

**The Government of the Republic of the Union of Myanmar**

**Ministry of Education**



**Year 2 Semester 2**

**EDU2201**  
**Educational Studies**

Teacher Educator Guide



# PREFACE

The Myanmar Ministry of Education developed the four-year Education Degree 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 Degree College Curriculum consists of several components: the curriculum framework, syllabi, Student Teacher Textbooks, and Teacher Educator Guides. This curriculum for the four-year Education Degree 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 Degree 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 Degree 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 Degree College Curriculum was developed by a curriculum core team, which is a Ministry of Education-appointed team of Myanmar Education Degree 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.

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# 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 2 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 unit and lesson in the Student Teacher Textbook.

## **When and where does Year 2 Educational Studies take place?**

A total of 176 (Semester 1: 96 teaching periods; Semester 2: 80 teaching periods) are allotted for Year 2 Educational Studies of the four-year Education Degree College programme. Classes will be held on the Education Degree College campus.

## **What is included in the Year 2 Educational Studies Teacher Educator Guide?**

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

Year 2 Educational Studies contains following topics:

- Educational Studies: Developing Understanding
- Pedagogical Theory and Practice
- Strategies for Effective Learning
- Planning and Preparation
- Educational Psychology
- Myanmar's Education System and Curriculum Agendas
- Educational Philosophy
- Assessment
- Supportive and Safe Learning Environment
- Teacher Professionalism

The Teacher Educator Guide follows the same structure as the Student Teacher Textbook. For each unit and lesson, there are **expected learning outcomes** and **competencies** 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 strategies used during the suggested lesson learning activities.



**Assessment approaches:** This is an overview of all the assessment approaches suggested to be used before, during and after the 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; and reference to expected answers.



**Resources needed:** This can include: printed media, flipchart paper, coloured paper, marker pens, URLs, video clips, low/no cost resources, and 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 the student teachers' prior knowledge or fostering interest in the subject. Learning activities are varied and in line with competency-based approaches to teaching and learning.



**Facilitator’s notes:** These 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. It is 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:** These are responses that you may get from the student teachers from each learning activity’s assessment.



**Check student teachers’ understanding:** This is the lesson plenary. At the end of the lesson, revisit the learning outcomes and TCSF competencies, 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.



**Extended learning activities:** Some lessons in this guide include ideas on ways to adapt the learning activities to provide additional stimulus for student teachers to deepen their learning. These extended learning activities emphasise the benefits of flexibility in learning to respond to diverse needs and interests of student teachers. It is not mandatory to complete these learning activities during the class period.



**Differentiated learning activities:** Some lessons in this guide include ideas on ways to adapt the learning activities by considering different learning needs and interests of student teachers towards attaining the learning outcomes and TCSF competencies. These differentiated learning activities emphasise inclusive and flexible practice in teaching and learning. It is not mandatory to complete these learning activities during class period.

For each sub-unit, the Teacher Educator Guide includes:



**Expected student teachers' responses for the review questions in TB:**

A box at the end of each sub-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.

Each unit of the Teacher Educator Guide ends with a **Unit Summary**, which includes:



**Key messages:** 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 resources to learn more about the topic yourself or encourage student teachers to look these up in the library, on the internet, or in your Education Degree 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 Degree College programmes follow a competency-based approach. This is outlined in the Education Degree 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.

The following elements are integrated throughout this Teacher Educator Guide, in line with a competency-based approach to teacher education:<sup>1</sup>

- **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 module 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, the teacher educator.

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<sup>1</sup> Adapted from the *Glossary of curriculum terminology* (UNESCO-International Bureau of Education, 2013)

- **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 (Lejeune, 2009).<sup>2</sup>
- **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.

## Course rationale and description

This module will prepare student teachers with the competencies required to teach various learning areas and subjects through modelling the values and attitudes promoted in the basic education curriculum for the types of citizens and society Myanmar envisions to create. 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 Assessment, and apply them in the teaching/learning process and in real life situations. Student teachers will become aware of the educational trends, different philosophies and learning theories across and real life situations. Student teachers will become aware of the educational trends, different philosophies, learning theories across the regions (local and global) and time (ancient and current). They will also understand the importance of development milestones of the students in all domains. Student teachers will master pedagogical knowledge and be able to choose and apply the appropriate 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 teaching/learning process. To educate student teachers to become effective professionals, two elements in Educational Studies will be considered: i) the understanding of knowledge and its application situated in the disciplines of education such as psychology and the history of education; and ii) critical reflection about the holistic development of learners to help student teachers develop positive attitudes, behaviour and skills so to develop professional attitudes and values.

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<sup>2</sup> Lejeune's Collaborative Learning for Educational Achievement (1999)

The learning area outlines what student teachers in Education Degree 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. It further reassures the teaching as a valuable profession, and the significance of primary and middle school teachers in the learners' development and learning process in their lifespans. The disciplines of education will help inform student teachers about their role as educators situated in the principles for the 21<sup>st</sup> century.

### **Basic Education Curriculum objectives**

This subject, Educational Studies, is included in the pre-service Education Degree College (EDC) curriculum to ensure that teachers are prepared to teach the curriculum as defined for basic education in Myanmar. Middle school teachers will be trained as subject area specialist and learn about academic standard equivalent to middle and high school level in order to ensure a strong subject proficiency foundation for being effective teachers for middle school students (Education Degree College Curriculum Framework, 2018).

The objectives of Basic Education Curriculum are as follows:

- a) Ensure every school-age child learns until the completion of Basic Education;
- b) Generate critical thinking skills in students, progressively throughout their primary education and are hence, equipped with five strengths;
- c) Engage students to become responsible and accountable individuals who abide by the laws in compliance with civic, democracy and human rights standards;
- d) Cultivate students with appreciation to open-mindedness, curiosity, innovation and cooperation;
- e) Strengthen 'union spirit' by allowing students to appreciate and preserve the languages, literatures, cultures, arts, traditional customs and historical heritage of all national ethnic groups and hence, evolve as citizens capable to pass on those valuable assets;
- f) Give rise to students who appreciate and conserve natural environment, and involve in the dissemination of knowledge and skills in respect to sustainable development;
- g) Enable the quality environment for education in conformity with international

standards, and strengthen the quality of learning and teaching process by integrating technology in line with today's needs;

- h) Promote sound body and sportsmanship through participation in sports and physical education activities, and school health activities;
- i) Develop foundational knowledge for higher education, with inclusive to technical and vocational education; and
- j) Empower to become global citizens who embrace diversity as individual or group, respect and value equality, and are armed with fundamental knowledge of peace to practice in their daily lives.

### **Learning outcomes for student teachers for Educational Studies**

This learning area aims to prepare student teachers to be ready to facilitate students' learning of primary and middle school by being able:

- To build a strong foundation on the basic concepts of educational theories and psychology, and facilitate how these concepts can be applied in diverse teaching-learning situations towards becoming well-prepared, efficient and quality teachers.
- To apply the competencies gained around Educational Studies learning area in their teaching practice to effectively support their students' learning process to achieve the learning objectives across different learning areas and subjects.

### **Teacher competencies in focus for Year 2 Educational Studies**

This section identifies key competencies from the Myanmar Teacher Competency Standards Framework (TCSF) specifically relevant for this subject. These teacher competencies give an overall compass for what student teachers should know and be able to do when graduating from this course. This overall teacher competencies links to the specific learning outcomes expected by Educational Studies strands as outlined in the syllabus.



**Table A. Teacher competencies in focus: Year 2 Educational Studies**

Competency standard	Minimum requirements	Indicators
<b>A1: Know how students learn</b>	A1.1 Demonstrate understanding of how students learn relevant to their age and developmental stage	A1.1.1 Give examples of how the 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, and physical development
	A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better  A1.2.2 Identify focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences
<b>A2: Know appropriate use of educational technologies</b>	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 collaboration, 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
	A2.2 Demonstrate understanding of appropriate use of Information and Communication Technology (ICT) in teaching and learning	A2.2.1 Describe the function and purpose of online and offline educational tools and materials to support the teaching and learning process  A2.2.3 Describe and demonstrate the understanding of basic concepts and principles of media and information literacy
<b>A3: Know how to communicate well with students and their families</b>	A3.2 Demonstrate respect for the social, linguistic and cultural diversity of the students and their communities	A3.2.1 Give examples of inclusive communication to support all students' participation and engagement in classroom activities  A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them
<b>A4: Know the curriculum</b>	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum	A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught  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 Lower Secondary curriculum

Competency standard	Minimum requirements	Indicators
<b>A5: Know the subject content</b>	A5.1 Demonstrate understanding of the subject matter to teach the assigned subject/s for the specified grade level/s	A5.1.1 Describe key concepts, skills, techniques and applications for the subjects covered in the grade levels taught  A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures
	A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and learning context	A5.2.1 Describe ways to contextualise learning activities for the age, language, ability and culture of students to develop understanding of subject related principles, ideas and concepts  A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes  A5.2.3 Describe approaches to model the use of content specific language, technical terms and skills by providing examples of use in real life contexts
<b>B1: Teach curriculum content using various teaching strategies</b>	B1.1 Demonstrate capacity to teach subject-related concepts clearly and engagingly	B1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes  B 1.1.2 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 thought processes and use of reflection to build new understanding
	B1.3 Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lesson to ensure all the lesson time is used effectively  B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning  B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience  B1.3.4 Use questioning techniques and examples, to introduce and illustrate concepts to be learnt

Competency standard	Minimum requirements	Indicators
<b>B2: Assess, monitor and report on students' learning</b>	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  B2.1.2 Use assessment information to plan lessons  B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback
	B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	B2.2.1 Record students learning progress accurately and consistently  B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum  B2.2.3 Communicate students' learning progress and achievement to students, parents and other educators
<b>B3: Create a supportive and safe learning environment for students</b>	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	B3.2.1 Create, explain, display and enforce the agreed classroom rules and procedures to ensure student health and safety  B3.2.2 Encourage students to interact with each other with mutual respect and safety  B3.2.3 Learn to know each student's background and needs and interact regularly with all students  B3.2.4 Encourage well-adjusted behaviour of students by collaborative teamwork and independent learning
<b>B4: Work together with other teachers, parents, and community</b>	B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students	B4.1.2 Describe strategies to promote parents' involvement in their child's learning at school, at home and in the community

Competency standard	Minimum requirements	Indicators
<b>C1: Service to profession</b>	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  C1.1.2 Consistently express positive attitudes, values and behaviours, consistent with what is expected of teachers by students, colleagues, parents and communities
	C1.2 Demonstrate understanding of the underlying ideas that influence one's practice as a professional teacher	C1.2.1 Identify theories and concepts that inform approaches to teaching and learning  C1.2.2 Describes own approach to teaching and learning
	C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school	C1.3.1 Show interest in and take time to learn about the students' culture, language and community
<b>C2: Service to community leadership</b>	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  C2.1.2 Demonstrate model behaviour as a teacher serving and working in school and community responsibly and accountably.
<b>C3: Promote quality and equity in education for all students</b>	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  C3.1.2 Recognise the different social situations and background of students and treat all students equally
	C3.2 Demonstrate respect for diversity of students and the belief that all students can learn according to their capacities	C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher
	C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship.	C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities
<b>D1: Reflect on own teaching practice</b>	D1.1 Regularly reflect on own teaching practice and its impact on student learning	D1.1.1 Use evidence of students learning to reflect on the impact of own teaching practice  D1.1.2 Use information from a variety of sources to improve teaching practice and 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
<b>D2: Engage with colleagues in improving teaching practice</b>	D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.2 Participate in professional development activities related to identified goals for improving practice  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

Competency standard	Minimum requirements	Indicators
<b>D3: Participate in professional learning to improve teaching practice</b>	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 lower secondary 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, 2020, pp. 109 – 140

## 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 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.

### **Guidelines for inclusive and equitable classroom practices**

Inclusion is the act of ensuring that all persons are free from discrimination of any kind and enjoy equal rights. In terms of inclusion in education, a child should be able to enjoy their right to education, regardless of their gender, language, ethnicity, religion, disability, socioeconomic status and geographic location, as set forth in the 1990 UN Convention on the Rights of the Child. The vision of the Ministry of Education (MoE) is to ensure significant advancement towards adhering to the terms of the UN Convention. Its aim is also the achievement of the Sustainable Development Goal for Education, namely: *SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*

The achievement of SDG Goal 4 can be realised through the creation of inclusive, learner-friendly environments at all levels of the Education Degree College. While teacher educators can model inclusive and equitable classroom practices to their student teachers, administrators can also contribute by creating mission and/or vision statements and policies that celebrate inclusion, including a policy against discrimination.

As a teacher educator, actively promoting inclusion and 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.

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 inclusion and 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 creating inclusive, learner-friendly environments, either implicitly or explicitly, can have a long-lasting impact on the future behaviour of your student teachers.

### **General strategies to facilitate an inclusive classroom**

Teachers, as facilitators, are responsible for creating high quality, inclusive learning environments where all students are supported to experience success in their learning.

- Think about each student teacher and consider the barriers they may experience because of their gender, disability, religion, ethnicity, language, geographical context, and socio-economic situation.
- Be aware of your own biases and reflect on your actions and teaching strategies.
- Ensure that all genders are represented and recognised, be aware not to reinforce gender stereotypes.
- Be sensitive to the marginalisation of different ethnic or religious groups experienced or continue to experience.
- Be aware that student teachers from ethno-linguistic groups who may not be as confident in using the language of instruction in the school. Use terms that all students would be familiar with and check for understanding throughout the lesson. If needed, provide translations of key documents and materials for all student teachers.
- Recognise and acknowledge different religious practices and try to represent all in the class and not have a bias towards the most predominant culture or religion in the population.
- Ensure that activities and examples are accessible to student teachers from all socio-economic groups and can all participate. Use local examples relevant to the locality and materials that are easy to acquire, low-cost and are readily available.

- Provide accommodations and adapt lessons for student teachers with disabilities.
- Make sure you present the key learning points of the lesson through visual, auditory and if possible tactile cues – respond to different learning styles.
- Be flexible and offer a variety of activities for different student teachers to explore the same learning competencies and learning outcomes.
- Have high expectations of all student teachers and focus on helping each of them all achieve the learning outcomes.

### **Ensure gender inclusivity in the classroom**

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.

- Ensure that there is equal representation of male and female voices, names, quotes and examples.
- Ensure that illustration examples do not reinforce any existing stereotypes.
- Use equitable and gender-inclusive language and ensure that your student teachers do likewise.
- Help and encourage your students 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.
- Arrange the classroom setting in a gender-sensitive and equal manner, in terms of classroom decorations, seating arrangement, and group formation/division.



## Specific guidelines to adapt a lesson according to the different needs of your student teachers

Types of situations	Guidelines
Student teachers not interested in lesson topic	Make relevant connections between topic and their lives
	Show them practical applications of topic
	Use examples related to their interests
	Include games and activities which require the student teachers to collaborate together on the lesson content
Unmotivated student teachers to engage in activities	Provide choices within the classroom
	Increase opportunities for peer-based learning
	Ensure learning tasks are at an appropriate level of difficulty
Student teachers reluctant to participate in class	Provide options for participation
	Be flexible in expectations for participation among peer partners/small groups
	Encourage and support the participation of quieter student teachers
Student teachers who may finish their work more quickly	Develop and prepare extension activities
Student teachers who may take longer time to complete the tasks	Allow more time to complete work if they need it
Student teachers who respond better to visual input (including learners with hearing impairments)	Use objects/pictures, colour-coded information for visual organisation
Student teachers who respond better to auditory input (including learners with visual impairments)	Use lecture or discussion-based learning, peer-based activities, audiobooks, text-to-speech software
Student teachers with learning or attention challenges	Use small chunk of information, frequent repetitions, multiple examples, concrete learning experiences, actual demonstration, hands-on learning
Student teachers who learn better kinaesthetically	Use hands-on learning, touching objects, tactile graphics, frequent movement, project-based learning
Culturally diverse student teachers	Use culturally-relevant materials and instructional methods
Student teachers with disabilities	Group them with student teachers who can offer support and assistance, not with those who are facing difficulties
Student teachers with hearing impairments	Ask them to sit near the front of the room
	Make sure that they can see your lips to be engaged through lip-reading
	Provide written representations of what is being communicated
Student teachers with visual impairments	Ask them to sit near the blackboard
	Use large-print materials with the contrast enhanced
	Provide instructions verbally as well as visually
	Provide a variety of engaging activities engaging other senses
Student teachers who prefer expressing themselves through printed words (including students with speech difficulty)	Use journaling, fill in the blank activities, essays, stories or poems

Types of situations	Guidelines
Student teachers who are verbally expressive (including students having writing difficulties)	Include discussions in class or “reporting back” to questions
Students teachers who communicate best with drawings, diagrams (including students with speech or writing challenges)	Use visuals, poster making or other artistic formats
Student teachers who express themselves better through demonstration and movement	Use drama/skit, body movements, building models
Student teachers who need time to think before responding (including second-language learners)	Provide time for them to construct responses before sharing with you or their classmates
Student teachers who have limited mobility	If movement is required, adjust the lesson to include variations that allows the student teachers to demonstrate knowledge by using other parts of their body or wheelchair movement.
	Have them demonstrate the competency using a written or oral description.
Student teachers with complex physical disabilities	Use of scribe to support writing
Student teachers with learning/organisational challenges	Encourage peer support
	Use sentence-starters in writing, work banks, pictures, to-do-lists, task checklists.

## Inclusive, quality assessment to enhance learning

Traditional assessment strategies create barriers for many students. Inclusive assessment allows student teachers to maximise access to learning opportunities, but also considers their individual differences and contributes to improving the quality of education.

- Use formative assessments frequently. Use the data that you get from formative assessments to influence instructional decisions.
- Design and adapt tests so that they are accessible to all student teachers.
- Ensure that all instructions are clear and easy to understand, questions are at the reading level of all students, and diagrams are clear and easy to read.
- Allow student teachers with disabilities to be supported by providing assistance in writing down their answers or understanding the questions as needed (this can be a student teacher from another year group or class or a designated teaching assistant).
- Use assessment rubrics with benchmarks towards the learning goal, using a rating scale such as ‘not yet evident’, ‘beginning’, ‘developing’ and ‘independent’. The benchmarks can be adjusted depending on the lesson or

individual learning goals. Other alternatives include checklists, personal feedback, student self-assessment, portfolio with selecting highlights and areas for improvement.

- Ensure that there is more than one way for you to check understanding in a lesson. Provide several options for student teachers to express learning through a variety of assessment tasks.

### **Accommodations for student teachers who may experience barriers in participating in assessment tasks**

Type of accommodations	Ideas
Accommodations in presentation	Provide oral reading of the assessment (either by recorded voice or adult reader)
	Use large print for the assessments
	Provide audio amplification to aid in listening (hearing aids of speakers)
	Use computerised screen readers of text
Accommodations in response	Use a computer or a scribe to help with answering of questions
	Circle answers directly in the text booklet rather than a separate book
	Use organisational devices (calculators, organisers, spell checkers, dictionaries)
Accommodations in setting	Administrate the test in a separate place to minimise distraction
	Test in a small group
	Adjust lighting in a room (more or less light for students who need it)
	Provide noise buffers (headphones, ear plugs, earphones)
Accommodations in timing	Extend time to complete a test
	Allow multiple or frequent breaks
	Change the order of a test (e.g., provide easier subjects first to decrease anxiety)
	Test over multiple days rather than one day

### **Enhance inclusive teaching through reflective practice**

You should constantly reflect on your teaching practice to ensure that you are providing quality education that is accessible and engaging for all of your student teachers, regardless of their background. After every lesson, think about these questions for your reflection:

### **1. Teaching is planned with all student teachers in mind.**

- Do lesson activities take account of student teachers' interests and experiences?
- Are varied teaching strategies and methods used?
- Do the student teachers understand the purposes of lesson activities?
- Does the lesson plan support the achievement of intended learning outcomes?
- What works well and what does not work well for whom? Is there a better way to teach the subject?
- Have I anticipated different learning styles, preferences, abilities, and needs of student teachers and designed activities to cater to their needs?
- How have I considered student teachers' understanding and prior knowledge? How have I adapted my lesson to scaffold understanding and address a range of needs?

### **2. Lessons encourage the participation of all student teachers.**

- Are all student teachers, regardless of gender, addressed by their name equally?
- Are there locally, culturally, and personally relevant materials that engage the interest of the student teachers?
- Do student teachers feel they are able to speak during lessons?

### **3. Student teachers are actively involved in their own learning.**

- Are student teachers encouraged to take responsibility for their own learning?
- Does the classroom environment encourage independent learning?
- Have I designed the lesson to allow student teachers an element of choice in how they learn?

### **4. Student teachers are encouraged to support one another's learning.**

- Do seating arrangements encourage student teachers to interact?
- Are student teachers sometimes expected to work in pairs or groups?
- Do student teachers help one another to achieve the goals of lessons?

### **5. Support is provided when student teachers experience difficulties.**

- Am I watching out for student teachers experiencing difficulties?
- Do students feel able to ask for help?

### **6. Positive learning behaviour is based on mutual respect.**

- Are there established rules for taking turns to speak and listen?
- Do student teachers feel that their voice is being equally heard?
- Are bullying, gender stereotyping and discriminatory biases discouraged?

### **7. Student teachers feel that they have somebody to speak to when they are worried or upset.**

- Are the concerns of all student teachers listened to, regardless of background?
- Do I make myself available for student teachers to talk with me privately?
- Have I created an encouraging and positive learning environment?

### **8. Assessment contributes to the achievement of all student teachers.**

- Have I used assessment to encourage learning?
- Are the assessment techniques inclusive and accessible for all student teachers?
- Are all student teachers actually learning what they are supposed to?
- Are student teachers given constructive feedback on their work?
- Have I supported student teachers for tests or examinations according to their individual needs?
- Do I ensure that diversity is respected, even within one united formal assessment system?

### **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.

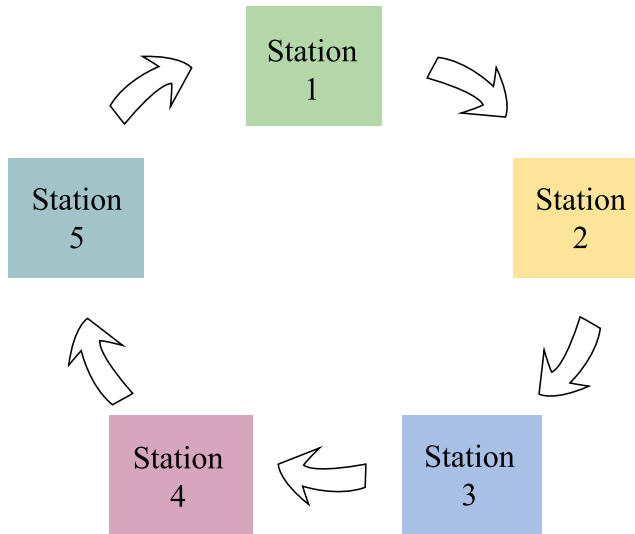
**Assignments:** The assignments that you give to student teachers might include formal written essays, portfolios and reflection journals. They also might be smaller, developmental tasks – for example, a short homework assignment answering questions about a reading. Assignments can help student teachers 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.

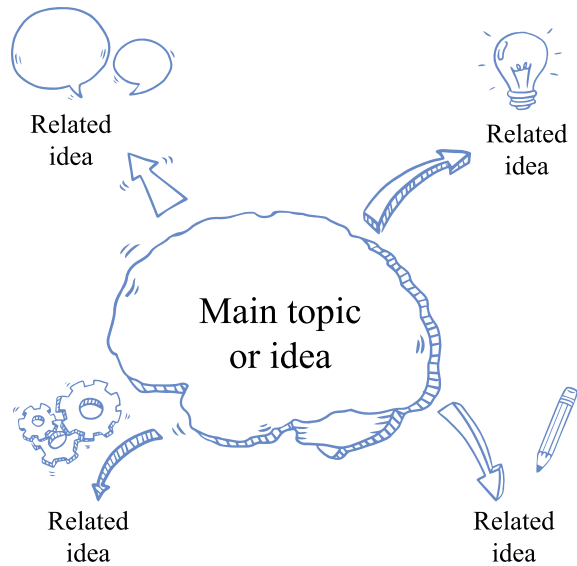
You can also use a version of the gallery walk to display student teachers' work. In this type of gallery walk, posters created during individual or group work are displayed around the room. Student teachers then circulate at their own pace to either simply view the posters, or to add their questions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



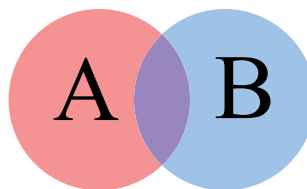
**Graphic organisers:** Graphic organisers are a simple and effective tool to help student teachers brainstorm and organise their thoughts and ideas in a way that makes it easier for them to understand. Graphic organisers can be used in any lesson for brainstorming, planning, problem-solving or decision-making.

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.



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

<b>Heading 1</b>	<b>Heading 2</b>

**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. 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.

**QR Codes:** QR codes are a mobile friendly way to enter web addresses or check out links of specific information. Instead of clicking on links, a collection of small black squares, known as a QR code, is scanned.



First, student teachers will need to use their smartphone to download a QR code scanner or reader from the iOS Apple Store or Google Play, using mobile data or available internet connection. After downloading the scanner, connected students can hold up their phone, point their camera, scan the code and be directed to a given location. Teachers should be encouraged to use these codes in their own classrooms and know how to generate them easily and quickly.

These QR codes can be a great tool used for the flipped classroom approach, allowing student teachers to easily access links, websites, and download worksheets. You can also use them in warm up activities, assessments, surveys and other learning activities to include VLE in the classroom.

Please note that you and your student teachers will need mobile data or internet connection for the scanner to work.

**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 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 Degree 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-ended 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 **Facilitator's notes** 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 them.
- 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. Year 2, Semester 2, Educational Studies content map**

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
6. Myanmar's Education System and Curriculum Agendas	6.1. Overview of Myanmar Education System	6.1.1. Education reform and the middle school	<ul style="list-style-type: none"> <li>Outline the changing structure of schooling in Myanmar</li> <li>Discuss broad expertise of middle school teachers</li> <li>List key legislative and policy documents related to education in Myanmar</li> </ul>	A4.1 C3.1	A4.1.1 C3.1.1	1
	6.2. Education for Sustainable Development (ESD)	6.2.1. ESD definitions, frameworks, issues and resources	<ul style="list-style-type: none"> <li>Identify the dimensions of sustainable development</li> <li>Outline sustainability issues that are relevant to the Myanmar middle school context</li> <li>Discuss the characteristics and underpinning principles and values of ESD</li> </ul>	C3.3	C3.3.1	3
		6.2.2.ESD competencies and pedagogies	<ul style="list-style-type: none"> <li>List key competencies for ESD</li> <li>Identify effective teaching and learning strategies and techniques to develop ESD competencies</li> </ul>	A2.1 A5.2 C3.3	A2.1.1 A5.2.2 C3.3.1	2
		6.2.3. Whole-school approach to ESD	<ul style="list-style-type: none"> <li>Identify elements of a whole-school approach to ESD</li> <li>Discuss characteristics and initiatives of a sustainable school</li> </ul>	C3.3	C3.3.1	1

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
	6.3. Human Rights Education	6.3.1. Human rights education in the middle school	<ul style="list-style-type: none"> <li>Define human rights education and explain its importance in the curriculum</li> <li>Outline competencies developed through human rights education</li> <li>Discuss key international human rights standards, including the Universal Declaration of Human Rights and the Convention on the Rights of the Child</li> <li>Outline teaching and learning strategies and methods and relevant issues for human rights education</li> </ul>	A3.2 A4.1 A5.1 C3.3	A3.2.2 A4.1.1 A5.1.1 C3.3.1	5
	6.4. Integrated Approaches to Curriculum Design	6.4.1. Teaching and learning strategies in integrated curriculum	<ul style="list-style-type: none"> <li>Explain different approaches to integrated curriculum design</li> <li>Discuss appropriate teaching and learning strategies for an integrated approach to Middle School Curriculum</li> </ul>	A5.2	A5.2.3	2
7. Educational Philosophy	7.1. Educational Philosophy and its Implications for Teaching	7.1.1. Importance of Educational Philosophy	<ul style="list-style-type: none"> <li>Critically reflect on the importance of philosophy in education</li> <li>Explain how the three approaches to Educational Philosophy could be demonstrated in the classroom</li> </ul>	C1.2 C3.1	C1.2.1 C3.1.1	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
		7.1.2. Major educational philosophies and educational theories and their application to the classroom	<ul style="list-style-type: none"> <li>Summarise the major philosophies and educational theories and how they apply to classroom practice</li> <li>Discuss how Eclecticism applies to one's teaching practice</li> </ul>	C1.2 C3.1 D1.1	C1.2.1 C3.1.1 D1.1.2	4
	7.2. Personal Teaching Philosophy	7.2.1. Developing one's teaching philosophy	<ul style="list-style-type: none"> <li>Write a personal teaching philosophy</li> </ul>	C1.2 D1.1	C1.2.1 C1.2.2 D1.1.3	4
8. Assessment	8.1. Developing Understanding of Assessment	8.1.1. Assessment approaches	<ul style="list-style-type: none"> <li>Outline the purpose and timing of diagnostic, formative and summative assessment</li> <li>Explain the role of teacher observation and questioning and peer and self-assessment in classroom-level assessment</li> <li>Develop simple assessment instruments</li> <li>Write examination questions across a range of types</li> </ul>	B2.1 B2.2	B2.1.1 B2.1.3 B2.2.1 B2.2.2 B2.2.3	5

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
		8.1.2. Assessment principles	<ul style="list-style-type: none"> <li>Outline the principles of high-quality assessment design</li> <li>Describe the characteristics of authentic assessment</li> <li>Outline the steps in planning for authentic tasks in the context of a unit of work</li> <li>Explain the principle of constructive alignment</li> </ul>	A4.1 B2.1	A4.1.3 B2.1.1	3
		8.1.3. Assessment 'pillars' and tools	<ul style="list-style-type: none"> <li>Outline the four pillars of basic education assessment</li> <li>Discuss the types of tasks that are appropriate for assessing 21<sup>st</sup> century skills</li> <li>Explain the importance of using a variety of assessment tools</li> </ul>	A4.1 B2.1 B2.2	A4.1.1 A4.1.3 B2.1.1 B2.2.2	2
		8.1.4. Authentic Assessment: Assessment rubrics	<ul style="list-style-type: none"> <li>Outline the assessment principles reflected in the use of rubrics</li> <li>Name the elements of an assessment rubric</li> <li>Explain the steps in developing an assessment rubric</li> <li>Write criteria-standards descriptors for an assessment rubric</li> </ul>	A4.1 B2.1 B2.2	A4.1.3 B2.1.1 B2.2.1	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
	8.2. Educational Assessment and Data	8.2.1. Assessment data that can inform educational processes	<ul style="list-style-type: none"> <li>• Discuss the difference between qualitative and quantitative assessment data</li> <li>• Discuss different ways that teachers use assessment data</li> <li>• Define validity in relation to educational assessment</li> <li>• Identify the difference between content validity, construct validity and concurrent validity</li> <li>• Define reliability in relation to educational assessment</li> <li>• Understand the difference between validity and reliability</li> <li>• Identify issues of fairness in relation to assessment</li> <li>• Explain the importance of objectivity in assessment</li> </ul>	A4.1 B2.1 B2.2	A4.1.3 B2.1.2 B2.2.1 B2.2.2 B2.2.3	4

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
		8.2.2. Designing test questions	<ul style="list-style-type: none"> <li>• Explain the difference between restricted response (close-ended) and constructed response (open-ended) questions</li> <li>• Describe different types of restricted response questions and why teachers might choose to use them</li> <li>• Discuss when constructed response questions are appropriate to use</li> <li>• Identify strategies teachers can use to make constructed response questions fair and more objective</li> </ul>	A4.1 B2.1	A4.1.3 B2.1.3	4
		8.2.3. Designing a whole test – putting it together	<ul style="list-style-type: none"> <li>• Discuss how teachers can identify the skills and knowledge that they need to include in a test</li> <li>• Discuss why using different types of questions in a test can enable students to show what they know and can do</li> <li>• Discuss the purpose of a table of specifications and identify the steps used to design a table of specifications for a test</li> <li>• Identify test questions with different levels of difficulty</li> <li>• Work as a team to create a test</li> </ul>	A4.1 B2.1 B2.2	A4.1.3 B2.1.3 B2.2.2	2



Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
		8.2.4. Analysing test data	<ul style="list-style-type: none"> <li>Identify how difficult test questions are by analysing student responses</li> <li>Discuss how teachers use test data to plan for student learning and to report learning progress</li> <li>Identify patterns of reliability and validity from assessment data</li> </ul>	B2.1 B2.2	B2.1.2 B2.2.1 B2.2.2	2
9. Supportive and Safe Learning Environment	9.1. Creating a Supportive and Safe Learning Environment	9.1.1. An inclusive school and classroom	<ul style="list-style-type: none"> <li>Outline characteristics of an inclusive school</li> <li>Discuss the importance of teacher beliefs and expectations in terms of student learning</li> <li>Outline strategies to make middle school students feel supported and safe in the classroom</li> </ul>	A1.2 A3.2 B3.2 B4.1 C3.2	A1.2.1 A3.2.1 A3.2.2 B3.2.3 B4.1.2 C3.2.1	2
	9.2. Inclusive Education and Students with Intellectual Disabilities, Learning Disorders and Learning Difficulties	9.2.1. Inclusive education	<ul style="list-style-type: none"> <li>Compare the medical and social models of disability</li> <li>Define inclusion, integration, segregation, and exclusion</li> <li>Communicate to stakeholders why removing the barriers to learning is important</li> </ul>	A1.2 A3.2 B3.1 C3.1 C3.2	A1.2.1 A3.2.1 A3.2.2 B3.1.1 B3.1.2 C3.1.1 C3.1.2 C3.2.1	3

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
		9.2.2. Students with intellectual disabilities, learning disorders and learning difficulties	<ul style="list-style-type: none"> <li>Explain the difference between intellectual disabilities, learning disorders, and learning difficulties</li> <li>Outline broad characteristics of different types of disabilities and the challenges they present for teaching and learning</li> </ul>	A1.2 B3.1 C3.1 C3.2	A1.2.1 B3.1.1 B3.1.2 C3.1.1 C3.1.2 C3.2.1	1
		9.2.3. Differentiation and individualised education plans	<ul style="list-style-type: none"> <li>Identify learning activities that will allow for teacher observation to ascertain students' learning needs</li> <li>Identify strategies that support differentiation for students with additional needs</li> <li>Explain the purpose of and process involved in developing and monitoring an Individualised Education Plan</li> </ul>	A1.2 B3.1 C3.1 C3.2	A1.2.1 B3.1.1 C3.1.1 C3.1.2 C3.2.1	2
	9.3. Conflict Resolution and Peace Education	9.3.1. Responses to conflict	<ul style="list-style-type: none"> <li>Explain why middle school students need conflict resolution skills</li> <li>Compare constructive and destructive responses to conflict</li> <li>Outline the five conflict response modes of the Thomas-Kilmann Instrument</li> </ul>	B3.1 B3.2 C3.3	B3.1.2 B3.2.2 C3.3.1	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
		9.3.2. Conflict resolution and peace education in the curriculum	<ul style="list-style-type: none"> <li>Discuss methods and techniques for developing conflict resolution skills</li> <li>Outline competencies developed through conflict resolution and peace education</li> <li>Connect conflict resolution and peace education with the Middle School Curriculum</li> </ul>	A4.1 B3.2 C3.3	A4.1.1 B3.2.2 B3.2.4 C3.3.1	2
	9.4. Classroom Management	9.4.1. Establishing classroom procedures and rules	<ul style="list-style-type: none"> <li>Explain the importance of setting classroom procedures, rules and positive and negative consequences</li> <li>List key considerations in setting procedures, rules and consequences</li> <li>Design procedures, rules and consequences for a middle school classroom</li> </ul>	B3.1 B3.2	B3.1.3 B3.2.1	2
		9.4.2. Effective and inclusive classroom management practices	<ul style="list-style-type: none"> <li>Explain the shift in focus from 'behaviour management' to 'creation of supportive and safe learning environments' in professional standards</li> <li>Identify principles and practices associated with effective and inclusive classroom management</li> </ul>	B3.1 B3.2	B3.1.2 B3.2.1 B3.2.2 B3.2.3 B3.2.4	2

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
			<ul style="list-style-type: none"> <li>Role play proactive classroom management techniques</li> </ul>			
	9.5. Role of Technology in the Learning Environment	9.5.1. Active, ethical, responsible and safe uses of technology	<ul style="list-style-type: none"> <li>Discuss the digital divide and active use of technology in the context of Myanmar</li> <li>Explain why middle school students need knowledge and skills relating to academic integrity and cyber safety</li> </ul>	A2.2	A2.2.1 A2.2.3	2
10. Teacher Professionalism	10.1. Professional Standards and Career Advancement	10.1.1. Teacher Competency Standards Framework (TCSF) and career advancement	<ul style="list-style-type: none"> <li>Reflect on the TCSF as a link between pre-service and in-service teacher learning</li> <li>Demonstrate developing understanding of the qualifications and requirements for career advancement in Myanmar's education system</li> <li>Review the competency domains, areas and standards for School Heads</li> </ul>	C1.1 D1.1 D2.1	C1.1.1 C1.1.2 D1.1.3 D2.1.3 D2.1.4	3
	10.2. Professional values and dispositions	10.2.1. Ethical practice: Professional ethics and teacher code of practice	<ul style="list-style-type: none"> <li>Identify the principles informing the five precepts of education and duties of the Myanmar teacher</li> </ul>	C1.1 C1.3 C2.1	C1.1.1 C1.1.2 C1.3.1 C2.1.2	3

Units	Sub-units	Lessons	Learning Outcomes	TCSF		Periods
				Minimum Requirements	Indicators	
			<ul style="list-style-type: none"> <li>Reflect on the obligations and duties of the Myanmar teacher with reference to codes of ethics and professional conduct from international settings</li> <li>Participate in group discussion regarding challenging ethical scenarios from practicum</li> </ul>			
	10.3. Professional growth and development	10.3.1. Reflective practice: Teacher as a reflective thinker	<ul style="list-style-type: none"> <li>Identify sources of evidence to improve teaching practice and student learning</li> <li>Use the TCSF to reflect on key learnings in Year 2 Educational Studies</li> </ul>	D.1.1	D1.1.1 D1.1.2 D1.1.3	2
		10.3.2. Collaborative learning: Continuous professional development	<ul style="list-style-type: none"> <li>Discuss characteristics of professional learning networks</li> <li>Review and revise action plan for building a professional learning network</li> <li>Identify opportunities for non-formal and informal learning relevant to professional development needs</li> </ul>	D2.1	D2.1.2 D2.1.3 D2.1.4	2
		10.3.3. Initiative for research culture	<ul style="list-style-type: none"> <li>Create a poster communicating action research findings and reflections on the process and value of action research</li> </ul>	D3.1	D3.1.1 D3.1.2	4
Total number of periods						80

# Unit 6

# Myanmar's Education System and Curriculum Agendas

In this unit, student teachers will explore the changing structure of schooling and emphases in teaching and learning in Myanmar. They will become familiar with the broad expertise of middle school teachers, and the legislative and policy documents that are most relevant to them as pre-service teachers.

Student teachers will explore important curriculum agendas involving Education for Sustainable Development (ESD) and human rights education. Both ESD and human rights education are described as lifelong learning processes, which shape a complex range of competencies (i.e., knowledge and understanding, skills and practices, and values and dispositions). These competencies enable students to contribute to a more sustainable and fairer future.

Both ESD and human rights education are cross-cutting curriculum agendas that call for more integrated approaches to curriculum design. Student teachers will develop understanding of teaching and learning strategies and methods that are aligned with ESD, human rights education and integrated curriculum agendas.

## Expected learning outcomes



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

- Outline the changing structure of schooling in Myanmar;
- Discuss broad expertise of middle school teachers;
- List key legislative and policy documents related to education in Myanmar;
- Identify the dimensions of sustainable development;
- Outline sustainability issues that are relevant to the Myanmar middle school context;
- Discuss the characteristics and underpinning principles and values of ESD;
- List key competencies for ESD;
- Identify effective teaching and learning strategies and techniques to develop ESD competencies;
- Identify elements of a whole-school approach to ESD;
- Discuss characteristics and initiatives of a sustainable school;
- Define human rights education and explain its importance in the curriculum;
- Outline competencies developed through human rights education;
- Discuss key international human rights standards, including the Universal Declaration of Human Rights and the Convention on the Rights of the Child;
- Outline teaching and learning strategies and methods and relevant issues for human rights education;
- Explain different approaches to integrated curriculum design; and
- Discuss appropriate teaching and learning strategies for an integrated approach to Middle School Curriculum.



## Competencies gained

A2.1 Demonstrate understanding of appropriate use of a variety of teaching and learning strategies and resources

A3.2 Demonstrate respect for the social, linguistic and cultural diversity of the students and their communities

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

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

A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and learning context

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

C3.3 Demonstrate capacity to build students, understanding of different cultures and global citizenship.



## 6.1. Overview of Myanmar Education System

In this sub-unit, student teachers will explore the changing structure of schooling and emphases in teaching and learning in Myanmar. They will be provided with an overview of the broad expertise of middle school teachers. They will become familiar with the legislative and policy documents that are most relevant to you as pre-service teachers.

### 6.1.1. Education reform and the middle school

#### Expected learning outcomes

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

- Outline the changing structure of schooling in Myanmar;
- Discuss broad expertise of middle school teachers; and
- List key legislative and policy documents related to education in Myanmar.



#### Competencies gained

A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught

C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student



**Time:** One period of 50 minutes



## Learning strategies:

Learning activity 1: Discussing aspirations for specialisation

Learning activity 2: Becoming aware of key strategic documents



**Assessment approaches:** Questioning, peer and whole class discussion



**Preparation needed:** Read the Educational Studies Textbook Lesson 6.1.1.



**Resources needed:**

Learning activity 1: Textbook Annex 1 - Differences in TSCF minimum requirements for beginning KG, primary and lower secondary/middle school teachers.

## Period 1

### Explicit teaching points

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the lesson/period (written on board):  
By the end of this lesson/period, you will be able to:
  - Outline the changing structure of schooling in Myanmar;
  - Discuss broad expertise of middle school teachers; and
  - List key legislative and policy documents related to education in Myanmar.
2. Direct student teachers to the textbook section, ‘National Educational Reform Agenda’.
3. Highlight that access to a quality education is a basic human right, as recognised in the Universal Declaration of Human Rights. It is also a Sustainable Development Goal.

4. Divide the room into three sections and assign each section a broad question. Student teachers are to respond in a Quick-Write (only 1-2 sentences):
  - Section 1: What are benefits of education to *individuals and families*?
  - Example response: An educated individual has greater opportunity to pursue a satisfying career, which will earn them a good income. This income can provide security for a family.
  - Section 2: What are the benefits of education to *nations*?
  - Example response: An educated nation is likely to be more inclusive. Education improves opportunities and quality of life for women and children and other vulnerable groups in society.
  - Section 3: What are the benefits of education to *humanity*?
  - Example response: An educated global society has the capacity to work and learn cooperatively. This capacity is necessary to address the very complex and serious issues that we face in the 21<sup>st</sup> century.
5. Ask only 1-2 student teachers from each section to share their responses.
6. Explain to student teachers that Myanmar's education system is currently:
  - Facing multi-dimensional challenges, relating to access, quality and equity; and
  - Engaging in ambitious reform efforts across all sectors.
7. Direct student teachers to textbook section, 'New structure of schooling and new Basic Education Curriculum' (see Table 6.1 and Figure 6.1 in the Student Teacher Textbook). Highlight the shift from a 5-4-2-year to a 6-4-3-year structure.
8. Focus on the middle school in Table 6.1 and Figure 6.1 in the Student Teacher Textbook, highlighting middle school students' ages i.e., 11-14 years.
9. Direct student teachers to textbook section, 'Expertise of middle school teachers' and read excerpt from TCSF together as a class:
  - Lower secondary teachers are aware of the significant developmental changes of young adolescents. They understand the potential impact of this stage of development on students' engagement, interest and capacity to learn at the same time as the student is transitioning from primary into secondary school.
  - They have a sound understanding of ways to integrate pedagogical knowledge with content knowledge to make learning of subject concepts relevant and meaningful. They prepare lessons and the learning environment to maximise each student's active participation.

10. Highlight broad distinctions between middle and primary school teachers as outlined in the Curriculum Framework for Education Degree Colleges in Myanmar (2019):

- Middle school teachers are subject area *specialists*: Myanmar, English and Mathematics and elective subject areas.
- Primary school teachers are *generalists*: all subject areas, with emphasis on early literacy and numeracy.



### Learning activity 1. Discussing aspirations for specialisation

<b>Time</b>	15 minutes (10-minute activity; 5 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To discuss aspirations for specialisation with peers.

1. Instruct student teachers to form groups of three.
2. Direct student teachers to learning activity 1 in the textbook.
3. Instruct student teachers to discuss the following questions with their peers:
  - What phase of students’ learning interests you?
  - [Encourage student teachers to refer to textbook Annex 1. Differences in TSCF minimum requirements for beginning KG, primary and lower secondary/middle school teachers].
  - Have you decided whether you are going to undertake the primary or middle school specialisation in Years 3 and 4?
  - If yes, what are the reasons for your decision?
  - If no, how are you going to find out the information that you need to make this decision? Who could you speak to?
4. Select student teachers to share aspirations with class.



### Assessment

You may wish to record student teachers’ responses a number of ways:

- Tally of how many student teachers have decided upon a specialisation; how many have not
- Reasons for selecting specialisation
- Ideas for how to obtain further information.



## Possible student teachers' responses

Reasons for selecting specialisation	How to obtain further information
<ul style="list-style-type: none"> <li>• Genuine interest in primary/middle school years</li> <li>• Social status</li> <li>• Parents' advice</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to both primary and middle school teachers</li> <li>• Reflect in practicum experiences</li> <li>• Review curriculum documents</li> </ul>



## Learning activity 2. Becoming aware of key strategic documents

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

**Purpose:** To raise awareness of the legislative and policy documents that are most important to student teachers.

1. Direct student teachers to learning activity 2, Table 6.2 in the Student Teacher Textbook.
2. Inform student teachers that:
  - It is important to be aware of key strategic documents, which enable Myanmar's education reform efforts
  - They can access these documents in the College e-library
  - It would be good to save these documents onto a USB or their desktop or upload them to their cloud storage for ongoing reference.
3. Highlight their nature (legislative bill; strategic plan; frameworks pertaining to quality assurance, professional competency standards and curriculum; and policy) in the left-hand column of Table 6.2.
4. Ask student teachers:
  - Are there documents on the list that you are not familiar with?

Note: For instance, student teachers may not be familiar with the:

  - Competency Standards Frameworks for School Heads, which they will engage with later in this unit and in Unit 10
  - National Assessment Policy for Basic Education, which acts as a key organiser for Unit 8

All other documents have been referred to either in Year 1 or Year 2 Educational Studies (e.g., SQASF in Unit 1).

- Are there documents that should be added to this list?

Note: Every attempt has been made to put together a comprehensive list of education’s key strategic documents. However, as a teacher educator, you may also be aware of other documents that should be included.

5. Instruct student teachers to look at the publication/version details. Ask the following question: What can be said about the current pace of change in Myanmar’s education system?



### Assessment

You may wish to ask student teachers how they feel to be embarking on a vocation/ career in education at a time of major and rapid reform.



### Possible student teachers’ responses

Student teachers will note that the legislative and policy documents have all been passed/published in the last 5 years. It is a dynamic period of ambitious reforms.



### Check student teachers’ understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

Review learning outcomes:

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

- Outline the changing structure of schooling in Myanmar;
- Discuss broad expertise of middle school teachers; and
- List key legislative and policy documents related to education in Myanmar.



## Expected student teachers' responses for the review questions in TB

Question 1: What will be the new structure of schooling in Myanmar?

Answer:

### *Primary school*

- *KG: 5 years*
- *Grade 1: 6 years*
- *Grade 2: 7 years*
- *Grade 3: 8 years*
- *Grade 4: 9 years*
- *Grade 5: 10 years*

### *Middle school*

- *Grade 6: 11 years*
- *Grade 7: 12 years*
- *Grade 8: 13 years*
- *Grade 9: 14 years*

### *High school*

- *Grade 10: 15 years*
- *Grade 11: 16 years*
- *Grade 12: 17 years*

Question 2: What is the broad expertise of a middle school teacher?

Answer: *Middle school teachers:*

- *Are aware of the significant developmental changes of young adolescents. They understand the potential impact of this stage of development on students' engagement, interest and capacity to learn at the same time as the student is transitioning from primary into secondary school.*
- *Have a sound understanding of ways to integrate pedagogical knowledge with content knowledge to make learning of subject concepts relevant and meaningful. They prepare lessons and the learning environment to maximise each student's active participation.*
- *Are subject area specialists. They are trained to effectively teach the three core subjects (Myanmar, English, and Mathematics) and elective subject areas.*

Question 3: What are the key legislative and policy documents related to education in Myanmar?

Answer:

- *Legislation*
  - *National Education Law (2014, Parliamentary Law No. 41; 2015 Amendment)*
- *Strategic Plan*
  - *National Education Strategic Plan, 2016-21 Summary (Ministry of Education, 2016)*



- *Schools Quality Assurance Standards Framework*
  - *Basic Education School Quality Assurance Standards Framework (BE-SQASF) Manual (Ministry of Education, Department of Basic Education, Draft October 2019)*
- *Competency Standards Frameworks*
  - *Teacher Competency Standards Framework (TSCF) Beginning Teacher (Ministry of Education, Department of Higher Education, 2020)*
  - *Competency Standards Frameworks for School Heads and Education Officers in Basic Education (Ministry of Education, Department of Basic Education, 2019)*
- *Curriculum Frameworks*
  - *Myanmar National Curriculum Framework (6<sup>th</sup> Version)*
  - *Curriculum Framework for Education Degree Colleges in Myanmar (Ministry of Education, Department of Higher Education, Draft June 2019)*
- *Policy*
  - *National Assessment Policy for Basic Education (Ministry of Education Department of Myanmar Examinations, 1<sup>st</sup> Edition, September 2019)*

## 6.2. Education for Sustainable

### Development (ESD)

Youth and teachers have a crucial role to play in the shift towards sustainability. In this sub-unit, student teachers will explore the dimensions of sustainable development. They will look at the essential characteristics of an Education for Sustainable Development (ESD) programme, and the types of issues that are relevant to the Myanmar middle school context.

Further, student teachers will review the competencies, which are developed through an ESD programme, and the learning and teaching strategies and techniques that are most effective in developing these competencies.

The sub-unit concludes with a whole-school approach to sustainability.

#### 6.2.1. ESD definitions, frameworks, issues, and resources

##### Expected learning outcomes

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

- Identify the dimensions of sustainable development;
- Outline sustainability issues that are relevant to the Myanmar middle school context; and
- Discuss the characteristics and underpinning principles and values of ESD.





### Competency gained

C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities



**Time:** Three periods of 50 minutes



**Learning strategies:**

Learning activity 1: Comparing representations of dimensions of sustainability

Learning activity 2: Exploring an ESD issue and UNESCO’s ESD Teacher Guides

Learning activity 3: Reflecting on the principles and values in the Earth Charter



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 6.2.1.



**Resources needed:** No additional resources needed

### Period 1

### Explicit teaching points

<b>Time</b>	30 minutes
<b>Class organisation</b>	Whole class

1. Conduct a Think-Pair-Share. Ask student teachers to:
  - Write down what they understand by ‘sustainable development’; and
  - Share their definition with a peer.

2. Select student teachers to share their responses with the class.
3. On the board, write the definition of sustainable development from the UN World Commission on Environment and Development 1987 report, *Our Common Future*:  
*“Sustainable development is that which meets the needs of the present generation without compromising the ability of future generations to meet their own needs.”*<sup>3</sup>
4. Inform student teachers that:
  - In Year 1, they were introduced to 17 interconnected Sustainable Development Goals (SDGs) set by the United Nations General Assembly;<sup>4</sup>
  - They are going to play a game to assess their knowledge of the SDGs; and
  - The teacher will call out a theme and they will indicate with a:
    - ‘thumbs up’ gesture, if the theme is a SDG; or
    - ‘thumbs down’ if it is not.

**Table. Reflecting the knowledge of Sustainable Development Goals (SDGs)**

Theme	Response
End poverty in all its forms everywhere.	Thumbs up: SDG 1
Ensure clean water and sanitation.	Thumbs up: SDG 6
Create international sports tournaments.	Thumbs down: While international sporting events can create opportunities for peoples to come together with goodwill, this is not an SDG
Provide free internet services for all.	Thumbs down: Note though a target of Goal 9 is to provide universal and affordable (not free) access to the Internet for all, in least developed countries
Ensure affordable and clean energy.	Thumbs up: SDG7
Ensure all citizens have a university education.	Thumbs down: Note though that a target of Goal 4 is to ensure that all girls and boys complete free, equitable and quality primary and secondary education
Reduce inequality within and between countries.	Thumbs up: SDG 10
Take urgent action to combat urbanisation.	Thumbs down: SDG 13 is to take urgent action to combat climate change and its impacts; SDG 11 is to ensure sustainable cities and communities

5. Direct student teachers to textbook section, ‘Sustainable Development Dimensions’.

<sup>3</sup> United Nations WCED, 1987, Foreword.

<sup>4</sup> United Nations. *Sustainable Development Goals Knowledge Platform*.

6. Highlight that in order to participate in sustainable development, we need to balance considerations relating to different systems or **dimensions of sustainable development**.
7. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Identify the dimensions of sustainable development.
8. Inform student teachers that there are different representations of the dimensions of sustainable development.
9. Describe each of the dimensions in Figure 6.2 in the Student Teacher Textbook:
  - Natural/ environmental systems, which provide life support systems (air, water, food)
  - Economic systems, which provide a means of livelihood (employment and money)
  - Social systems, which provide ways for people to live together peacefully and equitably
  - Political systems, which shape policy and decision-making regarding the ways social and economic systems use the natural environment.
10. Ask student teachers to describe what Figure 6.2 says about the relationship between these systems:
  - Response: These systems are *interconnected*. The figure shows them as jigsaw or interlocking pieces.
11. Direct student teachers' attention to Figure 6.3 in the textbook. Ask student teachers to identify what shapes are used in this figure:
  - Response: Circles within circles (*economy*: smallest circle; *society*: middle-sized circle; and *environment*: largest circle).
12. Read from the textbook: Figure 6.3 communicates that both the *economy* (i.e., economic systems) and *society* (which includes **social and political systems**) are constrained by the limits of the *environment* (i.e., environmental systems).
13. Discuss what it means that the environment has limits. Read the definition: "Environmental limits are the range of conditions beyond which there is a significant risk of **irreversible changes** to the services provided by natural systems to humans."<sup>5</sup>
14. Ask student teachers to list irreversible changes to the environment that have been caused by human social and economic systems.

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5 Haines-Young, Potschin & Cheshire, 2006.

- Response: Climate change i.e. global warming due to human greenhouse gas emissions.
15. Link back to SDG 13: Urgent action on climate change.



### Learning activity 1. Comparing representations of dimensions of sustainability

<b>Time</b>	20 minutes (10-minute activity; 10 minutes reporting back)
<b>Class organisation</b>	Groups of three

**Purpose:** To compare representations of the dimensions of sustainability.

1. Instruct student teachers to form groups of three.
2. Direct student teachers to learning activity 1.
3. Instruct students teachers to consider the following questions:
  - What do you think is the more accurate representation in terms of the relationship between humans and the environment? Figure 6.2 or Figure 6.3?
  - What do you think is the more helpful representation in terms of pursuing a sustainable development agenda? Figure 6.2 or Figure 6.3?
  - What happens if humans disregard for environmental limits?
4. Select student teachers to report back to the class.



### Assessment

This activity provides opportunity for higher order thinking.



### Possible student teachers' responses

*Question:*

What do you think is the more accurate representation in terms of the relationship between humans and the environment? Figure 6.2 or Figure 6.3?

*Response:*

There is no correct answer. Student teachers may say that Figure 6.3 is more accurate, given that human society is wholly dependent on the environment for the services that it provides.

*Question:*

What do you think is the more helpful representation in terms of pursuing a sustainable development agenda? Figure 6.2 or Figure 6.3?

*Response:*

There is no correct answer. Student teachers may say:

- Figure 6.3 as it highlights our dependence on the environment; or
- Figure 6.2 as it highlights the complex nature of decision-making, wherein governments aim to work with corporations to build a vibrant economy, however, with real concern for:
  - environmental limits i.e. ensuring high environmental standards; and
  - human wellbeing i.e. ensuring equitable opportunities for all peoples.

*Question:*

What happens if there is disregard for environmental limits?

*Response:*

We significantly increase the risk of adverse impacts, which are difficult or impossible to reverse. Provide an example. Inform student teachers that:

- The central aim of the 2016 Paris Climate Agreement is to limit the global average temperature increase to 1.5°C above pre-industrial levels (i.e. well below 2°C above pre-industrial levels).<sup>6</sup>

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<sup>6</sup> Climate Action Tracker. (2020).

- The global community recognises that if they do not achieve this aim, then the risks and impacts of climate change on human well-being are significantly increased.

## Period 2

### Explicit teaching points

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

1. Ask student teachers to identify the dimensions of sustainable development.
2. Draw two columns on the board. Write responses on the board in the left-hand column (keep these responses on the board):

Dimensions	
<ul style="list-style-type: none"> <li>• environmental systems</li> <li>• social and political systems</li> <li>• economic systems</li> </ul>	

3. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Outline sustainability issues that are relevant to the Myanmar middle school context.
4. Direct student teachers to textbook section, ‘Myanmar Sustainable Development Plan, 2018-2030’.
5. Highlight that the Myanmar Sustainable Development Plan is built around three pillars and five goals, which address the different dimensions of sustainability.
6. Ask student teachers to work in pairs to identify some key themes of the Plan. Select student teachers to report back to class.
7. Write responses on the board in the right-hand column:



Dimensions	Key Themes
<ul style="list-style-type: none"> <li>• environmental systems</li> <li>• social and political systems</li> <li>• economic systems</li> </ul>	<ul style="list-style-type: none"> <li>• establishing <b>peace and good governance</b></li> <li>• growing the <b>economy</b> and creating <b>jobs</b></li> <li>• building <b>human capacity</b></li> <li>• protecting <b>natural systems</b></li> </ul>

8. Ask student teachers to assist you in linking the dimensions of sustainability with themes/goals from the Myanmar Sustainable Development Plan.

Dimensions	Key Themes
<ul style="list-style-type: none"> <li>• environmental systems</li> <li>• social and political systems</li> <li>• economic systems</li> </ul>	<ul style="list-style-type: none"> <li>• establishing <b>peace and good governance</b></li> <li>• growing the <b>economy</b> and creating <b>jobs</b></li> <li>• building <b>human capacity</b></li> <li>• protecting <b>natural systems</b></li> </ul>

9. Direct student teachers to textbook section, ‘ESD and Myanmar’s Sustainability Challenges’.
10. Highlight the definition of Education for Sustainable Development (ESD):

Education for Sustainable Development (ESD) is a lifelong learning process. It leads to an “informed and involved citizenry”, which collectively has the creative problem-solving skills, the scientific, technological and social literacies, and the commitment to engage in sustainable development.<sup>7</sup>

11. Inform student teachers that ESD is a cross-cutting curriculum agenda and that UNESCO has created Teacher Guides to support Myanmar teachers in making links to ESD in a range of subject areas.
12. Encourage student teachers to take the opportunity to peruse the Teacher Guides (Grades 6 to 9), in their own time.

<sup>7</sup> Fien & Maclean, 2000, p. 37.

13. Read together as a class about Myanmar’s most pressing challenges, as identified in the Guides:

Myanmar is extremely vulnerable to climate change as well as environmental exploitation. Myanmar is a diverse country with rich history and cultures which also deserve protecting. In recent years, the country has experienced rapid economic and political development.<sup>8</sup>

14. Inform student teachers that Figure 6.5 in the textbook aligns Myanmar’s priorities with the dimensions of sustainable development. Note that this representation recognises *cultural systems* as a dimension of sustainability.



### Learning activity 2. Exploring an ESD issue and UNESCO’s ESD Teacher Guides

<b>Time</b>	30 minutes (20-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of four

**Purpose:** To explore an ESD issue and the UNESCO (2017) ESD Teacher Guides.

1. Instruct student teachers to form groups of four.
2. Direct student teachers to learning activity 2.
3. Inform student teachers that Box 6.2 in the textbook presents an excerpt from the Grade 9 Teacher Guide. A link to ESD is made in the context of an Economics lesson on agriculture, livestock and fishery.
4. Instruct student teachers to:
  - Read the excerpt and discuss the following questions:
    - Which SDGs are relevant to this issue?
    - Which dimensions of sustainability are relevant to this issue?
  - Outline learning activities and/or actions that students may participate in related to this issue.
5. Select student teachers to share their responses with the class.

<sup>8</sup> UNESCO, 2017, p. 1.



## Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

*Question:*

Which SDGs are relevant to this issue?

*Response:*

A key goal is:

- Goal 12. Responsible consumption and production

Student teachers may identify a number of other related goals:

- Goal 1. No poverty
- Goal 2. Zero hunger
- Goal 3. Good health and well-being
- Goal 6. Clean water and sanitation
- Goal 8. Work and economic growth
- Goal 9. Industry, innovation and infrastructure
- Goal 14. Life below water

*Question:*

Which dimensions of sustainability are relevant to this issue?

*Response:*

All of the dimensions are relevant. You may wish to take the final scenario to illustrate this connectedness:

- A farmer uses pesticides on a crop (relates to the *economy*).
- The pesticides can run off into rivers, which can kill or contaminate the fish (relates to the *environment*).
- The community eats unhealthy food (relates to the *social* dimension).

*Activity:*

Outline learning activities and/or actions that students may participate in related to this issue?

*Response:*

- Students may record all they have eaten in the last week in a food diary.
- Students may investigate one of the sectors in their local region: agriculture, livestock or fishery (driven by powerful inquiry question).
- Students may participate in an excursion to a local farm (perhaps adjacent to waterway) or produce market.
- Students may interview a government or non-government organisation representative to find out about sustainable production initiatives.

### Period 3

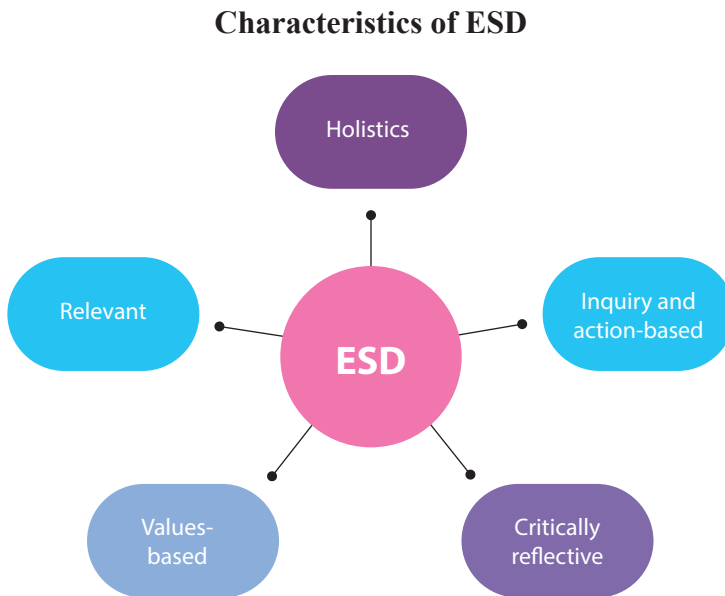
#### Explicit teaching points

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):

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

- Discuss the characteristics and underpinning principles and values of ESD.
2. Draw a mind map on the board and inform student teachers that they are going to assist you in building the map.



