

SeeBeyondBorders

Teach the Teacher Focus Area OUTLINE

(Updated March 2017)



Change begins with education

TEACH THE TEACHER FOCUS AREA

1 Introduction

The objective of the Teach the Teacher focus area is to develop confident and competent communities of teachers committed to quality teaching and ongoing professional development.

There are four programs that sit within the Teach the Teacher focus area:

1. Teach the Teacher Core Training program
2. Mentor program
3. Transition program
4. Krou Laor (Teacher Award) program

It is hoped that these program prove instrumental in:

- Building a professional teaching community, a "Community of Practice" that grows both in confidence and competence
- Developing a community of local Cambodian trainer / mentor teachers, who are able to take responsibility for the professional development of staff within their schools and support and encourage an improvement in educational standards district wide.

Our programs have been developed out of recognition that the challenges to Cambodia's education system are multi-dimensional, and solutions will require a holistic approach. They support Millennium Development Goal number 2: 'Achieve universal nine-year basic education for all', and have been designed around UNICEF's 'Child Friendly Schools' (CFS) model as adopted and modified by the Cambodian Government's Ministry of Education Youth and Sport.

2 Goals and outcomes across the programs in this focus area

Program	Goal	Outcome refs	Outcomes
Teach the Teacher Core Training Program	1.1 IMPROVE THE PROFESSIONAL KNOWLEDGE, PRACTICE AND ENGAGEMENT OF TEACHERS USING TEACHING AND LEARNING IN MATHEMATICS AS A MEDIUM	1.1.1	Teachers demonstrate improved conceptual and technical knowledge in mathematics and general pedagogy
		1.1.2	Teachers are able to plan and deliver effective programs, using a range of strategies to create a stimulating learning environment
		1.1.3	Teachers engage actively in professional development activities

Program	Goal	Outcome refs	Outcomes
Mentor Program	1.2 TRAIN AND EMPOWER A COMMUNITY OF MENTOR TEACHERS TO IMPROVE EDUCATIONAL PRACTICE ACROSS THE NETWORKS OF TEACHERS IN THEIR OWN SCHOOLS	1.2.1	Mentors observe, support and improve teaching delivery in a well-planned, targeted and respectful manner
		1.2.2	The mentor community work together to share ideas, develop effective strategies and agree solutions to teaching challenges
		1.2.3	Mentors develop and maintain trusted teacher relationships, through supportive and constructive delivery of feedback across the teacher network
Transition Program	1.3 SUPPORT MENTORS AND TEACHERS IN TAKING RESPONSIBILITY FOR THE PROFESSIONAL DEVELOPMENT OF THEMSELVES AND ALL STAFF IN THEIR SCHOOL	1.3.1	Teachers build on skills and knowledge learned through Teach the Teacher to deliver improved practices in a variety of areas of the curriculum
		1.3.2	Mentors work in partnership with teachers to identify needs and ensure ongoing professional development opportunities
		1.3.3	Selected mentors trained to become senior mentors, capable of and actively delivering professional development workshops
		1.3.4	Senior Mentors take full responsibility for evaluation, observation and ongoing support for all mentors within their clusters
Krou Laor Program	1.4 MOTIVATE AND RECOGNISE IMPROVED PROFESSIONAL STANDARDS THROUGH A PROFESSIONAL INCENTIVE QUALITY AWARD SYSTEM	1.4.1	Teachers operate and apply techniques and strategies at an improved professional standard
		1.4.2	Teachers are recognised and motivated through a professional incentive quality award system

3 Beneficiaries

Education in Cambodia is administered at a national level by MoEYS, then at a provincial level by the Provincial Office of Education (POE) and finally at a district level by the District Office of Education (DOE). Individual schools are arranged into geographic 'clusters' of schools, with one school designated as the 'Core' school. A district consists of a number of clusters of schools.

3.1 Cambodian teachers

The Teach the Teacher focus area is targeted to include teachers from selected rural Cambodian schools in adjoining clusters within a particular district. Selecting the teachers from a wider geographic area would restrict the ability to build a community of collaborative teachers with ready access to one another - crucial to the success and sustainability of the program. We aim to build a community of learners who work with and support one another.

Typically SeeBeyondBorders will work with approximately 100 Cambodian teachers in a district under one project.

