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(My-EQIP)

*Validation of the Myanmar Teacher Competency Standards
Framework (TCSF): Phase III Case Studies*

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1 Introduction

Case studies form the third phase of the validation study for the Myanmar Teacher Competency Standards Framework (TCSF) in advance of its implementation in 2020. As the purpose of the case studies is to ensure that the TCSF is culturally and contextually appropriate, this paper outlines the results of data analysis on the Case Study component. Two reports will be ultimately produced for this phase of the validation study¹. However, this report focuses on responding to four key research questions:

- 1) Which standards, minimum requirements and indicators were easiest and hardest to demonstrate?
- 2) How is effective teaching demonstrated by the selected teachers in Myanmar?
- 3) How does the evidence of effective teaching differ in different contexts?
- 4) How did participants and researchers engage with the study as a professional learning exercise?

2 Background

The draft TCSF for Beginning Teachers is already based on international best practice in teacher competency standards. It has been reviewed and refined several times, including after a field test in 2016. This means that there is already a high level of confidence in the validity of the TCSF as a description of effective teaching. Although the TCSF is informed by Myanmar cultural expectations of teaching, there is less evidence available about how well the TCSF describes effective teaching practice as it is occurring in Myanmar schools. The case studies, in conjunction with expert review and a survey of practising teachers and teacher education students, aim to support teaching effectiveness in Myanmar.

As the TCSF moves from development to implementation, it is important to understand the extent to which the framework describes teaching practice which is both achievable and consistent with Myanmar teachers' ideas of quality teaching. Achievability and relevance are both essential for teaching standards to have a widespread, sustained impact on improving teaching practice. By demonstrating that the TCSF describes effective teaching in Myanmar, the case studies aim to help foster confidence in the TCSF among teachers, school leaders, government agencies, and other stakeholders. Case studies provide an opportunity to test the TCSF in a naturalistic setting involving stakeholders who would utilise the tool to support their practice. In combination with the expert review and the survey of practicing teachers and teacher education students, a wide variety of stakeholders would have contributed to the development of the TCSF. This aims to improve both uptake and engagement.

1

Later in 2020, an overarching report on the TCSF that encompasses the findings from phases one to three of the validation study will be produced. This report will also include recommendations for improvements to the TCSF.

3 Overall Study Design

Figure 1 provides an overview of the overarching validation study design for the TCSF. The focus of this report is *Phase 3: Case Studies*.

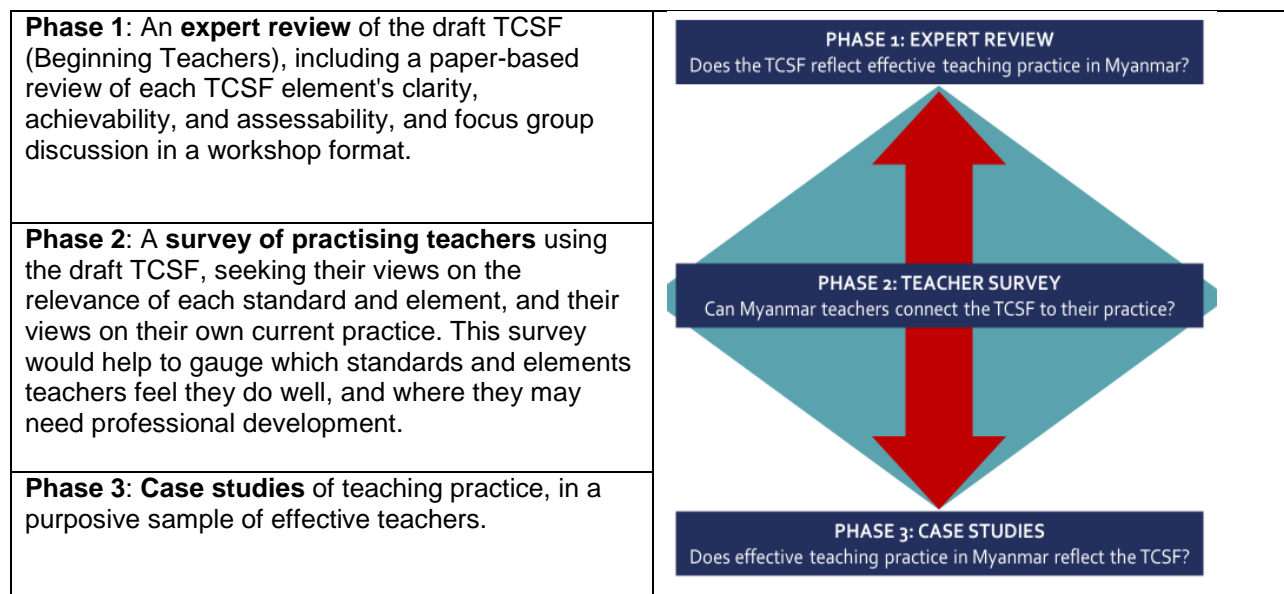


Figure 1: Validation study design for the TCSF

4 Phase 3 Methodology

A two-phased integrated research design responds to the overarching validation study question. Research questions one to three are focused on providing evidence on effective practice that is occurring in Myanmar schools, drawing upon Visible Thinking methodology² (Ritchhart et al., 2011). For this component of the study, a multiple-case study design was utilised to support the validation of the TCSF (after a pilot phase). A multiple-case study design enables a cross-section of schools and contexts from across Myanmar to be included in the sample. A combination of semi structured interviews, questionnaires, and observational data was utilised for this phase of the validation study.

4.1 Sample

A purposive sampling approach was undertaken for the case study phase of the validation study. Schools were selected from across the regions/states of Myanmar to ensure geographic and demographic coverage, though a convenience sampling procedure was ultimately employed. The sample for the case studies is ten schools in total. Across all states/regions, five were selected that represented a diverse combination of demographic indicators (density, urbanization, ethnicity, health, socio-economic, etc.). These were selected using the Multiple Disadvantage Index (MDI-1) looking at regional variation in prevalence rates of different disadvantages (see table below) for the 14 indicators identified for the Multiple Disadvantage Index. The State/Regions were selected calculating the sum of prevalence rates for education indicators (MDI-1), representing 2 state/regions of high education disadvantage, 1 state/regions of average education disadvantage and 2 state/regions of low education disadvantage.

² *Visible Thinking* is a **flexible and systematic research-based approach to integrating the development of thinking with content learning across subject matters**. *Visible Thinking* aims to cultivate thinking skills and dispositions and to deepen content learning. In the context of this study, the approach has been adapted for use with adults as a workshop methodology to support deeper understanding of perception on the TCSF.

The final school selection was informed by indicators in the DBE database and with the advice of Township Education Officers for the respective selected townships. This ensured a solid informed selection of schools, including recommended distribution across type and level, and considerate of the following criteria:

- Rural/urban schools
- S/L size schools
- H/L Social Economic Status (SES) schools
- H/L performing schools (indicator TBD- consider Pass Rate in DBE)

Two schools in each township were selected. However, for each school, 3 schools were nominated. The purpose was to be able to compare schools within the same school category, and to identify replacement schools for each school, should the nominated school not be able to participate. This amounted to a total of 30 schools identified. Once the schools were identified, it was assessed if any of the selected schools were likely to be unsuitable because of difficulties in access or for other reasons. Criteria for exclusion includes school size (indicating fewer than three teachers at either primary, upper secondary or lower secondary school level), very remote schools (school distance from the township education office), and particular local factors (such as schools affected by natural disasters or conflict).

The focus of the case studies is to provide an exploration of teaching effectiveness as demonstrated by in-service practitioners. In each site, two educators were selected as study participants. Each participant was assigned a team of two researchers, who were responsible for working with them to compile evidence of their effective teaching practice. Case study sites included schools in urban and rural areas, both advantaged and disadvantaged in terms of socioeconomic status. The spread is presented in Table 1 below:

Table 1: Case Study Respondents

Type of School	Primary School	Lower-Secondary School	Upper-Secondary School	Total
Public	3	2	2	7
Monastic		1		1
Private			1	1
Ethnic	1			1
Total	4	3	3	10

4.2 Research Questions

This report focuses on responding to four key research questions:

- 1) Which standards, minimum requirements and indicators were easiest and hardest to demonstrate?
- 2) How is effective teaching demonstrated by the selected teachers in Myanmar?
- 3) How does the evidence of effective teaching differ in different contexts?
- 4) How did participants and researchers engage with the study as a professional learning exercise?

It should be emphasized that the case study insights do not offer a representative sample of teaching practice across Myanmar, but instead are designed to provide insights into effective teaching practice in order to support the development and implementation of the TCSF moving forward.

The report is guided by these research questions but based on the data gathered, the research questions cannot yet be answered, as more evidence of the TCSF is still required. Thus, the data is presented against each of the four Domains found within the Teacher Competency Standards Framework (TCSF). The data is presented by Domain based on the coding protocol and analysis procedure, which is outlined in more detail below.

4.3 Approach to Analysis

The data presented in this report was collected via several key data sources and methods, and analysed accordingly, as outlined below:

4.4 Process of data collection and data entry

A team of four researchers visited each school. Each team comprised of two Lead Researchers (LR) and two Supporting Researchers (SR). Each team was designated two to three schools (to cover data collection from ten schools). A pair of researchers (LR and SR) worked with one selected teacher at each school, conducting the interviews and classroom observations. Each school visit involved an interview with the Head Teacher/principal and observation and interview materials with two selected teachers. Data was collected from ten school sites; ten Head Teachers and 20 teachers in total.

Each research group was responsible for the following data collection and entry according to the study protocols:

During the school visit

- Conduct interviews and observations
- Audio record interviews, capturing images of lesson plans and the classroom
- Record information within the interview and observations template during the school visit

At the conclusion of each day

- Ensure that all information collected during interviews and observations has been entered (typed) into the interview and observations templates.
- Upload typed records, audio recording and images to ACER MyCloud.

My-EQIP/UNESCO were responsible for compiling, storage, translation of written data into English and managing data quality.

Teacher interviews

20 teachers participated in interviews and questionnaires for phase 3 of the TCSF validation study. Teacher interview data was analysed on the basis of frequency against responses to each questionnaire item. Tables providing frequency counts of the quantitative questionnaire data are presented in *Appendix 1: Frequencies of All Categorical Variables in Teacher Interview Data*. Open ended responses were analysed thematically for insights around practice and alignment/evidence of the TCSF Domains, minimum requirements, and indicators.

Head teacher interviews

10 head teachers participated in interviews and questionnaires during phase 3 of the TCSF validation study. Head teacher interview data was analysed on the basis of frequency against responses to each questionnaire item. Tables providing frequency counts of the quantitative questionnaire data are

presented in *Appendix 2: Frequencies of All Categorical Variables in Head Teacher Interview Data*. Open ended responses were analysed thematically for insights around practice and alignment/evidence of the TCSF Domains, minimum requirements, and indicators.

Observations

The dataset for classroom lesson observations includes 60 lessons of different durations, student numbers, grades, and lesson foci. Observers were required to record the presence of an activity or approach (y/n) at five minute intervals for 60 minutes. However, 90 per cent (n=54) of classroom lessons observed ran for a duration of between 30 and 45 minutes. The median class duration was 45 minutes. Accordingly, the last three time points beyond 45 minutes have been recorded as missing and removed from this dataset. This enables a more reliable comparison of the first 45 mins of all 60 classroom lessons observed.

Document Analysis

Lesson plans and photographs were also collected and referred to throughout the analysis. Although the plans and photographs did not provide evidence of the TCSF in practice, they were a useful source for informing the Phase 3 recommendations.

Analysis of Data Sources

The data from the above four sources was coded against the established code book developed during the Phase 3 pilot period. Data was coded by domain at the point of data entry, hence providing a rationale for the presentation of the Phase 3 report by Domain, rather than research question. After analysis of the observational, interview/questionnaire, and documentation data, the overall data set was synthesised from each instrument, and delineated against each of the four TCSF domains.

Data collected during the Case Study phase of the validation study allows for a more detailed exploration of the TCSF in practice. The data gathered during this final phase of the validation study, whilst not statistically representative of the Myanmar teaching population, can support the MoE to make inferences on the ways in which the TCSF are currently used in practice in Myanmar, and provide avenues for future examination as the TCSF continues to be implemented. This phase of the study will be used in conjunction with the findings of the other phases, as recommendations from this phase alone cannot adequately inform changes to the TCSF.

Analysis of the indicators that are both evident and not evident in the practice of selected Myanmar educators are highlighted in the following section of this report, separated by each of the four TCSF domains. A discussion on areas worthy of further exploration is also provided.