**Figure. Characteristics of ESD**

3. Name each characteristic. Pause and ask student teachers probing questions to collectively map the detail:
- What is ESD relevant to?
  - How is ESD holistic? What does holistic mean?

Details from textbook to inform the mind map:

*ESD is relevant to:*

- human society's greatest challenges; and
- students' present and future needs.

*ESD is holistic, with consideration of:*

- dimensions of sustainable development;
- local, national and global scales; and
- approaches to learning that develop the whole person.

*ESD is inquiry- and action-based, providing opportunity for students to:*

- investigate issues;
- develop, implement and evaluate action plans; and
- partner with community members and organisations to enact change.

*ESD is critically reflective, promoting:*

- higher order thinking skills; and
- reflection on power and decision-making in society.

*ESD is values-based and:*

- builds understanding of the principles and values of sustainable development; and
- allows opportunity to critically reflect on and clarify one's own values.

4. Highlight that, in the next activity, student teachers will explore the underlying principles and values of sustainable development/ESD.



### Learning activity 3. Reflecting on the principles and values in the Earth Charter

<b>Time</b>	25 minutes (15-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To develop understanding of the underlying principles and values of sustainable development.

1. Instruct student teachers to form groups of three.
2. Direct students to learning activity 3 in the textbook.
3. Inform student teachers that the Earth Charter:
  - Is an ethical framework to promote global engagement in sustainable development;
  - Began as a United Nations initiative, however, turned into a civil society initiative and was launched as a people's charter in 2000;
  - Came about through 10 years of international dialogue;
  - Represents the most inclusive process ever associated with the creation of an international declaration; and
  - Has legitimacy as a guiding ethical framework.
4. Discuss each of the following principles/values:
  - **Interdependence:** The relationships of mutual dependence between all elements and life forms within natural systems. It recognises the connections and links between humans at a local and global level. It means that decisions taken in one place will affect what happens elsewhere.
  - **Intergenerational equity:** A notion that views humanity as a partnership between all generations. It is the hallmark of sustainability—meeting the needs of the present generation while leaving equal or better opportunities for future generations.
  - **Interspecies equity:** The consideration of the need for humans to treat creatures decently, and to protect them from cruelty and avoidable suffering. It is based on an understanding that:
    - Humans are one of the many species on the planet; and
    - All species deserve respect.
  - **Conservation:** The careful use, protection and management of natural ecosystems and resources to ensure their future existence.

- **Stewardship:** The responsibility of being a caretaker or custodian of the environment by managing activities with due respect for the health of that environment.
  - **Quality of life:** The standard of life that an individual enjoys. It goes beyond measures of income. It also includes an individual's opportunity to:
    - interact in a healthy natural environment;
    - enjoy positive relationships with others; and
    - participate in dignifying work.
5. Instruct students to read Box 6.3 in the textbook and identify where these principles and values have informed the Charter. Student teachers may highlight text and write the relevant principle/value next to the text.
  6. Select student teachers to report back to class.



### Assessment


You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.





## Possible student teachers' responses

### Box 6.3. Earth Charter for children, aged 8 to 12 years - annotated

<p>We live in an important time of the Earth's history. All people on this Earth have to align to define a new future: to protect our environment and climate, respect human rights and create a world where all of us are able to live in peace and justice. We have the responsibility to save life, now and in future.</p>	
<p><i>The Earth is our home:</i> The Earth is only a small piece of our great universe. The Earth itself is full of life, numerous plants, animals and human beings. For our survival, we depend on our Earth, its water, the air, plants and animals. So, we need to care for life on Earth. <b>STEWARDSHIP</b></p> <p><i>The world's situation:</i> The way we live nowadays has a negative impact on the Earth. With the production and consumption of different goods, we rob the Earth's resources like water, air, forests, and soils. We threaten the habitat and diversity of numerous plants and animals.</p> <p>All over the world, we observe injustice, war and people, who are forced to starve or suffer from sickness, due to inadequate or insufficient food or lack of financial means to consult a doctor. <b>QUALITY OF LIFE</b></p> <p><i>What can we do?</i> Everybody can change something: With different actions, no matter how big or small, we can initiate a better future.</p> <p><i>All of us are responsible:</i> To change something in our world, we need to take responsibility for our actions. Every decision and every action have an impact. Everything is linked on our Earth. <b>INTERDEPENDENCE</b></p> <p>We need to think carefully how to care for our rivers, forests and climate, and how to protect plants and animals. We need to consider our interaction with others. <b>CONSERVATION</b></p> <p><i>The way ahead of us:</i> The present situation of our Earth needs a positive and courageous way of living, with empathy and respect for every living creature. <b>INTERSPECIES EQUITY</b></p> <p>It is necessary that we all feel this interdependence and start caring for each other. We need good ideas from different people and different cultures. We can learn from one another. We need to feel and prove with our hearts what is good for us. <b>INTERDEPENDENCE</b></p> <p>The Earth Charter is a roadmap which may show us the correct way. There are various ways of living without threatening life. It is important to discuss future steps. In a group it is much easier to initiate change. The decisions we make need to last for a long time - for the children of our children and many others. <b>INTERGENERATIONAL EQUITY</b></p> <p>Everybody is able to take action, and everybody has an important role to play: families, schools, communities, religions, the media, as well as governments. <b>STEWARDSHIP</b></p> <p>Everybody shall try living in line with the Earth Charter's principles. People shall remember a time when people loved taking action and a time when life was celebrated again.</p>	



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes:
  - By the end of this lesson, student teachers will be able to:
    - Identify the dimensions of sustainable development;
    - Outline sustainability issues that are relevant to the Myanmar middle school context; and
    - Discuss the characteristics and underpinning principles and values of ESD.
2. Review competencies gained:
  - C3.3 Demonstrate capacity to build students, understanding of different cultures and global citizenship
  - C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities

## 6.2.2. ESD competencies and pedagogies

### Expected learning outcomes



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

- List key competencies for ESD; and
- Identify effective teaching and learning strategies and techniques to develop ESD competencies.



### Competencies gained

A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity

A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes

C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities



**Time:** Two periods of 50 minutes



### Learning strategies:

Learning activity 1: Matching ESD competencies with their definitions

Learning activity 2: Scoping learning activities that promote ESD competencies

Learning activity 3: Framing questions on the compass rose

Homework activity. Reading six families of strategic questions example



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 6.2.2.



### Resources needed:

Learning activity 3: Flip chart paper and pens, if available

## Period 1

### Explicit teaching points

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - List key competencies for ESD; and
  - Identify effective teaching and learning strategies and techniques to develop ESD competencies.
2. Direct student teachers to section, ‘Key competencies for ESD’.
3. Highlight that ESD competencies involve the full range of:
  - knowledge and understanding;
  - skills and practices; and
  - values and dispositions which support learners to participate in actions and partnerships that address real-world sustainability challenges and opportunities.



### Learning activity 1. Matching ESD competencies with their definitions

<b>Time</b>	20 minutes (15-minute activity; 5 minutes sharing)
<b>Class organisation</b>	Pairs

**Purpose:** To build understanding of the key competencies for ESD.

1. Instruct student teachers to form pairs.
2. Direct student teachers to learning activity 1.
3. Inform student teachers that an indicative list of ESD competencies are presented in Table 6.4 in the textbook.
4. Instruct student teachers to discuss each competency with their partner and use lines to match it with its correct definition.
5. Select student teachers to share their responses with the class.



## Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

The correct definitions for the ESD competencies are as follows:

**Table 6.4. ESD competencies and their definitions - corrected**

ESD competency	Involves being able to:
Constructing knowledge through research	Collect data/information from different sources and with different tools; assess quality; and construct knowledge.
Thinking critically	Question norms, practices, opinions, attitudes, claims and decisions.
Systems thinking	Consider the connections between elements of the economy and the environment and the social well-being of all communities.
Facing the future and imagining better futures	Analyse risk; create individual and collective visions; and deal with uncertainty and change.
Solving issues, problems and conflicts	Contribute to the solving of issues, problems and conflicts at the local, national and global level.
Communicating and negotiating with others	Communicate constructively in spoken and written language.
Building partnerships and collaborating	Participate in transformation processes with others.
Thinking and acting inclusively	Cooperate with people regardless of their gender, religion, ethnic and social origin.
Showing solidarity and responsibility	Develop an attitude of global citizenship and to share responsibility for ecological risks.
Reflecting on values	Reflect on own and others' norms and values.
Changing perspectives	Critically reflect upon diverse perspectives; and develop an alternative frame of reference by changing one's own worldviews.



## Learning activity 2. Scoping learning activities that promote ESD competencies

<b>Time</b>	25 minutes (15-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of four

**Purpose:** To plan an ESD learning activity that promote ESD competencies.

1. Instruct pairs from learning activity 1 to join another pair.
2. Direct student teachers to learning activity 2 in the textbook.
3. Inform student teachers that Box 6.4 in the textbook outlines ESD inquiries for middle school students to investigate.
4. Instruct groups to:
  - Select one of these inquiries and a grade level
  - Broadly scope relevant learning activities that focus on developing 3-4 ESD competencies.
5. Inform student teachers that Box 6.5 in the textbook presents an example for their reference.
6. Select student teachers to share their responses with the class.




### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

### Box 6.5. Example of learning activities designed to develop ESD competencies

	<p><b>STIMULUS:</b></p> <p><b>Safe water availability and access:</b> Students investigate the availability of and access to safe, fresh water throughout the world. They identify the effect of human activity on freshwater systems and explain how this may lead to environmental challenges. They research local water initiatives and projects and how they can be involved and change their own behaviours.</p>
<p><b>Grade 9 ESD inquiry and action</b></p> <p>Grade 9 students, from a middle school located in the Central Dry Zone of Myanmar, investigate water availability for household and agricultural use within their region. As part of this inquiry, they access information from a range of online sources. They learn about land, soil and water conservation projects, taking place in the Central Dry Zone, as well as water infrastructure projects, including the installation of water pumping systems, wells and rainwater tanks.</p> <p>The students also investigate water availability and use within their own school. They survey the principal, Parents and Teacher Association (PTA) and the School Improvement Planning (SIP) Committee members, and teachers. Survey findings reveal that safe water availability is a pressing issue. Some of the small water tanks installed on the school rooftop can no longer be used because they are rusted and have holes and the water is contaminated.</p> <p>As the most senior students in the Middle school, they work with the PTA and SIP Committee to host a water tank donation ceremony. The ceremony coincides with World Water Day (22 March). At the ceremony, students deliver a presentation about water to parents and invited guests. Students also arrive at personal action plans to reduce unnecessary water consumption.</p> <p><b>Targeted ESD competencies</b></p> <ul style="list-style-type: none"> <li>• <b>constructing knowledge through research:</b> students gather information through secondary sources, as well as primary sources (i.e. they generate their own data through their school survey)</li> <li>• <b>solving issues, problems and conflicts:</b> students contribute to solving the school's water problem</li> <li>• <b>building partnerships and collaborating:</b> students work with the PTA and SIP Committee to host the ceremony</li> <li>• <b>communicating and negotiating with others:</b> students present inquiry findings to parents.</li> </ul>	

## Period 2

### Explicit teaching points

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

### Teaching and learning strategies and techniques to develop ESD competencies

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Identify effective teaching and learning strategies and techniques to develop ESD competencies.
2. Direct student teachers to textbook section, ‘Teaching and learning strategies and techniques to develop ESD competencies’.
3. Highlight that one of the characteristics of ESD is that it is inquiry and action-based.
4. Remind student teachers that, in Unit 2 they explored models for inquiry-based learning.
5. Inform student teachers that, in this unit, they explore a model for action learning. Discuss each of the stages of the action learning model in Table 6.5 in the textbook.
6. Ask student teachers to write down why the ‘evaluate and reflect’ phase is important.
7. Select student teachers to share their responses with the class.  
Response: Students need opportunity to evaluate and reflect upon questions along the following lines:
  - Did the action have the desired outcomes?
  - Were there unintended consequences of the action?
  - Were the processes that we used effective?
  - What would we change next time?
  - What ESD competencies did I develop in this action learning unit?
  - What competencies may need further investment?
8. Introduce student teachers to the six families of strategic questions. Inform them that this framework may be used to support initial scoping activities, in order to *identify an appropriate issue* for action learning.



9. Inform student teachers that this framework supports students to:
  - identify issues of concern to them in their school or local community;
  - clarify how they feel about these issues;
  - envisage how the situation may be improved; and
  - consider how they may be able to contribute to action.
10. Select different student teachers to read out one family of questions at a time; pause for brief discussion after each family of questions.
  - For instance: What ESD competency from Table 6.4 in the textbook is aligned with the visioning questions?
  - Response: Yes, facing the future and imagining better futures.

The six families of strategic questions are as follows:

(1) **Observation questions:**

- How does the issue/problem affect your school or local community?
- What do you know for certain?
- What are you not sure about?

(2) **Feeling questions:**

- How do you feel about the situation?
- Has this problem affected your own physical or emotional well-being?

(3) **Visioning questions:**

- How can the situation be changed?
- How would you like it to be?

(4) **Change questions:**

- Who can make a difference?
- What will it take to bring the current situation closer towards your vision?

(5) **Personal inventory and support questions:**

- What would you like to do that might be useful in bringing about these changes?
- What support do you need to make this contribution?

(6) **Personal action questions:**

- How can you best collaborate with others to work on this issue?



### Learning activity 3. Framing questions on the compass rose

<b>Time</b>	30 minutes
<b>Class organisation</b>	Group of four

**Purpose:** To frame questions using the sustainable development compass rose.

1. Instruct student teachers to form groups of four.
2. Distribute one piece of flip chart paper and pens to each group, if available.
3. Direct student teachers to learning activity 3.
4. Inform student teachers that the Sustainable Development compass rose supports students to examine a sustainable development issue from a systems perspective.
5. Explain that instead of North, South, East and West, the four main compass points align with the *dimensions of sustainability*.
6. Instruct groups to:
  - first read Box 6.6 in the textbook together as a group. Box 6.6 presents questions aligned with each of the compass directions to support an inquiry in *'Sustainable Energy Sources'* (i.e. one of the inquiry topics outlined in Box 6.4, ESD inquiries for the middle school);
  - draw the compass rose on a flip chart;
  - generate questions for each direction of the compass to support an ESD inquiry into *'Urbanisation and poverty'* (a topic also from Box 6.4 in the textbook); and
  - identify an overarching inquiry question at the top of your flip chart if you wish.
7. Ask groups to display their flip charts on the walls.
8. Instruct half of the groups to stand by their charts and explain their work to their peers.
9. Swap over.



### Assessment

Peer sharing and discussion will provide student teachers with feedback. Throughout the activity, you may take the opportunity to support particular groups, if needed.



### Possible student teachers' responses

If students were undertaking an inquiry into *'Urbanisation and Poverty'* (as per Box 6.4 in the textbook), they may explore the following lines of inquiry:

### *Natural systems:*

- What is the impact of rapid urbanisation on natural systems (e.g. habitat/biodiversity loss)?
- How does environmental stress impact urban dwellers (e.g. poor air and water quality)?

### *Social systems:*

- What is life expectancy of the urban poor?
- What makes a community liveable (e.g. community gardens)?
- Does urbanisation result in better opportunities for children to access school?

### *Economic systems:*

- What jobs do people do when they come to move to towns and cities?
- What economic ties do people, who have moved to urban areas, maintain with families remaining in rural villages?

### *Who decides? Political systems:*

- How are local governments addressing the needs of the urban poor (e.g. setting up health clinics in slum areas)?
- What initiatives are governments undertaking to promote sustainable cities (e.g. provision of public transport, green spaces)?



### **Check student teachers' understanding**

No review – the lesson should culminate with student sharing of work.

### **Homework activity: Reading six families of strategic questions example**

**Purpose:** To understand how the six families of strategic questions can be used to support initial scoping of action learning.

1. Ask student teachers to read the example provided by a Myanmar educator in Annex 2 in the Textbook.

## 6.2.3. Whole-school approach to ESD

### Expected learning outcomes

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

- Identify elements of a whole-school approach to ESD; and
- Discuss characteristics and initiatives of a sustainable school.



### Competency gained

C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities.



**Time:** One period of 50 minutes



### Learning strategies:

Learning activity 1: Thinking about whole-school initiatives as a context for ESD



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 6.2.3.



**Resources needed:** No additional resources

## Period 1

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Identify elements of a whole-school approach to ESD; and
  - Discuss characteristics and initiatives of a sustainable school.
2. Direct student teachers to textbook section, ‘Whole-school approach to ESD’.
3. Highlight for students that:
  - Effective ESD is not just related to curriculum and teaching and learning; it requires the involvement of the whole school.
  - A whole-school approach to ESD also recognises the importance of the:
    - school leadership;
    - resource management;
    - grounds; and
    - collaboration with parents and the community.
  - Make links between the element of school leadership to the new Competency Standards for School Heads/Principals in Basic Education; in particular:
    - A1.1. Develop the *vision of the school*
    - A.1.2. Ensure *involvement of stakeholders*
    - A.1.5 Facilitate *school quality improvement*
4. Inform student teachers that according to Myanmar’s new SQASF, every School Quality Improvement Plan needs to have an improvement agenda relating to:
  - learning and teaching; and
  - the school’s infrastructure and resources.
5. Explain that, according to the SQASF, the school’s infrastructure and resources need to:
  - be welcoming;
  - keep students and staff safe and healthy; and
  - support effective teaching and student learning.

6. Instruct student teachers to close their textbooks.
7. Ask student teachers: What does a sustainable school look like?
8. Provide student teachers with 3 minutes to either list characteristics that come to mind or draw images.
9. Instruct student teachers to share their responses with a peer. Once they have had opportunity to share, then direct student teachers to the TB section, ‘What does a sustainable school look like?’ to compare their responses with the characteristics listed.



### Learning activity 1. Thinking about whole-school initiatives as a context for ESD

<b>Time</b>	30 minutes (20-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To think about whole-school improvement initiatives that may serve as a context for ESD learning curriculum.

1. Instruct student teachers to form groups of three.
2. Read Box 6.7 below (Box 6.7 in the textbook) as a class. Explain to student teachers that Box 6.7 presents an insight into an Australian teacher’s experience of a whole-school approach to sustainability.

The teacher discusses what they perceive to be the *school’s most important sustainability initiative* from the perspective of:

- teaching and learning; and
- resource management.

**Box 6.7. Teacher discusses the school's most important sustainability initiative**

Well, the main initiative that got us started [in terms of ESD] was developing a *School Environmental Management Plan*. From our plan, the school has initiatives that support sustainability. Probably the most significant is our permaculture garden.

Probably the most significant is our permaculture garden. The students are all involved in planting vegetables, fruits and herbs, as well as maintaining the garden beds. The students also have a worm farm. They have been recycling their food scraps from lunches. The worm juice is used as fertiliser on the garden and is sold to finance new equipment and seeds. The students recycle their materials and use mulch on garden beds to reduce water use.

The science programme has been useful in incorporating ESD into the classroom. It provides a good platform for learning about the environment and associated issues. However, we incorporate it across many areas of the curriculum.

The students all have a garden journal [for English].

Maths can be integrated as well, as students have been looking at how much money they are making from their produce stall at the markets and how they could re-use materials. They have been drying their own seeds to reduce our costs. The students are also keeping a tally of what birds they see during eating time.

So, it is a whole integration of areas and ways of learning.<sup>9</sup>

3. Instruct student teachers to undertake:

- **Part A.** Aside from a school garden, generate a list of whole-school or school improvement initiatives that may serve as important contexts for ESD learning in Myanmar middle schools.
- **Part B.** Choose one of these initiatives and outline it in more detail, with reference to as many elements of a whole-school approach to sustainability as possible.

4. Student teachers should write in Table 6.6 in the textbook.

5. Select student teachers to share their responses with the class. Generate a list of school improvement initiatives on the board.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.

<sup>9</sup> Lasen, Skamp, & Simoncini, 2017, p. 402



## Possible student teachers' responses

**Table 6.6. Whole-school initiatives with links to elements of a whole-school approach to ESD**

<p><b>Part A. Whole-school initiatives:</b></p> <ul style="list-style-type: none"> <li>• Rehabilitation of school grounds</li> <li>• School audits: biodiversity, energy use, water use</li> <li>• Reduce, reuse, recycle campaign</li> <li>• Natural disasters planning and preparedness</li> <li>• Healthy lunch initiative</li> <li>• Child safety programme</li> <li>• Student leadership programme</li> <li>• Community engagement programme</li> <li>• Cultural heritage programme e.g. Culture and Collaboration</li> </ul>		
<p><b>Part B.</b></p> <p><b>Whole-school focus:</b> Culture and Collaboration</p>		
<p><b>Curriculum</b></p> <p>Teachers work with Indigenous community work to design culturally responsive curriculum, including the creation of teaching and learning aids in the Indigenous language</p>	<p><b>Teaching and learning</b></p> <p>Instruction in both Myanmar and the Indigenous language</p> <p>Indigenous community members provide language support in classrooms</p>	<p><b>Grounds</b></p> <p>Rehabilitation of school grounds by growing of local species of cultural value to Indigenous people</p> <p>Creation of signs for trees, plants and shrubs in Indigenous language</p>
<p><b>Collaboration with parents and community</b></p> <p>Collaborative projects:</p> <ul style="list-style-type: none"> <li>• document local stories in the Indigenous language</li> <li>• implement an Indigenous cultural program, including music, arts and crafts</li> </ul>	<p><b>Leadership</b></p> <p>Principal works closely with Indigenous community to ensure Indigenous representation on the PTA and SIP Committee</p>	<p><b>Resource management</b></p> <p>Principal engages community in developing resource management plan e.g. how to better manage school's water, energy needs and waste disposal</p>





## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

- Review learning outcomes:  
By the end of this lesson, student teachers will be able to:
  - Identify elements of a whole-school approach to ESD; and
  - Discuss characteristics and initiatives of a sustainable school.
- Review relevant competency:
  - C3.3 Demonstrate capacity to build students, understanding of different cultures and global citizenship.
  - C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities.
- Direct student teachers to review questions for sub-unit to be undertaken in their own time.



### Expected student teachers' responses for the review questions in TB

Question 1: What are the dimensions of sustainable development?

Answer: *The dimensions of sustainable development are as follows:*

- Natural/ environmental systems, which provide life support systems (air, water, food);*
- Economic systems, which provide a means of livelihood (employment and money);*
- Social systems, which provide ways for people to live together peacefully and equitably; and*
- Political systems, which shape policy and decision-making regarding the ways social and economic systems use the natural environment.*

Question 2: What ESD issues are relevant to the Myanmar middle school context?

Answer: *UNESCO's ESD Teacher Guides for the middle school grades support teachers in making links to ESD in a range of subject areas. These Teacher Guides identify the following as priority issues for Myanmar:*

- *Climate change - Biodiversity - Natural resources - Disaster risk reduction - Political governance - Sustainable consumption and production - Cultural heritage and preservation - Equality and human rights*

Question 3: What are the essential characteristics and underlying principles and values of ESD?

Answer:

*Essential characteristics*

- *ESD is relevant to:*
  - *human society's greatest challenges, such as climate change, environmental stress, unsustainable production and consumption, growing inequalities and conflict, human rights issues, and human health issues (e.g., virus pandemics); and*
  - *students' present and future needs.*
- *ESD is holistic, with consideration of:*
  - *dimensions of sustainable development;*
  - *local, national and global scales; and*
  - *approaches to learning that develop the whole person.*
- *ESD is inquiry- and action-based, providing opportunity for students to:*
  - *investigate issues;*
  - *develop, implement and evaluate action plans; and*
  - *partner with community members and organisations to enact change.*

- *ESD is critically reflective, promoting:*
  - *higher order thinking skills; and*
  - *reflection on power and decision-making in society.*
- *ESD is values-based, and*
  - *builds understanding of the principles and values of sustainable development; and*
  - *allows opportunity to for critically reflect on and ionclarify on one’s own values (i.e., values clarification).*

*Underlying principles and values:*

- *Interdependence: The relationships of mutual dependence between all elements and life forms within natural systems. It recognises the connections and links between humans at a local and global level. It means that decisions taken in one place will affect what happens elsewhere.*
- *Intergenerational equity: A notion that views humanity as a partnership between all generations. It is the hallmark of sustainability—meeting the needs of the present generation while leaving equal or better opportunities for future generations.*
- *Interspecies equity: The consideration of the need for humans to treat creatures decently, and to protect them from cruelty and avoidable suffering. It is based on an understanding that:*
  - *humans are one of the many species on the planet; and*
  - *all species deserve respect.*
- *Conservation: The careful use, protection and management of natural ecosystems and resources to ensure their future existence.*
- *Stewardship: The responsibility of being a caretaker or custodian of the environment by managing activities with due respect for the health of that environment.*

- *Quality of life: The standard of life that an individual enjoys. It goes beyond measures of income. It also includes an individual's opportunity to:*
  - *interact in a healthy natural environment;*
  - *enjoy positive relationships with others; and*
  - *participate in dignifying work.*

Question 4: What learning strategies may be most effective in developing the ESD competencies?

Answer: *ESD is inquiry- and action-based, providing opportunity for students to:*

- *investigate issues;*
- *develop, implement and evaluate action plans; and*
- *partner with community members and organisations to enact change.*

Question 5: What are the phases of an action learning model?

Answer: *The phases are to:*

- *Investigate an issue:*
  - *investigate a sustainability issue;*
  - *assess the current situation;*
  - *explore sustainability concepts and ideas; and*
  - *state a case for change.*
- *Define the scope of the action:*
  - *explore options for change;*
  - *identify partners and available resources;*
  - *seek consensus; and*
  - *develop a statement of the agreed direction for action.*

- *Develop a proposal for action:*
  - *generate and select ideas;*
  - *develop and modify these to make them ready for implementation;*  
*and*
  - *prepare, communicate, and agree upon the proposal.*
- *Implement the proposal*
- *Evaluate and reflect:*
  - *assess the success of the action and the efficiency of the processes used; and*
  - *identify future directions and the learning to come from the action.*

Question 6: How can the six families of strategic questioning be used to scaffold action learning?

*Answer: The six families of strategic questions is a framework that may be used to support initial scoping activities, in order to identify an appropriate issue for action learning. This framework supports students to identify issues of concern to them in their school or local community, clarify how they feel about these issues, envisage how the situation may be improved, and consider how they may be able to contribute to action.*

Question 7: How can the Sustainable Development compass rose support ESD inquiries?

*Answer: The compass rose supports students to examine a sustainable development issue from a systems perspective. Instead of North, South, East and West, the four main compass points align with the dimensions of sustainability:*

- *Natural/ environmental systems;*
- *Social systems;*
- *Economic systems; and*
- *Who decides: Political systems*

*Importantly, the NE, SE, SW and NW markers can be used to frame questions that are related to more than one dimension.*

Question 8: What are the elements of a whole-school approach to ESD?

Answer: *The elements a whole-school approach to ESD are:*

- *Curriculum; teaching and learning; leadership; grounds; resource management; and collaboration with parents and community.*

Question 9: What are characteristics of a sustainable school?

Answer: *The characteristics of a sustainable school are:*

- *Leadership understands and enables sustainable practices; whole-school planning takes place; integrated curriculum is encouraged; learning and teaching environment is cooperative and supportive; inquiry and participatory action are congruent with sustainability; deeper thinking and experiential learning are promoted; student leadership is developed; creativity and innovation are rewarded; environment and people are valued; school is welcoming and inclusive; staff, students and parents engage respectfully and care for one another; staff, students and parents contribute to development of school's programs and buildings; ongoing improvements are made to the school; resource consumption is managed; school grounds are cared for and viewed as a learning environment; and community partnerships are nurtured.*

## 6.3. Human Rights Education

Human rights education may be implemented as part of an ESD agenda or as a cross-cutting curriculum agenda. In this sub-unit, student teachers will explore the rationale for human rights education, relevant competencies, teaching and learning strategies and methods, and emphases at different stages of schooling. They will build understanding of international human rights standards, including the Universal Declaration of Human Rights and the Convention on the Rights of the Child. Student teachers will plan human rights learning activities based on the theme of child labour.

### 6.3.1. Human rights education in the middle school

#### Expected learning outcomes



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

- Define human rights education and explain its importance in the curriculum;
- Outline competencies developed through human rights education;
- Discuss key international human rights standards, including the Universal Declaration of Human Rights and the Convention on the Rights of the Child; and
- Outline teaching and learning strategies and methods and relevant issues for human rights education.



#### Competencies gained

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them

A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught

A5.1.1 Describe key concepts, skills, techniques and applications for the subjects covered in the grade levels taught

C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities



**Time:** Five periods of 50 minutes



**Learning strategies:**

Learning activity 1: Identifying human rights education competencies

Learning activity 2: Reflecting on human rights education

Learning activity 3: Reviewing United Nations human rights instruments

Learning activity 4: Reflecting on the Convention on the Rights of The Child

Learning activity 5: Scoping a learning activity for human rights education



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 6.3.1.



**Resources needed:**

Learning activity 3: Mobile phones and internet connectivity for research, if available.

Learning activity 5: Grade 6 Basic Education Curriculum documents, if available.



## Period 1

### Explicit teaching points

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Define human rights education and explain its importance in the curriculum; and
  - Outline competencies developed through human rights education.
2. Direct student teachers to the TB section, ‘Human rights’.
3. Write definition of a right on board:
  - ‘A **right** is a moral or legal entitlement to have or do something.’
4. Explain the relationship between a right and a responsibility:
  - A right is closely related to a responsibility. They are like two sides of the one coin. We are responsible for respecting the rights of others.
5. Select two different student teachers: one to read out the rights and one to read out the accompanying responsibilities from Box 6.8. in the textbook.
6. Ask student teachers to work with a peer to write down another example of a right and its associated responsibility.
7. Select student teachers to share their examples with the class.
8. Inform student teachers that human rights:
  - belong to all of us, regardless of whether we are: a school student in Myanmar; the Prime Minister of Australia, or the United Nations Secretary General;
  - allow us to live full and satisfying lives, and to be treated equally and fairly; and
  - recognise our worth and dignity, and the importance of mutual respect and cooperation.
9. Select different student teachers to read:  
[Countries]: No country has achieved a perfect human rights record. Human rights set out ideals, which we work towards step-by-step.

[Groups]: There are vulnerable groups in all societies. These groups include those that have faced historical **discrimination** (e.g. girls, ethnic groups) and marginalised groups, such as out-of-school children, families affected by AIDS, persons with disability, exploited children and children recruited by military forces.

[Individuals]: Our personal actions should reflect respect for human rights.

10. Write the definition of human rights education on the board:

Human rights education is a lifelong learning process that builds the competencies that promote and uphold human rights.



### Learning activity 1. Identifying human rights education competencies

<b>Time</b>	30 minutes (20-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To consider the skills and practices and values and dispositions that are developed by human rights education.

1. Instruct student teachers to form groups of three.
2. Direct student teachers to learning activity 1.
3. Highlight that:
  - Knowing *about* human rights is not enough
  - Throughout schooling, students must also develop the skills and practices and values and dispositions to act together to protect and promote human rights.
4. Inform student teachers that Table 6.7 in the textbook presents the knowledge and understanding that are developed through human rights educations.
5. Instruct groups to complete the table by identifying the skills and practices and values and dispositions, which are shaped by a human right education curriculum.
6. Discuss examples that are provided:
 

*Skills and practices*

  - Critical thinking: finding relevant information, evaluating evidence, being aware of preconceptions and biases, and making decisions on the basis of reasoned judgement

*Values and dispositions*

  - A commitment to personal development and social change

7. Select student teachers to share their responses with the class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses

**Table 6.7. Human rights competencies - completed**

<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Key concepts such as: freedom, justice, equality, human dignity, non-discrimination, democracy, universality, rights, responsibilities, interdependence and solidarity</li> <li>• Main social changes, historical events and reasons leading to the recognition of human rights</li> <li>• Key international human rights standards that exist to implement the protection of human rights</li> <li>• Local, national, international bodies, non-government organisations, individuals working to support and protect human rights.</li> </ul>
<b>Skills and practices</b>	<ul style="list-style-type: none"> <li>• Critical thinking: finding relevant information, evaluating evidence, being aware of preconceptions and biases, and making decisions on the basis of reasoned judgement</li> <li>• Active listening to different points of view</li> <li>• Communication</li> <li>• Working co-operatively and addressing conflict positively</li> <li>• Participating in and organising social groups</li> <li>• Advocating one's own rights and those of other people</li> <li>• Acting to promote and safeguard human rights both locally and globally.</li> </ul>
<b>Values and dispositions</b>	<ul style="list-style-type: none"> <li>• A commitment to personal development and social change</li> <li>• A sense of responsibility for one's own actions</li> <li>• Curiosity, an open mind, and an appreciation of equality and diversity</li> <li>• Empathy and solidarity with others and a commitment to support those whose human rights are under threat</li> <li>• A sense of human dignity irrespective of social, cultural, linguistic or religious differences</li> <li>• A sense of justice and the desire to work towards the ideals of freedom and equality.</li> </ul>

## Period 2

### Explicit teaching points

<b>Time</b>	30 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Outline teaching and learning strategies and methods and relevant issues for human rights education.
2. Direct student teachers to textbook section, ‘Teaching and learning strategies and methods’.
3. Highlight that human rights education:
  - May be implemented as part of an ESD agenda, or a stand-alone, cross-cutting curriculum agenda, with strong links to subjects, such as Social Studies/History/Geography, Morality and Civics, and Life Skills and Local Curriculum.
  - Starts from what students know and understand through their own experiences.
  - Affords students opportunity to:
    - research contemporary issues, relating to law, human rights, politics and the environment, which interest them;
    - participate in active learning, including discussing and debating controversial issues;
    - envisage possible futures, where the world is a better place;
    - collaborate with peers and community partners to protect and promote human rights in their school and communities; and
    - critically reflect on abuses to human rights and advocate for change.
4. Read each of the strategies and methods that can be effective in human rights education. Pause after each one. Ask student teachers if they can identify a possible context:
  - Brainstorming  
*Response: e.g. brainstorming how to make our classroom a more inclusive place*
  - Class discussions  
*Response: e.g. class discussion on gender equality*

- Cooperative group learning activities  
*Response: e.g. designing and making learning resources for younger children on human rights*
- Case studies  
*Response: e.g. profiles of human rights advocates – Nelson Mandela, Malala Yousafzai*
- Interviews with guest speakers:  
*Response: e.g. inviting parents and grandparents to share oral histories*
- Field trips and community visits:  
*Response: e.g. Visiting a community organisation that works to alleviate poverty through providing microfinance for women*
- Research projects/inquiries  
*Response e.g. What are advantages of fair trade? How have civil rights developed over time?*
- Role play and simulations  
*Response e.g. exploring child labour through role play*  
*Creative expression*  
*Response: e.g. celebrating cultural diversity through art*
- Reflective activities  
*Response: reflecting on racial prejudice through the eyes of the main character of a novel.*



## Learning activity 2. Reflecting on human rights education

<b>Time</b>	20 minutes (10-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Pairs

**Purpose:** To examine the extent to which student teachers learnt about human rights education in their own schooling.

1. Instruct student teachers to form pairs.
2. Direct student teachers to learning activity 2.
3. Inform student teachers that Table 6.8 outlines key concepts and student activities for human rights education for different stages of schooling.
4. Instruct student teachers to:
  - Reflect on the progression from lower to upper primary to middle school.

- Answer the following questions:
  - Were links to human rights education made visible in your schooling experience? In what subject areas was it integrated?
  - Do you think human rights education is an important curriculum agenda? Provide reasons.

5. Select student teachers to share with the class.



### Assessment

It is important to provide a safe and supportive environment for student teachers to discuss their experiences of human rights education.



### Possible student teachers' responses

Students are asked to reflect on and share personal experiences.

## Period 3

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Discuss key international human rights standards, including the Universal Declaration of Human Rights and the Convention on the Rights of the Child.
2. Ask student teachers what international body was formed in the aftermath of WW2.  
Response: Yes, the United Nations, which was formed by 51 nations which were committed to: 1). maintaining international peace and security; 2) fostering friendly relations among nations; and 3). promoting socioeconomic development and human rights.

3. Inform student teachers that one of the first actions of the United Nations was to draft the Universal Declaration of Human Rights, which was adopted by the UN General Assembly in 1948.
4. Direct student teachers to section, ‘International Human Rights Standards’<sup>10</sup> and Box 6.9.
5. Explain to student teachers that the Declaration:
  - consists of 30 articles, which form the basis for protecting and promoting human rights around the world;
  - has been endorsed by all countries in the world – many of which have included its provisions in their laws or constitutions.



### Learning activity 3. Reviewing United Nations human rights instruments

<b>Time</b>	40 minutes
<b>Class organisation</b>	Groups of three

**Purpose:** To familiarise with the Universal Declaration of Human Rights and other UN human rights instruments.

1. Instruct student teachers to form groups of three.
2. Direct student teachers to learning activity 3.
3. Instruct student teachers to undertake:

#### Part A

- Access the Myanmar version of the Universal Declaration of Human Rights, from your College e-library.
- Reflect on whether you enjoy all of the rights in the Declaration.
- Discuss with your group.

<sup>10</sup> United Nations Office of the High Commissioner for Human Rights, 2004

## Part B

- Research each of the United Nations instruments in Table 6.9 in the textbook.
- Add brief descriptions of the instruments to the table.
- Note that:
  - Descriptions of some of the instruments have been provided for you.
  - A Myanmar version of \* (starred) instruments can be accessed in the College e-library.

4. Select student teachers to share their responses to Part B.



### Assessment

**Part A:** It is important to provide a safe and supportive environment for student teachers to discuss their experiences of human rights.

Peer sharing and discussion will provide student teachers with feedback.

**Part B:** You will be able to assess understanding when you select student teachers to share responses with class.



### Possible student teachers' responses

**Table 6.9. Key UN human rights instruments<sup>11</sup> - completed**

Instrument	Description
1. Universal Declaration of Human Rights, 1948*	<ul style="list-style-type: none"> <li>• Sets out fundamental human rights to be universally protected.</li> </ul>
2. Convention relating to the Status of Refugees [Geneva Convention], 1951	<ul style="list-style-type: none"> <li>• Defines who a refugee is; and</li> <li>• Sets out the rights of individuals, who are granted asylum, and the responsibilities of nations that grant asylum.</li> </ul>
3. International Convention on the Elimination of All Forms of Racial Discrimination, 1965	<ul style="list-style-type: none"> <li>• Commits its members to the elimination of racial discrimination, promotion of understanding among all races; and outlawing of hate speech and membership in racist organisations.</li> </ul>

<sup>11</sup> UN Office of the High Commissioner for Human Rights [OHCHR], 2004



Instrument	Description
4. International Covenant on Civil and Political Rights, 1966	<ul style="list-style-type: none"> <li>Commits its members to respect the civil and political rights of individuals, including the right to life, freedom of religion, freedom of speech, freedom of assembly, electoral rights and rights to due process and a fair trial.</li> </ul>
5. International Covenant on Economic, Social and Cultural Rights, 1966*	<ul style="list-style-type: none"> <li>Commits its members to work toward the granting of economic, social, and cultural rights to individuals, including labour rights and the right to health, the right to education, and the right to an adequate standard of living.</li> </ul>
6. Convention on the Elimination of All Forms of Discrimination against Women [CEDAW], 1979  [often described as an International Bill of Rights for Women]	<ul style="list-style-type: none"> <li>Defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination, relating to women's political participation, health, education, employment, housing, marriage, family relations and equality before the law.</li> </ul>
7. Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984	<ul style="list-style-type: none"> <li>Aims to prevent torture and other acts of cruel, inhuman, or degrading treatment or punishment around the world.</li> </ul>
8. Convention on the Rights of the Child, 1989*	<ul style="list-style-type: none"> <li>Sets out the civil, political, economic, social, health and cultural rights of children.</li> </ul>
9. International Convention of the Protection of the Rights of all Migrant Workers and Members of their Families, 1990*	<ul style="list-style-type: none"> <li>sets minimum standards for migrant workers and members of their families, with a focus on eliminating the exploitation of workers in the migration process.</li> </ul>

\* Access the Myanmar version in your Education Degree College e-library

## Period 4



### Learning activity 4. Reflecting on the Convention on the Rights of the Child

<b>Time</b>	50 minutes Instructions 5 minutes Part A 20 minutes Part B 15 minutes Sharing 10 minutes
<b>Class organisation</b>	Pairs

**Purpose:** To reflect upon the Convention on the Rights of the Child.

1. Instruct student teachers to form pairs.
2. Direct student teachers to learning activity 4.
3. Highlight that the Convention on the Rights of the Child (1989) was the first legally binding international instrument adopted specifically to protect the rights of children.

4. Instruct student teachers to:
  - Access the simplified version of the Convention in English or the Myanmar version, which is in your College e-library.
  - Undertake **Part A:**
    - Box 6.10 in the textbook is an online media report on Myanmar's Child Rights Law.
    - Read the report and identify the Articles in the Convention on the Rights of the Child that are relevant to the information presented.
  - Undertake **Part B:**
    - Reflect on the perspective in Figure 6.17 in the textbook. Why should childhood be a 'protected asset'?
5. Select student teachers to share responses with class.



### Assessment

**Part A:** You will be able to assess understanding when you select student teachers to share responses with class.

**Part B:** It is important to provide a safe and supportive environment for student teachers to discuss their experiences of children's rights. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

### Part A

#### Box 6.10. Online media report by UN Children's Fund - completed

##### The enactment of the new Child Rights Law by the Government of Myanmar a landmark step

Today's enactment of the Child Rights Law demonstrates Myanmar's commendable efforts to align national policies and regulatory frameworks with the UN Convention on the Rights of the Child that Myanmar ratified in 1991.

Under the newly enacted Child Rights Law, a child is defined as anyone under the age of 18.

##### [ARTICLE 1]

Today, all children born in Myanmar are guaranteed the fundamental and unconditional right to register at birth.

##### [ARTICLE 7]

Birth registration is the first right of the child and a stepping-stone to enjoying other rights such as the right to health, education and protection.

##### [ARTICLES 24 & 28]

With the establishment of a minimum age of marriage (18 years) and to employment (14 years), the value of childhood is recognised and helps allow children be children.

##### [ARTICLE 32]

### Part B

There is no correct answer. Student teachers may draw upon aspects of the perspective presented in Figure 6.17 in the textbook:

- Once gone, childhood does not come back.
- Childhood is the foundation for adulthood and a meaningful life in the community.

They may also share their own perspectives about the importance or sacredness of childhood.

## Period 5



### Learning activity 5. Scoping a learning activity for human rights education

<b>Time</b>	40 minutes
<b>Class organisation</b>	Groups of four

**Purpose:** To draw upon learnings about human rights education, over the last four periods, to scope a learning activity based on the issue of child labour.

1. Instruct student teachers to form groups of four.
2. Distribute Grade 6 Curriculum documents to groups.
3. Direct student teachers to learning activity 5 and Box 6.11. Ashique’s profile in the textbook.
4. Inform student teachers that Ashique Hasmir is a real person. His information was sourced from materials from the International Labour Organisation and Free the Children and has been presented in the Council of Europe’s *Manual for Human Rights Education with Young People*.
5. Instruct groups to:
  - Reflect on Ashique’s personal and family circumstances in Box 6.11.
  - Consult Grade 6 Basic Education Curriculum documents: note that Grade 6 students are the same age as Ashique (i.e., 11 years of age)
  - Identify a subject area
  - Outline one **key learning activity** that may relate to:
    - the story of Ashique; or
    - child labour in Myanmar (note that groups may undertake some research online if they select this option).
6. Select student teachers to share responses with class.



## Assessment

Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

*Grade 6 Myanmar curriculum: Descriptive or narrative essay writing*

The Grade 6 Myanmar Teacher Guide suggests that an essay topics should:

- be appropriate to students' ages and interesting to them; and
- allow opportunity for students to write facts and to use their imagination and emotional senses.

According to the Teacher Guide:

- a *narrative essay* is an essay in which events are arranged by means of time sequence; and
- a *descriptive essay* is a kind of writing in which appearances, sounds and actions are described to elicit a sensory or emotional response in the reader.

In this learning activity, students could write an essay from the perspective of Ashique, drawing on facts from his profile, as well as use their imagination and emotional senses to put themselves in his shoes. Students may select to write a narrative essay, where they document the events from the time that Ashique started in the brick factory up to the present, including his short time at school. Alternatively, they could write a descriptive essay, where they write in detail about scenes in the brick factory, Ashique's feelings, his relationships with the factory owner and his co-workers.



## Check student teachers' understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes:

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

- Define human rights education and explain its importance in the curriculum;
- Outline competencies developed through human rights education;
- Discuss key international human rights standards, including the Universal Declaration of Human Rights and the Convention on the Rights of the Child; and
- Outline teaching and learning strategies and methods and relevant issues for human rights education.

2. Review competencies gained:

- A3.2 Demonstrate respect for the social, linguistic and cultural diversity of the students and their communities
- A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum
- A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s
- C3.3 Demonstrate capacity to build students, understanding of different cultures and global citizenship.

3. Direct student teachers to review questions for sub-unit to be undertaken in their own time.



## Expected student teachers' responses for the review questions in TB

Question 1: What are the benefits of human rights education?

Answer: *Human rights education provides opportunity for students to:*

- *research contemporary issues relating to law, human rights, politics, and the environment;*
- *participate in active learning, including discussing and debating controversial issues;*
- *envisage possible futures, where the world is a better place;*
- *collaborate with peers and community partners to protect and promote human rights in their school and communities; and*
- *critically reflect on abuses to human rights, and advocate for change.*

Question 2: List some of the competencies shaped by human rights education.

Answer:

### *Knowledge and Understanding*

- *Key concepts such as: freedom, justice, equality, human dignity, non-discrimination, democracy, universality, rights, responsibilities, interdependence, and solidarity*
- *Main social changes, historical events and reasons leading to the recognition of human rights*
- *Key international human rights standards that exist to implement the protection of human rights*
- *Local, national, international bodies, non-government organisations, individuals working to support and protect human rights.*

### *Skills and practices*

- *Critical thinking: finding relevant information, evaluating evidence, being aware of preconceptions and biases, and making decisions on the basis of reasoned judgement*
- *Active listening to different points of view.*
- *Communication*
- *Working co-operatively and addressing conflict positively*
- *Participating in and organising social groups*
- *Advocating one's own rights and those of other people*
- *Acting to promote and safeguard human rights both locally and globally.*

### *Values and dispositions*

- *A commitment to personal development and social change*
- *A sense of responsibility for one's own actions*
- *Curiosity, an open mind, and an appreciation of equality and diversity*
- *Empathy and solidarity with others and a commitment to support those whose human rights are under threat*
- *A sense of human dignity irrespective of social, cultural, linguistic or religious differences*
- *A sense of justice and the desire to work towards the ideals of freedom and equality.*

Question 3: Identify three rights included in the Universal Declaration of Human Rights.

Answer: *The rights are as follows:*

- *We are all born free and equal.*
- *Human rights belong to everyone.*
- *Everyone has the right to life, liberty and security.*
- *No-one shall be held in slavery.*
- *No-one has the right to torture you.*



- *Everyone has the right to be treated as a person in the eyes of the law.*
- *Everyone is equal before the law.*
- *Everyone has the right to be protected by the law.*
- *No-one shall be arrested, detained, or exiled without a good reason.*
- *Everyone has the right to a fair and public trial.*
- *Everyone is innocent until proven guilty.*
- *Everyone has a right to privacy.*
- *Everyone has the right to freedom of movement.*
- *Everyone has the right to seek asylum from persecution.*
- *Everyone has the right to a nationality.*
- *Everyone has the right to marry and raise a family.*
- *Everyone has the right to own property.*
- *Everyone has the right to freedom of thought, conscience, and religion.*
- *Everyone has the right to freedom of opinion and expression.*
- *Everyone has the right to freedom of assembly and association.*
- *Everyone has the right to take part in the government of their country.*
- *Everyone, as a member of society, has a right to social security.*
- *Everyone has the right to work and to fair working conditions.*
- *Everyone has the right to rest and leisure.*
- *Everyone has the right to a decent standard of living.*
- *Everyone has the right to education.*
- *Everyone has the right freely to participate in the cultural life of the community.*
- *Everyone has the right to live in a free and fair world.*
- *Everyone has a responsibility to respect and protect human rights.*
- *Everyone has human rights and they cannot be taken away.*

Question 4: Identify three rights included in the Convention on the Rights of the Child.

Answer:

- *Article 6: Children have the right to live a full life. Governments should ensure that children survive and develop healthily.*
- *Article 7: Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.*

- *Article 32: Governments should protect children from work that is dangerous or that might harm their health or education.*

Question 5: Which human rights issues may be explored in a middle school classroom?

Answer: *Student teachers can identify a range of human rights issues that may be appropriate in the Myanmar context.*

## 6.4. Integrated Approaches to

### Curriculum Design

In this sub-unit, student teachers will explore three approaches to integrated curriculum design: multidisciplinary, interdisciplinary, and transdisciplinary approaches. They will consider scenarios of integrated curriculum design and reflect on appropriate teaching and learning strategies and methods.

#### 6.4.1. Teaching and learning strategies in integrated curriculum

##### Expected learning outcomes

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

- Explain different approaches to integrated curriculum design; and
- Discuss appropriate teaching and learning strategies for an integrated approach to Middle School Curriculum.



##### Competency gained

A5.2.3 Describe approaches to model the use of content specific language, technical terms and skills by providing examples of use in real life contexts



**Time:** Two periods of 50 minutes



### Learning strategies:

Learning activity 1: Scoping a multidisciplinary theme across subject areas

Learning activity 2: Reflecting on the strengths of a transdisciplinary project



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 6.4.1.



**Resources needed:**

Learning activity 1: Grade 6 Basic Education Curriculum documents, if available.

## Period 1

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

### Benefits of an integrated curriculum

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Explain different approaches to integrated curriculum design.
2. Ask student teachers to reflect on learnings on integrated curriculum in Year 1 of Educational Studies: *Do you remember the context within which you learnt about integrated curriculum?*  
Response: Note that, in Year 1, student teachers learnt about integrated curriculum in the context of KG.
  - Myanmar's KG curriculum views children as *holistic learners* with social, emotional, and intellectual needs.

- Rather than subject areas, the KG curriculum develops competencies through experiential and hands-on learning, addressing broad developmental goals (e.g., to be healthy physically and mentally, to promote an understanding of the environment etc.).
3. Highlight that teachers, who are interested in integrated curriculum, usually align with “a student-centred, experiential approach.”
  4. Explain that research evidence shows that students participating in integrated approaches do as well as, or better than, students in traditional classrooms. Integrated curriculum can:
    - lead to increased student engagement and motivation;
    - lead to deeper learning, where students seek to understand a topic in depth and take ownership of their learning; and
    - be an effective way to teach 21<sup>st</sup> century skills.
  5. Inform student teachers that they are going to look at three approaches to curriculum integration, which present along a continuum: multidisciplinary, interdisciplinary and transdisciplinary.



### Learning activity 1. Scoping a multidisciplinary theme across subject areas

<b>Time</b>	35 minutes
<b>Class organisation</b>	Groups of four

**Purpose:** To scope how a theme may translate into learning activities across subject areas.

1. Instruct student teachers to form groups of four.
2. Distribute Grade 6 Curriculum documents to groups.
3. Direct student teachers to learning activity 1.
4. Inform student teachers that they are going to scope a multidisciplinary theme across four subject areas of the Grade 6 Curriculum.
5. Explain that a multidisciplinary approach to curriculum integration is based on planning for teaching and learning around a common theme (e.g. child labour) or agenda (e.g. ESD) in different subject areas. Each subject is still distinct and separate.
6. Highlight that an example has been provided for them in Figure 6.18 in the textbook, a multidisciplinary approach to integration, wherein middle school

teachers incorporate the theme of child labour into their respective subject areas:

- Myanmar: students write a narrative or descriptive essay from the perspective of a child labourer
  - History: students research the Convention on the Rights of the Child
  - Mathematics: students graph children involved in child labour and hazardous work, by ASEAN country
  - Geography: students participate in class discussion.
7. Encourage groups to complete their scoping activity in Figure 6.19 in the textbook.
  8. Select student teachers to share their responses.

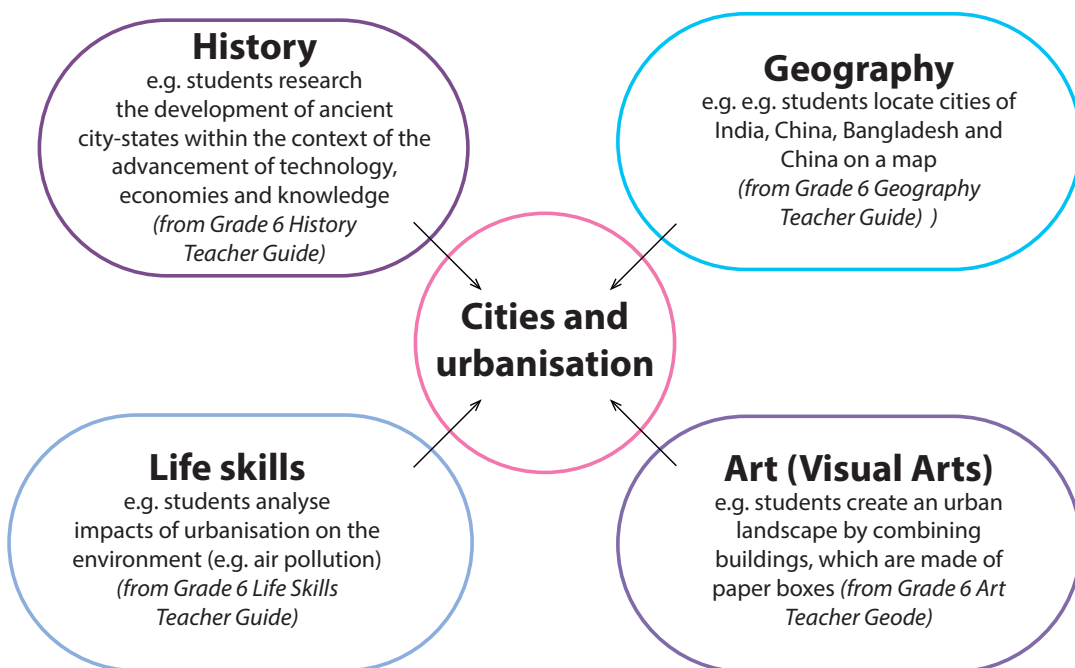


### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses



**Figure. A multidisciplinary approach to integration – completed example**

## Period 2

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Explain different approaches to integrated curriculum design; and
  - Discuss appropriate teaching and learning strategies for an integrated approach in the Middle School Curriculum.
2. Direct student teachers to textbook section, ‘Interdisciplinary approach’.
3. Read together as a class:
  - An interdisciplinary approach to curriculum integration is based on planning around **common learnings** across subject areas.
  - The aims are to develop understanding of **interdisciplinary concepts** (e.g., change, cause, consequences, interdependence, systems) and **transferable or essential skills** (see Figure 6.20 in the textbook).
  - The subject areas are still evident but less important.
  - An interdisciplinary approach is more typical in a Primary classroom where teachers are generalists and teach the same cohort of students across subject areas. An example of an interdisciplinary integration in the Primary school is presented Box 6.12 in the textbook.
4. Ask student teachers to form pairs and read the text in Box 6.12 together and make notes on Figure 6.20 in the textbook.

#### Box 6.12. Grade 6 interdisciplinary curriculum - text only

In a Grade 6 class, students construct handmade kites from material such as paper, straws, aluminium foil, skewers, and string. They learn *essential skills* related to collaboration, research, written communication, design and construction. They develop a deep understanding of the principles of ratio and proportion as they design and refine their kites – first on the computer and then by hand. They study diverse topics as electromagnetism and the use of kite flying in celebrations. Students also write poetry and prose and read stories about kites.



### Possible student teachers' responses

Response: Possible notes:

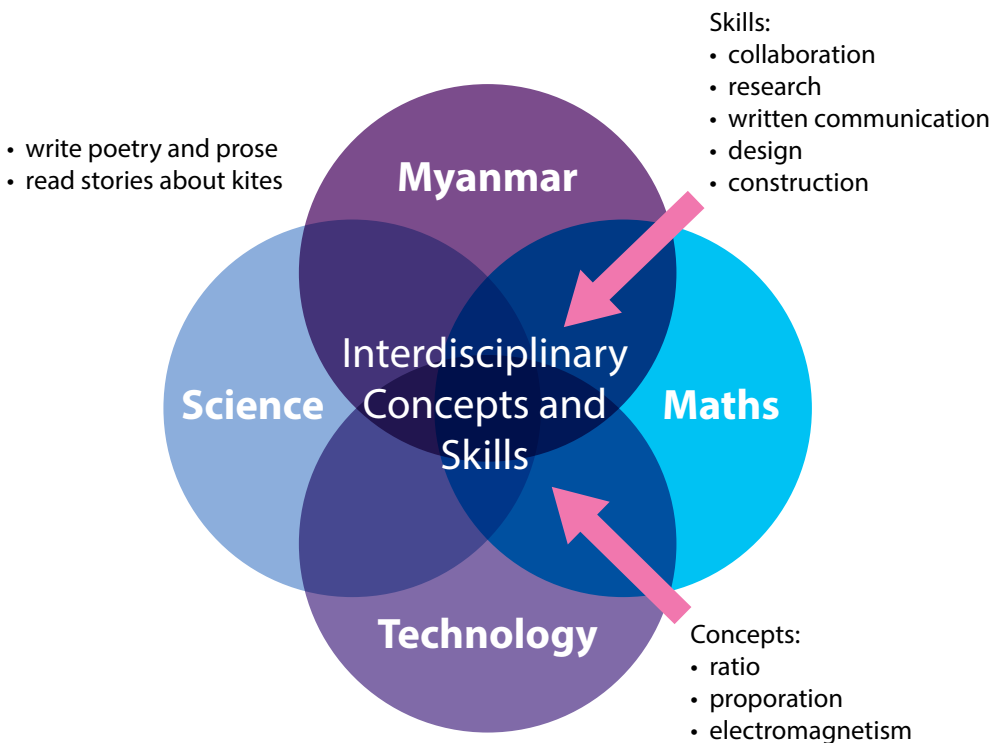


Figure. An interdisciplinary approach to integration – with notes



### Learning activity 2. Reflecting on the strengths of a transdisciplinary project

<b>Time</b>	25 minutes
<b>Class organisation</b>	Groups of six

**Purpose:** To evaluate the strengths of a Grade 7 transdisciplinary project.

1. Instruct student teachers to form groups of six.
2. Direct student teachers to learning activity 2.



3. Explain that in a transdisciplinary approach to integration:
  - Teachers plan for student learning in ***authentic contexts***
  - Subjects lose their boundaries as students apply ***interdisciplinary and disciplinary understandings and skills*** in real settings.
  - Students may engage in ***inquiry-, action-, or project-based learning***
  - Students may collaborate with each other or with community partners and share their work with authentic audiences.
  - Inquiry and curriculum integration fit well together.
  - Powerful inquiry questions transcend subject areas.
4. Instruct student teachers to read the example of a Grade 7 transdisciplinary Middle school project in Box 6.13 in the textbook and answer the following questions.
  - Would this project be motivating and engaging for students? Provide reasons.
  - Would students learn worthwhile knowledge and skills through participating in the project?
  - How *may* a project such as the Endangered Species project shape students' futures?
5. Select student teachers to share their responses with the class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses

#### *Question*

Would this project be motivating and engaging for students? Provide reasons.

### *Response*

Yes, the project is likely to be motivating and engaging for students:

- Students engage with a range of mentors through the project: school's leadership team, teachers across a number of disciplines, and professional scientists, and other community members
- The focus on endangered animals is contemporary and real-world;
- Importantly, students have opportunity to choose the endangered species that is of interest to them; and
- Students engage with technology, hands-on learning experiences and performance assessment.

### *Question*

Would students learn worthwhile knowledge and skills through participating in the project?

### *Response*

Knowledge and understanding:

- Developing a recovery plan for an endangered species would require deep understanding of the behaviours and needs of that animal; and
- Participating in the project phases would give students experience of a project cycle.

Skills (the 5Cs):

- Collaboration
- Communication
- Critical thinking and problem solving
- Creativity
- Citizenship.

*Question*

How *may* a project such as the Endangered Species project shape students' futures?

*Response*

As a result of this project, students may:

- Become interested in studying zoology or biology at university or work with animals in some capacity (at a zoo or park etc.)
- Have new confidence to undertake some volunteer work during their school holidays.

**Check student teachers' understanding**

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Direct student teachers to review questions for sub-unit to be undertaken in their own time.
2. Direct student teachers to unit summary - to be read in their own time.
3. Facilitate unit reflection:

The two education agendas explored in this unit are ESD and human rights education. Both ESD and human rights education are:

- relevant to human society's greatest challenges and students' future needs;
- holistic (i.e., engaging the whole person and multiple perspectives); and
- experiential (i.e., inquiry and action-based), developing higher order thinking and reflective skills.

Rather than specific to a particular agenda, one could argue that these are the characteristics of a quality education. Do you agree? Provide reasons for your position.

## Response:

There is no correct answer. Students are sharing their personal perspectives.



### Expected student teachers' responses for the review questions in TB

Question 1: What are three different approaches to integrated curriculum design?

Answer:

- *A multidisciplinary approach to curriculum integration is based on planning for teaching and learning around a common theme (e.g., child labour) or agenda (e.g., ESD) in different subject areas. Each subject is still distinct and separate.*
- *An interdisciplinary approach to curriculum integration is based on planning around common learnings across subject areas. The aims are to develop understanding of interdisciplinary concepts and transferable or essential skills. The subject areas are still evident but less important.*
- *In a transdisciplinary approach to integration, teachers plan for student learning in authentic contexts. Subjects lose their boundaries as students apply interdisciplinary and disciplinary understandings and skills in real settings. Students may collaborate with each other or with community partners and share their work with authentic audiences.*

Question 2: What learning strategies are associated with a transdisciplinary approach to integration?

Answer:

- *Students may engage in inquiry-, action-, or project-based learning. Inquiry and curriculum integration fit well together. Powerful inquiry questions transcend subject areas.*

# Unit Summary



## Key messages

- One of the key reforms in the National Education Strategic Plan is to change the structure of the education system from a 5-4-2-year to a 6-4-3-year structure.
- As a student teacher it is important to be familiar with key education legislative and policy documents in order to have an understanding of national education agendas and reform initiatives in schools.
- Sustainable development calls for consideration of natural, economic, social and political systems or dimensions.
- ESD is a lifelong learning process, leading to an informed and involved citizenry.
- ESD is a cross-cutting curriculum agenda, which can link to all subject areas.
- ESD is important for Myanmar, which is extremely vulnerable to climate change and environmental exploitation. Myanmar is a diverse country with rich history and cultures, which also deserve protecting.
- The UNESCO (2017) ESD Teacher Guides are high quality resources which support Myanmar teachers to make links to ESD in a range of subject areas.
- ESD learning experiences are relevant, holistic, values-based, inquiry- and action- based, and critically reflective.
- ESD competencies involve the full range of knowledge and understanding, skills and practices, and values and dispositions, which support learners to participate in actions and partnerships that address real-world sustainability challenges and opportunities.
- ESD competencies can be developed within the context of middle school inquiries and actions relating to safe water availability and access, disaster preparedness and community resilience, food security, poverty and urbanisation, refugees, and sustainable energy sources.
- In action learning, students investigate an issue, define the scope of the action, develop a proposal for action, implement the proposal, and evaluate and reflect.

