



THE MULTILINGUAL EDUCATION

Teacher Competency Standards Framework

2019

Information and reproduction rights:

On the cover: Retrograde (2016) by Greg Tyros

© TeacherFOCUS Myanmar 2019
www.teacherfocusmyanmar.org



Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0)

By using the content of this publication, the users accept to be bound by the terms of use outlined in CC BY-NC-SA 4.0 for attribution and sharing. Full license available at:
<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Suggested Citation:

Tyrosvoutis, G. (2019). The multilingual education teacher competency standards framework. TeacherFOCUS Myanmar.

ACKNOWLEDGEMENTS

Teaching is one of the most difficult professions in the world.

Teaching a multilingual class is even more difficult.

Teaching with limited teaching and learning resources is even more difficult.

Teaching in remote contexts is even more difficult.

Teaching using a narrow curriculum is even more difficult.

Teaching with limited professional development opportunities is even more difficult.

Teaching without any formal recognition of your skills and abilities is even more difficult.

Yet despite these and many other incredible challenges encountered in multilingual contexts, resilient teachers continue to rise up and provide access to a quality, equitable and inclusive education for some of the most marginalized children from non-dominant language communities.

Thank you to the dedicated and passionate educators and the local education service providers I have had the privilege to work with over the years in Southeast Asia.

Thank you for the daily sacrifices you make for children in your communities.

Thanks also to World Education Thailand and Myanmar for the opportunity to pilot some of these ideas and begin to shape a model of holistic support for teachers working in multilingual settings.

CONTENTS

1. BACKGROUND	4
1.1 Components of Effective Mother Tongue-Based Education Programs	4
1.2 Support Teachers in Multilingual Classrooms	5
2. PURPOSE AND USE OF THE MLE FRAMEWORK	6
3. STRUCTURE OF THE MLE FRAMEWORK	7
4. THE MLE TEACHER COMPETENCY STANDARDS FRAMEWORK	8
DOMAIN A: Professional Knowledge and Understanding	8
DOMAIN B: Professional Skills and Practices	10
DOMAIN C: Professional Values and Dispositions	13
5. REFERENCES	15
6. ANNEX A MLE Classroom Observation Tool [English version]	17

GLOSSARY

MT or L1	<i>Mother Tongue</i> , also referred to as first language (L1) or home language, to define the language a learner has either a) learnt first; b) identifies with; c) knows best; or d) uses most (UNESCO, 2003)
L2	<i>The second language</i> , often the language of wider communication
L3	<i>The third language</i> , in many cases the international language: English
LoI or MoI	<i>Language of Instruction/ Medium of Instruction</i> , the language primarily used for teaching
MTB	<i>Mother Tongue-Based</i> , L1 is the Language of Instruction during the class
MLE	<i>Multilingual Education</i> , children learn in many languages at the same time
MTB-MLE	<i>Mother Tongue-Based Multilingual Education</i> , education that begins in learners' first language and then gradually introduces other languages

1. BACKGROUND

1.1. Components of Effective Mother Tongue-Based Education Programs

It is estimated that globally over 30% of people (more than 2.3 billion people) lack access to education in their mother-tongue language. This daunting figure is the result of the political will and educational value governments' place on establishing a "national identity". Analyzing a country's Language of Instruction (LoI) policy is a succinct way to identify that country's support for pluralism, decentralization and the promotion of indigenous culture and heritage. Each country's language of instruction policy illustrates the perceived linguistic competencies they believe are needed for children to participate in the global economy as they see it. Currently, it is estimated that 70.8 million people have been forcibly displaced from their homes. 25.9 million of whom are refugees, of which 80% live in countries neighboring their country of origin (UNHCR, 2019). In addition, WHO (2019) estimates there are 258 million international migrants who have left their country of origin to peruse work opportunities. This substantial population movement has significant educational implications. Indigenous and non-dominant language communities throughout the globe continue to struggle in keeping their cultures home languages and heritages alive in a globalizing world. **Multilingual education is the educational policy issue of our time.**

Now, more children than ever require inclusive education tailored to their linguistic needs. Comprehensive Mother Tongue Based Multilingual Education (MTB-MLE) programming is the only solution that will ensure that the fourth Sustainable Development Goal (SDG 4), "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" will be achieved, especially in non-dominant language communities. In the words of the Asia Pacific Multilingual Education Working Group (2016),

"...without mother tongue-based multilingual education the other 16 goals will remain unachievable".