5 Key Findings

The case studies offer insights into the ways in which the TCSF is understood and beginning to be aligned to teaching practice in Myanmar. The findings of this phase indicate that overall, teachers who were involved in the research phase were attempting to utilise the TCSF across the majority of Domains, Indicators and minimum requirements. Teachers who participated in the case studied exhibited much concern for their profession and for students in Myanmar, and reported a strong desire to engage in further professional development mechanisms to improve their teaching practice and understanding of the TCSF. There were also a number of areas of the TCSF that were not apparent in regards to use of the TCSF in practice, suggesting the need to examine teaching practice further as the MoE moves towards implementation. The key findings from Phase III are outlined below:

- Across the 4 domains, case study participants appeared to be attempting to meet the minimum requirements;

- Although case study participants were able to describe *what* they did in regards to the 4 Domains, they were less able to describe *how* they employed pedagogical approaches to their teaching.
- Participating teachers reported setting goals for students and having confidence in monitoring student learning. However, establishing clear learning objectives was not always apparent in classroom observations;
- Teachers made efforts to consider gender and inclusion mechanisms in their practice;
- In over half of the classroom observations conducted, observers did not record teachers referring to student' culture or context, suggesting the ability to link lessons to a student's life requires professional support;
- Case study teachers expressed a desire for greater access to resources across the profession, including time to support students of diverse ability;
- Teachers expressed value in mentoring, collegial practice, and school and community engagement;
- Participants highlighted a need for professional development to support the monitoring of student assessment and achievement;
- Access to tailored professional learning resources aligned to the TCSF was also identified as an area of interest for participating teachers.

Detailed descriptions of the findings of the case study phase are provided below. Findings are described by domain in line with the methodological approach taken to data collection and analysis. The following section presents the key findings of the case study component of the validation study, presented by the four domains presented in the TCSF. Against each domain, an analysis of synthesised data based on the relevant data collection activities is presented and discussed.

5.1 Domain A Professional Knowledge and Understanding

Domain A focuses on the area of professional knowledge and understanding, encompassing nine minimum requirements. The first minimum requirement involves considering how students' individual needs impact on their learning, and preparing activities to support student learning. The second minimum requirement relates to understanding how different teaching methods can support individual learning needs. The third minimum requirement describes the application of teaching and learning strategies, in order to create opportunities for students to learn and engage. The fourth minimum requirement focuses on use of ICT in the classroom, including understanding the role of information technology to support teaching and learning, and an ability to evaluate and align ICT tools to curricula and pedagogy with the goal of improving information literacy. The fifth minimum requirement focuses on the role and responsibilities of teachers in Myanmar, while the sixth minimum requirement relates to the demonstration of inclusive practice. The seventh minimum requirement relates to understanding of the curriculum, including the ability to apply key concepts, content, learning objectives and outcomes. This domain also focuses on preparation and assessment of teaching and learning materials. The eighth minimum requirement relates to subject matter expertise, including accuracy, contextualisation, and real-world application. Similarly, the final minimum requirement relates to an understanding of ways to differentiate and enhance student literacy and numeracy within a localised context, while supporting individual student needs, age, language, ability, and culture.

Key findings from the teacher interview, head teacher interview, and observational instruments are presented below.

5.1.1 Student Centred Learning

In general, teachers responded positively when asked about their levels of confidence in using student centred learning, with 17/20 teachers reporting being "confident", while 1/20 reported being "very confident".

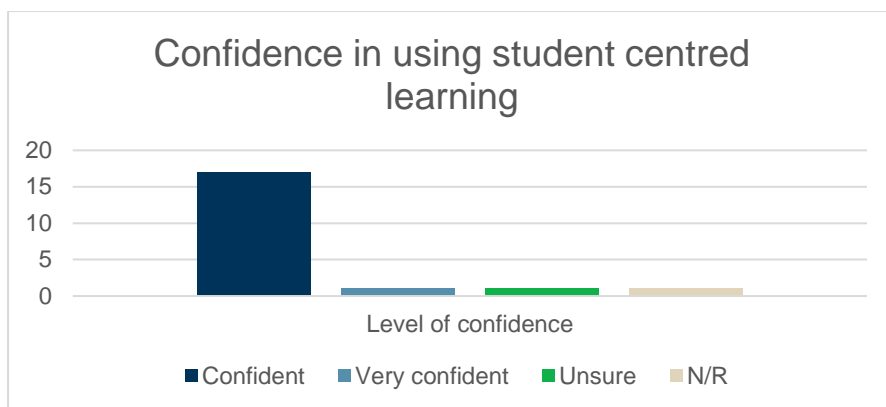


Figure 2: Student Centred Learning

There were some concerns from teachers about the level of attention that should be paid to students while teaching, and a focus on discipline rather than learning. One teacher emphasised that “*students should be taught according to the five principles of the teacher. Students must be disciplined to be polite*”. However, the majority of participating teachers outlined their desire to “*teach students to become better than their teachers*”.

“*Children are asked to discuss the subject taught at school and ask them discuss it with their parents at home (e.g., storytelling)*” (Teacher)

“*Children cannot concentrate all the time. So let them dance, sing*” (Teacher)

Overall, case study respondents spoke with optimism about opportunities to maximise student centred learning through alternative approaches, as well as active engagement with their caregivers, suggesting a willingness to move from compliance based to aspirational, with myriad opportunities for differentiated learning.

5.1.2 Awareness of Educational Technology

During observations and interviews, teachers were asked what resources they use in the classroom, including both online and offline resources. There was little discussion or awareness of the use of educational technology in the classroom, particularly as a pedagogical resource. The majority of teachers reported using curriculum materials (95%), flashcards, pictures and posters (75%), and books (65%). Teachers reported using games and puzzles less frequently (60%). Online resources (45%), songs, drama, or physical actions (30%), TV, video or DVD (30%), and computers (10%) were also used less often, as the graph below demonstrates.

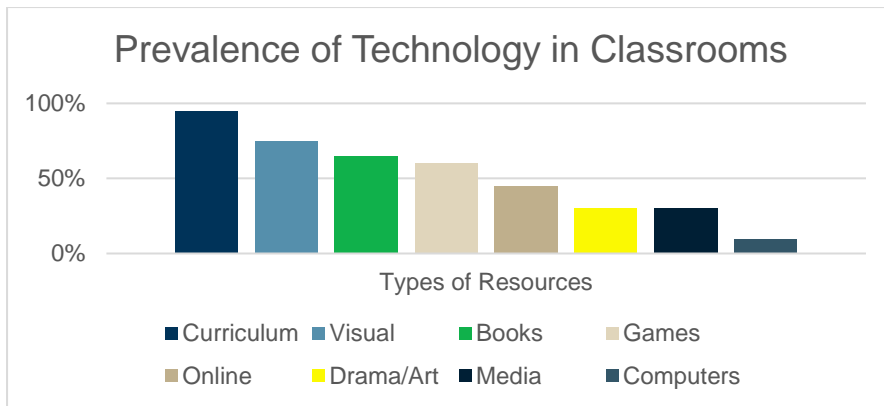


Figure 3: Technology in the Classroom

During classrooms observations, no teachers were observed using computers or educational technology (defined as digital technologies or ICT). This does not necessarily mean that technology is not used within classrooms, but there is no evidence to support wide levels of knowledge of educational technology as a pedagogical resource. However, some teachers reported wanting to learn how to incorporate education technologies into their classroom practice, noting their desire to “develop as many new technologies as possible” (Teacher) and “use various teaching methods” (Teacher). However, the head teacher data did not yield any evidence of awareness of the role of educational technologies, suggesting the need for further examination in the provision and discussion of educational technologies in classrooms.

5.1.3 Inclusive Learning

19/20 teachers reported on their ability to provide support to students with differing learning abilities. Most teachers who participated in the case studies described their ability to provide support as moderate (n=15), while others reported their ability as minimal (n=4).

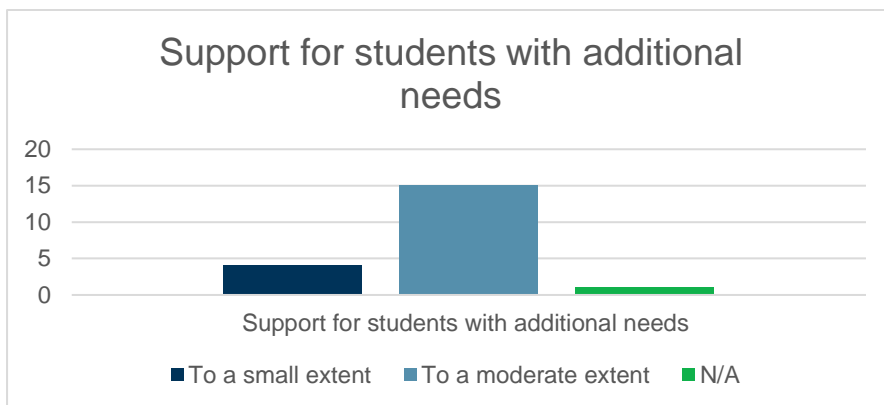


Figure 4: Inclusive Learning

The ability to support students who needed extensions to their learning was more diverse. 7/20 teachers indicated they could provide only small levels of support, while 12/20 teachers reported being able to provide moderate levels of support. The varying levels of perceived competency reported by teachers were consistent with the head teacher interview data. Here, only 2/10 head teachers reported high levels of confidence in teachers addressing the needs of all students, with most head teachers reporting having moderate levels of confidence (n=7) in teachers addressing the needs of all students. Only 1 head teacher reported low levels of confidence, as demonstrated in the graph below:

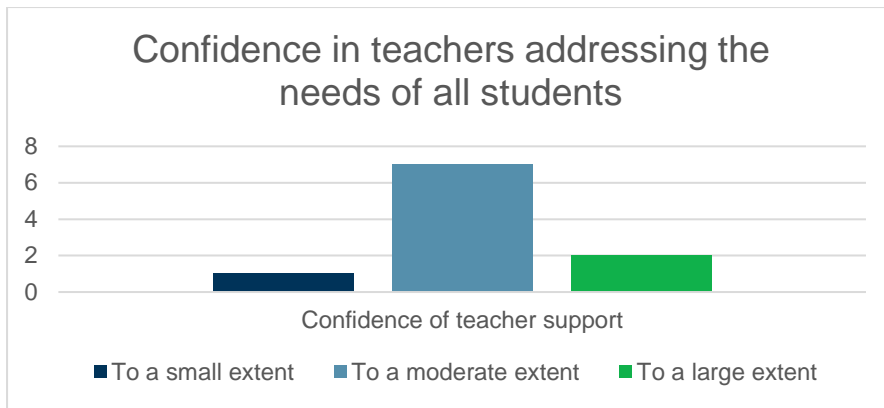


Figure 5: Teacher confidence in supporting student needs

Evidence of support for students with special needs differed across program participants, and although differentiation on the basis of ability was not evident in the observational data, but was reported in interviews with teachers. Although one teacher reported a lack of understanding in supporting individual learning needs at school, noting *“there are no students who have difficulty learning. It is recommended that a student at a slow rate to write at home”*, the majority of teachers described a desire to support students experiencing learning challenges, despite the constraints on time and resources. One teacher admitted *“it is impossible to be full-time. Just do what I can...”* (Teacher), acknowledging the realities of the teaching profession and the complexities of providing support under the pressures of the role.

Additional support from educators for students with additional learning needs was reported in the interview data set, and ranged from provision of in school support, to instruction in the teachers’ home. However, there were also concerns over what else could be done to enhance support for students with additional needs:

“Children with intellectual disabilities are trained for an additional 30 minutes in the evening... they are trained again and again...” (Teacher).

“Two times, three times, let them practice. Let them come to my apartment and give assignments to do in my apartment” (Teacher).

“It was found that teachers were able to use a variety of teaching methods and teaching aids to engage children in active learning. However, there is little that can be done to provide additional support to children with disabilities” (Teacher).

A lack of resourcing may be attributable to the extent to which educators can feasibly support students with additional needs. There are some possibilities for improving levels of support for educators working with students with additional learning needs, and therefore enhancing confidence amongst both teachers and head teachers in regards to inclusive practice. Based on interviews with head teachers, a desire to see additional training materials (n=8) to support the development of teaching methods was also evident. Subsequently, 4/10 head teachers reported a desire for additional training to focus on supporting students with special needs. These results may indicate that understanding how better to support teachers to implement inclusive practice that supports students, regardless of all learning abilities, is worthy of exploration.

5.1.4 Uses of Feedback to Enhance Practice

All 20 teachers reported on uses of feedback for developing their practice. However, there was diversity in the responses as to the rate of feedback received throughout the year, with 9/20 teachers

reported never having been observed and receiving subsequent feedback, and 9/20 reporting regular observations and feedback.

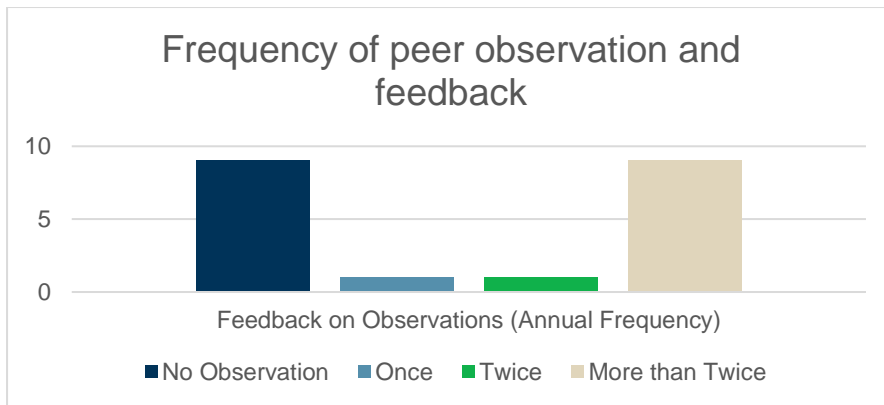


Figure 6: Frequency of peer observation and feedback

However, when asked how often they had participated in group learning activities, the responses were less varied, with the majority of respondents (n=14) reporting participation in learning within groups or clusters of educators at a frequency of more than twice per school year.