- The six families of strategic questions is a framework that may be used to support initial scoping activities, in order to identify an appropriate issue for action learning.
- The Sustainable Development compass rose supports students to examine a sustainable development issue from a systems perspective.
- In addition to curriculum and teaching and learning, a whole school approach to ESD recognises the importance of the school's leadership, resource management, grounds, and collaboration with parents and the community.
- Human rights belong to all of us. Human rights cannot be taken away.
- Human rights education is a lifelong learning process that builds the competencies that promote and uphold human rights.
- Human rights education may be implemented as part of an ESD agenda or as a stand-alone, cross-cutting curriculum agenda.
- Human rights education provides opportunity for students to investigate and discuss contemporary and controversial issues, envisage possible futures, participate in active learning, collaborate with community partners, and take a positive stand against and critically reflect on abuses to human rights.
- The Universal Declaration of Human Rights consists of 30 articles, which form the basis for protecting and promoting human rights around the world. All countries have endorsed the Declaration. Many countries have included its provisions in their laws or constitutions.
- The Convention on the Rights of the Child was the first legally binding international instrument adopted specifically to protect the rights of children. It sets out the civil, political, economic, social, health and cultural rights of children.
- Teachers who are interested in integrated curriculum usually align with a student-centred, experiential approach.
- A multidisciplinary approach to curriculum integration is based on planning for teaching and learning around a common theme or agenda in different subject areas.
- An interdisciplinary approach to curriculum integration is based on planning around common learnings across subject areas (i.e. development of understanding of interdisciplinary concepts and transferable skills).
- A transdisciplinary approach to curriculum integration is based on planning for student learning in authentic contexts. Subjects lose their boundaries as students apply interdisciplinary and disciplinary understandings and skills in real settings.



## Unit reflection

Reflective question:

The two education agendas explored in this unit are ESD and human rights education. Both ESD and human rights education are:

- relevant to human society's greatest challenges and students' future needs;
- holistic (i.e., engaging the whole person and multiple perspectives); and
- experiential (i.e., inquiry and action-based), developing higher order thinking and reflective skills.

Rather than specific to a particular agenda, one could argue that these are the characteristics of a quality education. Do you agree? Provide reasons for your position.



## Further reading

### 6.2. Education for Sustainable Development

Australian Department of the Environment and Heritage. (2005). *Educating for a sustainable future: A national environmental education statement of Australian schools*. Retrieved from <http://www.seedengr.com/sustainable-future.pdf>

Australian Department of the Environment, Water, Heritage and the Arts. (2010). *Sustainability curriculum framework: A guide for curriculum developers and policy makers*. Retrieved from <https://cpl.asn.au/sites/default/files/journal/Sustainability%20Curriculum-Framework.pdf>

South Australian Government. (2013). *Healthy Eating Curriculum Kit*. Retrieved from [https://www.education.sa.gov.au/sites/default/files/healthy\\_eating\\_curriculum\\_kit\\_for\\_sa\\_primary\\_schools.pdf?acsf\\_files\\_redirect](https://www.education.sa.gov.au/sites/default/files/healthy_eating_curriculum_kit_for_sa_primary_schools.pdf?acsf_files_redirect)

### **6.3. Human Rights Education**

Council of Europe. (2015). *Compass. Manual on human rights education with young people*. (2<sup>nd</sup> ed.). Retrieved from <https://www.coe.int/en/web/compass/home>

Sinclair, M., Davies, L., Obura, A., & Tibbitts, F. (2008). *Learning to Live Together: Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights*. Eshborn, Germany: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) in collaboration with UNESCO (IBE).

### **6.4. Integrated Approaches to Curriculum Design**

Drake, S. & Reid, J. (2018). Integrated curriculum as an effective way to teach 21<sup>st</sup> century capabilities. *Asia Pacific Journal of Education*, 1(1), 31-50.



# Unit 7

# Educational Philosophy

This unit begins by looking at the importance of philosophy in education. The two fields of philosophy and education are interrelated here to better inform teaching practice. The three approaches to educational philosophy are: teacher-centred, student-centred and society-centred.

This unit examines how these approaches are demonstrated in the classroom. It goes on to explore major educational philosophies and their application to the classroom. Finally, it covers the creation of one's own philosophy of teaching, beginning with a teaching metaphor and culminating with a personal teaching philosophy.

## Expected learning outcomes

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

- Critically reflect on the importance of philosophy in education;
- Explain how the three approaches to Educational Philosophy could be demonstrated in the classroom;
- Summarise the major philosophies of education and how they apply to classroom practice;
- Discuss how Eclecticism applies to one's teaching practice; and
- Write a personal teaching philosophy.





## Competencies gained

C1.2 Demonstrate understanding of the underlying ideas that influence one's practice as a professional teacher

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 impact on student learning

# 7.1. Educational Philosophy and its Implications for Teaching

This sub-unit looks at the importance of educational philosophies to teaching, the major educational philosophies, and how they apply to classroom practice.

## 7.1.1. Importance of Educational Philosophy

### Expected learning outcomes

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

- Critically reflect on the importance of philosophy in education; and
- Explain how the three approaches to Educational Philosophy could be demonstrated in the classroom.



### Competencies gained

C1.2.1 Identify theories and concepts that inform approaches to teaching and learning.

C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student.



**Time:** Two periods of 50 minutes



### **Learning strategies:**

Learning activity 1: The importance of philosophy in education

Learning activity 2: Consider some philosophical questions

Learning activity 3: Role-play the three Approaches to Educational Philosophy

Learning activity 4: Carousel of approaches to Educational Philosophy in the classroom



**Assessment approaches:** Reviewing student work, group and class discussion



**Preparation needed:** Read Lesson 7.1.1. Importance of Educational Philosophy.



**Resources needed:**

Learning activity 1:

Box 7.1. Papadopoulos on the importance of having a philosophy of education (in the textbook)

Highlighters

Whiteboard and markers or two sheets of butchers' paper and markers

Learning activity 2:

One A4 sheet of paper for each student teacher (see below for how to prepare the paper)

**Table. Considering some philosophical questions**

Considering some philosophical questions	
<p>What should the aim of education be?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>Who should be educated?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
<p>What should be taught, and should this differ with interests and abilities?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>How should we be educated?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>

Learning activity 3:

No resources required.

Learning activity 4:

9 sheets of poster paper, one with each of the following questions at the top:

- How do teacher-centred philosophies look in the classroom?
- How do teacher-centred philosophies sound in the classroom?
- How do teacher-centred philosophies feel in the classroom?
- How do student-centred philosophies look in the classroom?
- How do student-centred philosophies sound in the classroom?
- How do student-centred philosophies feel in the classroom?
- How do society-centred philosophies look in the classroom?
- How do society-centred philosophies sound in the classroom?
- How do society-centred philosophies feel in the classroom?

Tape

1 coloured marker for each student teacher

## Period 1

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Educational philosophies put into words what you are thinking and doing as a teacher, and from those words, you can reflect, make changes, and improve your practice.

2. Teachers come into each classroom setting with unique ideas and beliefs about:
  - a. why and how they want to teach;
  - b. why teaching is important; and
  - c. how best to teach their students.
3. As you learnt in Year 1, the word ‘philosophy’ is Greek and means ‘love of wisdom.’
4. Your own educational philosophy describes:
  - a. your ideas;
  - b. beliefs; and
  - c. goals as a teacher.
5. It is part of your professional identity; how you perceive yourself as a professional and in relation to a profession.  
It is a combination of:
  - a. beliefs and attitudes;
  - b. values;
  - c. motives; and
  - d. experiences, through which you define yourself as a teacher.
6. When you plan and implement your curriculum, it is important for you to understand why you have made the decisions you made, and these decisions are based on your educational philosophy.
7. Reasons to develop an educational philosophy include that teachers have a great impact on students’ lives.
8. A philosophy helps you understand your values and ensure that they are positive ones that you want to relay to your students.
9. Having a philosophy enables you to more easily reflect on and analyse your decisions and actions.



### Learning activity 1. The importance of philosophy in education

<b>Time</b>	25 minutes
<b>Class organisation</b>	Individual, whole class

**Purpose:** To critically reflect on the importance of philosophy in education.

1. For this activity, divide the class into groups of four student teachers and give students highlighters.
  - Instruct student teachers to individually read the article, “Why you need a philosophy of education” by Nasos Papadopoulos (Box 7.1. Papadopoulos on the importance of having a philosophy of education, in the textbook).
  - Tell them that as they read it, they should highlight the key words that explain why Papadopoulos thinks a philosophy of education is important.
2. When student teachers have read and highlighted the article, instruct them to work in their groups to discuss why Papadopoulos thinks a Philosophy of Education is important. When they reach agreement, they should write Papadopoulos’ reasons in the left column of Table 7.1 in the textbook: The importance of a philosophy of education.
3. Then, instruct groups to discuss the following questions:
  - Which of Papadopoulos’s points do you agree with?
  - Which ones do you disagree with?
  - Are there any points you would add regarding why you think Philosophy of Education is important?
  - Why do you think a philosophy of education is important?
4. Then, in no more than 100 words, groups should write why they think a Philosophy of Education is important in the right column of Table 7.1. The importance of a philosophy of education.
5. When groups have written their reasons why they think a philosophy of education is important, bring the class together and ask for volunteers to share their ideas about:
  - a. Why Papadopoulos thinks philosophy in education is important
  - b. Their group’s reasons why philosophy in education is important

As they share their ideas, write them on the whiteboard or butchers’ paper (one sheet for Papadopoulos and one sheet for their own ideas). Ask student teachers to identify the similarities and differences between the two sets of reasons, and, if there are differences, why?





## Assessment

Reviewing student work

Group and class discussion



## Possible student teacher responses

Papadopoulos article reasons:

- To reflect on important, high-level questions around learning and education
- Schools work the way they work because of the way people think
- To improve the system
- To change the rules
- Big questions are fundamentally important to education
- Education prepares the next generation to enter society
- Education imparts ideas and beliefs that shape young people's thinking and behaviour for the rest of their lives.
- Education is too important to be left to guesswork.

Student teachers' reasons will vary but will probably largely reflect Papadopoulos' ideas.



## Learning activity 2. Consider some philosophical questions

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

**Purpose:** To begin to think about one's personal philosophy.

1. This is a whole class activity. Give each class member an A4 sheet entitled "Considering some philosophical questions." Ensure that they have a pen or pencil to write answers on it.

2. Instruct class to circulate and get five answers for each question from classmates. They can only ask a classmate one questions, so they will need to get answers from 20 classmates. Remind them that you will tell them when to Start and when to Stop.
3. Tell them to ‘Start!’ and time them for approximately five minutes, or until most student teachers have written their 20 answers. Then say ‘Stop!’”
4. Bring the class together and ask student teachers to report what the majority of respondents answered for each of the questions:
  - What should the aim of education be?
  - Who should be educated?
  - What should be taught, and should this differ with interests and abilities?
  - How should we be educated?



### Assessment

Class discussion



### Possible student teachers’ responses

Student teachers are required to get five answers to each of the four questions. They must then collate their answers, looking for what the majority of respondents said. Responses will vary according to how their questions were answered by classmates.

## Period 2

### Explicit teaching points

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. As you learnt in Year 1, there are three approaches to Educational Philosophy:
  - Teacher-centred approaches
  - Student-centred approaches
  - Society-centred approaches.

2. As we review the three approaches, think back on your practicum classes and your own classes when you were a student and consider how each philosophy might have been demonstrated in the classroom.
3. Teacher-centred approaches:
  - Teacher-centred approaches ensure that ideas about teaching and learning are passed on through the generations.
  - These ideas, passed from generation to generation, continue to impact on what and how we teach.
  - That means that you as a teacher will teach the way you were taught, the way your parents were taught, and the way your grandparents and great grandparents were taught.
  - The teacher is seen as the ‘all-knowing’ authority who imparts knowledge and values so that students can master their learning (Lynch, 2016a).
  - The teacher sets goals (learning outcomes)
  - Success in teaching is measured by how well students do on tests.
4. Student-centred approaches:
  - Student-centred approaches are ones that stress the importance of students and their success in school.
  - This happens through the teaching or training and assisting of students within the classroom.
  - Students are considered unique and individual, with individual learning needs.
  - In this approach, the learning environment must be more flexible, to cater to the needs of learners
  - Often teachers and students co-construct (build) the curriculum, including what will be studied and how it will be studied (Lynch, 2016b).
5. Society-centred approaches:
  - Society-centred approaches try to make sense of how society affects current and future education.
  - They focus beyond individual students and curriculum to whole groups of people, such as: minority groups, societies of the whole world.
  - Their goal is to improve society through education.



### Learning activity 3. Role play the three approaches to Educational Philosophy

<b>Time</b>	15 minutes
<b>Class organisation</b>	Groups of three, whole class

**Purpose:** To explore how the three approaches to Educational Philosophy could be demonstrated in the classroom.

1. Divide the class into groups of three student teachers. Instruct each group member to take on the role of the teacher, using one of the three approaches to Educational Philosophy (teacher-centred, student-centred and society-centred). When each person is role playing the teacher, the other two group members will role play Middle School students.
2. Explain the scenario to groups:  
 You are a middle school teacher in an urban public school in Yangon. Two Inthama middle school students, Than Win and Thu Thu Aung, have just moved to your school from Inn Paw Khone village on Inle Lake. This is their first day of school.  
 Ask student teachers to consider:
  - What they will do when Than Win and Thu Thu Aung arrive?
  - How they will approach Than Win and Thu Thu Aung’s learning?
3. Instruct groups to do three, 2-minute role plays: One for each Teacher Approach. Each teacher will greet the two students when they arrive at school.
4. When groups have finished their role play, instruct them to share their thoughts on their Philosophical Approach
  - What happened in the role play?
  - How do they think Than Win and Thu Thu Aung felt?
5. Bring the class together.  
 Ask:
  - a. What did the teacher-centred approach teacher do when the students arrived?
  - b. What did the student-centred approach teacher do when the students arrived?
  - c. What did the society-centred approach teacher do when the students arrived?
  - d. How effective was each approach?



## Assessment

Reviewing student work  
Group and class discussion  
Questioning



## Possible student teacher responses

Teacher-centred – Teacher will be concerned with passing knowledge on to students, particularly as they will have to catch up being newcomers.

Student-centred – Teacher will take time to get to know students, will be flexible and will try to find out their learning needs.

Society-centred – Teacher will consider their culture and where they came from and how their backgrounds have affected their learning, with the hope of improving their outcomes through education



## Learning activity 4. Carousel of approaches to educational philosophy in the classroom

<b>Time</b>	25 minutes
<b>Class organisation</b>	9 groups, whole class

**Purpose:** To consider how the three approaches to educational philosophy would look, sound, and feel in the classroom.

1. Before you begin, tape the poster papers with questions on walls around the room. Explain to the class that this activity will be conducted as a Carousel, where students move around the room, adding their responses to various questions that are posted.
2. Explain that during the Carousel activity, they will be answering questions as they would in a Y-chart activity: What does it look like? What does it sound like? What does it feel like? The difference is that rather than writing their answers on a worksheet in one section of the ‘Y’, they will be moving around

the room, writing their answers on poster to paper about how the approach to Educational Philosophy looks, sounds and feels.

3. Divide the class into nine groups. Give every student teacher one coloured marker.
4. Instruct each group to stand in front of one poster on the wall. That is their 'home' question.
5. Explain that when you say 'Start', each group member should write a two or three-word answer on their poster. When you say 'Stop' and then 'Move', groups are to move clockwise to the next poster and write answers on it.
6. Say 'Start' and in a minute 'Stop' and 'Move' until every group has written answers on all 9 posters. Then instruct groups to move one more time: to their 'home' poster where they began. They are to take down their home poster and prepare to share it with the class.
7. Bring the class together and ask each group in turn to state their question and summarise the answers on their poster paper. Provide feedback as appropriate.



### **Assessment**

Reviewing student work  
Class discussion



### **Possible student teachers' responses**

Teacher-centred: will look neat and orderly, sound quiet except for teacher's voice and feel very formal and serious.

Student-centred: might look messy but interesting, as students are all involved 'hands-on' in their individual learning. It will sound noisy and have a feeling of fun, excitement and curiosity.

Society-centred: would have posters and activities about human rights and diversity, sound somewhat noisy as students would be encouraged to express their opinions and there could be news podcasts playing and feel serious but engaged and curious.



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review the importance of having a philosophy of education and the three approaches to philosophy of education:
  - Teacher-centred
  - Student-centred
  - Society-centred.
  
2. Review competencies gained:
  - C1.2.1 Identify theories and concepts that inform approaches to teaching and learning.
  - C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
  
3. Review learning outcomes

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

- Critically reflect on the importance of philosophy in education; and
- Explain how the three approaches to Educational Philosophy could be demonstrated in the classroom.

## 7.1.2. Major educational philosophies and educational theories and their application to the classroom

This lesson has four periods.

It looks at educational philosophies within the three approaches to educational philosophy, and at some of the educational theories associated with each of the philosophies:

- Within the teacher-centred approach, we look at the Philosophies of Idealism and Realism, and from them the Educational Theories of Perennialism and Essentialism.
- Within the student-centred approach, we look at the Philosophies of Pragmatism and Existentialism and, from them the Educational Theories of Progressivism and Reconstructionism.
- Within the society-centred approach, we look at the Philosophies of Postmodernism and Existentialism and, from them the Educational Theories of Critical Theory and Globalisation.

This lesson also introduces a fourth approach: Eclecticism. Eclecticism is from the Greek word, *eklektikos* which means ‘selective’. It is an approach to educational philosophy that draws upon, or selects, ideas from a number of other philosophies, rather than staying with one set of ideas. Many teachers take an eclectic approach, as they find good ideas in a variety of different philosophies.

### Expected learning outcomes



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

- Summarise the major philosophies and educational theories and how they apply to classroom practice; and
- Discuss how Eclecticism applies to one’s teaching practice.





### **Competencies gained**

C1.2.1 Identify theories and concepts that inform approaches to teaching and learning.

C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student

D1.1.2 Use information from a variety of sources to improve teaching practice and student learning



**Time:** Four periods of 50 minutes



**Learning strategies:**

Learning activity 1: Reflection and role-play of teacher-centred educational theories

Learning activity 2: Compare student-centred educational theories

Learning activity 3: Quick quiz

Learning activity 4: Apply Critical theory and Globalisation to the classroom

Learning activity 5: Fill an eclectic shopping bag



**Assessment approaches:**

- reviewing student work
- group and class discussion
- questioning



**Preparation needed:**

- Read 7.1.2. Major educational philosophies and educational theories and their application to the classroom.

- Prepare a slide, chart or diagram of Figure 7.2. Relating approaches to Educational Philosophies and Educational Theories (in the textbook).



**Resources needed:**

Learning activity 1:

- Table 7.2. Teacher-centred educational theories in the textbook
- A desk and four chairs at the front of the room
- Two A4 signs: ‘Essentialism’ and ‘Perennialism’

Learning activity 2:

- Table 7.3. Student-centred educational theories in the textbook
- Figure 7.8. Compare the two Educational Theories in the textbook
- Two large, overlapping circles on floor, labelled ‘Progressivism’, and ‘Reconstructionism’ use Figure 7.8 as a guide)
- 20 blank sheets of A4 paper, cut in half
- Coloured markers

Learning activity 3:

- One quick quiz sheet for each group of three student teachers, as follows:

### Quick Quiz

Fill in the missing parts of each sentence, based on your Textbook readings

1. The goal of Society-centred approaches is to \_\_\_\_\_.
2. In Realism, the purpose of schools is to master the \_\_\_\_\_ through \_\_\_\_\_, \_\_\_\_\_ and experimentation.
3. Another name for Pragmatism is \_\_\_\_\_.
4. In the \_\_\_\_\_ approach, students are considered unique and individual, with individual learning needs.
5. Reconstructionist \_\_\_\_\_ is multidisciplinary and interdisciplinary.
6. Three basic principles of Essentialism are:  
There is a core of \_\_\_\_\_ to the next generation  
\_\_\_\_\_ and \_\_\_\_\_ are vital to education  
Education is delivered through a \_\_\_\_\_ approach.
7. Your Educational Philosophy describes your \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ as a teacher.
8. With the belief that people are basically good, \_\_\_\_\_ teachers focus on learning experiences as a way of gaining knowledge.
9. In Idealism, the aim of teaching is to \_\_\_\_\_ as they absorb broad and enduring ideas and values.
10. Philosophy means \_\_\_\_\_.
11. A \_\_\_\_\_ teacher must guide or coach students to \_\_\_\_\_ their intellect.
12. Three \_\_\_\_\_ are: teacher – centred, student – centred and society – centred.
13. Educational Philosophies put into words \_\_\_\_\_.
14. The teacher-centred approach sees the teacher as the \_\_\_\_\_, imparting \_\_\_\_\_ and \_\_\_\_\_ so that students can master learning.
15. A philosophy helps you understand \_\_\_\_\_ and ensure that \_\_\_\_\_ that you want to relay to your \_\_\_\_\_.

Learning activity 4:

- Box 7.2. Climate change matters to Myanmar in the textbook
- Six sheets of poster paper
- Coloured markers
- Tape

Learning activity 5:

- One paper shopping bag for each student teacher. If these are not available, you can make them with large paper (e.g., butchers’ paper or newspaper. Fold the paper, staple it, and add string for a handle)
- Stapler and string (if needed)
- Drawing materials (coloured pencils, pens, pastels, crayons) to decorate shopping bags.
- Idea Cards (5 to 10 for each student teacher). These can be made by printing the following and cutting each sheet into four cards:

Idea Card	Idea Card
Approach:	Approach:
Philosophy:	Philosophy:
Idea:	Idea:
Use in Classroom:	Use in Classroom:

Idea Card	Idea Card
Approach:	Approach:
Philosophy:	Philosophy:
Idea:	Idea:
Use in Classroom:	Use in Classroom:

## Period 1

### Explicit Teaching Points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. As you deliver these points, show an enlarged diagram of Figure 7.2. Relating approaches to Educational Philosophies and Educational Theories, in the textbook.
2. Each of the three approaches to Educational Philosophy: Teacher-centred; student-centred and society-centred have educational philosophies associated with them. And from the Educational Philosophies, each approach has educational theories associated with it.
3. Teacher-centred philosophies (also called ‘authoritarian-focused philosophies’) include:

- Idealism - the philosophy that truth and values are universal and absolute
- Realism - the belief that reality can be found in our physical world and that knowledge comes through experience and reasoning.

Educational theories associated with Idealism and Realism include:

- Perennialism– an educational theory that states that teachers should teach knowledge that is relevant to all people throughout time.
- Essentialism – an educational theory that sees education as a way of teaching students the essential skills and knowledge of the culture.

4. Student-centred philosophies (also called Non-Authoritarian philosophies) include:

- Pragmatism - a philosophy that argues that reality changes and depends on what is observed and experienced, and how it is interpreted.
- Existentialism - a philosophy that deals with issues of why we exist, rejecting universal truths in favour of individual constructions of reality.

Educational theories associated with Pragmatism and Existentialism include:

- Progressivism - an educational theory that stresses that ideas must be tested, and learning could come from what learners want to know.
- Reconstructionism - an educational theory that calls on schools to advocate for social change and democracy.

5. Society-centred philosophies (also called Non-Authoritarian philosophies) include:

- Postmodernism – a philosophy that claims that all knowledge is constructed by people in power who use that knowledge to oppress and exploit others. They see the role of education as empowerment and transformation of the oppressed.

Educational theories associated with Postmodernism include:

- Critical Theory - is a philosophy that looks at power relationships within institutions, organisations and instruction, with a view to changing systems to overcome oppression and improving the human condition.
- Globalisation – is a philosophy that promotes understanding, interacting and developing relationships with people around the world.

6. The Educational theory Essentialism:

- Views education as a way of teaching children the essential skills and knowledge of the culture, for the purpose of preserving the culture.
- Skills are taught through the uniform transmission of information from the teacher to the students.
- Information transmitted includes basics, such as:
  - History
  - Science

- Reading
- Writing
- Speaking
- Mathematics
- Technology.

This core curriculum can change over time. Values conveyed include:

- hard work;
- respect for authority; and
- discipline.

Students practice and demonstrate their understanding through:

- memorising;
- repeating; and
- practicing for assessment tasks.

7. In the classroom, Essentialism would look like:

- Teachers standing at the front of the class lecturing and students taking notes.
- Students practice through worksheets or projects and are assessed through examinations, essays, tests, etc.

8. The Educational Theory Perennialism:

- States that teachers should teach the things that are relevant to all people throughout time
- Principles, rather than facts, are the focus of this philosophy
- The aim of teaching is to get students to think rationally and critically, as they seek enduring truth
- Perennialism assumes that nature and humans do not change
- Teachers must guide or coach students to cultivate their intellect
- This is accomplished through:
  - mastery of subject content;
  - developing reasoning skills; and
  - a pre-planned sequence of learning: from basic skills to more advanced study of literature, history and philosophy.
- All students are taught the same content in the same way (Lynch, 2016a).

9. Perennialist teachers are:

- Subject-centred, where the teacher delivers a clear lecture and expects students to understand. Students' interests and feelings are not considered.
- Training students to read and understand what a book is saying. Teaching is based on the book.
- Teaching students to learn from works of the world's best authors and learn through memorising.

- Classroom rules are strict – no noise or chaos and specific behaviours are required and rewarded (with negative behaviours punished).



### Learning activity 1. Reflection and role-play of teacher-centred educational theories

<b>Time</b>	40 minutes
<b>Class organisation</b>	Individual, groups of five, whole class

**Purpose:** To distinguish between Essentialism and Perennialism.

1. Put a desk and four chairs at the front of the room for the role plays. Put the signs, ‘Essentialism’ and ‘Perennialism’ on either end of a classroom wall.
2. Explain to the class that this activity begins with individual reflection, then group and whole-class work.
3. Instruct individuals to begin by reflecting on:
  - Teacher-centred classroom practices they saw in their practicum schools
  - Teacher-centred classroom practices they experienced when they were in school.
  - \*For example, they may have seen or experienced teachers lecturing students, dictating information that students must copy, or modelling learning that the class then had to follow.
4. Instruct them to choose two examples and describe those examples in short paragraphs in the boxes in Table 7.2. Teacher-centred educational theories, in the textbook.
5. When individuals have written their two examples of teacher-centred practices, divide the class into groups of five student teachers:
  - Instruct groups to give each student teacher the opportunity to share their two examples with the group.
  - After individuals have read each example, the group will decide whether the example is Essentialism or Perennialism.
  - When the group has reached a consensus, the student teacher will write the choice in the box beneath each example, headed “Essentialism or Perennialism?” in Table 7.2. Teacher-centred educational theories.



6. When all five group members have shared their examples and decided whether they are Essentialism or Perennialism, instruct each group to choose:
  - The best example of Essentialism
  - The best example of Perennialism.
7. Then, instruct groups to choose one of the two examples and create and practise a 2-minute role play, either of the Essentialism example or of the Perennialism example, to be performed for the class at the front of the room (where the desk and four chairs are situated).
8. Bring the class together and call upon each group to present their role play. The class must then guess whether it is Essentialism or Perennialism. If they think it is Essentialism, they go and stand in front of the 'Essentialism' sign on the wall. If they think it is Perennialism, they go and stand in front of the 'Perennialism' sign on the wall. The group will reveal the correct answer.
9. Ask groups to explain why their role play is either Essentialism or Perennialism.



### **Assessment**

Reviewing student work, and questioning



### **Possible student teachers' responses**

Responses will vary, but should include characteristics of Essentialism or Perennialism.

**Table. Characteristics of Essentialism or Perennialism**

Essentialism	Perennialism
<ul style="list-style-type: none"> <li>• Education is a way of teaching children the essential skills and knowledge of the culture, for the purpose of preserving the culture.</li> <li>• Skills are taught through the uniform transmission of information from the teacher to the students.</li> <li>• Information transmitted includes basics, such as:               <ul style="list-style-type: none"> <li>- History</li> <li>- Science</li> <li>- Reading</li> <li>- Writing</li> <li>- Speaking</li> <li>- Mathematics</li> <li>- Technology.</li> </ul> </li> <li>• Values conveyed include:               <ul style="list-style-type: none"> <li>- hard work;</li> <li>- respect for authority; and</li> <li>- discipline.</li> </ul> </li> <li>• Students practice and demonstrate their understanding through:               <ul style="list-style-type: none"> <li>- memorising;</li> <li>- repeating; and</li> <li>- practicing for assessment tasks .</li> </ul> </li> <li>• In the classroom, Essentialism would look like:               <ul style="list-style-type: none"> <li>- Teachers standing at the front of the class lecturing</li> <li>- Students taking notes</li> <li>- Students practice through worksheets or projects and are assessed through examinations, essays, tests, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should teach the things that are relevant to all people throughout time</li> <li>• The focus is on principles, rather than facts</li> <li>• The aim of teaching is to get students to think rationally and critically, as they seek truth.</li> <li>• Assumes that nature and humans do not change.</li> <li>• Teachers must guide or coach students to cultivate their intellect</li> <li>• This is accomplished through:               <ul style="list-style-type: none"> <li>- mastery of subject content;</li> <li>- developing reasoning skills; and</li> <li>- a pre-planned sequence of learning: from basic skills to more advanced study of literature, history and philosophy</li> </ul> </li> <li>• All students are taught the same content in the same way (Lynch, 2016a).</li> </ul> <p>Perennialist teachers are:</p> <ul style="list-style-type: none"> <li>• Subject and centred, where the teacher delivers a clear lecture and expects students to understand. Students’ interests and feelings are not considered.</li> <li>• Training students to read and understand what a book is saying. Teaching is based on the book.</li> <li>• Teaching students to learn from works of the world’s best authors and learn through memorising.</li> <li>• Classroom rules are strict – no noise or chaos and specific behaviours are required and rewarded (with negative behaviours punished).</li> </ul>

## Period 2

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. The main philosophy under the student-centred approaches is Pragmatism (also called Experimentalism). Pragmatism sees values and knowledge as changeable and dependent on individual experiences.

2. Pragmatics believe that schools should equip students with academics and problem-solving skills, and opportunities to build social relationships.
3. In Pragmatic classrooms, teachers and students actively participate in the learning, which is based on student interests and needs.
4. Curriculum is integrated, rather than being taught through specific subjects.
5. Pragmatic teachers empower students with knowledge, skills, and dispositions. They guide students to use that knowledge to solve problems that are relevant to them.
6. Two student-centred educational theories are Progressivism and Reconstructionism.
7. Progressivists believe that there are no universal and that knowledge and values come from human experience. Children learn best when they are pursuing their own interests and they learn by doing. Learning is gained through experience and teachers of facilitators of those experiences.
8. Reconstructionism is an educational theory that emphasises examining long-term social issues, through education, as a way of achieving goals of social reform; creating a better social order and ultimately a better world. So schools go beyond academics to become social agencies, empowering student to solve both personal and social issues. Reconstructionist teachers' goals are to nurture students who want to solve global as well as personal issues to change society for the better.



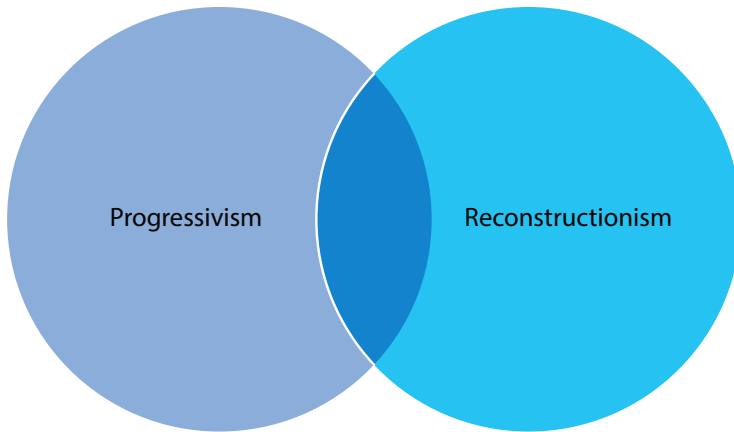
### Learning activity 2. Compare student-centred educational theories

<b>Time</b>	30 minutes
<b>Class organisation</b>	Group of six, whole class

**Purpose:** To research and compare Progressivism and Reconstructionism.

1. Divide class into groups of six student teachers. Three group members will research each of the student-centred educational theories:
  - Progressivism
  - Reconstructionism.

2. Instruct groups to research information from their textbook notes, the Education Degree College e-library, or online. Research the educational theory's:
  - Key points
  - Purpose of education
  - Role of teacher
  - Role of students
  - Example lesson topics
  - Example teaching strategies
  - How learning would be assessed.
3. When they have found the information, instruct groups of three to write it under their designated educational theory's column in Table 7.3, which is in the textbook. Then the two groups of three will share their information with each other and finish filling in Table 7.3.
4. When groups have filled in Table 7.3, instruct them to considering what the two Educational Theories have in common and where they differ. They are then to complete the Venn Diagram (Figure 7.8) to show the similarities and differences in the two Educational Theories.
5. While groups are completing their Venn Diagram, put the two large, overlapping circles on floor, labelling one: "Progressivism" and the other 'Reconstructionism'. Have blank papers and coloured markers available.
6. Bring the class together to discuss this activity. Ask the following questions, and when you get a correct answer, invite the student teacher up to write that characteristic on a blank sheet and place the sheet in the appropriate circle:
  - a. What are the unique characteristics of Progressivism?
  - b. What are the unique characteristics of Reconstructionism?
  - c. What do Progressivism and Reconstructionism have in common?
7. When each of the sections of the overlapping circles is filled with characteristics, ask for volunteers to summarise the similarities and differences of each philosophy.



**Figure. Comparing student-centred educational theories**



**Assessment**

- Reviewing student work
- Group and class discussion (including overlapping circles activity)



**Possible student teachers' responses**

Student responses should be based on information about each philosophy, as outlined in the textbook, section 'Student-centred approaches expanded'.



**Learning activity 3. Quick quiz**

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs

**Purpose:** To review learning about Educational Philosophy.

1. Put in pairs and give each pair a quick quiz sheet. Instruct them that when you say 'Start!' they are to fill in the missing words in each statement, based on their textbook reading. The first pair to finish correctly is the winner.
2. Say 'Start'. When the first pair have finished, call 'Stop' and all pairs must stop. Check that the first pair have all the answers correct. If not, continue with the activity until another pair is finished and has correctly filled in all of the answers.



## Assessment

Reviewing student work.



## Possible student teachers' responses

1. The goal of society-centred approaches is to improve society through education.
2. In Realism, the purpose of schools is to master the laws of the universe through reasoning, observation, and experimentation.
3. Another name for Pragmatism is Experimentalism.
4. In the student-centred approach, students are considered unique and individual, with individual learning needs.
5. Reconstructionist curriculum is multidisciplinary and interdisciplinary.
6. Three basic principles of Essentialism are:
  - There is a core of information to be disseminated to the next generation
  - Hard work and discipline are vital to education
  - Education is delivered through a teacher-centred approach.
7. Your Educational Philosophy describes your ideas, beliefs, and goals as a teacher
8. With the belief that people are basically good, Progressivist teachers focus on learning experiences as a way of gaining knowledge.
9. In Idealism, the aim of teaching is to develop intellectual capacity in students as they absorb broad and enduring ideas and values.
10. Philosophy means 'love of wisdom.'
11. A Perennialist teacher must guide or coach students to cultivate their intellect.
12. Three approaches to Educational Philosophy are: Teacher-centred, student-centred and society-centred
13. Educational Philosophies put into words what you are thinking and doing.
14. The teacher-centred approach sees the teacher as the authority, imparting knowledge and values so that students can master learning.
15. A philosophy helps you understand your values and ensure that they are positive ones that you want to relay to your students.

## Period 3

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. The Educational Philosophies that are society-centred are Postmodernism and Existentialism.
2. Postmodernists believe that education in schools should empower and transform students.
3. Postmodern curriculum is interdisciplinary, focusing on social issues and problems. Teachers not only teach but guide students' understanding of how curriculum content serves ideological and political interests.
4. Existentialism is an educational philosophy that focuses on students choosing their own purpose in life (existence) and educational pathway, based on their character and beliefs.
5. Individuality is valued alongside freedom as students are prepared for social adjustment, to create meaning and to see beyond their personal interests and goals.
6. Students learn to self-direct their learning rather than following a set curriculum, as they look for meaning in life and determine what is true or false, right or wrong, beautiful or ugly.
7. The Existential teacher respects student agency and is open-minded and reflective. Teachers and students engage in dialogue about 'real life' moral and philosophical issues and individual responses are encouraged.
8. From society-centred approaches and the philosophies of Postmodernism and Existentialism come the educational theories of Critical Theory and Globalisation.
9. Critical Theory is a theory of education that looks at power relationships within institutions, organisations and instruction, with a view to changing systems to overcome oppression and improving the human condition.
10. Critical theorists seek to empower students against oppression. Similar to Reconstructionism, curriculum in Critical Theory deals with social problems, such as poverty, violence, and hunger, and taking action on them.
11. Globalisation promotes understanding, interacting, and developing relationships with people around the world through:

- communication;
- economics;
- politics; and
- education.



#### Learning activity 4. Apply Critical theory and Globalisation to the classroom

<b>Time</b>	40 minutes
<b>Class organisation</b>	Group of six, whole class

**Purpose:** To apply Critical theory and Globalisation to classroom practice.

1. Divide the class into six groups: three for Critical Theory and three for globalisation. Within both Critical Theory and globalisation:
  - One group will represent Kindergarten and Grade 1
  - One group will represent Grades 2 – 4
  - One group will represent Middle School: Grades 5 to 8.
2. Instruct each group to read the article, “Climate Change Matters to Myanmar” (Box 7.2. Climate Change Article, in the textbook) and discuss what it is saying. Then they will brainstorm how they could use the article and its message:
  - From their educational theory perspective (Critical Theory or Globalisation)
  - At the year levels they represent (Kindergarten and Year 1; Years 2 to 4; or Middle School) to teach students about climate change.
3. Give groups a sheet of poster paper and coloured markers. Instruct groups to write their ideas on a sheet of poster paper, in the form of an activity, as dot points, illustrations, etc.
4. When posters are complete, instruct groups to mount them on the wall.
5. Bring the class together to do a gallery walk. When you stop at each poster, ask the group who created it to present their ideas. Provide feedback and encourage student teachers to provide feedback.





## Assessment

Reviewing student work, and group and class discussion.



## Possible student teachers' responses:

Responses will vary based on:

- Their educational theory perspective (Critical Theory or Globalisation)
- The grade levels they represent
- Their understanding of both of the above.

## Period 4

### Explicit teaching points

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. While there are three main approaches to philosophy in education, there is a fourth approach. It is called Eclecticism.
2. Eclecticism is an approach, used by most teachers, that draws upon parts of a number of approaches, philosophies, and educational theories to help us to understand and implement teaching and learning.
3. The term 'eclecticism' comes from the word 'elect', which means to choose and pick up.
4. An eclectic approach involves:
  - choosing the best ideas from a number of different philosophies; and
  - combining them into an approach that suits the needs of individual teachers and students.

It is a bit like filling a shopping bag with a variety of resources that you need to cook healthy and interesting meals for you and your family.

5. An Eclectic teacher might draw on some of these ideas for one situation or student and other ideas for a different situation or different students.



### Learning activity 5. Fill an eclectic shopping bag

<b>Time</b>	40 minutes
<b>Class organisation</b>	Groups of five, whole class

**Purpose:** To select ideas from each of the three approaches, the philosophies and the educational theories that would suit student teachers’ individual philosophies

1. Divide the class into groups of five student teachers.
2. Give each student teacher a shopping bag. Make Idea Cards available for them to complete this activity.
3. Instruct groups to begin by critically reflecting on each of the three Approaches, five philosophies and six educational theories they have learnt about in this lesson:
  - Teacher-centred approach:
    - Philosophies: Idealism and Realism
      - Educational Theories: Perennialism and Essentialism
  - Student-centred approach:
    - Philosophy: Pragmatism
      - Educational Theories: Progressivism and Reconstructionism
  - Society-centred approach:
    - Philosophies: Postmodernism and Existentialism
      - Educational Theories: Critical Theory and Globalisation
4. Instruct individual group members to consider and choose ideas that they agree with from any of the Approaches, Philosophies or Educational Theories and decide how they could use that idea in their teaching practice. Instruct them to write each idea on an idea card and place the card in their shopping bag.
5. When individuals have filled their shopping bags with Idea Cards, instruct them to get together in their group of five student teachers to ‘unpack’ each shopping bag, sharing the ideas that each group member. Groups should discuss:
  - Whether overall, their group preferred teacher-centred, student-centred or society-centred approaches
  - Which of the five philosophies were the most popular? Which was the least popular?

- Which ideas from the five philosophies were chosen more frequently?
  - What were the five best ideas for classroom use?
6. When groups have discussed these questions, instruct them to use the drawing materials to decorate the outside of their shopping bags, to demonstrate with images, words and colours their Eclectic Approach.
  7. Then instruct groups to display their shopping bags on their tables. Bring the class together and ask each group to present their shopping bags to the class, along with their responses to each of the above questions.



### Assessment

Reviewing student work

Questioning

Group and class discussion.



### Possible student teachers' responses

Responses will vary, as this is an opportunity for student teachers to select from any of the approaches, philosophies and educational theories. Ensure that their reasons are appropriate for that idea.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Ask students to reflect on the contents of their eclectic shopping; the decisions they made about what to pack in it and the decisions they made about how to decorate it. Ask them to consider what that means to their developing Philosophy of Education.

2. Review competencies gained:

- C1.2.1 Identify theories and concepts that inform approaches to teaching and learning.
- C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
- D1.1.2 Use information from a variety of sources to improve teaching practice and student learning

3. Review learning outcomes:

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

- Summarise the major philosophies and educational theories and how they apply to classroom practice; and
- Discuss how eclecticism applies to one's teaching practice.



**Expected student teachers' responses for the review questions in TB**

Question 1: What is an Educational Philosophy?

*Answer: An Education Philosophy is a personal statement about a teacher's principles, beliefs, goals and values.*

Question 2: What are three approaches to Educational Philosophy?

*Answer: Three approaches to Educational Philosophy are:*

- *Teacher-centred, Student-centred, Society-centred.*

Question 3: Why is it important for teachers to have a philosophy of education?

Answer: *It is important for teachers to have a philosophy of education because:*

- *Teachers have a great impact on students' lives, so they need to be aware of their ideas and beliefs.*
- *A philosophy helps you understand your values and ensure that they are positive ones that you want to relay to your students*
- *Having a philosophy enables you to more easily reflect on, and analyse, your decisions and actions.*

Question 4: What is the difference between: teacher-centred, student-centred, and society-centred approaches?

Answer:

- *Teacher-centred Approaches – these philosophies say that knowledge is transferred from one generation of teachers to the next.*
- *Student-centred Approaches – these philosophies focus on individual students achieving their potential, and how teaching can best support this.*
- *Society-centred Approaches – these philosophies go beyond individuals to focusing on educating groups of people.*

Question 5: What is Eclecticism and how does it apply to teaching?

Answer: *Eclecticism is an approach used by teachers, that draws upon parts of a number of approaches, philosophies, and educational theories to help us to understand and implement teaching and learning.*

## 7.2. Personal Teaching Philosophy

### 7.2.1 .Developing one’s teaching philosophy

This lesson comprises four periods.

#### Expected learning outcome

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

- Write a personal teaching philosophy.



#### Competencies gained

C1.2.1 Identify theories and concepts that inform approaches to teaching and learning

C1.2.2 Describes own approach to teaching and 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



**Time:** Four periods of 50 minutes



**Learning strategies:**

Learning activity 1: Deconstruct a Myanmar metaphor

Learning activity 2: Think as a teacher

Learning activity 3: Beliefs about teaching and learning

Learning activity 4: Self-reflective Interview

Learning activity 5: Deconstruct a teaching philosophy

Learning activity 6: Write a personal philosophy of teaching



**Assessment approaches:** Reviewing student work, group and class discussion, subject Assessment: Personal Philosophy of Teaching (learning activity 5)



**Preparation needed:** Read Lesson 7.2.1. Developing one's teaching philosophy.



**Resources needed:**

Learning activity 1

- One sheet of poster paper for each group of four student teachers
- Coloured markers
- Drawing materials – coloured pencils, pens, pastels, crayons
- Old magazines and flyers
- Scissors and glue
- Tape

Learning activity 2

- 1 sheet of A3 size drawing paper for each student teacher
- A variety of drawing materials: markers, coloured pencils, pencils

### Learning activity 3

- Table 7.4. Beliefs about teaching and learning, in the textbook
- A variety of drawing materials: markers, coloured pencils, pencils

### Learning activity 4

- Table 7.5. Self-reflective interview, in the textbook

### Learning activity 5

- Examples of Teaching Philosophies, in the textbook
- Table 7.6. Teaching philosophies checklist

### Learning activity 6

- A4, A3 and lined paper for students to write their final copies of the Personal Teaching Philosophies

## Period 1

### Explicit teaching points

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Metaphor is a common, everyday technique for talking about objects or events in terms appropriate to other objects or events.
2. Rather than confusing the issue, presenting facts of one sort as if they belong to another group can develop richer and deeper understandings of the world and our place in it.
  - Metaphors of teaching have been used for many years as a route for teachers and preservice teachers to explore their philosophies and approaches to pedagogy.<sup>12</sup>

<sup>12</sup> Sorin, 2008, p. 67



3. Examples of metaphors in English include:

- “My brother was boiling mad. (This means he was very angry)
- The assignment was a breeze. (This means that the assignment was easy).
- It is going to be clear skies from now on. (This means that there will be no obstacles in the future).
- Her voice is music to his ears. (This means that her voice makes him feel happy)
- Laughter is the best medicine. (This means that laughter is the best way to heal problems).
- His words are pearls of wisdom. (This means that what he says is very wise).

4. Examples of metaphors in Myanmar include:

- Hsin thay ko sate yay haint phone (ဆင်သေကို ဆိတ်ရေနှင့်ဖုံး): Hiding the elephant carcass under the goat-skin. (This means that someone is covering up a mistake with an excuse)
- Ko nga chin, ko chin (ကိုယ့် ငါးချဉ် ကိုယ်ချဉ်): Home-made sour fish tastes better. (This means that we should not criticise others while not recognising our own faults).
- Hsin phyu taw hme, kyan sote (ဆင်ဖြူတော်မိုး ကြံစုပ်): He who stays with the elephant will eat the elephant’s food. (This means to be cautious not to let people use you).
- Myat hnar thi nga pi ma wal ya (မျက်နှာသိ ငဝိမဝယ်ရ): Don’t buy fish paste from your friend. (This means keep your friends separate from people with whom you do business).
- A sate pin yay laung (အဆိပ်ပင်ရေလောင်း): Beware of watering a poisonous plant. (This means be careful not to ignore potential danger).<sup>13</sup>

13 Nyein Ei Ei Htwe. 2019.



## Learning activity 1. Deconstruct a Myanmar metaphor

<b>Time</b>	20 minutes
<b>Class organisation</b>	Groups of four, whole class

**Purpose:** To deconstruct metaphors and consolidate the meaning of ‘metaphor’

1. Divide class into groups of four student teachers. Give each group a sheet of poster paper and make the drawing and collage materials available:
  - a. Coloured markers
  - b. Drawing materials – coloured pencils, pens, pastels, crayons
  - c. Old magazines and flyers
  - d. Scissors and glue.
2. Instruct groups to brainstorm metaphors they have heard. From their brainstorm, they are to choose one metaphor and create a poster of the metaphor. Their posters can include:
  - Drawings
  - Cut out images
  - Words
  - Symbols.
3. Tell groups that their posters should demonstrate the metaphor and include an explanation of how the meaning applies to a life situation.
4. When groups have completed their posters, instruct them to display their posters on the classroom walls.
5. Bring the class together and do a gallery walk to each poster. At each poster, the group who created it will explain their metaphor.
6. Finish the activity by asking students:
  - a. What is a metaphor?
  - b. Why do we use metaphors?
  - c. How do you think metaphors can help you as a teacher?



## Assessment

Reviewing student work

Questioning



## Possible student teachers' responses

Responses will vary, depending on the metaphor. It is important, however, that student teachers understand that metaphors are a technique for explaining a situation in terms of another, and that they can help develop richer meanings of the situation.



## Learning activity 2. Think as a teacher

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

**Purpose:** To identify what is important to student teacher as a teacher

1. This is a whole class activity, guided by the Teacher Educator. Begin by distributing the drawing paper and drawing materials to each student teacher. Explain that this activity is recommended by the University of Waterloo in Canada to help student teachers as they develop their teaching philosophy.
2. Instruct student teachers to begin by drawing a picture of themselves as a teacher on the drawing paper. Encourage them to use any of the drawing materials and as much colour as they wish.
3. Allow student teachers at least 10 minutes to complete their drawings.
4. When the drawings are complete, instruct student teachers to examine their drawings and decide into which metaphor their drawing might fit (these metaphors are listed in the Student Teacher Textbooks and below).
5. If they find a category that fits, write the in Figure 7.15. Metaphor cloud (in textbook) and explain why it is fits that category.

## **Metaphors:**

**Lamplighters** - They attempt to illuminate the minds of their learners.

**Gardeners** - Their goal is to cultivate the mind by nourishing, enhancing the climate, removing the weeds and other impediments, and then standing back and allowing growth to occur.

**Muscle builders** - They exercise and strengthen flabby minds so learners can face the heavyweight learning tasks of the future.

**Bucket fillers** - They pour information into empty containers with the assumption that a filled bucket is a good bucket. In other words, a head filled with information makes an educated person.

**Challengers** - They question learners' assumptions, helping them see subject matter in fresh ways and develop critical thinking skills.

**Travel guides** - They assist people along the path of learning.

**Factory supervisors** - They supervise the learning process, making certain that sufficient inputs are present and that the outputs are consistent with the inputs.

**Artists** - For them teaching has no prescriptions and the ends are not clear at the beginning of the process. The entire activity is an aesthetic experience.

**Applied scientists** - They apply research findings to teaching problems and see scientific research as the basis for teaching.

**Craftspeople** - They use various teaching skills and are able to analyse teaching situations, apply scientific findings when applicable, and incorporate an artistic dimension into teaching.

6. If the drawing does not fit in any of the categories of metaphors (above) ask student teachers to come up with their own metaphor, name it and explain it briefly in Figure 7.15 (in textbook).
7. Ask for volunteers to share their drawings and metaphors.



### Assessment

Reviewing student work

Group and class discussion



### Possible student teachers' responses

Student teachers might relate to the metaphors in the learning activity as they are explained very clearly as to how they apply to teaching. If not, they have the opportunity to create their own metaphor and explain it.

## Period 2



### Learning activity 3. Beliefs about teaching and learning

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

**Purpose:** To help student teachers create their teaching philosophy

1. Student teachers will undertake this activity in their textbooks, in Table 7.4. Beliefs about teaching and learning. Make drawing materials available for them to use.
2. Instruct them to respond to the following questions in the appropriately numbered boxes in Table 7.4 to develop a comprehensive record of your beliefs about teaching and learning:
  - Why do you believe your students want to learn? Describe them as learners in any way you can (words, images, colours).

- What are your aims for teaching? What do you hope to accomplish when you teach? What do your aims say about you as a teacher?
  - Create a list in response to the following prompt: “When I teach I:” Once you’ve created the list, reflect on why you do what you do.
  - What do you believe about learning? How would you describe it? What are your sources for your beliefs?
3. When they have completed Table 7.4, instruct them to look for key themes in their answers. Highlight, write or draw those themes.
  4. Bring the class together and ask for volunteers to share their work. Ask which themes emerged for student teachers and how these themes could help them create their teaching philosophy.



### Assessment

Reviewing student work

Class discussion



### Possible student teachers’ responses

Answers will vary, depending on student teachers’ ideas. Ask student teachers to share their thinking in choosing the answers they did.



### Learning activity 4. Self-reflective interview

<b>Time</b>	30 minutes
<b>Class organisation</b>	Pairs, whole class

**Purpose:** To further support student teachers to develop their personal teaching philosophy

1. Instruct student teachers to imagine that they have been teaching for 10 years. A reporter from a teaching journal asks to interview them about the qualities of effective teachers. Tell them to think about how they would respond to the following questions:
  - What is a “personal best” achievement for you as a teacher during the past year?

- Who is the best teacher you have ever known? What personal qualities made this person a great teacher?
  - If you could give others a box that contained your best quality as a teacher, what would be in that box?
  - What would you like your students to say about you at the end of the school year?
  - If you wrote a book about teaching, what would the title be?
2. Then put student teachers in pairs and get each pair to exchange textbooks. They are to interview their partner and write their partner’s answers in their partner’s textbook. Responses should be written in Table 7.5 in the textbook.
  3. When both partners have completed their interviews, instruct them to return the textbook to its owner. Instruct each student teacher to reflect on the answers they gave to the interview and to discuss with their partner what each interview says about their respective teaching philosophies.
  4. Bring the class together and ask student teachers what they learnt from their self-reflective interview? Encourage discussion.



### Assessment

Reviewing student work  
Group and class discussion



### Possible student teachers’ responses

Responses will vary and may reflect one or more of the educational theories they have studied.

### Period 3



### Learning activity 5. Deconstruct a teaching philosophy

<b>Time</b>	40 minutes
<b>Class organisation</b>	Four groups, whole class

**Purpose:** To examine examples of personal philosophies of teaching philosophies

1. Divide the class into four groups. Assign one of the personal teaching philosophy examples (in textbook) to each group. Then, instruct each group to further divide so that there are two smaller groups within each of the four groups.
2. Instruct groups (2 smaller groups within each of the four groups) to read and discuss their assigned personal teaching philosophy example, focusing on what it says and what may be missing, in terms of:
  - The aim of education
  - Who should be educated
  - How students learn
  - What should be taught
  - Differentiation according to students' backgrounds, interests, and abilities
  - The role of the teacher
  - How the teacher should teach
  - Role of the student.
3. They should then record what is written for each of the above points in Table 7.6. Teaching philosophies checklist in the textbook and decide whether the information is:
  - adequate;
  - needing more information; or
  - missing.They should write their decision in the column, 'Adequate, Needs More or Missing' in Table 7.6.
4. When small groups have recorded what is written and whether the information is adequate in Table 7.6, instruct them to get together with the other small group who deconstructed their and, as a group of six, to share their ideas and come to a consensus about whether the information is adequate, needs more information or is missing altogether (They may have to change some decisions in their Table 7.6).
5. Then, as a full group working with that example, instruct them to write or rewrite sections of their assigned personal teaching philosophy example that they had decided needed to be written or rewritten.
6. Bring the class together and go through each example, with each of the six groups reporting on their deconstruction (and possible rewriting) of their example. Ensure that they justify additions or changes.





## Assessment

Reviewing student work  
Group and class discussion



## Possible student teachers' responses

Most of the examples contain elements, but not all of the criteria of a personal teaching philosophy, as outlined in the activity. Student teachers should be able to identify what is missing or inadequate and write something to fill those gaps.

## Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. *Inform student teachers:* In Period 4, you will be writing your personal teaching philosophy.
2. Your personal teaching philosophy should include:
  - a. The aim of education
  - b. Who should be educated
  - c. How students learn
  - d. What should be taught
  - e. Differentiation according to students' backgrounds, interests, and abilities
  - f. The role of the teacher
  - g. How the teacher should teach
  - h. Role of the student
3. It should also include references to any of the three approaches, philosophies or educational theories that inform your personal teaching philosophy.
4. Table 7.7. Planning a personal teaching philosophy in the textbook is a place where you can plan and record what you might include in your personal teaching philosophy. You can begin planning now and continue outside class and come prepared to write your personal teaching philosophy in Period 4.
5. Ask for questions and answer any questions student teachers might have.

## Period 4



### Learning activity 6. Write a personal philosophy of teaching

<b>Time</b>	45 minutes
<b>Class organisation</b>	Individual work

**Purpose:** To complete personal teaching philosophy assessment task

- Instruct student teachers:  
During this period, you will work individually to write your personal teaching philosophy. You can refer to:
  - Your Year 1 philosophy presentation and critical reflections about it
  - Your Year 2 textbook, which includes:
    - The four approaches to educational philosophy and the philosophies and educational theories classified under each approach.
    - Table 7.7. Planning a personal teaching philosophy in the textbook.
- You can begin by brainstorming and writing your draft in Box 7.3. Draft philosophy of teaching, in the textbook.
- You can then use A4, A3 or lined paper for your final copies (*make them available to student teachers*). Personal teaching philosophy should be 250-300 words.
- Remind student teachers that their philosophy should contain:
  - The aim of education
  - Who should be educated
  - How students learn
  - What should be taught
  - Differentiation according to students' backgrounds, interests and abilities
  - The role of the teacher
  - How the teacher should teach
  - Role of the student.
- Students have 40 minutes to complete this assessment (after five minutes instruction and preparation).



### Assessment

This learning activity is part of Educational Studies' Formative Assessment.



### Possible student teachers' responses

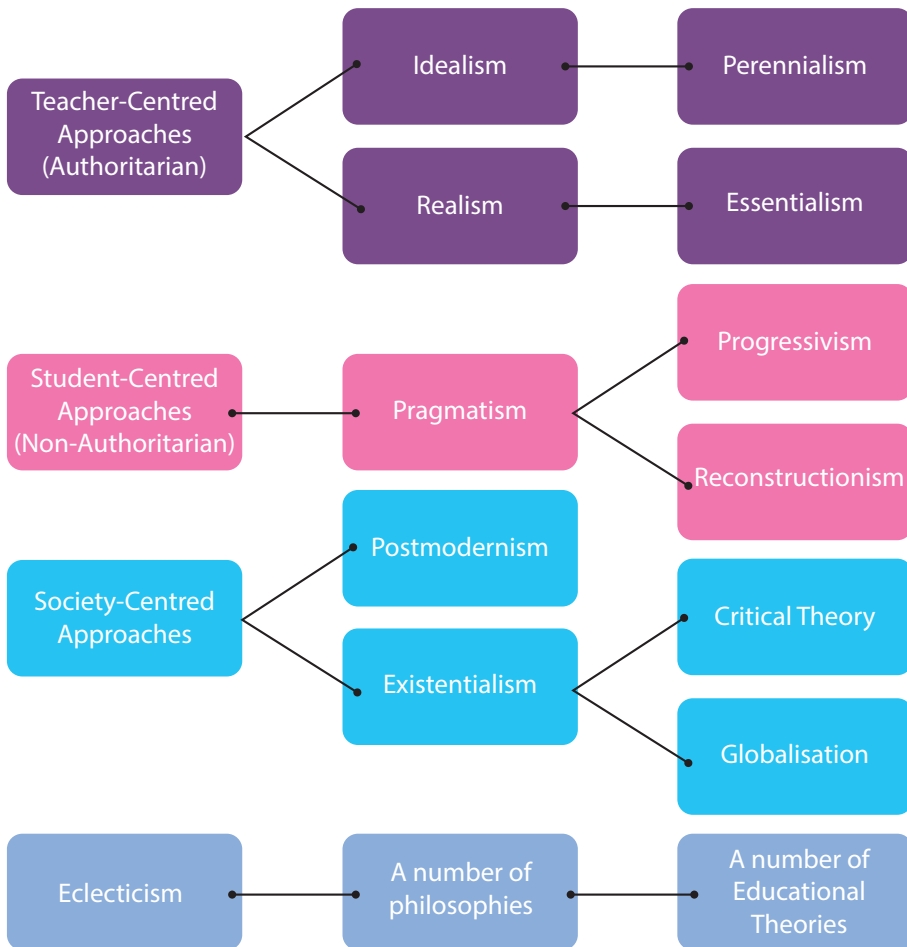
This learning activity is a formative assessment task.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review lesson learning: Approaches, Philosophies and Theories of Education. Refer to the following figure (Figure 7.13 in the textbook):



**Figure 7.13. Eclecticism – a fourth approach to educational philosophy**

2. Ask class why a personal teaching philosophy is important.
3. Review competencies gained:
  - C1.2.1 Identify theories and concepts that inform approaches to teaching and learning
  - C1.2.2 Describes own approach to teaching and 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.
4. Review learning outcome:

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

  - Write a personal teaching philosophy.



### **Expected student teachers' responses for the review questions in TB**

Question 1: Provide three examples of metaphors not mentioned in the Student Teacher Textbook.

*Answer: Student teachers' responses will vary as they will have to construct their own metaphor or recall one that is not mentioned in the Student Teacher Textbook.*

Question 2: Why is developing a teaching philosophy important?

*Answer: Student teachers' responses will vary as this question will be subjective.*

# Unit Summary



## Key messages

- The three approaches to Philosophy of Education studied in Year 2 are:
  - Teacher-centred approaches say that knowledge is transferred from one generation of teachers to the next.
  - Student-centred approaches focus on individual students achieving their potential, and how teaching can best support this.
  - Society-centred approaches go beyond individuals to focusing on educating groups of people.
- Each approach has philosophies and educational theories associated with it.
  - Teacher-centred approaches include the philosophies of Idealism and Realism and the educational theories of Perennialism and Essentialism.
  - Student-centred approaches include the philosophy of Pragmatism and the educational theories of Progressivism and Reconstructionism
  - Society-centred approaches include the philosophies of Postmodernism and Existentialism and the educational theories of Critical Theory and Globalisation.
- A fourth approach is Eclecticism. It is an approach that draws upon the best ideas from other approaches to develop a philosophy that suits individual teacher's beliefs.
- When developing a personal philosophy of teaching, considerations include:
  - The aim of education
  - Who should be educated
  - How students learn
  - What should be taught
  - Differentiation according to students' backgrounds, interests and abilities
  - The role of the teacher
  - How the teacher should teach
  - Role of the student.



### **Unit reflection**

- What are the four main approaches to Educational Philosophy?
- What is Eclecticism?
- Why do many teachers take an eclectic approach?
- What are the main philosophies of education? How are they different?
- What is a metaphor of teaching?
- Why is Philosophy of Education important?



### **Further reading**

Information about an anti-bullying lesson for the early school years can be found in the Education Degree College e-library.

# Unit 8

# Assessment

This unit focuses on developing understanding of:

- assessment approaches, principles, tools, and instruments; and
- educational assessment, data, and statistics.

## Expected learning outcomes



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

- Outline the purpose and timing of diagnostic, formative and summative assessment;
- Explain the role of teacher observation and questioning and peer and self-assessment in classroom-level assessment;
- Develop simple assessment instruments;
- Write examination questions across a range of types;
- Outline the principles of high-quality assessment design;
- Describe the characteristics of authentic assessment;
- Outline the steps in planning for authentic tasks in the context of a unit of work;
- Explain the principle of constructive alignment;
- Outline the four pillars of basic education assessment;
- Discuss the types of tasks that are appropriate for assessing 21<sup>st</sup> century skills;
- Explain the importance of using a variety of assessment tools;
- Outline the assessment principles reflected in the use of rubrics;
- Name the elements of an assessment rubric;
- Explain the steps in developing an assessment rubric;
- Write criteria-standards descriptors for an assessment rubric;

- Discuss the difference between qualitative and quantitative assessment data;
- Discuss different ways that teachers use assessment data;
- Define validity in relation to educational assessment;
- Identify the difference between content validity, construct validity and concurrent validity;
- Define reliability in relation to educational assessment;
- Understand the difference between validity and reliability;
- Identify issues of fairness in relation to assessment;
- Explain the importance of objectivity in assessment;
- Explain the difference between restricted response (close-ended) and constructed response (open-ended) questions;
- Describe different types of restricted response questions and why teachers might choose to use them;
- Discuss when constructed response questions are appropriate to use;
- Identify strategies teachers can use to make constructed response questions fair and more objective;
- Discuss how teachers can identify the skills and knowledge that they need to include in a test;
- Discuss why using different types of questions in a test can enable students to show what they know and can do;
- Discuss the purpose of a table of specifications and identify the steps used to design a table of specifications for a test;
- Identify test questions with different levels of difficulty;
- Work as a team to create a test;
- Identify how difficult test questions are by analysing student responses;
- Discuss how teachers use test data to plan for student learning and to report learning progress; and
- Identify patterns of reliability and validity from assessment data.