The current global reality is that most children grow up in a setting where more than 1 of the currently documented 7,097 languages are spoken. Providing all children access to education in a language they understand and plays a critical role in each country's overall educational outcomes. There are no quick fixes to the challenges of multilingual education. In her 2016 keynote address at the 5th International Conference on Language and Development in Bangkok, Thailand, Susan Malone shared her essential components of effective MTB-MLE programs:

- i. Preliminary Research
- ii. Realistic Implementation Plan
- iii. Awareness Raising and Mobilization
- iv. Acceptable Alphabets
- v. Curriculum and Instructional Materials
- vi. Reading and Learning Materials
- vii. Teacher Recruitment and Training
- viii. Monitoring and Evaluation
- ix. Supportive Partnerships
- x. Supportive MTB-MLE policy

This holistic approach requires long-term vision, a multi-stakeholder approach and intimate contextual knowledge. A guiding principle of effective MTB and MLE programs is that learners will complete their education being multilingual, multiliterate and understanding both their local and the national culture. However, the success of MLE programs is too often measured by the resulting academic ability of students in the national language or English. Comprehensive programs utilize multiple languages as the language of instruction throughout the course of children’s education in addition to languages being taught as subjects for specific literacy development. Depending learners’ age, experience, and motivation for learning the national language, research suggests that it could take between 5 and 7 years for minority learners to transition from the mother tongue language to the national language (Cummins 2000; Hakuta, Butler, and Witt 2000; Thomas and Collier 2002).

1.2 Supporting Teachers in Multilingual Classrooms

Effectively educating students whose mother tongue language is different from the language of instruction requires educators to possess a toolbox of competencies. This is especially true in low resource contexts where classroom resources in multiple languages are unavailable. This is also true for both teachers supporting students to bridge from their L1 to the L2, and for educators teaching a subject using multiple languages. Standards are needed for both pre- and in-service teacher training to illustrate best-practices and establish a system of accountability in linguistically challenging settings. Ndoye (2003) recommends MLE-focused teacher training as an integral part of larger language interventions. Droop and Verhoeven (2003) recommend two specific pedagogical approaches for MTB-MLE classrooms:

- I. Leveraging students’ existing L1 language abilities and knowledge to bridge to new concepts and ideas, and
- II. Skill-building oral, written and higher-level thinking skills in students’ L1 then gradually developing those skills in the target school language

Droop and Verhoeven note that what often tends to occur is students merely being expected to recite short choral responses, leaving out higher-level writing. Allowing students to speak a language they are comfortable and confident using enables teachers to incorporate higher-level thinking and problem solving into their lessons. As recommended by USAID (2015), a system for measuring classroom instruction is largely a remaining need in MLE contexts. The report, reviewing educational policy in Sub-Saharan African countries, highlights the need for competency-based frameworks and structured means of assessment to be included in educational policy reform.

Too often in many non-dominant language communities, teachers are not nationally-recognized or certified despite exhibiting the key competencies needed to effectively teach in their unique contexts. Benson (2004) reported that MLE teachers are often expected to teach bilingual content, bridge home and school language and culture gaps, and advocate for multilingual education despite being “officially” underqualified and underpaid, lacking a developed career path, and working in severely low resource and remote contexts. In her qualitative study interviewing Filipino teachers and educational stakeholders, Dekker (2016) found that teachers perceived that students learned more in classes taught using their L1, that students participated more when they could use their L1, and that classes taught using students’ L1 were more enjoyable.

