

# មជ្ឈមណ្ឌលឯកសារកម្ពុជា

June 25, 2010  
Teacher Training Session  
Location: Pursat Province  
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## Morning Session

### Arrival at the School

Most, if not all of the teachers are here when we arrive.

### Movie Screening

We begin the session with a screening of three short films. There are some technical difficulties in starting the movie. Teachers are patient while Pheng Pong-Rasy and Professor Sombo Manara try to get the film playing. The first film shows the Kommpong Cham Liberation. The second is a showing about the Prey Veng Prison. The third film is about the S-21 prison in Phnom Penh. The teachers talk among each other throughout each film. The teachers are paying attention, but have never seen the movies before and are surprised by them. They discuss the movies with each other as they watch them. After, the teachers are allowed ten minutes to ask questions about the films. One teacher stands up twice to ask about why the Khmer Rouge punished some people. Most teachers are paying attention as Professor Sombo Manara speaks, but some are writing notes and others are looking through their guidebook. Professor Sombo Manara explains the concept of “kill or be killed.”

### Presentation of Chapter Three

Chapter Three of the textbook is presented by a provisional teacher named Ning Keriya. Most teachers pay attention while she speaks—some look through their textbooks and others take notes. They are responsive when she asks questions for them to answer out loud together as a group. She asks them whether they have any questions. One commune teacher asks about the events before 1975. Another teacher asks about the United Nations. Another commune teacher asks when the Prime Minister (before the Khmer Rouge) left. Another commune teacher asks about when the Khmer Rouge fell and whether it could come back.

### Presentation of Chapter Four

Provisional teacher Ning Kerya begins her presentation of Chapter Four. There are 6 points to Chapter 4 which she presents sequentially. Teachers highlight and take notes in their books as they listen. A commune teacher asks a question about Chapter 4. One commune teacher points out that there is a mistake between what the national teacher teaches and what is written in the textbook regarding the prime minister during the Khmer Rouge time period. A teacher asks why Pol Pot did not follow his own regulations. Another commune teacher asks a question which will be answered later, after the explanation of the topic. Another commune teacher asks about when Lon Nol left the country did he have the support of the United Nations.

We take a 10-15 minute break.

### Presentation of Chapter Three, Lesson Two

National Provisional Teacher, Deun Sothy, begins his lesson. He explains the lesson in the textbook and guidebook and the teachers follow along in their books. He explains how to use the K-W-L table with this lesson. One commune teacher asks a question about teaching the K-

W-L table. A commune teacher asks as to whether the teacher should describe or whether he should let the student describe. Pheng Pong-Rasy stops to explain to the group that DC-Cam admits there are some problems but this is a first step in promoting education and giving the ability for teachers to teach students. There are some problems with books for education. DC-Cam tries to provide materials and books for when teachers teach students. There is an issue of whether the commune teachers paid attention during Deun Sothy's presentation.

#### Group Role Play

The facilitator picks some participants to role play for the whole group. The group discusses what they know and how to teach the lessons to the students. There are 5 persons in each group. One observes, one discusses, one concludes, etc. The purpose is to demonstrate how to teach students. The provisional teachers are told that they should do this for each lesson. When they are reading like this, they can test whether students pay attention. It also is helpful for seeing how they think about the Khmer Rouge.

Pheng Pong-Rasy explains the importance of using pictures in the book. He explains that students should be given time to try and explain the pictures.

One commune teachers answered a question posed by Pheng Pong Rasy.

#### Afternoon Session

For the afternoon session, the teachers are divided into 5 classrooms in which teachers will role play.

#### Teacher Role Play: Class One Teacher One

The class is looking at Chapter 3, Lesson 1. The commune teacher calls on students to read various paragraphs in the textbook.

The teacher writes down the points from the lesson on the board. He will then explain the lesson one point at a time.

After the students read from the textbook, the teacher asks questions. The students answer questions.