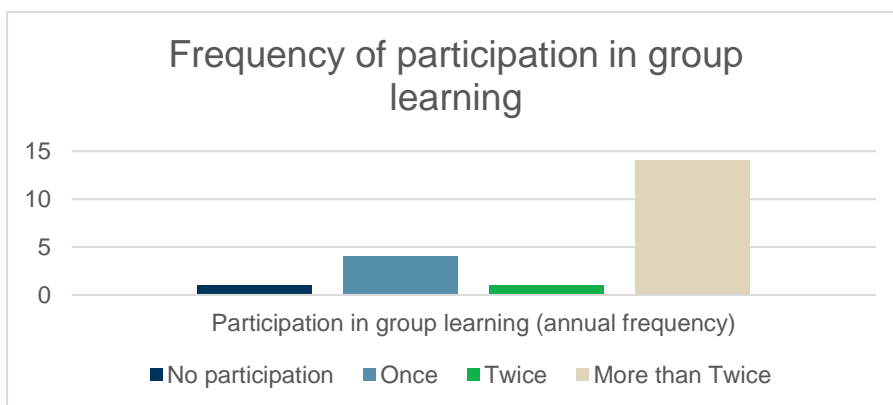


Figure 7: Frequency of group learning participation

The difference in responses between observational based and group learning experiences suggests that amongst respondents, there is a need to integrate observations and peer learning practices in a way that utilises feedback to support ongoing professional development. In order for educators to improve their practice, feedback can be structured in a manner that marks a shift from compliance based (observational) feedback to aspirational, such as feedback delivered by and within a professional learning community.

5.1.5 Areas for Further Exploration

Based on the responses presented above, it appears that teachers are attempting to meet the minimum requirements outlined within Domain A in their practice. Teachers who participated in the case study component of the validation study identified a desire to improve their ability to monitor student improvement, to apply new pedagogical methods, and use more technology in the classroom. These are encouraging findings which demonstrate a willingness to improve professional knowledge and understanding. However, there are some areas that are worthy of further exploration as the TCSF moves forward and becomes further embedded in education policy.

There is evidence to show that teachers are setting goals for their own teaching practice and maintaining records of student learning. Teachers reported confidence in addressing the needs of all

students, however, there is less certainty over *how* teachers are able to provide students with support, regardless of ability. There was also little evidence of how educators are using information technology in the classroom, suggesting an opportunity for exploration in understanding the implementation of the TCSF in Myanmar schools in regard to effective ICT use. This is particularly relevant for students with additional learning needs who have been shown to benefit from access to digital technologies. Finally, given the varying levels at which teachers reported receiving feedback on their teaching practice and the lack of evidence linking feedback to either observation or professional learning, the responses suggest a desire for more opportunities for informative collegial discussion around teaching and learning approaches, rather than a mentor/mentee approach. Providing concerted efforts for professional development and school cluster based teacher mentoring, could support Myanmar's educators to move beyond a mentor relationship, to actively engaging with their peers on ways to build collective teacher efficacy and communities of practice.

5.2 Domain B Professional Skills and Practices

Domain B focuses on the area of professional skills and practice, encompassing eight minimum requirements. The first minimum requirement refers to the capacity to demonstrate subject expertise and engage learners, through reference to the curriculum, learning outcomes, and student focused learning. The second minimum requirement considers the capacity to apply educational technologies and relevant teaching methodologies to support student activities and learning. The third minimum requirement relates to lesson planning and structure, including application of appropriate pedagogical practice. The fourth minimum requirement pertains to monitoring and assessment of student learning, while the fifth minimum requirement requires demonstration of recording and monitoring of student progress. The sixth minimum requirement refers to the facilitation of safe and effective conditions for learning, including physical health and safety, as well as relationships between peers. The seventh minimum requirement outlines expectations for managing student behaviour through interaction and respectful practices. The final minimum requirement of Domain B focuses on the implementation of strategies to support a positive school culture, including involving all stakeholders in student learning, and supporting a culture of feedback in the school community. Key findings from the observation, teacher interview, and head teacher interview instruments are presented below.

The following section presents the results of analysis of data pertaining to Domain B, in particular, the classroom observation data. The methodology for data collection was the same as under Domain A, noting the missing data being the same as well. The dataset for classroom lesson observations includes 60 lessons of different durations, student numbers, grades, and lesson foci. Observers were required to record the presence of an activity or approach (y/n) at five minute intervals for 60 minutes. However, 90 per cent (n=54) of classroom lessons observed ran for a duration of between 30 and 45 minutes, resulting in many 0 codes for the final three time points. The median class duration was 45 minutes. Accordingly, the last three time points beyond 45 minutes have been recorded as missing and removed from this dataset. This enables a more reliable comparison of the first 45 mins of all 60 classroom lessons observed.

5.2.1 Uses of Appropriate Teaching Strategies

Lesson focus

In 88 per cent of the classroom lesson observations (n=36) the teacher was observed explicitly outlining the lesson focus, usually within the first 10 minutes of the lesson. In 10 per cent of classroom lesson observations (n=7), the teacher did not outline the lesson focus at all.

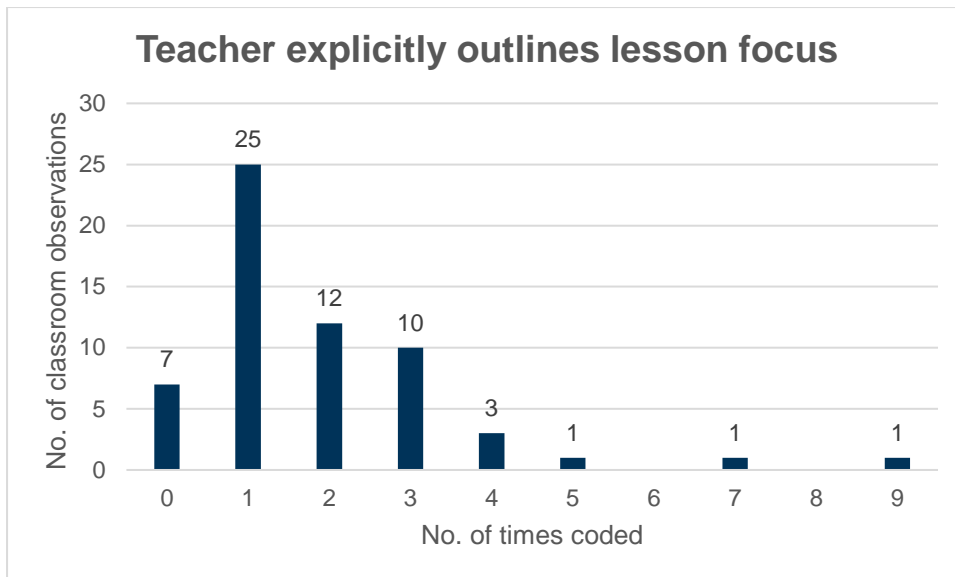


Figure 8: Lesson focus

In around 63 per cent of lessons (n=38), teachers outlined the learning outcomes of a lesson between 1-3 times. In 30 per cent of classroom lesson observations, the teacher did not outline the learning outcomes of the lesson at all. This is a much higher proportion than those who did not outline the lesson focus, and it is worth investigating further as a lack of clear learning intentions may shape the learning opportunities afforded to students.

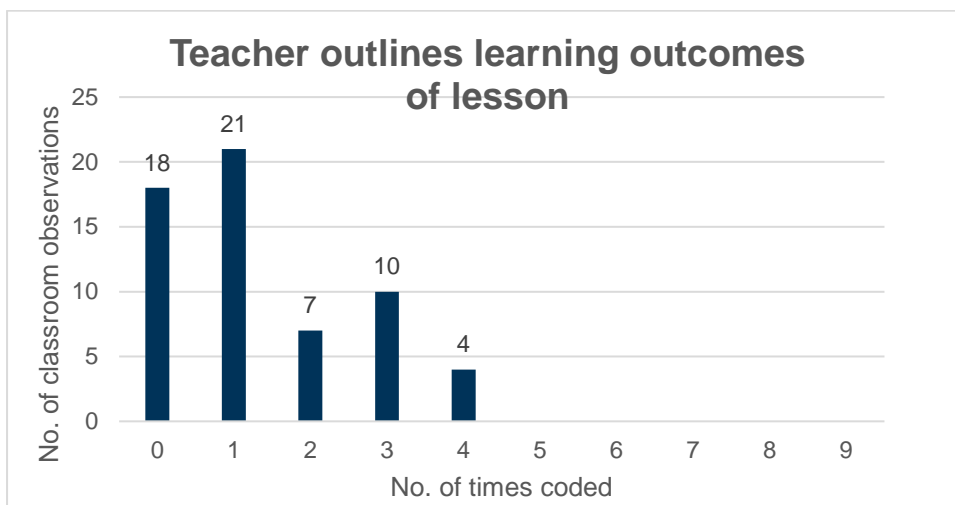


Figure 9: Learning outcomes

The majority of participating teachers were observed outlining the lesson focus and learning outcomes. However, given these teachers were nominated as high performing, we might expect all lessons observed to include this activity at least once. These findings could suggest that in general, there may be proportion teachers who do not meet the minimum standard by ‘clearly explain[ing] the curriculum content and intended learning outcomes’ as stated in the TCSF Indicator 1.1.1. It may be that communicating the focus of the lesson is a lower level teaching behaviour that does not require a shift in thinking from teacher-centred to student-centred. That is, a teacher can convey what they are planning on teaching without having to consider what they are looking for as evidence of learning (learning outcomes). This is especially true if the learning outcomes are communicated at varying levels of development, which requires a more sophisticated and developed set of skills on the part of

the teacher. If this is the case, then we may be looking at a need for a set of developmental teacher standards that communicate different levels of expertise (as the Australian standards do³).

Connecting Learning to Students' Prior Knowledge, Interests, and Contexts

Teachers were not specifically asked about selecting instructional material that aligns with their student's prior knowledge, interests, daily life or local needs. However, teachers were asked a general question about selecting instructional materials. Teachers were asked 'during the school year, how often do you refer to curriculum materials (e.g., teacher guides, textbooks)?' 80 per cent of teachers responded that they did this on a daily basis. Only one teacher responded that they did not do this at all. There was no further prompting in the questionnaire regarding this item, so it is unclear why this occurred.

The observation protocol also included the category 'refers to students' culture/context'. This was explained in the code book as when a teacher '[refers] to or ask questions about the students' cultural heritage (local wisdom, traditions and customs)' (Myanmar Teacher Competency Standards Framework (TCSF) Validation Study – Phase 3 Case Study Proposal, 2019, p. 35). In over half of the classroom observations conducted (n=31), observers did not record teachers referring to student' culture or context. In 28 per cent of the classroom observations, teachers were observed referring to a students' culture or context once or twice. These findings could suggest that this is not a common practice in the classrooms observed, or it may not have been relevant to the lesson focus or objectives. There has been research that found teachers find establishing the relevance or real world connection between classroom learning and students' lives challenging. Tapping into students' interests might be more subtle and better investigated using in depth interviews with teachers to explore their thinking and approach to planning. Both of these are related to facilitating student engagement and motivation to learn.

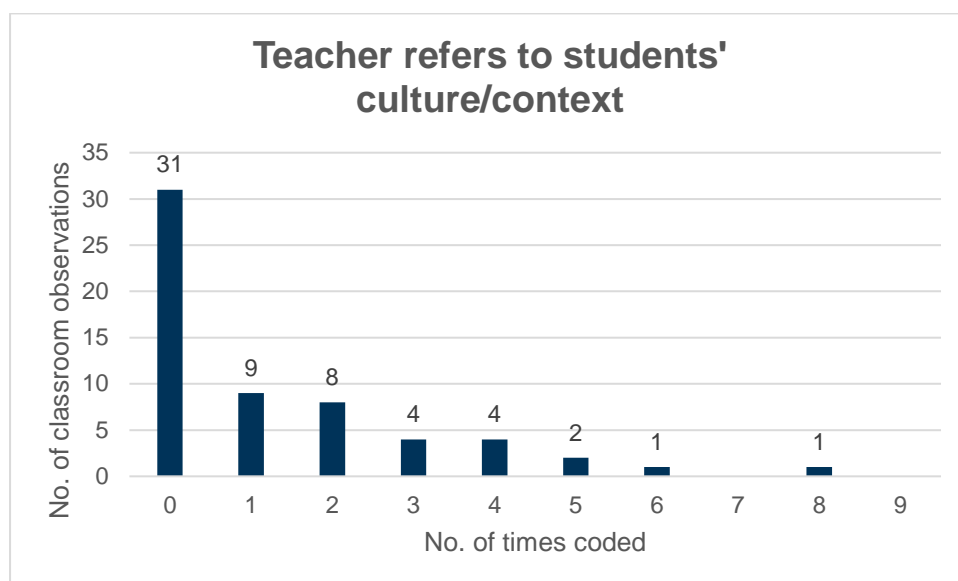


Figure 10: Students' culture/context

Enjoyment of learning

Of the teachers interviewed, 75 per cent reported that their students enjoyed classes 'to a small extent' or to a 'moderate extent'. Only four teachers reported that students enjoyed their classes 'to a large extent'. The most common reason cited regarding students' lack of enjoyment was regarding

³ See <https://www.aitsl.edu.au/teach/standards> for an overview of the Australian Professional Standards for Teachers (APST)

student engagement. Teachers' stated that learners were not interested; not able to concentrate for long periods; not interested in certain subjects, or at certain year levels. One teacher said

'[it] depends on the intelligence of the student...some are not interested'

These responses suggest many teachers primarily attribute student motivation to characteristics of the individual student rather than something that is influenced by the teacher, and that limited student engagement in learning is common across these classrooms. Taken together with the findings in relation to connecting student learning with their experiences and interests outside the classroom, these responses might indicate that many teachers are either ill-equipped with the skills necessary to facilitate student engagement in the classroom, or do not see this as part of their role as teachers.