## Competencies gained

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

B2.1 Demonstrate capacity to monitor and assess student learning

B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress

## 8.1. Developing Understanding of

### Assessment

In this sub-unit, student teachers will develop deeper understanding of diagnostic, formative and summative assessment approaches. They will review principles of assessment, as outlined in the *National Assessment Policy for Basic Education* and the international literature.

There will be a focus on authentic performance-based tasks – their characteristics, alignment with other elements in a unit of work, and appropriateness in assessing 21<sup>st</sup> century skills.

Student teachers will explore the four pillars of basic education assessment: classroom-level assessment, school-based assessment, school completion, and sample-based assessment. A variety of assessment tools will be presented, relative to the revised levels of Bloom’s Taxonomy. Finally, student teachers will be presented with a series of steps to support you in rubric development.

### 8.1.1. Assessment approaches

#### Expected learning outcomes

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

- Outline the purpose and timing of diagnostic, formative and summative assessment;
- Explain the role of teacher observation and questioning and peer and self-assessment in classroom-level assessment;
- Develop simple assessment instruments; and
- Write examination questions across a range of types.





### **Competencies gained**

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback

B2.2.1 Record students learning progress accurately and consistently

B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum

B2.2.3 Communicate students' learning progress and achievement to students, parents and other educators



**Time:** Five periods of 50 minutes



**Learning strategies:**

Learning activity 1: Unpacking key definitions relating to assessment approaches

Learning activity 2: Designing a teacher observation checklist

Homework activity: Reviewing a student profile

Learning activity 3. Reviewing a peer-assessment example

Learning activity 4: Generating success criteria for a self-assessment instrument

Learning activity 5: Reflecting on guidance on formative assessment for teachers

Learning activity 6: Writing examination questions



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook section 8.1.1.



**Resources needed:**

Learning activity 1: Flip chart paper and pens, if available

## Period 1

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Ask student teachers why do teachers assess?  
Response: Draw out explanation from textbook:  
Teachers need to:
  - know how well their students are learning, whether they have successfully achieved the learning outcomes, and where further help is needed;
  - provide feedback to students about their learning and support students in assessing and reflecting on their own learning; and
  - report to parents on students' progress and achievement of learning outcomes.
2. Direct student teachers to textbook section, 'Definitions and broad approaches to assessment'.
3. Read the definition of assessment as a class, as presented in the Ministry of Education's new *National Assessment Policy for Basic Education*:  
Assessment is defined as an ongoing process for providing evidence to support decisions regarding improvements in student learning. It involves:
  - making expectations explicit and public;
  - setting appropriate criteria and high standards for learning quality;
  - systematically gathering, analysing, and interpreting evidence to determine how well performance matches those expectations and standards; and

- using the resulting information to document, explain, and improve student performance.
4. Inform student teachers that they can access the Policy in their Education Degree College e-library.
  5. You may wish to highlight the scope of the Policy:  
The Policy relates to assessment of ***KG, Primary, Middle, and High school*** students in:
    - all ***public schools***; and
    - recognised ***private, monastic, and non-state/non-government schools*** that implement the ***basic education curriculum***.
  6. Present the learning outcome for the period (written on board):  
By the end of this period, you will be able to:
    - Outline the purpose and timing of diagnostic, formative and summative assessment.
  7. Explain that while the key focus of assessment is on improving student learning, assessment can be classified according to three broad approaches, which:
    - serve different purposes; and
    - are undertaken at different points in the learning process.



### Learning activity 1. Unpacking key definitions relating to assessment approaches

<b>Time</b>	35 minutes (15 minutes table; 10 minutes diagram; 10 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To develop deeper understanding of the differences between the broad approaches to assessment.

1. Instruct student teachers to form groups of three.
2. Distribute flip chart paper and pens, if available.
3. Direct student teachers to learning activity 1 in the textbook.
4. Instruct student teachers to:
  - Read the definitions for diagnostic, formative and summative assessment.
  - For each assessment approach, identify its purpose and when it occurs in the teaching and learning process.

- Record your responses in Table 8.1 in the textbook.
  - Once completed, review the ‘When does it occur’ column. Reflect on how these approaches work together in a classroom.
  - Draw a diagram to communicate your understanding on your flip chart paper.
5. Select student teachers to share their responses with the class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers’ responses

The responses in the table have been taken directly from the definitions of diagnostic, formative and summative assessment, as presented in the textbook (and taken from the *National Assessment Policy for Basic Education*).

**Table 8.1. Broad assessment approaches - completed**

Approach	Purpose	When does it occur
<b>Diagnostic assessment</b>	<ul style="list-style-type: none"> <li>• Provides teachers with information about students’ prior knowledge and misconceptions before the beginning of a learning activity</li> <li>• Provides a baseline for understanding how much learning has taken place after the learning activity is completed</li> </ul>	Before the beginning of the learning
<b>Formative assessment</b>	<ul style="list-style-type: none"> <li>• Identifies on-going difficulties in students’ learning and responding to their individual needs in a timely manner</li> <li>• Clarifies and supports students’ knowledge, understanding and ability to apply their learning to an array of tasks</li> </ul>	Throughout the teaching and learning process
<b>Summative assessment</b>	<ul style="list-style-type: none"> <li>• Confirms what students know at the end of a stage of learning and whether or not they have met the curriculum outcomes or goals of their individual learning achievement</li> <li>• Provides evidence of achievement to parents, other educators, students themselves, and outside groups</li> </ul>	At the end of a stage of learning

Reflect on how these approaches work together in a classroom.

Student teachers may present something like this:

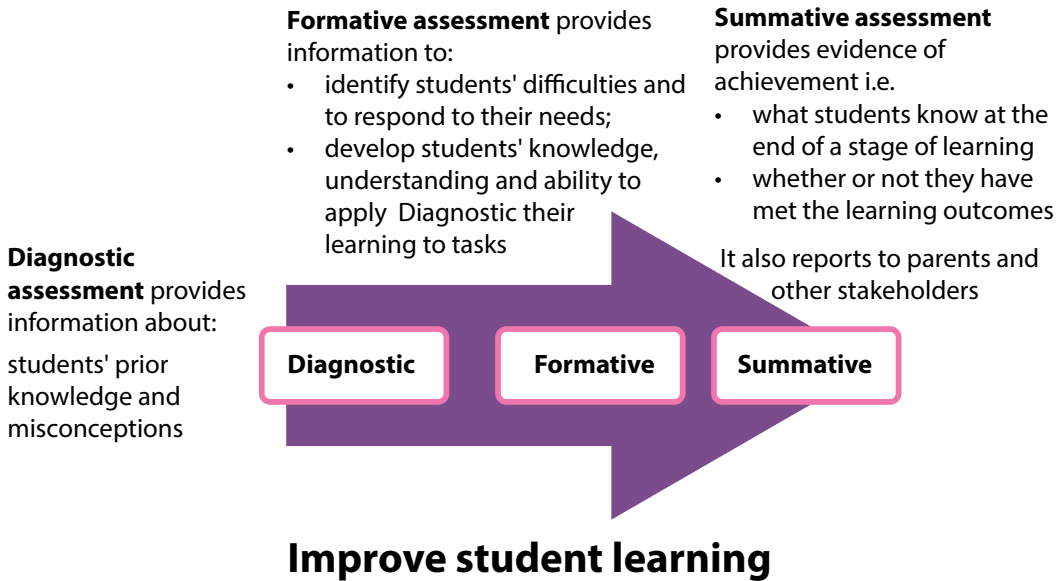


Figure. Definitions of diagnostic, formative and summative assessment

## Period 2

### Explicit teaching points

<b>Time</b>	25 minutes
<b>Class organisation</b>	Whole class

1. Direct student teachers to textbook section: Annex 3. Year 2 lesson plan template. Ask student teachers to identify the element of the lesson plan that is related to diagnostic assessment. Response:

## Lesson Plan Template

Class:	Date:	Time:	Teacher:
<b>Know the Students:</b>			
<ul style="list-style-type: none"> <li>a. <b>Prior Knowledge</b> (<i>What do students know? What can students already do?</i>)</li> <li>b. <b>Student Profile</b> (<i>What do you need to consider regarding individual students' needs?</i>)</li> </ul>			

Diagnostic assessment

**Figure. Diagnostic assessment in the lesson plan template**

2. Ask student teachers to write down how a teacher can ascertain what students already know and can do (i.e., how they can undertake diagnostic assessment).
3. Select student teachers to share responses with class.
4. Generate a list on the board of diagnostic assessment tools:
  - Questioning
  - Individual tasks
    - Completing KWL charts
    - Responding to initial writing prompts
    - Reflecting in journals.
  - Pair and group work
  - Quizzes, tests, and surveys.
5. Highlight that diagnostic assessment data can support the planning and design of *differentiated strategies* to support inclusion.
6. Remind student teachers that, in Unit 3, they looked at differentiation of teaching and learning, in response to assessment of students' *readiness* – that is, what the student already knows (i.e. prior knowledge) and can do, in relation to the new knowledge and skills to be learnt.
7. Refer student teachers to the 'differentiation' column in the lesson plan template.



Stage	Timing (45 minutes)	Teacher Activity (What are you doing?)	Student Activity (What are students doing?)	Differentiation (How will you differentiate teaching and learning to respond to students' needs?)
Introduction (How will you gain students' attention; connect to prior learning; communicate intended learning outcomes and success criteria?)				
Body (Will there be different stages in the body of the lesson e.g. explicit teaching, guided practice, independent practice?)				
Review (How will you assess students' achievement of learning outcomes; support students' reflecting on learning?)				

Diagnostic assessment data can support the planning and design of differentiated strategies to support inclusion

**Figure. Differentiation column in the lesson plan template**

8. Direct student teachers to section, 'Diagnostic assessment' and read together as a class:
  - Diagnostic assessment usually takes place at the start of a school year, semester, term or teaching unit.
  - While there are standardised diagnostic tools and processes, which are implemented in education systems and subject areas, teachers typically decide:
    - How to undertake diagnostic assessment most effectively
    - Which students will be assessed (either individual students, small groups, or the whole class)
    - The timing and frequency of diagnostic assessment.
9. Direct student teachers to section, 'Formative assessment: Assessment *for* learning and Assessment *as* learning.
10. Ask student teachers to reflect on the opening quote:

Teachers observe, interact and change with students on a constant basis throughout the school day. As such, there could be **no richer source of information about student learning, change and progress. This formative and intuitive assessment is one of the most powerful influences in promoting students' educational growth and development.**
11. Ask probing questions: How is formative assessment ***ongoing*** in a classroom? List how teachers assess formatively.

Response: Teachers:

  - Observe students participating in activities and tasks
  - Question students and assess what types of questions students ask
  - Listen to students' contributions in class or group discussions
  - Interact and support students in the process of learning
  - Review students' work.
12. Explain that teachers use information from formative assessment to adjust the pace and content of the lessons that they are teaching and respond to individual student needs.
13. Read together as a class what comprises formative or **classroom-level assessment**, as per the National Assessment Policy for Basic Education:
  - Teacher observation and questioning
  - Students applying their learning, including in student-centred tasks, such as group work, discussion, debate, projects; and
  - Students reviewing and *assessing their own work*.
14. Inform student teachers that over the next periods, they will explore these aspects of formative assessment.

15. Present the learning outcome for the period (written on board):

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

- Explain the role of teacher observation and questioning and peer and self-assessment in classroom-level assessment.

16. Ask student teachers to discuss with a peer what they recall about questioning from Unit 3.

Responses from student teachers may include:

- Questions can develop and assess students' **higher order thinking**
- **Wait-time** is a valuable technique in terms of providing thinking time for students and, as such, enhancing the quality of student responses
- **Questions can be close-ended** and **open-ended** in nature; and
- Questions can be aligned with different cognitive processes, beginning with recall and working up to analysis, synthesis and creation, as per the revised cognitive taxonomy.

17. Select student teachers to share responses.

18. Highlight for student teachers that teacher observations:

- May be spontaneous (i.e., happening any time a teacher and student interact) or planned.
- Usually happen over a short period of time (note that subsequent observations can allow for **on-going monitoring**).
- Describe student learning in context and can support differentiated planning.
- May focus on:
  - A student e.g. how a student with learning difficulties undertakes a particular task
  - A group of students e.g. how students in a group communicate or collaborate with each other
  - A whole class e.g. how a class of students transfer knowledge and skills across subject areas.
- Are more effective when they are focussed on set criteria.
- May be recorded in a checklist (see sample assessment record in Table 8.2) or compiled as written notes (see sample student profile in Table 8.3).



## Learning activity 2. Designing a teacher observation checklist

<b>Time</b>	20 minutes (15-minute activity; 5 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To design a simple teacher observation checklist for assessment of skills for a prescribed Grade 6 lesson.

Instruct students to form groups of three.

1. Distribute Grade 6 Curriculum documents to groups.
2. Direct student teachers to learning activity 2.
3. Instruct student teachers to:
  - Design a simple teacher observation checklist based on the Grade 6 Life Skills lesson outlined in Box 8.1 in the textbook.
  - Ensure that you target specific skills in your checklist.
  - You can model your response on the checklist format in Table 8.2 or design your own format.
4. Select student teachers to share criteria (i.e., targeted skills) with class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

**Table 8.2. Sample assessment record**

Student name	B1	B2	B3	B4	B5	B6	B7	B8	B9	Comments
1 Ma Ni Ni	***	**	**	**	**	***	**	**	*	
2 Mg Htay Win										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
↓										
<b>Observation: Area of assessment</b>										
B1: Takes a leading role in group or class work						B6: Asks questions for clarification				
B2: Works collaboratively and inclusively						B7: Using problem-solving strategies in the classroom environment				
B3: Contributes ideas in group work						B8: Engaged in learning activity until completed				
B4: Listens and pays attention to others						B9: Manages time on project work				
B5: Follows teacher instructions										
Beyond expectations ***			Meeting expectations **			Below expectations *				

## Homework activity: Reviewing a student profile

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class (instructions) Study group (activity)

**Purpose:** To read about and review a student profile.

1. Direct students to homework activity, and Table 8.3 in the textbook.
2. Instruct student teachers to form a study group and read the profile together to answer the following questions:
  - What are the sources of evidence that are drawn upon in this profile?
  - Why is it important to draw upon multiple sources of evidence in assessing student learning and progress?

### Period 3

#### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Present the learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Explain the role of teacher observation and questioning and peer and self-assessment in classroom-level assessment.
2. Ask student teachers to share responses from homework activity.  
*Question:* What are the sources of evidence that are drawn upon in the student profile?  
*Response:* teacher observation, questions and testing.  
*Question:* Why is it important to draw upon multiple sources of evidence in assessing student learning and progress?  
*Response:*  
The combination of multiple sources of evidence, from both *formal assessment* (i.e. testing) and *informal assessment* (observation and questioning), in the student profile in Table 8.3, provides a **more comprehensive view** of student learning and progress. Evidence from one source provides **only a small part of the overall picture** of student learning and development.
3. Direct student teachers to textbook section, '**Formative assessment: Students applying their learning, including in student-centred tasks**'.
4. Highlight the types of tasks that students may undertake:
  - Oral presentation in Myanmar
  - Written paragraph in English

- Labelled diagram or research project in Science
  - Timeline in History
  - Model in Geography.
5. Ask student teachers to list other tasks and write on board.
  6. Highlight that:
    - For each of these tasks, students would be provided:
      - the success criteria for these tasks in advance; and
      - feedback and differentiated support at various stages of their work.
    - Constructive feedback supports a student to answer two questions:
      - *How am I going?* (What progress has been made toward the goals?)
      - *Where to next?* (What activities need to be undertaken to make further progress?)



### Learning activity 3. Reviewing a peer-assessment example

<b>Time</b>	20 minutes (10-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Paris

**Purpose:** To review an example of peer-assessment.

1. Instruct student to form pairs.
2. Direct students to learning activity 3.
3. Read through the scenario:
 

In Science, students are required to: *draw and label the parts of an insect*. At the beginning of the activity, students are given a simple checklist, which presents the **success criteria** (Table 8.4). At the end of the activity, they are provided with an exemplar (Figure 8.8). Students exchange their work (Figure 8.9) with a peer; and use the checklist and exemplar to provide feedback.
4. Instruct student teachers to reflect on the strengths and limitations of this peer assessment example.
5. Select student teachers to share their responses with the class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

### *Strengths:*

- Students are well supported to undertake the peer assessment:
  - Success criteria are clear
  - There is a manageable number of success criteria (only 5)
  - Students only have to tick a 'yes' or 'no'
  - Students only have to provide feedback if it is a 'no'
  - The exemplar is clear
  - The task itself is straightforward (i.e. labelling a diagram).
- The approach would ensure all students receive feedback in very large class situations, which are typical in Myanmar.

### *Limitations:*

- Despite the level of scaffolding, some students may still need guidance to provide accurate peer review.

## Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Paris

1. Direct student teachers to textbook section, 'Formative assessment: Students engaging in peer and self-assessment'.
2. Explain to student teachers that while peer (and self) assessment may be one strategy to support formative assessment in large classrooms, it is important for students to be able to assess the quality of their peers' and their own work, in order to develop into autonomous and lifelong learners.
3. Highlight that students' evaluative capacity needs to be **built over time**: According to Sadler, an internationally recognised assessment scholar, students must:
  - learn to know what high-quality work is (that is why exemplars are important so students can see what high-quality work is);



- be able to compare their work against that standard; and
  - have the strategies to bring their work closer to that standard.
4. Highlight that, in many taxonomies, peer assessment and self-assessment are identified as **assessment as learning**.
  5. Explain that Box 8.2 in the textbook presents a contemporary perspective on assessment as learning from an Australian State Education Authority.
  6. Instruct student teachers to read Box 8.2 with a peer and highlight key words.  
Possible responses:
    - involves teachers and students creating *learning goals* to encourage growth and development;
    - encourages students to take *responsibility* for their own learning;
    - requires students to *ask questions* about their learning;
    - encourages *peer assessment*, *self-assessment* and *reflection*; and
    - provides ways for students to use *formal and informal feedback* and peer and self-assessment to help them understand the *next steps in learning*.

## Period 4



### Learning activity 4. Generating success criteria for a self-assessment instrument

<b>Time</b>	25 minutes (15-minute activity; 5 minutes peer sharing; 5 minutes whole class sharing)
<b>Class organisation</b>	Independent activity

**Purpose:** To generate a simple self-assessment instrument for an oral presentation task.

1. Present the learning outcome for the period:  
By the end of this period, you will be able to:
  - Develop simple assessment instruments.
2. Instruct student teachers to undertake this activity independently.
3. Direct student teachers to learning activity 4.
4. Draw on prior learning: As you learnt in Unit 3 and in the example that we just looked at on peer assessment:
  - Students need to be scaffolded to successfully engage in peer and self-assessment processes.

- Teachers need to clearly outline the learning outcomes and success criteria for students and provide them with examples of high-quality work, as well as peer and self-assessment instruments, such as checklists and simple rubrics.
5. Ask student teachers to revisit the self-assessment instrument for student participation in class discussions, which was presented in Unit 3 and now in Figure 8.11 in the textbook.
  6. Highlight that there are seven success criteria, with three standards (with provision for ‘not relevant’ if that was the case). The three standards are:
    - a. ‘Almost always’
    - b. ‘Sometimes’
    - c. ‘Still learning’.
  7. Instruct student teachers to read through the success criteria, from Figure 8.11 in the textbook.
  8. Highlight that student teachers are going to build on this foundation to generate success criteria for a *very simple* self-assessment instrument for an oral presentation task – the type of instrument that would build students’ confidence in engaging in self-assessment.
  9. Instruct student teachers to:
    - Create success criteria to complete the self-assessment instrument, in Table 8.5 in the textbook, using simple language and first person (e.g. ‘I plan a beginning, middle and end’).
    - Draw a *simple icon/ picture* (e.g. presentation plan) for each success criterion.
  10. Ask student teachers to share their responses first with a peer, and then with the class.



## Assessment





















Peer sharing and discussion will provide student teachers with feedback. You will be able to assess understanding when you select student teachers to share responses with class.



### Possible student teachers' responses

See completed table.

**Table 8.5. Self-assessment instrument for oral presentations - completed<sup>14</sup>**

Success criteria	Self assessment		
1. I plan a beginning, middle and end.  	Almost always	Sometimes	Still learning
			
2. I use pictures, drawings and props.  	Almost always	Sometimes	Still learning
			
3. I look at my audience.  	Almost always	Sometimes	Still learning
			
4. I speak loudly and clearly.  	Almost always	Sometimes	Still learning
			
5. I answer questions from the audience.  	Almost always	Sometimes	Still learning
			

<sup>14</sup> Buck Institute for Education, 2013.



## Learning activity 5. Reflecting on guidance on formative assessment for teachers

<b>Time</b>	25 minutes
<b>Class organisation</b>	Groups of three

**Purpose:** To assess understanding of key assessment concepts up to this point in the learning and to be aware of guidance provided to teachers, regarding formative or classroom-level assessment in the new Basic Education Curriculum.

1. Present the learning outcome:  
By the end of this lesson, you will be able to:
  - Explain the role of teacher observation and questioning and peer and self-assessment in classroom-level assessment.
2. Instruct student teachers to form groups of three.
3. Direct student teachers to learning activity 5.
4. Instruct student teachers to read Box 8.3 in the textbook, which presents guidance relating to formative or classroom-level assessment, as outlined in the Teacher Guide of the New Basic Education Curriculum, and answer the following questions:
  - How does this excerpt reflect emphases on diagnostic assessment?
  - How does this excerpt reflect emphases on teachers using formative assessment tools?
  - What is one advantage and one disadvantage of the recommended technique regarding using a sample of 10 books/students to assess class performance or prior knowledge?



### Assessment

Peer sharing and discussion will provide student teachers with feedback. You will be able to assess understanding when you select student teachers to share responses with class. Encourage students to undertake Part B on their practicum.

- Note that the Teacher Guide states that “Teachers will need to determine how best they can record this evidence from the students’ learning, so they will be able to adjust their teaching to improve the quality of learning”.

- You are encouraged to pursue a conversation with your mentor teacher on practicum regarding how they *record evidence of student learning*.



## Possible student teachers' responses

### Questions

- How does this excerpt reflect emphases on diagnostic assessment?
- How does this excerpt reflect emphases on teachers using formative assessment tools and students engaging in self-assessment?

Responses within Box 8.3 from the textbook:

### Box 8.3. Guidance provided to teachers in the Teacher Guide - completed

**Observation:** Observe the students directly and record observations (including behaviour in group work) in preparation for practical or performance activities.

**[diagnostic assessment: teacher observation]**

Also observe one or more of the 5 Cs (i.e. Collaboration, Communication, Critical thinking and problem solving; Creativity and innovation).

**Questioning:** The teacher asks the students questions to determine the level of understanding (Bloom's taxonomy) and adjusts their teaching as a result. This may happen at any time in the lesson, as well in the Review and Assessment, for the final stage of a lesson or series of lessons. **[diagnostic and formative assessment: teacher questioning]**

**Student learning journal:** The teacher asks students to write answers to open-ended questions (e.g. What I have learnt and what I still need to learn) in their exercise books as part of the review at the end of the lesson. **[formative assessment: student self-assessment]**

At the beginning of the next lesson, a similar task is used to determine prior knowledge by asking students to write what they know about today's lesson objective.

**[diagnostic assessment: student self-assessment]**

The teacher uses a sample of maybe 10 books/students to assess the overall class performance **[formative assessment: teacher review of student self-assessment]** or prior knowledge **[diagnostic assessment: teacher review of student self-assessment]** and adjust teaching accordingly.

### Question

- What is one advantage and one disadvantage of the recommended technique regarding using a sample of 10 books/students to assess class performance or prior knowledge?

## Response

- Advantage: It saves time to only review a sample of only 10 books/students.
- Disadvantage: The sample may not be representative and would not allow planning for differentiated strategies and support.

## Period 5

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Present the learning outcome for the period:  
By the end of this period, student teachers will be able to:
  - Write examination questions across a range of types.
2. Direct student teachers to the textbook section, ‘Summative assessment: Examinations’
3. Highlight that assessment can also be undertaken formally via an examination, under conditions that specify:
  - the duration of the examination;
  - what materials students can have access to; and
  - the level of supervision that is required.
4. Explain to student teachers that in supporting students to pass formal examinations, it is important that they are familiar with the format and timing of examinations and the types of questions that they will be required to respond to.
5. Ask student teachers to form pairs and read through Box 8.4 in the textbook – that is, an example of review questions about Angkor Archaeological Park’s art and architecture.
6. Direct student teachers to Table 8.6 in the textbook and read as a class each type of written examination questions and associated examples:
  - True/false statements
  - Fill in the blanks
  - Multiple choice questions
  - Make a list
  - Classify items

- Short-answer questions
- Order sentences
- Extended answer questions.



### Learning activity 6. Writing examination questions

<b>Time</b>	25 minutes
<b>Class organisation</b>	Groups of four

**Purpose:** To practise writing different types of examination questions.

1. Instruct students to form groups of four.
2. Direct student teachers to learning activity 6.
3. Instruct student teachers to:
  - Write one example for each type of question in Table 8.7.
  - Reflect on whether the question type allows for the assessment of higher order thinking.
4. Select student teachers to share responses with class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses

See the completed Table 8.7 below.

**Table 8.7. Types of written examination questions and examples - completed**

<b>True/false statements</b>	<p>Say whether the following statements are true or false by writing T or F beside the statements:</p> <ul style="list-style-type: none"> <li>Rice is included in the disease prevention food group.</li> </ul>				
<b>Fill in the blanks</b>	<p>Fill in the blanks with correct answers:</p> <ul style="list-style-type: none"> <li>The side opposite the right angle in a _____ triangle is the hypotenuse.</li> </ul>				
<b>Multiple choice questions</b>	<ul style="list-style-type: none"> <li>Which of the following was the capital of King Anawrahta?                     <ul style="list-style-type: none"> <li>e) Theory of Evolution</li> <li>f) Big Bang Theory</li> <li>g) Theory of Relativity</li> <li>h) Cell Theory</li> </ul> </li> </ul>				
<b>Make a list</b>	<ul style="list-style-type: none"> <li>List materials that conduct electricity</li> </ul>				
<b>Classify items</b>	<p>Classify the following materials by filling in the table:</p> <p>chocolate, water, table, oil, ice, juice, papaya</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 50%;">Liquids</th> <th style="width: 50%;">Solids</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table>	Liquids	Solids		
Liquids	Solids				
<b>Short-answer questions</b>	<p>Write one or two sentences in response to the following question:</p> <ul style="list-style-type: none"> <li>Why is Bagan a world heritage listed site?</li> </ul>				
<b>Order sentences</b>	<p>Put the following sentences in the correct order:</p> <ul style="list-style-type: none"> <li>Report results.</li> <li>Conduct an experiment to test the prediction.</li> <li>Accept or reject the hypothesis.</li> <li>Analyse the results.</li> <li>Form a hypothesis.</li> <li>Make a prediction based on the hypothesis.</li> </ul>				
<b>Extended answer questions</b>	<p>Write one or two paragraphs in response to the following questions:</p> <ul style="list-style-type: none"> <li>Explain why King Kyansittha tried to unite Mon and Myanmar.</li> </ul>				



*Question*

Reflect on whether the question type allows for the assessment of higher order thinking.

*Response*

The question types that are likely to promote higher order thinking:

- Classify items: analyse
- Extended answer questions: analyse and evaluate

**Check student teachers' understanding**

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

## 1. Review learning outcomes:

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

- Outline the purpose and timing of diagnostic, formative and summative assessment;
- Explain the role of teacher observation and questioning and peer and self-assessment in classroom-level assessment;
- Develop simple assessment instruments; and
- Write examination questions across a range of types.

## 2. Review competencies gained:

- B2.1 Demonstrate capacity to monitor and assess student learning
- B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress

## 8.1.2. Assessment principles

### Expected learning outcomes



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

- Outline the principles of high-quality assessment design;
- Describe the characteristics of authentic assessment;
- Outline the steps in planning for authentic tasks in the context of a unit of work; and
- Explain the principle of constructive alignment.



### Competencies gained

A4.1.3 Describe the assessment principles underpinning the Lower Secondary curriculum

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes



**Time:** Three periods of 50 minutes



**Learning strategies:**

Learning activity 1: Comparing frameworks relating to principles of assessment

Learning activity 2: Scoping authentic learning and assessment experiences

Learning activity 3: Identifying constructive alignment in policy and practice



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read Lesson 8.1.2 in the textbook.



**Resources needed:** No additional resources

## Period 1



**Learning activity 1. Comparing frameworks relating to principles of assessment**

<b>Time</b>	35 minutes (25 minutes; 10 minutes)
<b>Class organisation</b>	Groups of three

**Purpose:** To review the principles of assessment outlined in the Basic Education Curriculum.

1. Present the learning outcome for this period:  
By the end of this period, student teachers will be able to:
  - Outline the principles of high-quality assessment design.
2. Instruct students to form groups of three.
3. Direct student teachers to learning activity 1.
4. Inform student teachers that Professors Brown and Race are internationally recognised experts in the field of assessment.
5. Instruct student teachers to review the principles set out in Myanmar's National Assessment Policy in terms of alignment with the principles of high-quality assessment design set out by Brown and Race:
  - **Integral:** Assessment is part of the entire learning process. It does not just occur at the end of learning.
  - **Valid:** Assessment measures what it was intended to measure (i.e. it focuses on the targeted knowledge and skills in the learning outcomes).
  - **Transparent:** Success criteria and assessment processes are made clear to students.
  - **Inclusive:** A variety of assessment tools are used, and all students are provided with opportunities to demonstrate their knowledge and skills.
  - **Authentic:** Assessment tasks are meaningful and relate to the real world.

- **Efficient:** Assessment are manageable for students (regarding task requirements and due dates) and teachers (regarding supporting students and the marking load).
  - **Reliable:** Assessment marking is fair. Teachers use success criteria to assess each student's work and engage in moderation processes.
6. Ask student teachers if these principles are reflected in *Myanmar's National Assessment Policy for Basic Education*.
  7. Select student teachers to share their responses with the class.



## Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.

Ask student teachers if there is any principle, identified by Brown and Race, which is not reflected in the National Assessment Policy.

*Response:* perhaps Authentic

Highlight for student teachers that authenticity may be implied in some principles:

- Assessment tasks should primarily reflect the nature of the discipline or subject (i.e., in terms of real-world applications of the discipline).
- Assessment should also ensure that students have opportunities to demonstrate their individual skills and capabilities using a *variety* of assessment tools and instruments.



## Possible student teachers' responses

### Box 8.5. Basic principles of assessment in National Assessment Policy - completed

- Each curriculum learning area and grade level should include a balanced combination of *formative* and *summative* assessments. *Diagnostic* assessment may be used to assess prior learning and misconceptions. **INTEGRAL**
- Assessment should be built into curriculum design and should relate directly to the *curriculum aims* and *learning outcomes*. **VALID**
- Assessment tasks should primarily reflect the nature of the discipline or subject. **AUTHENTIC [Note may be implied]**
- Assessment should also ensure that students have opportunities to demonstrate their individual skills and capabilities using a *variety* of assessment tools and instruments. **INCLUSIVE**
- Formative assessment should first and foremost be utilised to motivate, create learning opportunities, and provide *constructive ongoing feedback* (to both students and teachers). **INTEGRAL**
- Summative assessment for the purpose of grading and as a quality assurance mechanism is undertaken less frequently than formative assessment and the results should be used by the teacher to improve teaching. **RELIABLE**
- Assessment tasks and associated criteria should be *valid*: i.e., they should effectively measure student attainment of the intended learning outcomes at the appropriate level. **VALID**
- Assessment should be based on *clear and consistent* processes and be subject to quality assurance (QA) of assessment. **TRANSPARENT**
- Assessment should be *inclusive and equitable* as far as possible without compromising academic standards, i.e., it should ensure that tasks and procedures do not disadvantage any group or individual, including disadvantage due to gender, ethnic group, disability, socio-economic status, or other circumstances. **INCLUSIVE**
- Assessment processes should include *timely feedback* to students and/or parents that promotes learning and facilitates improvement as an *integral* part of teaching and learning. **INTEGRAL**
- The amount of assessed work should be *manageable* for both students and their teachers without overloading staff or students. **EFFICIENT**
- Assessments, including tests and exams, are not to be used as a pass/fail mechanism, but rather to be used to better facilitate students' learning and to grade students' achievement. **INTEGRAL**

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Present the learning outcome for this period:  
By the end of this period, student teachers will be able to:
  - Describe the characteristics of authentic assessment.
2. Direct student teachers to the textbook section, ‘Authentic assessment tasks’.
3. Explain that:
  - Internationally, there is emphasis on authentic assessment – educational goals have shifted focus from the acquisition of knowledge to shaping competent students, who can apply knowledge and skills in different contexts; and
  - given the focus on application, authentic assessment tasks are said to be performance-based.
4. Draw on an authentic learning and assessment scenario that student teachers are familiar with:
  - *Context:* hypothetical sustainable garden project, enacted through an action learning model.
  - *Learning methods:* students participate in:
    - research into sustainable gardens;
    - whole class discussions and action planning;
    - guest visits (e.g. from the principal, who provides feedback on the action plan; and from parents, who support the planning, building and planting of the garden);
    - co-operative garden tasks; and
    - reflective journal writing.
  - *Assessment tasks:* The actual assessment tasks could then be:
    - group research report;
    - group action plan; and
    - individual reflections on learnings.
5. Read through each of the characteristics of authentic assessment in Table 8.8, in the textbook.

## Period 2



### Learning activity 2. Scoping authentic learning and assessment experiences

<b>Time</b>	50 minutes Part A 15 minutes (10-minute activity; 5 minutes sharing) Part B 35 minutes (25-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To review a learning and teaching scenario from the perspective of authenticity, and apply understandings to scope authentic learning and assessment experiences.

1. Instruct student teachers to form groups of three.
2. Direct student teachers to learning activity 2.
3. Highlight that:
  - The hypothetical sustainable garden project, with a focus on an action plan, is similar to the real Grade 7 Endangered Species Project, which student teachers reviewed in Unit 6 in the context of integrated curriculum design
  - Instead of an action plan, the Endangered Species Project involved a recovery plan for an endangered animal
  - The Endangered Species Project had multiple phases and tasks, which unfolded over the 8 weeks of the project.
4. Select different student teachers to read:
  - *Phase 1. Student Research and Paper:* Students conduct *individual* research on a particular animal, choosing from a list of 25 endangered species.
  - *Phase 2. Developing a Recovery Plan:* Students work in *small groups* to develop a recovery plan for their endangered animal.
  - *Phase 3. Presentations to the Board of Directors.* The project culminates with a 15-minute group presentation of the recovery plan to a hypothetical zoo “Board of Directors”, made up of zoo professionals and teachers.
5. Instruct student teachers to undertake Part A:
  - Reflect upon these tasks in terms of the characteristics outlined in Table 8.8. in the textbook.
    - Are the Endangered Species Project tasks authentic?
  - You may wish to record your responses in Table 8.8.

- For instance: *Yes*, the Endangered Species Project ‘*involves multiple steps and a range of tasks*’ (i.e. Characteristic #3).

6. Select student teachers to share their responses with the class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible studentteachers’ responses

**Table 8.8. Characteristics of authentic assessment**

Authentic assessment	YES
1. Performance-based, motivating, challenging but achievable	✓
2. Activities relate to the real world [ <b>Recovery Plan</b> ]	✓
3. Involves multiple steps and a range of tasks [ <b>3 project phases</b> ]	✓
4. Integrated with core learning activities [ <b>Project unfolds over 8 weeks of learning</b> ]	✓
5. Requires students to be creators of knowledge [ <b>Recovery Plan</b> ]	✓
6. Develops critical and creative thinking and metacognitive skills [ <b>Students synthesise research findings to develop recovery plan</b> ]	✓
7. Requires significant student time and effort in collaboration with others [ <b>Students work in groups</b> ]	✓
8. Incorporates self or peer assessment and/or feedback from real audiences [ <b>Presentation to Board of Directors, made up of zoo professionals and teachers</b> ]	✓
9. Stimulates a wide range of responses from students/groups [ <b>Each student group selects different endangered species</b> ]	✓

7. Instruct student teachers to undertake Part B:
- Select a subject area from the new Grade 6 Curriculum and outline the focus of a lesson or lessons, which could be extended into a unit of work with Research, Planning and Presentation phases.
  - Respond to all or some of the questions in each section.
8. Select student teachers to share their responses with the class.





## Possible student teachers' responses

### Box 8.7. Scoping authentic learning and assessment experiences - completed

#### **Context**

Subject: Morality and Civics Curriculum

Unit focus: School Councils

A School Council has:

- *ex officio* members (Principal, as Chair, and teachers); and
- elected student members.

#### **Undertake Research**

*What* is the topic or powerful research question?

How does the School Council function effectively and implement school activities that have positive benefits for students?

*How* will students undertake the research?

Students undertake primary research:

- *Interview* School Council members to find out about the *Council's mission and goals, as well as election processes*
- Review *election speech* of School Council student member to find out about the *leadership qualities* needed to be elected to the Council
- Review School Council *plans* to find out about the *Council's activities*.

#### **Develop a Plan**

*What* type of plan?

A School Council Activity Plan, outlining one initiative that will have benefits for students of the school.

*How* will students go about developing it?

Students are divided into groups and assume the role of the School Council.

Each student is required to:

- Write a short speech outlining their own leadership qualities
- Present their speech within their group.

Each group is required to:

- Elect a Chair through a confidential vote on the basis of the 'election speeches'
- Develop a School Activity Plan, outlining one realistic initiative that will have benefits for students of the school.

*How* will students be afforded some level of choice to pursue own interests?

Each group can focus on an activity/initiative that:

- Is of interest to them and
- Can be realistically implemented.

**Present the Plan**

*What* authentic audiences will students present the plan to?

Each group will present their Activity Plan to the actual School Council.

*How* will they present the plan?

The School Council will get together for a special meeting. Each group will present their plans at that meeting. The groups will also submit a written copy of their plans to the School Council.

*Who* will assess the plan?

- The School Council will provide feedback on each of the plans. It will implement the plan that has the most merit in terms of benefiting the school community.
- The teacher will assess groups' written Activity Plans (as well as individual students' election speeches).

**Period 3**

**Explicit teaching points**

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Outline the steps in planning for authentic tasks in the context of a unit of work; and
  - Explain the principle of constructive alignment.
2. Direct student teachers to textbook section, 'Designing assessment at the unit-level: Constructive alignment'.
3. Explain to student teachers that in Unit 4, they worked through each of the steps of planning for a *single lesson*.
4. Select different student teachers to read broad steps for planning at the level of a unit of work (i.e. a series of lessons):
  - Determine ***unit-level learning outcomes*** (i.e. what knowledge and understandings and skills and dispositions are to be developed and assessed over the unit?).
  - Design the *assessment tasks*, which will determine whether a student has achieved the learning outcomes. In line with good practice, these tasks will include rich ***performance assessment tasks***. Develop clear success criteria and, if possible, a criteria–standards rubric for each task.

- Create the *daily teaching and learning activities* and *formative assessments* that scaffold the performance tasks. It is through these activities that students develop the competencies that they apply in the assessment tasks.

In this way, unit-level learning outcomes, assessment tasks, success criteria, and learning and teaching activities are **constructively aligned**.



### Learning activity 3. Identifying constructive alignment in policy and practice

<b>Time</b>	30 minutes (20-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Pairs

**Purpose:** To identify constructive alignment in policy and practice.

1. Instruct student teachers to form pairs.
2. Direct student teachers to refer to learning activity 3.
3. Instruct student teachers to:

**Part A. Policy.** Return to the basic principles of assessment in Box 8.5, in the textbook.

- Identify the principle/s that reflect constructive alignment.

**Part B. Practice.** Constructive alignment has been introduced here in the context of planning for a unit of work. How does constructive alignment relate to the elements of lesson planning?

- Review the Year 2 lesson plan template (in textbook Annex 3) and discuss how the template supports constructive alignment.

4. Select student teachers to share responses with class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

### Box 8.8. Constructive alignment in policy and practice - completed

#### Part A. Policy

##### Constructive alignment in National Assessment Policy

The following principles are relevant:

- Assessment should be built into curriculum design and should relate directly to the curriculum aims and **learning outcomes**.
- Assessment tasks and **associated criteria** should be valid: i.e., they should effectively measure student attainment of the intended learning outcomes at the appropriate level.
- Assessment processes should include **timely feedback** to students and/or parents that promotes learning and facilitates improvement as an **integral part of teaching and learning**.

#### Part B. Practice

##### Constructive alignment in Year 2 lesson plan template

The Year 2 template supports constructively aligned lessons by:

The lesson plan clearly outlines:

- Learning outcomes
- Criteria for success
- Lesson body: Teaching and learning activities
- Lesson review: Opportunities for assessment of student achievement of learning outcomes and student reflection on learning
- Teacher evaluation, including questions such as:
  - *Did all your students understand and meet the intended learning outcomes? Were the learning outcomes suitable for students' level/s? Were they realistic given time allocation?*
  - *How effective were the teaching and learning strategies/methods? Teaching aids/ resources? Formative assessment and feedback opportunities?*



## Check student teachers' understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

### 1. Review learning outcomes:

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

- Outline the principles of high-quality assessment design;
- Describe the characteristics of authentic assessment;
- Outline the steps in planning for authentic tasks in the context of a unit of work; and
- Explain the principle of constructive alignment.

## 2. Check for understanding.

- Ask students to list as many *principles* of high-quality assessment design that they can recall:

*Response:*

- Integral
- Valid
- Transparent
- Inclusive
- Authentic
- Efficient
- Reliable.

- Ask students to write a simple definition of *authentic assessment*:

*Response:*

- Authentic assessment tasks are rich tasks, which:
  - relate to the world beyond the classroom; and
  - allow student to apply knowledge and skills.

- Ask students to draw a representation of the elements of *constructive alignment*:

*Response: See textbook Figure 8.18. Alignment of learning outcomes, assessment, and teaching and learning*

### 8.1.3. Assessment ‘pillars’ and tools

#### Expected learning outcomes

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

- Outline the four pillars of basic education assessment;
- Discuss the types of tasks that are appropriate for assessing 21<sup>st</sup> century skills; and
- Explain the importance of using a variety of assessment tools.





## Competencies gained

A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught

A4.1.3 Describe the assessment principles underpinning the Lower Secondary curriculum

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Assessing soft skills across the pillars

Learning activity 2: Aligning assessment with learning outcomes



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 8.1.3.



**Resources needed:** No additional resources

## Period 1

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Outline the four pillars of basic education assessment; and
  - Discuss the types of tasks that are appropriate for assessing 21<sup>st</sup> century skills.
2. Direct student teachers to textbook section, ‘Four pillars of basic education assessment’.
3. Highlight that according to the new National Assessment Policy for Basic Education, Myanmar’s basic education assessment system will comprise four pillars, as shown in Figure 8.19:
  - Classroom-level: formative assessment, undertaken continuously throughout the school year
  - School-based: formative and summative assessment
  - School completion: Primary, middle and high school completion assessment
  - Sample-based: centrally managed assessments that measure the health of the education system.

Note that sample-based assessment of *reading and mathematics* is planned at *middle school level* (i.e., to assess the proportion of young people at the end of lower secondary education achieving at least a minimum proficiency level in reading and Mathematics, by sex).

4. Explain to students that:
  - a. They have already looked at classroom level assessment in some depth; and
  - b. According to the National Assessment Policy, *classroom level assessment* shall “promote active learning, including engaging students in discussion and dialogue in the classroom and promoting soft skills”.<sup>15</sup>

<sup>15</sup> Ministry of Education, 2019.



## Learning activity 1. Assessing soft skills across the pillars

<b>Time</b>	40 minutes (10 minutes preliminary; 15-minute activity; 15 minutes sharing)
<b>Class organisation</b>	Individual/Pairs

**Purpose:** To understand the emphasis on assessment of 21<sup>st</sup> century or soft skills across the pillars and to consider the most effective way to assess these skills.

1. Direct student teachers to learning activity 1 in the textbook.
2. Highlight that:
  - Soft skills are to be assessed across all three pillars, as presented in Table 8.9 in the textbook.
  - The National Assessment Policy presents the most complete representation of the soft skills, which are targeted in the basic education curriculum.
3. Direct student teachers to Figure 8.20 in the textbook and invite student teachers to a game of charades.
4. Select one student teacher to select and mime one of the soft skills (e.g., the student mimes that she is planting trees to represent ‘citizenship and sustainable development’).
5. Direct student teachers to Table 8.9 in the textbook.
6. Highlight that, in addition to classroom-level assessment, soft skills are also assessed across other pillars:
  - **School-based assessment** includes indicators that describe students’ performance in skills, such as teamwork, problem solving and communicating effectively; and
  - **School completion** includes certification of satisfactory learning achievement in knowledge, attitudes, and skills, including soft skills.
7. Instruct student teachers to respond to the question:
 

What types of assessment tasks and approaches to curriculum are likely to provide opportunity to develop and assess soft skills most effectively?

  - *Types of assessment tasks:* Review the alignment between the characteristics of authentic assessment (Table 8.8) and the soft skills. Make notes around Figure 8.20 in the textbook.
  - *Approaches to curriculum:* Consider whether the soft skills are tied to subject areas. Reflect on your learnings regarding integrated curriculum from previous units.
8. Select student teachers to share responses with the class.





## Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

- *Types of assessment tasks:* Traditional assessment tools such as examinations and essays are not valid measures of soft skills.
- Students require opportunities to actively apply knowledge and skills in authentic tasks.
- It is easy to align the characteristics of authentic assessment (from Table 8.8 in the textbook) with the soft skills, as shown below in Figure 8.20.

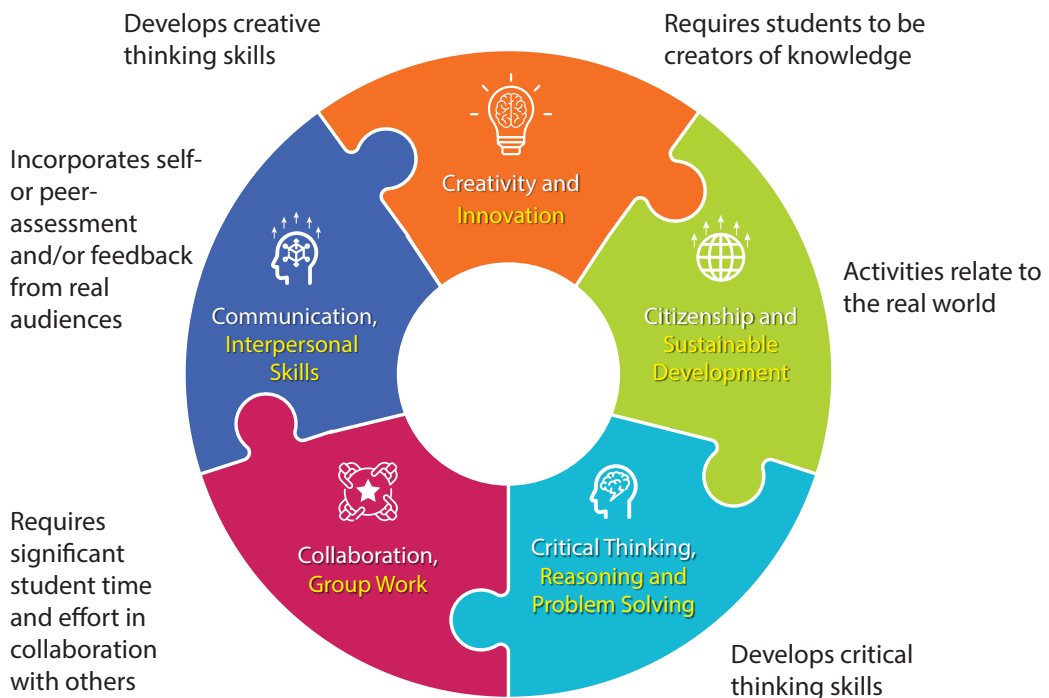


Figure 8.20. Soft skills (or 5Cs)<sup>16</sup>

<sup>16</sup> Ministry of Education, 2019, p. 14.

- *Approaches to curriculum:* Critical thinking, creativity, citizenship, collaboration, and communication are not tied to subject areas. The soft skills transcend subject areas. It makes sense that curriculum integration offers an effective way to teach and assess soft skills.
- For instance, the Endangered Species Project would provide one opportunity to assess all of the soft skills of the basic education curriculum:
  - *Phase 1. Student Research and Paper:* Students conduct *individual* research on a particular animal, choosing from a list of 25 endangered species. **[Critical thinking]**
  - *Phase 2. Developing a Recovery Plan:* Students work in *small groups* to develop a recovery plan for their endangered animal. **[Collaboration, Creativity, Problem Solving, Citizenship and Sustainable Development]**
  - *Phase 3. Presentations to the Board of Directors.* The project culminates with a 15-minute group presentation of the recovery plan to a hypothetical zoo “Board of Directors”, made up of zoo professionals and teachers. **[Communication]**

## Period 2

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Explain the importance of using a variety of assessment tools.
2. Direct student teachers to textbook section, ‘Assessment tools and inclusive assessment’.
3. Highlight that:
  - One of the basic principles of assessment in the National Assessment Policy is that:

- Assessment should be *inclusive and equitable* as far as possible without compromising academic standards, i.e., tasks and procedures do not disadvantage any group or individual, including due to gender, ethnic group, disability, socio-economic status, or other circumstances.
  - Assessment should ensure that students have opportunities to demonstrate their individual skills and capabilities using a *variety* of assessment tools and instruments.
4. Ask different student teachers to read out one column of assessment tools for the Middle school from Table 8.10 in the textbook.
  5. Remind student teachers of the strategies that were explored in Unit 3 to differentiate assessment:
    - Providing students with a choice in terms of assessment products (e.g. poster or video presentation);
    - Allowing students to propose their own ways in which they would like to demonstrate their learning;
    - Allowing students to have more time to complete assessment tasks;
    - Providing students feedback at more frequent milestones; and
    - Providing levels of support that are responsive to students' needs.



### Learning activity 2. Aligning assessment with learning outcomes

<b>Time</b>	35 minutes Part A. 15 minutes Part B. 20 minutes
<b>Class organisation</b>	Groups of three

**Purpose:** To deepen your understanding of assessment design principles.

1. Instruct student teachers to form groups of three.
2. Direct student teachers to learning activity 2.
3. Instruct student teachers to undertake respond to:
 

**Part A.** Beyond consideration of student differences, draw upon your understanding of constructive alignment, to reflect on why a variety of assessment tools is necessary.
4. Highlight that a recording sheet has been provided for this activity.
5. Select student teachers to share their responses with the class.



## Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

A variety of assessment tools are necessary in order to validly assess learning outcomes, which target a broad range of knowledge, skills and dispositions, as per principles of validity/constructive alignment in National Assessment Policy:

- Assessment should be built into curriculum design and should relate directly to the curriculum aims and *learning outcomes*.
  - Assessment tasks and *associated criteria* should be valid: i.e., they should effectively measure student attainment of the intended learning outcomes at the appropriate level.
1. Once this understanding is established, instruct student teachers to undertake:
    - **Part B.** For each of the higher-order cognitive domains of the revised cognitive taxonomy (Analyse, Evaluate and Create), write an aligned learning outcome and select an appropriate assessment tool.
    - Use Figures 8.22 and 8.23, in the textbook to support you in this task.
    - Consider assigning one domain to each student teacher in the group:
      - Student Teacher 1: Analyse
      - Student Teacher 2: Evaluate
      - Student Teacher 3: Create.
  2. Direct students to Figure 8.22. As a class read together:
    - The inner circle is made up of cognitive domains or levels of the revised taxonomy:
      - Remember
      - Understand
      - Apply
      - Analyse
      - Evaluate
      - Create.

- The middle circle is made up of action verbs or cognitive processes, which are associated with each of the broad cognitive domains. For instance:
    - *Analyse* domain: *Compare*
    - *Evaluate* domain: *Critique*
    - *Create* domain: *Design*
 These action verbs can be used to frame learning outcomes. For instance: At the end of the lesson, students will be able to:
    - *Compare* factors that affect growth of plants and animals.
  - The outer circle is made up of assessment tools that are constructively aligned with the cognitive domain and processes (e.g. *Analyse: Compare: Report*).
3. Highlight that this is represented in the first table:

### Analyse/Compare/Report

Domain	Analyse
Action verb	Compare
Learning outcome	Compare factors that affect growth of plants and animals
Assessment tool	Report (in Science)

### Evaluate/Critique/Group discussion

Domain	Evaluate
Action verb	Critique
Learning outcome	Critique a proposed new local development
Assessment tool	Group discussion (in Geography)

### Create/Design/Game

Domain	Create
Action verb	Design
Learning outcome	Design a board game for the young students in our school
Assessment tool	Game (in Local Curriculum)

4. Make connections between tables and Figure 8.23 in the textbook.
5. Select student teachers to share their responses with the class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses

#### Analyse/Investigate/Model

Domain	<i>Analyse</i>
Action verb	<i>Investigate</i>
Learning outcome	Investigate and represent the stages of the water cycle
Assessment tool	<i>Model</i> that student explains in oral presentation (Geography – Hydrosphere, Water Cycle)

#### Evaluate/Justify/Recommendation

Domain	<i>Evaluate</i>
Action verb	<i>Justify</i>
Learning outcome	Justify recommendations for how the school canteen can offer more nutritious snacks, informed by evaluation of current offerings
Assessment tool	<i>Recommendation</i> (Life Skills – Food and Nutrition)

#### Create/Compose/Song

Domain	<i>Create</i>
Action verb	<i>Compose</i>
Learning outcome	Compose a simple song on the flute (Music)
Assessment tool	<i>Song</i>



## Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes (written on board):  
By the end of this lesson, you will be able to:
  - Outline the four pillars of basic education assessment;
  - Discuss the types of tasks that are appropriate for assessing 21<sup>st</sup> century skills; and
  - Explain the importance of using a variety of assessment tools.
2. Check for understanding through a very quick test  
Ask students to answer the following questions:
  - What are the four pillars of basic education assessment?  
*Response:* classroom-level, school-based, school completion, sample-based
  - What types of tasks and approach to curriculum are appropriate in terms of developing and assessing soft skills?  
*Response:* authentic tasks, integrated curriculum approach
  - Give two reasons why it is important to use a variety of assessment tools.  
*Response:* 1. to provide opportunity for students to demonstrate their individual skills and capabilities; 2. to assess a diverse range of learning outcomes
3. Direct student teachers to the review questions for the sub-unit – these are to be undertaken in their own time.

## 8.1.4. Authentic Assessment: Assessment rubrics

### Expected learning outcomes



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

- Outline the assessment principles reflected in the use of rubrics;
- Name the elements of an assessment rubric;
- Explain the steps in developing an assessment rubric; and
- Write criteria-standards descriptors for an assessment rubric.



### Competencies gained

A4.1.3 Describe the assessment principles underpinning the Lower Secondary curriculum

B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes

B2.2.1 Record students learning progress accurately and consistently



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Reviewing principles of assessment

Learning activity 2: Naming elements of an assessment rubric

Learning activity 3: Designing a simple rubric for an assessment task



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work





**Preparation needed:** Read the Educational Studies textbook Lesson 8.1.4.



**Resources needed:** No additional resources

## Period 1

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

### Rationale for using assessment rubrics

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Outline the assessment principles reflected in the use of rubrics;
  - Name the elements of an assessment rubric; and
  - Explain the steps in developing an assessment rubric.
2. Direct students to textbook section, ‘Rationale for using assessment rubrics’
3. Highlight that assessment rubrics can be developed for rich performance tasks.
4. Revisit part of the definition of assessment from the *National Assessment Policy for Basic Education*:  
...an ongoing process for providing evidence to support decisions regarding *improvements in student learning*. It involves making expectations explicit and public; setting appropriate criteria and high standards for learning quality.
5. Explain that assessment rubrics:
  - Provide a set of criteria and articulate the levels of performance for each criterion.
  - Reflect a number of high-quality assessment design principles.



## Learning activity 1. Reviewing principles of assessment

<b>Time</b>	15 minutes (10-minute activity; 5 minutes sharing)
<b>Class organisation</b>	Individual activity

**Purpose:** To deepen understanding of assessment principles and understand the rationale for using assessment rubrics.

1. Direct student teachers to learning activity 1.
2. Instruct student teachers to return to the seven assessment principles, compiled from the work of Brown and Race in Lesson 8.1.2 learning activity 1.
3. Ask student teachers to identify the principles are reflected in the use of assessment rubrics?
4. Select student teachers to share responses with class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses

- *Transparent:* Success criteria are made clear to students.
- *Efficient:* Assessment is manageable for teachers (regarding the marking load).
- *Reliable:* Assessment marking is fair. Teachers use success criteria to assess each student's work.



## Learning activity 2. Naming elements of an assessment rubric

<b>Time</b>	15 minutes (10-minute activity; 5 minutes sharing)
<b>Class organisation</b>	Pairs

**Purpose:** To ensure that you know the elements of an assessment rubric.

1. Instruct student teachers to form pairs.
2. Direct student teachers to textbook section, ‘Elements of an assessment rubric’.
3. Explain that an assessment rubric contains the following elements:
  - **Criteria:** Properties or characteristics by which to judge quality.
  - **Standards:** Levels of achievement or performance.
  - **Descriptors:** Qualities required to demonstrate achievement for levels of performance for each criterion.
4. Instruct student teachers to label the elements of the rubric in Table 8.11 in the textbook.
5. Select student teachers to share responses.



**Assessment**

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



**Possible student teachers’ responses**

See completed Table 8.11 below:

**Table 8.11. Elements of an assessment rubric - completed**

CRITERIA ↓	STANDARDS ↓		
	Advanced	Satisfactory	Emerging
Knowledge and understanding			
Critical thinking skills			
Research skills			
Communication skills			
↑ <b>DESCRIPTORS</b>			

## Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Direct student teachers to textbook section, ‘Steps to developing an assessment rubric’.
2. Select student teachers to read through pointers when developing criteria:
  - Align criteria with learning outcomes (ie. constructive alignment);
  - Focus on what is most relevant to the learning outcomes;
  - Keep criteria to a manageable number (e.g. 4-5);
  - State the criteria as simply and concisely as possible (e.g. knowledge and understanding, communication skills);
  - Deal with only one characteristic in each criterion; and
  - Do not refer to quality in the criteria – avoid using adjectives (e.g. **sound** knowledge and understanding) and adverbs (e.g. Uses communication skills **effectively**).

## Period 2

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Direct student teachers to textbook section, ‘Step 2: Identify standards’
2. Explain that the rubric in Table below (Table 8.12 in the textbook) has three standards:
  - Advanced: Working beyond minimum requirements
  - Satisfactory: Working at a level that meets minimum requirements
  - Emerging: Working towards minimum requirements

**Table 8.12. Standards of an assessment rubric**

	Advanced	Satisfactory	Emerging
<b>THREE STANDARDS</b>	Working <i>beyond</i> minimum requirements	<i>Meets</i> minimum requirements	Working <i>towards</i> minimum requirements

- Highlight that a rubric may have four standards (or more), however, for this activity, they will practise writing simple rubrics. See the example below.

**Table. Advanced standard: Working beyond minimum requirements**

	Advanced	Sound	Satisfactory	Unsatisfactory
<b>FOUR STANDARDS</b>	<i>Highest possible standard</i>		<i>Meets</i> minimum requirements	Working <i>towards</i> minimum requirements



### Learning activity 3. Designing a simple rubric for an assessment task

<b>Time</b>	30 minutes (20-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of four

**Purpose:** To gain experience in developing an assessment rubric.

- Instruct student teachers to form groups of four.
- Direct student teachers to learning activity 3.
- Inform student teachers that they will write the descriptors for each criterion at the Advanced standard (i.e., working beyond minimum requirements) in Table 8.13 in the textbook.
- Suggest that they may assign this task as follows:
  - Student Teacher 1: Descriptor for ‘Knowledge and understanding’
  - Student Teacher 2: Descriptor for ‘Critical thinking skills’
  - Student Teacher 3: Descriptor for ‘Research skills’
  - Student Teacher 4: Descriptor for ‘Communication skills’
- Read through the pointers when developing descriptors as a class:
  - Pitch descriptors at a reasonable level (i.e. neither high that no student can succeed nor so low that all students succeed at the highest level)
  - Aim to be clear, specific but brief
  - Accept that descriptors will not capture all details
  - Use language that students will understand
  - Ensure that each level of performance is progressively higher or more sophisticated than the previous level
  - Specify qualities that can be demonstrated (e.g. “rephrases problems in own words”, “identifies key issues”)

- Describe what CAN be done at each level, rather than describing deficiencies.
6. Select student teachers to share responses.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.

If time permits, you may wish to note:

- To ensure that assessment judgements are reliable, it is essential that assessment rubrics are used alongside other strategies, including:
  - Providing **exemplars of student work** at different standards:
    - *“Here is a high-quality response. Now compare this response with one that just meets minimum requirements”.*
  - Participating in **moderation processes**. Teachers from one subject area in a cluster of schools may meet and review students’ work to arrive at a shared understanding of standards.



### Possible student teachers’ responses

The ‘Advanced’ column has been completed as an example.

**Table 8.13. Assessment rubric for a research report - completed**

Criteria	Advanced	Satisfactory	Emerging
<i>Knowledge and understanding</i>	<b>Focuses on the relevant aspects of the topic and includes some original/local information</b>	Focuses on the relevant aspects of the topic	Focuses on some relevant aspects of the topic but also includes irrelevant information
<i>Critical thinking skills</i>	<b>Analyses aspects and draws connections</b>	Describes aspects, with some evidence of analysis	Links some information to present description in parts

Criteria	Advanced	Satisfactory	Emerging
Research skills	<b>Draws on reliable information from a range of sources</b>	Draws on reliable information from a limited number of sources	Draws on information that is from one source only and/or is unreliable
Communication skills	<b>Writes clearly in well-constructed paragraphs and sentences, and uses generally correct punctuation and spelling</b>	Writes clearly in generally complete paragraphs and sentences but with errors in punctuation and spelling	Writes in a way that is not clear; paragraph and sentence structure and/or punctuation and spelling require attention



### Check student teachers' understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

- Review learning outcomes:  
By the end of this lesson, student teachers will be able to:
  - Outline the assessment principles reflected in the use of rubrics;
  - Name the elements of an assessment rubric;
  - Explain the steps in developing an assessment rubric; and
  - Write criteria-standards descriptors for an assessment rubric.
- Check for understanding through a very quick test.  
Ask students to answer the following questions:
  - What assessment principles are reflected in the use of rubrics?  
*Response:* transparent, efficient, and reliable
  - What are the elements of an assessment rubric?  
*Response:* criteria, standards, and descriptors
  - List the steps in developing an assessment rubric  
*Response:*

1. Develop a manageable number of clearly stated criteria, aligned with the learning outcomes.
2. Identify standards that are aligned with education policy or school requirements.
3. Write descriptors that are reasonably pitched, written in clear language, and focussed on qualities that can be demonstrated.