3.2 SBB staff in Cambodia

SeeBeyondBorders staff are increasingly taking on more responsibility for all aspects of the program. Original staff members were trained in the content of the workshops and workshop facilitation by volunteer teachers from Australia. Subsequently, staff members have learnt by taking part as assistant facilitators /interpreters in all workshops. The Education Co-ordinator has co-developed and translated all workshop content and materials. All other education staff take part in editing the materials and pre-workshop orientation and training, run by the SBB Country Education Co-ordinator

3.3 Volunteer teachers from overseas.

Australian teacher volunteers are trained to assist in providing workshops for Cambodian teachers and are provided with training by SeeBeyondBorders.

3.4 BOSTES Registered Professional Development, Australia (22.5 hours)

SeeBeyondBorders is endorsed by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) to provide QTC Registered Professional Development for teachers accredited at the Proficient Teacher level.

Scope of BOSTES Endorsement:

- Australian Professional Standards for Teachers at the level of Proficient Teacher - 6.2.2, 6.3.2, 6.4.2, 7.4.2 for the onshore component of the Teach the Teacher program.
- NSW Professional Teaching standards at Professional Competence - 6.2.1, 6.2.4, 6.2.5, 6.2.6, 6.2.7 for the onshore component of the Teach the Teacher program.

The Teach the Teacher program provides 22.5 hours of BOSTES registered professional development for face to face preparation workshops conducted in New South Wales.** It may also be possible to claim Teacher Identified hours for the Cambodian component, as agreed with teacher's principal.

** NB: Though currently endorsed as providers, from Oct 2014, we have been piloting the provision of all preparatory training online via edmodo, rather than face to face. This opens the program to teachers outside NSW and enables SBB staff to run the training remotely, which has become vital given the number of months spent in Cambodia. The nature of the program also attracts teachers with a greater level of experience than 'Professional Competence / Proficient Teachers specified above, and so the preparatory material and the workshop program itself is aimed predominantly at teachers at a higher level than the previous course. SBB will debate the benefits of submitting a higher level course from BOSTES consideration during 2015.

4 Research base for the programs

4.1 Core Training program

The “Teach the Teacher” Core Training program for teachers is based on current accepted research for effective teaching in schools, with particular focus on Mathematics. Initially, much of the research came from a predominantly ‘Western’ perspective. It was considered important that the program facilitators have an informed understanding and appreciation of strong pedagogical practice, from both an academic and a practical perspective, in their own professional context first. Such research includes, but is not confined to:

4.1.1 [NSW Quality Teaching Model \(2003\)](#)

This model focuses attention on three dimensions of pedagogy that have been linked to improved educational outcomes:

- Pedagogy that is fundamentally based on promoting high levels of intellectual quality.
- Pedagogy that is soundly based on promoting a quality learning environment.
- Pedagogy that develops and makes explicit to students the significance of their learning experiences

4.1.2 [The Learning Framework in Number \(1996\)](#)

Originally developed for the Count Me In Too project in 1996 by Professor Bob Wright, this framework draws on a range of theories from research projects relating to the formation of number concepts over the last 17 years both in Australia and overseas.

4.1.2 [Quality Teaching in NSW Discussion Paper. NSW Dept of Ed and Training. \(2003\)](#)

This paper builds on the most reliable current research and best practice in pedagogy, providing a model for pedagogy in NSW schools in Australia. It discusses the “features of classroom practice that have been linked to improved students outcomes (that) can be characterised as representing three dimensions of pedagogy : pedagogy that is fundamentally based on promoting high levels of intellectual quality; pedagogy that is soundly based on promoting a quality learning environment; and pedagogy that develops and makes explicit to students the significance of their work” (p.5)

The delivery and implementation of the Teach the Teacher Core Training program is based on this model of pedagogy, as is the preparatory training program undertaken by overseas volunteer teachers

4.1.3 [Dyer et al \(2004\)¹ and Knamiller et al \(1999\)²](#)

These papers emphasise the challenge which faces international providers of professional development. Building on this understanding, the Core Training program places strong emphasis on learning that is culturally and contextually appropriate for the Cambodian teacher participants, rather than simply imposing external models which may not be appropriate in a Khmer context. As such, the training component for the Australian teachers builds on their professional and academic understanding of strong pedagogy to develop their awareness and appreciation of the particular cultural and educational environments of the Cambodian teachers and the challenges which they face within their own environments, when trying to build strong pedagogy into their own practice in Cambodia.