In contrast, there were three teachers who reported that their students' enjoyed their classes to a large extent. They cited reasons as follows:

'Students are interested in learning...They have active responses'; 'Because of our friendly and open dialogue'; 'Because of active teaching and active learning.'

These responses indicate there are those who do see a direct connection between teacher and student interactions that take place in the classroom and students' active engagement and enjoyment of learning. Given the small number of teachers who responded in this way, it may be that this represents a higher level of expertise in teacher development that goes beyond a minimum standard.

Encourage students' awareness of their own ideas

The case study did not include interview questions or observation categories specifically relating to this indicator. However, the observation protocol included a category for observers to record when a teacher 'responds positively to student question or concern'. This was explained in the protocol as when a teacher 'acknowledge[s] and respond[s] to student concerns, requests and contributions (Myanmar Teacher Competency Standards Framework (TCSF) Validation Study – Phase 3 Case Study Proposal, 2019, p. 36). In more than half of the classroom lesson observations (n=31), teachers were not observed responding positively to a student's question or concern at all. This does not necessarily mean that teachers responded neutrally or negatively to student's questions. It could be that there were few questions asked by students, or there were limited opportunities for students to ask questions or express concerns. There were no data collected regarding the opportunities, number of questions, or types of questions asked by students.

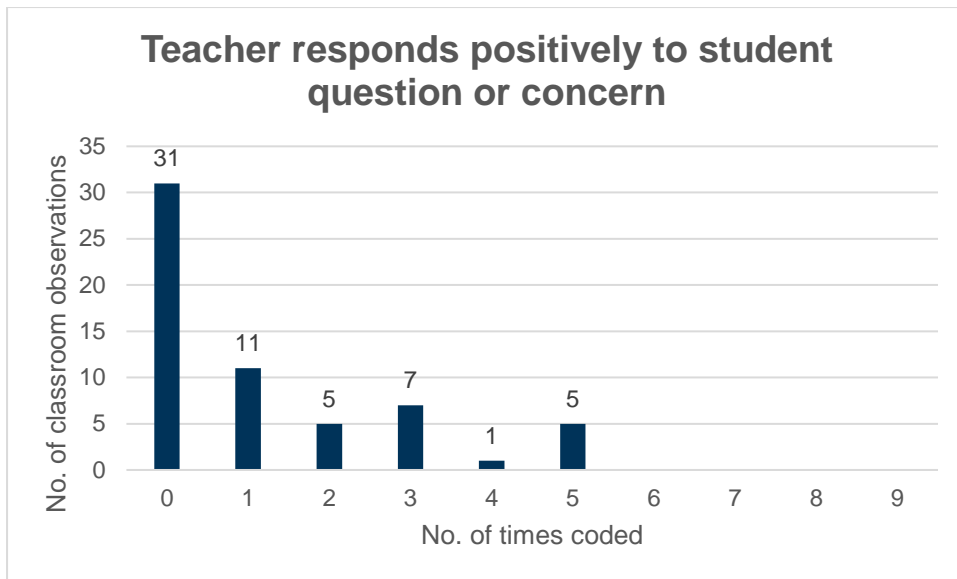


Figure 11: Teacher response

The other observation category that could be considered as related to ‘students’ awareness of their own ideas to build new understanding’ (Indicator 1.1.3) is the amount of student talk observed in the classroom lesson. Student talk, as it is explained in the TCSF Case Study design as ‘classroom talk that is more than ‘choral responses’’, could potentially involve students expressing their ideas, with their peers or the teacher, and therefore act as a proxy indicator for Indicator 1.3.

Observers noted that in 24 classroom lessons, ‘lots of student talk’ was not observed at all. In 15 classroom lessons observed, lots of student talk was observed 20 per cent of the time. Without knowing the nature of this student talk and whether it was related to the learning, it is difficult to interpret these findings. In order to understand the extent to which teachers are facilitating students’ understanding of their own ideas, either through welcoming their questions or through opportunities to discuss those ideas with others, further investigations would be warranted.

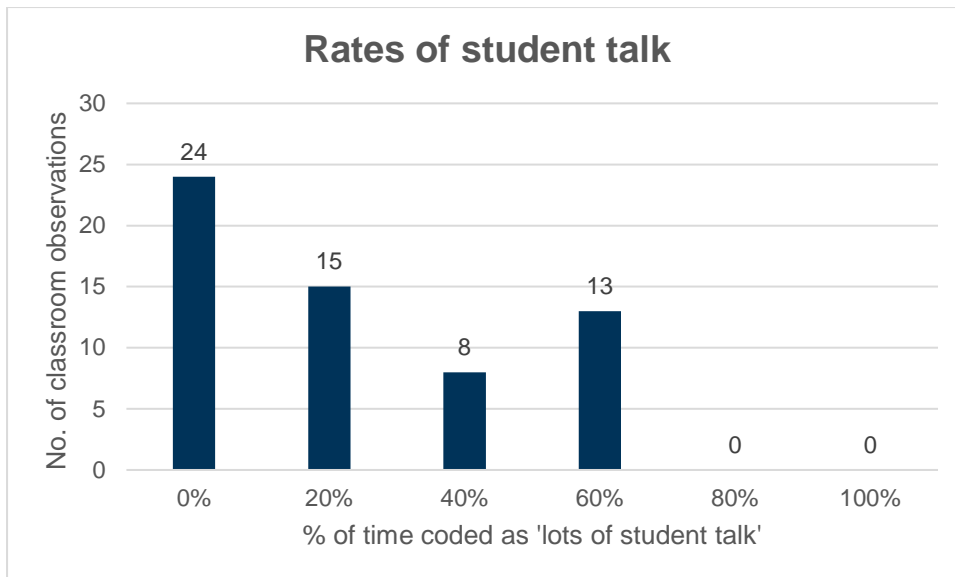


Figure 12: Student talk

5.2.2 Demonstrate capacity to apply educational technologies and different strategies for teaching and learning

Teacher confidence in using different methods and strategies

Teachers were asked 'Overall, how confident are you addressing the needs of all students?' All 20 teachers interviewed responded that that they were 'confident'. A number of teachers reported that that their confidence stemmed from the effort they expended on supporting their students. One teacher said:

'I have confidence because whatever I do, I work hard for it'

Another teacher said that they provide:

'Financial help to students with cerebral palsy... Visit and Interview (Psychological Support)... Study the background of some struggling students and taking the time to patiently teach'.

Generally, almost all teachers (85-95%) reported that they were 'quite confident' or 'very confident' regarding each of the strategies listed, namely:

1. using small group or paired work
2. using individual tasks
3. using student centred learning
4. checking what students already know about the lesson prior to teaching
5. addressing students' individual learning needs
6. relating learning to students' lives
7. assessing students while they work on learning activities
8. multi-grade teaching

The highest proportion of teachers who selected the option 'not very confident' did so regarding 'addressing students' individual learning needs' (15%), and 'multigrade teaching' (10%).

Use of different strategies in the classroom

Of the 60 classroom observations conducted, on average, whole group instruction was observed 53 percent of the time. On average, pair or group activities were observed 21 percent of the time across

60 class observations. The following graphs show the number of observations and percentage of time coded as whole class activity, pair or group work, and individual activity. These bar charts reveal that:

- Whole class activity is much more commonly used by teachers observed, compared with pair or group work, or individual activity. Two thirds of classroom lessons observed were coded as using whole class activity most of the time (between 80-100%).
- There were many classes where pair or group work was not observed at all (41%). When considered with the finding that 90% of teachers interviewed reported that they were confident or highly confident in using small group or paired work, this is an interesting finding. However, the data do not reveal *why* group or pair work was not used at all in over one third of the classes observed.
- There were some classes where observers recorded that the majority of time was spent on whole class activity *and* pair or group work. Further, some classes were recorded by observers as almost entirely whole class activity *and* individual activity. In the observation protocol, the description of 'whole class activity' is 'teachers and students working together as a whole class'. The description of individual activity is 'all students work on a task on their own'. This suggests that whole class activity, pair or group work, and individual activity cannot be observed in effect simultaneously. More clarity is needed in descriptions of approaches, or more training may be required for coders to distinguish between the approaches. In addition, future investigations might explore the reasons why teachers make the decision to group students in a certain way, and the barriers and enablers to group work within the classroom.

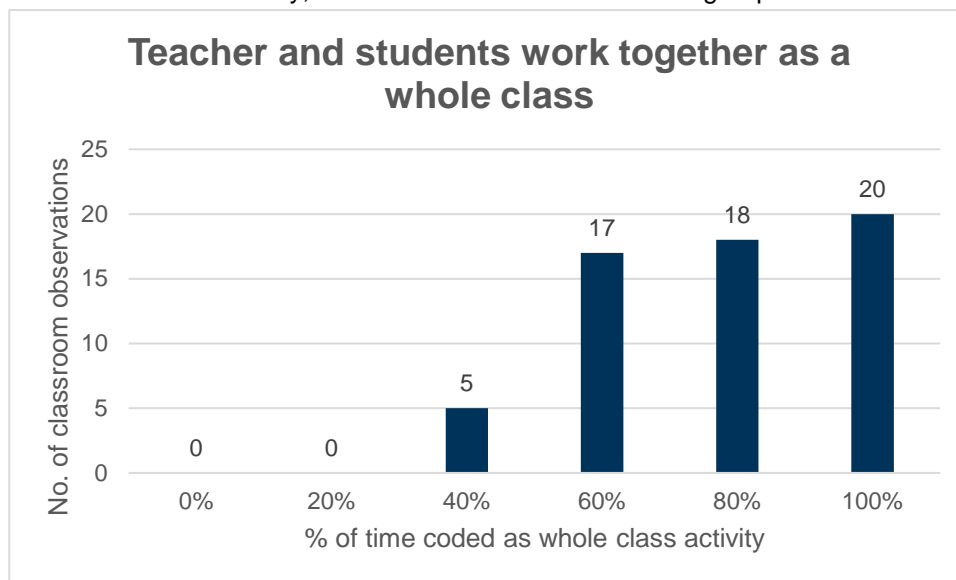


Figure 13: Teacher and student activity

The graph above shows that in 20 classrooms, whole class activity was observed being used 100 per cent of the time.

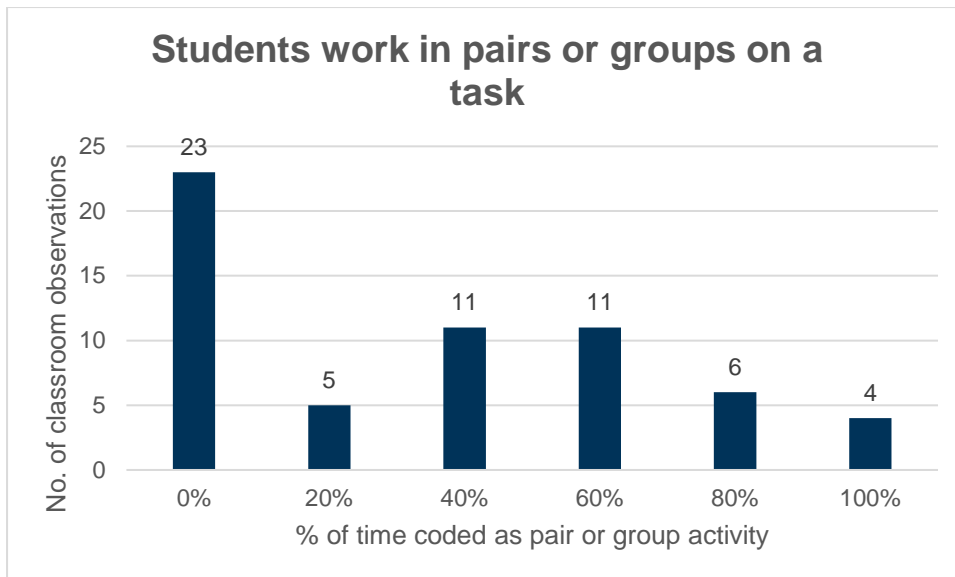


Figure 14: Pair and group work

The graph above shows that in 23 classroom lessons observed, pair or group activity was not observed.