## Expected student teachers' responses for the review questions in TB

Question 1: What is the purpose of diagnostic, formative and summative assessment?

Answer:

- *Diagnostic assessment*
  - *Provides teachers with information about students' prior knowledge and misconceptions before the beginning of a learning activity*
  - *Provides a baseline for understanding how much learning has taken place after the learning activity is completed.*
- *Formative assessment*
  - *Identifies on-going difficulties in students' learning and responding to their individual needs in a timely manner*
  - *Clarifies and supports students' knowledge, understanding and ability to apply their learning to an array of tasks.*
- *Summative assessment*
  - *Confirms what students know at the end of a stage of learning and whether or not they have met the curriculum outcomes or goals of their individual learning achievement*
  - *Provides evidence of achievement to parents, other educators, students themselves, and outside groups.*



Question 2: How do diagnostic, formative and summative assessment work together? Discuss their timing in the teaching and learning process.

Answer:

- *Diagnostic assessment usually takes place at the start of a school year, semester, term or teaching unit. Diagnostic assessment may be used to assess prior learning and support the planning and design of differentiated strategies to support inclusion.*
- *Formative assessment occurs continuously in a classroom. Formative assessment informs the teacher about students' learning progress, so the teacher can help them improve their learning. Teachers use information from formative assessment to adjust the pace and content of the lessons that they are teaching and respond to individual student needs.*
- *Summative assessment confirms what students know and can do at the end of a stage of learning.*

Question 3: What guidance regarding classroom-level assessment is provided in the new National Assessment Policy and Teacher Guides for the new Grade 6 Curriculum?

Answer: *Teachers are provided advice regarding the following:*

1) *Teacher observation. Observe:*

- *Students directly and record observations in preparation for practical or performance activities*
- *One or more of the 5 Cs (i.e. Collaboration, Communication, Critical thinking and problem solving; Creativity and innovation).*

2) *Teacher questioning. Ask students questions:*

- *To determine the level of understanding, according to Bloom's taxonomy, and adjust teaching as a result*
- *At any time in the lesson, as well in the Review and Assessment, for the final stage of a lesson or series of lessons.*

3) *Student learning journal. Ask students to:*

- *Write answers to open-ended questions (e.g. What I have learnt? What I still need to learn?), as part of the review at the end of the lesson*
- *Write answers to open-ended questions (e.g. What I know about today's lesson?), at the beginning of the next lesson.*

*It is recommended that teachers determine how best they can record evidence from formative and diagnostic assessment so that they will be able to adjust their teaching to improve the quality of learning.*

Question 4: Why is it important to draw upon multiple sources of evidence in assessing student learning and progress?

*Answer: Reviewing multiple sources of evidence provides a more comprehensive view of student learning and progress. Evidence from one source provides only a small part of the overall picture of student learning and development.*

Question 5: What are principles of high-quality assessment design?

*Answer: Principles of high-quality assessment design are as follows:*

- *Integral: Assessment is part of the entire learning process. It does not just occur at the end of learning.*
- *Valid: Assessment measures what it was intended to measure (i.e. it focuses on the targeted knowledge and skills in the learning outcomes).*
- *Transparent: Success criteria and assessment processes are made clear to students.*
- *Inclusive: A variety of assessment tools are used, and all students are provided with opportunities to demonstrate their knowledge and skills.*
- *Authentic: Assessment tasks are meaningful and relate to the real world.*
- *Efficient: Assessment are manageable for students (regarding task requirements and due dates) and teachers (regarding supporting students and the marking load).*

- *Reliable: Assessment marking is fair. Teachers use success criteria to assess each student's work and engage in moderation processes.*

Question 6: What are the characteristics of authentic assessment?

Answer: *Authentic assessment is:*

- *Performance-based, motivating, challenging but achievable; Activities relate to the real world; Involves multiple steps and a range of tasks; Integrated with core learning activities; Requires students to be creators of knowledge; Develops critical and creative thinking and metacognitive skills; Requires significant student time and effort in collaboration with others; Incorporates self or peer assessment and/or feedback from real audiences; and Stimulates a wide range of responses from students/groups.*

Question 7: What is constructive alignment? What elements need to be constructively aligned to maximise student learning?

Answer: *Learning outcomes, assessment tasks, success criteria, and learning and teaching activities need to be constructively aligned. The design steps are as follows:*

1. *Determine learning outcomes (i.e. what knowledge and understandings and skills and dispositions are to be developed and assessed over the unit?)*
2. *Design the assessment tasks, which will determine whether a student has achieved the learning outcomes. In line with good practice, these tasks will include rich performance assessment tasks. Develop clear success criteria and, if possible, a criteria-standards rubric for each task.*
3. *Create the daily teaching and learning activities and formative assessments that scaffold the performance tasks. It is through these activities that students develop the competencies that they apply in the assessment tasks.*

Question 8: What are the four pillars of basic education assessment?

Answer: *The four pillars of assessment are: Classroom-level assessment; School-based assessment; School completion; and Sample-based assessment.*

Question 9: What types of tasks and approaches to curriculum are appropriate in terms of developing and assessing soft skills?

Answer:

- *Types of assessment tasks: Traditional assessment tools such as examinations and essays are not valid measures of soft skills. Students require opportunities to actively apply knowledge and skills in authentic tasks. It is easy to align the characteristics of authentic assessment with the soft skills.*
- *Approaches to curriculum: Critical thinking, creativity, citizenship, collaboration, and communication are not tied to subject areas. The soft skills transcend subject areas. It makes sense that curriculum integration offers an effective way to teach and assess soft skills.*

Question 10: Why is it important to use a variety of assessment tools?

Answer:

- *Assessment should ensure that students have opportunities to demonstrate their individual skills and capabilities using a variety of assessment tools and instruments.*
- *A variety of assessment tools are necessary in order to validly assess learning outcomes, which target a broad range of knowledge, skills and dispositions.*

Question 11: What assessment principles are reflected in the use of rubrics?

Answer: *The use of rubrics reflect the following principles:*

- *Transparent: Success criteria are made clear to students.*
- *Efficient: Assessment is manageable for teachers (regarding the marking load).*
- *Reliable: Assessment marking is fair. Teachers use success criteria to assess each student's work.*

Question 12: What are the elements of an assessment rubric?

Answer: *An assessment rubric contains the following elements:*

- *Criteria: Properties or characteristics by which to judge quality.*
- *Standards: Levels of achievement or performance.*
- *Descriptors: Qualities required to demonstrate achievement for levels of performance for each criterion.*

Question 13: What are the steps in developing an assessment rubric?

Answer:

- *Step 1: Develop criteria;*
- *Step 2: Identify standards; and*
- *Step 3: Develop standards descriptors.*

## 8.2. Educational Assessment and Data

In this sub-unit, student teachers will discuss the meaning of validity and reliability, and how they relate to classroom assessment. They will then focus on writing tests, beginning with developing questions that are more likely to allow students to demonstrate their knowledge and skills. They will develop skills in designing tests that increase the validity and reliability of the information they gather about student learning. Finally, student teachers will analyse student data in a way that helps them to assess the reliability and validity of the assessment tool and ask questions that will enable them to interpret student learning.

### 8.2.1. Assessment data that can inform educational processes

#### Expected learning outcomes

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

- Discuss the difference between qualitative and quantitative assessment data;
- Discuss different ways that teachers use assessment data;
- Define validity in relation to educational assessment;
- Identify the difference between content validity, construct validity and concurrent validity;
- Define reliability in relation to educational assessment;
- Understand the difference between validity and reliability;
- Identify issues of fairness in relation to assessment; and
- Explain the importance of objectivity in assessment.





## Competencies gained

A4.1.3 Describe the assessment principles underpinning the Lower Secondary curriculum

B2.1.2 Use assessment information to plan lessons

B2.2.1 Record students learning progress accurately and consistently

B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum

B2.2.3 Communicate students' learning progress and achievement to students, parents and other educators



**Time:** Four periods of 50 minutes



**Learning strategies:**

Learning activity 1: Teachers' use of assessment

Learning activity 2: Validity and educational assessment

Learning activity 3: What types of validity are important for different contexts?

Learning activity 4: Bringing together reliability and validity in assessment



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 8.2.1.



### Resources needed:

Learning activity 1: Flip chart paper and pens, if available

Learning activity 3: Flip chart paper and pens, if available

Learning activity 4: Flip chart paper and pens, if available

### Period 1

### Explicit teaching points

<b>Time</b>	25 minutes
<b>Class organisation</b>	Whole class

### Introduction to classroom data

1. Present the learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Discuss the difference between qualitative and quantitative assessment data; and
  - Discuss different ways that teachers use assessment data.
2. Ask student teachers: Why do teachers assess their students?  
Encourage student teachers to think about what they have learnt about assessment throughout Year 1 and Sub-unit 8.1.  
Possible responses include:
  - To collect evidence of what students know and what they do not know
  - To provide feedback to help students progress in their learning
  - To report on students' learning progress.
 Other possible responses may include:
  - To monitor the effectiveness of teaching in the classroom
  - To help teachers know how to plan for teaching and learning.
 Add these two points if they are not raised by student teachers in the discussion.
3. Direct students to Lesson 8.2.1 section 'Assessment data'.  
Ask student teachers to reflect on the assessments they have seen (either in



their experiences as a student or as a student teacher). In small groups, Discuss:

- What assessments have the student teachers seen in schools?
  - What types of data were collected? (Qualitative? Quantitative? Both?)
  - How was the data used by the teacher?
  - Are there other ways in which this data could be used?
4. Review the concept of the Zone of Proximal Development (ZPD):
- The ZPD is the space between what a student knows or can do already without help (the Zone of Actual Development [ZAD]) and what they do not know (or cannot do) yet even with help (potential development). See Figure 8.25 in textbook.
  - Present the following question to student teachers:
    - If a student can respond correctly to everything when the assessment is within their ZAD (it is easy for them), and *none* of the questions in their area of potential development (it is too hard), **what would the pattern of responses look like *within* the ZPD** (i.e. would it be all correct? All incorrect? A mixture of correct and incorrect?)?
    - Response: A student's ZPD is often represented in the work they produce as a mixture of correct, incorrect, and/or incomplete responses.



### Learning activity 1. Teachers' use of assessment

<b>Time</b>	25 minutes
<b>Class organisation</b>	Small groups (3 to 4 students) and whole class discussion

**Purpose:** To develop deeper understanding of the types of data that teachers collect about students and their learning and how that data can be used.

1. In this activity, student teachers will work in small groups to identify different sources of data that teachers can use to gather information about their students and their learning. They should use Table 8.14 in the textbook, presented in learning activity 1, to guide their discussion.  
Three examples have been provided in the textbook at Table 8.14.
2. Student teachers should follow these steps to complete the table:
  - Step 1: List 5 different sources of data that teachers use (they may be different types of assessments or other different sources of data).

- Step 2: Identify whether the data from each source is qualitative, quantitative or both.
- Step 3: Identify the main purpose(s) of the source of data (diagnostic, formative or summative).
- Step 4: Discuss how the information from this source can be used by teachers to inform teaching and their understanding about the students' needs.

Note: All student teachers within each group should take notes of the group discussion.

3. After students have discussed the sources of data, ask a representative from each group to share their responses with the class.

In summarising the discussions, highlight:

- The range of different sources of data that the student teachers identified
- The range of different uses for these data
- The importance of the data being accurate and trustworthy in order for it to be used effectively.



### **Assessment**

Monitor small group discussions as you move around the room. Pose questions to groups to help them to think more deeply or widely about the sources of data and the way that data can be used.

Take note of how they are interacting as a group – are they all interacting with the ideas and are they all included and contributing to the discussion?

It is worth recording some observations about the group interactions and student dynamics, because students will be working in teams across periods 7, 8, 9, and 10, so your early observations may inform the way you organise the groups later.



### **Possible student teachers' responses**

There is a wide range of possible responses that student teachers may provide. It is important that they think beyond tests and exams. There should be a range of formative types of assessment, classroom questioning, etc. Some groups may even think about the types of data they might collect that reflect student abilities with teamwork and 21<sup>st</sup> century skills. Encourage broad and deep thinking.

## Period 2

### Explicit teaching points

Time	20 minutes
Class organisation	Whole class and individual

### Properties of assessment and assessment data

- Present the learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Define validity in relation to educational assessment;
  - Identify issues of fairness in relation to assessment; and
  - Explain the importance of objectivity in assessment.
- Ask students to think and write their ideas about the question: *What is “good” assessment?* Allow students three or four minutes to record their ideas. As a whole class discussion, ask students to volunteer their ideas. Write them on the board.  
Possible responses:
  - Fair (if this is mentioned, ask “What does this mean?”)
  - Valid (if this is mentioned, ask “What does this mean?”)
  - Reliable (if this is mentioned, ask “What does this mean?”)
  - Objective (if this is mentioned, ask “What does this mean?”)
  - Feasible (if this is mentioned, ask “What does this mean?”)
- Direct students to textbook section “The importance of validity”.
  - Highlight the links between valid assessment (assessing what we claim to be assessing) and the Basic Principles of Assessment.
- Direct students to section “Unpacking Validity”
  - Highlight the definition and importance:
    - Validity is about *the accuracy of the conclusions and interpretations* we make from the data we gather from students and about students. (Make sure that students remember what data is in relation to the classroom).
  - Highlight the idea that validity is about:
    - Being *accurate* in how data is interpreted (making meaning from the data)

- Being able to *justify* and *defend* the interpretations that are made about students and their learning.
- Highlight the idea that validity is not just about the assessment task, but it is crucial to every step of the assessment process.



## Learning activity 2. Validity and educational assessment

<b>Time</b>	30 minutes
<b>Class organisation</b>	Pairs followed by whole class discussion

**Purpose:** To help students to understand why validity is vital to assessment, how this links to the Basic Principles of Assessment, and ultimately, why it is important in education.

1. It is important that students understand that there is no “correct” answer. Rather, the exercise is about thinking deeply about why there are particular requirements for teacher practices in relation to assessment.
2. Part 1: (About 20 minutes) The “Why” challenge helps student teachers to unpack the core values that underpin an idea (in this case, the Basic Principles of Assessment).
3. Ask students to work in pairs. Each pair should be given one Principle to interrogate. It does not matter if there are several pairs of students work on the same principle. It is also fine if different conclusions are drawn.
  - Person 1 will read the question and ask “Why?”
  - Person 2 answers with “because...” (*provides a reason*)
  - Person 1 records the answer and again asks “Why?”
  - When Person 2 can no longer think of a response, the pair should discuss the final reason, and why it is foundational in education. They should record the conclusion.
4. Swap roles and repeat the process. Encourage students to explore different lines of reasoning.
5. Note that some of the Basic Principles of Assessment need to be broken up and discussed in parts. For example, Principle 1 is:
  - *Each curriculum learning area and grade level should include a balanced combination of formative and summative assessments. Diagnostic assessment may be used to assess prior learning and misconceptions.*

- Student teachers should break this down, so the first “Why?” inquiry, should involve the first idea in the Principle: *Each curriculum learning area and grade level should include a balanced combination of formative and summative assessments.*
  - The second “Why?” inquiry should involve the second part of the Principle: *Diagnostic assessment may be used to assess prior learning and misconceptions.*
6. Part 2: (About 10 minutes) Class discussion – ask student teachers to share their conclusions about why each of the principles is important in education. Ask student teachers to think about why the accuracy of assessment is important for this.



### Assessment

Monitor the discussions between the student teacher pairs. Provide prompts to help students link the teacher’s role and their knowledge of learning with the Principle they are working with.



### Possible student teachers’ responses

There are no incorrect responses. Encourage student teachers to think broadly and deeply about the implications of each principle and why accuracy in assessment might be important.

## Period 3

### Explicit teaching points

<b>Time</b>	30 minutes
<b>Class organisation</b>	Whole class

### Types of validity in classroom assessment

1. Present the learning outcomes for the period (written on board):  
By the end of this period, you will be able to:

- Define validity in relation to educational assessment; and
  - Identify the difference between content validity, construct validity and concurrent validity.
2. Reflection on prior knowledge: Do student teachers remember discussing different types of validity in Year 1? What types of validity do they remember? (write these on the board: content validity; construct validity; criterion-related validity). What do student teachers remember about the definition of these types of validity?
  3. Direct students to textbook section: “Types of validity in classroom assessment”.
  4. Explain that:
    - Content validity is about “what” is being assessed. Make sure that they link this with the National Curriculum, the learning objectives are being assessed and what is actually taught in the classroom.
    - Construct validity is about “How well” an assessment is constructed – question types, the quality of the questions, the marking scheme, etc.
    - Criterion-related validity is often more closely associated with large-scale assessment and may not be appropriate for all assessment tasks.
    - Predictive validity is important for large scale assessments, but high predictive validity for a particular test may not mean that it predicts the ongoing performance of individual students in a classroom. For example, some students may not achieve well on one test, so they work hard to develop the skills and by the time they are tested again, they achieve a high result. Sometimes, as a student matures, their ability to learn in particular areas improves dramatically.
    - Alternatively, a student who achieves high results in an early test may be ill for the second test or may have missed crucial information in class. In this case, the student may not achieve as well as the teacher might expect in later testing. This means that teachers need to understand each student in their class and how they learn.
    - Likewise, concurrent validity needs to be considered carefully in the classroom, particularly when looking at individual student performance.



### Learning activity 3. What types of validity are important for different contexts?

<b>Time</b>	20 minutes
<b>Class organisation</b>	Small group

**Purpose:** To understand the importance of different forms of validity in assessment for different contexts and uses. In particular, what types of validity are important in developing assessments at the classroom level?

1. Student teachers should be in small groups (about 3 to 4 student teachers per group). The groups should discuss each scenario one at a time and work through the three questions:
  - What types of validity will be important for this assessment task?
  - Why are these types of validity important?
  - How will you determine whether these forms of validity are met (what questions will you need to ask)?



#### Assessment

- Group interactions – how the students are interacting together? Are all students participating in the discussion?
- As the students discuss the scenarios, check for understanding of each type of validity.
- Do students understand the difference between the different types of validity?
- Do they understand why these types of validity might be important for a particular context? Do they understand why a particular type of validity may not appropriate in a particular context?



#### Possible student teachers' responses

The following are possible responses, but student teachers may also think of additional or other points.

### Scenario 1: Classroom formative assessment

- What types of validity will be important for this assessment task? *Content and construct validity*
- Why are these types of validity important? *Teacher needs accurate information about what students know and can do so they can plan appropriate teaching and learning opportunities that students can engage with and learn.*
- How will you determine whether these forms of validity are met (what questions will you need to ask)? *How does the content link with the National Curriculum? Is it at the right level of difficulty? Do the questions fit with the learning objectives that are being tested? Are the types of questions used appropriate for finding out the information that the teacher needs to know about the students?*

### Scenario 2: Classroom summative assessment

- What types of validity will be important for this assessment task? *Content and construct validity, concurrent validity*
- Why are these types of validity important? *Teacher needs accurate information about what students know and can do so that the reporting of student progress is accurate; so they can know what students have understood and which skills they may need to review and reteach; so that the teacher can gauge how well they have taught a particular concept and adjust the way they teach if needed.*
- How will you determine whether these forms of validity are met (what questions will you need to ask)? *Do the test questions link to the National Curriculum? Do the questions test what students have learnt in relation to the learning objectives? Is the assessment questions/tasks draw out the information about student skills and knowledge? Do the results match with other similar tests the students have done? Do the results match with the teacher's observations of the students during class?*

### Scenario 3: Formal large-scale assessment

- What types of validity will be important for this assessment task? *Content validity, construct validity and predictive validity*
- Why are these types of validity important? *There need to be clear links to the National Curriculum, as these are the skills and knowledge that are expected at the year 8 level. The test needs to test what it is needed to assess*
- How will you determine whether these forms of validity are met (what questions will you need to ask)? *Do the questions align with the National Curriculum? Does it test a range of ability levels? Are the same underlying skills that will be assessed in the exams tested in this test? Has appropriate piloting of the test been completed? What are the results of statistical analysis? Are there groups of students who may be disadvantaged by the way this test is structured or written?*



## Period 4

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class discussion

### Reliability in classroom assessment

1. Present the learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Define reliability in relation to educational assessment;
  - Understand the difference between validity and reliability;
  - Identify issues of fairness in relation to assessment; and
  - Explain the importance of objectivity in assessment.
2. Direct student teachers to textbook section “Reliability in classroom assessment” and “Types of reliability in assessment”. Check student teachers’ understanding of the definitions of reliability and what this means for classroom assessment.
3. Direct student teachers to textbook section “Comparing reliability and validity”, and check student teachers’ understanding of the difference between validity and reliability.



### Learning activity 4. Bringing together reliability and validity in assessment

<b>Time</b>	35 minutes
<b>Class organisation</b>	Small group and whole class discussion

**Purpose:** To record purpose, instructions, examples.

1. Write on the board the different stages of assessment in the classroom:
  - Stage 1: Design and write an assessment tool
  - Stage 2: Implement the assessment task
  - Stage 3: Analyse the assessment data
  - Stage 4: Interpret our analysis of the data
  - Stage 5: Use interpretations (informing, planning, teaching and reporting).

2. Ask the class to focus on Stage 1. Ask the student teachers: *Why do teachers need to consider validity and reliability when they design and write an assessment tool?*
3. Direct students to the example flow chart in textbook in learning activity 4. Are there other aspects of assessment that are raised in the Basic Principles of Assessment (see Period 2) that need to be evaluated in Stage 1 to ensure validity and reliability?
4. Student teachers should work in small groups of about 3 or 4 people. Each group will be given a stage to focus on (Stage 2, Stage 3, Stage 4 or Stage 5, remembering that Stage 1 was used as an example).
5. Present the question for small groups to discuss: Why do teachers need to consider validity and reliability at the stage of the assessment process that the group is focusing on?
6. Pose the question: What do teachers need to check or be mindful of to ensure validity and reliability when...
  - Implementing an assessment? (i.e. giving the students the assessment task to do)
  - Analysing the assessment data
  - Interpreting what the data means
  - Using the data – e.g. reporting, planning for learning.
7. In their small groups, the student teachers should design a flowchart (using pens and a large sheet of paper if available) that a teacher might follow at the particular stage in the assessment process. The flowchart should contain questions to help teachers to check whether the assessment process enables the valid and reliable collection and use of assessment data.
8. Once the small groups have developed a flow chart, ask each group to present their flow chart to the class.



### Assessment

Check how well students understand the task. They may need to refer back to the content discussed in Period 2. Monitor the group interactions to see how each student teacher participates in the group activity.



### Possible student teachers' responses

There are a variety of possible responses for each stage. Here are some examples (although student teachers may think of many other responses as well).

*Implementing an assessment*

- Have all students covered the information being tested? → Can students understand what the questions are asking? → Are the students able to complete the task within the set time?

*Analysing the assessment data*

- Is the marking scheme clear and easy to analyse? → Does the analysis link the data with aspects of the curriculum that were tested? → Do the data provide an accurate picture of what the students know?

*Interpreting what the data mean*

- Am I able to draw conclusions about student knowledge in relation to the National Curriculum? → Was the process fair for each student? (e.g., including students with additional needs) → Can I justify the conclusions I have reached?

*Using the data – reporting, planning for learning etc.*

- Were the data intended to be used for the purposes for which I'm using them? → Can I justify my actions and choices for using the data in this way? → Does this benefit my students and their learning?

**Check student teachers' understanding**

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

Review of the learning outcomes:

- Define the difference between qualitative and quantitative assessment data;
- Discuss different ways that teachers use assessment data;
- Define validity in relation to educational assessment;
- Identify the difference between content validity, construct validity and concurrent validity;
- Define reliability in relation to educational assessment;
- Understand the difference between validity and reliability;
- Identify issues of fairness in relation to assessment; and
- Explain the importance of objectivity in assessment.

## 8.2.2. Designing test questions

Expected learning outcomes



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

- Explain the difference between restricted response (close-ended) and constructed response (open-ended) questions;
- Describe different types of restricted response questions and why teachers might choose to use them;
- Discuss when constructed response questions are appropriate to use; and
- Identify strategies teachers can use to make constructed response questions fair and more objective.



**Competencies gained**

A4.1.3 Describe the assessment principles underpinning the Lower Secondary curriculum

B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback



**Time:** Four periods of 50 minutes



**Learning strategies:**

Learning activity 1: Unpacking skills required for different types of test questions

Learning activity 2: Identifying parts of restricted response questions

Learning activity 3: Writing restricted response questions

Learning activity 4: Developing constructed response questions



**Assessment approaches:** Questioning, observation, peer and whole class discussion



**Preparation needed:** Read the Educational Studies textbook Lesson 8.2.2.



**Resources needed:** Flip chart paper and pens, if available. *A note about learning activities for Lessons 8.2.2 and 8.2.3.* There are four periods where the learning activities are connected. Student teachers will need to work within the same groups for these periods.

Period	Learning activity	Activity
Lesson 8.2.2, Period 1	Writing restricted response questions	Small groups will develop restricted response questions on a topic they will choose
Lesson 8.2.2, Period 2	Developing constructed response questions	Small groups will develop constructed response questions on the same topic they chose for Period 7
Lesson 8.2.3, Period 3	Working as a team to develop a test Creating a table of specifications	Small groups will begin planning tests based on the questions and information they have developed so far
Lesson 8.2.3, Period 4	Learning activity 2: Creating a table of specifications	Small groups will create a table of specifications based on the questions and information they have developed so far

## Period 1

### Explicit teaching points

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

1. Present the learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Explain the difference between restricted response (close-ended) and constructed response (open-ended) questions.
2. Ask student teachers to reflect on what they have learnt about writing tests in Year 1 and Sub-unit 8.1. Take time to elicit information about what they know about test questions (they may remember open ended and closed questions, and different types of questions that are used in tests), marking, reliability and validity in tests, etc.
3. Direct student teachers to Lesson 8.2.2, “Writing tests”. Explain that the term “restricted response” includes closed-ended questions and that “constructed response” includes open-ended questions that require students to construct their own answer.
4. Direct student teachers to Table 8.15. “Comparison between restricted response and constructed response questions”, in the textbook. In particular, ask them to look at the different benefits and limitations for restricted and constructed response questions – each type has a different purpose and can show different aspects of student knowledge and skill.



### Learning activity 1. Unpacking skills required for different types of test questions

<b>Time</b>	30 minutes
<b>Class organisation</b>	Individual, small group and whole class discussion

**Purpose:** To make informed decisions about the types of questions the student teachers might use to test different ideas and levels of thinking.

1. Take the student teachers through the example given in Table 8.16 in the textbook.
2. Step 1: Individually, student teachers should record whether it would be more appropriate to assess each of the different concepts provided in the table using restricted (or closed) questions or constructed (open) questions.
3. Then they should record the reasons why they have chosen this form of question to assess the idea/concept. The five ideas/concepts are listed in Table 8.16.
4. Step 2: In small groups, student teachers discuss their responses.
  - Do they all agree?
  - Are there points where they disagree?
  - As a team, the student teachers should choose the approach for each topic and agree on the reasons why that approach would be appropriate.
5. Step 3: As a class, reflect on the process of negotiating differences of opinions. How were differences of opinion negotiated and how did they reach a common conclusion with which everyone in the group was happy.



### Assessment

Observe group dynamics – are all students in each group contributing to the discussion? Are there points of conflict? How do they negotiate and resolve differences of opinion in order to arrive at a common conclusion?



### Possible student teachers' responses

There are no incorrect responses, providing the student teachers and their groups are able to justify their position.

## Period 2

### Explicit teaching points

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

### Developing restricted response questions for tests

1. Present the learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Describe different types of restricted response questions and why teachers might choose to use them.
2. Direct students to section “Developing restricted response questions for tests”. Reflect on the student teachers’ memory from Year 1, when they studied some guidelines for writing test questions. What do they remember?
3. Direct students to section “Structure of restricted response questions”.
4. Raise the question: *Because students can only answer restricted response questions in a very limited way, what are some of the advantages and disadvantages of using these questions?*



### Learning activity 2. Identifying parts of restricted response questions

<b>Time</b>	30 minutes
<b>Class organisation</b>	Individual and whole class

**Purpose:** To encourage student teachers to understand what the features of restricted response questions might look like in a test.



1. Part 1: Student teachers should identify and label the different elements within the questions.
2. Part 2: Ask the students to look closely at each example of a restricted-response question.
3. You may ask them to discuss the following questions in small groups or as a whole class discussion:
  - How do students need to interact with the stimulus to answer the questions (and what is the purpose of the stimulus)?
  - What type of information do the question stems contain?
  - How are the possible responses structured?

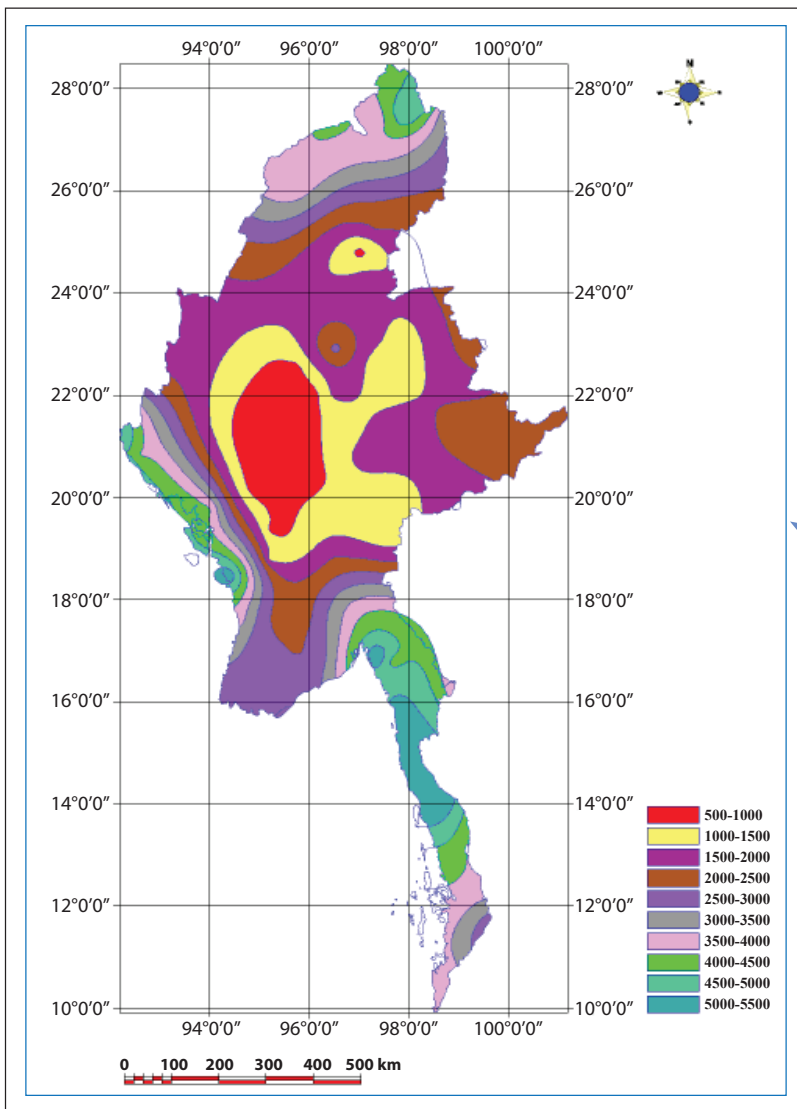


### **Assessment**

You will be able to assess understanding when they share responses within their small groups and/or the class.



### Possible student teachers' responses



Stimulus

Figure. Average annual rainfall across Myanmar

1. The red area on the map indicates high rainfall.

True

False

Stem

Distractor

Correct response

2. Fill in the blanks:

Fill in the blanks in the following text-box, using these word:  
 Ocean, mountain, monsoons, rainfall, dry, 5500ml, 25000ml, 500ml.

Correct Responses

AND

Distractors

The \_\_\_\_\_ in Myanmar varies greatly across the country from \_\_\_\_\_ per year in the centre to \_\_\_\_\_ per year in some coastal areas. Myanmar's weather is influenced by the \_\_\_\_\_ although the central area of Myanmar is \_\_\_\_\_ because of the \_\_\_\_\_.

Stem

3. Multiple choice question:

The area with the highest rainfall sits between 14° and 16° \_\_\_\_\_.

Stem

a) Longitude

b) Fahrenheit

c) Latitude

d) Celsius

Distractors

Correct Response

Part 2: Ask student teachers to reflect on:

- How do students need to interact with the stimulus to answer the questions? Possible responses: *Students need to analyse or interact with the stimulus to demonstrate the skills required to answer the questions correctly. The correct response for the question must be drawn from the stimulus.*
- What type of information do the question stems contain? Possible response: *The stem contains the information, instructions, clues or directions that students need to answer the question.*

- How are the possible responses structured? Possible responses: *The responses are short, structured in a similar way, the correct response is only clear if you know the skills or information that is being tested.*

Note: student teachers will be developing test questions and designing a test in small groups over the next 4 weeks. If there is time at the end of Period 2, allocate students into their small groups and direct them to section “Designing restricted response questions”.

It would be beneficial for student teachers to be familiar with the content in the textbook “Designing restricted response questions” before the next period begins.

### Period 3

#### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Small groups

#### Designing restricted response questions

1. Present the learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Describe different types of restricted response questions and why teachers might choose to use them; and
  - Discuss when constructed response questions are appropriate to use.
2. In this session, student teachers will begin designing restricted response questions in small groups of 4 people. If there was no time to form groups in Period 2, please allocate student teachers into teams of 4. Student teachers will remain in these groups for next four periods.
3. Direct student teachers to textbook sections “True/False questions”, “Matching questions”, “Fill in the blank” and “Multiple choice questions”. Student teachers should be familiar with the content in these before beginning the learning activity.



### Learning activity 3. Writing restricted response questions

<b>Time</b>	40 minutes
<b>Class organisation</b>	Individual and small groups

**Purpose:** To provide opportunity for student teachers to develop restricted response questions appropriate to the content they are assessing, keeping their benefits and limitations in mind.

When student teachers are in their groups of four:

- Write on the board:  
Integrated unit that will be assessed: *Sustainable Gardens*  
Subject:  
Topic:  
Skills and knowledge:
- Direct students to Lesson 8.1.2 where they discussed an integrated unit involving a sustainable garden project. Student teachers will focus on this as they design a test.
- Highlight that integrated units will involve skills from a range of different subject areas. For example, to complete a project involving a sustainable garden, students may need to develop knowledge about measurement (Math), plants (Science), suitable climate and terrain for growing particular plants (Geography), etc. They are likely to need to demonstrate their reading comprehension skills (perhaps Myanmar and/or English), scientific writing (Science and English).
- As a class, unpack the subjects, topics, skills, and knowledge that are involved in a sustainable garden project. Write the responses on the board.
- The groups of student teachers will develop test questions that focus on skills and knowledge that their students would need to have to undertake the Sustainable Garden project.
- Each group of four student teachers should decide which **subject area** they will focus on to develop their test: Math, Science, English, Myanmar, Social Studies (Geography) or Life Skills. Please ensure that there is a spread of subjects across the class.

7. When the group has decided which subject they will focus on, they will need to **choose a topic** that they will assess relating to the sustainability unit. They will need to keep in mind that they will also write constructed response questions for the topic in Period 4.
8. Each group will need to discuss the **skills and knowledge** they will assess. Each person in the group should record this information.
9. Each person in the group will be responsible for creating two or three restricted response questions for *one* type.
  - One person will create true/false questions, one person will create a matching question, one person will create a fill-in-the-blank question and one person will create a multiple-choice question.
  - If there are five people in a group, there may be two people developing multiple choice questions.
  - The person who is creating true/false questions, may need to write more (remembering that it is easier for the students to guess the correct answer). See textbook for examples.
10. Student teachers should share their questions with others in their group. The group should make suggestions to improve the questions (based on the benefits, limitations, and tips in the textbook).



### Assessment

Monitor how the groups are working together – group dynamics and participation. Monitor possible conflict and issues. Clarify with each group the subject, topic and knowledge and skills that they will focus on. Record this information as it will be important to track the group’s progress over the next few periods. Record any issues that arise and monitor the quality of the restricted response questions that are written.



### Possible student teachers’ responses

There are no incorrect responses.

## Period 4

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Small group

1. Present the learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Identify strategies teachers can use to make constructed response questions fair and more objective.
2. In this session, student teachers will begin designing constructed response questions in their small groups of 4 people.
3. Student teachers will remain in these groups for next three periods.
4. Direct student teachers to the textbook sections “Constructed response questions”, “Short answer questions”, and “Extended response questions”.



### Learning activity 4. Developing constructed response questions

<b>Time</b>	35 minutes
<b>Class organisation</b>	Small groups and pairs

**Purpose:** To provide opportunity for student teachers to develop constructed response questions appropriate to the content they are assessing.

1. Student teachers will remain in the same groups from Period 3.
2. In this activity, students will develop constructed response questions with marking keys and rubrics, keeping benefits, issues and tips in mind. They will continue to create test questions on the sustainability unit, focusing on the subject, topic and knowledge and skills they decided upon in the previous period.
3. The students within each group will divide into pairs.
  - Pair 1 will develop two to three short answer questions with answer keys.
  - Pair 2 will develop an extended response question with assessment rubrics (see section on rubrics in Lesson 8.1.4).
  - See textbook for examples.

4. When both pairs within the group have written their questions, the small group will review and edit the questions, marking keys and rubrics, keeping the importance of validity and reliability in mind.



### Assessment

Monitor how the groups are working together – group dynamics and participation. Monitor possible conflict and issues. Confirm with each group the subject, topic and knowledge and skills that they will focus on. Record any information that has changed since the previous period. Record any issues that arise and monitor the quality of the constructed response questions that are written.



### Possible student teachers' responses

There are no incorrect responses.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

Review of the learning outcomes:

- Explain the difference between restricted response (close-ended) and constructed response (open-ended) questions;
- Describe different types of restricted response questions and why teachers might choose to use them;
- Discuss when constructed response questions are appropriate to use; and
- Identify strategies teachers can use to make constructed response questions fair and more objective.



## 8.2.3. Designing a whole test - putting it together

### Expected learning outcomes



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

- Discuss how teachers can identify the skills and knowledge that they need to include in a test;
- Discuss why using different types of questions in a test can enable students to show what they know and can do;
- Discuss the purpose of a table of specifications and identify the steps used to design a table of specifications for a test;
- Identify test questions with different levels of difficulty; and
- Work as a team to create a test.



### Competencies gained

A4.1.3 Describe the assessment principles underpinning the Lower Secondary curriculum

B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback

B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Working as a team to develop a test

Learning activity 2: Creating a table of specifications



**Assessment approaches:** Questioning, observation, peer and whole class discussion



**Preparation needed:** Read Educational Studies textbook Lesson 8.2.3.



**Resources needed:**

Learning activity 1: Flip chart paper and pens, if available

Learning activity 2: Flip chart paper and pens, if available

## Period 1

### Explicit teaching points

Time	20 minutes
Class organisation	Whole class

### The process of designing a test

1. Present the learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Discuss how teachers can identify the skills and knowledge that they need to include in a test;
  - Discuss why using different types of questions in a test can enable students to show what they know and can do; and
  - Work as a team to create a test.
2. Reflect on what student have learnt about writing test questions.
3. Direct students to textbook section “The process of designing a test”.
4. Highlight the importance of developing assessment tools that enable teachers to gather valid and reliable information about student learning.
5. Highlight the steps for test writing. It is important to communicate to the student teachers that this process is not always possible for *all* classroom assessment. However, it is an important process for major assessments, where the information will be used in different ways, such as reporting and planning for teaching and learning.



## Learning activity 1. Working as a team to develop a test

<b>Time</b>	30 minutes
<b>Class organisation</b>	Small groups

**Purpose:** To enable student teachers to begin to engage with a formal test writing process.

1. Student teachers should work in the same groups they have been working with in Periods 3 and 4 of Lesson 8.2.2. They will use the questions they have been developing for the test they will design.
2. Each group should discuss the following questions in light of the sustainability unit they have been working on:
  - What is the purpose of the test? How will the results be used?
  - What topics or information (within your subject area) need to be tested (breadth)?
  - How deeply do they need to test each topic (depth)? (Consider also how you might include high order thinking.)
  - What elements, information or skills within each topic do they need to test to gain a good understanding of the students' level of learning?
  - What question types will enable the students to show their knowledge and/or skills best in the subject area?
3. When the groups have decided the breadth and depth required for the test they will write, they need to discuss how many periods or lessons may have been dedicated to teaching the knowledge and skills you will test. The number of lessons will be hypothetical, but it will be important to ensure that the number of periods allocated to their topic is manageable and realistic. Groups may need some guidance with this.
4. When each group has finished this activity, direct them to review and edit the questions they have developed so far, and add to their bank of questions.
5. When the groups have finished, ask student teachers to start reading textbook section "Designing a table of specifications" in preparation for Period 2.



## Assessment

Monitor how the groups are working together – group dynamics and participation. Monitor possible conflict and issues. Confirm with each group the subject, topic and knowledge and skills that they will focus on. Record any information that has changed since the previous periods. Record any issues that arise and monitor the discussions about test design.



## Possible student teachers' responses

There are no incorrect responses.

## Period 2

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Small groups

1. Present the learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Discuss the purpose of a table of specifications and identify the steps used to design a table of specifications for a test;
  - Identify test questions with different levels of difficulty; and
  - Work as a team to create a test.
2. Direct student teachers to section “Designing a table of specifications”.
3. Highlight the reasons why a table of specifications helps to increase validity and reliability of a test.
4. Briefly outline the process/steps of designing a table of specifications.



## Learning activity 2. Creating a table of specifications

<b>Time</b>	35 minutes
<b>Class organisation</b>	Small groups

**Purpose:** To provide students with experience in designing a table of specifications for a test.

1. Student teachers will continue to work in their groups of four.
2. Using the restricted response and constructed response questions the groups developed in Periods 3 and 4 of Lesson 8.2.2 , and taking the discussion from Period 1 of Lesson 8.2.3 into consideration, each group will create a table of specifications for their test.
3. Each group should follow the steps outlined in section “Designing a table of specifications”. If the group finishes the table of specifications, they can review the questions they have developed and map which questions should be kept, which questions need to be rewritten and whether new questions need to be written for the test.
4. When the groups have completed their table of specifications, bring the class together to discuss:
  - What are the benefits of developing a table of specifications for tests?
  - What challenges did your group face as you developed the table of specifications?
  - How did you overcome these challenges?
  - What challenges might you face in schools as you develop tests?



### Assessment

Monitor how the groups are working together – group dynamics and participation. Monitor possible conflict and issues.

Check understanding of the process for writing a table of specifications. It is likely that the groups will not have time to write and finalise their tests. Encourage student teachers to think critically about the practicalities.



### Possible student teachers’ responses

There are no incorrect responses.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

Review of the learning outcomes:

- Discuss how teachers can identify the skills and knowledge that they need to include in a test;
- Discuss why using different types of questions in a test can enable students to show what they know and can do;
- Discuss the purpose of a table of specifications and identify the steps used to design a table of specifications for a test;
- Identify test questions with different levels of difficulty; and
- Work as a team to create a test.

## 8.2.4. Analysing test data

Expected learning outcomes

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

- Identify how difficult test questions are by analysing student responses;
- Discuss how teachers use test data to plan for student learning and to report learning progress; and
- Identify patterns of reliability and validity from assessment data.



### Competencies gained

B2.1.2 Use assessment information to plan lessons

B2.2.1 Record students learning progress accurately and consistently

B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Analysing and interpreting single-score data

Learning activity 2: Reflection on Assessment and its uses



**Assessment approaches:** Questioning, observation, peer and whole class discussion, reviewing student work, self-assessment



**Preparation needed:** Read Educational Studies textbook Lesson 8.2.4.



**Resources needed:** No additional resources needed.

### Period 1

#### Explicit teaching points

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

#### Analysing restricted response questions

1. Present the learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Identify how difficult test questions are by analysing student responses; and
  - Identify patterns of reliability and validity from assessment data.

2. Direct student teachers to textbook 8.2.4 section “Analysing test data” and work through the process of sorting and analysing restricted response question data.
3. Highlight the importance of checking that the data are sorted correctly – that each student’s responses are correct, and that each question’s responses remain in line. Common issues with sorting the data is misaligning rows and columns, which mixes up the students’ responses.
4. Correct sorting of the data is essential for accurate analysis and interpretation. Note: If student teachers need to sort by hand, an effective way to do this is the following steps:
  - 1) Order the tests from highest achieving to lowest achieving *before* entering the data.
  - 2) Enter the data starting with the highest scoring test at the top and working down to the lowest scoring test.
  - 3) Check the data to ensure it has been added correctly.
  - 4) Add up the total number of correct responses for each question and write the totals at the bottom of each column. Student teachers may also colour the cells with ‘1’ a different colour, so the pattern is easier to observe. Alternatively, they may choose to colour the cells with ‘0’.
  - 5) Using scissors, cut each *column* with the question data (so there are strips of data for each question).
  - 6) Rearrange the strips from highest number of correct responses to lowest number of correct responses. Make sure that the rows of data are correctly aligned. It can help to stick the strips onto a sheet of paper to keep them aligned.
5. Highlight checking the overall reliability of the tool – the more scattered and overlapping the 0s and 1s are, the less reliable the data are. However, teachers should expect a small amount of overlap between the 0s and 1s. The area where the 1s and 0s meet and overlap can indicate the students’ ZPDs (although teachers need to keep in mind issues of language, special needs and other factors, such as issues with the test itself, that can impact on a student’s assessment performance).
6. Highlight the importance of raising questions about the data and investigating student learning further by using other sources of data to avoid drawing inaccurate conclusions.





## Learning activity 1. Analysing and interpreting single-score data

<b>Time</b>	30 minutes
<b>Class organisation</b>	Small groups

**Purpose:** To interact with a small set of data.

The activity provides students with the opportunity to check overall reliability of the data and analyse the student responses.

- Below is a small set of data with student responses for a Multiple-Choice Question quiz about plants.
- The data have already been sorted from:
  - the highest student score (at the top) to the lowest student score (at the bottom); and
  - the question with the most correct responses (on the left) to the least correct responses (on the right).
- In small groups, student teachers should analyse the data chart below (Table 8.29 in the textbook) and discuss the questions listed below:

**Table 8.29. Chart of student data- sorted**

	Conditions required for plants to survive	Characteristics of Plants	Differences between fruits and vegetables	Classification of plants	Categorising plants according to features	Plant respiration	Photosynthesis	Plant cell structure	
	Q5	Q6	Q8	Q4	Q2	Q1	Q3	Q7	<b>TOTAL</b>
Student 3	1	1	1	1	1	1	1	C	<b>7</b>
Student 2	1	1	1	C	1	1	1	B	<b>6</b>
Student 10	1	1	1	1	B	1	B	1	<b>6</b>
Student 6	1	1	1	1	1	A	D	C	<b>5</b>
Student 9	1	1	1	B	1	A	1	C	<b>5</b>
Student 4	1	1	1	B	1	B	A	A	<b>4</b>
Student 8	1	1	C	1	B	D	B	C	<b>3</b>

	Conditions required for plants to survive	Characteristics of Plants	Differences between fruits and vegetables	Classification of plants	Categorising plants according to features	Plant respiration	Photosynthesis	Plant cell structure	
Student 11	1	D	1	1	B	A	D	B	3
Student 1	1	1	A	D	A	B	B	B	2
Student 5	1	D	D	1	A	A	A	C	2
Student 7	B	1	A	B	B	D	B	B	1
<b>TOTAL</b>	<b>10</b>	<b>9</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>1</b>	

4. Validity and reliability of the test:

- Look at the overlap between the 0s (or letters) and 1s.
- Is there a lot of overlap or is the overlap very small?
- What might this tell you about the validity and reliability of the test?
- Is there a question with inconsistent results?
- If you were the teacher, what might this mean in relation to the reliability of the question? What might you do with the question?

5. Checking question difficulty:

- Which question topics were the easiest for students to answer? Which topics did the students find most difficult?

6. Checking student achievement:

- Are there questions that several students answered with the same incorrect answer? What might this mean?
- Are there individual students who have not performed consistently?
- Look closely at the individual’s data: What questions might the teacher need to investigate to understand the student’s performance more clearly?

7. After the student teachers have discussed the data in the chart, bring them together for a whole class discussion about the following question: What information can these charts provide about student learning? What are the limitations of these charts (what cannot they tell you)?



**Assessment**

Monitor how each group manages the analysis and discuss of the data. Encourage them to look at the evidence presented in the chart.

Encourage the students to pose questions about the data and the students, before coming to conclusions about what the information in the chart means. For example, is there enough information to draw conclusions about learning, or do they need to gather more information from different sources in order to draw a conclusion?

Observation of student progress will be important along with guidance if they find the task challenging.



### Possible student teachers' responses

#### 1. Reliability and validity answers

**Table. Reliability and validity answers**

	Conditions required for plants to survive	Characteristics of Plants	Differences between fruits and vegetables	Classification of plants	Categorising plants according to features	Plant respiration	Photosynthesis	Plant cell structure	
	Q5	Q6	Q8	Q4	Q2	Q1	Q3	Q7	TOTAL
Student 3	1	1	1	1	1	1	1	C	7
Student 2	1	1	1	C	1	1	1	B	6
Student 10	1	1	1	1	B	1	B	1	6
Student 6	1	1	1	1	1	A	D	C	5
Student 9	1	1	1	B	1	A	1	C	5
Student 4	1	1	1	B	1	B	A	A	4
Student 8	1	1	C	1	B	D	B	C	3
Student 11	1	D	1	1	B	A	D	B	3
Student 1	1	1	A	D	A	B	B	B	2
Student 5	1	D	D	1	A	A	A	C	2
Student 7	B	1	A		B	D	B	B	1
<b>TOTAL</b>	<b>10</b>	<b>9</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>1</b>	

- Checking the overlap between the 1 and 0 (or letter response). There is some scattering between the 1s and 0s (or letters in this case) (see the section within the ellipsis), although there is still a reasonably clear division between the 1s and 0s (note the pink triangle with the ‘1’s starting at the top left corner and the white triangle with the incorrect responses indicating the increasing difficulty of questions).
  - Questions with inconsistent results: Q4 does not fit the pattern. Some students who were proficient in other questions answered incorrectly, while some students who are less proficient answered correctly.
2. Correct answers: The easiest question was about conditions required for plants to survive; The hardest question is about Plant cell structure.
  3. Possible answers:
    - Q2 (Categorising plants according to features) – A lot of students answered B (which was incorrect), 2 students answered A (which was also incorrect). Q6 (Characteristics of Plants) – both incorrect responses are D. Teachers may find misconceptions in how plants are categorised; Question 6 check student 11 and student 5’s understanding of this concept.
    - Students not achieving consistently (note that a small amount of overlap between correct and incorrect responses is normal. Inconsistencies occur if a student answers incorrectly for easy items, but correctly for more difficult items or if there is no clear point of difficulty where the student begins to constantly respond incorrectly): Student 2; Student 10; Student 5.
  4. There is no correct or incorrect response for questions that student teachers might ask to interpret to investigate further. Possible responses might include:
    - Inquiry into how the student has performed in other tasks or teacher observations
    - Were the inconsistent responses errors by the student? If so, what might have caused the errors when the students responded (tiredness? inattention? misreading? etc.)

## Period 2

### Explicit teaching points

<b>Time</b>	20 minutes
<b>Class organisation</b>	Whole class

## Analysing and interpreting partial credit data

1. Present the learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Identify how difficult test questions are by analysing student responses;
  - Discuss how teachers use test data to plan for student learning and to report learning progress; and
  - Identify patterns of reliability and validity from assessment data.
2. Direct students to the section “Analysing and interpreting partial credit data”. Reflect on the process for analysing results when the marks are 1 or 0.
3. Highlight the similarity when analysing partial credit questions – the questions are broken down into small segments that can then be marked as 1 or 0.
4. Highlight the importance of asking questions about the data as they analyse. When analysing data, if an answer is unknown, further investigation may be needed.
5. Direct students to the section “Reflecting on validity and reliability throughout the assessment process”, and highlight the importance of validity and reliability throughout the assessment process.



### Learning activity 2. Reflection on assessment and its uses

<b>Time</b>	25 minutes
<b>Class organisation</b>	Individual and small groups

**Purpose:** To encourage students to reflect on what they have learn throughout Sub-unit 8.2.

1. Student teachers should reflect on what they thought they knew about the following concepts before studying Sub-unit 8.2:
  - Reliability and validity
  - Writing test questions
  - Designing a test
  - Analysing test results.

2. Then, they should reflect on what they have learnt during Sub-unit 8.2 and consider how they have grown. Student teachers should write their responses using the format:

*I used to think ....., but now I know...*

An example is provided in the textbook. Encourage the student teachers to take their time to reflect on different things that they have learnt. They should record their reflections.

3. Part 2: Small group discussion

In small groups, student teachers should share their learning journey with each other and reflect on:

- How their learning journeys are similar
- How they are different?
- The aspects of assessment they would like to learn more about.



### Assessment

Monitor the students' self-reflections. To what extent have they engaged with the content? Are they able to identify areas of learning that have made an impact on their developing teacher practices? Use questions to help them delve more deeply into the content and skills that have been taught. Monitor the group dynamics as the students discuss their reflections in the small groups. Encourage all students to participate and to think about areas in which they would like to develop further.



### Possible student teachers' responses

There are no incorrect responses.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

Review of the learning outcomes:

- Identify how difficult test questions are by analysing student responses;
- Discuss how teachers use test data to plan for student learning and to report learning progress; and
- Identify patterns of reliability and validity from assessment data.



### **Expected student teachers' responses for the review questions in TB**

Question 1: Why are validity and reliability so important when teachers assess students?

*Answer: Responses may include: They enable teachers to report accurately, plan more effectively, understand their students' learning needs better.*

Question 2: When a teacher designs questions for a test, what strategies might they use to ensure that it is testing what the teacher thinks it is testing?

*Answer: Responses may include: Choosing restricted and constructed response questions appropriately for different purposes; writing restricted response questions so that the distractors are plausible; ensuring that there is only one correct answer for restricted response questions; writing a clear marking guide or assessment rubrics for constructed response questions; writing clear instructions, etc.*

Question 3: When designing a test, what strategies can the teacher use to increase the validity and reliability of the data they collect?

*Answer: Responses may include: Creating a table of specifications; panelling the test; piloting the test, etc.*

Question 4: What strategies can teachers use to analyse student achievement in a test to understand learning needs better?

*Answer: Responses may include: Using a chart to see patterns in student achievement; analysing patterns in group responses to different questions; checking other sources of data to see if they match the observations from the test about student achievement, etc.*

Question 5: What simple strategy can teachers use to check validity and reliability in student test data?

*Answer: Responses may include: Creating a chart to see how consistently the students answered the questions, checking the patterns of responses to see if there are any questions that do not have consistent patterns of responses.*



# Unit Summary



## Key messages

### Developing Understanding of Assessment

- According to Myanmar's new *National Assessment Policy for Basic Education*, assessment is defined as an ongoing process of providing evidence to support decisions regarding improvements in student learning.
- Diagnostic, formative and summative assessment serve different purposes and occur at different stages of the learning experience.
- Diagnostic assessment provides teachers with information about students' prior knowledge and misconceptions before the beginning of a learning experience.
- The purpose of formative assessment is to provide ongoing feedback that can be used by teachers and students to improve student learning (i.e. assessment *for* learning).
- Formative assessment occurs continuously in a classroom, through informal methods such as teacher questioning and observation, and review of student work within the context of learning.
- A student profile can be compiled with data from multiple assessment tools to provide a comprehensive assessment of student learning and progress.
- Formative assessment also involves students monitoring the quality of their own work and reflecting on their learning (i.e. assessment *as* learning).
- Students need to be supported to successfully engage in self-assessment and peer assessment.
- Assessment can also be undertaken formally via an examination under specified conditions.
- The research literature identifies high-quality assessment design principles, which are reflected in Myanmar's *National Assessment Policy for Basic Education*.
- High quality assessment is integral to the learning, valid, transparent, inclusive, authentic, efficient and reliable.

- Authentic assessment involves students in performance-based activities connected to the real world. Such tasks typically involve multiple steps and significant time and effort in collaboration with others. The sustainable garden action plan and the endangered species recovery plan are examples of authentic assessment.
- In planning a unit of work, teachers determine unit-level learning outcomes; design rich performance assessment tasks; and the daily teaching and learning activities and formative assessments that scaffold the performance tasks.
- Learning outcomes, assessment tasks, success criteria, and learning and teaching activities need to be constructively aligned at the level of the lesson and unit.
- The four pillars of basic education student assessment are: classroom-level assessment (i.e. formative assessment); school-based assessment (i.e. formative and summative); school completion assessment (i.e. summative); and sample-based learning assessments.
- Assessment should ensure that students have opportunities to demonstrate their individual skills and capabilities using a variety of assessment tools and instruments.
- Assessment tools also need to be varied to address diverse learning outcomes.
- Assessment rubrics support assessment of performance tasks.

## **Educational Assessment and Data**

- Teachers collect different types of data that they use to understand their students and their needs.
- The data teachers use to understand their students' learning needs must be valid and reliable.
- Validity is all about the accuracy of the conclusions and interpretations teachers can make about students based on the data they have used.
- There are different types of validity that teachers need to address when assessing students. The main forms are content validity, construct validity, and criterion validity.
- Reliability refers the dependability, consistency and reproducibility of data.
- If an assessment is valid, it **MUST** also be reliable.
- Validity and reliability should be considered at every stage of the assessment process.

- Tests often use restricted response questions (sometimes called closed response) and constructed response questions (sometimes referred to as open questions).
- All types of test questions have benefits and limitations. Teachers should use a variety of question types to balance the different benefits and limitations to gain the best understanding of student learning that they can.
- Tests should be designed to accurately reflect what the students have learnt. To do this, we can develop a table of specifications to ensure a level of content and construct validity.
- Collaborating with colleagues to design, administer and mark tests can improve the quality of the test, as well as the data teachers can gather from the test.
- We can analyse student test data by looking for patterns in the students' responses.
- Teachers need to question the data they analyse. There may be a number of reasons why a student answers in a particular way. These reasons may include issues with the test, the student's level of knowledge or other unrelated factors that impact on the student's performance on the day.



## Unit reflection

### Developing Understanding of Assessment: Reflective activity

In this unit, student teachers undertook a number of tasks, including:

- Designing a teacher observation checklist
- Generating the success criteria for a student self-assessment instrument
- Writing examination questions across a range of types
- Writing descriptors for an assessment rubric.

Review these artefacts. Identify the most compelling artefact/s in terms of providing evidence of *achievement* of TCSF minimum requirements at a *developing* level (i.e. at a second-year level). Annotate these artefacts and include them in their TCSF portfolio.

## **Developing Statistical Knowledge relating to Educational Tests and Measurement: Reflective activity**

1. Why are validity and reliability so important when teachers assess students?  
*Responses may include: They enable teachers to report accurately, plan more effectively, understand their students' learning needs better.*
2. When a teacher designs questions for a test, what strategies might they use to ensure that it is testing what the teacher thinks it is testing?  
*Responses may include: Choosing restricted and constructed response questions appropriately for different purposes; writing restricted response questions so that the distractors are plausible; ensuring that there is only one correct answer for restricted response questions; writing a clear marking guide or assessment rubrics for constructed response questions; writing clear instructions, etc.*
3. When designing a test, what strategies can the teacher use to increase the validity and reliability of the data they collect?  
*Responses may include: Creating a table of specifications; panelling the test; piloting the test, etc.*
4. What strategies can teachers use to analyse student achievement in a test to understand learning needs better?  
*Responses may include: Using a chart to see patterns in student achievement; analysing patterns in group responses to different questions; checking other sources of data to see if they match the observations from the test about student achievement, etc.*
5. What simple strategy can teachers use to check validity and reliability in student test data?  
*Responses may include: Creating a chart to see how consistently the students answered the questions, checking the patterns of responses to see if there are any questions that do not have consistent patterns of responses.*



## Further reading

### 8.1. Developing Understanding of Assessment

Anker-Hansen, J. & Andrée, M. (2019). Using and rejecting peer feedback in the science classroom: A study of students' negotiations on how to use peer feedback when designing experiments. *Research in Science and Technological Education*, 37(3). Retrieved from <https://www.tandfonline.com/doi/full/10.1080/02635143.2018.1557628>

Ashford-Rowe, K., Herrington, J., & Brown, C. (2014). Establishing the critical elements that determine authentic assessment, *Assessment & Evaluation in Higher Education*, 39(2), 205-222, DOI: 10.1080/02602938.2013.819566

### 8.2. Educational Assessment and Data

Griffin, P. (Ed.), (2018). *Assessment for teaching* (2<sup>nd</sup> ed.). Melbourne, Australia: Cambridge University Press.

# Unit 9

## Supportive and Safe Learning Environment

This unit focuses on creating a supportive and inclusive environment for middle school students.

- It highlights the importance of teachers fostering productive relationships with students, parents, and other stakeholders.
- It focuses on inclusive education, conflict resolution and peace education, classroom management principles and practices, and the ethical and safe use of technology in the learning environment.
- It recognises the need for students to feel safe in classrooms and that a safe environment is a pre-requisite to effective learning.

### Expected learning outcomes



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

- Outline characteristics of an inclusive school;
- Discuss the importance of teacher beliefs and expectations in terms of student learning;
- Outline strategies to make middle school students feel supported and safe in the classroom;
- Compare the medical and social models of disability;
- Define inclusion, integration, segregation, and exclusion;
- Communicate to stakeholders why removing the barriers to learning is important;
- Explain the difference between intellectual disabilities, learning disorders and learning difficulties;
- Outline broad characteristics of different types of disabilities and the challenges they present for learning and teaching;

- Identify learning activities that will allow for teacher observation to ascertain students' learning needs;
- Identify strategies that support differentiation for students with additional needs;
- Explain the purpose of, and process involved in, developing and monitoring an Individualised Education Plan;
- Explain why middle school students need conflict resolution skills;
- Compare constructive and destructive responses to conflict;
- Outline the five conflict response modes of the Thomas-Kilmann Instrument;
- Discuss methods and techniques for developing conflict resolution skills;
- Outline competencies developed through conflict resolution and peace education;
- Connect conflict resolution and peace education with the Middle School Curriculum;
- Explain the importance of setting classroom procedures, rules, and positive and negative consequences;
- List key considerations in setting procedures, rules and consequences;
- Design procedures, rules and consequences for a middle school classroom;
- Explain the shift in focus from 'behaviour management' to 'creation of supportive and safe learning environments' in professional standards;
- Identify principles and practices associated with effective and inclusive classroom management;
- Role play proactive classroom management techniques;
- Discuss the digital divide and active use of technology in the context of Myanmar; and
- Explain why middle school students need knowledge and skills relating to academic integrity and cyber-safety.



## Competencies gained

A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs.

A2.2 Demonstrate understanding of appropriate use of Information and Communication Technology (ICT) in teaching and learning

A3.2 Demonstrate respect for the social, linguistic and cultural diversity of the students and their communities

A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

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

B3.2. Demonstrate strategies for managing student behaviour

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

C3.2. Demonstrate respect for diversity of students and the belief that all students can learn according to their capacities

C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship



## 9.1. Creating a Supportive and Safe

### Learning Environment

In this sub-unit, student teachers will review Myanmar's new School Quality and Assurance Standards Framework (SQASF), with respect to the eight characteristics of an inclusive school. They will examine the role of the teacher in fostering an inclusive classroom. Student teachers will reflect upon the needs of middle school students and strategies to ensure that they feel physically, emotionally, and intellectually safe in the classroom.

#### 9.1.1. An Inclusive school and classroom

##### Expected learning outcomes

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

- Outline characteristics of an inclusive school;
- Discuss the importance of teacher beliefs and expectations in terms of student learning; and
- Outline strategies to make middle school students feel supported and safe in the classroom.



##### Competencies gained

A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better

A3.2.1 Give examples of inclusive communication to support all students' participation and engagement in classroom activities

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them

B3.2.3 Learn to know each student's background and needs and interact regularly with all students

B4.1.2 Describe strategies to promote parents' involvement in their child's learning at school, at home and in the community

C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Reviewing the SQASF through an inclusion lens

Learning activity 2: Undertaking a survey on beliefs about students and learning

Learning activity 3: Creating a supportive and safe learning environment



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 9.1.1.



**Resources needed:** No additional resources

## Period 1

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

### Inclusive schools

Present the learning outcomes for the period (written on board):

1. By the end of this period, you will be able to:
  - Outline characteristics of an inclusive school; and
  - Discuss the importance of teacher beliefs and expectations in terms of student learning.
2. Instruct student teachers to:
  - Close their eyes and imagine a truly inclusive school. What images come to mind?
  - Write down what they ‘see’.
3. Select student teachers to share their images with the class.
4. Direct student teachers to textbook section, ‘Inclusive schools’.
5. Read definition of inclusion together as a class:  
Students are included when they are present in the classroom, participate in learning, *and* achieve meaningful outcomes.
6. Remind student teachers that, in Unit 3, they reviewed teacher practice with reference to eight characteristics of an inclusive **classroom**.
7. Explain that, in this unit, they will focus on eight characteristics of an inclusive **school**.
8. Ask students to read through the eight characteristics of a school that is *becoming* inclusive with a peer:
  - Everyone feels welcome;
  - Students are equally valued;
  - There are high expectations for all students;
  - Staff and students treat one another with respect;
  - There is a partnership between staff and families;
  - The building is accessible to all students;

- Senior staff support teachers in ensuring that all students participate and learn; and
  - The school monitors the presence, participation and achievement of all students.
9. Asks student teachers whether their own perspectives of an inclusive school aligned with the eight characteristics, identified by the IBE–UNESCO.
10. Highlight that:
- The reference to ‘becoming inclusive’ points to inclusion as an ongoing process of learning as a school
  - At no point is a school ever entirely inclusive.



### Learning activity 1. Reviewing the SQASF through an inclusion lens

<b>Time</b>	20 minutes (10-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Independent activity

**Purpose:** To familiarise student teachers with the eight characteristics of an inclusive school.

1. Direct student teachers to learning activity 1.
2. Instruct student teachers to:
  - Review the SQASF dimensions and standards, through the lens of the 8 characteristics of an inclusive school.
  - Write the relevant characteristics (C#1, C#2, C3# etc.) next to the standards in Box 9.1 in the textbook.

For instance, C#5 – *There is a partnership between staff and families* – is reflected in several School Quality Assurance Standards (e.g. 3.4, 6.1, 6.2, 6.3), as indicated.
3. Ask student teachers to share their responses with the class.



## Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

### Box 9.1. SQASF dimensions and standards - completed

#### *Learning and Teaching*

- 1.1 Students have learning opportunities and achieve learning outcomes [C#2]
- 1.2 Students actively participate in learning [C#3]
- 1.3 Students' learning outcomes are evaluated, used in teaching, and reported to parents [C#8]
- 1.4 Teachers are competent and design plans
- 1.5 Principals, teachers, students and school staff demonstrate inclusive attitudes and behaviours [C#4]

#### *Professional Development*

- 2.1 Principals, teachers and office staff have basic skills relating to their positions as identified in professional standards
- 1.2 Principals, teachers, and office staff participate regularly in professional development [C#7]

#### *Leadership and Management of Principals*

- 3.1 People, including the principal, who are responsible for school leadership and management act responsibly and are accountable
- 3.2 People, including the principal, who are responsible for school leadership and management, support and delegate duties to teachers, school staff, parents and students
- 3.3 People, including the principal, who are responsible for school leadership and management, ensure that teacher, staff and students' performance data are monitored, and evaluated, and actions are planned to improve data collection and management [C#7]
- 3.4 People, including the principal, who are responsible for school leadership and management, cooperate with parents, community groups, education officers and other schools [C#5]

#### *Infrastructure and Resources*

- 4.1 School infrastructure, facilities, its environment, and the materials the school uses, are welcoming and keep students and staff safe and healthy [C#1]
- 4.2 **School infrastructure and resources support effective teaching and student learning [C#6]**

#### *Budget and Financial Management*

- 5.1 School expenditure is transparent and the budget is available for teachers, staff, finance teams and the PTA to view
- 5.2 School financial management supports student learning and school quality improvement

#### *Parents' and Community Participation*

- 6.1 Parent Teacher Association (PTA) members participate in school improvement planning and activities [C#5]
- 6.2 Parents and family members actively support students' learning [C#5]
- 6.3 The local community cooperates with the school in emergencies [C#5]



## Learning activity 2. Undertaking a survey on beliefs about students and learning

<b>Time</b>	20 minutes (10-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Individual and pairs

**Purpose:** To explore student teachers' beliefs and attitudes towards teaching diverse learners and developing a supportive and safe learning environment for all.

1. Direct students to learning activity 2. Students will complete Table 9.1 in the textbook.
2. Reiterate that in a school that is becoming inclusive:
  - Students are equally valued; and
  - There are high expectations for all students.
 Highlight that as a teacher, your beliefs and values:
  - will impact on all aspects of your professional practice;
  - are reflected in:
    - the curriculum and expectations that you set for your students
    - how you communicate with your students; and
    - how you communicate with other people about your students; and
  - can have the power to either remove barriers to learning or create or reinforce barriers.
3. Instruct student teachers to:
  - Undertake the survey
  - Consider carefully to what extent you believe each statement to be true.
4. Ask student teachers to form pairs.
5. Instruct student teachers to discuss how they responded to these statements with their peers. See Table 9.1 in the textbook.



### Assessment

Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

There are no incorrect responses.

Student teachers will indicate how they feel about each of the statements on the survey's scale, and have an opportunity to discuss their feelings with a peer.

### Period 2

#### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

#### Inclusive schools

1. Present the learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Outline strategies to make middle school students feel supported and safe in the classroom.
2. Direct student teachers to the textbook section, 'Inclusive classrooms; Physical, emotional and cognitive safety'.
3. Remind student teachers that, in Unit 2, when exploring culturally relevant pedagogy, they learnt:
  - about the importance of the teacher building productive relationships in order to promote student learning; and
  - that Indigenous Maori students spoke about the importance of teachers establishing *whanau* – extended *family-like relationships* – in the New Zealand teacher professional development and research project.
4. Explain that students in non-formal education settings (i.e., literacy programs) also have communicated the importance of learning environments that “expand their sense of family” and enhance their self-esteem.
5. Ask student teachers what impact **greater self-esteem** would have on student learning.
  - Possible responses: improve learning, students will try harder, students will take more risks.

6. Write ‘intellectual risk taking’ on board. Define it:
  - Students engaging in adaptive learning behaviors, such as sharing their ideas, asking questions, attempting to do and learn new things, despite the possibility of making mistakes or appearing less competent than others.<sup>17</sup>



### Learning activity 3. Creating a supportive and safe learning environment

<b>Time</b>	25 minutes (15-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To identify strategies that will allow students to feel physically, emotionally and cognitively safe in the middle school classroom.

1. Instruct student teachers to form groups of three.
2. Direct student teachers to learning activity 3.
3. Ask student teachers if they recall the activity in Semester 1, Sub-unit 2.3. Lifespan Development, wherein they were asked to reflect on their own middle school years, in terms of:
  - physical and emotional development;
  - aspirations and attitudes towards school; and
  - experiences at school (e.g., supportive/ unsupportive teachers, level of inclusion).
4. Write these three themes on the board and select student teachers to share perspectives and experiences with class.
5. Instruct student teachers to read the perspective in Box 9.2 in the textbook about the needs of the middle school learner. Answer the following questions:
  - In what ways are the middle school years a transitional period?
  - Do you agree with the statement that a safe environment is a pre-requisite to effective learning? Provide reasons for your response.
  - Generate a list of strategies that will support middle school students to feel physically, emotionally, and intellectually safe and take positive risks in their learning environment.
6. Ask student teachers to share their responses with the class.

<sup>17</sup> Pearson, 2011, p. 1.





## Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

There are no incorrect responses.

*Question:*

In what ways are the middle school years a transitional period?

*Possible responses:*

- Transition from childhood to adulthood (middle school years: 11-14 years)
- Transition from primary to high school

*Question:*

Do you agree with the statement that a safe environment is a pre-requisite to effective learning?

Provide reasons for your response.

*Possible response:*

Yes, if a student feels unsafe (i.e. experiences anxiety, fear), then that will impact on their capacity to concentrate and learn.

*Question:*

Generate a list of strategies that will support middle school students to feel physically, emotionally, and intellectually safe and take positive risks in their learning environment.

*Possible responses:*

- *Relationships:* ‘extended family-like’ interactions between teacher and students, students and students; and teachers and parents
- *Student centred learning:* engaging and active learning experiences, within which individual needs are recognised and met
- *Classroom management:* teachers managing classrooms well and not using physical or verbal punishment
- *Safe school environment:* implementations of student well-being initiatives (e.g. anti-bullying campaign, provision of nutritious snacks etc.) and school improvement plans (e.g. to improve the safety of the school buildings).



**Check student teachers’ understanding**

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes:  
By the end of this lesson, student teachers will be able to:
  - Outline characteristics of an inclusive school;
  - Discuss the importance of teacher beliefs and expectations in terms of student learning; and
  - Outline strategies to make middle school students feel supported and safe in the classroom.
2. Check for understanding: Ask student teachers to list as many characteristics of an inclusive school as they can remember:
  - Everyone feels welcome;
  - Students are equally valued;
  - There are high expectations for all students;
  - Staff and students treat one another with respect;
  - There is a partnership between staff and families;

- The building is accessible to all students;
  - Senior staff support teachers in ensuring that all students participate and learn; and
  - The school monitors the presence, participation and achievement of all students.
3. Review competencies gained:
- A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs.
  - A3.2 Demonstrate respect for the social, linguistic and cultural diversity of the students and their communities
  - B3.2. Demonstrate strategies for managing student behaviour
  - B4.1. Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students
  - C3.2. Demonstrate respect for diversity of students and the belief that all children can learn according to their capacities



### **Expected student teachers' responses for the review questions in TB**

Question 1: What are the characteristics of an inclusive school?

Answer: *In a school that is becoming inclusive:*

- *Everyone feels welcome;*
- *Students are equally valued;*
- *There are high expectations for all students;*
- *Staff and students treat one another with respect;*
- *There is a partnership between staff and families;*
- *The building is accessible to all students;*
- *Senior staff support teachers in ensuring that all students participate and learn; and*
- *The school monitors the presence, participation, and achievement of all students.*

Question 2: Why are teacher beliefs and expectations important in terms of student learning?

*Answer: As a teacher, your beliefs and values will impact on all aspects of your professional practice. Your beliefs and values will be reflected in the curriculum and expectations that you set for your students, how you communicate with your students, and how you communicate with other people about your students. Your beliefs about your students and their learning can have the power to either remove barriers to learning or create or reinforce barriers.*

Question 3: What is intellectual risk-taking?

*Answer: Intellectual risk taking involves students engaging in adaptive learning behaviors, such as sharing their ideas, asking questions, attempting to do and learn new things, despite the possibility of making mistakes or appearing less competent than others.*

Question 4: How can the teacher create a safe physical, emotional and cognitive space for their students?

*Answer: It is crucial that middle school teachers work to orient students to their learning environments, making students more comfortable in themselves and with each other. Middle school students learn, and contribute to others' learning, best when they do not fear ridicule or under-achieving.*

*Relevant Teacher Competency Standards are:*

- *B3.2.1 Create, explain, display and enforce the agreed classroom rules and procedures to ensure student health and safety*
- *B3.2.2 Encourage students to interact with each other with mutual respect and safety*
- *B3.2.3 Learn to know each student's background and needs and interact regularly with all students*
- *B3.2.4 Encourage well-adjusted behaviour of students by collaborative teamwork and independent learning*

## 9.2. Inclusive Education and Students with Intellectual Disabilities, Learning Disorders and Learning Difficulties

In this sub-unit, student teachers will focus on inclusion and what this means for teaching and learning. They will compare two models of disability: The medical model and the social model of disability, and consider how the ideas in these models can impact on how students learn in the classroom.

Student teachers will discuss a range of barriers that prevent students from participating in learning. They will develop strategies to reduce these barriers so that all students have the opportunity to be members of a learning community. Finally, they will focus on Individualised Education Plans and how these can support teaching and learning for students who have additional needs.

### 9.2.1. Inclusive education

#### Expected learning outcomes

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

- Compare the medical and social models of disability;
- Define inclusion, integration, segregation, and exclusion; and
- Communicate to stakeholders why removing the barriers to learning is important.





## Competencies gained

A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better

A3.2.1 Give examples of inclusive communication to support all students' participation and engagement in classroom activities

A3.2.2 Be aware of social, linguistic and cultural background of parents, community elders and leaders when interacting with them

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

C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student

C3.1.2 Recognise the different social situations and background of students and treat all students equally

C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher



**Time:** Three periods of 50 minutes



**Learning strategies:**

Learning activity 1: Role play of models of disability

Learning activity 2: PMI focusing on different educational approaches

Learning activity 3: Think–Pair–Share about barriers to learning



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 9.2.1.



**Resources needed:** No additional resources

## Period 1

### Explicit teaching points

<b>Time</b>	25 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Compare the medical and social models of disability.
2. Highlight for student teachers that they have already looked at:
  - Eight characteristics of an ***inclusive classroom***
  - (International Bureau of Education and UNESCO, 2016)
    - You may wish to provide 1-2 examples:
      - Lessons encourage the participation of all students
      - Support is provided when students experience difficulties.
  - Eight characteristics of an ***inclusive school***
  - (International Bureau of Education and UNESCO, 2016)
    - You may wish to provide 1-2 examples:
      - There are high expectations for all students
      - There is a partnership between staff and families.
  - Definition of ***inclusion***
    - Students are included when they:
      - are present in the classroom;
      - participate in learning; and
      - achieve meaningful outcomes.<sup>18</sup>

<sup>18</sup> International Bureau of Education and UNESCO, 2016

3. Inform student teachers that this lesson builds on that foundation and direct them to the textbook section, ‘Definitions’.
4. Select student teachers to read two definitions from their textbook:  
The concept of inclusion is based on the notion that schools should, without question, provide for the needs of *all* the children in their communities, **whatever the level** of their **ability, disability, educational need** or other form of diversity.<sup>19</sup>  
Inclusion and participation are essential to **human dignity** and to the enjoyment and exercise of **human rights**. Within the field of education, this is reflected in the development of **strategies** that seek to bring about a genuine **equalisation of opportunity**.<sup>20</sup>
5. Explain that it is very important that students with additional needs receive the support they need, in order for them to access education and become part of the learning community.  
Instruct student teachers to form pairs and read together, ‘Why is inclusion important’.
6. Highlight that inclusion changes the focus from difference, which leads to marginalization, to valuing diversity (with a focus on safety and belonging).
7. Write on board: Difference → Diversity
8. Highlight that a model of disability influences:
  - **perceptions** of disabilities, people with disabilities and their families, and their abilities and needs; and
  - **policies** concerning people with disabilities and the support provided to people with disabilities.
9. Read together as a class from the textbook, highlighting key points:
  - Medical model of disability
  - Social model of disability.



### Learning activity 1. Role-play of models of disability

<b>Time</b>	25 minutes (15-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of five

**Purpose:** To reflect on and represent the differences between the medical model and social model of disability through reading and role play.

<sup>19</sup> Foreman & Arthur-Kelly, 2017, p. 583

<sup>20</sup> UNESCO, 1994, p. 11



1. Instruct student teachers to form groups of five.
2. Direct student teachers to learning activity 1.
3. Assign each group a focus:

Community – Medical model	School – Medical model	Classroom – Medical model
Community – Social model	School – Social model	Classroom – Social model

4. Instruct student teachers to:
  - Discuss what a community, school or classroom ‘looks like’ from the perspective of the model that you have been assigned.
  - Consult Table 9.2 in the textbook (Table 9.2 below) to support your discussion.
  - Reflect the emphases that you have just learnt about and discussed, through role-play of your assigned focus.

**Table 9.2. Comparison between the medical model and the social model of disability**

Medical model of disability	Social model of disability
Disability is an individual problem.	Disability is a product of society and the environment.
Professionals should try to fix or cure disabilities (i.e. people with disabilities = patients).	Changes within society and the environment can increase or decrease the level of disability a person may experience.
Learning is the responsibility of the student.	Society is responsible to help the student to succeed in learning.
The focus is on what the student <i>can't</i> do (i.e. deficit perspective).	The focus is on what the student <i>can</i> do and how they can develop from that point (i.e. developmental perspective).
Professionals (such as doctors and teachers) know what is best for the student.	The student is central and should have a voice in what happens to them.
Focus is on the disability.	Focus is on strengths and capabilities.

5. Select one group assigned to the medical model to perform their role play.
6. Select one group assigned to the social model to perform their role play.



## Assessment

Debrief after each role play. Ask student teachers: What model do you think is the dominant one in Myanmar?



## Possible student teachers' responses

Role plays will reflect the emphasis in Table 9.2 in the textbook.

## Period 2

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Define inclusion, integration, segregation and exclusion.
2. Direct student teachers to Figure 9.5 in the textbook.
3. Ask student teachers to look carefully at the four diagrams and discuss the approaches to teaching children with additional needs:
  - Exclusion
  - Segregation
  - Integration
  - Inclusion.
4. Read out different statements and student teachers have to decide which of the four approaches is being described:
  - *Statement:* Special schools that cater to the specific needs of different groups of students.  
*Response:* Segregation
  - *Statement:* The focus is on providing a learning environment that removes barriers to learning for all students.  
*Response:* Inclusion

- *Statement:* Language schools, schools for gifted students, schools for students with autism, and schools for children with profound learning disabilities or physical disabilities.  
*Response:* Segregation
- *Statement:* Schools provide special programs or classes or alter curriculum to suit students' abilities or needs.  
*Response:* Integration
- *Statement:* Children are denied their right to education.  
*Response:* Exclusion
- *Statement:* Students with additional needs attend a regular classroom, with a typical expectation that they will learn to 'fit in'.  
*Response:* Integration
- *Statement:* There is recognition that every student is unique with their own strengths and challenges. The focus is on monitoring and supporting students, who are at risk of being excluded, marginalised or left behind.  
*Response:* Inclusion



### Learning activity 2. PMI focusing on different educational approaches

<b>Time</b>	35 minutes (25-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To consider the benefits (*Plus*), challenges (*Minus*) and possibilities and questions (*Interesting*) related to segregation, integration, and inclusion.

1. Instruct student teachers to form groups of three.
2. Direct student teachers to learning activity 2.
3. Instruct student teachers to consider the benefits (*Plus*), challenges (*Minus*) and possibilities and questions (*Interesting*), related to each type of educational approach for students with additional needs.
4. Encourage student teachers to undertake the PMI considering different stakeholder perspectives:
  - Students with additional needs
  - Students who do not have additional needs
  - Teachers
  - Parents of students with additional needs.

5. Highlight that:
  - Table 9.3a in the textbook presents an example: the PMI for *segregation*.
  - Their task is to complete the PMI for *integration* (Table 9.3b) and *inclusion* (Table 9.3c) in the textbook.
6. Select student teachers to share their responses with the class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses

Completed tables - the PMI for *integration* (Table 9.3b) and *inclusion* (Table 9.3c).

**Table 9.3b. Integration of students with additional needs - completed.**

Approach	Plus (benefits)	Minus (challenges)	Interesting (possibilities and questions)
<b>Integration</b>	<ul style="list-style-type: none"> <li>• <b>Students with additional needs:</b> <ol style="list-style-type: none"> <li>a) can have opportunities to work with teachers who have specialist training; and</li> <li>b) are able to attend the same school as their peers.</li> </ol> </li> <li>• <b>Students who do not have additional needs</b> have the opportunity to learn about diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students with additional needs:</b> <ol style="list-style-type: none"> <li>a) may experience prejudice given that they are treated differently from their peers (e.g. different classes or different content from their peers);</li> <li>b) may experience difficulties trying to interact with their peers because they are still seen as different; and</li> <li>c) may feel that it is their responsibility to fit in.</li> </ol> </li> <li>• <b>Students who do not have additional needs</b> may not see the need or importance of including students with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent can a student with additional needs feel like they belong within the school community, if they are treated differently from other students?</li> </ul>

**Table 9.3c. Inclusion of students with additional needs - completed**

Approach	Plus (benefits)	Minus (challenges)	Interesting (possibilities and questions)
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>• <b>Students with additional needs:</b> <ul style="list-style-type: none"> <li>a) have the same educational opportunities as their peers; and</li> <li>b) have access to the wider community and community supports.</li> </ul> </li> <li>• <b>Teachers:</b> <ul style="list-style-type: none"> <li>a) use strategies that enable all students to access learning, which can benefit students with additional needs and students who do not have additional needs; and</li> <li>b) create a classroom environment where all students are recognised and valued.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teachers</b> need to cater for a very wide range of needs within the classroom. This can be difficult if they don't have the knowledge or resources to do this.</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent do students learn about their similarities and differences, and how can these be used to create an inclusive, well-functioning learning community?</li> <li>• How can teachers utilise each student's strengths and help them to support each other to minimise limitations?</li> </ul>

### Period 3

#### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Communicate to stakeholders why removing the barriers to learning is important.
2. Highlight that:
  - One of the goals of inclusive education is to remove barriers that students face in the classroom.
  - In Unit 3, you looked at barriers in relation to communication.
  - In this lesson, you will consider barriers to learning in a much broader sense.

3. Ask student teachers to write down a definition of 'barrier' in their own words.

Response: A barrier is something that prevents a student from learning or being a part of the learning community.

4. Highlight that aside from *biological impairments*, there are many barriers that prevent students from learning and feeling like they belong in the learning community.

5. Direct student teachers to the textbook section, 'Barriers to learning'.

6. Invite student teachers to a game of charades.

7. Ask them to look at the list of barriers, and to select one and think of how to mime that barrier.

- **Physical:** Physical infrastructure and the way the classroom is organised
- **Social** e.g., The student has family obligations that leave them little time or energy to study, or they have to travel or walk long distances to attend school
- **Economic:** Poverty can make education very difficult to access, particularly if students do not have adequate food, shelter, and resources
- **Linguistic:** The student is not fluent in the language of instruction
- **Attitudinal:** Beliefs about the student's ability to learn
- **Pedagogical** e.g., The student cannot understand the content because of the way it has been taught or they are unable to participate in learning activities
- **Emotional** e.g., Students experiences bullying or has low self-esteem, trauma, or anxiety
- **Institutional:** Policies or rules that prevent inclusion
- **Gender:** Literacy rates for girls in Myanmar are currently lower than for boys
- **Ethnicity** e.g., Students who have reduced access to educational opportunities because they have been displaced or marginalised.

8. Select different student teachers to mime one barrier each until much of the list has been covered.

9. Ask student to think of one barrier that is:

- Short-term (e.g., a child is ill for a few days and then recovers)
- Long-term (e.g., a child has a chronic illness).

10. Select student teachers to share their responses with the class.

11. Ask student teachers to discuss with their neighbour the possible impacts of a chronic illness on a student's learning.

Response:

- Ongoing interruptions to learning
  - Frequent absences from school
  - Difficulty concentrating when at school
  - Interruptions to social interactions with their peers.
12. Highlight that whether a student experiences short-term barriers or permanent barriers to learning, the teacher needs to make adjustments to enable them to learn.
  13. Direct student teachers to the section, ‘Addressing barriers to learning for students with additional needs’.
  14. Read the signs of a student, who is experiencing barriers to their learning:
    - Lack of learning progress (or *changes in achievement*)
    - Behavioural signs (or *changes in behaviour*)
    - Communication from the student, or people around them, that they are struggling.
  15. Explain that in order to address barriers that students face when they are learning, teachers need to ask:
    - Which students are experiencing barriers to learning?
    - What are the barriers?
    - What are the causes of these barriers?
    - How do these barriers limit the students’ ability to learn?
    - How can these barriers be removed or lessened to enable the students to learn and demonstrate what they know and can do?



### Learning activity 3. Think–pair–share about barriers to learning

<b>Time</b>	25 minutes (15-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Individual/Pairs

**Purpose:** To reflect on and discuss barriers to learning experienced by Myanmar students.

1. Direct student teachers to learning activity 3.
2. Instruct student teachers to:

**Think:**

- Choose a barrier to learning in Myanmar that you have *seen and/or experienced yourself* in the classroom.

- You may choose a barrier that has been listed in this chapter, or you may identify a different barrier that impacts on the education of children in Myanmar.

Record your reflections to the following questions:

- What barrier to learning have you identified that impacts on children in Myanmar?
- From your research, what are some of the reasons why children in Myanmar face this barrier to learning?
- What other barriers arise because of the barrier you have identified?
- In your observations and experiences within classrooms, to what extent was the barrier recognised? Did teachers notice or respond to these barriers?
- How can teachers remove or reduce the barrier that you have identified to improve the learning opportunities for all students?

Record your ideas as you consider these questions.

***Pair:***

Discuss and compare your observations and experiences with the person next to you. From your discussions, consider the following questions:

- How may you, as teachers, identify and address barriers to learning in your own classes?
- What strategies may you use to develop an inclusive learning community within your classes?
- How you may explain to students and parents why it is important to remove barriers to learning?

***Share:***

Share the main points of your discussion with the class.



## **Assessment**

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.





### Possible student teachers' responses

There are no incorrect responses. Student teachers will draw from their own observations and experiences.



### Check student teachers' understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes:  
By the end of this lesson, student teachers will be able to:
  - Compare the medical and social models of disability;
  - Define inclusion, integration, segregation, and exclusion; and
  - Communicate to stakeholders why removing the barriers to learning is important.
2. Review competencies gained:
  - A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs
  - A3.2 Demonstrate respect for the social, linguistic, and cultural diversity of the students and their communities
  - 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
  - C3.2. Demonstrate respect for diversity of students and the belief that all children can learn according to their capacities.

## 9.2.2. Students with intellectual disabilities, learning disorders, and learning difficulties

### Expected learning outcomes



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

- Explain the difference between intellectual disabilities, learning disorders and learning difficulties; and
- Outline broad characteristics of different types of disabilities and the challenges they present for teaching and learning.



### Competencies gained

A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better

B3.1.1 Describe the role and five duties of Myanmar teachers as socially accepted norms

B3.1.2 Encourage students to interact with each other and to work both independently and in teams

C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student

C3.1.2 Recognise the different social situations and background of students and treat all students equally

C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher



**Time:** One period of 50 minutes



### Learning strategies:

Learning activity 1: Peer teaching through jigsaw



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read Educational Studies textbook Lesson 9.2.2.



**Resources needed:** No additional resources

### Period 1

#### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

- Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Explain the difference between intellectual disabilities, learning disorders and learning difficulties; and
  - Outline broad characteristics of different types of disabilities and the challenges they present for learning and teaching.
- Direct student teachers to textbook section, ‘Intellectual disabilities, learning disorders and learning difficulties.’

3. Highlight that:
  - As a teacher, it is important to understand your role in supporting students, who have additional challenges with learning. Diagnosing disabilities is **not** the teacher’s role. Teachers should not label a student or assume that they have a particular disability.
  - Diagnoses should be made by professionals, who are trained in the appropriate fields, such as psychologists, occupational therapists, speech pathologists and specialist doctors. If you have concerns about a student’s learning, you should discuss them with the principal or another appropriate person in your school (e.g., a staff member who coordinates support for students with additional needs).
4. As a class read each of the definitions in Table 9.4 in the textbook (Table 9.4 below). Ask student teachers to highlight the main points.

**Table 9.4. Defining intellectual disability, learning disorder and learning difficulties**

Terminology	Definition
<b>Intellectual disability</b>	<p>Students diagnosed with an <b>intellectual disability</b><sup>21</sup> or a ‘disorder of intellectual development’<sup>22</sup> experience general difficulties in:</p> <ul style="list-style-type: none"> <li>• overall cognitive function; and</li> <li>• developing the skills to function in everyday life.</li> </ul> <p>A student who is diagnosed with an intellectual disability will usually have an overall IQ score <i>below</i> 70 (whereas the average IQ score for the general population is 100). Intellectual disability has four levels of severity: mild, moderate, severe or profound. Students with an intellectual disability will process the world and their experiences differently from their peers. This means that learning new skills and knowledge may be very challenging for them.</p>
<b>Learning disorder</b>	<p>Students who experience challenges in developing academic skills (particularly literacy and numeracy) may have a diagnosis of ‘specific <b>learning disorder</b>’<sup>23</sup> or ‘developmental <b>learning disorder</b>’<sup>24</sup></p> <p>This diagnosis includes conditions such as <i>dyslexia</i> and <i>dyscalculia</i>, as well as other conditions that impact on written work. Learning disorders usually become apparent after a student begins school. Learning disorders can have significant lifelong impact on a student’s learning and work opportunities.</p> <p>It is important to note that a learning disorder is NOT the same as an intellectual disability, rather it impacts on specific aspects of the student’s learning. In fact, some gifted students can also be diagnosed with a learning disorder.</p>

21 APA, 2013  
 22 WHO, 2018  
 23 WHO, 2018  
 24 WHO, 2018

Terminology	Definition
<b>Learning difficulty</b>	<p><b>Learning difficulties</b> impact on a student's ability to:</p> <ul style="list-style-type: none"> <li>• process information that they are presented with in class, and/or</li> <li>• communicate effectively what they know and can do.</li> </ul> <p>A student who has a learning difficulty may have an official diagnosis of a specific learning disorder or another <i>developmental disorder</i> that affects their learning and academic achievement, such as <i>attention-deficit/hyperactivity disorder (ADHD)</i>, <i>autism spectrum disorder (ASD)</i> or <i>development coordination disorder (DCD)</i>. Sometimes a student may have a number of diagnosed conditions that cause learning difficulties.</p> <p>You may also observe students in your classes who show signs of learning difficulties, <i>but they do not have a formal diagnosis</i>. In these cases, it is important for the teacher to observe the difficulties the student is experiencing and provide appropriate support to enable the student to access learning opportunities and show what they know and can do.</p>



### Learning activity 1. Peer teaching through jigsaw

<b>Time</b>	35 minutes (15 minutes note-taking; 20 minutes sharing)
<b>Class organisation</b>	Groups of four

**Purpose:** To become familiar with common learning disorders, learning disabilities and additional needs.

1. Instruct student teachers to form groups of four. Number each member: 1, 2, 3, 4, and 5.
2. Direct student teachers to learning activity 1.
3. Ask student teachers to regroup into their expert groups:
  - Group 1: Neurodevelopmental disorders
  - Group 2: Intellectual disabilities
  - Group 3: Physical and sensory disabilities
  - Group 4: Psychological, emotional and behavioural issues
  - Group 5: Gifted and talented students
4. Instruct student teachers to read the relevant content in the TB and take notes (i.e. key points only) in Table 9.5, which will support them in teaching their peers in their home groups.
5. Explain to student teachers that for each condition, the content has been provided according to questions, which directly align with the column headings in the Table as follows:

**Table 9.5. Characteristics, impacts and strategies – example**

Jigsaw Group	Main characteristics	Impacts on student’s learning	Strategies to support student’s learning
Jigsaw Group 1, 2, 3, 4 or 5	<i>What are the main characteristics or symptoms of the condition?</i>	<i>How may this impact on a student’s learning or ability to show what they know and can do?</i>	<i>What strategies may teachers use to support student’s learning?</i>

6. Ask student teachers to return to their home groups and share key points with their peers.



**Assessment**

Peer sharing and discussion will provide student teachers with feedback. If time, you may ask student teachers to reflect on the Myanmar school setting for each of the groups of students (e.g., In what school setting are students with intellectual disabilities taught in Myanmar?)



**Possible student teachers’ responses**

Student teachers will utilise their notes in Table 9.5 in the textbook to teach their peers.



**Check student teachers’ understanding**

No review at this stage. Time is needed for jigsaw activity. Students can undertake the review questions in the textbook.

## 9.2.3. Differentiation and individualised education plans

### Expected learning outcomes



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

- Identify learning activities that will allow for teacher observation to ascertain students' learning needs;
- Identify strategies and resources to support differentiation for students with additional needs; and
- Explain the purpose of and process involved in developing and monitoring an Individualised Education Plan.



### Competencies gained

A1.2.1 Identify various teaching methods to help students with different backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better

B3.1.1 Use space and classroom materials and resources to ensure involvement of all students in learning activities

C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student

C3.1.2 Recognise the different social situations and background of students and treat all students equally

C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher



**Time:** Two periods of 50 minutes



## Learning strategies:

Learning activity 1: Outlining a learning activity that will allow observation

Learning activity 2: Identifying members of a professional community and resources



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read Educational Studies textbook Lesson 9.2.3.



**Resources needed:** No additional resources.

## Period 1



**Learning activity 1. Outlining a learning activity that will allow observation**

<b>Time</b>	35 minutes (20-minute activity; 15 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To outline a learning activity that will allow for teacher observation of students.

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Identify learning activities that will allow for teacher observation to ascertain students' learning needs.
2. Instruct student teachers to form groups of three.
3. Direct student teachers to learning activity 1.
4. Ask student teachers why it is important for teachers to observe and get to know their students.
5. Ask student teachers to share their responses with the class.

Response:



- Teachers should observe students in their classes to identify and address barriers to learning.
  - A formal diagnosis of a disability may help you to identify learning needs, however, it is important to remember that all students are unique.
  - It is essential to get to **know students** and to build professional, trusting and safe relationships with them so that you can meet their learning and teaching needs.
6. Read scenario together as a class.
- Scenario: Often students will come to class without formal diagnoses or identified additional learning needs. While it is not your role to diagnose students, you should observe their learning behaviours and interactions with other students in order to respond to their learning needs.
- It is the start of a school year. You have limited information about your middle school students. Plan a learning activity that will give you the opportunity to observe your students, in order to identify students who may require additional support in their learning. Identify:
- a) What is the grade? What is the subject area?
  - b) What are the skills to be observed (i.e. what information/ evidence are you looking for)?
  - c) What is the learning activity?
  - d) What characteristics/behaviours will help you to recognise students who need additional support?
7. Highlight that:
- An example has been provided for you in Box 9.4a.
  - Present your response in Box 9.4b.
8. Select student teachers to share their responses with the class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

### Box 9.4b. Example of learning activity that provides opportunity for observations

**Grade level and subject:** Grade 6 Myanmar

**Skills to be observed:**

- Ability to interpret instructions
- Ability to remain focused on a writing task
- Written communication skills: sentence structure, punctuation, spelling
- Student's self-reflection.

**Learning activity**

*Resources:* Each student will have a piece of paper and a pencil

*Instructions* (to be written and given verbally):

- I would like to learn a little bit about you so that I can get to know you and help you to learn. Please write your answers in full sentences.
- When you think about your learning, what is:
  - One thing you like to learn about
  - One thing you are good at
  - One thing you would like to improve.

**What characteristics/ behaviours will help you to recognise students who need additional support?**

- Unable to understand instructions/ get started on task
- Easily distracted throughout task
- Poor written communication skills
- Difficulty reflecting on own interests, strengths or goals.

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Direct student teachers to the section 'Planning for differentiation'.
2. Ask student teachers to share what they know about planning for differentiation.

Possible responses:

- Effective teachers plan lessons that respond to students' needs by differentiating the *curriculum* (i.e., the content, process and product) and the *learning environment*.
- In order to plan for differentiation, teachers use methods to assess students' *readiness, interests* and *learning profile* (i.e. preferences in terms of how they learn).

3. Write some key themes on the board. Read the planning considerations together as a class:

***Pace of learning***

- Do you need to alter the pace of learning for some students?
- Some students may take longer to learn the content and complete learning activities (i.e. show what they know and can do).
- Other students may learn much more quickly and need opportunities for extension.

***Access to resources***

- How will you help students to access a range of learning resources?
- Can content be accessed through different media (e.g. students viewing videos or listening to audiotapes of books)?

***Environmental and social considerations***

- Can all students access every part of the learning environment so they can engage in learning?
- What structures or expectations might you need to put in place to enable all students to feel safe within the learning environment? (i.e. supporting students to work alone, in pairs, or in small groups)
- How may you develop in students an awareness of the needs of others?

***Providing opportunities for students to demonstrate what they know and can do in different ways***

- How will you enable students to demonstrate what they have learnt in ways that they can communicate best?
- Will you provide more time or different levels of scaffolding for students to complete activities?
- Will you provide feedback at more frequent milestones?

## Period 2

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:

- Identify strategies and resources to support differentiation for students with additional needs.
- 2. Direct students to section, ‘Professional communities of learning’.
- 3. Highlight that just as it is important for teachers to develop communities of learning amongst the students, it is also important for teachers to be part of wider communities to support student needs.
- 4. Instruct students to read the reasons for drawing on the wider community.
- 5. Ask student teachers to report back on main themes:
  - There is consistency for the student between home, school and other contexts.
  - Teachers gain more in-depth understanding of the student and their needs.
  - Teacher have a wider range of resources to draw from to support the student’s learning.



**Learning activity 2. Identifying members of a professional community and resources**

<b>Time</b>	15 minutes (10-minute activity; 5 minutes sharing)
<b>Class organisation</b>	Groups of five

**Purpose:** To identify who may be part of a professional community and what resources may be available to support differentiation in the Myanmar middle school context.

1. Instruct student teachers to form groups of five.
2. Direct students to learning activity 2.
3. Highlight that:
  - Planning to remove barriers to learning for students with additional needs can require resources and support from within the school and the community.
  - Relevant indicators within the School Quality Assurance Standards Framework are as follows:
    - 3.4a. There is cooperation with parents and community groups to develop and implement an effective teaching and learning plan.
    - 4.2b. There are adequate learning and teaching aids and resources, and they are utilised effectively to support the teaching and learning activities for *all* students.

4. Instruct student teachers to identify:
  - Who may be part of a professional community
  - What resources may be available to support differentiation in the Myanmar middle school context.
5. Select student teachers to share responses with class.



### **Assessment**

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### **Possible student teachers' responses**

#### *Question*

Who may be part of a professional community?

#### *Response*

- Student with additional needs
- Teacher
- Parents/carers
- Other teachers (e.g. special education teacher from the school, home room teacher)
- Principal and other school leaders
  - Deans of middle/secondary school
  - Grade level and subject team leaders
- Other professionals (e.g. doctors, nurses, psychologists, occupational therapists and speech pathologists etc.)
- Town and District Education Officers
- Local community leaders

### *Question*

What resources may be available to support differentiation in the Myanmar middle school context?

### *Response*

Student teachers will know the resources available in their recent schooling experiences; for instance:

- Textbooks in students' home languages
- Visual aids to support students learning concepts
- Bluetooth speaker: Audio recordings

### **Explicit teaching points**

<b>Time</b>	15 minute
<b>Class organisation</b>	Groups of three

1. Present final learning outcome (written on board):  
By the end of this period, you will be able to:
  - Explain the purpose of and process involved in developing and monitoring an Individualised Education Plan.
2. Direct student teachers to the textbook section, 'Individualised Education Plan'
3. Instruct student teachers to form groups of three and number each member: 1, 2, and 3.
4. Inform student teachers to read their allocated section and to teacher their peers the content:
  - Student Teacher 1: What is an IEP and what is its purpose?
  - Student Teacher 2: What does an IEP contain?
  - Student Teacher 3: How is an IEP developed and monitored?
5. Encourage student teachers to find out more about the use of IEPs in Myanmar by undertaking the homework activity.



## Check student teachers' understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes, highlighting emphasis on:  
By the end of this lesson, student teachers will be able to:
  - Identify learning activities that will allow for *teacher observation* to ascertain students' learning needs;
  - Identify *strategies and resources to support differentiation* for students with additional needs; and
  - Explain the purpose of and process involved in developing and monitoring an *Individualised Education Plan*.
2. Direct student teachers to the review questions - to be undertaken in their own time.



## Expected student teachers' responses for the review questions in TB

Question 1: What is inclusion and why is it important in education?

*Answer: Students are included when they are present in the classroom, participate in learning, and achieve meaningful outcomes. Inclusion is important for a number of reasons.*

*It acknowledges that all students can learn and are entitled to an education; provides equity and fairness for students, who would otherwise be disadvantaged; enables students with disabilities to interact with other students their own age and to be a valued member of the community; and gives all students the opportunity to learn about the value of diversity.*

Question 2: Explain how a social model of disability can help to increase the learning opportunities for students with additional needs.

*Answer: The social model of disability recognises that:*

- *changes within society and the environment can increase or decrease the level of disability a person may experience;*
- *it is also the responsibility of the community to ensure that barriers are removed (not just the responsibility of people with disabilities); and*
- *people with disabilities are citizens with rights and duties.*

*The social model of disability supports an inclusive approach to education. The focus is on what the student can do and how they can develop (i.e., developmental perspective). The student is central and should have a voice in what happens to them.*



Question 3: What are barriers to learning and how can teachers minimise barriers to learning for students with additional needs?

Answer: *A barrier is something that prevents the student from learning or being a part of the learning community. Aside from biological impairments, there are many barriers that prevent students from learning and feeling like they belong in the learning community, including:*

- *Physical: Physical infrastructure and the way the classroom is organised;*
- *Social e.g. The student has family obligations that leave them little time or energy to study, or they have to travel or walk long distances to attend school;*
- *Economic: Poverty can make education very difficult to access, particularly if students do not have adequate food, shelter, and resources;*
- *Linguistic: The student is not fluent in the language of instruction;*
- *Attitudinal: Beliefs about the student's ability to learn;*
- *Pedagogical e.g. The student cannot understand the content because of the way it has been taught or they are unable to participate in learning activities;*
- *Emotional e.g. Students experiences bullying or has low self-esteem, trauma or anxiety;*
- *Institutional: Policies or rules that prevent inclusion;*
- *Gender: Literacy rates for girls in Myanmar are currently lower than for boys; and*
- *Ethnicity e.g., Students who have less access to educational opportunities because they have been displaced or marginalised.*

*Your role as a teacher is to enable students to access learning by removing (or reducing) these barriers. The signs that a student is experiencing barriers to their learning may include:*

- *Lack of learning progress (or changes in achievement)*
- *Behavioural signs (or changes in behaviour)*
- *Communication from the student, or people around them, that they are struggling.*

*In order to address barriers that students face when they are learning, teachers need to ask:*

- *Which students are experiencing barriers to learning? What are the barriers? What are the causes of these barriers?*
- *How do these barriers limit the students' ability to learn? How can these barriers be removed or lessened to enable the students to learn and demonstrate what they know and can do?*

Question 4: What is the difference between learning disorders and intellectual disabilities?

*Answer: A student who is diagnosed with an intellectual disability or a “disorder of intellectual development” experiences general difficulties in overall cognitive function and developing the skills to function in everyday life.*

*A student who is diagnosed with an intellectual disability will usually have an overall IQ score below 70 (whereas the average IQ score for the general population is 100).*

*It is important to note that a learning disorder is NOT the same as an intellectual disability, rather it impacts on specific aspects of the student's learning. In fact, some gifted students can also be diagnosed with a learning disorder.*

*A student, who experience challenges in developing academic skills (particularly literacy and numeracy), may have a diagnosis of 'specific learning disorder' or 'developmental learning disorder'. This diagnosis includes conditions such as dyslexia and dyscalculia, as well as other conditions that impact on written work. Learning disorders usually become apparent after a student begins school. Learning disorders can have significant lifelong impact on a student's learning and work opportunities.*

Question 5: How can teachers gather resources and strategies to support students with additional needs?

*Answer: Just as it is important for teachers to develop communities of learning amongst the students, it is also important for teachers to be part of wider communities to support student needs:*

*A student's learning needs to be supported beyond the classroom (particularly if they have additional needs). This means that there can be some consistency for the student between home, school and other contexts.*

*Teachers can benefit from collaboration with teaching colleagues, school leaders, other professionals, parents and carers, and community leaders, who know the student in a different way or a different context. Teachers can gain a more in-depth understanding of the student and their needs.*

*When teachers collaborate with other people, who work with the student, they have a wider range of resources to draw from to support the student's learning. In fact, people within the community can be valuable resources themselves.*

Question 6: What is the purpose of an Individualised Education Plan? What information should be recorded in it?

*Answer: An Individualised Education Plan (IEP) is a tool that is developed to support the student with additional needs to access and participate in the mainstream classroom with their peers. It is **not** intended to provide a separate curriculum for the student.*

*An IEP contains information about: the student, including age, year level and teacher(s); the student's disability, medical condition, or additional needs; the student's strengths; main resources or equipment that the student needs to function in the school and classroom environment; supports that are available and that can be used in the classroom, in the family and school community; overarching goals for learning and social and behavioural development; and specific learning outcomes and strategies and resources.*

## 9.3. Conflict Resolution and

# Peace Education

In this sub-unit, student teachers will explore the nature of conflict in middle school settings and the importance of resolving conflicts early and constructively. They will explore three frameworks for responding to and resolving conflict: 1) constructive and destructive responses; 2) five response modes, according to the Thomas-Kilmann Instrument; and the 3) six-step STABEN process. These frameworks can support middle school students develop conflict resolution skills. Student teachers will review competencies developed through conflict resolution and peace education and make connections with the Middle School Curriculum.

### 9.3.1. Responses to conflict

#### Expected learning outcomes

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

- Explain why middle school students need conflict resolution skills;
- Compare constructive and destructive responses to conflict; and
- Outline the five conflict response modes of the Thomas-Kilmann Instrument.



#### Competencies gained

B3.1.2 Encourage students to interact with each other and to work both independently and in teams

B3.2.2 Encourage students to interact with each other with mutual respect and safety

C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Responding constructively to conflict – T chart

Learning activity 2: Identifying conflict response modes and outcomes



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 9.3.1.



**Resources needed:** No additional resources

## Period 1

### Explicit teaching points

<b>Time</b>	25 minutes
<b>Class organisation</b>	Whole class

- Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Explain why middle school students need conflict resolution skills; and
  - Compare constructive and destructive responses to conflict.
- Ask student teachers to define conflict in their own words.
- Select student teachers to share responses and build a class definition of conflict on the board.

4. Direct student teachers to the textbook section, 'Resolving conflict in the middle school'.
5. Compare the class definition on board with that in the textbook:  
Conflict occurs when "two or more values, perspectives or opinions are ***contradictory*** in nature or have not yet aligned or been agreed upon."
6. Highlight that:  
Conflict is a part of life.
  - Every time we interact with someone, there is a potential for conflict because people's needs and expectations are not the same.
  - Conflict can arise within ourselves.
7. Instruct student teachers to close their eyes and reflect upon the last time they experienced conflict.
8. Ask student teachers to identify who/what parties were involved in the conflict.
9. Write student teacher responses on board.
10. Review the scenarios on the board to see if they can be categorised, according to one of the following broad conflict types:
  - Within people (*intrapersonal* conflict)
  - Between people (*interpersonal* conflict)
  - Within a group (*intragroup* conflict)
  - Between groups (*intergroup* conflict).
11. Ask student teachers to describe what conflict may look like in the middle school environment.
12. Select student teachers to share their responses.
13. Read together from textbook as a class:  
In middle school environments, conflict may involve:
  - playground disputes between students;
  - episodes of physical aggression; and
  - emerging social differences between peer groups in values and beliefs.It can lead to the end of friendships, bullying and exclusion.
14. Explain that:
  - It is important for middle school students to learn how to resolve conflicts before they escalate.
  - Conflict resolution programmes suggest the need for students to change their mindsets.
  - Rather than viewing conflicts negatively, they can be 'navigated' as opportunities for personal growth and relationship building.

15. Instruct student teachers to form pairs and Read Box 9.5 in the textbook together and identify the key message:

- It is important that students understand that there are a variety of options when it comes to handling conflict and that *their reaction in conflict situations* can greatly influence the *quality of outcome*.



### Learning activity 1. Responding constructively to conflict – T chart

<b>Time</b>	25 minutes (15-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of four

**Purpose:** To identify and reflect upon constructive and destructive responses to conflict and the consequences of constructive responses to conflict.

1. Instruct student teachers to form groups of four.
2. Direct student teachers to learning activity 1.
3. Explain the various parts of the activity: Student teachers will:

#### Part A.

- Construct a T-chart
  - Select a conflict scenario that a middle school student may find themselves in
  - Identify both constructive and destructive responses to the conflict.
4. Direct student teachers to Figure 9.17 in the textbook as an example. Explain that the conflict scenario is between siblings (i.e., *interpersonal conflict*), prompted by one sibling always wearing the clothes of another sibling.
  5. Highlight that resolving conflict within the family is a point of focus for lessons within the new Grade 6 Morality and Civics Curriculum.
  6. Explain that *constructive responses* are likely to lead to learning, problem solving and relationship building.
  7. Ask a student teacher to read out the *constructive responses* in Figure 9.17 in the textbook.
  8. Explain that *destructive responses* are likely to lead to an escalation of conflict and negative outcomes.
  9. Ask a student teacher to read out the *destructive responses* in Figure 9.17.
  10. Explain that Part B is a group sharing opportunity:

**Part B.**

- Reflect on a past conflict situation in your own life where you responded *constructively*. What was the scenario? What were the outcomes?
11. Select student teachers to share responses:
- Scenario and responses in T-chart Figure 9.18 in the textbook.
  - Past conflict scenario where they responded constructively.



**Assessment**

If time permits, ask student teachers: What may be the benefits in a classroom if students are explicitly taught how to deal with conflict?

Response: The result will be a group of students who are more peaceful, productive (i.e. willing to collaborate/cooperate in group tasks, listen to each other in class discussions) and resilient.



**Possible student teachers' responses**

Figure 9.17 in the textbook focuses on interpersonal conflict within the family (siblings). This example focuses on interpersonal conflict between friends. Scenario: Two friends enter an essay competition. Tension arises when one friend wins the competition. Students could complete Figure 9.18 in the textbook as follows:

<b>Constructive</b>	<b>Destructive</b>
<ol style="list-style-type: none"> <li>1. Encourage Phyu Phyu to take as many opportunities as she can to participate in future competitions.</li> <li>2. Tell Phyu Phyu how much our friendship means to me and that the results of a competition are not going to change our friendship.</li> <li>3. Invite Phyu Phyu to spend some time together.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell Phyu Phyu that she should have tried harder if she really wanted to win the essay competition.</li> <li>2. Stop being her friend because it is too awkward since I won the essay competition.</li> <li>3. Feel guilty for winning and give the competition prize to Phyu Phyu.</li> </ol>

**Figure. Conflict responses T-chart**



## Period 2

### Explicit teaching points

<b>Time</b>	30 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Outline the five conflict response modes of the Thomas-Kilmann Instrument.
2. Direct student teachers to textbook section ‘Five conflict response modes’
3. Highlight that the Thomas-Kilmann Conflict Mode Instrument:
  - has wide acceptance internationally as a helpful tool
  - maps five different response modes for handling conflict situations on X and Y axes (see Figure 9.19 in the textbook):
    - The **Y axis** represents the importance of the **goal** or satisfying one’s own needs
    - The **X axis** represents the importance of the **relationship** or satisfying others’ needs.

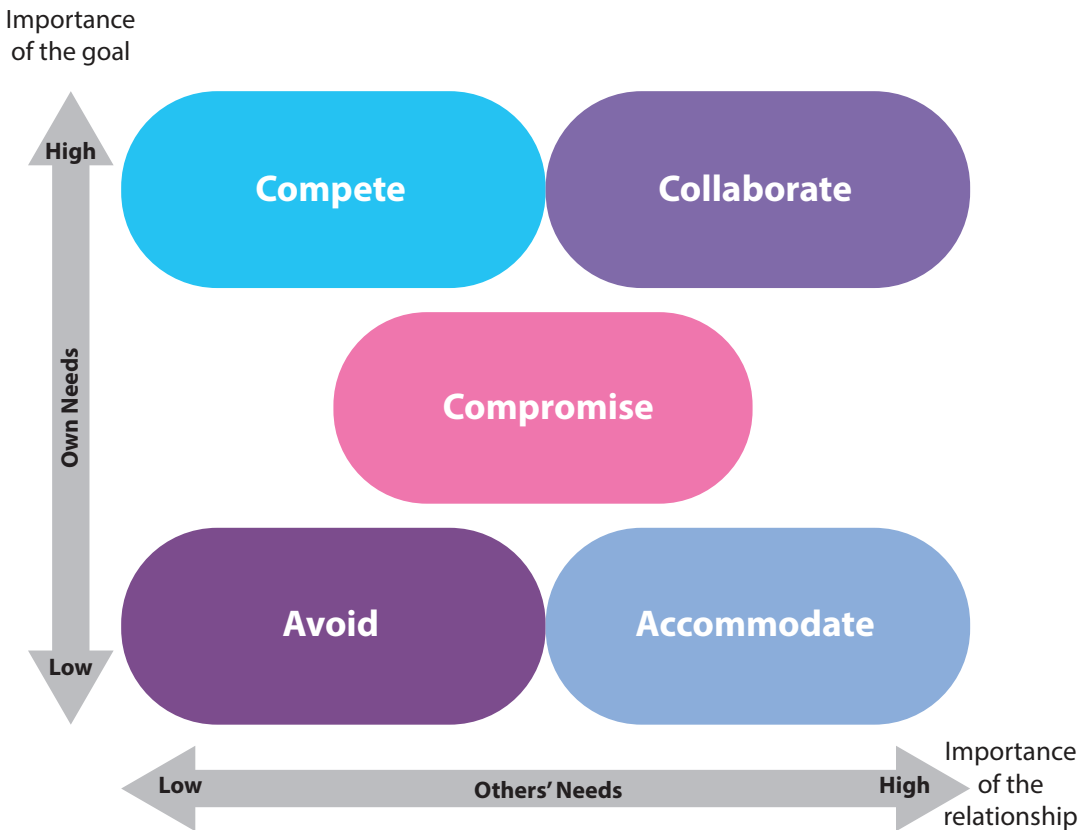


Figure 9.19. Thomas-Kilmann Conflict Instrument

4. Explain that Table 9.6 in their textbooks (Table 9.6 below) provides a brief description of each of the five responses to a conflict scenario (i.e., Compete, Collaborate, Compromise, Avoid and Accommodate) and identifies the extent to which that response is:
  - ‘Assertive’: values the *goal* or one’s own needs
  - ‘Cooperative’: values the *relationship* or others’ needs.

Table 9.6. Modes for responding to conflict

Response	Description	Assertive	Cooperative
Compete	A person pursues their own concerns at the other person’s expense	✓	
Collaborate	A person attempts to work with others to find a solution that <i>fully</i> satisfies people’s concerns	✓	✓
Compromise	A solution is arrived at that <i>partially</i> satisfies both people	✓	✓
Avoid	A person does not pursue their own concerns nor those of the other person		
Accommodate	A person neglects their own concerns to satisfy the concerns of the other person		✓

5. Select different student teachers to read through each response and its description in Table 9.7 in the textbook (Table 9.7 below):
  - In compete mode, a person pursues their own concerns at the other person’s expense (i.e. assertive)
  - In collaborate mode, a person attempts to work with others to find a solution that *fully* satisfies both people’s concerns (i.e. assertive and cooperative)
  - In compromise mode, a solution is arrived at that *partially* satisfies both people (i.e. somewhat assertive and cooperative)
  - In avoid mode, a person does not pursue their own concerns nor those of the other person
  - In accommodate mode, a person neglects their own concerns to satisfy the concerns of the other person (i.e. cooperative).
6. Read through the example conflict scenario:
  - **Scenario:**
    - Whenever you have friends over, your little brother wants to do everything with you. He annoys you by following you around, interrupting when you’re talking, and demanding a turn in everything you do.
    - It is very hard to find some privacy with your friends when he is around.
7. Select different student teachers to read through each response and its outcome.

**Table 9.7. Response and outcome for each mode**

Response	Conflict situation from one’s own life experience
<b>Compete:</b> A person pursues their own concerns at the other person’s expense	I told my parents that my little brother always annoys me when friends are over.
	<i>What was the outcome?</i> My parents took my brother out shopping with them so that my friends and I could be left in peace. My brother was annoyed at me for having to go shopping with our parents.
<b>Collaborate:</b> A person attempts to work with others to find a solution that <i>fully</i> satisfies both people’s concerns	I told my little brother that, after my friends had left, I would spend some time playing with him. However, for that to happen, he had to respect my time with my friends.
	<i>What was the outcome?</i> I played basketball with my little brother after my friends had left. My brother was very happy that I spent time with him. In fact, we now play basketball together more often. He does not tend to annoy my friends and me as much.

Response	Conflict situation from one’s own life experience
<b>Compromise:</b> A solution is arrived at that <i>partially</i> satisfies both people	I told my brother that he could stay with my friends and me for the entire time.
	<i>What was the outcome?</i> He left us after 10 minutes, however, he was not entirely happy about that.
<b>Avoid:</b> A person does not pursue their own concerns nor those of the other person	I stopped playing with my friends because clearly it was not going to work when my brother was at home.
	<i>What was the outcome?</i> My friends left and my brother went into his room.
<b>Accommodate:</b> A person neglects their own concerns to satisfy the concerns of the other person	I told my brother that he could stay with my friends and I for the entire time.
	<i>What was the outcome?</i> My brother was happy. My friends did not seem to enjoy their time as much. I was annoyed with having to put up with the situation.

8. Ask student teachers to respond to the following questions in writing:
  - Which response mode are you **most comfortable** with in situations of conflict (i.e. the mode that you most frequently adopt)?
  - Which mode are you **least comfortable** with in situations of conflict?
9. Inform student teachers that they will have opportunity to share their responses in the next activity.



### Learning activity 2. Identifying conflict response modes and outcomes

<b>Time</b>	20 minutes (15-minute activity; 5 minutes sharing)
<b>Class organisation</b>	Groups of five

**Purpose:** To build understanding of the different response modes, according to the Thomas-Kilmann Conflict Mode Instrument.

1. Instruct student teachers to form groups of five.
2. Direct student teachers to learning activity 2.
3. Instruct student teachers to work through each of the parts.
4. Highlight that:
  - In Part A, group members will share their responses to the questions:
    - Which response mode are you **most comfortable** with in situations of conflict (i.e. the mode you most frequently adopt)?
    - Which mode are you **least comfortable** with in situations of conflict?

- In Part B, each group member will select a response mode and draw from their own life experience to provide a scenario wherein they adopted this response mode and outline the outcome/s of responding in this way.
    - Student Teacher 1: Compete
    - Student Teacher 2: Collaborate
    - Student Teacher 3: Compromise
    - Student Teacher 4: Avoid
    - Student Teacher 5 Accommodate
5. Explain that in Part B:
- If a student teacher has indicated, in Part A, that their typical response is to ‘compete’ then they should be nominated as Student Teacher 1.
  - If a student teacher has indicated, in Part A, that their typical response is to ‘collaborate’ then they should be nominated as Student Teacher 2.
  - And so on.
6. Select different groups to share one of their responses with the class:
- Group 1: Compete
  - Group 2: Collaborate
  - Group 3: Compromise
  - Group 4: Avoid
  - Group 5: Accommodate



### **Assessment**

Peer sharing and discussion will provide student teachers with feedback. If students are having difficulty with Part B, direct them to Table 9.7.



### **Possible student teachers’ responses**

Student teachers will draw from their own life experiences.



### **Check student teachers’ understanding**

No review at this stage.

Ask student teachers to read Annex 4. Middle school conflict scenarios in their independent study time.

## 9.3.2. Conflict resolution and peace education in the curriculum

### Expected learning outcomes



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

- Discuss methods and techniques for developing conflict resolution skills;
- Outline competencies developed through conflict resolution and peace education; and
- Connect conflict resolution and peace education with the Middle School Curriculum.



### Competencies gained

A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught

B3.2.2 Encourage students to interact with each other with mutual respect and safety

B3.2.4 Encourage well-adjusted behaviour of students by collaborative teamwork and independent learning

C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Role playing the STABEN steps

Learning activity 2: Linking conflict resolution and peace education to curriculum



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 9.3.2.



**Resources needed:**

Learning activity 2: Grade 6 Morality and Civics Teacher Guide

## Period 1

### Explicit teaching points

<b>Time</b>	25 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Discuss methods and techniques for developing conflict resolution skills.
2. Highlight that an increasing number of education programs teach specific skills for preventing and resolving conflict.
3. Direct student teachers to section, 'Conflict resolution'.
4. Read together that:
  - As can be seen in the previous lesson, students can learn about different responses to conflict and work towards adopting:
    - **constructive** responses versus destructive responses to conflict, which can be mapped onto a T-chart (Figure 9.17 in the textbook); or
    - a **mode of collaboration** where creative solutions are arrived at that satisfies the concerns of the parties involved in the conflict.
5. Remind student teachers that collaboration is one of the five modes of the Thomas-Kilmann Conflict Mode Instrument.
6. Inform them that Box 9.6 in the textbook presents one middle school learning activity that is based on the five response modes.

7. Select different student teachers to read the steps of the activity (Read Box 9.6).
8. Inform student teachers that:
  - Students can be provided with different models of conflict resolution processes.
  - The six-step process, in Table 9.9 in the textbook, can be seen to form the groundwork for people, in conflict, to collaborate.
  - It is at the sixth step (i.e. ‘Need’) where the people begin to develop creative solutions.
9. Read through the STABEN steps as a class.

**Table 9.9. The STABEN six-step approach to conflict resolution**

<b>S</b>	<b>Source</b>	Identify the source of conflict (Who and what?).
<b>T</b>	<b>Time and place</b>	Determine the appropriate time and place to discuss the conflict.
<b>A</b>	<b>Amicable/Friendly</b>	Begin by communicating something positive to the person and maintain a friendly tone throughout the discussion.
<b>B</b>	<b>Behaviour</b>	Make sure to address the behaviour in the conflict and avoid discussing any other behaviours.
<b>E</b>	<b>Emotion</b>	Honestly express your feelings and emotions about what is specifically causing the conflict for you.
<b>N</b>	<b>Need</b>	Begin developing creative solutions so that both parties can be part of the resolution and satisfied with the outcome.



### Learning activity 1. Role playing the STABEN steps

<b>Time</b>	25 minutes (10-minute activity; 15 minutes sharing)
<b>Class organisation</b>	Pairs

**Purpose:** To develop understanding of how the STABEN six-step approach may be applied.

1. Instruct student teachers to form pairs.
2. Direct student teachers to learning activity 1.
3. Instruct each pair to:
  - Identify a source of conflict or select a conflict scenario from Annex 4.
  - Devise a role play of the meeting comprising the steps: ABEN as follows:



<b>A</b>	<b>Amicable/Friendly</b>	<b>Begin</b> by communicating something positive to the person and maintain a friendly tone throughout the discussion.
<b>B</b>	<b>Behaviour</b>	Make sure to address the behaviour in the conflict and avoid discussing any other behaviours.
<b>E</b>	<b>Emotion</b>	Honestly express your feelings and emotions about what is specifically causing the conflict for you.
<b>N</b>	<b>Need</b>	Begin developing creative solutions so that both parties can be part of the resolution and satisfied with the outcome.

4. Select different pairs to perform role plays.



### Assessment

You will be able to assess student teacher understanding of the STABEN process through viewing the role plays.

You may ask student teachers some questions after they have completed their role plays.



### Possible student teachers' responses

Annex 4 provides conflict scenarios that are appropriate for the role plays. Student teachers may also choose to identify their own conflict scenarios.