Evidence of the distinct advantages of using learners' mother tongue language are vast:

- It allows students to build on and share prior knowledge, creating schemata for learning new content (Benson 2000; Bloch 2014; Collier and Thomas 2004)
- Increases student participation (Trudell, 2005)
- Improves early grade reading outcomes (Gove and Cvelich, 2011)
- Decreases dropout rates (Laitin, Ramachandran and Walter, 2015)
- Increases parent engagement (Ball, 2010)
- Improves student self-confidence, self-esteem and identity (Cummins, 2009)
- Increases participation of girls and women (Lewis and Lockheed, 2012)
- Heightens cognitive abilities stemming from comparing and contrasting the two languages (Cummins, 2001)

The demonstrated benefits of using students' L1 are too great to ignore. Not leveraging students' mother tongue language to enhance further language learning will handicap the children most vulnerable to dropout and therefore child labor, exploitation and further marginalization.

2. PURPOSE AND USE OF THE MLE FRAMEWORK

An MLE teacher competency observation tool was originally created as a method to support teachers working in challenging multilingual contexts within the ethnic education systems in Southeastern Myanmar and piloted under World Education Thailand and Myanmar. Based on feedback received following the pilot, the MLE Teacher Competency Standards Framework (TCSF) was developed and the observation tool revised in order to provide holistic and measurable support to teachers working in multilingual classrooms. The framework seeks to identify and validate the approaches and best practices for multilingual teaching and learning used and cited from around the globe. The 3 domains and 20 teacher competencies aim to assess a complex combination of knowledge, skills, understanding, values, and attitudes which lead to effective language learning, cultural promotion and critical thinking. The MLE framework is built on a theory of professional learning and contextual understanding designed to clarify and articulate the essential multilingual competencies that would enable a teacher to effectively promote authentic learning in a multilingual environment. The framework provides a core set of competency standards to be used as the point of reference or benchmark for quality multilingual teaching.

This multilingual education teacher competency standards framework is designed to fulfill Malone's 7th component of effective MLE programming: teacher recruitment and training. Sustainable language policy reform that makes a significant difference in the lives of children must, at its core, include teachers. Diverse multilingual classrooms require teachers who:

- I. Understand, speak, read & write the students' L1 and the official school language(s)
- II. Share students' heritage and culture
- III. Are respected by parents and the wider school community, and
- IV. Are accepted by local government and administrative bodies

3. STRUCTURE OF THE MLE FRAMEWORK

The MLE framework is organized into 3 domains:

DOMAIN A: Professional Knowledge and Understanding

DOMAIN B: Professional Skills and Practices

DOMAIN C: Professional Values and Dispositions

Each domain is organized into MLE competency standards expressed as concise statements. The competency standards refer to the core knowledge, skills and attitudes teachers need in order to effectively engage students in active and authentic learning within a multilingual classroom. Each standard also contains expected *Minimum Requirements* to be considered “competent” in multilingual contexts. Lastly, each standard contains *Critical Attributes* that give practical examples and describe how and in what ways teachers’ knowledge, attitude, skills and actions can support children to advance in their language learning.

4. THE MLE TEACHER COMPETENCY STANDARDS FRAMEWORK

DOMAIN A: PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

This domain focuses on the foundational information that teachers should possess and be able to demonstrate in order to effectively teach in a multilingual classroom. It encompasses the requisite knowledge for appropriately teaching students with varying L1 and L2 (and L3) language abilities. Central to this domain is an understanding of language learning theories, knowledge of the curriculum, and teaching for meaning and accuracy. Essential to this domain is the teacher supporting language learning by using 2 languages to explain, expand on or break down new material. In the classrooms of accomplished language teachers, language learning progresses in small steps from what students already know to what they need to learn, including breaking words and sentences down into more manageable parts.

Accomplished language teachers ensure students' language usage (grammar, pronunciation and spelling) is accurate and correct by frequently and consistently correcting errors as they arise. Students should have opportunities to proofread their own work and make improvements. The teacher should encourage students to respond, share ideas and expand on content and the teacher should constantly encourage students to communicate original ideas with their peers and read for meaning. Lastly, successful teachers instruct at the appropriate level of their students and challenge them according to their current individual linguistic skills and abilities.