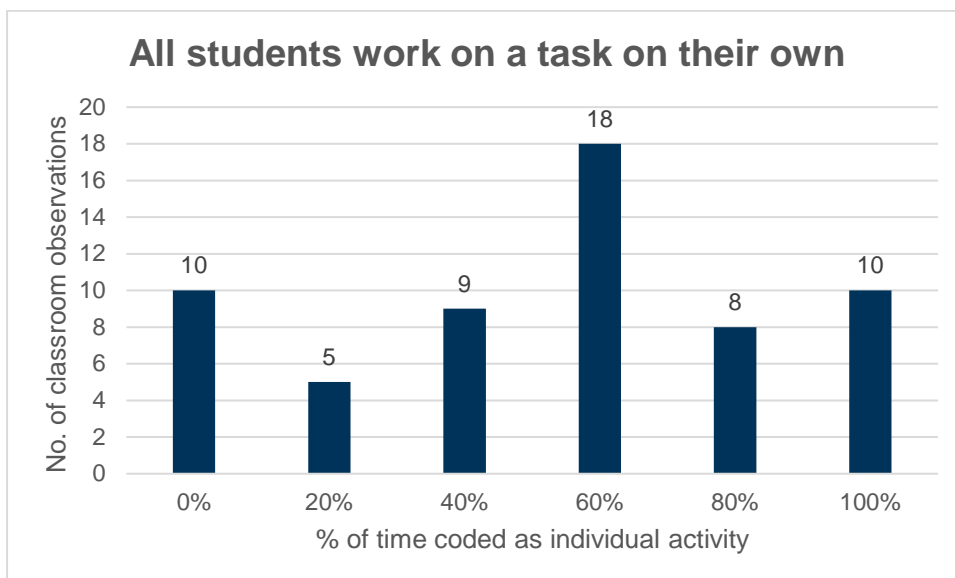


Figure 15: Student autonomy

The graph above shows that in 18 classrooms, individual activity was recorded as occurring 60 per cent of the time.

Instructional strategies to support student learning

There were no questions or observation categories specifically related to this indicator in this case study. In response to the question 'What are the key concepts, learning outcomes and objectives for the subject and grade you teach?' there were a number of relevant statements made by teachers regarding mathematics teaching and learning:

- *'I help students to be able to use Math in the outside world...In sixth grade, I intend to give students a good foundation for seventh-grade maths by teaching them repeatedly until they achieve'*

- *'Maths – To be skilful in functions (addition, subtraction, multiplication, and division) and apply in a life situation'*
- *'To be able to arrange G1 Maths Numbers (between 10 and 20) in ascendant order as well as in descendant order'*
- *'In my Maths teaching, I connect to life'*
- *'To solve practical problems in Maths'.*

An observer noted:

'In order to do multi grade teaching, there is confidence in teaching Myanmar Language, teaching Geography and history, but not in English and Math problems as these subjects are difficult. Although there is confidence in teaching Myanmar language in the areas of learning and real life, it is unlikely to be linked to real life in English. It is particularly found that teachers' subject knowledge is weak. He needs to know all kinds of teaching and use them effectively. Know the role of a teacher; understand, he still needs to practice.'

These comments suggest that a number of teachers express the desire to help students to make connections between maths concepts and their real world application, but may lack the confidence or ability to do so. This aligns with the results and findings reported in relation indicator 1.1.2 above.

Create opportunities for students to investigate subject-related content and concepts through practical activities

There were some examples of evidence collected for this indicator in the case study. According to the Myanmar Teacher Competency Standards Framework (TCSF) Validation Study – Phase 3 Case Study Proposal (2019, p. 20), examples of evidence might include teachers:

- Using a range of resources and activities to facilitate learning (i.e. games, songs, problem solving tasks);
- Using strategies that encourages students to ask questions and discuss the topic;
- Using a range of strategies and adjusts lessons to support student understanding and needs.

Teachers were asked what other resources they use in the classroom. Most teachers reported using curriculum materials (95%), flashcards, pictures and posters (75%), and books (65%). Less commonly used by teachers were games and puzzles (60%), online resources (45%), songs, drama, or physical actions (30%), TV, video or DVD (30%), and computers (10%). In contrast, the classroom observations revealed that most teachers used student text books (90%), and lesson plans (60%). Very few teachers were observed using games (10%), puzzles (3%), songs (8%), drama or role play (3%), children's shows (0%), and computers (0%).

As stated above, there were no data collected regarding the opportunities, number of questions, or types of questions asked by students. Observers were also asked to note anything else that would help foster understanding of how the lesson was taught. Two relevant comments pertaining to two different observations were as follows:

- *'No individual work, no group work, no practical'*
- *'Students are not allowed to practice their own materials'*

5.2.3 Effectively planning and structuring lessons

Teachers were asked 'how do you prepare for your lessons?' Responses varied, but most included a description of preparing a lesson plan in accordance with the Teacher Guide. A number of responses described including a variety of resources and sources of inspiration, for example, one teacher said:

'I have a lot of tactics, I learn to fit in with them by using English Lesson Plan Cards, making posters, then let them practice...I watch Online Teachers discussion, sometimes, I ask someone who knows better than me... View new G-6 English videos online. I also conduct inquiries through the chat box. I prepare according to the teacher guide...I also use "Learner choice Journal"...I use T-chart methods like yesterday. I also use illustrations'...

Teachers interviewed reported that they most commonly planned lessons on a weekly basis during the school year (40%). Three teachers reported not planning lessons at all, and six reported undertaking this activity on a daily basis.

Head teachers were also asked about how teachers prepare for lessons. Most head teachers stated that teachers write lesson plans using lesson notes; some do so on a weekly basis, and some develop a monthly register of activities. Two head teachers reported that they check or review their teachers' lesson plans.

Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning

The observation protocol included the category 'refers to students' prior knowledge and skills'. This was explained in the protocol as when teachers ask students what they already know about a topic, or prompt students to recall an earlier activity. In almost all classrooms observed (n=58), observers recorded that teachers referred to student's prior knowledge and skills at least once. In more than half of the classroom observations, teachers were observed doing this between one and four times.

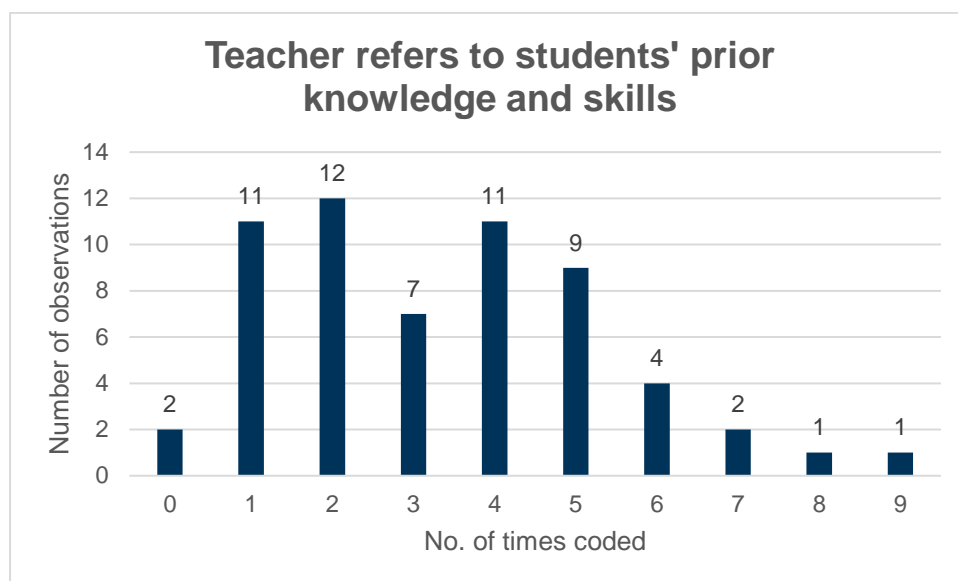


Figure 16: Teacher reference to prior knowledge

The figure above shows that in 12 classroom observations, the teacher was observed referring to students' prior knowledge and skills twice.

Use questioning techniques and examples to introduce and illustrate concepts to be learnt.

Both the teacher interview and classroom observation protocol did not include specific categories or questions regarding teacher's questioning techniques or use of examples to illustrate concepts. The observation protocol does include categories for recording when teachers selected boys or girls to demonstrate and idea or skill. In approximately half of all classroom lesson observations, neither a boy nor a girl was selected to demonstrate an idea or a skill. Girls were marginally more likely to be selected to demonstrate an idea or skill than boys, as depicted below.

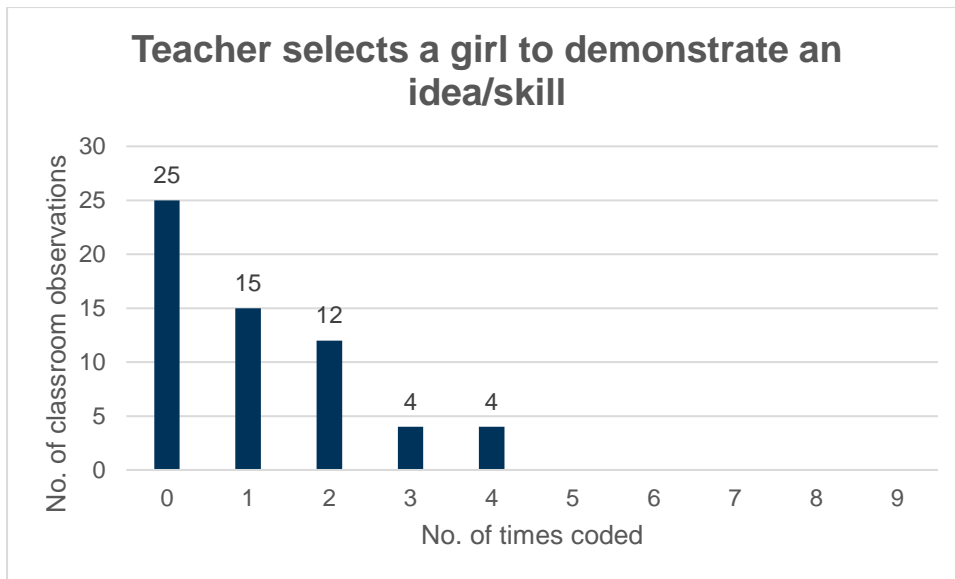


Figure 17: Support for girls

The graph above shows that in 25 classroom observations, the observer did not see and record a girl being asked to demonstrate an idea or a skill. Girls were observed being selected to demonstrate an idea or a skill a total of 77 times across 35 classroom lessons.

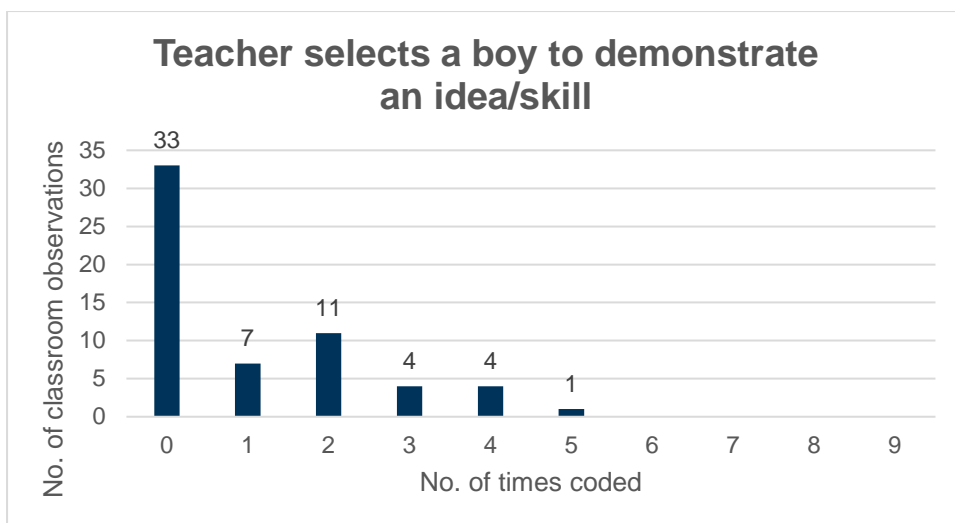


Figure 18: Support for boys

The graph above shows that in 33 classroom observations, the observer did not see and record a boy being asked to demonstrate an idea or a skill. Boys were observed being selected to demonstrate an idea or skill a total of 62 times across 27 classroom lessons.

5.2.4 Demonstrate capacity to monitor and assess student learning

Teachers reported using a variety of formative and summative methods to assess the progress of their students' learning. The most frequently provided response (n=7) was by asking questions of students and determining from their responses whether the students understood the content of the lesson, during and after the lesson. Other methods used to assess student learning progress as reported by teachers included exams (n=4), reviewing student written work (n=3), observing children demonstrating skills (n=3) and observing children's behaviour (n=2). This aligns with the TCSF

indicator 1.3 indicator description 'Use questioning and discussion techniques to check students understanding and provide feedback'. Teachers' responses included:

... 'Asking questions during and after the lesson'; ... 'Question before the lesson, question during the lesson, and question after the lesson and written test'

The most common purpose for assessing student learning as reported by teachers was to 'monitor student performance and progress' (n=17) and to 'assess whether the teacher themselves was effective in teaching the students' (n=15). Purposes for assessment that were deemed less important by teachers were 'ranking students' (n=11) and 'reporting student achievement' (n=9).