¹ Dyer, C., Choksi, A., Awasty, V., et al. (2004) Knowledge for teacher development in India: the importance of local knowledge’ for in-service education, *International Journal for EducationalDevelopment*, 24(1), 39–52.

² Knamiller, G., Fairhurst, G., Gibbs, W., et al. (1999) *The effectiveness of teacher resource centre strategy*. Education Research Paper 34 (London, Department for International Development).

4.1.4 The research and insights of [Courtney \(2007\)](#)³ into the various approaches to developing and delivering in-service training programs had an important significance on the development of the SeeBeyondBorders program, particularly in light of Courtney’s experiences in developing and delivering the BETT training model over a period of 7 years in Cambodia. In her 2007 paper, Courtney examines several models of and approaches to in-service teacher training by ‘overseas consultants’ and specifically critiques a number of initiative which have been implemented in Cambodia. In addition, the SeeBeyondBorders Education Co-ordinators had the opportunity to have face to face discussions with Ms Courtney prior to the cessation of the BETT program in Cambodia in 2011, during which she shared her ‘lessons learned’ through the program, from both a personal and professional perspective. These insights into the cultural and contextual challenges which have faced other organizations have helped shape the development of the SeeBeyondBorders program.

4.1.5 [BETT Program \(Basic Education and Teacher Training program funded by the Belgian Cooperation, completed 2011\).](#)

The aim of the BETT project was to improve the access to and quality of basic education. Initially, the SeeBeyondBorders program though much smaller in its scope, was closely aligned to the principles of the BETT program, but placed more emphasis on individual pedagogical practice whilst the BETT program places greater emphasis on content knowledge and prescribed delivery methods. Some key aspects of the BETT program were incorporated into the developing SeeBeyondBorders program, in order to build on BETT experiences which were familiar to many of the participants, rather than introducing yet more external driven initiatives.

4.1.6 [Active-Learning Pedagogies as a Reform Initiative: Synthesis of Case Studies. Ginsburg, M. \(2009\). American Institutes for Research.](#)

This document gives a recent overview of the international research into the key philosophical and theoretical foundations of active-learning pedagogies, with particular emphasis on first world intervention in developing countries and includes a specific case study on Cambodia. As the Core Training program continues to develop, a key consideration has been ensuring the cultural authenticity of the model, in order to build a program that is practical, realistic in its expectations and sustainable in a Cambodian context, as opposed to an externally driven model formulated in the context of a Western developed country. The program content and the responsibility for workshop delivery has changed considerably since the program was first introduced, as local staff, teachers and mentors have had increasing input into the program development, based on the recognized needs of the teachers.

4.1.7 [Craig et al \(1998\)](#)⁴; [Hargreaves et al \(2001\)](#)⁵.

A key consideration in developing the teacher training programs within the Teach the Teacher focus area, has been the local educational context and the importance of relating the workshops, content knowledge, and resource books to the Khmer curriculum, the government provided textbooks; the everyday lives of the students (considerations emphasised by Craig et al and Hargreaves et al) and MOEYS’ local adaptation of the [UNICEF “Child Friendly Schools Policy](#) (see Section 7 for further information on CFS Policy)

³ Courtney, C. (2007) What are effective components of in-service teacher training? A study examining teacher trainers’ perceptions of the components of a training programme in mathematics education in Cambodia. *Journal of In-service Education*, 33 (1), 321–339.

⁴ Craig, H., Kraft, R. & Du Plessis, J. (1998) *Teacher development making an impact* (Washington, DC, Human Development Network World Bank).

⁵ Hargreaves, E., Montero, C., Chau, N., Sibli, M. & Thanh, T. (2001) Multigrade teaching in Peru, Sri Lanka and Vietnam: an overview, *International Journal of Educational Development*, 21(5), 499–520.

