

MODULE 3: PRESENTATION OF TEACHING

UNIT 3.1: PRESENTATION OF SESSIONS

TEACHING PRACTICE, OBSERVATION AND EVALUATION

ACTIVITY 80: TEACHING PRACTICE

At the end of Unit 2.3 you made a plan for two teaching sessions. With the help of your tutor choose one of these.

Use this plan to teach the session **either** to your fellow students **or** to St Dominic students.

EVALUATION

Write a formal evaluation of the session you have just taught.

The evaluation sheet below may help you to do this. Use the headings given. The notes after the headings are just to guide you.

OBSERVATION

Watch a session taught by one of the St Dominics staff.

Evaluate the session, using the same evaluation sheet.

You may like to discuss the session with the teacher afterwards, but do not be critical – let the teacher say what **he** thinks. Remember, you are not here to judge the St Dominics staff!

EVALUATION SHEET

1. Aims and Objective *Were these realistic and achievable? Did the students understand the lesson or manage to learn the skill, or was it too difficult?*

2. Timing *Was the content too much, too little or just right? Was the timing for each section right?*

3. Materials *Were there any extra materials or equipment, which would have made the session better?*

4. Content *Was it the right level for the students? Did the sequence work well?*

5. Methods and Activities *Did the method work well? Did the students participate? If not why not?*

6. Improvement *How could the session be improved next time?*

HOW YOU PRESENT SESSIONS

From the last activities you probably realise that planning a session is very different from having to teach it. Even a well-planned session will not be effective unless you teach it effectively. In fact, teaching is more important than planning.

Which would you prefer: a carefully planned session taught in a boring way, or a less well planned session taught in an interesting and lively manner?

We will now look at factors which affect the way we teach or present our sessions.

COMMUNICATION IN TEACHING

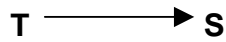
ACTIVITY 81: COMMUNICATION IN THE CLASSROOM

In activity 66, we suggested that there are three ways of teaching our sessions: presentation, interaction and search or practice. Interaction may also be of three kinds: teacher to student; student to student in the whole class; or student to student in groups.

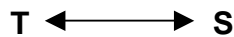
Presentation and interaction both involve communication between people. Search or practice is when students work on their own.

There are, therefore, **four** types of communication which can take place in the classroom:

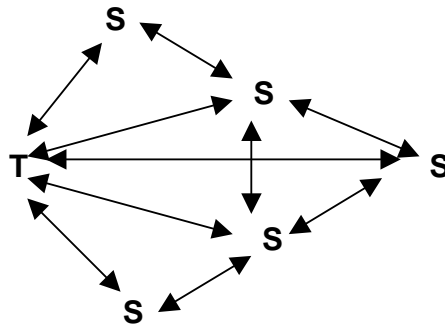
1. **One-way communication:** Teacher to student.



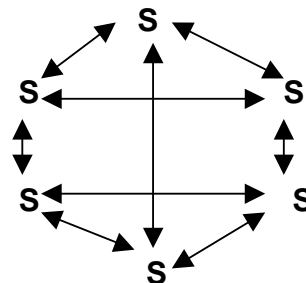
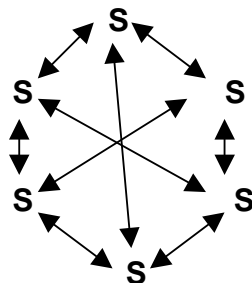
2. **Two-way communication:** Teacher to student and student to teacher.



3. **Multiple communication:** Between teacher and students, students and teacher, and students and students.



1. **Group Communication:** Between students and students in groups.



Observe a session at St Dominics taught in the classroom.

1. How many of these types of communication did the teacher use?
2. Approximately what proportion of time in the session was each used?
3. What are the main uses of each type of communication?

Read summary sheet 29, *Types of classroom communication and their uses.*

ACTIVITY 82: COMMUNICATION IN ACTION

You will go outside the classroom. The tutor will call in one student and give them a message. They have to pass this on to the next student who comes into the room, then stand aside silently while this student passes the message to the third student and so on. Check at the end whether the message has been passed correctly.

You may do this in two teams and find out which team ends up with the most effective message.

Make a list of the things which may cause the message not to be passed on properly i.e. what affects this communication?

Read summary sheet 30, *Barriers to communication*.

ACTIVITY 83: EMOTIONAL OR SOCIAL BARRIERS

1. Imagine you are attending a teaching session as a student.

Just before the session the teacher was very cross with you, accusing you of not attending the last session, but you know you attended it.

Or just before the session you heard the news that one of your best friends had been arrested.

Would you learn properly? Would communication be good? If not why not?

In this case the barrier will be the **mood** of communicators. We looked at this in Summary Sheet 7. For effective communication, both must be in a good mood for communication with each other.

2. Communication is also affected by your **relationship** with the other person.

Imagine communication between you and the following types of people. Try to explain any barriers there might be in each case.

1. The principal of your RTC.
2. A university professor.
3. A very young child.
4. A person the same age as you who you have never met before.
5. A person from overseas just arrived in Solomon Islands.
6. Your father-in-law.
7. A person from a different island.
8. Your former girl friend or boy friend.

Read summary sheet 31, *Factors affecting communication.*

Some of these ideas are summarised in the diagram below, based on one you looked at in Summary Sheet 7.

ACTIVITY 84: EFFECT ON TEACHING

In your groups discuss how, if at all, the above ideas may affect our communication in the classroom.

Read summary sheet 32, *Effects on classroom communication.*

Read summary sheet 33, *12 rules for effective classroom communication.*

TYPES OF CLASSROOM COMMUNICATION: LECTURE AND QUESTIONING

ACTIVITY 85: ONE-WAY COMMUNICATION: LECTURE

Choose **any** topic, not necessarily from your subject.

Give a 10 – 15 minute lecture on it, trying to follow the advice given below.

Comment on each other's lectures.

Advice on lecturing

Lectures can be very useful to give information to students if they are:

- **Short:** 15 minutes should normally be the maximum before a change of activity.
- **Interesting:** Keep people awake! Use the **first sentence** to make them interested e.g. don't say, "Today we are going to learn about ..." but "Did you know that ...?"
- **Well planned,** so you sound confident.
- **Well structured:** Divide the topic into sections and sub-sections and make these clear to students.
- **Well delivered** in a loud, clear and varied voice.
- **Summarised** on the blackboard as you go along.

ACTIVITY 86: TWO-WAY COMMUNICATION: QUESTIONING

There are two types of questions.

Closed questions only have one possible answer, or a very limited number of answers. Answers are correct or not correct.

Open questions have a number of possible answers. There is no 'correct' answer.

A. Mark the following questions closed or open.

1. What is your name? _____
2. Did you enjoy the video last night? _____
3. What would be the best cash crop to grow in your village? _____
4. What breeds of chickens are best for laying eggs? _____
5. What is the name of this tool? (Holding one up). _____
6. What would you do if an outboard motor suddenly stopped running? _____
7. Do you think that large extended families are better than small nuclear ones?

8. What is the best way to feed very young babies? _____
9. Why is waste disposal a big problem in Solomon Islands villages?

10. What is the best Solomon Islands timber for making furniture? _____

B. Make up 3 more examples of closed and 3 of open questions.

C. Which kind is most commonly used in teaching?

D. Which kind help students to think for themselves?

E. Which kind most effectively involve the students in a session?

F. Which kind has been used most often on this course?

Read summary sheet 34, *Open, closed, whole class and individual questions*.