Use questioning and discussion techniques to check students understanding and provide feedback

Classroom observations revealed that on average, teachers were observed explicitly checking for student understanding approximately five times per lesson. There were 13 classroom observations where the teacher was observed explicitly checking for understanding 5 times during the lesson. However it is unclear whether this checking occurred at a student, group, or classroom level.

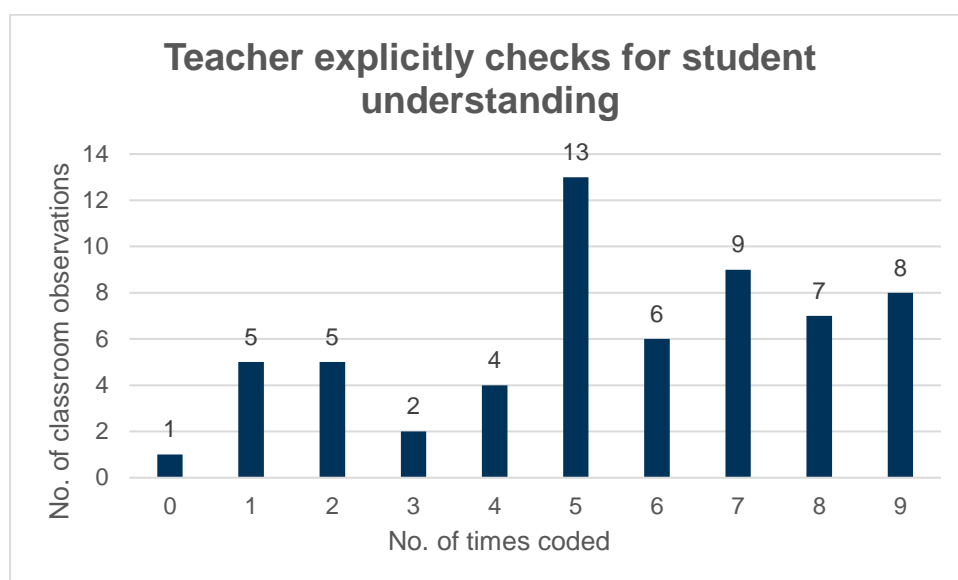


Figure 19: Student learning checks

Of the 60 lesson observations conducted, there were 22 observations where the teacher was not seen to observe their students practising what they had learned at all. This may have been because there were limited opportunities for students to practise what they had learned. Opportunities could depend on the class size, which ranged from between 7-68 students, and the lesson content and objective.

Record students learning progress

Almost all teachers (n=19) reported that they maintained a record of student learning progress. They also reported use of varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum. Of the four options provided regarding assessment practices, the most commonly used method was a 'spreadsheet of student scores' (n=13). Of the 20 teachers interviewed, very few reported using portfolios (n=2), teacher journals or diaries (n=5), or samples of student work (n=4). This suggests that teachers in this sample are not using 'varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum' as described in the TCSF (B2.2.2). As a system shifts from more traditional teaching

approaches that emphasise the delivery of content towards a more student-centred approach that emphasises the individual development of skills and competencies, it may be necessary to provide additional training to support expanding teachers' knowledge and skills regarding assessment.

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

Almost all participating teachers responded that they discussed their student's learning progress with 'other educators of different subjects' (90%). The second most common group for teachers to communicate with about student learning progress was parents (75%), followed by other educators of the same subject (55%), and then students themselves (50%). Teachers were asked 'Within a school year, how often do you have a conversation, of 5 or more minutes, with parents about their child's learning?' The most common response was every three months (n=9), followed by each month (n=3), or never (n=3). Teachers most commonly reported talking with individual students about their learning progress on a daily basis (45%), followed by weekly (35%). Only one teacher reported that they did not do this. Most teachers reported that they assessed students during lessons on a daily basis (80%), and 15 per cent reported that they did this on a weekly basis. Teachers were asked how often they worked together with other teachers on teaching and learning. Over a quarter of teacher did not know or respond to this question. 30 per cent reporting doing this on a weekly basis, 15 per cent on a monthly basis, and 15 percent between three and six months.

5.2.5 Supportive and Safe Learning Environments

Observers recorded different features of the classroom set up, as they relate to this competency standard. The percentages of classrooms with each of the key items were as follows:

- Blackboards (97%)
- Space for whole class activities (83%)
- Grouped tables and chairs for students (72%)
- Individual or single lined tables and chairs for students (12%)
- Reading area (65%)
- Student work on display (83%)
- Hygiene safety posters (25%)
- Classroom rules on display (20%)

Most teachers reported that they were able to provide support to students who have difficulty learning to a moderate extent (75%). The kinds of strategies they employed to supports students having difficulty included:

- Modelling skills for the students
- Observing them practice a skill
- Allowing more time to practice a skill
- Repeating the explanation of the concept or skill
- Peer learning

5.2.6 Communication and Community

Teachers were asked how they promote parents involvement in student learning. Most responses (n=15) described meeting parents, advocating for the importance of attending school, supporting their children to complete their homework, and encouraging them to take an interest in their children's learning. One teacher stated that they ask their students to discuss their learning at home with their parents, and one teacher described visiting the homes of students who are experiencing difficulties. As described above, 40 per cent of teachers interviewed (n=8) reported that they worked with other teachers on a daily or weekly basis. A quarter of the sample reported doing this 'as required'.

Most teachers interviewed (90%) reported that they discussed their students' learning progress with other educators of different subjects. Only around half of teachers interviewed (55%) discussed their students' learning progress with other educators of the same subject. This finding could suggest that teachers are not taking the opportunity to discuss student progress with educators with whom they can share strategies and give feedback on teaching and learning within the same area.

5.2.7 Areas for Further Exploration

There did not appear to be any questions, classroom observation categories, and corresponding data collected regarding indicator 4.1.1, pertaining to teachers speaking positively to others about school culture and the primary curriculum to promote understanding among parents. This suggests areas for further exploration in the areas of school culture and community involvement.

The observation data also revealed that in 53 per cent of classroom lessons, students worked in pairs or groups on a task between 20-100 per cent of the time. Further, observation data revealed that in 77 per cent of classroom lessons, students worked on a task on their own between 20-100 per cent of the time. As stated above, there appears to be some coding inconsistencies within the dataset; this requires further exploration.

Within Domain B, there did not appear to be any questions, categories, and corresponding data collected relating to at school safety or health. Further, there did not appear to be any questions, categories, and corresponding data collected regarding good health and safety practices to promote student wellbeing. However, teachers were asked 'What type of school/community activities have you participated in, in this school year?' There were a number of responses that suggested teachers played active roles in promoting good health and safety in the school and broader community. Teachers' responses included:

- *'I [am] involved in solving water problems at school'*
- *'Participate in the festival and eye examination for the parents in the village (teachers have been trained)...With the Shine Hope organization, we give lectures on things that can cause cancer'*
- *'School Health and Nutrition activities'*
- *'Social Affairs (Health)'*
- *'Cleaning school environment'*

As stated above, classroom rules and hygiene posters were not displayed in many of the classrooms observed. Classroom rules were displayed in 12 out of 60 classrooms observed, and hygiene safety posters in 15 out of 60 classrooms observed. There did also not appear to be any questions, classroom observation categories, and corresponding data collected encouraging students to interact with each other with mutual respect and safety. There did not appear to be any questions, classroom observation categories, and corresponding data collected regarding indicator B3.2.3 which encourages peer support. The closest approximation is the observation category for when teachers' refer to students' culture/context. As stated above, in more than half the classroom observations, teachers were not observed referring to students' culture/context at all.

Observers were required to code the classroom learning environment as cooperative, or compliant, or unruly. The dataset revealed that almost all observers coded classrooms as both cooperative *and* compliant. 56 classroom lessons observed were coded as cooperative; 59 as compliant, and 1 as unruly. The coders may have had difficulty distinguishing between the categories, or do not see them as mutually exclusive. This finding is worth further exploration.

5.3 Domain C Professional Values and Dispositions

Domain C focuses on the area of professional values and dispositions, encompassing eight minimum requirements. The first minimum requirement describes the demonstration of values and attitudes that

comply with codes of conduct associated with Myanmar teachers, in addition to demonstration of attitudes, values, and behaviours, and a consideration of the broader school community. The second minimum requirement anticipates an understanding of theories and concepts that underpin teaching and learning. The third minimum requirement relates to a willingness to understanding the impact of culture on student engagement and learning. The fourth minimum requirement focuses on accountability, while the fifth minimum requirement emphasises commitment to the school and the school community. The sixth minimum requirement highlights the importance of inclusive practice and equitable treatment of students, while the seventh minimum requirement consider the need for respect of student diversity and support for student participation. The final minimum requirement relates to a demonstrated capacity to promote student understanding of the world, including the global citizenship constructs of social equity, justice, and sustainability.

Key findings from the teacher interview and head teacher interview instruments are presented below.

5.3.1 Integrity and Accountability

Teachers were asked how they demonstrate integrity and accountability, and what the role of an educator is in Myanmar. Most responses described the importance of responsibility, acting as a role model, mentoring, and developing a sense of moral purpose amongst students.

“It is very important to be a role model for the students as moral, ethical, and courteous behaviour as words have effects on the rest of their lives” (Teacher).

“A teacher must be careful to be a role model, a guide, a respectable person, and a constant / lifelong learner” (Teacher).

“The role of the teachers is to teach and mentor the future generations in the right way and to help them to become good persons”. (Teacher).

“Children look at the teachers and follow her. They imitate. It is important that the teacher goes ahead and students follow her regularly”. (Teacher).

“A teacher is a role model for children. As a teacher and mentor, I think the quality of teachers is high. I think there should be good citizenship skills... teachers and educators must help children have a polite conscience to develop a sense of professionalism” (Teacher).

These responses suggest that many teachers perceive their role to be that of a mentor rather than a facilitator of learning, with views and expectations on teaching and learning predicated on respect and moral behaviour. Such views are expected in the context of Myanmar, but may also indicate that shifting towards a student centred model of learning requires additional support, so as to facilitate student voice and student engagement in the classroom.

5.3.2 Leading in Community

Head teachers reported on the prevalence of staff participating in school and community activities, with 9/10 head teachers reporting observing teachers engaging in the life of the school more than twice in a school year. However, teachers appeared to be more focused on engaging parents in student learning as a means to support individual needs, than engaging in community activities. 15/20 teachers described meeting parents, advocating for the importance of attending school, supporting their children to complete their homework, and encouraging them to take an interest in their children’s learning. Many teachers also described ways in which *“parents are encouraged to participate in their children’s learning”*, as outlined in the comments made by educators below:

“Meet parents and show their children’s’ condition of education” (Teacher).

“I ask parents to help me with the need of the school” (Teacher).

“If possible, I discuss the weak students’ needs with their parents” (Teacher).

“Meet parents and find out ways and means to promote students’ learning” (Teacher).

There was also a willingness to engage other educators in the student learning process. One teacher noted “when it comes to asking me what I do not know, I ask another teacher, then I retell them [the student]”. This attitude suggests a progressive openness to engaging in collaborative discourse as a means to support student learning.

5.3.3 Quality and Equity

Of the teachers interviewed, 14/20 reported good levels of confidence in supporting the individual learning needs of students. Only three teachers reported not feeling confident to support individual learning needs, with a further three teachers reporting feeling “very confident” in supporting individual learning needs, as outlined below:

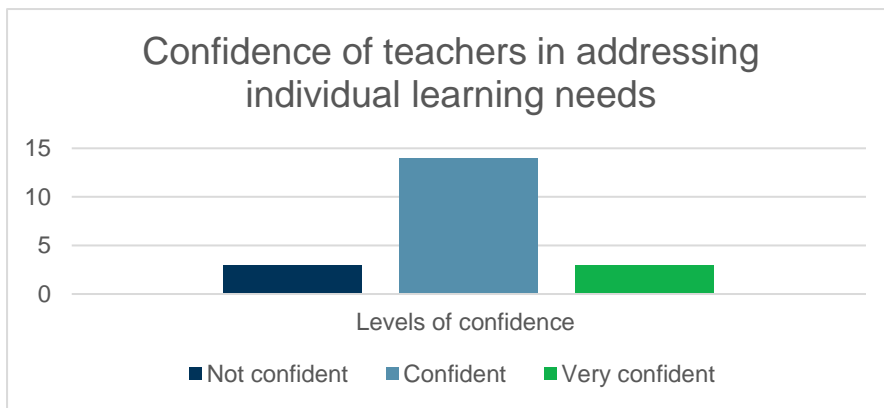


Figure 20: Teacher confidence for learning needs

One of the reasons cited by teachers as a possible cause was a lack of time for supporting students with additional needs, while other reasons related to a lack of engagement from students. Similarly, when teachers were asked about their levels of confidence in making connections to students lives, the majority of teachers reported good levels of confidence (n=17). Fewer reported feeling very confident (n=2), while only one teacher reported feeling not confident, as the graph below depicts.