4.2 Mentor Program

A key focus is on building a model that is sustainable, in three particular areas:

- the practical implementation of pedagogical and academic understandings acquired through the SeeBeyondBorders workshops
- training mentors to provide ongoing and regular in-class observation, feedback and support to mentees in their school
- the ongoing in-school support provided to the course graduates and mentors by SBB education staff

4.2.1 [Knamiller *et al*, cited in Courtney \(2007\)](#) emphasises the importance of trainers following the teachers into their schools. In-school observations conducted as the SeeBeyondBorders program has developed, in conjunction with both oral and written evaluation and feedback from teacher participants and in-country staff, has reinforced this important consideration. The mentor training program continues to address this need.

4.3 Transition Program

4.3.1 [Hargreaves, A. \(2000\) "Four ages of professionalism and professional learning"](#)⁶ Hargreaves describes four broad historical phases in the changing nature of teachers' professionalism and professional learning, which he describes as 'ages' historically experienced within Anglophone nations, but which also provide possibilities with which other culture can engage and learn from.

Relevance: The majority of elements of Hargreaves' first age ('pre-professional') dominate the expectations of the teaching profession in Cambodia. Teachers strive, at best, to know their subject matter, learn from 'trial and error' and generally teach at a 'whole class' level. All teachers within our program are regularly assessed. Many of them are now consistently demonstrating characteristics of Hargreaves' second age ('autonomous professional') where teachers have more autonomy and self-confidence about their professional practice. This comes as a result of the training and professional possibilities they have been exposed to through our Teach the Teacher program.

The Transition program is essential to the sustainability of the Teach the Teacher program, because it supports the teachers in achieving the characteristics of Hargreaves' third age ('collegial professional') - predominant, but still evolving - in 'Western' education systems, where colleagues work collectively and supportively to ensure their ongoing professional development).

4.3.2 [Tan, C. and Ung, P. \(2012\) "A critical reflection of teacher professionalism in Cambodia"](#)⁷

Tan and Ng (2012) in examining the current state of teacher professionalism in Cambodia, concluded that "Cambodian teachers need greater teacher collaboration within a culture of trust and accountability to become collegial professionals". They used Hargreaves' (2000) "Four ages of teacher professionalism and professional learning" to frame their discussion.

Relevance: The newly introduced Transition program focuses on the long term sustainability achieved by training senior mentors to take increasing responsibility for the provision of relevant professional development experiences to all existing and new staff within their schools and school

⁶ Hargreaves, A. (2000) "Four ages of professionalism and professional learning", *Teachers and Teaching: History and Practice*, Vol. 6, No. 2, pp 151-182. Available: <http://www.pre.aegean.gr/Documents/Downloads/four%20ages%20of%20professionalism.pdf> [Accessed 22 June 2015]

⁷ Tan, C. and Ung, P. (2012) "A critical reflection of teacher professionalism in Cambodia", *Asian Education and Development Studies*, Vol. 1 No. 2, pp 124-135

clusters. This program also supports the mentors and existing mentors to build professional communities of practice (COPs) where mentors meet on a monthly basis at cluster level to discuss the needs within their professional communities and develop professional development opportunities to address these needs across the cluster. There is a particular focus on developing training modules for the monthly Technical Thursday sessions held in each cluster.

Hargreaves and Dawe (1990)⁸

Following the influential work of Schon (as cited in Hargreaves & Dawe, 1990) professional learning communities ('PLC's) now place strong emphasis on the importance of reflective practice. Hargreaves & Dawe explore the impact of colleagues working collaboratively to promote pedagogical and curriculum reform from within the profession, rather than from 'externally imposed innovation' (p.230).

Kelly & Cherkowski (2015)⁹

Hargreaves & Fullan (as cited in Kelly & Cherkowski, 2015) state that "PLCs should be places where focused conversations and inquiries . . . lead to improvements".

Relevance: We believe that employing this reflective, collaborative model is essential if the teaching profession is to cope with the continuously changing demands and contexts it faces. The teachers in our program will inevitably face many changes as the government adopts more 'globalized' approaches to education and the public's exposure via the media to Western culture changes their expectations of their own education system. We are fortunate that the teachers in our program have embraced the 'autonomous professional' model. We need to harness this professional change and provide an avenue for them to take ownership and responsibility for developing their own communities of practice appropriate to their local contextual needs.