ACTIVITY 87: WHY ASK QUESTIONS?

Questions can have many functions, or reasons for asking them.

Look at the following list of functions, and the questions after them. Match each question with the correct function. Make up 2 other questions for each function.

Functions

1. To find out what students know.
2. To find out whether students have understood something.
3. To ask students to contribute their own experiences.
4. To ask students their opinions.
5. To test whether students have understood the whole lesson
6. To promote interest or curiosity.

Questions

1. We have learnt that chewing betel nut and lime is the main cause of mouth cancer in the Solomon Islands. So can you suggest reasons why people go on chewing betel nut with lime?
2. Who can tell me what kind of joint this is?
3. Daisy, can you tell us what happens when people get married in your community?
4. Today we have been learning about spark plugs. Augustine, can you tell us what the main job of a spark plug is?
5. Melanesia is not the only part of the world where people chew betel nut. Who can tell me other parts of the world?
6. Do you think we should continue to allow overseas logging companies to log in our villages?
7. Can you explain what happens if you don't mix petrol with oil when you use an outboard motor?

ACTIVITY 88: PROBLEMS OF ASKING QUESTIONS IN SOLOMON ISLANDS

In Solomon Islands classrooms it is often difficult to get students to answer questions or respond to the teacher. Suggest reasons for this.

Read summary sheet 35 *Problems of using questions in Solomon Islands.*

ACTIVITY 89: RESPONDING TO QUESTIONS

The way you respond to students' answers is as important as the questions themselves. Read the following answers and responses.

1. Can you suggest any problems with the teacher's responses in numbers 1, 2 and 3?
2. In what ways are the responses in number 4 better? What effect do they have?

Question and response 1.

T: What is the name of this part of the engine?

S1: Piston.

T: No. Eric?

S2: Spark plug.

T: No. Anyone?

S4: Piston ring.

T: That's right. Piston ring.

Question and response 2.

T: What type of food is cabbage? Mary?

S1: An energy food.

T: Could be, but I think there is a better answer. David?

S2: Protective food.

T: Yes, it's a protective food. Can you tell us what that means?

Question and response 3.

T: What is the best type of cash crop to grow in Solomon Islands?

S1: Coconuts.

T: No, I don't think so.

S2: Chillies.

T: Not really. Any more?

S3: Betel nut.

T: Not that either.

S4: Cocoa.

T: Yes, I think cocoa is the best crop to grow at present.

Question and response 4.

T: What do you think is the best cash crop to grow in Solomon Islands? Ian?

S1: Coconuts.

T: O.K, can you tell me why?

S1: Because they are easy to grow.

T: Yes, they are easy to grow. Do you agree with that, Constance?

S2: Yes, they are easy.

T: But do you think they are the best crop?

S2: No. I think betel nut is better. (*Everyone laughs*)

T: All right. Can you tell us why?

S2: Because everyone always wants betel nut, so it's easy to sell.

T: Good. But where would you sell it, Philip?

S3: In town.

T: So what's the problem with that?

S3: Not everyone lives near town.

T: So what would you choose?

S3: I think cocoa is better.

T: Right. Tell us why.

S3: Because the price is high.

T: O.K, who agrees with that?

Read summary sheet 36, *Responses to students.*

ACTIVITY 90: QUESTIONING

1. Prepare a 10 - 15 minute session on any topic using questioning techniques. Try to use all the types of questions we have discussed. Teach this to the rest of the class.
2. Discuss your lesson with the class afterwards, thinking about the success of your questioning.
3. Watch a teacher at St. Dominics teaching a classroom session. Make a note of how many times he asks closed or open questions. Does he ever manage to get a further response from the same student, or get students responding to each other? (Do not tell him what you are looking for in the session!)

ACTIVITY 91: LEARNING BY TALKING

“Do you think that bride price should be abolished?”

1. Discuss this topic (or any topic agreed on by your tutor) for 15 minutes in your groups and record some of your ideas.
2. After the discussion:
 - a. Did you learn anything from the discussion?
 - b. How did you learn from the discussion?
3. With the help of your tutor choose a difficult topic, which you do not fully understand. Discuss the topic with your group and try to understand it more.
4. Did you learn anything from the discussion? How did you learn?

Read summary sheet 37, *Multiple and group communication: learning by talking.*

CLASSROOM LANGUAGE

ACTIVITY 92: USE OF LANGUAGE IN THE CLASSROOM

Think of 10 'difficult' words from your subject. **Read the ideas below about simplifying language** and then try to write definitions of these 10 words using concrete words and the students' own active vocabulary.

Simplifying language

In Unit 2.1 we looked at the importance of using the students' active vocabulary to help understanding, and therefore memory. This applies to what you **say** in the classroom, as well as what you write.

If you use 'difficult' words which are probably not in the students' active vocabulary:

- Make sure they are necessary. Could you use simpler words?
- If they are necessary, explain them in simple words.
- Make sure any explanation or definition is expressed in the students' active vocabulary. It is no good defining a difficult word in words which are equally difficult. It is no good saying that "conservation" means "preserving the natural ecology of the environment." Students will be even more confused! "Conservation is trying to keep our natural surroundings as they originally were, not changing or destroying them." This is better.

Abstract and concrete language

As we learnt in Unit 2.1, words can be either concrete or abstract.

Concrete words refer to ideas we can see, or imagine a picture of e.g. house, building, soil, trees.

Abstract words refer to ideas which we cannot see or imagine a picture of e.g. conservation, Home Economics.

Abstract words cause most difficulty. If you use abstract words like conservation or Home Economics, therefore, you should explain them by giving concrete examples e.g. conservation includes stopping people from cutting down forests or dumping rubbish in the sea to destroy coral; Home Economics studies food, clothing, houses and families.

Technical words

These are words which are essential for learning a particular subject e.g. piston, spark plug, jack plane, cross-beam, carbohydrates, cross-stitch, humus.

Students must learn these, but

- do not introduce too many technical words at one time;
- explain each one in the students' own active vocabulary or by demonstration;
- make sure they are really necessary or useful.

Some of the diagrams of parts of a cow or chicken, which are often used, contain words which you would only need if you studied veterinary science, that is if you were training to be a 'doctor' of animals. They would certainly not be useful to the average Solomon Islands student who wants to keep cattle or chickens when they return home.

ACTIVITY 93: MAKING A WORKSHEET

Read the ideas below and do activity 94 then:

Prepare a worksheet to teach any topic in your subject area. Combine notes with questions and exercises and use diagrams if they are useful. Try to make the language you use as simple and clear as possible.

Notes and handouts

The ideas above on language use in the classroom apply to blackboard notes or handouts as well. These should **not** be copied from your own College notes or a textbook. As we saw in Unit 2.1, they must be in the students' active vocabulary.

Other ideas are:

- Print clear headings.
- Divide notes into sections and sub-sections with headings.
- Number each section and sub-section

e.g. 1. a
 b
 c

2. a
 b. i
 ii
 iii

3.

- Make the **layout** attractive and clear.
- Remember to use **note** form, not sentences.

Here is a set of notes which might go with the lesson discussed in activity 75

CAUSES OF SOIL EROSION

1. Soils

- a. Consist of:
 - i. Small rock particles
 - ii. Humus – remains of dead plants and animals.
 - iii. Water
- b. Bound together by humus

1. Leaching

- a. Rain dissolves chemicals from soil
- b. Most humus may be dissolved
- c. Leaves soil particles loose or not bound together

1. Soil erosion

- a. Soil without humus.
- b. Particles loose
- c. Rain washes it away.

Note form

Notes or handouts are not usually written in full sentences. Use only the important words. This is like sending a service message, when we have to pay according to the number of words we use.

Instead of writing “The **button** is **sewn** on **by** a special **button stitch** to make it **fixed tightly to the cloth**”, we can write “**Button sewn by button stitch fixed tightly to cloth**”. Only the bold words are needed.

The word used for notes are mainly:

- names or nouns (button, cloth)
- verbs or doing words (sewn, fixed)
- describing words – adjectives or adverbs (tightly)

The kinds of words you miss out are:

- articles e.g. the, a, an, some
- joining words e.g. and, but, therefore.
- preposition e.g. by, for, to, on.

You can also use abbreviations or symbols e.g.

- std = students
- → = leading to, causing
- ∴ = therefore

ACTIVITY 94: SERVICE MESSAGES

Try to reduce these service messages to the minimum number of words.

1. Your mother is very seriously sick in the Central Hospital. Please come to Honiara immediately on the next available transport.
2. St Dominics, Vanga, Rural Training Centre will start classes for the second term on 17th July 2002. All students should try to come on time and must bring with them their fees for the second term.

Look at the words you left in and the words you left out. What kinds of words are they?

Purposes of handouts

There are 2 main kinds:

1. **Summaries** of the topic or skill being taught. These may be given out before or after the teaching. They must be explained immediately. They are often better given at the end when students can understand them.
2. **Worksheets** are questions or exercises for students to do. These may be used at anytime.

Worksheets may also contain summaries of the topic, usually given after an exercise, or used as a basis for questions or exercises

Whole topics can be taught by using worksheets, so that each student can learn at their own pace.

ACTIVITY 95: PIJIN OR ENGLISH?

In your groups discuss

1. Should teaching in RTCs be in Pijin or English?
2. Should blackboard notes or handouts be in Pijin or English?

Give reasons for what you decide and summarise the advantages and disadvantages of using each language for a. teaching; b. notes.

Read summary sheet 38, *Pijin or English?*

ACTIVITY 96: MAKING PIJIN NOTES

Read the following Pijin version of the notes on soil erosion, then change the worksheet you wrote in Activity 93 into Pijin.

EROSION OR GRAON HEMI LUS

1. Graon

- a. Graon garem
 - i. Olketa smol rok
 - ii. Olketa plant an animal wea dae finis (humus)
 - iii. Wata.

- a. Humus hem taitem olketa smol rok long graon.

1. Kemikal was awe (leaching)

- a. Ren hemi save was awe olketa kemikal long graon
- b. Hem save was awe humus
- c. Taem humus hem lus, hem no taitem olketa smol rok.

1. Graon was awe (erosion)

- a. Graon no garem humus
- b. No eniting taitim graon.
- c. Ren hem was awe graon.

Note: This has retained only 3 technical words - erosion, leaching and humus - but each are explained in Pijin. Should the other three be written in Pijin spelling also? Erosen? Lising? Humus? This may be confusing if students come across the words later in English. Notice also that some words, like humus, would be spelt the same in Pijin or English.

UNIT 3.2: VISUAL AIDS AND EQUIPMENT

USE OF VISUAL AIDS AND EQUIPMENT

ACTIVITY 97: WHAT IS A VISUAL AID?

A visual aid is anything used in teaching which helps students to learn by **seeing** rather than just listening, reading, or doing.

Suggest a visual aid which might be useful for teaching each of the following:

- The parts of a sewing machine.
- How to feed chickens.
- Stages in starting an outboard motor.
- The digestive system of a cow.
- Making an oven to bake bread.
- Increase in population in Solomon Islands.
- Types of coral.
- Fishing with a net.
- Types of toilet for village use.
- Location of Rural Training Centres in Solomon Islands.

Read summary sheets 39, *Why use visual aids?* 40, *Machinery and electronic equipment*, and 41, *Visits*. As you do so complete the following activities.

ACTIVITY 98: SOURCES OF VISUAL AIDS

Write to the following places, and others you can find, and ask for pictures or posters useful in teaching your subject.

Ministry of Agriculture and Fisheries.

Ministry of Health and Medical Services.

Companies which sell engines e.g. Solomon Motors.

The Pacific Community (formerly South Pacific Commission), Noumea, New Caledonia. Pictures useful for Agriculture, Conservation, Health, Nutrition and many others.

ACTIVITY 99: MAKING CHARTS

Choose any topic within your subject area and make a series of charts or flip charts useful in teaching the topic.

ACTIVITY 100: PRACTICE ON THE BLACKBOARD

1. Practice diagrams and writing on the blackboard, by making up notes and diagrams for any topic in your subject area.
2. Prepare a 10 – 15 minute session based on a series of visual aids (not just blackboard).
3. Teach this to the rest of the class.
Ask them to comment on your use of the visual aids.

Read summary sheet 41, *Visits*.

ACTIVITY 101: VIDEOS AND VISITS

1. Your tutor will show you an educational cassette.

Watch it more than once and make up a worksheet to help students learn from the cassette.

2. Make a list of places within reach of your local RTC, or the RTC where you teach, which would be useful for students to visit.

State the purpose of each visit. Write a worksheet to guide the students on one such visit.

UNIT 3.3: ORGANISING PROJECTS

ACTIVITY 102: PROJECTS AT ST DOMINICS

The teaching at St Dominics RTC includes both Centre and group projects. These help the students to put the skills they are learning into practice in a realistic setting. They are similar to the group projects discussed in Unit 2.2, but the objective is to practice the skills already learnt rather than to learn new ones.

For this reason students have a large degree of control over the project. They should, therefore, realise the usefulness of what they are learning and how their learning may be put into practice.

- a. Find out as much as you can about any one group project at St Dominics. Interview the teachers and students and observe the project to find out the following:
 1. The aims and objectives of the project.
 2. How many people involved?
 3. How the group was chosen.
 4. How the project is organised.
 5. How much responsibility the group has for the project.
 6. How much guidance they receive.
 7. What material benefits, if any, the groups receive from the project e.g. money or retaining what is produced.
 8. What the students think they have learnt from the project.
 9. What the students think are the difficulties in carrying out the project.
 10. What the teacher thinks the difficulties are.
- a. Describe the project to other members of the class and discuss the benefits of the projects.
- b. Your tutor will arrange for a St Dominics teacher to explain to you how they run their Centre's farm. Discuss with him the advantages and problems of running such a farm.

Read summary sheet 42, *Projects*.

ACTIVITY 103: INCOME GENERATION

1. Find out as much as you can about self-sufficiency and income generation activities in St Dominics. How do they work? To what extent is St Dominics self-sufficient?
2. Try to find out similar information for any other RTC you know.

3. Make a plan for income generation and self-sufficiency for any RTC where you have taught or think you might teach.

MODULE 4: BEFORE AND AFTER THE TEACHING SESSION

UNIT 4.1: ASSESSMENT

TYPES OF ASSESSMENT

We often need to assess or test the students and their work. This may be done to assess how well they are performing or to give grades for a reporting system.

Testing more often refers to written tests.

Assessment is a wider term and can refer to any ways of judging students or their work, including testing.

ACTIVITY 104: ASSESSMENT

Suggest ways you might assess each of the following:

1. The ability of a student to make a dove- tail joint.
2. Knowledge of the best way to plant taro.
3. Understanding of the value of different types of food.
4. Knowing how to sew a button on a pair of trousers.
5. Knowing how to change the engine oil in a small truck.
6. Understanding how a carburetor works.
7. Knowledge of the characteristics and uses of different types of timber.
8. Being able to wire a light switch in a house.
9. Being able to type at 20 words per minute.
10. Understanding how soil is formed.

Read summary sheets 43, *Types of assesment, Assessing skills and Testing knowledge and understanding.*

ACTIVITY 105: PRACTICAL TESTING

Look back at your answers to Activity 104. Look at anywhere you suggested written tests. Are written tests really necessary, or can you suggest any method of practical or partly practical testing?

MARKING OR ASSESSMENT?

Testing need not be done by marking (out of 10 or 100) or grading (A to E).

If we want to know whether someone can type at 20 words per minute or connect wire to an electric switch, we can ask them to do it and find out if they can do it correctly or not. They either 'pass' or 'fail'. In the case of wiring, it would be dangerous to allow **any** mistakes, so this is the best way. It's no good getting 7 out of 10 for wiring. If one wire is in the wrong place, it won't work! However, we do need to know where they are going wrong.

ACTIVITY 106: CRITERION TESTING FOR PRACTICAL SKILLS

Read the information below and then do this exercise:

1. Choose any practical skill related to your subject and write a series of criteria for testing the skill.
2. Write criteria for a skill your fellow students or students of St Dominics should know, and use it to test the skill.

Criterion testing

For the example above we can set out 6 steps which need to be done or known to wire a switch.

1. Being able to unscrew the switch to find the parts to attach the wires.
2. Being able to choose the correct-coloured wires to attach to each part of the switch.
3. Being able to connect each wire correctly and securely.
4. Being able to screw the switch securely onto the wall.
5. Using the correct tools for each of the stages.

The student is asked to wire the switch and put it on the wall and they only pass if they satisfy all criteria, that is do all 5 steps correctly.

This is called **criterion testing** or **competency based assessment**. Students must show they can satisfy all criteria or that they are **competent** in all 5 stages.

Criterion based testing can also be used to give marks or grades if you wish.

We can test the **process** by listing the steps which need to be carried out to perform the skill correctly.

We can test the **product** by listing the characteristics which the finished product should have.

Or we can make a list of criteria including both the process of making something and the finished product e.g. how to make a shirt correctly and what the finished shirt should look like.

For example in agriculture you may want to assess the ability to plant taro correctly. You might list the following criteria:

6. Clearing the land quickly and efficiently.
7. Choosing the correct time for planting.
8. Choosing the correct spacing.
9. Planting the correct way round.
10. Weeding regularly.
11. The final result: the crop begins to grow successfully.

For a dovetail joint the criteria might be:

12. Choosing the correct type of timber.
13. Marking timber correctly.
14. Cutting timber correctly.
15. Using correct tools.
16. Handling tools correctly.
17. Putting joint together correctly.
18. Appearance of finished product.
(this could in turn be broken down into more criteria e.g. strength, finishing etc.)
8. Knowing the uses of this type of joint.

We can then mark in one of three ways:

19. Each of the criteria can be marked right or wrong and a mark given out of 6 or 8.
20. Each can be marked out of 5 and the total added up to give a mark out of 30 or 40, e.g. if a student is lazy and takes a long time to clear the land they may get 2 out of 5 for criterion 1.
21. These marks can, if you wish, be converted into A to E grades.

Testing is usually done by observation: watching the student doing the work or looking at the finished product. You may also test orally by asking students to name parts, describe how to do a stage, ask them why they are doing it, or mention safety precautions.

You may also include a written test element e.g. writing the uses of the joint.

This method can also be used to assess group projects, in which case each group member will get the same mark – but, of course, you cannot tell which individuals have actually done the work!

WRITTEN TESTING

ACTIVITY 107: TYPES OF WRITTEN TEST

In RTCs written tests will usually be less important than practical tests, but we can use them for topics such as how soil is formed, which are hard to test in a practical way.

Since we are not trying to produce ‘scholars’ but practical people, however, written tests should be devised with a minimum amount of writing. The language of tests should be well within the students’ active vocabulary. We want to test knowledge and understanding of the subject not knowledge of the language.

Read the ideas below on types of written testing.

Compile a written test suitable for use in your subject area using at least two examples of **each** of the types of written testing mentioned.

Multiple choice

A ‘stem’ is given with 4 possible answers, only one of which is correct. Students have to choose the correct answer e.g.

The largest amount of material in soil consists of

- A. humus
- B. soil particles
- C. worms and insects
- D. water.

True / false

Students mark a series of statements true or false e.g.

- Kumara contains a large amount of carbohydrate. T / F
- Sugar enables the body to heal quickly from diseases. T / F
- Rice is a good food to feed to young children. T / F
- Fish is one of the main sources of protein in Solomon Islands. T / F

Matching lists

Give two related lists in different order. Students match the first list with the correct parts of the second list e.g.

Food rich in:

Carbohydrates
Protein
Vitamins

Cabbage
Fish
Sweet potatoes.

Correct order

To test understanding of a **process**, such as how to grow padi rice, students may be given a list of stages in the wrong order and asked to place them in the correct order e.g.

Flood the land
Prepare nursery
Weed the crop
Dry in the sun
Clear the land
Harvest the crop
Plough the land
Sow seeds
Transplant from nursery
Build dykes to contain water
Wait for seeds to grow
Plough again (puddling)

Labeling diagrams

To test names of parts or tools or stages in a process students may be given one or more diagrams without labels and they have to label them either from their own knowledge or from a list of given labels e.g.

Label the parts of the plane on the following diagram:

Sentence completion

Write the first half of sentences which students have to complete

Akua is good wood for making furniture because _____

A dove-tail joint is a strong joint because _____

Fill-in-the blanks

Write some sentences and leave blank spaces for students to fill in, either from their own knowledge or from a given list of words. The blanks should usually be words which are important in what you are trying to test e.g.

A nuclear family is one with only _____, _____, _____ and _____ living together. An extended family is one where _____ relatives live in one place. Nuclear families are more common in _____. Extended families are more common in _____.

Short answers or essays.

Students may also be given questions asking for answers in short sentences or even paragraphs and essays, but such tests should be used only occasionally in RTCs, if at all, as we are not training scholars or testing English. Only give them if you are sure most of your students can handle them.

ACTIVITY 108: ORAL TESTING: WHAT ABOUT THOSE WHO CANNOT READ OR WRITE?

Testing may be done by asking a series of questions orally as well as, or instead of, in writing. This is particularly useful in testing practical skills where the student can demonstrate something while you ask questions e.g. “What do you do next?” “Why did you do that?” “What is that for?”

It is also useful for testing the understanding of a process. We have already suggested testing the understanding of a carburettor by showing one and asking questions about it. We can also ask students to describe why they would do a particular activity.

The other use of oral testing is for students who cannot read or write. In this case we can do almost any of the above forms of written testing orally by asking questions and recording their answers. It is very important that RTCs cater for people who have missed out on their education and cannot read or write but have practical skills.

Try out any of the forms of testing you wrote for Activity 107 with some St Dominics students orally.