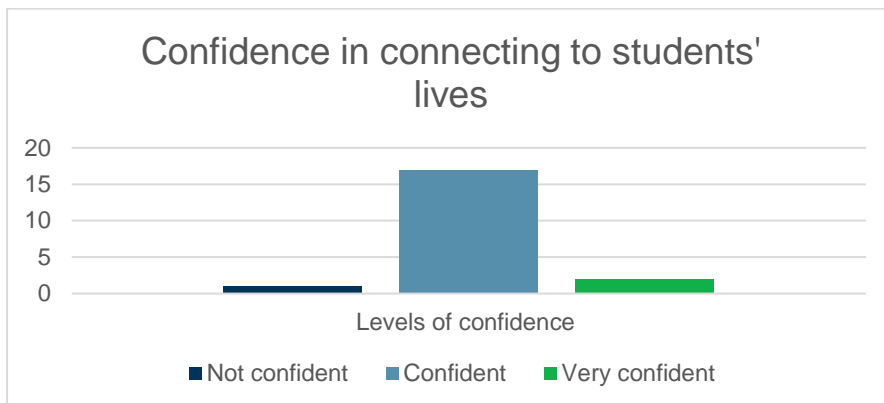


Figure 21: Teacher confidence in connections

The levels of confidence in promoting quality and equity in the classroom are consistent with the findings of Phase 2, which focuses on survey data reporting. Here, the majority of respondents reported understanding and using the TCSF “quite well”. As there may be culturally informed positive bias at play, understanding *how* quality and equity impact upon classroom practice may be worth examining further.

5.3.4 Areas for Further Exploration

In relation to Domain C, there is some evidence to suggest teachers demonstrate positive attitudes towards teaching and learning. The responses presented in this section provide a number of opportunities for supporting the development of professional dispositions and values within the system. In relation to Domain C, there is evidence to emphasise the value of teachers' attitudes towards teaching and learning, leading in community, and being part of a shared responsibility over student learning, when engaging both with parents and the broader school community. There was also some evidence of educators participating in school and community activities from the perspective of head teachers, though this was less clearly articulated amongst teacher level respondents. There was less evidence of quality and equity in classroom practice. Accordingly, in relation to developing professional values and dispositions as a means to improving educational quality and equity, the responses illuminate a need for further support around the value of learning communities within the school as a mechanism to support all students.

5.4 Domain D Professional Growth and Development

Domain D focuses on the area of professional learning and development, encompassing three minimum requirements. The first minimum requirement describes the use of reflection on practice as a method for individual improvement and growth using evidence of student learning, information from a range of sources, and reflecting on their experiences as a way of identifying areas for development. The second minimum requirement focuses on the use of professional collaboration to support development. The emphasis in this area is on opportunities to learn from others (e.g., mentoring) to set goals for improvement and learning alongside others in professional learning clusters. The final minimum requirement relates to the adoption of an inquiry or research-based approach to continuing development. This includes accessing current research and materials to support individual growth towards identified goals. Key findings from the teacher interview and head teacher interview instruments are presented below.

5.4.1 Participation in in-service training

All but one of the participating teachers held a bachelor's level qualification, indicating some degree of similarity in their initial teacher training. Similarly, 19/20 teachers reported participating in some form of in-service training. This was a mix of 'refresher' training for curriculum areas (e.g., English, Maths) and training in new teaching methods and techniques.

5.4.2 Setting goals

All 20 teachers reported setting goals for developing their practice, and all Head Teachers reported that goal setting was a common practice amongst teachers in their school. This suggests there is a culture within schools that supports ongoing development and an expectation that teachers will continue to improve their practice. According to the participating teachers, these goals centred around two areas, improving children's outcomes and improving the quality or effectiveness of their own teaching. Teachers spoke about wanting to improve their students' understanding and skills, while also wanting to ensure that no students were left behind in terms of learning. In terms of goals for their own teaching, the teachers identified a desire to improve their ability to monitor student improvement, to apply new methods and use more technology. There was some evidence that some teachers were aiming to extend their teaching "beyond the curriculum" by making connections to children's lives outside the classroom.

5.4.3 Ways of learning

In general, teachers identified three main approaches to professional learning. The most popular method of learning was through reading books, journal articles, teaching guides and other written

resources, providing some evidence of the third subdomain. The participating teachers also identified more structured training courses as an available alternative for professional development. Two teachers spoke about opportunities to learn from or alongside the children. Together, these provide some evidence of both an inquiry/research-based approach to improvement and some element of a collaborative approach to learning.

The second most common method of professional learning reported by the teachers was to consult with colleagues. One form of this was to engage in professional conversations with colleagues (e.g., through a Facebook group), while the other form was to consult more senior or experienced colleagues to seek their advice or to learn by observing them. There were mixed responses in relation to the use of peer networks for professional learning indicating that while there is evidence of this approach occurring within schools, it may not be as widespread as something like goal setting and in-service training.

5.4.4 Identifying areas for support

When asked to identify specific areas of support that would help them to improve their teaching, the teachers responded as follows:

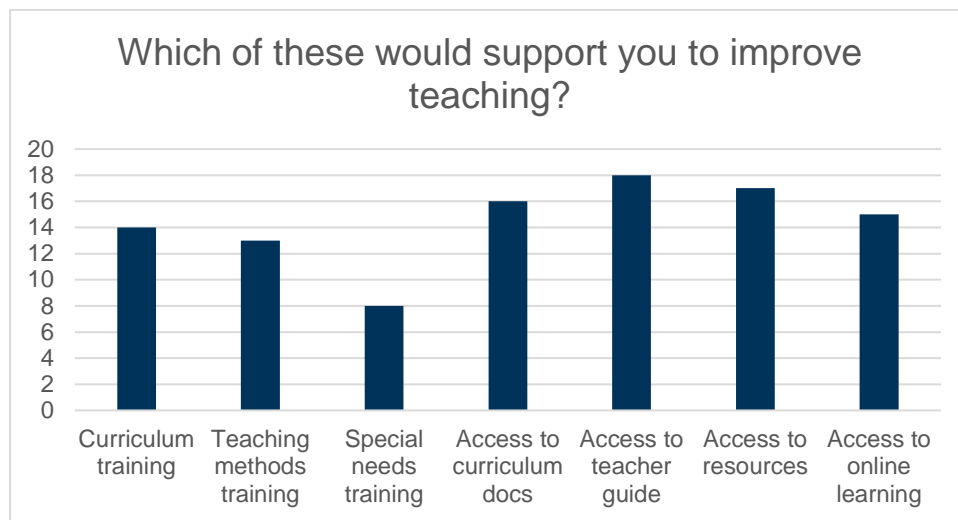


Figure 22: Further support needed

When asked a similar question in relation to their teachers, the Head Teachers responded in the following way:

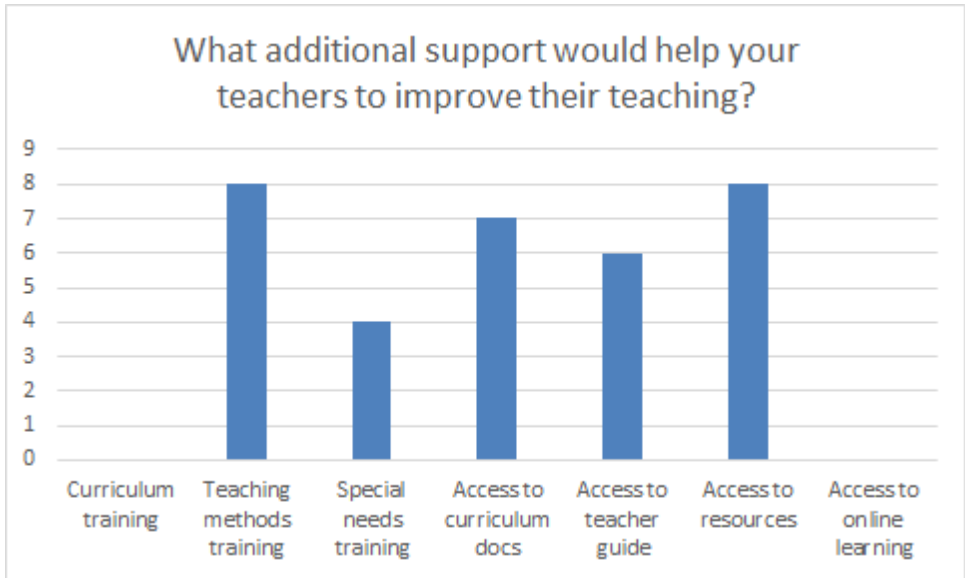


Figure 23: Support needed to improve teaching

5.4.5 Areas for Further Exploration

The responses indicate several possible avenues to improvement and continued teacher development within the system. In relation to Domain D, there is clear evidence to suggest teachers are demonstrating a willingness to collaborate with others to support their own learning, whether in a mentoring situation with a more experienced colleague, or alongside others in a professional learning cluster. There is also evidence to show that teachers are setting goals for their own practice and seeking out opportunities and materials to further their own progress towards these goals. It is somewhat less clear the process that teachers are going through to identify goals for development, whether they have adequate access to research-based materials and information to support them in achieving these goals, and how teachers might be using reflective practice to make decisions about their own professional learning needs. The data also presented above suggests that educators have no access to the curriculum documents. If access to teacher guides are available in Myanmar, it would be beneficial for educators to access to these ready-made materials. In relation to reflecting on evidence of student learning, the responses suggest a desire for more support in assessing student progress and monitoring individual student learning.

6 Evidence of the TCSF in Practice

The case study component of the validation study suggests that the nature and focus of communication and collaboration around the implementation of the TCSF have begun to evolve over the course of the validation study. The development of the TCSF means that teachers have the potential to align professional and career goals with the professional learning and development they need to do in order to reach those goals. The TCSF could be used for professional growth, contributing to the further development of professionalism among educators in Myanmar. In turn, the TCSF ensures that teachers have a reference point to improve their practice. Indeed, over time it is likely that the TCSF will lead to a sharing of knowledge about effective implementation practices at the school level, indicating progress from a predominant focus on the regulatory implementation of the TCSF (procedural use) towards an increasing focus on the implementation of the TCSF to support the professional growth of teachers (extended use). Throughout this report, we have highlighted the TCSF domains, minimum requirements, and indicators that are readily and somewhat evident. Other standards are not evident, but this does not mean they are not useful or relevant, but rather, emphasise that there is still limited evidence of how the TCSF are used in practice. This is a key point in informing recommendations for taking the TCSF forward.

7 Recommendations and Next steps for the TCSF

The data presented in this report highlights the challenges of understanding how the TCSF could be used in practice after validation and implementation occurs. Indeed, in consideration of other education systems and how they operate indicates the need to understand ways that the TCSF can support a developmental progression of skill amongst Myanmar's educators. It appears to date, that the education system is grappling with a shift in thinking around the use of standards, which is to be expected at a time of broader education reform. Of relevance here are the insights generated in workshops held with the Research Team. The workshops provided an insight into the questions that remain around the TCSF, as well as recommendations for the next steps in its implementation. It is clear from the responses of the workshop participants that they perceive limits to their own understanding of the TCSF. In particular, they wish to better understand the following:

- The connection between the TCSF and other elements of the education sector (e.g., the head teacher framework, new assessment policy, international standards, new curriculum)
- How the TCSF was developed and the process for implementation
- How the TCSF might be used to support teacher development in Myanmar

In addition to these remaining questions, the Research Team provided strong and consistent feedback on the need to develop an awareness of the TCSF amongst the education community, as well as sufficient time and support for teachers to develop their understanding of the TCSF and their skills in adjusting their teaching practice to align with the identified standards.

Throughout this report, we have provided areas for consideration and exploration within the TCSF that may support Myanmar's educators to use the TCSF more readily and meaningfully in their practice. Although we have some indication of the practices that are being used, there are notable opportunities for further research, research that extends our understanding of teaching practices that aren't readily observable. We have some understanding and an indication of the practices that are being used, but we now need to take a deep dive into the implementation of actual classroom practice. Applying specific methodology will enable a movement from hypothesis of teaching practice to detailed exploration in developing mechanisms to support the uptake and impact of the TCSF.

8 Final Thoughts

As the TCSF become more embedded within the teaching profession, they are likely to set the scene for a major and important cycle of teaching reform and professionalization in Myanmar. As the national language of teaching is being refined and aligned to the TSCF, the TSCF offers a vision for future practice and policy in Myanmar education. While teachers display knowledge of and confidence in discussing the TCSF, the level, nature, and impact of implementation in classrooms remains unclear. This is important, as understanding implementation practice can support the alignment of professional development programs against the TCSF, thereby improving educational practice and quality. Hence, even though the TCSF as a framework for good teaching practice appears to be becoming more widely understood, the depth of impact of its implementation (especially into classrooms) must now be developed. If this kind of impact is achieved, the implementation of the TCSF can be considered as establishing the foundation for substantive reform in Myanmar's education that will ultimately impact student learning outcomes.

The TSCF offer the potential for a common national framework for self-reflection and feedback on teaching practice. If the TCSF is embedded in purposeful practices and policies, as supported through future implementation, there is a greater likelihood of educators embracing the TCSF. Thus, it is recommended that the MoE continues to support the momentum of the reform through further exploration and evidence of teaching practice aligned to the implementation of TSCF. By providing support for the reform moving forward, the implementation of the TCSF can become a shared responsibility between policy makers and practitioners alike.