Fullan and Hargreaves (2016)¹⁰ "Call to Action – Bringing the profession back in"

Fullan and Hargreaves, recognized as an international experts on educational reform have conducted extensive research into professional learning and development. In this paper, they describe PLD as being "the essence of the idea and strategy of professional capital — that is, if you want a return, you have to make an investment". Their belief in the vital importance of PLD prompted their 'call to action', stating:

"PLD, carefully defined, is at the heart of an effective and continuously growing teaching profession and, in turn, the best visions and versions of it are rooted firmly in a system culture of collaborative professionalism that cultivates individual and collective efficacy..... Enhancing the role of teachers individually and collectively in learning to lead the development of practice must be deeply rooted in a learning culture.... If you want good return on investment in teachers and teaching, you have to attract, select, and **develop** teachers with high levels of human capital in terms of knowledge, skill, and talent; you have to **deliberately improve these qualities over time** through the decisional capital of **structured experience and feedback** that **continuously supports** and challenges all educators as professionals; and you have to move this knowledge around or circulate it through the social capital of **shared commitment** to and engagement in all students' success" (our emphasis)

⁸ Hargreaves, A. and Dawe, R. (1990) "Paths of professional development: contrived collegiality, collaborative culture, and the case of peer coaching", *Teaching for Teacher Education*, Vol. 6, No. 3, pp. 227-241. Available: <https://valerievacchio.files.wordpress.com/2011/10/paths-of-professional-development.pdf> [Accessed 22 June 2015]

⁹ Kelly, J. and Cherkowski, S. (2015) "Collaboration, collegiality, and collective reflection: A case study of Professional development for teachers", *Canadian Journal of Educational Administration and Policy*, Issue 169, Available: https://www.umanitoba.ca/publications/cjeap/pdf_files/kelly_cherkowski.pdf [Accessed 22 June 2015]

¹⁰ Fullan, M. & Hargreaves, A. (2016). *Bringing the profession back in: Call to action*. Oxford, OH: Learning Forward. Available at <https://learningforward.org/docs/default-source/pdf/bringing-the-profession-back-in.pdf>

Relevance: We believe that this approach to professional learning and development, firmly rooted in a commitment to promoting professional collaboration should form the essence of the new INSET program for Cambodian teachers, supported through a strong mentoring system and supportive leadership from district, provincial and ministerial Education departments.

5 Child Friendly Schools initiative in Cambodia

UNICEF first launched an education model that is suitable for the differing realities of developing countries in 2001 called the Child Friendly Schools (CFS) model. In 2004, South East Asian Ministers of Education agreed to promote and develop all schools in their countries to become Child Friendly Schools.

The CFS initiative addresses content, strategies and principles to support the effective provision of basic education (Grades 1 - 9) and is embodied by six components or 'Dimensions'. CFS now forms the basis of the Royal Government of Cambodia's Ministry of Education Youth and Sport (MoEYS) policy on education and the MoEYS adopted and adapted Child Friendly Schools Policy is the basis for the design of SeeBeyondBorders' programs in Cambodia.

These six dimensions address the following commitments to education and are all supported under our different programs:

1. All children have access to schooling
2. Effective teaching and learning
3. Health, safety, and protection of children
4. Gender responsiveness
5. The participation of children, families, and communities in the running of their local school
6. The National Education System supports and encourages schools to become more child friendly

The Teach the Teacher program focuses on Dimension 2 – Effective Teaching and Learning - being: "To develop teacher proficiencies so that teachers have theoretical and practical knowledge with a specific focus on learning/teaching activities and materials which promote active, creative and child-centred approaches to learning in a joyful classroom environment. To nurture teacher attitudes, behaviour and moral values which will lead to learning together in harmony, and to build a culture of learning."

MOEYS has initiated 'Core Activities' under each Dimension which contribute to the efficacy of that dimension. The following table outlines the five core activities detailed under Dimension 2 and how the SBB Teach the Teacher Program aligns with these core activity areas. (Some of these 'core activities' in Dimension 2 are addressed in SBB's Better Schools or Getting to School programs, rather than the Teach the Teacher program, but complement the activities in the Teach the Teacher program)

Activity	Approach	Output
Dimension 2: Effective Teaching and Learning		
1. Teacher Development	<ul style="list-style-type: none"> ▪ Per Teach the Teacher program 	<ul style="list-style-type: none"> ▪ Workshops ▪ Mentoring program ▪ Resources ▪ Training local teachers as facilitators of professional development activities

Activity	Approach	Output
2. Classroom Physical Upgrading (Better Schools Program)	<ul style="list-style-type: none"> Use Baseline checklist to review classrooms for basic needs and safety - School infrastructure upgrade is part of the Better Schools program where relevant 	<ul style="list-style-type: none"> Photos Baseline checklist Project proposals prepared if significant needs are identified
3. Provision of Teaching & Learning Aids	<ul style="list-style-type: none"> SBB Resource packs, storage boxes and teacher manuals Provision of workshop outlines for trained facilitators 	<ul style="list-style-type: none"> Inventory lists Link with Getting to Schools program where needs identified
4. Remediation for slow learners / absentees (Getting to Schools program)	<ul style="list-style-type: none"> Pilot program in Bavel district: Supplementary lessons through Maths camp – modelling remedial teaching strategies. Provision of remedial teaching resources to supplement ongoing government program for weekly supplementary lessons 	<ul style="list-style-type: none"> Able teachers assisted to provide these lessons
5. Life Skills Education (Getting to Schools program)	<ul style="list-style-type: none"> Appropriate facilities available for MoEYS Life Skills program to be taught 	<ul style="list-style-type: none"> Appropriate Life Skills program up and running because of provision of appropriate facilities through Getting to Schools program

The Teach the Teacher program specifically addresses the objectives of Dimension 2, 'Effective Teaching and Learning' in the CFS policy by improving the quality of teaching and learning through the application of a **student-centred** approach to education at primary school level.

6 Programs Overview

The Teach the Teacher focus area provides in-service professional development and in-class support to teachers through the following three programs:

6.1 Core Training Program:

- This program provides training at classroom teacher level
- The Core Training Program workshops model sound pedagogical practice (eg: effective questioning, classroom organization and management, clearly outlining objectives etc) as well as providing explicit instruction about teaching tasks and activities. These workshops incorporate the elements identified by MoEYS as crucial to effective teaching and learning. Teachers are also taught essential maths skills and knowledge, and are given opportunities to experience and teach the activities themselves so that they are confident in their own skills and can identify problems that their students may be encountering.
- Each teacher in the program is assigned an individual mentor within their school, trained and supported by SBB Education staff

6.1.1 Overview of Teach the Teacher Core Training Program workshops:

Workshop 1: Orientate principals, mentors and teachers to the purpose and scope of the Teach the Teacher Core Training program.

Workshop 2: “Building Mathematical Concepts – Addition”

Workshop 3: “Building Mathematical Concepts – Subtraction”

Workshop 4: “Building Mathematical Concepts – Multiplication and Division” (combined concepts)

Workshop 5: “Building Mathematical Concepts – Fractions and Patterning” (4 day program – 2 days for each concept)

Workshop 6: “In-class demonstration workshop”

6.2 Mentor Program

The mentoring program is key to the success of the Teach the Teacher focus area programs. The program incorporates the following elements:

- Identification and training of higher quality teacher practitioners to take on the role of mentors to their colleagues on a regular basis in their schools
- Mentor teachers work collaboratively with two to three mentee teachers and support them through observation and feedback in their classrooms.
- Mentor teachers work with their mentee teachers fortnightly during term time.
- Mentoring sessions follow the SeeBeyondBorders prescribed format which incorporates structured time for preparation, teaching, reflection, evaluation and planning.
- A standardised ‘narrative’ report is completed by the mentor commenting on the progress being made by the mentee
- The teacher completes a reflective self-evaluation of their own practice
- Teachers’ self- evaluation form and feedback used to identify mutually agreed goal with the mentor, and develop a subsequent action plan.
- Mentors are accompanied by SBB Education staff to 2 consecutive mentor sessions over two weeks, every second month, to observe the mentor’s practice, provide guidance and observe the impact the first session has on the mentee’s subsequent practice in the second visit.
- Mentors evaluate teachers’ progress across 6 skill areas every six months using a standardised ‘teacher scale’ devised by SBB
- Mentors’ progress across four skills areas are evaluated in the same way by SBB staff every six months, using a standardised ‘mentor scale’ devised by SBB.

6.2.1 Overview of Teach the Teacher Mentor Program workshops:

Workshop 1: Introduction to mentoring. Building positive and effective relationships with mentees

Workshop 2: In-class observation of mentee practice. Providing effective feedback to mentee

Workshop 3: Negotiating and developing action plans with mentee. Identifying and modelling appropriate strategies

Workshop 4: Discussion and evaluation of achievements / challenges of mentors to date. Practical response to these.

6.3 Transition Program

The program is designed to give mentors and teachers opportunities to explore ways they can take responsibility for their own professional development and work in collaboration with other colleagues both in their school and cluster to develop a 'community of practice' that offers a means of sharing resources and ideas and supporting each other as professionals.

Within this program senior mentors are trained to take responsibility for professional development of all staff within their schools.

Whilst some specific training workshops are provided in this program, the main role for SBB in this process is one of support, oversight and technical advising. Through the process, the mentors are supported to take the initiative to use their own skills and experience in the program to take on the role of facilitators and supporters of staff professional development

6.3.1 Overview of the Transition Program workshops:

Workshop 1: Orientate principals, mentors and teachers to the purpose and scope of the transition program.

Workshop 2: Problem solving strategies for Math and everyday life (Grades 1-3 Teachers & Mentors)

Workshop 3: Training Senior Mentors to facilitate Building Concepts 1 (Addition and Subtraction) workshop

Workshop 4: Training Senior Mentors to facilitate Building Concepts 1 (Multiplication and Division) workshop

Workshop 5: "Running an effective technical meeting"(Mentors)

Senior mentors run orientation workshop for new teachers: Addition and Subtraction

Senior mentors run orientation workshop for new teachers: Multiplication and Division

7 Teaching Resources

Each teacher is provided with a Maths resource kit for their classroom. These resources allow teachers to put into practice the activities they learn as part of the workshop program. They are also provide with a suitable storage box so that the resources will be secure and not eaten by rats.

Resources consist of Teaching & Learning Aids that include the following:

- A resource manual of sequential teaching activities and teacher information , that relate to the building of conceptual knowledge as taught in the Core training workshops and which correspond to the demands of the Khmer Mathematics curriculum and the mandatory MOEYS textbook
- A selection of maths teaching aids (number cards, dot cards, hundreds charts, place value materials etc) in sufficient number for a class of 40 children to take part in all the activities described in the activities book

The resources have been designed to complement the activities in the SeeBeyondBorders resource manuals and are manufactured and produced in Cambodia by a Cambodian printing company.

8 Monitoring and Evaluation

8.1 Monitoring and Evaluation process:

Evaluation Process	Monitoring Activity	By whom	Frequency
Teach the Teacher program context overview			
<ul style="list-style-type: none"> ▪ Overarching program report prepared ▪ Ad-hoc site inspections 	<ul style="list-style-type: none"> ▪ Reports tabled for Board, Advisory Committee and relevant donors (where applicable) ▪ Ad-hoc site / activity inspections arranged at short notice 	<ul style="list-style-type: none"> ▪ Program manager and stakeholders ▪ Program executive 	<ul style="list-style-type: none"> ▪ Annual ▪ As required
Specific initiatives: Core Training, Mentor and Transition programs			
<ul style="list-style-type: none"> ▪ Teacher skill scales ▪ Mentor skill scales ▪ Student testing ▪ Stakeholder evaluations ▪ Stakeholder reports 	<ul style="list-style-type: none"> ▪ Skills evaluated against criteria ▪ Pre-year and post-year test ▪ Fill in workshop evaluation forms ▪ Reports written to evaluate each workshop ▪ Report written to evaluate each program by district 	<ul style="list-style-type: none"> ▪ Teacher's mentor ▪ SBB mentor co-ordinator ▪ SBB staff ▪ Participants, facilitators ▪ Education co-ordinator ▪ Program manager per district 	<ul style="list-style-type: none"> ▪ Every 6 months ▪ Annually ▪ Conclusion of each set of workshops ▪ Conclusion of each workshop week ▪ Annually
Specific initiatives: Krou Laor program			
<ul style="list-style-type: none"> • Mentor in-class observation • Mentor feedback • Mentor evaluation of teachers • Observation in workshops 	<ul style="list-style-type: none"> • Mentors fill in in-class observation forms, fill in feedback forms for teachers • Mentor completes teacher scale evaluating performance • SBB staff use above data to decide if teachers meet award criteria 	<ul style="list-style-type: none"> • Mentors • Mentors • SBB staff 	<ul style="list-style-type: none"> • Monthly • 6 monthly • Annually