Competency	Minimum Requirement	Critical Attributes	References
A1. Knows the Mother Tongue language of the students	The teacher is competent and confident in speaking, reading and writing in L1	<ul style="list-style-type: none"> The teacher is confident to read, write, listen and respond in students' L1 The teacher can explain how they intentionally use L1 for multi-modal instruction and when to review or explain concepts using different vocabulary and examples 	Malone, 2010
A2. Knows the national language (or language of wider communication)	The teacher is competent and confident in speaking, reading and writing in L2	<ul style="list-style-type: none"> The teacher is confident to read, write, listen and respond in the L2 of the class The teacher can explain how they intentionally use L2 for multi-modal instruction and when to review or explain concepts using different vocabulary and examples 	Malone, 2010
A3. Knows how to effectively utilize the curriculum	The teacher can describe the key concepts and objectives for learning of the curriculum for the grade level/s taught	<ul style="list-style-type: none"> The teacher is able to set clear and realistic objectives for their lessons The teacher can explain how they utilize the curriculum during lessons and when to supplement it with needed background information or context, translation, additional examples, practical activities and real-life applications 	UNESCO, 2017

Competency	Minimum Requirement	Critical Attributes	References
<p>A4. Knows how students effectively learn new languages</p>	<p>The teacher demonstrates understanding of basic second language acquisition (2LA) theories and philosophies relevant for the level of education</p>	<ul style="list-style-type: none"> The teacher supports language learning by using 2 languages to explain, expand on or break down new material. The teacher progresses in small steps from what students already know to what they need to learn. This includes breaking words and sentences down into more manageable parts. The teacher delivers content at an appropriate speed (pace) for students to understand and follow. The teacher uses everyday language as a foundation for students to learn new or academic language. Students are observed becoming more fluent or literate in L2. 	<p>Malone, D. & Malone, S. (2011), UNESCO, 2007a</p>
<p>A5. Knows how to teach for accuracy and correctness</p>	<p>The teacher ensures student's language usage is precise and is able to correct errors in a positive way</p>	<ul style="list-style-type: none"> The teacher ensures students' language usage (grammar, pronunciation and spelling) is accurate and correct by consistently correcting errors. The teacher encourages students to use correct pronunciation and grammar when speaking, to sound out words correctly when reading, and to write neatly with correct spelling. Students have opportunity to proofread their own work and make improvements. Feedback to students is accurate and specific. After a mistake is made, it is witnessed that students are able to answer correctly with support or prompts from the teacher. The teacher makes examples of high-quality work and criteria for success clear to students. 	<p>Malone, D. & Malone, S. (2011), UNESCO, 2017</p>
<p>A6. Knows how to teach for meaning and communication</p>	<p>The teacher checks for understanding after having students read whole texts. The teacher encourages students to respond, share ideas and expand on content</p>	<ul style="list-style-type: none"> The teacher encourages students to respond, share ideas and expand on content. The teacher checks for understanding using specific prompts or questions after having students read or listen to whole texts both formally and informally. The students are given opportunities and time to develop and share their own ideas. 	<p>UNESCO, 2017</p>
<p>A7. Knows how to identify the learning needs of the students and design learning experiences that are appropriate to those needs</p>	<p>The teacher instructs at the appropriate level of the students and challenges them according to their current language skills and abilities</p>	<ul style="list-style-type: none"> The teacher instructs at the appropriate level of the students and challenges them according to their current individual language skills and abilities. The teacher is often observed giving extra support to students who need it. The teacher is observed giving some additional challenges to stronger students. 	<p>UNESCO, 2004a</p>

DOMAIN B: PROFESSIONAL SKILLS AND PRACTICES

Central to this domain are the learned abilities teachers should demonstrate to ensure authentic learning and student engagement. Foundational to language learning is providing students with the opportunity to participate within their comfort zone and challenge them to think independently. Teachers need to frequently assess students' language abilities and maximize the available resources to ensure students get the opportunity to read, write, listen and speak. Successful teachers engage the students in the learning process through the use of a variety of participatory learning activities that involve hearing, seeing and doing during most of the lesson. Student groups are intentionally made such that stronger and weaker students are paired so that stronger students learn how to be a resource for others. Accomplished language teachers promote critical thinking by having students solve problems in L1 first to ensure they understand and can articulate their thoughts. Teachers should focus on asking questions involving analysis, evaluation and creativity such as *How* and *Why* questions.