## Period 2

### Explicit teaching points

<b>Time</b>	15 minutes (10-minute activity; 15 minutes sharing)
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Outline competencies developed through conflict resolution and peace education; and
  - Connect conflict resolution and peace education with the Middle School Curriculum.

2. Inform student teachers that education in conflict prevention and resolution is gaining increased curriculum space:
  - in developed countries; as well as
  - in some *post-conflict societies*, partly in response to school violence.
3. Highlight that conflict resolution education:
  - starts with a focus on problems in personal relationships; and
  - progresses to broader issues of social cohesion, reconciliation, and peace.
4. Explain that peace education focuses on developing:
  - **skills**, such as resolving conflict and preventing violence; and
  - **dispositions**, such empathy (i.e. the capacity to understand the feelings of another) and respect for self and others.
5. Remind student teachers that in Year 1 of Education Studies, they learnt that peace education takes a proactive stance given that:
  - ... the skills and dispositions necessary to work for complete peace can be learnt. Peacebuilding is a process in which everyone needs to participate. It is not possible to overcome all conflicts, but we can learn to solve conflicts non-violently, value diversity and actively oppose social discrimination and injustice.
6. In Year 1 they also reviewed the curriculum framework for primary and middle school, presented in Box 9.7, which outlines the competencies developed through conflict resolution and peace education programming.
7. Select student teachers to read out the competencies listed in Box 9.7 in the textbook.



### Learning activity 2. Linking conflict resolution and peace education to curriculum

<b>Time</b>	25 minutes (15-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of three

**Purpose:** To explore curriculum links to conflict prevention and resolution and peace education.

1. Instruct student teachers to form groups of three.
2. Distribute the new Grade 6 Morality and Civics Curriculum Teacher Guide.
3. Direct student teachers to learning activity 2.
4. Instruct student teachers to respond to the following questions:

- Do the competencies in Box 9.7 align with the cross-curriculum **21<sup>st</sup> century or soft skills** (as framed in Figure 8.20)? Make notes directly into Box 9.7.
  - Review themes explored in the new Grade 6 Morality and Civics Curriculum, relating to conflict prevention and resolution and peace education. Fill out Table 9.10.
5. [Time permitting] encourage student teachers to:
    - Consider other subject areas that may be appropriate to explore concepts of conflict resolution and peacebuilding processes
    - Read Box 9.8 to see how peace education may be pursued in the Grade 8 Myanmar Curriculum.
  6. Select student teachers to share responses.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses

*Question:*

Do the competencies in Box 9.7 align with the cross-curriculum **21<sup>st</sup> century or soft skills** (as framed in Figure 8.20)? Make notes directly into Box 9.7 in the textbook.

*Response:*

**Box 9.7. Competencies developed through conflict resolution and peace education - completed**

***Knowledge and understanding***

**[Citizenship and sustainable development]**

- Understanding similarities and differences; and exclusion and inclusion
- Understanding that people perceive the world differently
- Understanding human rights

***Skills***

**[Communication and interpersonal skills]**

- Having empathy (i.e. understanding others' situations and feelings)
- Active listening
- Better communication (two-way)
- Handling emotions

**[Collaboration and group work]**

- Cooperation
- Appropriate assertiveness

**[Critical thinking, reasoning and problem solving]**

- Problem analysis and problem solving
- Negotiation
- Mediation
- Conflict resolution

*Question:*

Review themes explored in the new Grade 6 *Morality and Civics Curriculum*, relating to conflict prevention and resolution and peace education. Fill out Table 9.10 in the textbook.

*Response:*

**Table 9.10. Grade 6 Morality and Civics Curriculum- completed**

Relevant learning objective: To understand valuable Myanmar culture and tradition and practice it at home	Relevant learning objective: To behave in a way that promotes peace at home, school and neighbourhood
Unit: Social etiquette Lesson 1.4 Peaceful family Themes explored: <ul style="list-style-type: none"> <li>• Admirable behaviours</li> <li>• Practicing love within family</li> </ul>	Unit: Living in harmony Lesson 4.1 Introduction to peace Themes explored: <ul style="list-style-type: none"> <li>• Peace or conflict</li> <li>• The advantages of humility</li> <li>• Behaviours and attitudes of a person who values peace</li> </ul>

Note learning outcomes of Lesson 4.1 Introduction to peace are as follows:

- Understand good attitudes and behaviors of a person, who values peace and practices it in daily life.
- Able to give advice on how to peacefully solve common conflicts that happen within the family.
- Able to give advice on how to peacefully solve common conflicts that happen at school.
- Co-exist peacefully at school.



### Check student teachers' understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes from two lessons on this theme:  
By the end of this lesson, student teachers will be able to:
  - Explain why middle school students need conflict resolution skills;
  - Compare constructive and destructive responses to conflict;
  - Outline the five conflict response modes of the Thomas-Kilmann Instrument;
  - Discuss methods and techniques for developing conflict resolution skills;
  - Outline competencies developed through conflict resolution and peace education; and

- Connect conflict resolution and peace education with the Middle School Curriculum.
2. Review competencies gained:
    - A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum
    - B3.1 Demonstrate capacity to create a safe and effective learning environment for all students
    - B3.2 Demonstrate strategies for managing student behaviour
    - C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship
  3. Direct student teachers to complete the review questions - to be undertaken in their own time.



### **Expected student teachers' responses for the review questions in TB**

Question 1: Why is it important for middle school students to have the skills to resolve conflict?

*Answer: In middle school environments, conflict may involve playground disputes between students, episodes of physical aggression, and emerging social differences between peer groups in values and beliefs. Conflicts can lead to the end of friendships, bullying and exclusion.*

Question 2: What are the likely differences in terms of outcomes in adopting constructive as opposed to destructive responses?

*Answer: Constructive responses are likely to lead to learning, problem solving and relationship building, while destructive responses are likely to lead to an escalation of conflict and negative outcomes.*

Question 3: What is the conflict response mode of the Thomas-Kilmann Instrument, which sees the people in conflict develop creative solutions?

*Answer: In 'Collaborate' mode, a person attempts to work with others to find a solution that fully satisfies people's concerns.*

Question 4: List some of the competencies that are developed through conflict resolution and peace education.

Answer:

*Knowledge and understanding*

- *Understanding similarities and differences; and exclusion and inclusion*
- *Understanding that people perceive the world differently*
- *Understanding human rights.*

*Skills*

- *Having empathy (i.e. understanding others' situations and feelings), Active listening*
- *Better communication (two-way), Handling emotions, Cooperation, Appropriate assertiveness, Problem analysis and problem solving, Negotiation, Mediation*
- *Conflict resolution.*

Question 5: What are possible spaces in the Middle School Curriculum to pursue a conflict resolution and peace education agenda?

Answer: *The examples that were provided were: Grade 6 Morality and Civics Curriculum (e.g. Learning objective: To behave in a way that promotes peace at home, school and neighbourhood); and Grade 8 Myanmar Curriculum: The Nobel Prize for Peace.*

Question 6: What other curriculum agendas does conflict resolution and peace education relate to?

Answer: *Other curriculum agendas that conflict resolution and peace education relate to are as follows:*

- *Development of 21<sup>st</sup> century skills:*
  - *Collaboration and group work*
  - *Citizenship and sustainable development*
  - *Communication and interpersonal skills*
  - *Critical thinking, reasoning and problem solving.*
  
- *Human rights education and ESD.*



## 9.4. Classroom Management

In this sub-unit, student teachers will explore setting up classroom routines and rules in the middle school. Student teachers will review principles and practices associated with effective classroom management and have the opportunity to role play proactive classroom management techniques.

### 9.4.1. Establishing classroom procedures and rules

#### Expected learning outcomes

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

- Explain the importance of setting classroom procedures, rules, and positive and negative consequences;
- List key considerations in setting procedures, rules and consequences; and
- Design procedures, rules and consequences for a middle school classroom.



#### Competencies gained

B3.1.3 Model and promote good health and safety practices to ensure students' wellbeing and safety within the classroom and school

B3.2.1 Create, explain, display and enforce the agreed classroom rules and procedures to ensure student health and safety



**Time:** Two periods of 50 minutes



### Learning strategies:

Learning activity 1: Sharing ideas about middle school classroom procedures

Learning activity 2: Setting rules and consequences



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 9.4.1.



**Resources needed:** No additional resources

### Period 1

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the lesson (written on board):  
By the end of this lesson, you will be able to:
  - Explain the importance of setting classroom procedures, rules, and positive and negative consequences;
  - List key considerations in setting procedures, rules and consequences; and
  - Design procedures, rules and consequences for a middle school classroom.
2. Ask student teachers why procedures and routines are needed in a classroom.
3. Select student teachers to share their thoughts with the class.
4. Direct student teachers to section, 'Establishing classroom procedures'.
5. Read together as a class:
  - For a classroom to run smoothly, the teacher needs to establish a set of classroom procedures.

- These procedures establish the culture of a classroom.
  - From the very first day, students must know how they are expected to learn and function in the classroom environment.
  - It is the responsibility of the teacher to have procedures clearly stated.
  - However, procedures are typically not written down.
6. Remind student teachers that, in Year 1 of Educational Studies, they learnt about a three-step process for *teaching classroom procedures* to students:
    - *Explain* classroom procedures clearly
    - *Rehearse* classroom procedures until they become routines
    - *Reinforce* a correct procedure and reteach an incorrect one.
  7. Write key verbs on board: Explain, Rehearse, Reinforce/Reteach
  8. Select different student teachers to read out aspect of classroom functioning that typically call for procedures/routines:
    - **Administrative duties**, such as taking attendance and giving out notes to take home
    - **Student movement**, such as entering the class, leaving the class, going to the bathroom, and fire drill
    - **Lesson management**, such as how to distribute materials or homework, collect student notebooks or storing unfinished work
    - **Teacher-student and student-student interactions**, such as how to get the teacher's attention when help is needed or how to respond to questions
    - **Housekeeping**, such as cleaning the board, organising desks, watering the plants, or feeding the fish.



### Learning activity 1. Sharing ideas about middle school classroom procedures

<b>Time</b>	35 minutes (15-minute activity; 20 minutes sharing)
<b>Class organisation</b>	Groups of five

**Purpose:** To provide opportunity for you to consider what are appropriate classroom procedures for a middle school setting.

1. Instruct student teachers to form groups of five.
2. Direct student teachers to learning activity 1.
3. Instruct student teachers to arrive at group consensus regarding acceptable procedures and routines, for the Myanmar middle school, relating to the areas of classroom activity outlined in Box 9.9.

4. Explain that the group does not have to answer all of the questions in Box 9.9.
5. Encourage groups to respond to those questions, where group members believe that they have good ideas to share from their own school experiences or observations.
6. Ask each group to share what they think are their very best ideas for middle school classroom procedures and routines.



### **Assessment**

Peer sharing and discussion will provide student teachers with feedback.



### **Possible student teachers' responses**

There are no incorrect responses. Groups are to share their very best ideas for middle school classroom procedures and routines. Some examples may be:

#### ***Student movement:***

When can students leave at the end of the day?

- Many teachers require students to be in their seats and quiet before they can leave the class. The teacher, not the bell, dismisses class.

#### ***Teacher-student and student-student interactions:***

How can students get the teacher's attention when they require assistance?

Some teachers use hand signals, for instance:

- One hand for "I want to speak".
- Two hands for "I want to leave my seat".
- Three fingers for "I need your help."

## Period 2

### Explicit teaching points

Time	20 minutes
Class organisation	Whole class

1. Direct student teachers to textbook section, ‘Establishing classroom rules’.
2. Ask students: *Why are school and classroom rules important?*
3. Select student teachers to share their thoughts with the class.
4. Select a student teacher to read the response to this question from the textbook. Ask other student teachers to highlight/circle a key learning from the response (possible key learning in bold):
  - Rules set boundaries. It is important to have boundaries. Boundaries give students a sense of security. **Schools and classrooms must be safe environments where all students can come to learn without fear.** Students and parents need to know that the school leadership team and classroom teachers work together to maintain a safe and supportive environment.
  - Rules can only be effective, though, when they are monitored and there are consequences for not obeying them.
5. Ask students: *How do teachers set rules?*
6. Select student teachers to share their thoughts with the class.
7. Select a student teacher to read the response to this question from the textbook. Ask other student teachers to highlight/circle a key learning from the response (possible key learning in bold):
  - Teachers set rules that are appropriate for their particular contexts. There are no set rules for classrooms. In establishing rules, teachers need to consider what kind of culture they wish to establish in their classrooms and what behaviours will support their students’ learning.
  - There should be no more than about five classroom rules. Rules and consequences can be displayed on a classroom poster. **In middle school classes, you can establish the rules and consequences collaboratively with your students.** The Morality and Civics Curriculum provides space for exploration of classroom and school rules.

8. Ask students: *What are consequences?*
9. Select student teachers to share their thoughts with the class.
10. Select a student teacher to read the response to this question from the textbook. Ask other student teachers to highlight/circle a key learning from the response (possible key learning in bold):

Rules must have consequences. Consequences are not punishments.

  - **Positive consequences** or outcomes result if a student obeys the rules.
  - **Negative consequences** or outcomes result if a student breaks the rules.

The teacher may take opportunities to positively reinforce the rules, when they see students obey the rules. For example, if there is a class rule, such as “Keep our room clean”, the teacher may say, “Yi Yi, I noticed that you put the rubbish in the bin. Thank you”.

If a student breaks this rule, the teacher may say, “Nang, I notice that you often just leave your rubbish around. I will ask you to stay with me, in the break, and tidy up the classroom. Thank you”. Students may test the rules to find the limits of acceptable behaviour. Students may break certain rules, if they think that nothing will happen to them. **If there are no negative consequences for breaking the rules, then other students will also break the rules.**
11. Ask students: *Is physical punishment appropriate in a school?*
12. Select student teachers to share their thoughts with the class.
13. Select a student teacher to read the response to this question from the textbook. Ask other student teachers to highlight/circle one key sentence from the response (possible key learning in bold):
  - **Negative consequences should not involve physical or verbal punishment.** Children who are physically punished often feel helpless, intimidated and anxious. Moreover, they are more likely to have violent relationships in future. Verbal punishments, which involve mocking or embarrassing students, can also affect them psychologically. Teachers need to model *peaceful and respectful* responses.
14. Ask student teachers to review key sentences/learnings (i.e., highlighted sentences):
  - Schools and classrooms must be safe environments where all students can come to learn without fear.
  - In Middle school classes, you can establish the rules and consequences collaboratively with your students.
  - If there are no negative consequences for breaking the rules, then other students will also break the rules.
  - Negative consequences should not involve physical or verbal punishment.



## Learning activity 2. Setting rules and consequences

<b>Time</b>	20 minutes (10-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Pairs

**Purpose:** To set rules and consequences for a middle school classroom.

1. Instruct students teachers to form pairs.
2. Direct student teachers to learning activity 2.
3. Instruct student teachers to design for a selected grade level in the middle school:
  - a set of classroom rules; and
  - appropriate consequences, both positive and negative.
4. Select student teachers to share response with class.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses

There are no incorrect responses. There should be no more than about five classroom rules; for instance:

1. Always show respect for everyone in the class. Treat people the way you want to be treated.
2. Listen when someone else is talking. Wait your turn to speak.
3. Come to class with all of your materials.
4. When in doubt, always ask questions!
5. Attempt an activity or problem before asking for assistance.

You may discuss framing rules in positive language i.e.

- Listen when someone else is talking *rather than*
- Don't talk when someone else is talking.

Ensure that negative consequences do not include:

- physical punishment, or
- verbal punishment.



### Check student teachers understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes:  
By the end of this lesson, student teachers will be able to:
  - Explain the importance of setting classroom procedures, rules, and positive and negative consequences;
  - List key considerations in setting procedures, rules and consequences; and
  - Design procedures, rules and consequences for a middle school classroom.
2. Review competencies gained
  - B3.1 Demonstrate capacity to create a safe and effective learning environment for all students
  - B3.2. Demonstrate strategies for managing student behaviour

## 9.4.2. Effective and inclusive classroom management practices

### Expected learning outcomes



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

- Explain the shift in focus from ‘behaviour management’ to ‘creation of supportive and safe learning environments’ in professional standards;
- Identify principles and practices associated with effective and inclusive classroom management; and
- Role play proactive classroom management techniques.





## Competencies gained

B3.1.2 Encourage students to interact with each other and to work both independently and in teams

B3.2.1 Create, explain, display and enforce the agreed classroom rules and procedures to ensure student health and safety

B3.2.2 Encourage students to interact with each other with mutual respect and safety

B3.2.3 Learn to know each student's background and needs and interact regularly with all students

B3.2.4 Encourage well-adjusted behaviour of students by collaborative teamwork and independent learning



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Hot potato: Listing strategies and supports

Learning activity 2: Role playing classroom management techniques



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 9.4.2.



**Resources needed:** No additional resources

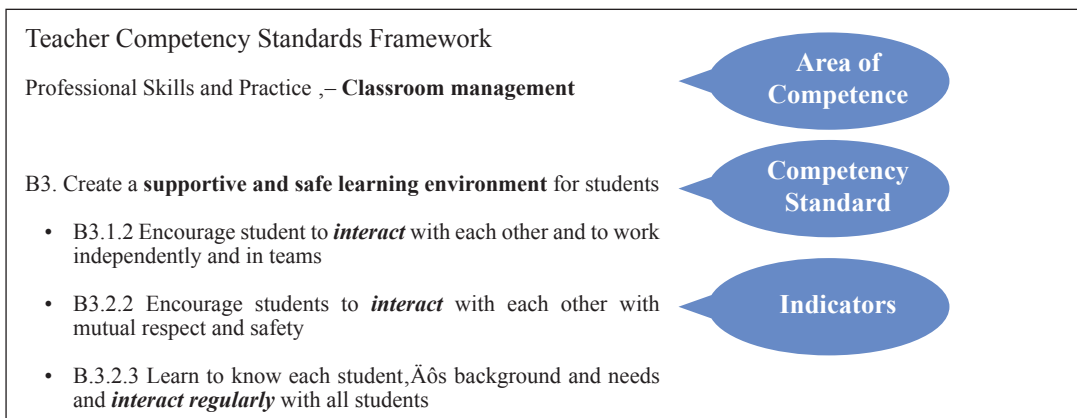
## Period 1

### Explicit teaching points

<b>Time</b>	15 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Explain the shift in focus from ‘behaviour management’ to ‘creation of safe and supportive learning environments’ in professional standards; and
  - Identify principles and practices associated with effective and inclusive classroom management.
2. Direct student teachers to section, ‘Creating a safe and supportive learning environment’ and Box 9.10 in the textbook. (Box 9.10 below).
3. Highlight that in the Teacher Competency Standards Framework:
  - There is reference to ‘classroom management’ as an area of competence in the Professional Skills and Practice domain
  - The associated standard refers to the creation of a **safe and supportive learning**
  - The minimum requirements indicators refer to teacher-student and student-student interactions, which are *respectful and regular*.

#### Box 9.10. Create a supportive and safe learning environment



4. Read together as a class from the textbook: The terms and emphases are important, as explained in a recent research article:<sup>25</sup>

<sup>25</sup> Egeberg, McConney & Price, 2016, p. 5.

Whilst strong classroom organisation and behaviour management skills are critical for education, using methods that produce and ***increase constructive interactions*** will result in more successful classroom environments for both teachers and students.<sup>26</sup>

Effective classroom management strategies are designed to create positive learning environments by building in ***positive supports that prevent challenging classroom behaviour*** prior to the implementation of more reactive behavioural approaches.

It was for this reason that teacher education and those who were concerned with developing teacher standards, started to use the term ***creating positive learning environments*** rather than behaviour management.

5. Ask student teachers to write down a response to the following question:

- What is the reason for the shift in emphasis from behaviour management to creating safe and supportive learning environments?
- Response: The shift recognises that focusing on increasing constructive interactions and building in positive supports is more effective than focusing on behaviour management.



### Learning activity 1. Hot potato: Listing strategies and supports

<b>Time</b>	25 minutes (15-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of six

<sup>26</sup> Oliver & Reschly, 2010.

**Purpose:** To generate lists of strategies to increase constructive interactions and positive supports to prevent challenging behaviour.

1. Instruct student teachers to form groups of six.
2. Direct student teachers to learning activity 1.
3. Instruct groups to:
  - Complete rotations of hot potato until Table 9.11 in the textbook is completed:
    - Rotation 1: Identify one **strategy** to increase constructive interactions in the classroom learning community
    - Rotation 2: Identify one **positive support** to prevent challenging behaviour in the classroom
  - Pass the potato around to each group member who must think of a strategy in Round 1 or positive support in Round 2, within a 5 second count (otherwise the hot potato gets passed to the next group member)
  - Appoint a group member to keep time and record responses in Table 9.11.
4. Select group recorders to share strategies and supports with class.
5. Generate two lists on board, as per Table 9.11.



### Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



### Possible student teachers' responses

**Table 9.11. Strategies and supports for creating a positive learning environment - completed**

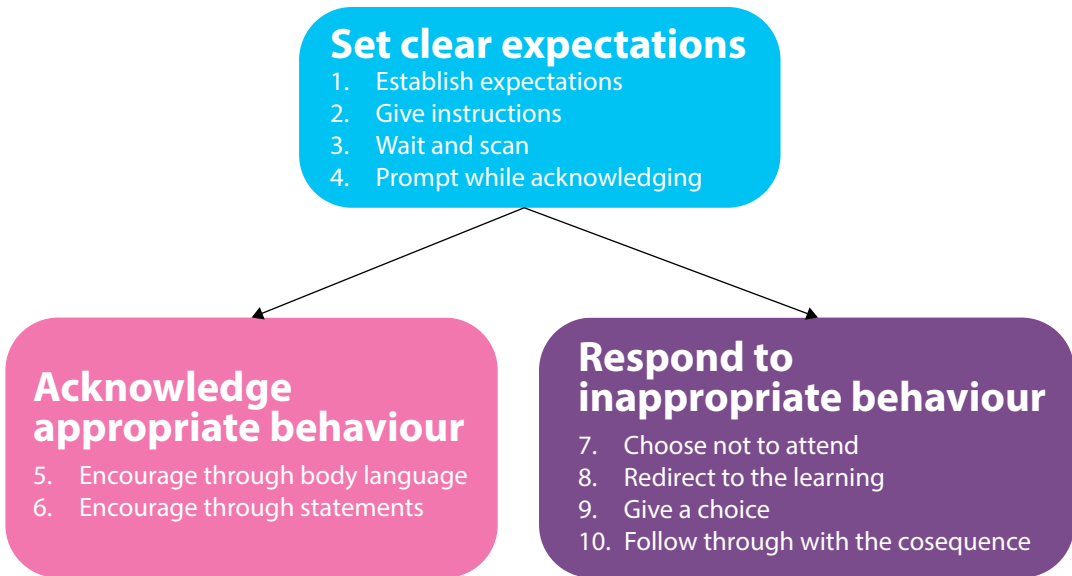
Strategies to increase constructive interactions	Positive supports to prevent challenging behaviour
1. Cooperative learning activities, where every group member is assigned a responsibility to ensure completion of the group task	1. Establishing good classroom procedures through explain, rehearse, reinforce/reteach steps
2. Collaborative learning activities (e.g. research for an inquiry, action learning, project work)	2. Establishing classroom rules and consequences collaboratively with students
3. Learning activities that allow students to draw from and share their own life experiences	3. Displaying classroom rules on poster
4. Class, group and pair discussions	4. Positively and negatively reinforcing rules
5. Inviting parents into the classroom to support experiential learning.	5. Ensuring the physical environment is welcoming and well organised.

## Period 2

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Role play proactive classroom management techniques.
2. Direct student teachers to section, ‘Proactive classroom management techniques’.
3. Highlight that:
  - Teachers, who create safe and supportive learning environments, actively model and acknowledge productive behaviours and use proactive techniques to manage classroom situations.
  - Proactive techniques can prevent inappropriate behaviour from occurring and situations escalating.
4. Direct student teachers to Figure 9.31 in the textbook (Figure 9.31 below), which presents 10 techniques that have been effectively adopted by teachers in Australian schools.
5. Explain that these proactive techniques are organised according to three clusters:
  - Set clear expectations
  - Acknowledge appropriate behaviour
  - Respond to inappropriate behaviour.



**Figure 9.31. Proactive classroom management techniques**

6. Direct student teachers to Table 9.12 in the textbook (Table 9.12 below), which for each of the 10 techniques outlines:
  - its aim and rationale; and
  - an example of what the teacher may say (i.e., teacher dialogue) when using that technique.
7. Explain that student teachers will need to read Table 9.12 carefully in the next learning activity to support role playing of the techniques.

**Table 9.12. Proactive classroom management techniques: Aim, rationale and dialogue**

	Technique	Aim	Rationale	Teacher dialogue
1	<b>Establish expectations</b>	To establish clear expectations regarding behaviour.	Students are clear about what is responsible and safe behaviour in the classroom.	[Student runs in class] <i>We walk in our classroom. Thanks Grade 6.</i>
2	<b>Give instructions</b>	To give clear instructions about what to do.	Students understand what is expected of them and can organise what to do next.	<i>Take out your science notebook. Turn to a new page. Place the date at the top of the page. Thanks.</i>
3	<b>Wait and scan</b>	To wait and look at students for 5-10 seconds after giving an instruction.	Students have time to process the instruction. It communicates to students that they are expected to follow the instruction.	No teacher dialogue. This technique avoids unnecessary talk.
4	<b>Prompt while acknowledging</b>	To acknowledge students who have followed instructions while prompting others to follow.	It cues other students to follow instructions. It contributes to a positive learning environment.	<i>Mg Mg, I see that you have your science notebook ready for the lesson. Thanks.</i>
5	<b>Encourage through body language</b>	To use physical closeness, body gestures and facial expressions to encourage productive behaviours.	Body language is an integral part of communication. It strengthens relationships and contributes to a positive learning environment.	No teacher dialogue. This technique uses body language (e.g. smiling).
6	<b>Encourage through statements</b>	To encourage students to become more aware of their competence by commenting on productive behaviours.	It gives students information about their competence. It focuses on strength and esteem building.	<i>This group is on task. They are suggesting several ways that they could solve the problem.</i>
7	<b>Choose not to attend</b>	To give minimal attention to safe off-task or inappropriate behaviour.	It avoids disrupting the class and giving attention to unproductive behaviour.	No teacher dialogue.
8	<b>Redirect to the learning</b>	To prompt student who are off-task with a redirection to the learning.	It provides a learning-focused prompt.	<i>Thin, have you finished your paragraph?</i> <i>Aye Aye, would you like some assistance?</i>
9	<b>Give a choice</b>	To respectfully engage students who are disrupting others and provide available choices and consequences.	It puts the responsibility for the decision-making onto the student.	[Yi Yi is disrupting peers] <i>Yi Yi, you have a choice to complete your work now; OR to stay in during the break time and complete it then. Make your choice.</i>
10	<b>Follow through with the consequence</b>	To remain calm and strong despite a student's ongoing disruptive behaviour.	It models assertive behaviour. If a critical incident (i.e. anyone's safety is at risk), then send for immediate help.	[Yi Yi continues to disrupt] <i>Yi Yi, you will need to stay in now during the break time, to make up for lost time.</i>



## Learning activity 2. Role-playing classroom management techniques

<b>Time</b>	30 minutes
<b>Class organisation</b>	Groups of four

**Purpose:** To discuss and role play the 10 classroom management techniques as in small groups.

1. Instruct students to form groups of four.
2. Direct student teachers to learning activity 2.
3. Instruct student teachers to:
  - Read the entry for each technique in Table 9.12 in the textbook
  - Role play each technique
  - Ensure that you all have turns at being the classroom teacher.
  - See if you can combine techniques in your role plays, for instance:
 

Give instructions:

    - *Take out your science notebook. Turn to a new page. Place the date at the top of the page. Thanks.*
    - Wait and scan [After appropriate amount of time] Prompt while acknowledging:
    - *Mg Mg, I see that you have your science notebook ready for the lesson. Thanks.*



### Assessment

Peer sharing and discussion and role playing will provide student teachers with feedback. Ensure that you interact with all of the groups during their role playing.



### Possible student teachers' responses

You may need to ask some questions if you observe that student teachers do not understand a particular technique.





## Check student teachers' understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes:  
By the end of this lesson, student teachers will be able to:
  - Explain the shift in focus from 'behaviour management' to 'creation of safe and supportive learning environments' in professional standards;
  - Identify principles and practices associated with effective and inclusive classroom management; and
  - Role play proactive classroom management techniques.
2. Review competencies gained:
  - 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
  - B3.2. Demonstrate strategies for **managing student behaviour**
3. Highlight the emphasis on:
  - Creating a supportive and safe learning environment
  - Strategies to increase constructive interactions
  - Positive supports to prevent challenging behaviour
  - Proactive classroom management techniques.



## Expected student teachers' responses for the review questions in TB

Question 1: Why are classroom procedures and rules important?

*Answer: For a classroom to run smoothly, the teacher needs to establish a set of classroom procedures. These procedures establish the culture of a classroom. From the very first day, students must know how they are expected to learn and function in the classroom environment. Classroom rules are also important. They set boundaries. Boundaries give students a sense of security. Schools and classrooms must be safe environments where all students can come to learn without fear. Students and parents need to know that the school leadership team and classroom teachers work together to maintain a safe and supportive environment.*

Question 2: What is the three-step process for teaching classroom procedures?

Answer:

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

Question 3: What are key areas of classroom activity where procedures are needed?

Answer:

- *Administrative duties, such as taking attendance and giving out notes to take home*
- *Student movement, such as entering the class, leaving the class, going to the bathroom, and fire drill*

- *Lesson management, such as how to distribute materials or homework, collect student notebooks or storing unfinished work*
- *Teacher-student and student-student interactions, such as how to get the teacher's attention when help is needed or how to respond to questions*
- *Housekeeping, such as cleaning the board, organising desks, watering the plants, or feeding the fish.*

Question 4: How many rules should a teacher set for a classroom?

Answer: *There should be no more than about five classroom rules.*

Question 5: Why is necessary to establish consequences for breaking (and obeying) the rules?

Answer: *Rules can only be effective when they are monitored and there are consequences for not obeying them. Consequences are not punishments.*

- *Positive consequences or outcomes result if a student obeys the rules.*
- *Negative consequences or outcomes result if a student breaks the rules.*

*If there are no negative consequences for breaking the rules, then other students will also break the rules.*

Question 6: Is physical punishment appropriate in a school?

Answer: *Negative consequences should not involve physical or verbal punishment. Children who are physically punished often feel helpless, intimidated and anxious. Moreover, they are more likely to have violent relationships in future. Verbal punishments, which involve mocking or embarrassing students, can also affect them psychologically. Teachers need to model peaceful and respectful responses.*

Question 7: Why was there a change in terminology from ‘behaviour management’ to the ‘creation of safe and supportive learning environments’ in professional standards?

*Answer: Whilst strong classroom organisation and behaviour management skills are critical for education, using methods that produce and increase constructive interactions will result in more successful classroom environments for both teachers and students. Effective classroom management strategies are designed to create positive learning environments by building in positive supports that prevent challenging classroom behaviour prior to the implementation of more reactive behavioural approaches. It was for this reason that teacher education and those who were concerned with developing teacher standards, started to use the term creating positive learning environments rather than behaviour management.*

Question 8: Identify characteristics and practices associated with effective and inclusive classroom management.

*Answer: Teachers, who effectively and inclusively manage their classrooms maximise structure through the use of:*

- *explicitly defined procedures and routines; and*
- *a physical classroom arrangement, involving good spacing of clusters of desks and visual displays.*

*They establish expectations and teach social skills by identifying and defining a small number of positively stated rules or agreements, actively engage all students in their learning by using a variety of teaching and learning approaches, strategies and techniques. They acknowledge appropriate behaviours through the use of both individual and group encouragement, and use a range of strategies to respond to inappropriate behaviours from low-key techniques to providing students with clear choices and consequences.*

Question 9: List proactive classroom management techniques.

Answer: *Ten proactive classroom management techniques are as follows:*

- *Establish expectations: To establish clear expectations regarding behaviour.*
- *Give instructions: To give clear instructions about what to do.*
- *Wait and scan: To wait and look at students for 5-10 seconds after giving an instruction.*
- *Prompt while acknowledging: To acknowledge students who have followed instructions while prompting others to follow.*
- *Encourage through body language: To use physical closeness, body gestures and facial expressions to encourage productive behaviours.*
- *Encourage through statements: To encourage students to become more aware of their competence by commenting on productive behaviours.*
- *Choose not to attend: To give minimal attention to safe off-task or inappropriate behaviour.*
- *Redirect to the learning: To prompt student who are off-task with a redirection to the learning.*
- *Give a choice: To respectfully engage students who are disrupting others and provide available choices and consequences.*
- *Follow through with the consequence: To remain calm and strong despite a student's ongoing disruptive behaviour.*

## 9.5. Role of Technology in the Learning Environment

Teachers need to understand the issues related to the active, ethical, responsible and safe uses of technology in learning and teaching.<sup>27</sup> In this sub-unit, student teachers will explore notions of the digital divide and maximising students' active use of technology for learning, as well as issues concerning academic integrity and cyber safety.

### 9.5.1. Active, ethical, responsible and safe uses of technology

#### Expected learning outcomes

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

- Discuss the digital divide and active use of technology in the context of Myanmar; and
- Explain why middle school students need knowledge and skills relating to academic integrity and cyber-safety.



#### Competencies gained

A2.2.1 Describe the function and purpose of online and offline educational tools and materials to support the teaching and learning process

A2.2.3 Describe and demonstrate the understanding of basic concepts and principles of media and information literacy

27 Australian Institute for Teaching and School Leadership, 2017.



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Reflecting on the Myanmar context

Learning activity 2: Reflecting on curriculum links and key learnings



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 9.5.1.



**Resources needed:** No additional resources

### Explicit teaching points

<b>Time</b>	30 minutes
<b>Class organisation</b>	Whole class

1. Ask students what they recall about the SAMR model from Unit 2. Select student teachers to share understanding with class.
2. Build on their own contributions to remind student teachers that:
  - The SAMR model supports teachers to consider the level at which they are integrating technology in the classroom
  - At the transformative levels of the model, technology allows for:
    - substantial redesign of learning activities (modification); and
    - creation of entirely new activities, which were previously impossible to imagine (redefinition).
3. Ask student teachers to discuss with their neighbour what they understand by the term, ‘digital divide’.

4. Select student teachers to share their responses. Write key themes on board.
5. Direct student teachers to textbook section ‘Digital divides’.
6. Explain to student teachers that the international literature now refers to two different types of digital divides between:
  - the **traditional digital divide** between students, who have access to the internet and devices at school and home, and those who do not; and
  - a **digital use divide** between students, who have opportunity to use technology in active and creative ways to support their learning, and those who use technology to passively consume content and media.
7. Present learning outcome for the period (written on board):

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

  - Discuss the digital divide and active use of technology in the context of Myanmar.
8. Remind student teachers that the study that explored the quality of learning and teaching in Myanmar’s Indigenous schools (from Unit 1) revealed that:
  - Of the 1811 Primary school children that were assessed in the study, only 19% of their families had mobile phones (i.e., 81% of families were without).
9. Highlight that it is essential to close the traditional digital divide in Myanmar.
10. Read from the textbook as a class: The US Department of Education acknowledges that closing the traditional digital divide is essential. However, it states: This alone will not **transform learning**. We must also close the digital use divide by ensuring all students understand how to use technology as a tool to engage in *creative, productive, life-long learning* rather than simply consuming passive content.
11. Ask student teachers what does it mean to “simply consuming passive content”?

Possible responses:

  - **In a classroom:** e.g. doing digitised worksheets (i.e., at the SAMR level of substitution, where technology replaces traditional tools with little or no change to the learning activity)
  - **At home:** e.g. passively watching/listening to media versus actively creating media.
12. Highlight that:
  - Students are able to engage in active uses of technology in an environment where:
    - the traditional divide no longer exists (i.e. where the technology is available); and



- Teachers have been supported to develop deep *technological pedagogical content knowledge* (recall the concept of TPCK or TPACK from Unit 2).
- Where these conditions come together, students will have opportunities to be active users of digital technology and communication tools and networks:
  - locating, evaluating, using and creating information;
  - engaging in design, coding, **simulation** and media production; and
  - collaborating with peers and experts, in local and global networks.



### Learning activity 1. Reflecting on the Myanmar context

<b>Time</b>	20 minutes (10-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of five

**Purpose:** To consider availability of technology and level of integrations in learning and teaching in the Myanmar context.

1. Instruct student teachers to form groups of five.
2. Direct student teachers to learning activity 1.
3. Instruct student teachers to draw from their own knowledge and life experiences to respond to the following questions:
  1. What is the extent of access to technology and the internet in Myanmar? In urban schools? In rural and remote schools? From the region you are from? Did you use technology in your own schooling experience?
  2. In what teaching and learning contexts in Myanmar would students be provided opportunity to engage in active uses of technology?
  3. Reflect on your own uses of technology in the last week. Did you use technology at home for active learning or for social networking?



### Assessment

Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

There are no incorrect responses.

It is likely that students' experiences will clearly speak to a traditional digital divide in Myanmar. It may be that some schools are beginning to integrate technology: computers, projectors, Bluetooth box, internet, mobile phone. Private and international schools may be more technologically enabled and may promote active uses of technology. In reflecting upon their own usage, student teachers need to understand that there is a difference in being able to use technology for social networking purposes and to use it for active learning and creation.

## Period 2

### Explicit teaching points

<b>Time</b>	25 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Explain why middle school students need knowledge and skills relating to academic integrity and cyber-safety.
2. Direct student teachers to textbook section, 'Lawful and ethical use of content'
3. Highlight that:
  - Middle school students need to develop understanding of *academic integrity*, which involves upholding ethical standards in all aspects of their scholarly work.
  - **Plagiarism:**
    - is a breach of academic integrity
    - occurs when ideas or work of another person are presented as one's own ideas or work.

- Students need to be aware that all ideas and works, which are not their own, need to *referenced* appropriately. The need for referencing applies to:
    - text, images and multimedia; and
    - online and hard copy sources.
4. Inform student teachers that:
    - The Ministry of Education has produced a book on Integrity, as part of the new Grade 6 Basic Education curriculum materials
    - An excerpt from this resource is presented in Figure 9.34.
  5. Ask different student teachers to read out the behaviours to avoid in scholarly work:
    - copying and pasting from the internet and re-arranging words and sentences;
    - using information without referencing it;
    - re-using someone else's work;
    - buying papers online; and
    - getting others to do your work for you (paid or unpaid).
  6. Inform student teachers that academic integrity has become a key education priority worldwide, especially for the higher education sector, where many students learn online.
  7. Ask student teachers why it is essential to establish that students are truly the creators of their work.  
Response:
    - If students are awarded a certificate or degree, it needs to be on the strength of their own work (i.e. their own competencies).
    - Otherwise, there is possible risk to the community and the reputation of the university (i.e. graduating students, who are not really competent).
  8. Direct student teachers to section, 'Acting responsibly in the online environment.
  9. Highlight that student need to:
    - know the importance of protecting their passwords and login details, and logging off from computers;
    - exercise caution in opening unknown emails and webpages; and
    - be taught to protect their identity and personal digital information.
  10. Ask student teachers to share with a peer what they understand cyber-safety to be.
  11. Select student teachers to share responses. Write some key themes on board.

12. Read from textbook:

- Cyber-safety also includes teaching students to:
  - build their online identity safely and responsibly, with an understanding that, once uploaded, digital posts are permanent;
  - avoid inappropriate material or activities; and
  - prevent risks by having the confidence to tell parents or teachers when they feel unsafe, threatened, or bullied; and to report criminal behaviour, including cyber-crime, abuse and neglect.
- Cyber-safety is not limited to online use. It includes the usage of mobile phones, cameras, and other personal devices.



**Learning activity 2. Reflecting on curriculum links and key learnings**

<b>Time</b>	25 minutes (15-minute activity; 10 minutes sharing)
<b>Class organisation</b>	Groups of five

**Purpose:** To think about how to best educate middle school students about the ethical, responsible, and safe use of technology; and to review key themes of the lesson.

1. Instruct student teachers to form groups of five.
2. Direct student teachers to learning activity 2.
3. Instruct student teachers to:
  - Reflect on the subject areas where knowledge and skills may be developed in terms of:
    - Referencing source material, according to conventions
    - Building an online digital identity
    - Cyber safety risks.
  - Respond to review questions.



## Assessment

You will be able to assess understanding when you select student teachers to share responses with class. Peer sharing and discussion will provide student teachers with feedback.



## Possible student teachers' responses

Referencing would be taught in subjects such as History and Geography, where students have to gather information through a range of sources. Other subject areas that may provide opportunity are:

- History and Geography: students can be taught referencing skills (i.e. acknowledging sources of evidence used in research essays and projects)
- Morality and Civics: principles of academic integrity (Note Grade 6 curriculum addresses topics, such as honesty, responsibility)
- Life Skills: building an online digital identity and cyber safety risks (Note Grade 6 curriculum addresses topics, such as self-awareness, mental health, consumer education, adolescent relationships)



## Check student teachers understanding

Review the questions addressed in learning activity 2.



## Expected student teachers' responses for the review questions in TB

Question 1: What is the digital divide? What is the digital use divide?

Answer:

- *The traditional digital divide between students, who have access to the internet and devices at school and home, and those who do not; and*
- *A digital use divide between students, who have opportunity to use technology in active and creative ways to support their learning, and those who use technology to passively consume content and media.*

Question 2: Provide examples of students actively using technology.

Answer: *Active uses of technology include:*

- *Locating, evaluating, using and creating information*
- *Engaging in design, coding, simulation and media production*
- *Collaborating with peers and experts, in local and global networks.*

Question 3: What conditions are needed for students to use technology actively in the classroom?

Answer:

- *The traditional divide no longer exists (i.e. the technology is available); and*
- *Teachers have been supported to develop deep technological pedagogical content knowledge (recall the concept of TPCK or TPACK from Unit 2).*

Question 4: What is academic integrity? Why is it an international priority in the education sector?

*Answer: Academic integrity is the upholding of ethical standards in all aspects of their scholarly work. The principles that are associated with academic integrity are honesty, trust, fairness, respect, and responsibility. Academic integrity is an international priority because:*

- *If students are awarded a certificate or degree, it needs to be on the strength of their own work (i.e. their own competencies).*
- *Otherwise there is possible risk to the community and the reputation of the university (i.e. graduating students, who are not really competent).*

Question 5: Why is there a need to reference the ideas and work of others in scholarly work?

*Answer: It is important to recognise another person's intellectual or creative property. Students need to be aware that all ideas and works (i.e. written text, images and multimedia), which are not their own, need to be referenced appropriately.*

Question 6: Provide examples of breaches of academic integrity:

Answer:

- *Copying and pasting from the internet and re-arranging words and sentences*
- *Using information without referencing it*
- *Re-using someone else's work*
- *Buying papers online*
- *Getting others to do your work for you (paid or unpaid).*

Question 7: What are some of the issues involved in responsible use of technology and cyber-safety?

Answer:

- *Protect passwords and login details, and log off from computers*
- *Exercise caution in opening unknown emails and webpages*
- *Protect identity and personal digital information*
- *Build online identity safely and responsibly, with an understanding that, once uploaded, digital posts are permanent*
- *Avoid inappropriate material or activities*
- *Prevent risks by having the confidence to tell parents or teachers when they feel unsafe, threatened or bullied; and to report criminal behaviour, including cyber-crime, abuse and neglect*
- *Safely use mobile phones, cameras and other personal devices.*



# Unit Summary



## Key messages

- Students are included when they are present in the classroom, participate in learning, and achieve meaningful outcomes.
- Inclusion is an ongoing process of learning as a school.
- A teacher's beliefs about their students and learning can have the power to either remove barriers to learning or create and reinforce them.
- In supportive and safe environments, students feel that they can take more chances in their learning – that is, they can be risk takers.
- Physical, emotional and cognitive safety are all vital to students in middle school classrooms. A safe environment is widely acknowledged as pre-requisite to effective learning.
- An inclusive, quality education is the right of every human child. This includes children with additional needs.
- Elements within a classroom environment can either increase a student's level of disability or decrease it.
- There are many different barriers that children face in the classroom that prevent them from accessing learning opportunities. Some barriers are long-term (or lifelong), while other barriers are transient (they come and go).
- It is the role of the teacher to remove (or reduce) barriers to learning for all children particularly those with additional needs.
- Learning disorders include a wide range of conditions that impact on a student's ability to learn. An intellectual disability involves a child's ability to think and reason, while students with other learning disorders may struggle to access learning opportunities or communicate what they know.
- Teachers can help students with learning disorders to access learning opportunities by developing strategies such as altering the pace of learning, using a range of resources, altering the classroom environment and providing different ways for students to communicate what they have learnt.
- Teachers can develop communities of learning to support learning for children with additional learning needs. These communities may include parents, other teachers and specialists, community leaders etc.

- Individualised Education Plans should be developed to enable students with additional needs to be included in the mainstream classroom.
- In middle school environments, conflict may involve playground disputes between students, episodes of physical aggression, and emerging social differences between peer groups in values and beliefs.
- It is important for middle school students to learn how to resolve conflicts before they escalate. Rather than viewing conflicts negatively, they can be ‘navigated’ as opportunities for personal growth and relationship building.
- Constructive responses to conflict are likely to lead to learning, problem solving and relationship building, while destructive responses to conflict are likely to lead to an escalation of conflict and negative outcomes.
- The Thomas-Kilmann Conflict Mode Instrument maps five different response modes for handling conflict situations: compete, collaborate, compromise, avoid and accommodate. In ‘collaboration’, the attempt is to find a creative solution that fully satisfies the concerns of both people.
- The six-step STABEN process forms the groundwork for people, in conflict, to collaborate.
- Conflict resolution education starts with a focus on problems in personal relationships. Over time, it progresses to broader issues of social cohesion, reconciliation and peace.
- Procedures and rules establish the culture of a classroom.
- A three-step process for teaching classroom procedures involves explaining procedures clearly, rehearsing them and reinforcing correct procedures.
- A well-managed classroom has routines relating to administrative duties, student movement, lesson management, teacher-student and student-student interactions, and housekeeping.
- In establishing rules, teachers need to consider what kind of culture they wish to establish in their classrooms and what behaviours will support their students’ learning
- Rules must have consequences. Consequences are not punishments. Positive consequences or outcomes result if a student obeys the rules. Negative consequences or outcomes result if a student breaks the rules. Negative consequences do not involve physical or verbal punishment. Teachers need to model peaceful and respectful responses.
- Teachers, who create safe and supportive learning environments, actively model and acknowledge productive behaviours and use proactive techniques to manage classroom situations.

- Whilst teachers need to be able to set clear expectations, acknowledge appropriate behaviour and respond to inappropriate behaviour, using methods that produce and increase constructive interactions will result in more successful classroom environments for both teachers and students.
- Teachers need to model, as well as explicitly teach students, how to use technology productively and safely at school, home and within the community.
- While closing the digital divide is essential, this alone will not transform learning. We must also close the digital use divide by ensuring all students understand how to use technology as a tool to engage in creative, productive, life-long learning rather than simply consuming passive content.
- It is important that students realise the legal and ethical responsibilities associated with use of technology and materials sourced online. Students need to be taught about concepts such as intellectual property and copyright laws. Students need to develop understanding of academic integrity, which involves upholding ethical standards in all aspects of their scholarly work.
- There are simple protocols that can be reinforced with students on a regular basis in terms of acting responsibly in the online environment. Teachers and schools are also responsible to ensure that their students are safe when using technology.



### Unit reflection

In Unit 9, there were many dedicated lessons on inclusive education. Inclusive education is a cross-cutting theme in your Bachelor of Education Curriculum. Reflect on their learning over the nine units in Educational Studies and compile either a concept map or mind map on inclusive education. Aside from Unit 9, they may wish to draw upon learnings from lessons focusing on themes such as:

- Unit 1: Non-formal education; literacy and schooling
- Unit 2: Student-centred pedagogy; culturally responsive pedagogy
- Unit 3: Inclusive communication; active learning; student-led learning; differentiation; constructive feedback; student motivation and engagement
- Unit 4: Planning for diverse learners; learner profiles
- Unit 5: Humanistic education; cooperative and collaborative learning; Positive Psychology in Education
- Unit 6: ESD and Human Rights Education agendas
- Unit 7: Student-centred philosophies
- Unit 8: Diagnostic and formative assessment; authentic and inclusive

assessment. Student teachers may select this concept map as part of their evidence of *achievement* of TCSF minimum requirements, at a *developing* level (i.e., at a second-year level), for their TCSF portfolio.



### Further reading

#### 9.1. Creating a Supportive and Safe Learning Environment

Pearson. (2011). Understanding intellectual risk taking. A research perspective on intellectual risk taking. Professional Development. Retrieved from [http://assets.pearsonschoolapps.com/playbook\\_assets/Understanding%20Intellectual%20Risk%20Taking.pdf](http://assets.pearsonschoolapps.com/playbook_assets/Understanding%20Intellectual%20Risk%20Taking.pdf)

#### 9.2. Inclusive Education

International Bureau of Education (IBE)–UNESCO. (2016). Reaching out to all learners: A resource pack for supporting inclusive education. *Training Tools for Curriculum Development*. Retrieved from [http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016\\_eng.pdf](http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf)

UNESCO. (2009). *Policy guidelines on inclusion in education*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000177849>

#### 9.3. Conflict Resolution and Peace Education

CRAMMS (2015). Conflict resolution activities for Middle school skill-building. Retrieved from <https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/8/11350/files/2015/05/Compiled-Activities-1-r5x71c.pdf>

Davis, K., & Mc Coy, V. (2016). Strategies for conflict resolution among Middle school students. *VISTAS online*. Retrieved from [https://www.counseling.org/docs/default-source/vistas/article\\_80\\_2016.pdf?sfvrsn=b0e2482c\\_4](https://www.counseling.org/docs/default-source/vistas/article_80_2016.pdf?sfvrsn=b0e2482c_4)

Vargos-Barón, E., & Alarcón, H. (Eds.) (2005). *From bullets to blackboards. Education for peace in Latin America and Asia*. Washington, D.C.: Inter-American Development Bank. Retrieved from [https://www.academia.edu/2335078/From\\_bullets\\_to\\_blackboards\\_Education\\_for\\_peace\\_in\\_Latin\\_America\\_and\\_Asia](https://www.academia.edu/2335078/From_bullets_to_blackboards_Education_for_peace_in_Latin_America_and_Asia)

#### **9.4. Classroom Management**

Jackson, C., Simoncini, K., & Davidson, M. (2013). Classroom profiling training: Increasing preservice teachers' confidence and knowledge of classroom management skills. *Australian Journal of Teacher Education*, 38(8), 30-46. Retrieved from <http://ro.ecu.edu.au/ajte/vol38/iss8/3>

#### **9.5. Role of Technology in the Learning Environment**

US Department of Education. (2017). *Reimagining the role of technology in education: 2017 National Technology Plan Update*. Office of Educational Technology. Retrieved from <https://tech.ed.gov/files/2017/01/NETP17.pdf>

# Unit 10

# Teacher Professionalism

Teaching is a key profession in the development of any nation's economic, cultural and social identity and prosperity. High quality teaching is the most important factor influencing learning outcomes for students in schools. It is, therefore, in the nation's interest to ensure that the teaching profession take its place among the learnt professions in our society.

Teaching and teachers must take on the characteristics and responsibilities of a profession. These include:

- Rigorous and substantial higher education training and preparation for entry to the profession;
- Ongoing professional learning, growth and development throughout the professional's career;
- Agreed competencies and standards that define what professionals know and do, and their values and dispositions;
- Agreed norms that set boundaries around acceptable professional and personal performance and conduct; and
- Status and respect that are earned through the professional's commitment to service to the community.

In this unit, we continue to explore how the Myanmar Teacher Competency Standards Framework (TCSF) supports and defines the work of teachers, and how Myanmar teachers ensure ethical and just professional teaching practice.

## Expected learning outcomes

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

- Reflect on the TCSF as a link between pre-service and in-service teacher learning;
- Demonstrate developing understanding of the qualifications and requirements for career advancement in Myanmar's education system;
- Review the competency domains, areas and standards for School Heads;
- Identify the principles informing the five precepts of education and duties of the Myanmar teacher;
- Reflect on the obligations and duties of the Myanmar teacher with reference to Codes of Ethics and Professional Conduct from international settings;
- Participate in group discussion regarding challenging ethical scenarios from practicum;
- Identify sources of evidence to improve teaching practice and student learning;
- Use the TCSF to reflect on key learnings in Year 2 Educational Studies;
- Discuss characteristics of professional learning networks;
- Review and revise action plan for building a professional learning network;
- Identify opportunities for non-formal and informal learning relevant to professional development needs; and
- Create a poster communicating action research findings and reflections on the process and value of action research.



## Competencies gained

C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models

C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school

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

D1.1 Use evidence of students' learning to reflect on own teaching practice

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



# 10.1. Professional Standards and Career Advancement

In this sub-unit, student teachers will explore the TCSF in some more detail, investigate how the TCSF will support their transition from student teacher to teacher, and examine how the Framework will be an integral part of their career development as a Myanmar teacher.

The main focus is on the Beginning Teacher stage. However, more advanced levels will be examined when considering how learning and development reflect growth and career progression within the teaching profession.

## 10.1.1. Teacher Competency Standards Framework (TCSF) and career advancement

This lesson comprises three periods.

### Expected learning outcomes

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

- Reflect on the TCSF as a link between pre-service and in-service teacher learning;
- Demonstrate developing understanding of the qualifications and requirements for career advancement in Myanmar's education system; and
- Review the competency domains, areas and standards for School Heads.





## Competencies gained

C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher

C1.1.2 Consistently express positive attitudes, values and behaviours, consistent with what is expected of teachers by students, colleagues, parents and communities

D1.1.3 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher

D2.1.3 Establish goals for own professional development as a teacher

D2.1.4 Participate in professional activities conducted by school clusters and recognised professional associations



**Time:** Three periods of 50 minutes.



## Learning strategies:

Learning activity 1: Demonstrating achievement – Domain A: Professional Knowledge and Understanding.

Learning activity 2: Demonstrating achievement – Domain B: Professional Skills and Practice

Learning activity 3: Demonstrating achievement – Domain C: Professional Values and Dispositions.

Learning activity 4: Demonstrating achievement – Domain D: Professional Growth and Development

Learning activity 5: The School Heads and Education Officers Competency Standard Framework



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 10.1.1.



**Resources needed:** A printed copy of the most recent version of the Myanmar TCSF. Whiteboard. Copy of the Competency Standard Framework for School Heads and at least five copies for student teachers.

## Period 1

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Individual, pair work

- Present learning outcomes for the lesson/period (written on board):  
By the end of this lesson, you will be able to:
  - Reflect on the TCSF as a link between pre-service and in-service teacher learning;
  - Demonstrate developing understanding of the qualifications and requirements for career advancement in Myanmar's education system; and
  - Review the competency domains, areas, and standards for School Heads.
- The TCSF recognises that teachers need different knowledge and skills, or need to know how to use them in different ways, depending on the stage of schooling or even the context in which they teach. The Framework includes a section where it provides specific indicators of good practice for different stages of schooling:
  - Kindergarten teachers
  - Primary teachers
  - Middle school (Lower Secondary) teachers
  - Upper Secondary teachers.

3. Think about how teachers engage with the Competency Standards and the Minimum Requirements. As teachers, we can ask what we can or should be doing in our professional work to ensure that we are enacting the Competency Standards in our daily teaching and learning work.
4. There are five Competency Standards associated with Domain A. These are:
  - Competency Standard A1: Know how students learn
  - Competency Standard A2: Know appropriate use of educational technologies
  - Competency Standard A3: Know the process of communicating well with students and their families
  - Competency Standard A4: Know the curriculum
  - Competency Standard A5: Know the subject content.
5. Domain B includes four Competency Standards:
  - Competency Standard B1: Teach curriculum content using various teaching strategies
  - Competency Standard B2: Assess, monitor and report on students' learning
  - Competency Standard B3: Create a supportive and safe learning environment for students
  - Competency Standard B4: Work together with other teachers, parents and community.
6. The Minimum Requirements for these Competency Standards are quite different from those in Domain A. Instead of demonstrating “understanding” and “respect”, this time teachers, including student teachers, are required to demonstrate “capacity to do something”, “good lesson planning” and “strategies for doing something”.
7. Consider how important the action verb is when we set about defining the goals we set; the choice of verbs will affect how we make judgements about the achievement of learning goals and objectives.



**Learning activity 1. Demonstrating achievement – Domain A: Professional knowledge and Understanding**

<b>Time</b>	20 minutes
<b>Class organisation</b>	Group and individual work

**Purpose:** To unpack the different domains of the TCSF Domain A and to start to think about the observable practices and evidence student teachers could use to demonstrate meeting the standard.

1. Direct student teachers to learning activity 1.
  - Instruct student teachers to read the Minimum requirements and indicators (in the TCSF Annexure 1 – 4) for each of the five competency standards, A1 – A5.
2. Ask them to discuss how they could demonstrate achievement of the Minimum requirements selected in Table 10.1.
3. Ask them to write their suggestions in Table 10.1.
4. Select student teachers to share with class.

**Table 10.1. Demonstrating achievement: Domain A**

CS	Minimum Requirement	How you might demonstrate it
A1	(Educational Studies) ... understanding of how different teaching methods can meet students' individual learning needs	
A2	(Educational technologies) ... understanding of appropriate use of Information and Communication Technology (ICT) in teaching and learning	
A3	(Students, families, schools and communities) ... respect for the social, linguistic, and cultural diversity of the students and their communities	
A4	(Curriculum) ... understanding of the structure, content and expected learning outcomes of the basic education curriculum	
A5	(Subject matter) ... understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	



## Assessment

Peer and whole-class discussion, reviewing student work.



### Possible student teachers' responses

There are many different actions and pieces of evidence that teachers can use to demonstrate minimum achievement of the standards, so there are many different responses that can be accepted as correct. Correct answers should align with the indicators for the Minimum requirements as noted in Annex 1-4 of the TCSF. For example, actions and evidence demonstrating the minimum requirement of A1 can include:

- A lesson or unit plan that shows a range of different teaching and learning activities that align with the class's level of cognitive, linguistic, social and physical development.
- A reflective journal or teacher's notes that provides examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning.
- Annotated examples of student work that demonstrates different teaching and learning strategies and outcomes.



### Learning activity 2. Demonstrating achievement – Domain B: Professional Skills and Practice

<b>Time</b>	20 minutes
<b>Class organisation</b>	Group and individual work

**Purpose:** To deepen student teachers' knowledge about Domain B in the TCSF.

1. Direct student teachers to learning activity 2 in the textbook.
2. Ask them to discuss what they might notice if they were observing a teacher whose teaching has NOT YET achieved these Minimum Requirements.
3. Ask them to write their suggestions in Table 10.2.

**Table 10.2. Demonstrating achievement: Domain B**

CS	Minimum Requirement	What you might observe in teaching that does NOT meet the requirement?
<b>B1</b>	(Pedagogy) ... good lesson planning and preparation in line with students' learning ability and experience	
<b>B2</b>	(Assessment) ... capacity to monitor and assess student learning	
<b>B3</b>	(Classroom management) ... strategies for managing student behaviour	
<b>B4</b>	(Communication)... strategies for working together with other teachers, parents, and the local community to improve the learning environment for students	



### Assessment

Peer and whole-class discussion, reviewing student work.



### Possible student teachers' responses

There are many different observations that can be made that demonstrate that a classroom teacher has not yet met the minimum requirement of the standards, so there are many different responses that can be accepted as correct. Correct answers should align with the indicators for the Minimum requirements as noted in Annex 1-4 of the TCSF. For example, observations that demonstrate a teacher has NOT YET met the minimum requirement of B1 can include:

- A teacher that does not use a lesson plan or deviates from the lesson plan when teaching
- A poorly planned lesson that is not structured correctly, runs overtime or does not achieve the learning outcomes
- Use of only a limited range (one or two) of or inappropriately selected teaching methods and/or learning strategies
- Limited use of questioning techniques, visual examples or other classroom resources
- Disengaged students in the classroom.

## Period 2

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the period (written on board):  
By the end of this period, you will be able to:
  - Reflect on the TCSF as a link between pre-service and in-service teacher learning;
  - Demonstrate developing understanding of the qualifications and requirements for career advancement in Myanmar’s education system; and
  - Review the competency domains, areas and standards for School Heads.
2. Domain C of the TCSF includes the Competency Standards relating to teachers’ ideas, values and beliefs about education, teaching and learning. These stem from the values expressed in the Myanmar National Education Law, and reflect the mutually agreed traditional public understanding between teachers and the community about Myanmar teachers – that the community will respect teachers who:
  - Teach students to be disciplined
  - Teach and explain to their best
  - Teach everything known
  - Appreciate students and stand up for students whenever needed
  - Teach to value the professional work of being a teacher.
3. Domain C comprises three Competency Standards:
  - Competency Standard C1: Service to profession
  - Competency Standard C2: Service to community leadership
  - Competency Standard C3: Promote quality and equity in education for all students.
4. Domain C - values, understandings, commitment. Student teachers need to think about what might be observable in teaching that meets these requirements.



5. Domain D of the TCSF deals with teachers' continuing growth and development. It incorporates teachers' habits, motivation and actions related to their on-going learning and professional improvement.
  - It advocates the importance of all teachers being aware of their role as leaders within the community and highlights the need for active research to support teachers' classroom performance and continuing professional development.
6. Domain D comprises three Competency Standards:
  - Competency standard D1: Reflect on own teaching practice
  - Competency standard D2: Engage with colleagues in improving teaching practice
  - Competency standard D3: Participate in professional learning to improve teaching practice.



### Learning activity 3. Demonstrating achievement – Domain C: Professional Values and Dispositions

<b>Time</b>	20 minutes
<b>Class organisation</b>	Pairs

**Purpose:** To familiarise student teachers with Domain C of the TCSF (Professional Values and dispositions) by identifying actions and evidence they can exhibit to demonstrate their own achievement of the minimum requirements

1. Ask students to discuss in pairs, and then write individually in Table 10.3., what they have done this year, (as a second-year student teacher), to demonstrate progress toward achieving the Minimum Requirements listed in the table.

**Table 10.3. Demonstrating achievement: Domain C**

CS	Minimum Requirement	What you have done this year to demonstrate progress towards the requirement?
C1	(Service to profession)  ... values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models	

CS	Minimum Requirement	What you have done this year to demonstrate progress towards the requirement?
C2	(Service to community leadership) ... commitment to serving the school and community as a professional member of the teaching profession	
C3	(Student-centred values) ... respect for diversity of students and the belief that all students can learn according to their capacities	



### Assessment

Peer discussion, reviewing students work.



### Possible student teachers' responses

There are many different actions and pieces of evidence that student teachers can use to demonstrate that they have achieved the minimum standards. Correct answers should align with the indicators for the Minimum requirements as noted in Annex 1 - 4 of the TCSF. For example, actions and evidence demonstrating the minimum requirement of C2 can include:

- Participation in or contribution to a professional learning community, conference, workshop, or extra-curricular activity
- Keeping of a reflective journal during practicum experiences and classes
- Participating in collaborative class activities
- Volunteering in a school.



### Learning activity 4. Demonstrating achievement – Domain D: Professional Growth and Development

<b>Time</b>	25 minutes
<b>Class organisation</b>	Pairs
<b>Resources</b>	Most recent copy of Myanmar TCSF

**Purpose:** To familiarise student teachers with Domain D of the TCSF (Professional Growth and Development) by identifying actions and evidence they can exhibit to demonstrate their own achievement of the minimum requirements.

