

Better Teaching and Learning Module 2



December 2009

Training Module



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** Unit 7, 8, and 9 are only used for training the facilitator*

Preface

The Decentralized Basic Education 3 (DBE3) Project, which is funded by USAID, aims to support the Ministry of National Education and the Ministry of Religious Affairs in enhancing the quality and relevance of junior secondary education and nonformal education. To achieve this objective, DBE3 has developed and implemented a teacher training program in six provinces, namely: North Sumatra, West Java, Banten, Central Java, East Java, and South Sulawesi.

To fulfill this training need a module has been developed with the title “Better Teaching and Learning Modules 2”. This consists of nine units (Units 1–9), however not all units are presented at each training level. Training of Trainers (ToT) at the national and provincial levels uses all units, while training at the district (*kabupaten*) level only uses Units 1 to 6.

Unit 1: Contextual Learning for the Development of Life Skills. This unit discusses the potential for contextual learning to develop life skills. The analysis used in this unit enables participants to identify possible uses for contextual learning in developing life skills.

Unit 2: How to Plan a Lesson to Develop Life Skills? This unit consists of three sub-units: Sub-unit 2A: Questions/Tasks That Encourage Students to Act and Think at a High Level. In this sub-unit, participants are trained in how to formulate high-level questions (to analyze, evaluate, and create) so they are able to implement their lesson using these questions. Sub-unit 2B: Problem solving. How the teacher can include individual or group problem solving to develop academic and social skills in their lessons. Sub Unit 2C: Cooperative Learning. This sub-unit has a practical discussion on cooperative learning in the development of the students’ personal and social skills.

Unit 3: How to Create a Classroom Environment to Encourage Students to Learn. This unit discusses practically and in-depth how to use the classroom environment as a learning resource. Many positive benefits can be obtained by creating a supportive learning environment, for example, it is easier to achieve the objectives of the lesson and provide a conducive learning atmosphere. Learning resources do not need to be expensive and complicated but should be compatible with the basic competencies.

Unit 4: Preparation and Teaching Practice. This unit helps teachers for teaching prepare lessons using contextual learning that will develop student capacity in problem-solving and cooperative learning. They will then teach the lessons in school.

Unit 5: What is the Role of the School Supervisor and Principal in Improving the Quality of Learning? This unit provides addresses in practical manner how the school supervisor and principal can support teachers in improving the quality of lessons in their school.

Unit 6: How to Prepare Follow-up Plans. The training will be most useful when it is followed with clear steps to apply the ideas obtained from the training. This unit will facilitate the three key personnel involved in reform at school (the teacher, principal and supervisor) to prepare follow-up plans: what needs to be done in school immediately after the training concludes.

Unit 7: How to Provide Effective Mentoring. This unit provides participants with the ability to give appropriate and effective mentoring to other teachers, so the person assisted will feel comfortable, interested and challenged in creating innovative lessons.

Unit 8: How to Empower the Subject Teachers' Working Group (MGMP). The Subject Teachers' Working Group activity is very important in enhancing the professionalism of teachers. The Working Group activity has to be a truly practical activity to fulfill the needs of the teacher. This unit suggests several suitable activities.

Unit 9: How to Become an Effective Facilitator. This unit helps participants to develop their understanding and capacity of what they need to do before, during and after training.

This module uses learning approaches suitable for adults and teachers. The interactive learning methods used in this module aim not only to motivate the participants, but also to provide a model of various methodologies that can be used by teachers in the classroom. The atmosphere of the training is intended to motivate participants as well as to communicate the message that such an atmosphere is expected to occur later at school.

The preparation of the training activities in each session of this module uses a simple framework known as ICARE. This approach covers five key elements of the learning experience: Introduction, Connection, Application, Reflection, and Extension. The use of the ICARE framework is intended to ensure that participants have the opportunity to apply what they have been studying. This approach is only used during the training. The teaching approach that is used by the teacher in class does not have to use this approach.

Finally, success in improving the quality of education can be achieved at all levels with the spirit of "Today has to be better than yesterday", "Courage to try something new without fear of making mistakes", and "Starting by myself without waiting for others to take the lead".

TRAINING SCHEDULE (example)

The schedule below is: (1) for school training; and (2) for facilitator training. The facilitator training includes three additional units compared with the school training, units 7 to 9. This schedule can be adapted to conditions in each region, but the time allocated should be the same so that it does not reduce the effectiveness of the training.

I. School Training Schedule

Time		Topic/Activity	Facilitator	Notes
Day 1				
08.00 – 08.45	30'	<ul style="list-style-type: none"> Opening General explanation about the DBE3 project and training 		Plenary
08.45 – 10.00	90'	Unit 1: CTL in Developing Life Skills		Plenary
10.00 – 10.15	15'	<i>Break</i>		
10.15 – 11.45	90'	Unit 2: How to Plan a Lesson to Develop Life Skills? 2a: Questions/tasks that encourage students to act/think at a high level		Plenary
11.45 – 12.15	30'	2b: Using questions/tasks for problem-solving activities		Plenary
12.15 – 13.30	75'	<i>Break</i>		
13.30 – 14.30	60'	2b. Using questions/tasks for problem-solving activities (continued)		Plenary
14.30 – 16.30	120'	2c: Cooperative Lesson		Plenary
Day 2				
08.00 – 10.00	120'	Unit 3: How to Create a Class Environment that Encourages Students to Learn		Plenary
10.00 – 10.15	15'	<i>Break</i>		
10.15 – 12.15	120'	Unit 4: Preparation and Teaching Practice 1. Agreement on the emphasis of activities in subjects 2. Modeling 3. Preparation of Lesson Plan/parallel session for school principals and supervisors (unit 5) 4. Simulation 5. Modeling mentoring 6. Perfecting Lesson Plans		Plenary/ Subject Group

Time		Topic/Activity	Facilitator	Notes
12.15 – 13.30	75'	<i>Break</i>		
13.30 – 16.30	180'	Unit 4: Preparation and Teaching Practice (continued)		
SPECIAL SESSION FOR SCHOOL PRINCIPALS AND SUPERVISORS (conducted in parallel with the subject session)				
		Unit 5: What is the Role of the School Principal and Supervisor in Improving the Quality of Learning? 1. What needs to be done by principals and supervisors to support improvement in the quality of learning? 2. What needs to be done to improve the Subject Teachers Working Group (MGMP)? 3. Observing teachers teaching - preparation		Plenary
Day 3				
07.30 – 10.00	150'	Unit 4 (continued): Teaching Practice 1. Teaching Practice		In school
10.00 – 10.15	15'	<i>Break</i>		
10.15 – 12.15	120'	2. Coaching practice, feedback from teaching practice		At training venue
12.15 – 13.30	75'	<i>Break</i>		
13.30 – 15.00	90'	Unit 6: Prepare Follow-up Plans		
15.00 – 15.30	30'	Close		

2 ToT Training Schedule (National Trainer and District Facilitator)

Time		Topic/Activity	Facilitator	Notes
Day 1				
08.00 – 08.45	30'	<ul style="list-style-type: none"> Opening General explanation about the DBE3 project and training 		Pleno
08.45 – 10.00	90'	Unit 1: CTL in Developing Life Skills		Pleno
10.00 – 10.15	15'	<i>Break</i>		
10.15 – 11.45	90'	Unit 2: How to Plan a Lesson to Develop Life Skills? 2a: Questions/tasks that encourage students to act/think at a high level		Pleno
11.45 – 12.15	30'	2b: Using questions/tasks for problem-solving activities		Pleno
12.15 – 13.30	75'	<i>Break</i>		
13.30 – 14.30	60'	2b. Using questions/tasks for problem-solving activities (continued)		Pleno
14.30 – 16.30	120'	2c: Cooperative Lesson		
Day 2				
08.00 – 10.00	120'	Unit 3: How to Create a Class Environment that Encourages Students to Learn		Pleno
10.00 – 10.15	15'	<i>Break</i>		
10.15 – 12.15	120'	Unit 4: Preparation and Teaching Practice 1. Agreement on the emphasis of activities in subjects 2. Modeling 3. Preparation of Lesson Plan/parallel session for school principals and supervisors (unit 5) 4. Simulation 5. Modeling mentoring 6. Perfecting Lesson Plans		Pleno/ Kelompok Mata Pelajaran
12.15 – 13.30	75'	<i>Break</i>		
13.30 – 16.30	180'	Unit 4: Preparation and Teaching Practice (continued)		