Big pictures or hands-on activities and Total Physical Response (TPR) and body language should be used in low-resource settings to help students engage with what they are learning. Accomplished teachers effectively use multiple available or created language learning resources to enable students to deeply understand new concepts. In effective multilingual classes L1 is used by students to express meaning when they don't yet possess the confidence to explain their opinions in L2. Teachers should intentionally incorporate L1 time to focus on learning new concepts then have L2 time for students to focus specifically on learning the new language. As much as is possible, students should get opportunities to read independently and have opportunities to ask each other questions, discuss, and share their own ideas. Students should have opportunities to speak so they gain confidence in communicating their own thoughts and ideas as well as opportunities to write (or emergent writing in the case of younger children) to help them gain confidence in expressing their own thoughts and ideas.

Competency	Minimum Requirement	Critical Attributes	References
<p>B1. Demonstrates capacity to promote active learning (participatory learning, learner/ student centered approach)</p>	<p>The teacher engages the students in the learning process through the use of a variety of learning activities</p>	<ul style="list-style-type: none"> The teacher engages students in the learning process by using more than 1 method of participatory learning involving hearing, seeing and doing for part of the lesson. This could include acting out a story, writing poems, songs and educational games. Students have the opportunity to work in groups and are encouraged to share ideas and help each other learn. Students have the opportunity to partially direct their own learning and are given some choice on how to demonstrate understanding in a meaningful way. 	<p>Baker, 2001</p>

Competency	Minimum Requirement	Critical Attributes	References
<p>B2. Promotes Higher Order Thinking Skills</p>	<p>The teacher promotes critical thinking and independent thought in the L1 first then in L2</p>	<ul style="list-style-type: none"> The teacher promotes critical thinking and independent thought through problem solving in L1 first, then progresses to L2. The teacher asks questions to most students during the class, even those who don't volunteer to answer. The teacher asks questions involving remembering, understanding, application, analysis, evaluation and creativity, ensuring students get the opportunity to apply their knowledge and analyze problems. 	<p>Cummings, 2001</p>
<p>B3. Demonstrates capacity to assess and monitor students' language learning</p>	<p>The teacher uses a variety of assessment methods to identify students' language levels and needs</p>	<ul style="list-style-type: none"> The teacher effectively uses a formal or informal assessment to evaluate students' language levels and needs. The teacher uses one or more of the following assessments: <ul style="list-style-type: none"> class discussion individual assignment or seatwork giving individual feedback to students on their work group work a quiz or test Assessments are appropriate and related to the learning task. 	<p>UNESCO, 2016</p>
<p>B4. Utilizes or creates activities and resources that enable students to use what they know to learn new concepts</p>	<p>The teacher utilizes students' mother tongue language, culture and local resources to create an inclusive classroom that is comfortable for the class</p>	<ul style="list-style-type: none"> The teacher effectively uses one available or created language learning resource to enable students to learn new concepts. Big pictures, or hands on activities and Total Physical Response (TPR) and body language are used, especially in low-resource settings where other materials are not available The teacher confidently uses the curriculum and/or other available resources to describe key concepts. 	<p>Metia, Pradilla and Williams, 2016</p>