1. Ask student teachers to reflect in pairs about how participation in their initial teacher training up to this point has contributed to their growth towards meeting the Minimum Requirements of Domain D.
2. Ask them to think about all the different subjects and activities and how they are contributing, including Practicum Blocs 5 and 6.
3. Ask them to write their responses in Table 10.4.

**Table 10.4. Demonstrating achievement: Domain D**

CS	Minimum Requirement	What components of your initial teacher training are helping you meet this requirement?
<b>D1</b>	(Reflective practices) Regularly reflect on own teaching practice and its impact on student learning	
<b>D2</b>	(Collaborative learning) Improve own teaching practice through learning from other teachers and professional development opportunities	
<b>D3</b>	(Initiative for research culture) Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	



### Assessment

Peer discussion, and reviewing students work.



### Possible student teachers' responses

There are many different actions and pieces of evidence that student teachers can use to demonstrate that they have achieved the minimum standards. Correct answers should align with the indicators for the Minimum Requirements as noted in Annex 1 - 4 of the TCSF. For example, actions and evidence demonstrating the Minimum Requirement of D2 can include:

- Participation in or contribution to a professional learning community, conference, workshop, or extra-curricular activity
- Keeping a reflective journal
- Establishing goals for professional development as a teacher
- Participating in collaborative class activities, discussing teaching practices with peers and supervisors, and accepting feedback positively

### Period 3

#### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class divided into groups of five

1. You will need a copy of the Competency Standard Frameworks for School Heads and Education Officers and sufficient copies for each group to have a copy of the whole document (each group member will work on a different domain, hence groups of five)
2. Present learning outcome for the period (written on board):  
By the end of this period, you will be able to:
  - Review the competency domains, areas and standards for School Heads.
3. In Myanmar, School Heads are traditionally recruited from among the experienced teachers. While these individuals may be excellent in the classroom; the important role of a principal requires additional skills and knowledge in areas such as leadership and management. Just as teachers have the TCSF to guide their practice and professional learning; School heads and education officers also have a competency framework to guide their work.
4. The vision of the framework is to create: ‘School Heads and Education Officers who demonstrate well-developed personalities and high performance with dependable capability of effective leadership and quality management in education’
5. The Competency Standard Framework for School Heads is made up of five competency domains:
  - 1) Leadership
  - 2) Management
  - 3) Teaching & Learning

- 4) Collaboration
- 5) Personal Effectiveness
6. The first four domains are core management functions required by school principals to fulfil their role effectively, whereas the fifth domain, personal effectiveness, is defined as a set of attributes and other personal qualities rather than a management domain. The Competency Standard Framework for School Heads is structured in a similar way to the TCSF, in that each domain has a number of competency areas for each of which there is a specific competency standard and set of indicators.



### Learning activity 5. The School Heads and Education Officers Competency Standard Framework

<b>Time</b>	30 minutes
<b>Class organisation</b>	Small groups of five

**Purpose:** To introduce student teachers to the Competency Standard Frameworks for School Heads and Education Officers and review the competency domains and indicators in the context of career progression, as an extension of the TCSF.

For this activity, student teachers should be organised in small groups of five. Each group will need a copy of the Framework.

1. Step 1 (10 minutes): Tell the whole class that each person in the group is responsible for one of the five competency domains. Working independently, each person should investigate the domain they are responsible for and think about the following questions:
  - What is the domain?
  - What values do you think are embedded in this domain?
  - How many competency standards are there in this domain?
  - What are the competency standards?
  - What are some of the indicators for each standard?
  - What actions or behaviours would demonstrate the indicators?
2. Step 2 (10 minutes): Ask each student teacher to prepare a mindmap on the competency domain they are responsible for, that incorporates the answers to the above questions.

3. Step 3 (10 minutes): Instruct student teachers that once they have finished their mindmap individually, they should present their mindmap to group members. Each person should take no more than 5 minutes to present their mindmap. Group members may wish to take a photo or copy of their mindmap for their own notes.



### Assessment

- Peer discussion
- Reviewing students work
- Review questions.



### Possible student teachers' responses

Student teachers should have completed a mind map, addressing the question prompts given.



### Check student teachers' understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Ask student teachers to reflect on the activities undertaken as part of this lesson and think about how teachers should engage with the Competency Standards and the Minimum Requirements.
2. Select student teachers to share their responses to the question: what are some of the actions that teachers can do to ensure that they are enacting the Competency Standards in their daily teaching and learning work?
3. Review relevant competencies by asking student teachers about their responses.
  - C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models
  - C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher
  - C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession.

4. Review learning outcomes for Lesson 10.1.1

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

- Reflect on the TCSF as a link between pre-service and in-service teacher learning;
- Demonstrate developing understanding of the qualifications and requirements for career advancement in Myanmar's education system; and
- Review the competency domains, areas and standards for School Heads.



**Expected student teachers' responses for the review questions in TB**

Question 1: What are the four domains of the TCSF?

*Answer: 1. Professional Knowledge and Understanding 2. Professional Skills and Practices 3. Professional Values and Dispositions 4. Professional Growth and Dispositions.*

Question 2: Describe the purpose of the TCSF.

*Answer: The purpose of the TSCF is to provide a clear statement about the skills, knowledge, and aptitudes that teachers in Myanmar require at different stages of their career.*

Question 3: What are the four career stages of the TCSF?

*Answer: 1. Beginning teachers, 2. Experienced teachers, 3. Expert teachers and 4. Leader teachers.*

Question 4: How can teachers demonstrate that they have met the minimum standard of the TCSF?

*Answer: Student teacher's responses will vary as there are a variety of ways to demonstrate that they have met the minimum standard of the TCSF. It is important that they note that it is never easy or straightforward to demonstrate or observe certain behaviors that may meet the minimum requirements and that there are many ways to meet the standards.*

Question 5: What are the five domains of the Competency Standards for School Heads? Why do you think these domains are different from the TCSF?

*Answer: The five domains are as follows: 1. Leadership, 2. Management, 3. Teaching & Learning 4. Collaboration and 5. Personal Effectiveness. While the competency standards for school heads is structured in a similar way to the TCSF the domains address the core management functions required by school heads to fulfil their role effectively as well as defines a set of attributes and other personal qualities (fifth domain) needed to fulfill a school head role. While management is a feature of the teaching profession, it does not play as dominant of a role as it does in the school head profession.*



## 10.2. Professional Values and Dispositions

This sub-unit further explores the concept of professional ethics and ethical practice.

### 10.2.1. Ethical practice: Professional ethics and teacher code of practice

#### Expected learning outcomes



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

- Identify the principles informing the five precepts of education and duties of the Myanmar teacher;
- Reflect on the obligations and duties of the Myanmar teacher with reference to codes of ethics and professional conduct from international settings; and
- Participate in group discussion regarding challenging ethical scenarios from Practicum.



#### Competencies gained

C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher

C1.1.2 Consistently express positive attitudes, values and behaviours, consistent with what is expected of teachers by students, colleagues, parents and communities

C1.3.1 Show interest in and take time to learn about the students' culture, language and community

C2.1.2 Demonstrate model behaviour as a teacher serving and working in school and community responsibly and accountably.



**Time:** Three periods of 50 minutes



**Learning strategies:**

Learning activity 1: Five precepts of education – values in teacher behaviours

Learning activity 2: Professional code of ethics – some dilemma scenarios

Learning activity 3: Preparing for and learning from the practicum

Learning activity 4: The traditional responsibilities of Myanmar teachers – an oral history



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 10.2.1.



**Resources needed:** Educational Studies textbook, flip chart/poster paper, whiteboard

## Period 1

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcome for the lesson (written on board):  
By the end of this lesson, you will be able to:
  - Identify the principles informing the five precepts of education and duties of the Myanmar teacher.

2. A code of ethics (or a code of practice) is a written and agreed statement by a profession's members and stakeholders that provides a basis for the professional and personal behaviour and performance of the profession's members. Teachers are able to use the statement to help them respond to situations where they may have a dilemma about how they should act in response to a particular set of circumstances.
3. A profession and its stakeholders rely on this statement not only to guide behaviour and performance but often to help determine whether a member of the profession has in some way contravened the profession's norms. In these situations, the code can provide a powerful means of correcting the person's behaviour and to support them in developing more ethical behaviours in the future.



### Learning activity 1. Five precepts of education – values in teacher behaviours

<b>Time</b>	20 minutes
<b>Class organisation</b>	Individual and Pairs

**Purpose:** To deepen student teachers' understanding of the values that underpin teacher behaviours in the five precepts of education.

1. Ask student teachers to refer to Box 10.1. Five precepts of education in the textbook.
2. For each of the five precepts, there are a number of teacher behaviours listed. These are what a teacher will do in fulfilling their obligations under each precept.
3. For each teacher behaviour statement, ask students individually to identify and write down one word that describes the value contained in that behaviour description.
4. At the conclusion of the activity, discuss your responses with another student teacher (pairs) and then share your responses with the class.
5. Using a whiteboard or a flip chart, list the value-words identified by each pair under each precept. As a class, discuss each precept and select one value word from the list that best describes the value.



### Assessment

- Peer discussion
- Reviewing student work (list of words)



### Possible student teachers' responses

For each of the behaviour statements there will be several possible correct single words. For example, the first behaviour for the first precept talks about a teacher dealing justly and impartially with all students. Some “value words” for this behaviour description may include fair, honest, rectitude, impartial, just.



### Learning activity 2. Professional code of ethics – some dilemma scenarios

<b>Time</b>	20 minutes
<b>Class organisation</b>	Small groups

**Purpose:** To deepen understanding of the principles of and behaviours associated with the five precepts of education by applying the precepts to a range of practical scenarios.

1. Divide the class into small groups of 4-6 student teachers.
2. Ask the student teachers to discuss each of the scenarios in the textbook in their small groups.
3. For each scenario they should:
  - Identify which of the five precepts for education is relevant to the situation
  - Identify which of the guiding behaviours is *not* being followed.
4. As the teacher educator you should suggest a course of action that you would take as an experienced, ethical and responsible teacher who observes the situation outlined in the scenario.
5. At the conclusion of the activity, ask each group should share their course of action with the whole class.



## Assessment

- Peer and whole class discussion
- Questioning



## Possible student teachers' responses

As ethical dilemmas, each scenario can have more than one correct answer.

These may include:

**Table. Applying five precepts for education to scenarios**

Scenario	Relevant Precept	Guiding Behaviour
1	1. Teacher and Learners	Deal justly and impartially with students regardless of their physical, mental, emotional, racial, economic, social.  Encourage students to work for the development of their physical, intellectual, creative, and spiritual endowments.
2	1. Teacher and Learners  3. Teacher and community  4. Teacher and higher authorities in the profession	Deal justly and impartially with students regardless of their physical, mental, emotional, racial, economic, social.  Adhere to any reasonable pattern of behaviour accepted by the community of a professional person.  Conduct professional business through proper channels.
3	3. Teacher and Community  5. Teacher and other teachers	Adhere to any reasonable pattern of behaviour accepted by the community for professional person.  Speak constructively of other teachers, but report honestly to responsible person in matters involving the welfare of students, the education system and the profession.  Make the teaching profession so attractive in ideals and practices that sincere and able young people will want to enter it.

## Period 2

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Present learning outcomes for the lesson (written on board):  
By the end of this lesson, you will be able to:
  - Reflect on the obligations and duties of the Myanmar teacher with reference to codes of ethics and professional conduct from international settings; and
  - Participate in group discussion regarding challenging ethical scenarios from practicum.
2. While undertaking practicum experiences, it is important for student teachers to continue to include new evidence about the minimum requirements and indicators for Domain C in their portfolio.
3. Student teachers will observe situations where they, their fellow student teachers or the teachers in the school face decisions where they need to weigh up the action they should take, and what an ethically correct response would be. These are opportunities to see ethical teaching in practice. If the situation applies to their own work in the practicum, it is an added opportunity for them to include their responses as evidence in their portfolio.



### Learning activity 3. Preparing for and learning from the practicum – professional values and dispositions

<b>Time</b>	40 minutes
<b>Class organisation</b>	Small group

**Purpose:** To connect student teachers’ developing knowledge and understanding of the TCSF to their practicum experiences.

1. *Before/after the school-based practicum block:* As a group activity, discuss and identify some specific teacher actions you would like to watch for and make note of, in relation to the Competency Standards and their Minimum Requirements and Indicators from Domain C.
2. Try to identify at least one indicator from each of the four Competency Standards in this domain.
3. *After the school-based practicum block:* As a whole class and/or group activity, discuss and identify some specific teacher actions (perhaps your own) that you observed during the block.
4. Identify where these relate to the TCSF and report how you have recorded them.

- Record your notes in your reflective journal.

### Period 3

#### Explicit teaching points

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

- Myanmar teachers are part of the cultural knowledge systems and practices of Myanmar society.
- Present learning outcomes for the lesson (written on board):  
By the end of this lesson, you will be able to:
  - Reflect on the obligations and duties of the Myanmar teacher with reference to codes of ethics and professional conduct from international settings; and
  - Participate in group discussion regarding challenging ethical scenarios from practicum.
- Read learning activity 4 of Lesson 10.2.1 in the Educational Studies textbook for context.



#### Learning activity 4. The traditional responsibilities of Myanmar teachers – an oral history

<b>Time</b>	40 minutes
<b>Class organisation</b>	Groups of five with invited senior educator members of your community

*\*For this activity, you will need to organise several senior citizens from your community who were teachers.*

#### Purpose

To reflect on the obligations and duties of the Myanmar teacher and identify how these obligations and duties have changed over time.

1. Divide your class into five groups of roughly equal size, and allocate one of the five traditional responsibilities to each group.
2. Each group should now agree on two or three questions to ask the former teachers about their allocated teacher responsibility. The questions should be framed so that they will help the former teachers to think about how that responsibility was enacted in their time, and to tell their story as a teacher. (10 minutes)
3. Ask the student teachers to put these questions to their class visitor (s) (10 minutes). This can be done as a whole class activity or smaller group activity depending on practical considerations.
4. Write together a short summary of what the former teachers shared with the class- this can be in groups or as a whole class (10 minutes).
5. Reflect on how teaching has changed since the time of those former teachers, and write a few paragraphs to describe how the work of teachers has changed.
  - Has the attitude to teachers changed?
6. Reflect on how the attitudes have changed, and why this might have happened. Write as a group a summary of your reflections and discussions about this.
7. Finally, conduct a sharing session where you and the other groups come together to share your findings about each of the five traditional responsibilities. (points 5-7 should take 10 minutes)



### Assessment

- Peer feedback
- Questioning
- Reviewing student work



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes:  
By the end of this lesson, student teachers will be able to:



- Identify the principles informing the five precepts of education and duties of the Myanmar teacher;
- Reflect on the obligations and duties of the Myanmar teacher with reference to codes of ethics and professional conduct from international settings; and
- Participate in group discussion regarding challenging ethical scenarios from Practicum.



### Expected student teachers' responses for the review questions in TB

Question 1: What are the five precepts of education and how do they relate to the traditional values of a Myanmar teacher?

*Answer: The five precepts of education are a traditional statement of responsibilities and associated behaviours that teachers in Myanmar are expected to exhibit. The responsibilities and behaviours of the five precepts of education collectively make up the code of ethics for Myanmar teachers.*

*The five precepts of education are drawn from the traditional responsibilities of a Myanmar teacher: Teach students to be disciplined, Teach and explain to their best, Teach everything known, Appreciate students and stand up for students whenever needed and to Teach to value the professional work of being a teacher.*

Question 2: How have the roles and responsibilities of a teacher in Myanmar changed over time?

*Answer: Answers for this question should reflect the findings in Lesson 10.2.1, Learning activity (4); so there is no common answer. Themes may possibly focus on the role of the teacher changing from the 'source of all knowledge' to a guide, the role/inclusion of parents in a student's schooling, or inclusivity and access for all children.*

Question 3: What is the purpose of a teacher's code of ethics?

*Answer: A code of ethics is a written and agreed statement by a profession's members and stakeholders which provides a basis for the professional and personal behaviour and performance of the profession's members. A code of ethics both guides teacher behaviour and performance and also functions to determine whether a member of the profession has in some way contravened the profession's norms. In these situations, the code can help correct the teacher's behaviour and to guide them in developing improved ethical behaviours in the future.*

Question 4: Describe what the phrase 'professional teacher' means to you.

*Answer: As a reflection question, each student will have different answer, however, themes should reflect the characteristics and responsibilities of a profession, including:*

- *Rigorous and substantial higher education training and preparation for entry to the profession*
- *On-going professional learning, growth and development throughout the professional's career*
- *Agreed competencies and standards that define what professionals know and do, and their values and dispositions*
- *Agreed norms which set boundaries around acceptable professional and personal performance and conduct*
- *Status and respect that are earned through the professional's commitment to service to the community.*

Question 5: How is a code of conduct different to a code of ethics?

*Answer: A code of ethics is a statement of values, whereas a code of conduct is a statement of rules.*

## 10.3. Professional Growth and Development

### 10.3.1. Reflective practice: Teacher as a reflective thinker

This lesson comprises two periods.

#### Expected learning outcomes

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

- Identify sources of evidence to improve teaching practice and student learning; and
- Use the TCSF to reflect on key learnings in Year 2 Educational Studies.



#### Competencies gained

D1.1.1 Use evidence of students learning to reflect on the impact of own teaching practice

D1.1.2 Use information from a variety of sources to improve teaching practice and 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



**Time:** Two periods of 50 minutes



**Learning strategies:**

Learning activity 1: Collecting evidence

## Learning activity 2: Reflecting on learning using the TCSF

## Learning activity 3: Writing a reflective journal entry



**Assessment approaches:** Questioning, peer and whole class discussion, reviewing student work



**Preparation needed:** Read the Educational Studies textbook Lesson 10.3.1.

### Period 1

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Pairs and whole class

1. There are many different kinds of evidence that teachers consider when they reflect about and make improvements to their teaching.
2. Present learning outcomes for the lesson (written on board):  
By the end of this lesson, you will be able to:
  - Identify sources of evidence to improve teaching practice and student learning; and
  - Use the TCSF to reflect on key learnings in Year 2 of Educational Studies. Many educational thinkers have determined that these kinds of evidence fall into three main groups:
    - formal and informal curriculum related evidence, which may come from assessment, or observation of students' and teachers' work;
    - evidence of teachers' own knowledge and skills, which are observable in how students learn and develop their own knowledge and skills; and
    - evidence from research and other sources that are relevant to the particular teaching and learning situation and can inform how teachers might proceed towards improvement.<sup>28</sup>

<sup>28</sup> Timperley, H. (2010).



## Learning activity 1. Collecting evidence

<b>Time</b>	20 minutes
<b>Class organisation</b>	Pairs

**Purpose:** To identify potential sources of evidence of teaching and learning within student teachers own teaching context

1. Ask student teachers to review each of the three evidence groups.
2. Ask student teachers to discuss and identify at least two kinds of evidence they might be able to use.
3. Ask student teachers to how successful their teaching may have been across a sequence of lessons, and how they might improve it next time.
4. Ask student teachers to write their responses in Table 10.5 in the textbook, and then compare their findings with those of another pair.

**Table 10.5. Collecting evidence**

Group	Kind of evidence	How to collect / find it
Curriculum-related	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
Professional skills knowledge	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	

Group	Kind of evidence	How to collect / find it
What research says about this	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	



### Assessment

- Peer discussion
- Reviewing student work



### Possible student teachers' responses

There are many different pieces of evidence that student teachers could collect including:

- Curriculum related evidence: Class notes or observations, lesson or unit plans, annotated curriculum documents, annotated student work.
- Professional Skills and knowledge: Reflective Journal, practicum timetable, lesson plans, observation notes, certificates from professional courses, contributions to professional publications.
- Research: Journal articles, textbooks, library/e-library, online forums, courses/seminars/workshops



### Learning activity 2. Reflecting on learning using the TCSF

<b>Time</b>	20 minutes
<b>Class organisation</b>	Individual and in small groups

**Purpose:** To give student teachers an opportunity to reflect on Year 2 with their peers.

1. Working in pairs or small groups, student teachers should reflect on their learning across year 2 of Education Studies.
2. When reflecting on their learning, they should discuss the below questions with their group. As a personal reflection, there is no right or wrong answer to these questions, and they may find that group members have very different answers.
  - In which topic/areas do you feel you have learnt the most?
  - In which topics/areas do you feel you still have a lot to learn?
  - Which topics/areas would you like to explore further?
3. Working independently, refer to your copy of the TCSF and the competency standards highlighted at the start of each lesson in this textbook. Select one competency standard from each domain and think about how you have reached the minimum standard in your Educational studies subject. Once you have identified this, use your TCSF to look at the indicators relevant for your teaching level and make a note of what evidence you have to demonstrate this.



### Assessment

- Peer questioning
- Review of student journal entry



### Possible student teachers' responses

Students should have completed the Table 10.6 in their textbooks.

## Period 2



### Learning activity 3. Writing a reflective journal entry

<b>Time</b>	40 minutes
<b>Class organisation</b>	Individual

**Purpose:** To afford student teachers’ individual time to reflect on their learning.

Use student teachers’ answers to the reflective questions and their notes from the table to write a reflective journal entry of approximately 500 words. In their reflective journal; they should make reference to at least four competency standards (one from each domain) and demonstrate how they achieved them in their studies.



### Assessment

Reviewing student work.



### Possible student teachers’ responses

As a reflective journal entry there is no right or wrong answer. Ensure student teachers have referred to at least four competency standards from the TCSF in their journal.



### Check student teachers’ understanding

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes for Lesson 10.3.1:  
By the end of this lesson, student teachers will be able to:
  - Identify sources of evidence to improve teaching practice and student learning; and
  - Use the TCSF to reflect on key learnings in Year 2 of Educational Studies.
2. Review competencies gained
  - C1.1 Demonstrate values and attitudes consistent with Myanmar’s tradition of perceiving teachers as role models
  - C1.2 Demonstrate understanding of own educational philosophy and how it influences one’s practice as a professional teacher
  - D1.1 Use evidence of students’ learning to reflect on own teaching practice
  - D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities.



## 10.3.2. Collaborative learning: Continuous professional development

This lesson comprises two periods.

### Expected learning outcomes



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

- Discuss characteristics of professional learning networks;
- Review and revise action plan for building a professional learning network; and
- Identify opportunities for non-formal and informal learning relevant to professional development needs.



### Competencies gained

D2.1.2 Participate in professional development activities related to identified goals for improving practice

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



**Time:** Two periods of 50 minutes



### Learning strategies:

Learning activity 1: Group reflection – stories of collaboration

Learning activity 2: Effective professional learning networks in practice

Learning activity 3: Creating learning goals

## Learning activity 4: Identifying informal professional learning opportunities



**Assessment approaches:** Questioning, small group discussion, reviewing student notes



**Preparation needed:** Review Unit 10 of the Year 1 Educational studies textbook. Read the Educational Studies textbook Lessn 10.3.2.



**Resources needed:** Educational Studies Student Teacher Textbook and TCSF

### Period 1

#### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. As student teachers learnt in Year 1, a professional learning network is a meeting for groups of teachers from different schools, colleges, departments or year groups who gather to provide mutual support for one another. These interactions can be hosted either face-to-face or virtually.
2. The material teachers engage with in these meetings tends to be chosen to address the interests and concerns of the participants and can develop and change over time. It is important to note that although teachers can sometimes receive acknowledgement of their participation in a network, such as a certificate, networks differ from courses and workshops as the aim of a network is to share ideas between teachers and be mutually supportive of each other. Networks are not one-off events but run over a longer period of time.
3. A key feature of a professional learning network is teacher collaboration. Teacher collaboration can be defined as teachers working together to improve their professional practice. Teacher collaboration can take many forms, such as:

- Sharing resources, teaching strategies and classroom experiences
  - Discussing ideas or research in the staffroom
  - Participating in action research together
  - Observing each other's lessons and providing feedback.
4. Collaboration is different to other forms of group professional learning in that the benefit flows both ways, meaning that all teachers engaged in collaboration both contribute to and learn from the collaborative activity. The purpose of a professional learning network is to provide the space and structure for focused teacher collaboration.
  5. By the end of this lesson, student teachers will be able to:
    - Discuss characteristics of professional learning networks;
    - Review and revise action plan for building a professional learning network; and
    - Identify opportunities for non-formal and informal learning relevant to professional development needs.



### Learning activity 1. Group reflection stories of collaboration

<b>Time</b>	20 minutes
<b>Class organisation</b>	Small groups

**Purpose:** To explore, with their peers, how they have collaborated to improve their practice.

1. Over the course of the last year, student teachers have contributed to many collaborative learning experiences as a pre-service teacher, both in class activities and during practicum. Student teachers should think of a time that they collaborated with student-teacher peers, class teachers or practicum supervisors over the past year and answer the following questions:
  - Who did you collaborate with?
  - What made your collaboration a successful learning experience?
  - What was the outcome of your collaborative activity?
  - What did you learn from the experience?
2. Student teachers should share their thoughts within their small group. (20 minutes)



## Assessment

Small group discussion.



## Possible student teachers' responses

As this is a reflective exercise, there is no right or wrong answer. It is important, however, that student teachers focus on collaborative experiences instead of other class or group activities that demonstrate and unequal distribution of work, such as mentoring, observation, or group work.

An example of a collaborative exercise is practicum feedback in small groups in which each group member had to present their own lesson to the group for feedback, as well as providing feedback to others on their lesson. The responses to this scenario would be as follows:

- Who did you collaborate with?  
*My practicum group of five teachers*
- What made your collaboration a successful learning experience?  
*I was able to obtain feedback and ideas from my student teacher peers and improve my lesson plan*
- What was the outcome of your collaborative activity?  
*A better lesson plan*
- What did you learn from the experience?  
*Although I was nervous to get feedback from my peers, I was missing a number of elements in my lesson. I was able to draw on the knowledge of my peers to strengthen my lesson.*



## Learning activity 2. Effective professional learning networks in practice

<b>Time</b>	20 minutes
<b>Class organisation</b>	Pairs

**Purpose:** To examine the characteristics of a professional learning network to which student teachers belong.

1. One of the activities in Year 1, was to plan for, and establish, a professional learning network at the Education Degree College.
2. Thinking about this professional learning network, or another online or face-to-face network that student teachers may be a part of, this activity is for them to think about how the network they are involved in demonstrates the characteristics of an effective professional development network.
3. They might want to describe the activities or meeting procedures, how their network identifies topics or how members participate. Student teachers will use Table 10.7. Use the table to record their thoughts.

**Table 10.7. Characteristics of effective professional learning networks**

Characteristics of effective professional development for the teaching profession	Example of how this was demonstrated in your professional learning network
Encouragement of <i>purposeful</i> networking among teachers	
Is grounded in classroom practice	
Is based on sound educational practice	
Supports reflection and inquiry by teachers on both their own learning and their own classroom practice.	
Builds on what teachers already know, taking into account the voice of the teacher in a supportive 'safe' environment with room for dissent	

Characteristics of effective professional development for the teaching profession	Example of how this was demonstrated in your professional learning network
Commitment to the enterprise by both institutions and teachers	

Once student teachers have recorded their thoughts individually, ask them to compare and contrast their answers with a partner. (10 minutes)



### Assessment

Pair discussion

Review of student notes



### Possible student teachers' responses

As a reflective exercise, there is no right or wrong answer, as student teachers will apply the characteristics to different scenarios. If students are struggling, encourage them to review Unit 10 of their Year 1 Educational Studies textbook so see explicit examples of these characteristics in practice.

## Period 2

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

Like other forms of learning, professional development for teachers can be broken into three categories; formal, non-formal and informal learning opportunities.

- Formal learning can be defined as learning that is provided by a formal education institution such as a school, university, or college. It is planned, structured, and intentional learning that is directed by an instructor. Formal learning leads to recognised qualifications or certificates such as a Bachelor degree or diploma.
- Non-Formal learning is also planned, structured and intentional learning that is provided by education providers. However, non-formal learning is considered complementary to formal
- Informal learning refers to forms of learning that are intentional or deliberate but are self-directed rather than being provided by an institution. Informal learning opportunities are often spontaneous. Informal learning may include learning activities that occur in the family, in the work place, in the local community, and in daily life, on a self-directed, family-directed or socially-directed basis.



### Learning activity 3. Creating learning goals

<b>Time</b>	20 minutes
<b>Class organisation</b>	Individual

#### Purpose

To reflect upon their programme as a whole up to this point which is the end of the first cycle of the four-year teacher education programme.

Using their textbooks as stimulus, student teachers should think about what they have learnt over the past year, both in your classwork and during their practicum and answer the following questions:

- What challenges did you face?
- What topics interested you most?
- What would you like to learn more about?

From these questions, they should identify three areas that they wish to explore further. These should be noted down as their learning priorities.



### Assessment

Review student working.



### Possible student teachers' responses

As this is a reflective exercise, there is no right or wrong answer. To complete the exercise, each student teacher should have noted three topics that they found challenging or would like to learn more about in their textbook.



### Learning activity 4. Identifying informal professional learning opportunities

Time	15 minutes
Class organisation	Pairs

**Purpose:** To think specifically about *informal* and *non-formal* professional learning opportunities as they move into the second cycle of teacher education programme.

1. Using the learning priorities defined in the previous lesson, student teachers should think about they can improve their professional practice through non-formal or informal learning opportunities.



### Assessment

Pair discussion

Review of student notes





### Possible student teachers' responses

As a reflective exercise, there is no right or wrong answer. To successfully complete the exercise, student teachers should have completed the table in their textbook.

- Some example activities are
- Participating in courses, workshops or webinars
- Raising the topic in their professional learning network
- Accessing the library or e-library to search for the books and articles
- Searching for teacher's blogs and example lesson plans from reputable websites
- Holding a conversation with their supervising teacher.



### Check student teachers' understanding

<b>Time</b>	5 minutes
<b>Class organisation</b>	Whole class

1. Review learning outcomes for Lesson 10.3.2:  
By the end of this lesson, student teachers will be able to:
  - Discuss characteristics of professional learning networks;
  - Review and revise action plan for building a professional learning network; and
  - Identify opportunities for non-formal and informal learning relevant to professional development needs.
2. Review Competencies gained in Lesson 10.3.2
  - C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher
  - C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession
  - D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

### 10.3.3. Initiative for research culture

This lesson comprises four periods.

In the last two days of Bloc 7 Practicum, student teachers were given time to reflect collaboratively on their Practicum experience and prepare their action research posters. In this lesson, student teachers will prepare and implement a poster presentation session following the model used at professional and research conferences.

#### Expected learning outcome



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

- Create a poster communicating action research findings and reflections on the process and value of action research.



#### Competencies gained

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 lower secondary education and for specific subjects taught to improve one's own content knowledge and teaching practice



**Time:** Four periods of 50 minutes



**Learning strategies:**

Learning activity 1: Poster preparation

Learning activity 2: Small group presentation and discussion

Learning activity 3: Poster presentations



**Assessment approaches:** Reviewing posters



**Preparation needed:** Read Educational Studies textbook Lesson 10.3.3.



**Resources needed:**

Educational Studies Textbook

Action research notes from Practicum Bloc 6 and 7

Materials for a poster (computer and/or poster paper, pens)

Student teachers will need an area to display their posters with sufficient space for each researcher to be able to stand in front of their poster and present.

## Period 1

### Explicit teaching points

<b>Time</b>	10 minutes
<b>Class organisation</b>	Whole class

1. Peer reviewed poster presentations are a common feature in research conferences. Typically, delegates at a conference use scheduled times (often break time between keynote presentations) to walk through poster displays and engage with the poster author in short one-one one discussions. This means, as researchers, student teachers need to be able to communicate their research messages succinctly and in an engaging way in a very short period of time.

2. In addition to communicating their key messages student teachers will need to be prepared to answer questions about their work. This is a good opportunity, as their teacher educator for you to review and provide feedback to student teachers about their projects. Student teachers should be asked to expand on a key message in their research, explain an aspect of their research in more detail, or consider an alternative point of view. In learning activity (1) in this lesson (Period 1) student teachers have been given the opportunity to think about questions and prepare their key messages.
3. By the end of this lesson, you will be able to:
  - Create a poster communicating action research findings and reflections on the process and value of action research.
4. The poster should include a description of each step in the action research process, as well as include photos, data such as student work, graphs or other images to represent the data.



### Learning activity 1. Poster preparation

<b>Time</b>	20 minutes
<b>Class organisation</b>	Independent work

**Purpose:** To check that student teachers have all the elements required for their poster.

In this activity, student teachers will review and summarise their action research project plan and findings, created in practicum Blocs 6 and 7, in preparation for the creation of a research poster to display their findings.



### Assessment

Review of student work; student teachers use Table 10.10 in the textbook (Table 10.10 below) to summarise each step in the Action Research process. This will help them describe their research succinctly during their poster presentations.

**Table 10.10. Action research project review**

Action research steps	
STEP 1 Identify your problem.  What would you like to improve in your school/department/professional practice?	<i>Completed in Bloc 6 Practicum</i>
STEP 2 Investigate what the research tells you about how you could improve your practice/ student learning outcomes.	<i>Completed in Bloc 6 Practicum</i>
STEP 3 Design a plan for investigating the question/ problem.  What strategies/interventions will you put in place and what data will you collect and why?	<i>Completed in Bloc 6 Practicum</i>
STEP 4 Collect your data (e.g. structured observation, formative and summative assessment)	<i>Completed in Bloc 7 Practicum</i>
STEP 5 How did you analyse your data?	<i>Completed in Bloc 7 Practicum</i>
STEP 6 What were your findings? (What did you learn?)	<i>Completed in Bloc 7 Practicum</i>

Action research steps	
STEP 7 Communicate your findings	<i>Research Poster</i>
STEP 8 Decide your next actions (your next action research cycle)	



### Possible student teachers' responses

In order to successfully complete this activity, student teachers should have filled in Table 10.10 in the textbook. Each box should answer the question in a few succinct sentences.



### Learning activity 2. Small group presentation and discussion

<b>Time</b>	20 minutes
<b>Class organisation</b>	Small groups of four

**Purpose:** To give student teachers practice in poster presentations and answering questions.

1. In this activity, student teachers should present their action research findings to their peers in small groups of four and receive and provide feedback on their research summary using the 'two stars and one wish' activity, using Box 10.4 in their textbook as a guide.
2. Each student teacher should have a maximum of five minutes to present their research.



### Assessment

Review of student teachers' work, and small group discussion about posters.



### Possible student teachers' responses

To successfully complete this activity, student teachers should present their work and complete Box 10.4 in their textbook; noting down any feedback from their peers.

### Periods 2, 3 and 4



### Learning activity 3. Poster presentations

<b>Time</b>	3 x 50 minutes periods
<b>Class organisation</b>	Whole class divided into 3 groups: Group A; Group B and; Group C

**Purpose:** To have an authentic learning experience of presenting their action research findings through a poster presentation format.

1. Student teachers have been given guidance and preparation time for their poster in the last two days of Practicum Bloc 7. They have also been given guidance as to how to create an effective poster.
2. Student teachers can choose to create their research poster using a computer program such as PowerPoint or publisher, using an online tool such as Canva or crafting a physical poster using coloured poster paper and pens.
3. The more authentic the experience, the better for this activity. As a teacher educator you may like to invite colleagues from your Education Degree College or from the practicum partner schools to attend the poster presentations.
4. At research conferences, there is often recognition of “best poster” and sometimes also a “people’s choice” award for the poster that conference delegates judge to be the most engaging and informative.
5. This learning activity is a great opportunity to involve the wider educational community in a celebratory event at the end of Year 2.

### Organising the presentation

As indicated above, the poster presentations should be in a large space with sufficient room for all the posters to be displayed.

Consider inviting teacher educators and student teachers from your Education Degree College as well as staff from the practicum schools where Year 2 teachers have completed their practicum.

1. If you are primarily having the poster presentations with your class, you will need to organise your class into three groups: Group A, Group B and Group C. This is so that all students will have an opportunity to present their posters and answer questions.
2. Group A: will be the first group to present. Divide Groups B and C into pairs or threes so that they are evenly spread across the number of Group A posters.
3. Ask the student teachers to rotate between the posters spending 5 minutes on each poster which should include 2 minutes for the author to present and 3 minutes for the pairs/threes to ask questions.
4. Next get Group B to present their posters and divide Group A and Group C into pair or threes to rotate between Group B posters. Again ask the student teachers to rotate between the posters spending 5 minutes on each poster which should include 2 minutes for the author to present and 3 minutes for the pairs/threes to ask questions.
5. Finally, ask Group C to present their posters and Divide Group B and C into pairs or threes to rotate between Group C posters. Again ask the student teachers to rotate between the posters spending 5 minutes on each poster which should include 2 minutes for the author to present and 3 minutes for the pairs/threes to ask questions.



### **Assessment**

Reviewing students' work and providing feedback, and peer review and feedback.



### **Possible student teachers' responses**

The poster should include a description of each step in the action research process as seen in the table from the student textbook. It can also include data such as student work, graphs or other images to represent the data. Student teachers should be able to summarise their work succinctly and answer any questions in their 5 minutes opportunities to present.





## Check student teachers' understanding

<b>Time</b>	5 minutes at the end of the presentation (Take extra 5 minutes)
<b>Class organisation</b>	Whole class

1. Review learning outcome for Lesson 10.3.3:  
By the end of this lesson, student teachers will be able to:
  - Create a poster communicating action research findings and reflections on the process and value of action research.
2. Review Competencies gained
  - C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher
  - D1.1 Use evidence of students' learning to reflect on own teaching practice
  - D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

If you have a prize for the best poster, you can make the presentation for the poster in this section.



### Expected student teachers' responses for the review questions in TB

Question 1: What is reflective practice?

*Answer: Reflective practice is when a teacher takes the time to think purposefully about a lesson, a unit of teaching, or about their teaching as a whole. They reflect on what was successful, what did not go so well, and what they might change next time in order to improve the learning of their students.*

Question 2: How is collegial professional learning different from individual reflection?

*Answer: Individual reflection occurs when a teacher undertakes reflective practices on their own. While it may be safer; it is limited by the extent of our own personal professional knowledge and insights. Group or peer reflection occurs in small groups and opens up the possibility of drawing on a wider and deeper range of professional knowledge and experience. We may find that our colleagues or supervisors have encountered similar situations to our own, and they will be able to share a range of responses and the effects of those actions. Professional teachers should engage in both personal and group reflection to improve their teaching practice.*

Question 3: In what ways can a teacher answer the question “How do I know how successful my teaching has been?”

*Answer: In order to answer the question “How do I know how successful my teaching has been?” a teacher may engage in reflective or collegial professional learning or gather evidence of learning from the classroom.*

Question 4: What is ‘evidence’ and how can it be used to demonstrate quality teaching practice?

*Answer: There are many different examples of evidence that teachers can consider when they reflect on and make improvements to their teaching. A teacher may gather samples of class work or look at a student’s assessment or exam results; they may revisit their reflective journal or lesson plan, or read and annotate an article that is relevant to their teaching.*

Question 5: Provide examples of evidence that you can use to demonstrate the minimum standards of the TCSF?

*Answer: There are multiple correct answers to this question. The student’s answer should reflect the findings of Lesson 10.3.1, learning activity 1.*

Question 6: What is a Professional Learning Network (PLN)?

*Answer: A professional learning network is a meeting for groups of teachers from different schools, colleges, departments or year groups who gather to provide mutual support for one another. The material teachers engage with in these meetings tends to be chosen to address the interests and concerns of the participants and can develop and change over time. The aim of a network is to share ideas between teachers and be mutually supportive of each other.*

Question 7: Describe the characteristics of an effective PLN and how this works in practice?

*Answer: As a reflective question, there are multiple correct answers for this question. Student's answers should reflect the following themes:*

- *Encouragement of purposeful networking among teachers*
- *Grounded in classroom practice*
- *Based on sound educational practice*
- *Supports reflection and inquiry by teachers on both their own learning and their own classroom practice.*
- *Builds on what teachers already know, taking into account the voice of the teacher in a supportive 'safe' environment with room for dissent*
- *Commitment to the enterprise by both institutions and teachers.*

Question 8: What is the meaning of teacher collaboration?

*Answer: Teacher Collaboration is different to other forms of group professional learning in that the benefit flows both ways, meaning that all teachers engaged in collaboration both contribute to and learn from the collaborative activity.*

Question 9: Describe some examples of collaborative activities that teachers can engage in to improve their practice?

*Answer: There are multiple correct answers to this question such as: engaging in a professional Learning Network, participating in collaborative learning activities such as think-pair-share, jigsaw and round-robin, contributing to group discussions, providing (and receiving) feedback from other teachers.*

Question 10: What are the key differences between formal, non-formal and informal learning?

*Answer: Formal learning can be defined as learning that is provided by a formal education institution such as a school, university or college. It is planned, structured, and intentional learning that is directed by an instructor.*

*Non-Formal learning is also planned, structured and intentional learning that is provided by education providers. However, non-formal learning is considered complementary to formal learning.*

*Informal learning refers to forms of learning that are intentional or deliberate but are self-directed rather than being provided by an institution. Informal learning opportunities are often spontaneous.*

Question 11: Explain the process of action research?

*Answer: The process is as follows:*

- *Step 1 – identify your problem. What would you like to improve in your school/department/professional practice?*
- *Step 2 – investigate what the research tells you about how you could improve your practice/student learning outcomes*
- *Step 3 – design a plan for investigating the question/problem. What strategies/interventions will you put in place and what data will you collect and why?*
- *Step 4 – collect your data (e.g. structured observation, formative and summative assessment*
- *Step 5 – How did you analyse your data?*
- *Step 6 – What were your findings? (What did you learn?)*
- *Step 7 – communicate your findings*
- *Step 8 – decide your next actions.*

# Unit Summary



## Key messages

- Teaching is a key profession in the development of any nation's economic, cultural and social identity and prosperity. High quality teaching is the most important factor influencing learning outcomes for students in schools.
- As professionals, teachers must take on the characteristics and responsibilities of a profession, including higher education training and preparation for entry to the profession, on-going professional learning throughout their career, adherence to the competencies and standards, acceptable professional and personal performance and conduct and commitment to service to the community.
- A code of ethics is a written and agreed statement by a profession's members and stakeholders which provides a basis for the professional and personal behaviour and performance of the profession's members. Teachers are able to use the statement to help them respond to situations where they may have a dilemma about how they should act in response to a particular set of circumstances.
- In Myanmar, the code of ethics for teachers is based on the five precepts of education. Each of the five precepts is supported by a number of behaviours that teachers are expected to exhibit in fulfilling their obligations under that precept.
- The Myanmar Teacher Competency Standards Framework (TCSF) has been developed to provide a clear statement about the skills, knowledge and aptitudes that teachers in Myanmar require at different stages of their career.
- The TCSF organises the expected knowledge, skills and attributes of teachers, including required levels of performance, around four domains: Professional Knowledge and Understanding; Professional Skills and Practices; Professional Values and Dispositions; Professional Growth and Development. Each of these domains is broken down further into specific areas of competence, and for each area of competence there is a competency standard as well as minimum requirements for demonstrating achievement of the standard.

- Evidence of learning such samples of class work and student assessment, reflective journal entries and annotated lesson plans, should be collected to demonstrate that teachers have met the minimum requirements of the standards.
- When demonstrating the minimum requirements of the standards, it is not straightforward to demonstrate behaviours such as “understanding” or “respect”. We often need to observe a person’s actions and behaviours in order to make judgments about how well they understand or know something, or what their values are.
- A key feature of continued professional development for teachers is teacher collaboration. Teacher collaboration can be defined as teachers working together to improve their professional practice. Teacher collaboration can take many forms, such as sharing resources, teaching strategies and classroom experiences; discussing ideas or research in the staffroom; participating in action research together and observing each other’s lessons and providing feedback
- Like other forms of learning, professional development for teachers can be broken into three categories; formal, non-formal and informal learning opportunities.
- Formal learning can be defined as learning that is provided by a formal education institution such as a school, university or college. It is planned, structured, and intentional learning that is directed by an instructor. Formal learning leads to a recognised qualification or certificate.
- Non-formal learning is also planned and structured learning that is provided by education providers. However, non-formal learning is considered complementary to formal education and may not lead to a formal qualification or certificate.
- Informal learning refers to forms of learning that are intentional or deliberate but are self-directed rather than being provided by an institution. Informal learning opportunities are often spontaneous.



## Unit reflection

In Unit 10, student teachers looked at the characteristics and responsibilities of a teacher as a professional through the lens of the TCSF. Using the domains of the TCSF as headings, create a mindmap that identifies how the content and activities of this unit meets the minimum standards of the TCSF. As a second level in their mindmap, identify what sorts of evidence you can draw on to demonstrate their attainment of the minimum standards.



## Further reading

### 10.2. Professional Values and Dispositions

Forster, D. J. (2012). Codes of Ethics in Australian Education: Towards a National Perspective. *Australian Journal of Teacher Education*, 37(9). Retrieved from <https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1825&context=ajte>

# Glossary

Terms	Elaborations
<b>Academic integrity</b>	Upholding ethical standards in all aspects of scholarly work, upholding the principles of honesty, trust, fairness, respect, and responsibility.
<b>Academic misconduct</b>	Acting in a way that may create an unfair academic advantage, for example cheating, or re-using other's work without referencing it.
<b>Action learning</b>	A form of experiential learning that involves small group problem-solving related to an authentic issue.
<b>Assessment as learning</b>	Assessment in which students are their own assessors.
<b>Assessment for learning</b>	Formative assessment that provides ongoing feedback that can be used by teachers and students to improve student learning.
<b>Assessment of learning</b>	Summative assessment in which teachers assess achievement against outcomes and standards.
<b>Authentic assessment</b>	Performance-based assessment using rich tasks that relate to the world beyond the classroom.
<b>Competencies</b>	Knowledge and understanding, skills and practices, and values and dispositions.
<b>Competency</b>	An explicit skill, item of knowledge, or aptitude identified as necessary to undertaking a specific role or activity.
<b>Constructive alignment</b>	Alignment of unit-level learning outcomes with assessment tasks, success criteria, and learning and teaching activities.
<b>Copyright laws</b>	Intellectual property laws in force from national Copyright Acts and international conventions.
<b>Corrective measures</b>	Actions taken to enforce legislation, or correct an error related to a law.
<b>Criteria</b>	Properties or characteristics by which to judge quality.
<b>Critical theory</b>	A philosophy that looks at power relationships within institutions, organisations and instruction, with a view to changing systems to overcome oppression and improving the human condition.
<b>Diagnostic assessment</b>	Assessment that provides teachers with information about students' prior knowledge and misconceptions before the beginning of a learning experience.
<b>Digital divide</b>	The gap between students who have access to the internet and devices at school and home and those who do not.
<b>Digital literacy</b>	The ability to use digital technology and communication tools and networks to locate, evaluate, use and create information.
<b>Digital use divide</b>	The gap between students who have opportunity to use technology in active and creative ways to support their learning, as opposed to those who simply use technology to passively consume content and media.
<b>Dimensions of sustainable development</b>	Interconnected systems related to sustainability, for example: natural/ environmental systems; economic systems, social systems; and political systems.
<b>Discrimination</b>	Unfavourable treatment of individuals or groups on arbitrary grounds.
<b>Eclecticism</b>	An approach to philosophy that draws upon, or selects, ideas from a number of other philosophies, rather than staying with one set of ideas.
<b>Education for sustainable development</b>	A lifelong learning process that aims for informed and involved citizens with the problem-solving skills, scientific, technological and social literacies, and commitment to engage in sustainable development.



Terms	Elaborations
<b>Educational philosophy</b>	Statement of a teacher's guiding principles, beliefs, goals and values.
<b>Environmental limits</b>	The range of conditions beyond which there is a significant risk of irreversible changes to the services provided by natural systems to humans.
<b>Essentialism</b>	An educational theory that sees education as a way of teaching students the essential skills and knowledge of the culture.
<b>Exemplars of student work</b>	Samples of previous students' work, often of different qualities.
<b>Existentialism</b>	A philosophy that deals with issues of why we exist, rejecting universal truths in favour of individual constructions of reality.
<b>Formal assessment</b>	Assessment using prescribed tasks directly related to specific course requirements, components and weightings.
<b>Formative assessment</b>	Low stakes assessment activities intended to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.
<b>Globalisation</b>	A philosophy that promotes understanding, interacting and developing relationships with people around the world.
<b>Human rights education</b>	A lifelong learning process that builds the competencies that promote and uphold human rights.
<b>Idealism</b>	The philosophy that truth and values are universal and absolute.
<b>Informal assessment</b>	Assessment that uses activities undertaken and anecdotal evidence gathered through teaching and learning in a less prescribed manner than formal assessment.
<b>Integrated approach</b>	Multidisciplinary, interdisciplinary and transdisciplinary approaches to the teaching of subject knowledge that build on connections.
<b>Intellectual disability</b>	A disorder of intellectual development resulting in general difficulties in overall cognitive function, and in developing the skills to function in everyday life.
<b>Intellectual property</b>	The rights that a person or organisation hold over ideas or designs they created, meaning that nobody else can copy or reuse musical, literary and artistic works, discoveries and invention without the owner's permission.
<b>Intellectual risk taking</b>	Engaging in adaptive learning behaviors, such as sharing their ideas, asking questions, attempting to do and learn new things, despite the possibility of making mistakes or appearing less competent than others.
<b>Learning difficulty</b>	Disorder that impacts on a student's ability to process information that they are presented with in class, and/or communicate effectively what they know and can do.
<b>Learning disability</b>	A neurological disorder that impacts on a student's ability to process information that they are presented with in class, and/or communicate effectively what they know and can do.
<b>Learning disorder</b>	A specific or developmental disorder that causes students to experience challenges in developing academic skills, particularly literacy and numeracy.
<b>Media Information Literacy (MIL)</b>	The ability to evaluate how digital technology and communication tools and networks are used in critical, ethical and effective ways in personal, professional and societal activities.
<b>Mentor</b>	An experienced and accomplished practitioner who supports and provides guidance to a beginner in any area of human activity.
<b>Model of disability</b>	Ways of thinking that influence perceptions and policies related to people with disabilities. The Medical Model of Disability focuses on the person's deficit and their need of fixing. A Social Model of Disability sees that environmental, social and cultural factors can be adjusted to reduce the extent of a person's disabilities.
<b>Moderation processes</b>	Assessment quality assurance processes aimed at confirming that assessment is conducted with accuracy, consistency and fairness.

Terms	Elaborations
<b>Negative consequences</b>	Unpleasant outcomes used if a student breaks the rules; aimed at decreasing the probability that this behavior will occur in the future.
<b>Norm</b>	A rule or standard of performance, written or unwritten, shared by members of a connected group of people.
<b>Perennialism</b>	An educational theory that states that teachers should teach knowledge that is relevant to all people throughout time.
<b>Performance-based assessment tasks</b>	Assessment that measures students' ability to apply the skills and knowledge learnt from a unit or units of study in which they create a product or complete a process.
<b>Plagiarism</b>	A breach of academic integrity when ideas or work of another person are presented as one's own ideas or work.
<b>Positive consequences</b>	Pleasant outcomes used to reward and increase the frequency of positive behaviour.
<b>Postmodernism</b>	A philosophy that claims that all knowledge is constructed by people in power who use that knowledge to oppress and exploit others. They see the role of education as empowerment and transformation of the oppressed.
<b>Pragmatism</b>	A philosophy that argues that reality changes and depends on what is observed and experienced, and how it is interpreted.
<b>Precept</b>	A statement, written or unwritten, that described the expected behaviour of an individual of group of people.
<b>Proactive techniques</b>	Strategies used to prevent inappropriate behaviour from occurring and situations escalating.
<b>Progressivism</b>	An educational theory that stresses that ideas must be tested and learning could come from what learners want to know.
<b>Realism</b>	The belief that reality can be found in our physical world and that knowledge comes through experience and reasoning.
<b>Reconstructionism</b>	An educational theory that calls on schools to advocate for social change and democracy.
<b>Reliable</b>	Assessment that is accurate and consistent, and shows stability of results from a test for a given population.
<b>Right</b>	A moral or legal entitlement to have or do something; the responsibility to respect the rights of others.
<b>Simulation</b>	In which real-life situations and values are modelled in role play situations or computer-based representation.
<b>Society-centred approaches</b>	These philosophies go beyond individuals to focusing on educating groups of people.
<b>Standards</b>	Levels of achievement or performance.
<b>Standards descriptors</b>	Qualities required to demonstrate achievement for levels of performance for each criterion.
<b>Student-centred approaches</b>	These philosophies focus on individual students achieving their potential, and how teaching can best support this.
<b>Student profile</b>	A statement that records evidence of an individual student's progress in learning against a framework.
<b>Summative assessment</b>	Assessment strategies designed to confirm what students know at the end of a stage of learning and whether or not they have met the curriculum outcomes or goals of their individual learning achievement.
<b>Sustainability</b>	Ability of an individual, organisation, programme or system to continue and/or prosper, meeting the needs of the present generation while leaving equal or better opportunities for future generations.
<b>Sustainable development</b>	Development which meets the needs of the present without compromising the ability of future generations to meet their own needs.

Terms	Elaborations
<b>Teacher-centred approaches</b>	These philosophies say that knowledge is transferred from one generation of teachers to the next.
<b>Unit-level learning outcomes</b>	The knowledge and understandings and skills and dispositions to be developed and assessed over a unit.
<b>Valid</b>	Assessment that effectively measures student attainment of the intended learning outcomes at the appropriate level.

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# Annexes

## Annex 1. Differences in TSCF minimum requirements for Beginning KG, Primary and Lower Secondary/ Middle school teachers

Kindergarten Teachers	Primary Teachers	Lower Secondary Teachers
A4.1.1 Describe the core principles, education concepts, content and objectives for learning of the Kindergarten curriculum, for example <b>social development and foundational literacy</b>	A4.1.1 Describe key concepts, content, learning objectives and outcomes of the primary curriculum for the subjects and grade level/s taught	A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught
<p>A5.1.1 Describe the key learning objectives, concepts and content for each of the <b>six Learning Development Areas (LDA)</b>:</p> <ul style="list-style-type: none"> <li>• Wellbeing (holistic physical development)</li> <li>• Social and emotional and moral development</li> <li>• Communication (mother tongue and first additional language)</li> <li>• Exploring mathematics</li> <li>• Creativity and problem-solving</li> <li>• Knowledge and understanding of the world</li> </ul>	<p>A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught</p> <p>A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of <b>subject content and skills</b></p> <p>A5.1.3 Describe approaches used to promote learning in key areas of <b>literacy, numeracy, science and social studies</b> for the grade levels taught and linked to real life</p>	<p>A5.1.1 Describe key concepts, skills, techniques and applications for the subjects covered in the grade levels taught</p> <p>A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, <b>skills and procedures</b></p> <p>A5.1.3 Link key concepts, principles and theories to real life applications to build <b>discipline specific foundations and skills</b> for different classes and grade levels taught</p>
<i>No corresponding minimum requirement</i>	A5.2.3 Describe approaches to develop students' fluency in <b>reading and numeracy</b>	A5.2.3 Describe approaches to model the use of <b>content specific language, technical terms and skills</b> , by providing examples of use in real life contexts
<i>No corresponding minimum requirement</i>	<p>B1.1.2 Select instructional material to link learning with <b>students' prior knowledge, interests, daily life and local needs</b></p> <p>B1.1.3 Encourage students' awareness of their own <b>ideas to build new understanding</b></p>	<p>B1.1.2 Select instructional material to link learning with <b>students' prior knowledge, interests, daily life and local needs</b></p> <p>B1.1.3 Encourage students' awareness of their own <b>thought processes and use of reflection</b> to build new understanding</p>

Kindergarten Teachers	Primary Teachers	Lower Secondary Teachers
<p>B1.2.2 Use knowledge of literacy and numeracy instructional strategies to support students' <b>language and literacy development</b>.</p> <p>B1.2.3 Facilitate children's learning through <b>play</b> and provide <b>visual, auditory, oral examples</b> to introduce and illustrate concepts to be learnt</p>	<p>B1.2.2 Use knowledge of <b>literacy and numeracy instructional strategies</b> to support students learning in different subject areas</p> <p>B1.2.3 Create opportunities for students to <b>investigate</b> subject-related content and concepts through <b>practical activities</b></p>	<p>B1.2.2 Use knowledge of different literacy teaching strategies to support development of <b>subject matter literacy</b></p> <p>B1.2.3 Create opportunities for students to investigate subject-related content and concepts through practical activities</p>
<p>B1.3.2 Plan timed and focussed learning activities to engage students</p> <p>B1.3.3 Use <b>themes to integrate topics</b>, connected with the local language, culture and environment to learn about self, family and others</p> <p>B1.3.4 Prepare learning experiences that integrate the 6 Learning Development Areas</p>	<p>B1.3.2 Provide lesson introductions to <b>link new learning to prior learning</b>, to engage students' interest and to motivate them in learning</p> <p>B1.3.3 Prepare <b>focused and sequential learning experiences</b> that integrate learning areas and are responsive to students' interests and experience</p> <p>B1.3.4 Use <b>questioning techniques and examples</b> to introduce and illustrate concepts to be learnt</p>	<p>B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning</p> <p>B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience</p> <p>B1.3.4 Use questioning techniques and examples, to introduce and illustrate concepts to be learnt</p>
<p>B3.1.2 Encourage students to <b>interact and play safely</b> with other students</p>	<p>B3.1.2 Encourage students to interact with each other and, to <b>work both independently and in teams</b></p>	<p>B3.1.2 Encourage students to interact with each other and to work both independently and in teams</p>

## Annex 2. Sample responses to six families of strategic questions

### *Observation questions:*

How does the issue/problem affect your local area?

- Lack of electricity sometimes creates problems for daily life e.g.:
  - Cannot continue working or need to use generator with cost of petrol
  - Not being able to sleep at night-time especially during hot season.

What do you know for certain?

- The government:
  - Is struggling to provide electricity for the whole country (i.e. the resource is still very limited)
  - Saves energy by providing electricity at the times when people need it most (e.g. cooking times for daily meals)
  - Should identify and rely on the renewable energy in Myanmar.

### *Feeling questions:*

How do you feel about the situation?

- People may overlook ways they can reduce electricity consumption.

Has this problem affected your own physical or emotional well-being?

- We experience the consequences of the lack of electricity.

***Visioning questions:***

How can the situation be changed?

- Every household resident can become aware of how to use electricity in more efficient ways, while still meeting their needs. For instance, they can:
  - Use natural light through their windows
  - Use natural air for cooling
  - Switching off the light when sleeping etc.

How would you like it to be?

- **Implementation of householder awareness programme:** Since lack of awareness results in electricity waste in the households, an effective intervention would be to provide the necessary information for residents.
- **Installation of solar power:** Almost all areas of Myanmar have high potential to generate solar energy. Solar energy is **a sustainable way of generating electrical energy.**

***Change questions:***

Who can make a difference?

- Individual households are critical to making a difference.

What will it take to bring the current situation closer towards your vision?

- **Implementation of householder awareness programme:**
  - Distribution of instruction pamphlets to households on how to use electricity in more efficient ways
  - Government announcement through various media channels etc.

***Personal inventory and support questions:***

What would you like to do that might be useful in bringing about these changes?

- I will follow the instructions and use electricity in more efficient ways.
- I will encourage others in my community to do so.

What support do you need to make this contribution?

- I will need to be conscious of sustainable ways of using energy on a day to day basis.

***Personal action questions:***

How can you best collaborate with others to work on this issue?

- I will participate in the campaign.

**Source:** Provided by Myanmar educator



## Annex 3. Year 2 lesson plan template

Class:	Date:	Time:	Teacher:
<b>Lesson:</b> (What is the topic/title of your lesson?)			
Know the Students':			
<p><b>a. Prior knowledge</b> (What do students know? What can students already do?)</p> <p><b>b. Student profile</b> (What do you need to consider regarding individual students' needs?)</p>			
<b>Lesson objective:</b> (What is the purpose of the lesson? What does you intend to do?)			
<b>Learning outcomes:</b>			
(Construct SMART learning outcomes. What will students know and be able to do by the end of the lesson?)			
By the end of this lesson, students will be able to:			
<b>Criteria for success:</b> (How will you and your students know if they have achieved the learning outcomes of this lesson? e.g. They will be able to solve 7 out of 10 mathematics problems; They will be able to label all parts of a flower on a diagram.)			
<b>Teaching approach:</b> (Is the lesson Teacher-centred, Student-centred or both?)			

<p><b>Teaching and learning strategies:</b> (Is the lesson Inquiry-based? Problem-based? Project-based? A direct instruction lesson? etc.)</p>				
<p><b>Teaching and learning methods and techniques:</b> (Will you use Brainstorming? Storytelling? Role play? Questioning? Discussion? Think-pair-share? Group work? etc.)</p>				
<p><b>Teaching aids and resources</b> (visual aids, audio aids, integration of technologies): (<i>Will you need paper? Drawing materials? Computers? etc.</i>)</p>				
Stage	Timing (45 minutes)	Teacher activity (What are you doing?)	Student activity (What are students doing?)	Differentiation (How will you differentiate teaching and learning to respond to students' needs?)
<p>Introduction</p> <p>(How will you gain students' attention; connect to prior learning; communicate intended learning outcomes and success criteria?)</p>				
<p>Body</p> <p>(Will there be different stages in the body of the lesson e.g. explicit teaching, guided practice, independent practice?)</p>				
<p>Review</p> <p>(How will you assess student achievement of learning outcomes; support students reflecting on learning?)</p>				

**Teacher evaluation** (plan questions for evaluation; complete this section after delivery)

e.g., Did all your students understand and meet the intended learning outcomes? Were the learning outcomes suitable for students' level/s? Were they realistic given time allocation?

1. How effective were the teaching and learning strategies/methods? Teaching aids/ resources? Formative assessment and feedback opportunities?
  
  
  
  
  
  
  
  
  
  
2. What would you do differently next time to enhance student learning?

## Annex 4. Middle school conflict scenarios

**Scenario 1:** Whenever you have friends over, your little brother wants to do everything with you. He annoys you by following you around, interrupting when you're talking, and demanding a turn in everything you do. It is very hard to find some privacy with your friends when he is around.

**Scenario 2:** You and your best friend have always played soccer (football) together on town and recreational teams. You both try out for the school's travel team. You make it and your friend does not. At first your friend claims not to care, but you soon realise your friend is very angry. Your friend doesn't want to spend as much time together as you used to, and, of course, you have daily practices and games your friend doesn't attend.

**Scenario 3:** Your friend tells you a secret in absolute confidence. You don't really mean to, but you tell another friend. Soon the whole school seems to know what your friend's secret is. Your friend is really mad at you. Your other friends are also upset that you revealed the secret.

**Scenario 4:** Your parents have a strict rule that all homework must be done before you can go out after school with your friends. All your friends go down to the basketball courts after school to play basketball. By the time you get there, teams are already set and games have already been played, so it's really too late to join in.

**Scenario 5:** You are invited to go to the mall with a new group of friends from school. You don't know them that well, but are excited that they included you in their plans. When you go into a crowded music store, you think you see one of them slip a CD into a pocket without paying.

**Scenario 6:** Your teacher asks you to stay after class. The teacher shows you two tests that are identical in every answer: your test and that of the student who sits next to you. You have the feeling that the other student has been copying your work, but don't know for sure.

**Scenario 7:** Your middle school is much bigger than primary school. There you saw your best friend all the time. Now you don't have any classes together and you hardly see each other at school, except at lunch. Your friend seems to be making a whole new group of friends that you don't know. Today at lunch, for the first time, your friend is sitting with some new friends. When you walk by with your lunch, your friend doesn't ask you to sit down as usual.

## Notes

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## Notes

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The Government of the Republic of the Union of Myanmar  
Ministry of Education