Appendix 1: Frequencies of all categorical variables in Teacher Interview Data

Table 2: School Type

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Public school	14	70.0	70.0	70.0
2 Private school	2	10.0	10.0	80.0
3 Monastic school	2	10.0	10.0	90.0
4 Ethnic school	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Table 3: School level

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Primary	6	30.0	30.0	30.0
3 Lower secondary	6	30.0	30.0	60.0
4 Upper secondary	8	40.0	40.0	100.0
Total	20	100.0	100.0	

Table 4: School locality

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Urban	14	70.0	70.0	70.0
2 Rural	6	30.0	30.0	100.0
Total	20	100.0	100.0	

Table 5: Teacher gender

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Male	5	25.0	25.0	25.0
2 Female	15	75.0	75.0	100.0
Total	20	100.0	100.0	

Table 6: Highest level of education

	Frequency	Percent	Valid Percent	Cumulative Percent
4 Certificate or diploma	1	5.0	5.0	5.0
5 Bachelor degree	19	95.0	95.0	100.0
Total	20	100.0	100.0	

Table 7: Participation in in-service training

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	19	95.0	95.0	95.0
2 No	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 8: Do you set goals to develop your teaching practice?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	20	100.0	100.0	100.0

Table 9: During this school year, how often have teacher colleagues observed your teaching and provided you with feedback or advice on this observation?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 No observation	9	45.0	45.0	45.0
2 Once	1	5.0	5.0	50.0
3 Twice	1	5.0	5.0	55.0
4 More than twice	9	45.0	45.0	100.0
Total	20	100.0	100.0	

Table 10: During this school year, how often have you participated in learning with groups or clusters of teachers?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 No participation	1	5.0	5.0	5.0
2 Once	4	20.0	20.0	25.0
3 Twice	1	5.0	5.0	30.0
4 More than twice	14	70.0	70.0	100.0
Total	20	100.0	100.0	

Table 11: In the last month this school year, how often have you participated in school based professional learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
2 Once	1	5.0	5.0	5.0
3 Twice	4	20.0	20.0	25.0
4 More than twice	15	75.0	75.0	100.0
Total	20	100.0	100.0	

Table 12: To what extent are you able to provide support to students who have difficulty learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
2 To a small extent	4	20.0	20.0	20.0
3 To a moderate extent	15	75.0	75.0	95.0
6 No response	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 13: To what extent are you able to provide extra support to students who need extension in their learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
2 To a small extent	7	35.0	35.0	35.0
3 To a moderate extent	12	60.0	60.0	95.0
6 No response	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 14: Do you maintain a record of student's learning progress?

	Frequency	Percent	Valid Percent	Cumulative Percent
0 No	1	5.0	5.0	5.0
1 Yes	19	95.0	95.0	100.0
Total	20	100.0	100.0	

Table 15: Within a school year, how often do you have a conversation, of 5 or more minutes, with parents about their child' learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Never	3	15.0	15.0	15.0
2 Each year	2	10.0	10.0	25.0
3 Each six months	2	10.0	10.0	35.0
4 Every three months	9	45.0	45.0	80.0
5 Each month	3	15.0	15.0	95.0
7 Each day	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 16 During the school year, how often do you refer to curriculum materials (e.g. teacher guide, textbooks)?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 I do not do this	1	5.0	5.0	5.0
2 Daily	16	80.0	80.0	85.0
3 Weekly	2	10.0	10.0	95.0
4 Each month	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 17: During the school year, how often do you prepare lesson plans?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 I do not do this	3	15.0	15.0	15.0
2 Daily	6	30.0	30.0	45.0
3 Weekly	8	40.0	40.0	85.0
4 Each month	3	15.0	15.0	100.0
Total	20	100.0	100.0	

Table 18: How often do you talk with individual students about their learning progress?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 I do not do this	1	5.0	5.0	5.0
2 Daily	9	45.0	45.0	50.0
3 Weekly	7	35.0	35.0	85.0
4 Each month	1	5.0	5.0	90.0
5 Every three months	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Table 19: How often do you talk with individual students about their learning progress?

	Frequency	Percent	Valid Percent	Cumulative Percent
2 Daily	16	80.0	80.0	80.0
3 Weekly	3	15.0	15.0	95.0
4 Each month	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 20: How often do you work together with other teachers on teaching and learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
2 Daily	2	10.0	10.0	10.0
3 Weekly	6	30.0	30.0	40.0
4 Each month	3	15.0	15.0	55.0
5 Every three months	2	10.0	10.0	65.0
6 Every six months	1	5.0	5.0	70.0
Invalid	5	25.0	25.0	95.0
Invalid	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 21: To what extent do your students enjoy (like to learn) lessons?

	Frequency	Percent	Valid Percent	Cumulative Percent
2 To a small extent	2	10.0	10.0	10.0
3 To a moderate extent	13	65.0	65.0	75.0
4 To a large extent	4	20.0	20.0	95.0
Invalid	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 22: Overall, how confident are you addressing the needs of all students?

	Frequency	Percent	Valid Percent	Cumulative Percent
2 Confident	20	100.0	100.0	100.0

Table 23: How confident are you in using small group or paired work?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Not very confident	1	5.0	5.0	5.0
2 Confident	13	65.0	65.0	70.0
3 Very confident	5	25.0	25.0	95.0
5 Do not know	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 24: How confident are you in using individual tasks?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Not very confident	1	5.0	5.0	5.0
2 Confident	17	85.0	85.0	90.0
3 Very confident	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Table 25: How confident are you in using student centred learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
2 Confident	17	85.0	85.0	85.0
3 Very confident	1	5.0	5.0	90.0
5 Do not know	1	5.0	5.0	95.0
6 No response	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 26: How confident are you checking what students already know about the lesson prior to teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Not very confident	1	5.0	5.0	5.0
2 Confident	17	85.0	85.0	90.0
3 Very confident	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Table 27: How confident are you at addressing students' individual learning needs?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Not very confident	3	15.0	15.0	15.0
2 Confident	14	70.0	70.0	85.0
3 Very confident	3	15.0	15.0	100.0
Total	20	100.0	100.0	

Table 28: How confident are you at relating learning to students' lives?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Not very confident	1	5.0	5.0	5.0
2 Confident	17	85.0	85.0	90.0
3 Very confident	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Table 29: How confident are you at assessing students while they work on learning activities?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Not very confident	1	5.0	5.0	5.0
2 Confident	15	75.0	75.0	80.0
3 Very confident	4	20.0	20.0	100.0
Total	20	100.0	100.0	

Table 30: How confident are you with multi-grade teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Not very confident	2	10.0	10.0	10.0
2 Confident	13	65.0	65.0	75.0
3 Very confident	4	20.0	20.0	95.0
6 No response	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 31: Are you aware of the TSCF?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	19	95.0	95.0	95.0
2 No	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 32: To what extent was this process a useful way to identify reflect on your teaching strengths?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 To a moderate extent	7	35.0	35.0	35.0
4 To a large extent	13	65.0	65.0	100.0
Total	20	100.0	100.0	

Table 33: To what extent was this process a useful way to identify reflect on areas for improvement?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 To a moderate extent	9	45.0	45.0	45.0
4 To a large extent	11	55.0	55.0	100.0
Total	20	100.0	100.0	

Table 34: To what extent would this process be a useful professional learning exercise?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 To a moderate extent	6	30.0	30.0	30.0
4 To a large extent	14	70.0	70.0	100.0
Total	20	100.0	100.0	

Appendix 2: Frequencies of all categorical variables in Head Teacher Interview Data

Table 35: State or Region (representation)

	Frequency	Percent	Valid Percent	Cumulative Percent
Kachin State	2	20.0	20.0	20.0
Karen State	1	10.0	10.0	30.0
Kayin State	1	10.0	10.0	40.0
Magway Division	1	10.0	10.0	50.0
Magwe Division	1	10.0	10.0	60.0
Shan/ South State	2	20.0	20.0	80.0
Yangon Division	2	20.0	20.0	100.0
Total	10	100.0	100.0	

Table 36: Township

	Frequency	Percent	Valid Percent	Cumulative Percent
Hlaing Bwe Township	2	20.0	20.0	20.0
Magwe Township	1	10.0	10.0	30.0
Mingalar Taung Nyunt Township	2	20.0	20.0	50.0
Mogaung Township	2	20.0	20.0	70.0
Myinthar, Magway township	1	10.0	10.0	80.0
Yatsaout Township	1	10.0	10.0	90.0
Yatsaut Township	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Table 37: School type

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Public school	7	70.0	70.0	70.0
2 Private school	1	10.0	10.0	80.0
3 Monastic school	1	10.0	10.0	90.0
4 Ethnic school	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Table 38: School level

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Primary	3	30.0	30.0	30.0
3 Lower secondary	3	30.0	30.0	60.0
4 Upper secondary	4	40.0	40.0	100.0
Total	10	100.0	100.0	

Table 39: School locality

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Urban	7	70.0	70.0	70.0
2 Rural	3	30.0	30.0	100.0
Total	10	100.0	100.0	

Table 40: Head teacher gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Male	3	30.0	30.0	30.0
2 Female	7	70.0	70.0	100.0
Total	10	100.0	100.0	

Table 41: Do teachers at your school set goals to develop their teaching practice?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	10	100.0	100.0	100.0

Table 42: During this school year, how often have you observed your teachers and provided feedback or advice based on this observation?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 No observation	4	40.0	40.0	40.0
4 More than twice	6	60.0	60.0	100.0
Total	10	100.0	100.0	

Table 43: What additional supports would help your teachers to improve their teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
0 No Tick	2	20.0	20.0	20.0
1 Tick	8	80.0	80.0	100.0
Total	10	100.0	100.0	

Table 44: Additional training about teaching methods

	Frequency	Percent	Valid Percent	Cumulative Percent
0 No Tick	2	20.0	20.0	20.0
1 Tick	8	80.0	80.0	100.0
Total	10	100.0	100.0	

Table 45: Additional training about teaching to support students with special needs

	Frequency	Percent	Valid Percent	Cumulative Percent
0 No Tick	6	60.0	60.0	60.0
1 Tick	4	40.0	40.0	100.0
Total	10	100.0	100.0	

Table 46: Access to curriculum documents

	Frequency	Percent	Valid Percent	Cumulative Percent
0 No Tick	3	30.0	30.0	30.0
1 Tick	7	70.0	70.0	100.0
Total	10	100.0	100.0	

Table 47: Access to teacher guide

	Frequency	Percent	Valid Percent	Cumulative Percent
0 No Tick	4	40.0	40.0	40.0
1 Tick	6	60.0	60.0	100.0
Total	10	100.0	100.0	

Table 48: Access to resources (e.g. text books, readers, story books, etc.)

	Frequency	Percent	Valid Percent	Cumulative Percent
0 No Tick	2	20.0	20.0	20.0
1 Tick	8	80.0	80.0	100.0
Total	10	100.0	100.0	

Table 49: In this school year, how often have you seen these teachers participate in school or community activities?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 Twice	1	10.0	10.0	10.0
4 More than twice	9	90.0	90.0	100.0
Total	10	100.0	100.0	

Table 50: In this school year, how often have you seen these teachers participate in school or community activities?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 Twice	1	10.0	10.0	10.0
4 More than twice	9	90.0	90.0	100.0
Total	10	100.0	100.0	

Table 51: How confident are you in the selected teachers teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 To a moderate extent	7	70.0	70.0	70.0
4 To a large extent	3	30.0	30.0	100.0
Total	10	100.0	100.0	

Table 52: How confident are you in the selected teachers teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 To a moderate extent	7	70.0	70.0	70.0
4 To a large extent	3	30.0	30.0	100.0
Total	10	100.0	100.0	

Table 53: Overall, how confident are you in teachers addressing the needs of all students?

	Frequency	Percent	Valid Percent	Cumulative Percent
2 To a small extent	1	10.0	10.0	10.0
3 To a moderate extent	7	70.0	70.0	80.0
4 To a large extent	2	20.0	20.0	100.0
Total	10	100.0	100.0	

Table 54: Overall, how confident are you in teachers addressing the needs of all students?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 To a moderate extent	8	80.0	80.0	80.0
4 To a large extent	2	20.0	20.0	100.0
Total	10	100.0	100.0	

Table 55: Are you aware of the TSCF?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	9	90.0	90.0	90.0
2 No	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Table 56: To what extent would this process of discussions and observations in reference to the TSCF be a useful way for teachers to support them to identify their strengths?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 To a moderate extent	3	30.0	30.0	30.0
4 To a large extent	6	60.0	60.0	90.0
6 No response	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Table 57: To what extent would this process of discussions and observations in reference to the TCSF be a useful way to identify areas for improvement?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 To a moderate extent	3	30.0	30.0	30.0
4 To a large extent	6	60.0	60.0	90.0
6 No response	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Table 58: To what extent would this process of discussions and observations in reference to the TCSF be a useful professional learning exercise?

	Frequency	Percent	Valid Percent	Cumulative Percent
3 To a moderate extent	3	30.0	30.0	30.0
4 To a large extent	6	60.0	60.0	90.0
6 No response	1	10.0	10.0	100.0
Total	10	100.0	100.0	