Look at summary table 44, *Methods of assessment*.

MARKING AND KEEPING STUDENT RECORDS

ACTIVITY 109: STUDENT PROFILE AND RECORD CARD

Read summary sheet 45, *Marking, Keeping student records and Student profiles*

Using the ideas given, design a form which could be used for recording a student profile and student record card.

Use this to compile a profile of any three of your fellow students or any students you have taught in St Dominics.

UNTI 4.2: WRITING COURSES AND SCHEMES OF WORK

COURSE PROGRAMMES

ACTIVITY 110: MAKING A COURSE PROGRAMME

Read summary sheet 46, *Course programmes* and do the following activities as you read.

1. Consider the need of a group of RTC students who are a mixture of standard 6 and form 3 leavers. Look at the content of your subject area i.e. all the skills, knowledge, understanding and attitudes which you **could** teach and list those which would be most **useful** for such a group of students.
 2. Look at the list you made. Imagine a two year course, 2 x 16 week terms per year and 6 hours per week of teaching and practical work for your subject.
 3. Choose the skills knowledge, understanding and attitudes which you think you could teach in the time available.
 4. Sequence these and divide them into 4 terms.
22. Use the format given below to write the course programme you have outlined. For each topic you must add methods, activities and assessment.

Read summary sheet 47, *SIARCT course programmes* and *Negotiated course programmes*.

COURSE PROGRAMME

NAME OF COURSE		NO. AND LEVEL OF STUDENTS			TIME	ROOMS
AIMS: OBJECTIVES:						
TIME TOPIC	OBJECTIVES	SKILLS	KNOWLEDGE	UNDERSTANDING	METHODS / ACTIVITIES	ASSESSMENT

NOTE: AIMS should include attitudes to be learnt. These cannot easily be broken down into individual objectives but may be learnt during the whole course.

SCHEMES OF WORK

ACTIVITY 111: MAKING YOUR OWN SCHEME OF WORK

In addition to course programmes for the whole RTC you also need to write your own individual programme for each term, week by week and session by session.

This means looking at the topics in the course programme and the time available for each topic, and breaking them down into sub-topics or skills to be taught each week and each session e.g.

Mortise and tenon joints may be put down in the programme to be taught in 5 hours. Your personal scheme of work will show what skills, knowledge and understanding you plan to teach in each session in those two weeks. You also need to show what methods and activities and what forms of assessment you will use, although these may be based on those in the course programme. The format, therefore, can be similar to the course programme.

The following table shows part of a scheme of work to teach how to make mortise and tenon joints.

Using the same format, write a personal scheme of work for one term of the course programme you wrote for activity 110.

Session / time	Skills	Knowledge	Understanding	Methods activities	Assessment
Topic: Mortise and tenon joint. Objective: For students to be able to make a mortise and tenon joint.					
Period 1: 1 hour		What is a mortise and tenon joint? Use of joint. Tools needed.	Why joint is suitable.	Demonstration. Questioning. Show tools.	Questioning.
Period 2: 1 hour	Marking the timber. Use of marking tool.	Name of tool.	Which parts will be cut out?	Demonstrate. Practical – all students.	Practical, using criteria.
Period 3: 2 hours	Cutting timber. Use of chisel and saw.	Names of tools.		Practical – all students.	Practical, using criteria.
Period 4: 1 hour	Joining the timbers.		Why joint is strong.	Demonstration. Practical – all students.	Practical, using criteria. Revision questioning.

UNIT 4.3: EVALUATION

WHAT IS EVALUATION?

Almost every time you teach you will think about the session afterwards and ask yourself such questions as: Was it successful? If so, in what ways? What did not work? Why? How can I improve next time?

In doing this you are **evaluating** your teaching. Evaluation means to judge something: to decide in what ways it is successful or unsuccessful, good or bad, and why. This is **informal evaluation**. You are just thinking of the ideas in your head.

It is a good idea, however, to also carry out a **formal evaluation** of some sessions. This means that the evaluation is planned, and carried out in a systematic manner, usually in writing.

We can evaluate a number of things:

- an individual session;
- our teaching over a period of time;
- the courses we are teaching;
- the whole running of the RTC.

We will now look at
self-evaluation;
course evaluation.

WHY EVALUATE?

The main reason for evaluation must be to improve. We look for things we are doing well so we can build on these in the future. We look for things we are not doing so well and ask how we can improve on these in the future. This is true for both self-evaluation and course evaluation.

HOW TO EVALUATE

Self-evaluation can be looked at as a continuous process of REFLECTION → ACTION → REFLECTION as in the diagram below.

Reflection: stop and think about your teaching. Think of good points and weaknesses.

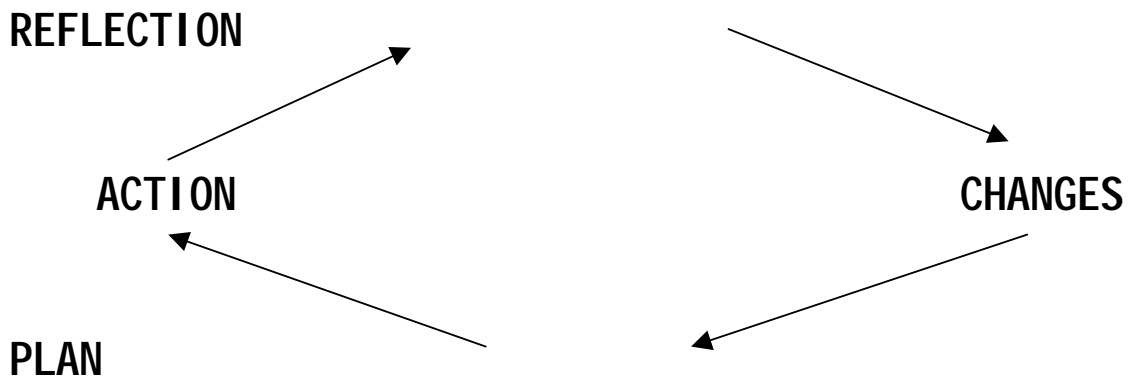
Changes: decide on changes you would like to make.

Plan: plan how to make the changes.

Action: make the changes next time you teach.

Reflection: stop and think. Did the changes work?

A similar cycle can be used over a long period of time to evaluate courses.



ACTIVITY 112: SELF-EVALUATION: WHAT TO EVALUATE?

We have already suggested you evaluate your teaching by filling in the last space on the format for session plans on p. 78. This is informal evaluation, as you are just thinking about the session and the way you taught it. Formal evaluation means looking systematically at all aspects of your teaching, either for one session or over a period of time. **Look at the ideas below** and then do the activity at the end of this section.

To be systematic, you can look at each of the main elements of teaching.

Aims and objectives: are they clear and achievable. Possible improvements?

Planning: are plans clear and useful? Possible improvements?

Content: the right amount at the right level? Possible improvements?

Sequencing: do parts of sessions follow logically? Possible improvements?

Timing: enough time to cover the topics? Possible improvements?

Methods: appropriate to aims and topics? Variety of methods? Possible improvements?

Practicals and demonstrations: used where appropriate? Possible improvements?

Questioning: worked well? Possible improvements?

Relationship with students: good? Possible improvements?

Assessment: appropriate to the aims? Practical assessment of practical skills? Possible improvements?

Introduction: created interest? Possible improvements?

Conclusion: summary and link to future? Possible improvements?

Notice the emphasis on possible improvements, which is the whole object of the exercise.

CHECK LISTS

Another way to do self-evaluation is to use checklists. Two examples are given below. In each case you can **either** grade yourself by ticking the appropriate column **or** write a comment **or** both.

CHECK LIST ON TEACHING SESSIONS

Tick the correct column or write a comment across the columns.

How well did I?	Very good	Good	Not so good	Poor
Prepare aims and objectives?				
Plan correct amount of content?				
Sequence content?				
Prepare equipment, tools and materials?				
Know the subject matter?				
Speak clearly?				
Use simple language?				
Use questioning?				
Use practice / demonstrations?				
Use the blackboard?				
Use visual aids?				
Use a variety of methods?				
Involve the students?				
Interest and motivate the students?				
Time each part of the lesson?				
Use interesting introduction?				
Summarise and conclude?				
Assess student performance?				
Achieve aims and objectives?				
Recommendations for improvements. I must try to improve:				

CHECK LIST ON SKILLS SESSION

Tick the correct column or write a comment across the columns.

How well did I?	Very good	Good	Not so good	Poor
Analyse the skills?				
Prepare and practice the skill?				
Prepare equipment, tools and materials?				
Sequence the skills?				
Use demonstrations?				
Explain demonstration?				
Involve students in demonstration?				
Ensure all students could see?				
Test students understanding?				
Prepare students for practice?				
Check out tools and equipment?				
Give student time to practice?				
Help students to improve during practice?				
Time practice?				
Check in tools and equipment?				
Ensure the workshop is tidy?				
Conclude the session?				
Store the finished products?				
Recommendations for improvements. I must try to improve:				

1. Use **two** of the above methods of evaluation **either** by teaching a session and evaluating it **or** by reflecting on all the teaching you have done so far on this course.
2. Make a list of recommendations for improvements.
3. Prepare a session to teach to St Dominics students. Try to carry out your recommendations for improvements. Fill in another checklist to see if the improvements worked.

COURSE EVALUATION

ACTIVITY 113: FORMATIVE EVALUATION

Read summary sheet 48, *Course evaluation*.

You cannot do a summative evaluation while you are on this course but you can try some formative evaluation.

Choose any of the courses taught at St Dominics. With the help of the teachers, use any of the techniques suggested here to prepare a report on this course, including recommendations for change and improvements.

UNIT 4.4: MANAGEMENT

YOU WILL BE A MANAGER

As a teacher you will be a manager. You have to manage your students, the resources of the subject or department and keep proper records. If you are a Head of Department you have to manage other members of staff, hold meetings, write minutes, and perhaps deal with finance for materials needed.

If you later become a Principal or Deputy you will need many other management skills.

This unit will help you to learn some of these management skills.

ACTIVITY 114: KEEPING STUDENT RECORDS AND MAKING REPORTS

Read the following and then do the activity below.

As soon as you start teaching any class, you should write a list of their names in a book with columns to record any marks or grades you give them. You may also put any special comments about the students: their good points as well as problems. This will help to build up a student profile as explained in activity 109.

You may be asked to write a report on each student at the end of the year and this is easier to do if you have proper records.

Reports should say something meaningful and if possible encouraging e.g. "Made a very good table", "Worked hard in piggery", rather than one word comments such as "Good" or "Poor".

The Centre must keep a file on each student with all records so that they can write references for students after they leave.

Based on your observations during the year, write short reports on each member of your class.

ACTIVITY 115: RECORDING AND CARE OF TOOLS AND EQUIPMENT

Read the following and then do the activity below.

Last year one RTC was trying to teach carpentry without a single tool. The previous teacher walked off with all the tools at the end of the year. Another RTC had only one hoe left out of 40. The rest had been 'borrowed' by staff and not returned.

Loss of tools and equipment is one of the greatest problems of RTCs and of schools. This is partly caused by the Solomon Islands custom of not accusing people publicly or even privately if they borrow something and do not return it, in case it causes 'shame'. So no action was taken against the teacher who took those tools and no one insisted that the staff must return the hoes. It was the students who suffered.

We must realise that an RTC is not a village and we cannot follow all Solomon Islands customs in running an RTC. Once people decide to go to an RTC, that in itself is different from traditional custom so they must be expected to be treated differently. We **must** have a **strict** system for recording and lending equipment to students **and** staff.

Each Department or teacher in charge of equipment **must** keep

1 **A stock book:** This records all tools, equipment and books belonging to the department or subject. It should show the type or number and have columns for stock checks at the end of each term or year. At these times everything **must** be counted, a new total entered, and losses recorded with reasons e.g. lost, damaged, worn out.

2 **A loans book** in which **all items lent**, even for an hour, are recorded with name of person borrowing, date and date returned. Each loan should be for an agreed time. Although it is not a Solomon Islands custom to ask someone to return something borrowed, we have a responsibility to our students to change our customs and always ask for things to be returned when they are due back.

Even equipment and tools used by students during a session **must** be counted as they are given out, the number recorded in the loans book or on the blackboard, and then counted back before the students leave the room.

In the end the Principal should have responsibility for the Centre's tools and equipment. Whenever any teacher leaves the Centre, therefore, they must hand over the tools and equipment they are responsible for with the stock book and loans book. **The Principal** must then physically check the stock before the teacher leaves and then hand over all the items to the new teacher who comes. Unless we do these things we will continue to have RTCs wasting their time by 'teaching' practical skills with no equipment!

Design a format for

- | | |
|------------|----------------------|
| 2.1 | a loans book; |
| 2.2 | a stock book. |

Each page should be divided into columns. Decide how many columns there should be, and what should be the heading for each column.

RUNNING A DEPARTMENT

Some duties of a Head of Department include:

- Making sure you have enough staff and asking for recruitment if not;
- Looking after tools, equipment and books as described above;
- Ordering or requesting new tools and equipment;
- Making sure you have course programmes;
- Making sure that teachers keep student records;
- Holding regular meetings of the members of your department (even if there are only two of you!) and recording the results of these meetings.

ACTIVITY 116: HOLDING MEETINGS

Read the ideas below about chairing meetings and writing minutes, and then do the following activity.

Organise a 'staff meeting' amongst your class.

Appoint a 'Principal' to chair the meeting and a secretary to take minutes. Make an agenda of items of concern to the class or the running of the College.

Hold the meeting and take the minutes using the guidelines above.

Afterwards discuss the meeting. Was it a useful and successful one? How could it have been improved?

CHAIRING MEETINGS

The following applies to all meetings, including staff meetings and department meetings. Although the smaller the meeting the more informal it can be.

- Draw up an agenda in advance with all members asked to contribute if they wish.
- Sit in a circle so it is a discussion not a lecture.
- Make sure there is a secretary to record the minutes.
- Open with a short review of previous minutes, although this need not be a formal reading of minutes, approval and matters arising. It is quicker to just ask if there are any points which need to be raised again or reports on activities done. Some meetings spend so long on the previous minutes there is no time for the present meeting.
- Try to allow time for all people to have their say, but do not let discussion drag on for too long. As chair you must end the discussion either by suggesting

something all can agree on (a consensus) or by taking a vote. Make sure some definite decision is made.