Competency	Minimum Requirement	Critical Attributes	References
<p>B5. Demonstrates capacity to scaffold to ensure students understand first in L1 then progress to L2</p>	<p>The teacher builds a foundation in L1 before progressing to L2</p>	<ul style="list-style-type: none"> The teacher facilitates the development of L2 by teaching new concepts first in L1 to enable learners to adequately express new ideas in L2. L1 is used by students to express meaning when they don't understand yet in L2. L1 is used to support learning when the L2 is not sufficiently developed to be used alone. 	<p>Malone, 2014</p>
<p>B6. Utilizes or creates supplemental early grade reading materials for students</p>	<p>The teacher effectively utilizes or has developed reading materials that have a clear purpose for students who are learning to read in L1 and L2 or for students who are gaining reading fluency</p>	<ul style="list-style-type: none"> The teacher effectively utilizes, or has developed, reading materials for students who are learning to read in L1, or for students who are gaining reading fluency in L2. The teacher reads both to and with the students to model fluent reading. As much as is possible, students get opportunities to read independently. Students have adequate time for reading during the class. 	<p>Malone, 2004 Malone, 2003 Malone, 2013</p>
<p>B7. Demonstrates capacity to have students respond to prompts in both L1 and L2</p>	<p>The teacher incorporates both speaking and listening activities in class using L1 and L2</p>	<ul style="list-style-type: none"> The teacher incorporates both a speaking and listening comprehension activity in class using L1 and L2. Students have opportunity to ask each other questions, discuss, and share their own ideas. Students are intentionally provided opportunities to speak so they gain confidence in communicating their own thoughts and ideas. 	<p>Williams, Metila and Pradilla, 2015</p>
<p>B8. Facilitates students to write creatively in both L1 and L2</p>	<p>The teacher incorporates opportunity for students to write their own thoughts during the lesson</p>	<ul style="list-style-type: none"> The teacher incorporates an opportunity for students to creatively write, write without an example or their own ideas during the lesson in L1 or L2. Students are provided opportunities to write (or emergent writing for younger children) to help them gain confidence in expressing their own thoughts and ideas. 	<p>UNESCO, 2017</p>

DOMAIN C: PROFESSIONAL VALUES AND DISPOSITIONS

This domain reflects the attitudes and behaviors that a teacher should exhibit and foster among their students in a language learning classroom. To holistically support language development a teacher should involve and engage the wider school community and use familiar examples from the local culture and heritage. Attempting to build proficiency and making mistakes are an integral parts of language learning, and in this context positive reinforcement is central to the learning process. Accomplished teachers create a supportive learning environment by encouraging students to use their home language and celebrate local culture/heritage. The teacher should attempt to localize the curriculum by asking students questions about their cultural backgrounds, life experiences and interests. Students should be given the opportunity to share about their home life, traditions and cultural background during class. The classroom culture is such that students are excited to learn and do not fear making mistakes or trying new things. Successful language teachers use positive, encouraging and respectful feedback as well as non-threatening "small-steps" to help students gain confidence. Ideally this results in a culture where the students are observed positively encouraging each other.

Competency	Minimum Requirement	Critical Attributes	References
<p>C1. Values the input of wider school community and involves the community in the learning process</p>	<p>The teacher demonstrates understanding of the social, linguistic and cultural diversity of the students and the community</p>	<ul style="list-style-type: none"> • Parents and elders are consulted or involved in material production, for the validation of the orthography (if applicable) and to help with understanding difficult words. • The teacher can describe and give an example of how they engage parents in their children's education. • The teacher is plays an active role in the community and makes effort to link the school to the wider community. 	<p>Malone, 2007</p>
<p>C2. Promotes equity in education for all students</p>	<p>The teacher supports all learners regardless of language ability, cultural background or heritage</p>	<ul style="list-style-type: none"> • The teacher treats all students fairly with no discrimination based on literacy, status, ethnicity, or refugee/ minority status • The teacher doesn't show favoritism or discriminate particular students or groups • The teacher can describe how they ensure all students have the opportunity to participate in class • The teacher conveys that they won't consider a lesson complete until every student understands or has the opportunity to try 	<p>UNESCO, 2003</p>

Competency	Minimum Requirement	Critical Attributes	References
<p>C3. Creates a supportive learning environment for students that values the home language and culture</p>	<p>The teacher acknowledges and promotes "Plural Knowledge Systems"</p>	<ul style="list-style-type: none"> The teacher creates a supportive learning environment for students by connecting the lesson to the indigenous knowledge and the social, linguistic, and cultural diversity of the students and the community. Students are actively encouraged to use their home language or share their own examples or stories during class. The lesson is entirely culturally appropriate and respectful. 	<p>Cummins, 2007 UNESCO, 2008</p>
<p>C4. Promotes a classroom culture where errors are accepted</p>	<p>The teacher promotes a classroom culture where students are comfortable to make mistakes</p>	<ul style="list-style-type: none"> The teacher promotes a classroom culture where students are comfortable making mistakes. The teacher corrects student errors using encouragement and positive reinforcement. The teacher uses students' L1 and allows students to use L1 when needed if they cannot express their thoughts in L2. 	<p>Patsy & Spada, 2006 Thomas & Collier, 2003 Cummins, 2006</p>
<p>C5. Promotes and advocates for MTB-MLE</p>	<p>The teacher describes the benefits of MTB-MLE to students and parents</p>	<ul style="list-style-type: none"> The teacher can articulate why MTB-MLE is important, specifically the use of children's L1 The teacher can describe the tangible benefits of MTB-MLE The teacher shares an example of how they are involved in mother tongue language standardization, promotion and recognition (if applicable) 	<p>UNESCO, 2007</p>

