources needed

Flipchart paper; movable desks and chairs; whiteboard; markers

Learning activities

Period 1



Learning activity 1: Discussion (25 minutes)

1. To introduce the lesson, ask student teachers to discuss in pairs what they understand by the term 'reflection', and what it means to be a reflective teacher.
2. Invite a range of student teachers to offer their ideas. Write key points on the board.



Assessment

You will gain a summary assessment from the feedback. Providing a checklist on the board will ensure all student teachers have an opportunity to clarify their understanding of the concept of reflective teaching.



Possible student teachers' responses

Responses should at least demonstrate a basic understanding that being a reflective teacher means taking the time to think about a lesson and consider what worked, what did not

work, and what can be improved in the future.¹⁶ More detailed responses may recognise that this includes thinking about the learning objectives of the lesson, the way a classroom is set up, the way instructions and explanations are given, how questions are used, the learning activities for the students, their responses, assessment opportunities and feedback.



Learning activity 2: Reading and reflection (25 minutes)

1. Have student teachers read the text ‘metacognition’ in Lesson 10.2.1 in the Student Teacher Textbook. Student teachers often consider this as a difficult concept to understand and should be given time to give examples and discuss this with their peers.
2. Ask the class to discuss the follow-up questions in pairs:
 - a. Tell a friend what you know about the thinking process you use when deciding on what to do tonight.
 - b. Tell a friend what you know about the thinking process you use when reflecting on what you learnt in a lesson.
 - c. Why do you think it is difficult to explain what metacognition is?
3. Take feedback from various student teachers.



Assessment

You will be able to assess overall understanding from the discussions and the feedback. You may need to ask extra follow-up questions to encourage student teachers to consider the situations in as much detail as possible.

¹⁶ Definition adapted from Cambridge English, Teaching Knowledge Test (TKT) Glossary, 2015



Possible student teachers' responses

The first two questions are subjective and will depend on student teachers' own experiences. Metacognition can be difficult to explain because we do not naturally think about how we think, therefore it is difficult to teach others to think about thinking, and it is even more difficult to imagine how other people think. In short, metacognition involves understanding what we already know, planning learning strategies, problem-solving and evaluating.

Period 2



Learning activity 3: Think-pair-share (25 minutes)

1. Ask student teachers to look back at their notes from this Educational Studies module and the Reflective Practice and Essential Skills module and find and read their notes on reflection.
2. Ask them to list three positive effects they have experienced from undertaking reflections – that is areas in which they have identified a need for improvement in their teaching practice or areas in which they have identified a need for additional study – and two aspects of reflection that they find hard to do. Think-pair-share these.
3. After the initial discussion form groups of four or five and ask them to share their experiences and come up with suggestions for overcoming the hard-to-do issues.
4. Discuss the findings with the whole class.
5. Ask the student teachers to write up some notes and a help list for themselves.



Check student teachers' understanding (25 minutes)

1. Ask student teachers to make a poster for their classroom with hints on how to reflect upon teaching and learning.
2. This task enables student teachers to demonstrate a summary of their learning about reflective teaching.
3. Conclude with a gallery walk.

10.2.2.

Using research in professional development activities

In this lesson, student teachers will be asked, in groups, to plan a lesson fragment using some research literature to inform them of a pedagogical approach. They then have to micro-teach this lesson segment to their peers and evaluate and reflect on the effects on themselves of knowing that the lesson was based on research.

Expected learning outcomes



By the end of the lesson, student teachers 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A2.1 Demonstrate understanding of a variety of teaching and learning strategies and resources

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Three periods of 50 minutes



Learning strategies

Group work; whole class discussion; reflection; using research; lesson planning; micro-teaching



Preparation needed

Student teachers and teacher educator should read text of Lesson 10.2.2 in the Student Teacher Textbook and re-read the text on micro-teaching in Sub-unit 9.5



Resources needed

Movable desks and chairs; whiteboard; markers; 'Effective teaching strategy: Talk for learning' from Lesson 10.2.2; primary textbooks and teacher guides from various subjects

Learning activities

Period 1



Learning activity 1: Reading and analysis (1) (20 minutes)

1. To introduce the lesson, ask a few student teachers to recap what they learnt from the last lesson on being a reflective teacher.
2. Then ask the student teachers to read the text entitled 'The role of research in professional development of teachers' in their textbook in Lesson 10.2.2.
3. In pairs, ask them to summarise the text, focusing their summary on:
 - How research is used in professional development.
 - The possible effects from using research in professional development.
 - Whether they recognise any of the effects listed in the text.
4. Then tell them that in these three periods they will be planning to micro-teach a lesson segment based on research. They will then again reflect on whether they recognise any of the effects listed in the text in Lesson 10.2.2.



Assessment

Take some feedback from a selection of student teachers' summary discussions.



Possible student teachers' responses

A selection of possible answers is given in the Student Teacher Textbook, Lesson 10.2.2 and is likely to be the basis of the student teachers' responses.



Learning activity 2: Reading and analysis (2) (20 minutes)

1. Ask student teachers to read 'Effective teaching strategy: Talk for learning' in Lesson 10.2.2.
2. Again, ask them to summarise the text in pairs, take feedback and write key points on the board to check and consolidate understanding of the 'talk for learning' strategy.



Assessment

Writing the key points on the board will give you an assessment of overall understanding and allow all student teachers to self-assess their own knowledge.



Possible student teachers' responses

The 'talk for learning' strategy involves identifying opportunities to use oral activities as an effective learning tool which develops understanding, encourages learning through social interaction, improves recall skills, and potentially provides an opportunity to communicate in another language. 'Talk for learning' activities should be motivating and stimulating for students and teachers.



Stop and think

Any confusion about what ‘talk for learning’ entails can be easily explained by drawing student teachers’ attention to the discussion activities they take part in during many of their lessons in this course. These activities use in-depth conversation to investigate complex theories and concepts, and should result in greater understanding and active learning than simply reading academic texts.



Learning activity 3: Lesson planning preparation (10 minutes)

1. Distribute primary textbooks and teacher guides, or make them available for student teachers to choose a book from any subject and grade.
2. Student teachers should choose one lesson and a segment within that lesson to micro-teach using the teaching strategy ‘talk for learning’.
3. At this stage, it is only necessary to decide on a suitable lesson segment. It is not necessary to start planning in earnest yet.
4. Take feedback on the subjects and lesson segments that some student teachers have chosen.
5. At this point, it may be possible to form working groups of student teachers who have chosen the same subject and/or same grade.
6. Tell that they will spend the next lesson working individually and in groups to plan their micro-teaching segment.



Assessment

Circulate and monitor to check that student teachers have chosen a lesson/segment that can incorporate ‘talk for learning’ activities. Ask them to briefly explain their choices and how they envisage using ‘talk for learning’.



Possible student teachers' responses

Choice of lesson/segment is at the student teachers' discretion, as long as it provides some opportunities for a 'talk for learning' activity.

Period 2



Learning activity 4: Lesson planning (50 minutes)

1. Working in groups of four or five, preferably working on the same subject and/or grade level, student teachers should spend this lesson planning their five-minute micro-teaching segment.
2. This should involve bouncing ideas off each other, evaluating and refining.



Assessment

Monitor and assess the effectiveness of the lesson plans as you circulate. Make suggestions for improvement and ask questions. Encourage student teachers to visualise their plans and remind them to use a standard planning format, including what the teacher is doing, what the students are doing, what the expected learning outcomes are, and how they will know the outcomes have been achieved.



Possible student teachers' responses

Plans and activities will vary depending on the lesson/segment selected. They should follow a standard lesson planning format.

Period 3



Learning activity 5: Micro-teaching (40 minutes)

1. Reform groups of four or five student teachers – different to the working groups from the previous period.
2. They should then, micro-teach their lesson segments to each other, evaluate, refine, teach again, and so on.



Assessment

Student teachers should self-assess and/or peer-assess using criteria such as:

- Does the plan work?
- How do you know whether the plan works or not?
- Can you improve the plan in any way?
- What did the ‘students’ learn?
- How do you know?
- What would you do differently next time?



Possible student teachers’ responses

Micro-teaching groups should be organised so every student teacher has a chance to micro-teach their segment. Feedback from self-assessment and peer-assessment should be positive and constructive.



Check student teachers’ understanding (10 minutes)

1. After the micro-teaching reflect on the effect of using ‘talk for learning’ strategies.
2. Conclude with a whole class discussion on how engaging with research can contribute to reflective practice and improving teaching practice.



Extension and differentiation activities

Ask student teachers to develop another lesson plan for a lesson fragment in another subject that still uses talk for learning.



Review questions: Possible student teachers' responses

Question 1: What are some of the benefits of being a reflective teacher?

Answer: *A reflective teacher can:*

- *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.*

Question 2: What is 'talk for learning'?

Answer: *Talk for learning is an educational tool that uses oral activities to engage students in their learning, encouraging critical thinking, problem-solving, communication and negotiation skills, self-assessment and peer-assessment.*

Question 3: What do teachers need to do to prepare to teach a 'talk for learning' activity?

Answer:

- *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.*

10.3. Reflection on Myanmar

Teacher Competency Standards

Framework

Student teachers have been using and referring to the Teacher Competency Standards Framework (TCSF) in their studies quite extensively already. For example, in the Reflective Practice and Essential Skills module, the TCSF is used as the reflective framework throughout the module and they write your reflections in your TCSF reflective journal. In this sub-unit, student teachers will explore further how and why the Myanmar TCSF can be used as a tool for their continued professional growth and development.

10.3.1.

The Myanmar Teacher Competency Standards Framework (TCSF)

Expected learning outcome

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

- Explain the role of the Myanmar Teacher Competency Standards Framework(TCSF).





Competencies gained

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

One period of 50 minutes



Learning strategies

Think-pair-share; pair work; individual work; class discussions; reading aloud together; writing a newspaper article



Preparation needed

Read text of Lesson 10.3.1 in the Student Teacher Textbook



Resources needed

Flipchart paper; movable desks and chairs; whiteboard; markers; text of Lesson 10.3.1 in the Student Teacher Textbook to refer to

Learning activities

Period 1



Learning activity 1: Analysis (15 minutes)

1. To introduce the lesson, ask about 10 student teachers one thing they know about the Myanmar TCSF.
2. Write their responses on the board.
3. Ask a selection of student teachers to read the text on ‘The Myanmar Teacher Competency Standards Framework(TCSF)’ in Lesson 10.3.1 aloud.
4. Invite and respond to questions or comments.

5. Ask student teachers to discuss the questions in Lesson 10.3.1:
 - 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?
6. Take feedback.



Assessment

Formative assessment is possible from listening to the discussions and in the feedback.



Possible student teachers' responses

The Myanmar TCSF has been created to raise the quality of the education system in Myanmar by providing the guidance that is needed to ensure Myanmar's children will have teachers with the right values, skills, and knowledge.

Without the TCSF, there would be no definition of an effective teacher, and nothing for student teachers to work towards, or base their progress on.



Learning activity 2: Pair work (30 minutes)

1. Ask the student teachers to work in pairs, and to imagine they have been asked to write a short article of about 250 words about the Myanmar Teacher Competency Standards Framework for the local newspaper. They should write that newspaper article.
2. Walk around and observe student teachers working, asking some clarification questions if appropriate. Identify some informative and well-written articles.
3. Ask the student teachers of the articles you identified to read these out to the class – the class can use exemplar articles to self-assess their own writing.
4. As the writers of the exemplar articles are reading, write key points on the board.



Assessment

As described above, assess as you circulate and encourage self-assessment during the reading aloud. For a more comprehensive assessment, you may consider collecting in all the articles to mark.



Possible student teachers' responses

Student teachers' writing should summarise the benefits of the TCSF, the reason for its existence, some information on its development if possible, and their own personal experiences of working towards the standards.



Check student teachers' understanding (5 minutes)

1. In pairs, ask the student teachers how they would explain the role of the Myanmar TCSF to someone who knows very little about the education system in Myanmar.
2. Take some feedback, preferably from different student teachers to those who read their articles.

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, student teachers will be able to:

- Reflect on teaching as a profession using the Myanmar Teacher Competency Standards Framework (TCSF).



Competencies gained

B3.1 Demonstrate capacity to create a safe and effective learning environment for all students

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two periods of 50 minutes



Learning strategies

Group work; group/whole class discussion; concept mapping¹⁷



Preparation needed

Read text of Lesson 10.3.2. in the Student Teacher Textbook



Resources needed

Flipchart paper; movable desks and chairs; whiteboard; markers

Learning activities

Period 1



Learning activity 1: Mind map (45 minutes)

1. Ask student teachers where they have used or heard about the Myanmar TCSF to help them see the connections across courses, activities, and units.

¹⁷ A concept map shows 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, line connects to different concepts related to that topic, e.g. 'respect', 'rules'. Sub-concepts can be linked to the concepts, e.g. with 'respect' come the sub-concepts 'equal treatment of all', 'everyone is polite' and leading from this last one 'no talking when a student is sharing their ideas with the whole class'.

2. Put the student teachers in groups of four to six. Ask the student teachers to develop a concept map or mind map on the topic ‘The structure of the Myanmar TCSF’. They should include the text in the handbook in Lesson 10.3.2 and their copies of the TCSF as sources of information. They should also add examples from their own experiences where they can.
3. Then tell them to highlight the elements on their concept or mind maps that are particularly relevant to them, as student teachers, developing professionally, for example, by colouring in these elements.
4. Tell student teachers to go and see each other’s work and to ask for clarification if something is not clear. This way they will learn from each other. Ask them to refine their concept or mind maps if appropriate.



Assessment

This is mainly a self-assessment task as it encourages student teachers to summarise their understanding and knowledge of the TCSF and highlight their own areas for improvement.



Possible student teachers’ responses

All mind maps should demonstrate the structure and content of the TCSF and how they have been working towards the standards in their lessons to date. It should be pointed out that the competencies run for the duration of the course and student teachers should therefore not expect to have fully achieved any of the standards at this point in their training. They should, however, recognise that some competencies have been focused on more than others during this first year – these could be highlighted on the mind maps. They could also highlight competencies that they expect to gain in years 2, 3 and 4, as well as how they expect to work towards achieving the standards – this may involve teaching practice, community engagements, lectures, group work, individual study, and so on.

Period 2



Learning activity 2: Presentation (20 minutes)

1. Ask a few groups that you think developed an interesting concept map, and that are perhaps somewhat different from the others, to present this to the whole class.
2. Invite questions and comments from other student teachers.



Assessment

This is an opportunity for groups to self-assess their own mind maps against those presented, and to peer assess those being presented.



Possible student teachers' responses

Questions and comments will vary.



Learning activity 3: Analysis (20 minutes)

1. Ask student teachers to pick one area of teaching in which they do not yet feel secure.
2. Ask them to discuss with in pairs how the TCSF could help them to improve their skills in their chosen areas.



Assessment

This is a good opportunity to gather information on the student teachers' feelings about their own teaching skills. At this point, they may feel – quite legitimately – that they are lacking in all areas. Remind them that as it is not possible to learn everything at the same time, they should choose one area in which they feel they would most likely to improve at this time.

As you circulate, assess, and assist with how they apply the TCSF to the teaching areas they wish to improve upon.



Possible student teachers' responses

Areas for improvement will inevitably vary. Student teachers should be able to locate the TCSF competencies relating to their chosen teaching skills.



Check student teachers' understanding (10 minutes)

1. Present student teachers with the following scenario to work through:
 - Imagine you are meeting a student teacher from another country who does not speak the same language as you (so you can understand each other). You want to explain how the Myanmar TCSF helps you to develop professionally. What would you say?
2. Write their responses on the board.
 - Ask a selection of student teachers to read the text on 'The Myanmar Teacher Competency Standards Framework(TCSF)' in Lesson 10.3.1 aloud.
 - Invite and respond to questions or comments.



Review questions: Possible student teachers' responses

Question 1: What are the four domains of the Myanmar Teacher Competency Standards Framework?

Answer: *Domain A: Professional knowledge and understanding*
Domain B: Professional skills and practices
Domain C: Professional values and dispositions
Domain D: Professional growth and development

Question 1: Describe what each of the domains requires you to demonstrate.

Answer: *A description of each of the domains can be found in the Student Teacher Textbook Lesson 10.3.2.*

10.4. Why Educate Teachers?

In this sub-unit of four lesson periods, student teachers get a deeper appreciation for why ongoing teacher education (pre-service and in-service) is so 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, student teachers 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.



Competencies gained

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two periods of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 10.4.1 in the Student Teacher Textbook



Resources needed

Flipchart paper; whiteboard; markers

Learning activities

Period 1



Learning activity 1: Analysis and discussion (50 minutes)

1. Have student teachers read the short text and questions in the Student Teacher Textbook.
2. Student teachers should first work alone to consider their answers and make notes.
3. Then form groups of four or five student teachers and ask each group to appoint a secretary. The secretary's job is to take notes which will be used to summarise in a whole class feedback session in the next period



Stop and think

This task is intended to last the majority of both periods of this lesson. Facilitate this lesson carefully so as to avoid a situation in which student teachers claim to have “finished” after five minutes. As a minimum, student teachers should consider individually and in their groups:

- All the modules in the course
- Links between modules
- What they have learnt more in some modules than in others
- Where they have more theoretical understanding and where they have gained more practical skills
- The teaching techniques that have been modelled and described to them and that they have taken part in
- Their experiences of micro-teaching and any other teaching experiences
- Their understanding of the many aspects of teaching: lesson planning, resources, classroom management, behaviour management, assessment and measuring progress, communicating with colleagues and parents, continuous professional development



Assessment

This is a self-assessment and peer-assessment exercise. It also allows you to assess the student teachers’ own view of their progress and where their areas for improvement lie.



Possible student teachers’ responses

Responses are subjective according to each student teacher’s individual experiences and opinions.

Period 2**Learning activity 2: Feedback from analysis and discussion (40 minutes)**

1. Reform the groups from the previous period and give them a few minutes to recap what they talked about in the discussion.
2. Facilitate a whole class feedback session, asking group secretaries to summarise their groups' thoughts, opinions, and experiences from each question.
3. Always invite more than one secretary to feedback from each question – this will give a more rounded response.

**Check student teachers' understanding (10 minutes)**

1. Point out that this is both a metacognitive task and a 'talking for learning' approach.
2. Invite the student teachers to explore the merits of this kind of task and whether they have achieved the aims of the task – do they feel that they have identified areas of strength and areas for improvement? Have they identified the breadth and depth of learning that they have acquired on the course so far? Did the discussion enable them to revisit the course so far and to reacquaint themselves with the many facets of teaching that they need to learn and practice?
3. Could they identify the teacher educator's role in this kind of activity? They should recognise that rather than simply a purveyor of knowledge, you are there as a facilitator of student-centred learning.

10.4.2.

Developing Subject Matter Knowledge and Pedagogical Content Knowledge

Expected learning outcomes



By the end of the lesson, student teachers 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.



Competencies gained

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two period of 50 minutes



Learning strategies

Think-pair-share; whole class reading; group discussion; whole class discussion; reflection on past learning experiences



Preparation needed

Read text of Lesson 10.4.2 in the Student Teacher Textbook



Resources needed

Flipchart paper; whiteboard; markers

Learning activities

Period 1



Learning activity 1: Reading and analysis (50 minutes)

1. Ask student teachers to read Lesson 10.4.2 in the Student Teacher Textbook.
2. Give them five minutes to summarise the text in pairs.
3. Take feedback from a few student teachers. Make notes on the board until you have built up a sufficient summary of the text.
4. In pairs or small groups, ask student teachers to devise a list of elements that make up Pedagogical Content Knowledge (PCK) and a list of elements that make up Subject Matter Knowledge (SMK).
5. After 15-20 minutes, take feedback. Make a definitive list on the board in two columns – one for PCK and one for SMK. This will clearly define and show the differences between the two types of knowledge.