- Try to encourage staff to look for ways they can agree and try to understand the other people's point of view. Consensus means agreeing to do something because most people agree, even if you do not. Parliamentary ideas of government and opposition and opposing for the sake of it are certainly not productive in an RTC.
- It may be good to put a time limit on the meeting and postpone unfinished business to the next one. This often speeds things up.
- Try to make sure the whole meeting is not announcements from the Chair, but you should provide leadership and be the one to take the lead as much as possible with new ideas.

WRITING MINUTES

- Minutes should be brief and only need to record the topic and **decisions** made, not the discussion which led up to them, unless some of that is important.
- They can be written in note form not full sentences. No one wants to read too much.
- Put a column on the right for **action**. In this, put the action agreed on and the person or people who should do it. At the beginning of the next meeting ask each of these to report back on what they have done.
- Make sure actions are done. There is nothing worse than deciding things which are never carried out.
- Minutes **must** be given out within 2 or 3 days of the meeting to remind people what action they agreed to take.

SOME DUTIES OF ADMINISTRATORS: PRINCIPALS AND DEPUTIES

FILING

In an RTC or even a department it is good to file letters and papers systematically so you can find them easily.

A good system works like this:

Files:

1		Administration
	2.3	Letters
	2.4	Student records
	2.5	Syllabus
3		Finance
	3.1	Grants
	3.2	Fees
	3.3	Expenses
4		Staffing
	4.1	Current staff
	4.2	Recruitment

The first number is the general category. The second is a more detailed category within the general one. Thus all the files on one topic are kept together and can be added to easily.

The file number should then be used on all letters and documents.

FINANCE

A Principal may need to be an amateur accountant but hardly any are trained in this.

The main points to remember are:

- Record all **income** in one place under different headings e.g. grants, fees.
- Record all **expenditure** separately under headings e.g. food, equipment.
- Regularly subtract expenditure from income to find out how much you should have left and check this against cash and bank account.
- At the beginning of the year draw up a budget showing estimated income and expenses under each heading and how much you expect to spend each month on regular items.

- Keep checking actual expenditure against the forecast and cut expenses if you are spending too fast. Many RTCs are forced to close early because they do not do this.

RECORDS

In your filing system you should have

- A file for each staff member.
- A file for each subject or department.
- A file for each student.
- A copy of the syllabus for each course taught.
- Financial records.
- Records of staff meetings.
- Official letters from outside bodies.
- Details of controlling authority and correspondence with them.

ACTIVITY 117: MAKING A TIMETABLE

Any teacher may be asked to draw up a timetable for the RTC. This is quite an easy job if you know how to do it, but very difficult if you don't.

Read the information below and the instructions about drawing up a timetable, then compile a timetable for the imaginary RTC, Moana Rural Training Centre. You must start by deciding the times of the teaching periods and other activities each day and drawing an outline timetable with this on. Your tutor will help you with this. Use the card method suggested below to compile the timetable.

MOANA RURAL TRAINING CENTRE: TIMETABLE DETAILS

4x 45 minute periods per day = 25 periods per week.

Subject	Periods per week	Name of teacher
Agriculture	4	James Sulimae
Home economics	4	Patricia Rarumana
Carpentry	4	Chris Ronge
Secretarial studies	4	Nancy Nuku
Building	4	Fred Batu
Health	4	Freda Sanga
Mechanics	4	Peter Tia
English	3	Janet Garo
Maths	3	Isaiah Pitu
Christian		

Education	3	Fr. John Bulima
-----------	---	-----------------

There are 4 classes:

- Class 1G: girls
- Class 1B: boys
- Class 2G: girls
- Class 2B: boys

Home Economics, Secretarial Studies and Health are taken only by the girls class and Carpentry, Building and Mechanics are taken only by the boys class, so these subjects can be timetabled in the same periods. For other subjects the two classes must be timetabled separately. As far as possible all the practical subjects should have double periods.

MAKING A TIMETABLE

- To make a timetable you must consider:
 - Number of periods per day and timing of these.
 - Number of periods per week / per subject / per class.
 - Who teaches each class?
 - Possibly rooms to be used.
 - Special considerations such as double periods.
- An easy way is to cut out small pieces of card in different colours. Each colour represents a subject, e.g. green for Home Economics.
- Write the name of the teacher who teaches that subject on one card for each lesson they teach with each class e.g. Patricia Rarumana teaches Home Economics 4 periods a week for each class, so write her name on 8 green cards.
- Draw a grid to show the days and periods for one week on the left and columns on the right for each class.
- Use drawing pins to pin the cards into the spaces.
- Start with one teacher and class e.g. since Patricia Rarumana is teaching Class 1G 4 periods per week, you place her 4 cards in any 4 spaces for that class, trying to space them out over the week. Remember these should be two double periods. Then take her other 4 cards for 2G and place them in any spaces.
- Gradually take other teachers and subjects and fill up the timetable.

- Towards the end you may have to make changes. May be the only way to fit in Freda Sanga teaching Health to 2G is to move one of the periods we have already put for Patricia Rarumana. But, by using cards, it is easy to make changes without any rubbing out or other mess. Just un-pin the card and move it to another place.

The card timetable can be kept in the staff room (away from the wind!) so changes can be made easily at any time.

TYPES OF TIMETABLE

RTC timetables are usually different from school timetables of 40 periods per week. Students need long periods to practice skills and most RTCs like to link the skills with the work and income generation activities of the Centre. Most RTCs have a few classroom lesson times – perhaps 2 or 3 per day and longer periods of 2 hours or more for practical work. Usually a large part of the day is set aside for work on the Centre farm or other projects, which is seen as part of the learning process.

Two examples are:

1. St Stephens Vocational School, Pamua: the practical subjects are taught for 1 or 2 days a week, when students do only that subject from 8am to about 1 pm. The teacher decides how much of that time will be classroom learning and how much practical. Other days, students do other subjects for a full morning and there are also teaching periods for English, Maths, and other background subjects. Each afternoon is set aside for work sessions on the farm or elsewhere.
2. St Dominics, as you have seen, has a system of teaching practical subjects in 'cycles' of 2 weeks when one group learns that subject only, while other groups learn other subjects. After this they swap around and learn a different subject and come back to another cycle of the first subject later in the term. Each day has four 45-minute classroom times and the rest of the teaching time is for practicals. The first two hours of each morning are spent working on the farm, plus one whole day a month. Occasionally whole weeks are given to short courses from outside teachers, such as Business or Health or special skills like bee-keeping.

All RTCs spend most of the time on practical skills but many also teach some background subjects, such as English, Maths, Business Studies, Health or Social Studies.

ACTIVITY 118: WRITING OFFICIAL LETTERS

Official letters should be brief and to the point. You do not need long introductions and greetings as you might in a personal letter. Officials and business people are busy people and do not want to read long letters. The following is an example of the usual layout. Use this to write one of the letters suggested below.

Moana Rural Training Centre,

Your address → Vanugu Island,
Rongo Province.

Date → 17.7.02

The Principal,
St. Dominics RTC,
Vanga Point,
Gizo,
Western Province. ← *Name or title of person and address letter is going to*

Dear Sir or Madam if you do not know them

Dear Sir / Madam (or Dear Bro. Kalisto), ← *Use name if you know it.*

Visit to Moana ← *Subject of letter*

Thank you for your letter of 7th. July...
← *Refer to date of their letter, if any*

Yours faithfully, ← *Formal, if you don't know their name*
or
Yours sincerely, ← *More friendly, if you know their name*
or
Regards, ← *Friendly, if you know them personally*

← *Your signature*

Susan Tomoko,
Principal. ← *Your name and title*

You are the Principal of Moana RTC, Vanugu Island, Rongo Province.