8.2 Testing of students

- Students undertake a Mathematics ‘Pre-test’ at the beginning of the school year, to assess their current understandings in Mathematics and the intended content of the upcoming year. The results of these tests provide information to the teacher as to the understandings, misconceptions or gaps in learning to date of both individual students and the cohort as a whole. In addition, they inform the teacher’s planning for the upcoming year, in relation to lesson content, teaching of concepts and addressing the different needs within their class. These tests also help to identify those students who are achieving at a higher level than their peers and who would benefit from some differentiated activities to cater for their ability. Often these are the students who drop out of school as they do not see school as interesting, challenging or valuable
- ‘Post-tests’ will then be administered at the end of the academic year, which assess the students’ understanding of that year’s teaching and learning. These results help individual teachers to plan for the upcoming year for teachers coming up into her grade; make adjustment to the program, if the majority in a cohort failed to gain an understanding of a particular concept, as this indicates the teacher needs to consider different strategies with the upcoming cohort.
- The results of these tests also provide useful data for SeeBeyondBorders staff in relation to evaluating the effectiveness of the mentor program and the teacher training workshops, as improved student performance is a clear indicator of improved and effective teaching practice. Itemising the cohort’s answers by concept also enables SBB to identify areas in which teachers may need more training and / or support from SBB to be able to teach the concept effectively

8.3 Teacher and mentor scales

- Teacher practice is evaluated on a regular basis by their mentor teacher. Formal evaluation takes place twice a year and is informed by in-class observation. Mentors complete a standardized checklist that identifies specific skills and strategies employed by the teacher within the classroom. The teacher is rated on a scale of 0 – 5 in relation to their attainment of these skills.
- The same process is applied to evaluate the mentors. SeeBeyondBorders Cambodian education staff observe the mentors in their mentoring role twice a year and complete a standardized checklist related to their mentoring skills. The mentor is rated on a scale of 0 – 5 in the same way as the teacher is.
- An indicator of significant achievement would be that teachers and mentors progress two or more levels on the relevant scale for each identified skill, over three years on the program.

9 Program Management

This program requires significant levels of management and input from the SeeBeyondBorders team as follows:

1. *Materials production.* This role relates to the initial and ongoing development of materials used in the Teach the Teacher program including the resources to be provided to Khmer teachers and program documentation and facilitation manuals provided to volunteer teacher trainers.
2. *Training of volunteers.* Workshops are delivered by volunteer teachers from overseas who are selected for their suitability in terms of professional experience. These volunteers are provided with three days of training so that they can deliver the in-country workshops effectively, in conjunction with SeeBeyondBorders staff working locally as facilitators and translators. Most workshops are now facilitated by our local SeeBeyondBorders staff but the involvement of

Australians provides a broader perspective and a cultural comparative which enhances the experience and broadens the possibilities for the Cambodian teachers.

3. *Curriculum review and development.* SeeBeyondBorders operates a detailed process of review and development of all its teaching materials for both the Cambodian teachers and its own teacher trainers whether in Cambodia or volunteers from overseas.
4. *Evaluation.* All programs within the Teach the Teacher focus area are evaluated as per each program's documentation, from workshop evaluations completed by all stakeholders, to higher level evaluation of the overall efficacy of the program and its benefits to all participants. (See Section 12)
5. *Mentor support.* While mentors are responsible for mentees, so SeeBeyondBorders staff link monthly with mentors individually to mentor them in their respective mentoring activities; in collective monthly meetings and periodically in refresher mentor workshops.
6. *Administration, records management, and disbursements.*
 - a. Leadership of the program
 - b. Mentoring the mentor teachers / chairing mentor meetings
 - c. Administration covering payment to mentors, teacher and mentor evaluations, teacher and mentor participation, contact administration and accounting
 - d. Program monitoring – collection of numerical data, administration of baseline testing programs
 - e. Workshop coordination