Assessment

The list of elements that make up PCK and SMK will provide a formative assessment of student teachers' understanding.



Possible student teachers' responses

The table below shows the kind of answers you could expect. Exact wording will differ, and student teachers may have additional ideas

Pedagogical Content Knowledge (PCK)	Subject Matter Knowledge (SMK)
Use of a range of teaching approaches	Academic qualification(s) relevant to the teacher's subject and level of teaching
Ability to teach skills, for example, reading, writing, social skills, soft skills	Knowledge of facts
Knowledge of a range of learning activities	Knowledge of concepts
Ability to model and demonstrate in a variety of ways, for example, analogies, illustrations, examples, explanations, realia, elicitation	Knowledge of theories
Understanding of assessment and evaluation	Knowledge of principles
Knowledge of the curriculum	
Knowledge of the availability and usage of suitable learning resources	
Understanding how to sequence learning into manageable steps	
Ability to plan lessons and sequences of lessons	
The ability to recognise and address misconceptions	
The ability to foresee, plan for, and respond to problems that may arise during a lesson	
An appreciation of issues that may face teachers during the school day	

Period 2



Learning activity 2: Analysis and discussion (40 minutes)

1. Recap the information from the previous period by asking student teachers to name any of the elements that make up PCK and SMK. Answer any questions student teachers might have and make sure they all understand the difference between SMK and PCK.
2. Have student teachers work in pairs or small groups on the discussion questions:

- Especially in higher education, it is quite common for researchers and subject matter experts (SMEs) to teach. What do you think what happens when a SME who has no pedagogical skills is asked to teach? Do you have examples of such ‘teaching’ from your own experience?
 - 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?
 - For in-service professional development, do you think SMK or PCK is more important? Explain your thinking.
3. Combine pairs or groups to make groups of four to six student teachers to compare and share their ideas – this gives them a further opportunity to consolidate their understanding of the topic and ensures that the greatest number of class members will have something to contribute to the whole class feedback.
 4. Nominate a range of student teachers to give feedback. As the questions are subjective, ask more than one student teacher to suggest an answer to each question, reminding them that there is not a single correct answer and that it is important to share and compare a range of ideas.



Assessment

Monitor the discussions and occasionally ask pairs or groups to give you a summary of their thoughts – this does not need to be shared with the whole class at this time, the aim is for you to formatively assess their understanding before taking whole-class feedback. Assist where necessary, by suggesting scenarios or consequences relevant to the questions.



Possible student teachers’ responses

Answers will vary but may include some of the following points:

- When an SME with no pedagogical skills is asked to teach, the results may be:
 - The lesson is very teacher-centred and consists only of knowledge transfer.
 - If student-centred tasks are involved, these may only involve worksheets, and the SME will not know how to sequence the lesson, so the lesson will consist of

- moving from one task to the next without opportunities to activate the learning.
- The lesson will proceed at one pace and will not take into account different learning styles or special needs.
 - Conversely, the SME will attempt to address every ability level by wildly varying the difficulty of tasks from one to the next, that is the level of task one will be too low for most students, while the level of task two will be too high for most students.
 - The SME will not be able to address misconceptions – he/she knows the right answer, but not *why* it is the right answer.
 - No assessment will take place.
 - Classroom management may be lacking – the SME may not know how to give or check instructions in an efficient, clear manner.
 - Behaviour management may be lacking – the SME may not know how to preempt or deal with disruptive behaviour.
- At younger grade levels, students are more motivated by active learning. If they are faced with a long lecture they will quickly become bored and there is the potential for misbehaviour. Moreover, the fact that younger children have a lower attention span means that they will not be able to pay attention for long periods of time – even if they do not misbehave, they are unlikely to learn very much if they are not actively involved. Older children or young adults have a longer attention span and more experience of study skills, so they are likely to learn a little more from this style of teaching as they will have the ability to take notes and reflect upon the information.
 - SMK and PCK are both important – accept student teachers’ opinions on this question and encourage them to justify their opinions with reference to the Myanmar Teacher Competency Standards Framework.

**Check student teachers' understanding (10 minutes)**

1. Point out the Myanmar TCSF addresses all aspects of teaching – SMK and PCK – as both are essential for a teacher.
2. Ask student teachers to briefly discuss in pairs how they aim to improve their teaching skills at this stage in their training – do they want to focus on SMK or PCK, and on which specific elements?

**Extension and differentiation activities**

Learning activity 1: Refer to Sub-unit 2.1 in Semester 1 for more information about PCK and SMK.

Learning activity 2: If necessary, show a video or demonstrate an SME lesson. One example is this clip from the film *Ferris Bueller's Day Off* (1986):

<https://www.youtube.com/watch?v=yUjhSBjxuXA> (in English).



Review questions: Possible student teachers' responses

Question 1: What is the difference between Pedagogical Content Knowledge and Subject Matter Knowledge?

Answer: *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.*

Question 2: List some of the elements of PCK.

Answer: *Any of the following, plus any other elements you may have accepted during this unit:*

Use of a range of teaching approaches; Ability to teach skills, for example, reading, writing, social skills, soft skills; Knowledge of a range of learning activities; Ability to model and demonstrate in a variety of ways, for example, analogies, illustrations, examples, explanations, realia, elicitation; Understanding of assessment and evaluation; Knowledge of the curriculum; Knowledge of the availability and usage of suitable learning resources; Understanding how to sequence learning into manageable steps; Ability to plan lessons and sequences of lessons; The ability to recognise and address misconceptions; The ability to foresee, plan for and respond to problems that may arise during a lesson; An appreciation of issues that may face teachers during the school day.

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, student teachers will learn about establishing professional learning communities with a special focus on setting up networks. They will develop a detailed plan for setting up such a network with their 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, student teachers 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.





Competencies gained

Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

C3.1 Demonstrate a high regard for each student's right to education and treat all students equitably

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two periods of 50 minutes



Learning strategies

Group work; group discussion; whole class discussion; developing a plan for setting up a network



Preparation needed

Read text of Lesson 10.5.1 in the Student Teacher Textbook



Resources needed

Movable desks and chairs; whiteboard; markers; copies of the TCSF

Learning activities

Period 1



Learning activity 1: Group work (50 minutes)

1. To introduce the lesson, ask the student teachers to imagine they have been asked by the principal of the college to set up a network for professional development for student teachers. Small funds can be made available (you may wish to propose a financial limit). What would be on their wish list for such networks?
2. Ask student teachers to work in groups of four or five. Tell them to discuss among

themselves the text in Lesson 10.5.1 in the Student Teacher Textbook and discuss their ideas for about what a network for student teachers in the college would require.

3. Take feedback, aiming to provide a definitive list of key elements for a professional development network.



Assessment

Taking feedback and monitoring this task will allow you to formatively assess student teachers' understanding of the self-study reading and the concept of a professional development network.



Possible student teachers' responses

Various responses are possible. Student teachers may have a wealth of ideas, which may include requirements relating to space, time, visiting speakers, academic resources, technology, publicity material etc.

Period 2



Learning activity 2: Group work continued (40 minutes)

1. Recap the list of key elements for a professional development network that you devised in the previous period.
2. Ask the student teachers to start planning to set up such a network, using the table 'Action plan for setting up a network for professional development' from Lesson 10.5.1 in the Student Teacher Textbook. In this lesson, they should only address the points 1, 5, and 6 in the plan.
3. Discuss with the whole class their ideas for these plans. Give plenty of time and opportunity for student teachers to come up with new ideas or suggestions.
4. Ask them to refine their plans for the points 1, 5, and 6. They will address the other points in the next lesson.
5. Take feedback and write key points on the board.



Assessment

Take feedback from a range of groups on each of the points.



Possible student teachers' responses

Answers will vary greatly from one group to the next. Answers are purely subjective.



Check student teachers' understanding (10 minutes)

Point out that a professional development network in a Myanmar Teacher Training College should aim to address the Myanmar TCSF and give members of the network opportunities to improve in all areas of the TCSF.

Homework assignment: Ask student teachers to relate points 1, 5, and 6 of the table 'Action plan for setting up a network for professional development' to the TCSF.

In what way would getting support from the senior management of the college for setting up a network improve your professional development opportunities in that network?



Extension and differentiation activities

In their plans for a network, ask the student teachers to ensure it will create an inclusive learning environment.

10.5.2.

Planning for setting up a network for professional development of student teachers

Expected learning outcomes

By the end of the lesson, student teachers 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.



Competencies gained

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two period of 50 minutes



Learning strategies

Group work; group discussion; whole class discussion; developing a plan for setting up a network; explaining/lecturing



Preparation needed

Read text of Lesson 10.5.2 in the Student Teacher Textbook



Resources needed

Movable desks and chairs, whiteboard, markers; diamond nine ranking method drawn on the board; copies of the TCSF; exit slips (Period 2)

Learning activities

Period 1



Learning activity 1: Introduction (15 minutes)

1. To introduce the lesson, refer to the text of Lesson 10.5.2 and ask student teachers to discuss in pairs why a ranking method is a good way to select foci for a professional learning network.
2. Form groups of four or five student teacher and ask the groups to role play what could happen in a network meeting without such a ranking method when all participants have very different priorities and interests for topics they want to explore in the network.
3. Ask them: What would the outcome of this meeting be?



Assessment

From the discussion and role-play you will be able to assess student teachers' understanding of the importance of ranking priorities.



Possible student teachers' responses

A ranking method is important to prioritise foci for the network. Without ranking priorities there is no logical reason for deciding which development opportunities to focus on in each meeting. If a ranking method is not used, the whole meeting is likely to consist of arguments about which topics to focus on. A consensus will never be reached if every participant has different requirements. A ranking method allows for each participant's wishes to be taken

into account. Furthermore, if participants do not feel their priorities have been considered, they will not engage with the meetings and will not deem them to be valuable.