Write a letter on one of the following topics.

- To Horatio Panapalo, Chief Education Officer (non-formal education), Ministry of Education, P.O.Box G28, Honiara reminding them that you have not yet received the grant you were promised on 30th July. You were at school with Horatio Panapalo many years ago.
- To the New Zealand High Commissioner asking if they could give financial help in buying tools for Home Economics.
- To George Wu, ordering rations for the school.
- To a parent, Samuel Sanga, who is also your wife's cousin, in reply to his letter of 14th August complaining that his son was sent away from the Centre for not attending work sessions.

ACTIVITY 119: WIRELESS OR TWO-WAY RADIO

Most RTCs communicate by two-way radio, often called wireless. You should get used to using this. Remember:

- People at the other end can only hear you if you press the button on the microphone. At that time you cannot hear the other people.
- Say "over" when you release the button so the person at the other end knows when to speak.
- Try to wait for a pause in traffic before calling a station otherwise everyone is trying to talk at once.

Your tutor will arrange with St Dominics for some of you to practice on the radio while others listen.

ACTIVITY 120: DISCIPLINE AND PERSONAL PROBLEMS

In your groups imagine you are on the staff of an RTC. Hold meetings to discuss how you might deal with the following. You might like to ask one member of the group to act as the person in trouble in each case, so you can interview them. Let them decide what story to make up about what happened. This is known as **role-play** and is another technique we can use in teaching. Add any other examples of problems you think are common in RTCs.

- A male student has been found sleeping in the girls dormitory.
- A member of staff consistently fails to turn up to teach their lessons.
- A sum of money has been found missing from the canteen, which is run by a different student on duty each day. The student on duty that day denies seeing the money.
- Ten students and two staff have been found smoking marijuana on one of the group farms.
- A student got drunk during a dance at the weekend and threatened other students with a knife.

After your discussions try to draw up “Guidelines for dealing with disciplinary cases in RTCs”.

Discuss these with your tutors and the Principal and Deputy Principal of St Dominics.

ACTIVITY 121: RELATIONSHIP WITH OUTSIDE BODIES

A number of outside bodies will have relationships with your Centre:

- A Controlling Authority, such as a Church, local community or Provincial Government.
- The Chief Education Officer or Education Officer for non-formal or community education in the Province.
- The Director of Non-formal education in the Ministry of Education.
- Solomon Islands Association of Rural Training Centres (SIARTC).

Your tutor will arrange for the Principal of St Dominics to talk to you about each of these relationships.

STAFFING

Staff for RTCs will usually be recruited through the Controlling Authority. Try to ensure that all posts are fully advertised and chosen on the basis of merit not the ‘wantok’ system. This can spoil staff relationships in an RTC very quickly. Tell the Controlling Authority exactly the kind of person you need: what qualifications and experience.

FINANCIAL HELP

You may decide to look for financial help from your RTC from High Commissions, Embassies or overseas aid organisations.

The best procedure is to write an enquiry letter first. Give brief details of the RTC and the particular reason you need help. This should be for a specific project, not just general assistance. Enquire if the organisation might consider giving help and state that you will submit a formal proposal if their reply is favourable.

If the reply is favourable submit a project proposal. This may have to go through your Controlling Authority. This should normally include the following information:

- Background to RTC: situation; number of students and staff, male and female; Controlling Authority; sources of present finance etc.
- Details of the project for which the finance is needed.
- How the project will be carried out and who will be responsible for doing this.
- A timetable for carrying it out.
- Details of finance needed. Some places will ask for pro-forma invoices i.e. invoices from suppliers of materials to show how much the material will cost.
- How much finance or other assistance the RTC will provide. Almost all organisations look more favourably on a project in which the RTC will make a substantial contribution in the form of money, fund raising, materials or skilled labour from students, staff and others. The total value of your contribution should normally be at least 30% of the cost. However this does not have to be money. Many organisations will tell you at what rate to value your labour, materials such as timber or gravel or other non-financial contributions e.g. so much per day per worker. If not, make an estimate of this yourself and include it in the proposal.
- Benefits you expect from the project for the students, the RTC and the communities from which the students come.

STAFF DEVELOPMENT

It is always important to try to improve the skills and quality of your staff.

This can be done by seeking outside courses of training or by internal staff development. This can involve:

- Asking more experienced teachers to observe sessions of less experienced teachers and help them to improve.
- Holding 'seminars' in which teachers discuss particular ways in which they might improve their teaching e.g. questioning skills or methods of assessment.
- After this course you may find you can help other teachers with some of the ideas you have learnt on the course.

ACTIVITY 122: FOLLOW-UP OF STUDENTS

In your groups, discuss and make a list of the problems likely to be encountered by students trying to use their skills and knowledge in their home communities.

Suggest ways these might be overcome.

The following ideas may help you with this discussion:

The only way to find out if the aims and objectives of your RTC are being carried out effectively is to follow-up your students after they leave. Since our main aim is to teach skills and knowledge useful when students leave it is essential to find out whether students are making use of what they learn.

This should not be difficult in RTCs drawing students from a limited area, but is difficult where students come from all over the country. In this case existing students might be used to trace and follow-up past students during holiday times.

Two problems students faced when they leave are not having money to buy tools and equipment to carry out the skills they have learnt, and not having the support of the older people in the community.

Some RTCs try to solve these problems by:

- Having a savings scheme from projects carried out by groups during the course. This money is then used for buying tools for students when they leave.

- Calling the 'olos', or older people from the students' communities to the Centre at the end of the course. They discuss with the students and staff how they can help the students when they return to their community.
- SIARTC now has a scheme to give tools to the best students in each RTC each year.

ACTIVITY 123: VISION FOR THE FUTURE

All RTCs should have a plan and vision for the future. Discuss the following ideas in your groups and then write a **Development Plan** for your local RTC.

Development plans

A development plan should include:

- The aims of the RTC and how these can be carried out better.
- Response to and fulfillment of the needs of the community.
- Possible expansion to increase the number of students.
- Possible new courses or new ways of running courses (e.g. 'evening' classes, short courses) to better serve the needs of the communities.
- Physical changes in the Centre: new buildings and equipment aimed for.
- Improvement in training of staff.

Links with local communities

In all your planning and in running the RTC you must keep in mind that RTCs exist to serve the needs of the local communities of the wider community of Solomon Islands. It is important, therefore, that the RTC establishes and keeps firm links with the local community. This is true even if the RTC serves wider needs.

Here are some possible ways of providing those links:

- Making sure there is good representation of all the local communities, and all the groups within each, on the governing body of the RTC.
- Staff going to talk to the communities about the work of the RTC.
- Direct recruitment of students by going out into the communities.

- Asking communities what courses we should be running and making sure we are responsive to the needs and wishes of the local communities.
- Student groups carrying out projects useful to the local communities as a means of using their skills, either free or for a small payment.
- Using skilled members of the local communities to teach part-time in the RTC e.g. canoe building, weaving, cooking techniques, traditional medicine, traditional music and dance, custom stories and local history.
- Holding open days to display the work of the Centre and inviting the local community to functions at the Centre e.g. entertainment, cultural shows, graduation ceremonies.

Can you think of other ways of relating to the local community?