After his presentation, a provisional teacher passes out comment sheets to the students for them to evaluate the teacher's presentation.

Now the provisional teachers give her comments, telling them that they should make a lesson plan and time it out. The students should tell what they understand from the material. When teach, should use the teacher guidebook accompanied with the textbook. The provisional teacher gives comments on the commune teacher's performance. She criticizes him for starting his lesson before putting his lesson plan on the board.

#### Teacher Role Play: Teacher Two

Before he starts his lesson, the commune teacher asks questions to the students about what they already know. He calls on students to answer. He writes his lesson on the board, Chapter Three, Lesson Two.

He then begins showing them pictures in the teacher guidebook and calls them to participate and explain what they understand from the pictures. He asks them to participate before he tells them what the pictures are about. He hands out paper to the students so that they may record what they already know. The students are allowed to work in small groups. Now each group reads its report. Students tell their experience with the Khmer Rouge.

He asks the students what the Khmer Rouge did when they gained control in Cambodia. The students answer. He finishes his presentation.

The provisional teacher passes out comment sheets to the students for them to evaluate the teacher's performance.

The provisional teacher asks the students to comment out-loud on his presentation. The students provide ideas for the teacher. One says that the teacher should not have focused only on 1975 and the Khmer because there were other people. Another student says that the teacher should have told the groups his expectations for them and what he expected them to work on when he first put them into groups. The commune student says that commune teacher tried to force the students to the lesson instead of letting the students speak/participate willingly from their own minds.

### Teacher Role Play: Teacher Three

This teacher begins with Chapter four, Lesson one in the textbook. He asks the class questions before beginning his lesson. The teacher writes his lesson on the board. Students take turns reading out-loud paragraphs in the textbook. The teacher explains his experience and asks students questions. He asks students questions from the paragraphs they read in the book. He asks them to give meaning to the reading, and corrects their answers. He divides the students into groups and gives them paper asking them to write down what they understand from the lesson. He gives each group a question for them to discuss.

The groups answer and the teacher asks more questions.

The teacher finishes his presentation. Now the students are handed comment sheets to comment on his presentation.

The provisional teacher comments and gives ideas on how each presentation should be observed. She said when the teachers divide students into groups, they should actively observe each group. One commune teacher commented that when the students finish reading, the teacher should ask if there are any questions before dividing the students into groups. The provisional teacher responded saying that they should divide the students and then questions can be extracted from discussion.

### Teacher Role Play: Teacher Four

The teacher has students write on the board. He uses the board to write down things he extracts from the discussion. He also uses the board to write definitions. Students receive comment sheets to fill out. One student has a question about a discrepancy between something written on the board and something in the text. He wants to know which is correct.

### Conclusion

The afternoon session concludes with the group meeting as a whole in one room. Rasy describes what the teachers should do when they go back. When teachers participate in groups they should follow the K-W-L methodology. He asks that everyone observe and participate and give comments at the end of every presentation. When participants give their comments they should be specific. Participants should feel free to be honest and direct with their feedback.

### After Session Rasy Meeting with Provisional Teachers

During this meeting provisional teachers each discuss their comments from the afternoon of role playing. One provisional teacher said that participants lose their confidence for their teaching when they role play in front of the others. She also commented that others forget that their objective is to teach the lesson. Another provisional teacher commented that some of the teachers did not mention that the lesson needs to be reviewed at home. A provisional teacher

commented suggesting that there are a lot of problems because the teachers are afraid. Another provisional teacher says that some teachers forget to extract words from paragraphs and write meanings on the board. Another comment was that some teachers teach for too little time during the role play—they are each given 30 minutes but some only use 15 minutes. Another provisional teacher comments that some participants have problems using real life examples. And the last provisional teacher commented saying that some teachers didn't understand the lesson and how to teach the students. Rasy commented saying that provisional teachers shouldn't allow participants to interrupt—the teachers should ask them if there are any questions after they are finished.