Learning activity 2: Diamond nine ranking (25 minutes)

1. Explain what the diamond nine ranking method is to the class, and invite some examples.
2. Ask student teachers to work in groups of four or five student teachers and use the diamond nine ranking method to identify the foci they would like to explore further in network meetings. They should also refer to the TCSF to help them with this.
3. Ask the groups to share what they identified as foci with ‘very high priority’ and ‘high priority’.



Assessment

Monitor the group work to assess understanding of the diamond nine ranking method and how the groups communicate and negotiate to develop their priorities.



Possible student teachers’ responses

Responses will vary according to each group’s priorities.



Check student teachers’ understanding (10 minutes)

Agree with the whole class on three or four foci that will be used to further develop the plans for setting up a professional network in the college.

Period 2



Learning activity 3: Group work (45 minutes)

1. Recap the three or four foci that you prioritised as a whole class at the end of the previous period.
2. Allocate one of these foci to each group (the same groups as in the previous period). They should now further develop and finalise their plan for a network by completing all the sections in the table 'Action plan for setting up a network for professional development' from Lesson 10.5.1 in the Student Teacher Textbook.
3. When they have done this, ask the groups with the same focus to work together and come up with one agreed plan for their focus.
4. Take feedback for each of the foci. Alternatively, if time is short, collect in the completed group plans for marking.



Assessment

You will be able to assess the student teachers' ability to plan a professional development network in theory through the feedback or collection of work.



Possible student teachers' responses

There are infinite possibilities depending on the prioritised foci and student teachers' own ideas.



Check student teachers' understanding (5 minutes)

Ask the student teachers to complete and hand in an exit slip with an answer to the following question: What would you say if your younger brother or sister asked you what a network for professional learning is?



Extension and differentiation activities

In their plans for a network, ask the student teachers to include ideas on the same focus for different age group students.



Review questions: Possible student teachers' responses

Question 1: Name three types of professional development opportunities.

- Answer:**
- *Courses;*
 - *School initiatives; and*
 - *Networks.*

Question 2: When setting up or attending a network, what are the six key considerations?

Answer: *The six basic considerations are listed below. More details can be found in the table 'Action plan for setting up a network for professional development' in the Student Teacher Textbook.*

- *The aim of the network;*
- *The focus of each of the meetings;*
- *The materials used in the network meetings;*
- *In-between meeting activity;*
- *Ethos in the network meetings; and*
- *Getting support.*

10.6. Importance of Research for CPD

In the sub-unit 10.6, student teachers explored the use of research in professional development. One of the ways to do this is by conducting research themselves, on their own practice. This is called action-research and student teachers will study this next. This sub-unit also supplements knowledge and skills student teachers are developing in the Reflective Practice and Essential Skills module. Student teachers will develop their understanding of action research by reading some theories and research findings. Student teachers will then also apply these ideas by planning for their own action research. In last lesson of this sub-unit, student teachers will revise what they have learnt in this sub-unit using a game for learning.

10.6.1. Researching your own practice: Action research

In this lesson, student teachers will plan for their own action research project. If you do not feel you know enough about action research yet, revisit Reflective Practice and Essential Skills in Semester 1 (Year 1), where it was introduced.

Expected learning outcome

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

- Plan for systematic self-reflection of your practice using action research.



Competencies gained

B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

D1.1 Regularly reflect on own teaching practice and its impacts on student learning

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice



Time

Two periods of 50 minutes



Learning strategies

Group work; group discussion; whole class discussion; developing a plan for action research; explaining/lecturing; presenting



Preparation needed

Read text of Lesson 10.6.1 in the Student Teacher Textbook



Resources needed

Movable desks and chairs; whiteboard; markers

Learning activities

Periods 1 and 2



Learning activity 1: Project (50 minutes + 40 minutes)

1. To introduce the lesson, refer to the text of Lesson 10.6.1 and do a brainstorm about 'action research' with the whole class. Summarise some of the main ideas of action research, or ask some student teachers to do this. Tell the student teachers that today they will be developing a plan for their own action research.
2. Ask student teachers to work in groups of four or five. Tell them to discuss among themselves the text in Lesson 10.6.1 in the Student Teacher Textbook on action research and discuss their ideas for action research projects. They can develop their

own individual action research plan, or they can make one in their group.

3. Ask the student teachers to plan for an action research project using the table 'Planning for action research' from Lesson 10.6.1 in the Student Teacher Textbook.
4. Walk around and observe student teachers working, asking some clarification questions if appropriate. If you see some good examples or hear some good ideas, ask them to share this with the whole class so student teachers can learn from each other. Discuss and invite questions from the student teachers.
5. Discuss with the whole class their ideas for these plans. Give plenty of time and opportunity for student teachers to come up with new ideas or suggestions.
6. Ask them to refine their plans.
7. Take some feedback from a selection of student teachers.



Check student teachers' understanding (10 minutes at the end of Period 2)

1. Ask student teachers to consider how their action research plans would improve their teaching.
2. They can discuss this point in pairs or groups, or you could take whole class feedback.
3. Remind student teachers that in the next two periods they will be presenting their teaching philosophies.



Extension and differentiation activities

There are already options for individual or group work.

Also note that examples of action research topics are given in the Student Teacher Textbook. You may choose to give other examples of topics, for example, one of the Myanmar TCSF standards that you know student teachers might need to work on.

To extend the task, ask the student teachers how they will address gender equality in their research.

10.6.2.

Formulating your own teaching philosophy

This lesson is the end of the project started in Unit 7 when student teachers began to define their own teaching philosophy. Over the course of this semester, student teachers were exposed to different educational philosophies and psychology as well as teaching strategies.

Expected learning outcomes

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

- Articulate their 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.



Competencies gained

A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage

A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s

B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly

D1.1 Regularly reflect on own teaching practice and its impacts on student learning



Time

Two periods of 50 minutes



Learning strategies

Literature research; presentation



Preparation needed

Read text of the lesson 10.6.2 in the Student Teacher Textbook



Resources needed

Movable desks and chairs; whiteboard; markers

Learning activities

Periods 1



Learning activity 1: Debate (20 minutes)

1. Introduce the lesson, which will primarily consist of student teachers presenting the teaching philosophies that they started developing in Lesson 7.1.2.
2. You can go right into the presentations or begin this lesson with the question from the Student Teacher Textbook: Do students learn what teachers teach? And ask student teachers to share their thoughts after having completed several units on learning and teaching. Encourage a debate.
3. Use the statement that some teachers argue that they are not so much teaching but that they are ‘facilitating learning’ – creating an environment in which students can learn. This statement can serve as a transition into the student teacher presentations on their own teaching philosophy.



Learning activity 2: Presentations (30 minutes)

1. It will not be possible in two periods for every student teacher to present their teaching philosophy, nor would it really be beneficial or necessary to do so.
2. Ask for a suitable number of volunteers to present their teaching philosophies – you will probably have time for a maximum of 10 presentations: five in this period and five in the next.
3. Ask the rest of the class to focus on the key points of the presentation and whether the philosophy being presented could help them in their own teaching practice.
4. Take some feedback from a small selection of the ‘audience’ after each presentation. Ask them what they found interesting thing, what may be similar or different to their own philosophy, and what they might be able to incorporate into their own teaching.



Assessment

The presentations can be peer-assessed as described above.



Possible student teachers' responses

The content of presentations will vary according to each student teacher's personal teaching philosophy. Feedback should be positive and constructive as described above.

Period 2



Learning activity 3: Presentations continued (30 minutes)

See instructions above for conducting student teachers' teaching philosophy presentations.



Learning activity 4: Gallery walk (15 minutes)

The student teachers' posters can be presented on the classroom walls for a gallery walk. Give the class 15 minutes to visit as many posters as possible and make a mental note of philosophies that they could consider incorporating into their own teaching practice.



Check student teachers' understanding

Ask student teachers to tell a partner which philosophies they could adapt for their own teaching practice.



Review questions: Possible student teachers' responses

Question 1: What are the five questions you need to ask yourself when planning action research?

- Answer:**
- 1. What is the problem here (the area of practice to change)?*
 - 2. What ideas for changes have I seen or read about or has someone suggested to me that might offer a solution? (Imagining the action).*
 - 3. How can I implement those changes?*
 - 4. How will I find out if the changes make a difference?*
 - 5. What will I need to do next?*

Question 2: What are the main reasons for doing action research?

Answer: *Action research allows professionals to explore their own practice with a view to improving that practice. It is a systematic process of inquiry, whose primary purpose is to assist professionals in improving and/or refining their actions. 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.*

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 course 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 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-set¹⁸	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.

¹⁸ Dwek, 2000

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” ¹⁹ .
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.
Safety procedure	A safety procedure is an important guideline that should be followed by teachers and students in the classroom, particularly in practical activities. Safety procedures can be categorised into three parts: context, people and organisation.

¹⁹ Claxton, 1999

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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
<p>A variety of materials and resources are available and accessible for all students.</p> <p>All students are clear about the structure and objectives of the lesson.</p> <p>Teacher checks for understanding of vocabulary and instructions.</p> <p>Questions and tasks are pitched to challenge students at all levels.</p> <p>Alternatives to pencil and paper tasks.</p> <p>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.</p> <p>Appropriate behaviour noticed, praised, rewarded.</p> <p>Effective use of ICT as an access strategy.</p>			

Handout 4:

Peer-assessment: Criteria for a Good Lesson Plan for Inclusive, Special, Peace Education

Peer-assessment: Criteria for a good lesson plan for inclusive, special needs, 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 board²⁰

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:

²⁰ Source: T-TEL: Creative Approaches, Professional Development Guide for Tutors

- It is something you build houses with.
- It is made with sand.
- It dries quickly.
- It 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.

Notes

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Notes

A series of horizontal dotted lines for writing notes.



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