Time		Topic/Activity	Facilitator	Notes
12.15 – 13.30	75'	Break		
13.30 – 16.30	180'	Unit 4: Preparation and Teaching Practice (continued)		
Day 3				
08.00 – 09.30	90'	Unit 5: What is the Role of the School Principal and Supervisor in Improving the Quality of Learning? 1. What needs to be done by principals and supervisors to support improvement in the quality of learning? 2. What needs to be done to improve the Subject Teachers Working Group (MGMP)? 3. Observing teachers teaching - preparation		Plenary
09.30 – 09.45	15'	Break		
09.45 – 11.15	90'	Unit 7 (T): What is Effective Mentoring?		
11.15 – 12.15	60'	Unit 8 (T): How to Empower the Subject Teachers' Working Group (MGMP) 1. What should be included in the Subject Teachers' Working Group program? 2. What is an appropriate pattern of activities for the Subject Teachers' Working Group? 3. Simulation of various Subject Teachers' Working Group activities 4. Organization of the Subject Teachers' Working Group (district/area/school level)		In school At training venue
12.15 – 13.30	75'	Break		
13.30 – 14.30	60'	Unit 8 (T): How to Empower the Subject Teachers' Working Group. (continued)		
14.30 – 16.00	90'	Unit 9 (T): How to Become an Effective Facilitator		Plenary
16.00 – 16.30	30'	Checking Preparation for Teaching Practice (for tomorrow)		
Day 4				
07.30 – 10.00	150'	Unit 4 (continued): Teaching Practice I. Teaching Practice		At school
10.00 – 10.15	75'	Break		
10.15 – 12.15	120'	2. Mentoring practice, feedback from teaching practice		In training venue
12.15 – 13.30	75'	Break		
13.30 – 15.00	90'	Unit 6: Preparing Follow-up Plans		
15.00 – 15.30	30'	Close		

Introductory Presentation

WHOLE SCHOOL TRAINING



- ### School Training – Who Will be Involved?
- Target school: average of 3 teachers x 5 subjects per school
 - School Supervisor
 - Principal and/or his/her representative
 - Representatives from District Education Office and Ministry of Religious Affairs

- ### Training Content
- Teacher, Principal and Supervisor**
- What are Learning Techniques to Develop Life Skills?
 - How to Create a Classroom Environment that Encourages Students to Study?
 - Teaching Preparation and Practice
 - What is the Role of the Principal and School Supervisor in Improving the Quality of the Lesson?
 - Preparing the Follow-up Lesson
- Especially for the Facilitator**
- How to be an Effective Mentor?
 - How to Empower the Subject Teachers' Working Group (MGMP)?
 - How to Become an Effective Facilitator?

- ### Training Focus
- Life Skills:
 - Problem solving
 - Social skills (Studying cooperatively)
 - What is done by the **student**
-
- Teacher → Student
- Student work is a product of their own thinking

- ### Expected Impact
- An improvement in learning in respect to:
 - Teacher behavior – activities are more varied, focused on developing student competence
 - Student behavior – active students, work output is product of their own thinking
 - An improvement in the class environment in:
 - Student management
 - Displays of work
 - Use of the library

Expected Impact (2)

- An improvement in professional management systems:
 - In the Subject Teachers' Working Group
 - At school level
- Improved leadership by the principal and school supervisor
- An improvement in student performance/learning outcomes