5. REFERENCES

1. **Baker, C.** (2001). *Foundations of Bilingual Education and Bilingualism* (3rd edn.) Clevedon: Multilingual Matters.
2. **Ball, J.** (2011). Educational equity for children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in the early years: Summary. Presentation to UNESCO International Symposium: Translation and Cultural Mediation, Paris: UNESCO, 22/23 February 2010, on the occasion of the 11th International Mother Language Day.
3. **Benson, C.** (2000). The primary bilingual education experiment in Mozambique, 1993 to 1997. *International Journal of Bilingual Education and Bilingualism* 3(3):149–166.
4. **Benson, C.** (2016). Addressing language of instruction issues in education: Recommendations for documenting progress. Background paper prepared for the 2016 Global Education Monitoring Report. <http://unesdoc.unesco.org/images/0024/002455/245575E.pdf> Accessed 20 October, 2017.
5. **Benson, C.** (2016). Addressing language of instruction issues in education: Recommendations for documenting progress. Background paper commissioned by UNESCO for the global education monitoring report 2016. Paris: UNESCO. <http://unesdoc.unesco.org/images/0024/002455/245575E.pdf>
6. **Chumbow, B. S.** (2013). Mother tongue-based multilingual education: Empirical foundations, implementation strategies and recommendations for new nations. In H. Mcllwraith (Ed.), *Multilingual education in Africa: Lessons from the Juba Language-in-Education Conference* (pp. 37-55)
7. **Collier, V.P., & Thomas, W.P.** (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 2(1), 1-20.
8. **Cummins, J.** (2001). Instructional conditions for trilingual development. *International Journal of Bilingual Education and Bilingualism* 4(1), 61475.
9. **Cummins, J.** (2009). Fundamental psycholinguistic and sociological principles underlying educational success for linguistic minority students. In Skutnabb-Kangas, Tove, Robert Phillipson, Ajit Mohanty, and Minati Panda (eds.), *Social justice through multilingual education*, 19–35. Clevedon, UK: Multilingual Matters.
10. **Dekker, D.** (2016). Filipino teachers: key to nurturing learning through MTB-MLE. Fifth International Conference on Language and Development. Sponsored by UNESCO, UNICEF, SEAMEO, Mahidol University, Save the Children, SIL International. Bangkok, Thailand. October 19-21, 2016.
11. **Dekker, D.** (2017). Finally shedding the past: Filipino teachers negotiate their identities within a new mother tongue-based multilingual education policy landscape. Thesis.
12. **Droop, M. & Verhoeven, L.** (2003). Language Proficiency and reading ability in first and second language learners. *Reading Research Quarterly* 38, No. 1 (pp. 78–103)
13. **European Commission.** (2013). Supporting teacher competence development for better learning outcomes. European – Education and Training.

14. **Lightbown, P., & Spada, N. M.** (2006). *How languages are learned*. Oxford [England]: Oxford University Press.
15. **Malone, D.** (2001). Language development in a minority language community: Report of the Chong Writers Workshop. *The Mon Khmer Studies Journal* 31:141–152.
16. **Malone, D.** (2003). Developing curriculum materials for endangered language education: Lessons from the field. *International Journal of Bilingual Education and Bilingualism* 6(5):332-348. DOI: 10.1080/13670050308667790
17. **Malone, D. & Malone, S.** (2011). *Teacher Education for Mother Tongue-Based Education Programs*. SIL International.
18. **Malone, D. and Malone, S.** (2012). