

# Better Teaching and Learning 1



# Better Teaching and Learning

This training module is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the Decentralized Basic Education 3 (DBE3) Project and do not necessarily reflect the views of USAID or the United States Government.

## Overview

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

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

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

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



### What is the Life Skills Training Program?

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

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

The seven modules and how they are designed to support the quality improvement of education in Indonesia are described in detail below. The first three modules are *foundational*. These

modules introduce some of the central principles and concepts of a quality education in the Indonesian context. These modules can be used with teachers of all subjects

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

### 3. ICT for Life Skills Education

ICT as a key Life Skill and as a learning tool are introduced in the Better Teaching and Learning and Integrating Life Skills into Classroom Learning module. This module will consolidate the learning from these modules and help teachers to understand the “what” (definition) “why” (importance) and most importantly “how” (process) of ICT’s for Education.



The module will support teachers to meet the national standards for teacher's competence. ICT is included as a key life skill competency for students and all teachers are expected to "utilize information and communication technologies for learning needs" (core competency 5) and "self development" (core competency 24). This module will start teachers on the path of becoming more competent in using ICT for learning and professional development. .

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

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

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



The module will support teachers to meet the national standards for teacher's competence. ICT is included as a key life skill competency for students and all teachers are expected to "utilize information and communication technologies for learning needs" (core competency 5) and "self development" (core competency 24). This module will start teachers on the path of becoming more competent in using ICT for learning and professional development. .

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

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

### 5. Integrating Life Skills into the National Standards

The National Standards for Content and key principles of curriculum planning were introduced in the Better Teaching and Learning Module. This module explores in depth the standards for individual curricular subjects. The module looks at what the standard competencies are and how teachers use them to develop syllabi and lesson plans which integrate life skills and ICT applications



Through the module teachers will develop the skills to meet the national standards for *content* which require schools to prepare an “*educational unit level curriculum*” (BSNP 2006) following the “*principles of curriculum development*” (BSNP 2006 point 2). This module will achieve this by further extending teacher’s ability to “*develop a curriculum related to the supported subject*” (core competency 3) and lesson planning (core competency 4) in addition to core professional competencies 20, 21 and 22 which require teachers to master the subject they teach. During the module, teachers will have further opportunity to practice developing school syllabi and lesson plans using a variety of formats including those recommended by MONE (MONE 2007), which can be include in their portfolio for assessment

### 6. Teaching and Learning for Life Skills

Effective Teaching and Learning methods were introduced in the Better Teaching and Learning Module. This module builds on this and examines appropriate teaching and learning methods for individual subjects. The module looks at a range of teaching approaches and provides teachers with the opportunity to try some techniques through micro teaching



This module will help teachers to meet the national standards for *process*, which require teachers to ‘*plan and implement an interactive, inspirational, pleasing, challenging manner; motivating the students to actively participate...*’ (Article 19 Law 19/2005). This module will achieve this by supporting teachers to further develop core competency 2, 20, 21 and 22. Through micro teaching will reflect on their performance supporting them to develop core competency 10 and 23.

### 7. Assessing Life Skills

Principles and methods for on going formative assessment were introduced in the Better Teaching and Learning Module. This module will further



This module will support teachers to meet the national standards for *assessment*. The National Standard requires that teachers “*continuously undertake to monitor the process, improvements and corrections of*

develop teacher’s ability to assess student’s learning and use the results to plan future learning by focusing on different types of classroom based formative assessment and the design and development of assessment instruments such as performance rubrics.

*the results of learning”* (article 64 Law 19/ 2003). This module will support teachers to achieve this standard by developing core competencies 8 “*conduct assessment and evaluation on the process and results of learning*” and 9 “*utilize the assessment and evaluation results to meet learning needs.*” During the module, teachers will have the opportunity to practice developing assessment instruments, which can be placed in their portfolio.

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

## Who Can Benefit from the Life Skills Training Program?

The module that you are looking at now has been designed to train *in service teachers*. However, much of the knowledge, skills and behaviors included in the module are equally applicable for pre service training programs and with some adaptation the modules could be used to train teachers of other educational levels, including Elementary and Senior High School.

## How is the Teacher Training Program Structured?

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

### Teachers Workshop One

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

### Teachers Workshop Two

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

### Teachers Workshop Three

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

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

## Who Uses the Modules to Train the Teachers?

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

## How is the Training of Trainer Program Structured?

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

### Trainers Workshop One

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

### Trainers Workshop Two

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

### Trainers Workshop Two

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

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

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

## Introduction

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

## Connection

Most learning is sequential with one competency building on the preceding one. Therefore, all good learning experiences must start from what learners *already* know and can *do* and *build* on that. In the connection stage of the lesson/session you try to link the new content of the lesson/session with something that is familiar to the learners from their previous learning or prior experience. You can achieve this by conducting a simple *brainstorming* exercise to understand what learners already know, by *asking* learners to tell you what they remember from the previous lesson/session or by developing an *activity* learners can do independently. Following this you connect the participants to the new content. This can be done through a simple *presentation* or *explanation*. However, remember that the presentation should not be too long lasting about *ten minutes* at the most.

## Application

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

## Reflection

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



## Extension

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

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

## How are the Modules Structured?

All the modules in the Life Skills Training Program have been organized in the same way using the same format. The modules in the Life Skills Training Program have been organized in a very specific way for very particular reasons. The sessions included in the module all use the same layout and approach to organizing the process of the sessions so once you know how to use one of them you can use all of them. Every session contains the following:

### Session Title

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



### Introduction

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



### Objectives and Learning Outcomes

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



## Key Questions

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



## Notes for the Facilitator

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



## Resources

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



## Time

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

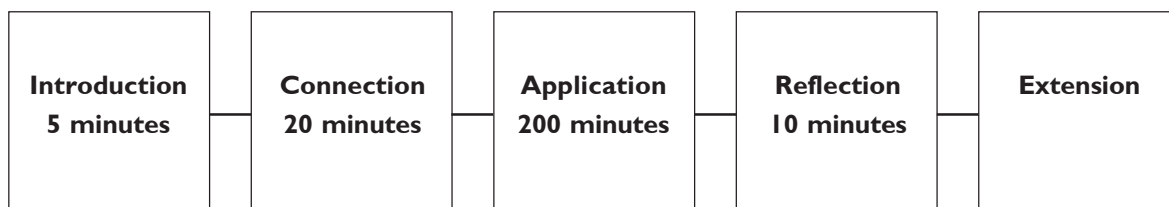


## ICT

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



## Session Summary



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



## Energizer

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



## Detailed Steps for Activities

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



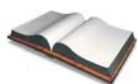
## Facilitators Notes

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



### Key Message

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



### Glossary

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



### Additional Reading

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



### Handout for Participants

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



### Additional Information

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

## How Should the Modules be Used?

The modules are intended as a training guide. The modules can help trainers to implement successful participatory training workshops with adult learners. The modules are not a set of **instructions** which must be followed faithfully. The best, most effective facilitator is a critical

and creative thinker able to react to the situation in the training room and able to be flexible in the approach and content of the training. Therefore, every facilitator using the Life Skills training modules is **actively encouraged** to modify and adapt the activities to suit the participants and the training situation.

Nevertheless, as each session in each module and each module is part of a carefully thought out training program, it is important that the objectives, learning outcomes and key message remain the same. Therefore, every activity that you do must be aimed at achieving the objective and learning outcome. Additionally, remember that the content of the modules are aimed at teachers (not trainers). It is intended to develop the knowledge, skills, behaviors and attitudes of teachers in the classroom. Therefore, just because you think that something is simple, it does not mean that the teachers will

## What Happens After the Training?

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

## Some Final Thoughts

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

# Better Teaching and Learning

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## Introduction

### Better than What?

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

### What is the Aim of the Module?

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

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

### What is Included in the Better Teaching and Learning Module?

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

**WHO**

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

**HOW**

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

**WHY**

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

**WHAT**

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

**HOW WELL**

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

## What are the Benefits of following this Module?

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

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

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

## Support you to develop core competencies

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

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

Moreover, following the whole module will support you to further develop

## Support you to develop your professional portfolio

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

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

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

## Support you to become a reflective teacher

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

## Provide you with a certificate

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

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

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

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

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

## When and How to use the Better Teaching and Learning Module

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

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

## Day One

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

**Day Two**

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

## Day Six

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

# Before the Workshop and When the Workshop Begins

## Before the Workshop

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

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

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

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

## When the Workshop Begins

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

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

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

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

# Reflective Teaching and Learning

## Government Requirements for Reflective Teaching and Learning

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

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

### A learning Reflection Journal is

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

### A Learning Reflection Journal is not

- Simply a summary of the course material. It should focus more on your **reactions** to what you’ve learned rather than describing what you have read.
- A learning log. On a learning log you might write down the times and days when you read something. The difference between a learning journal and a learning log is that a log is a record of events, and a journal is a record of your **reflections** and **thoughts**.

### Who benefits from a learning journal?

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

### What should you write in your learning reflection journal?

Entries in a learning journal can include:

- Points that you found especially interesting in your learning and would like to follow up in more detail.
- Questions that came up in your mind, because of points made in material you read on this topic.
- The main things that you learned.
- What you think of the program and how well it is meeting your needs.
- How your learning in this course is related to what you're learning in other ways and what you need to do in our profession as a teacher or trainer.
- Your feelings about the sessions and your progress in it, and theories that are developing in your mind.

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

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

### **How to use a learning journal**

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

### **What format can it take?**

There are many possibilities, but here is a model you may want to follow:

You should write about a page for each session of the program, completed by you in order of the sessions. Complete this information after each time you do some work on the program. You can use the following questions, but answer only the questions that apply

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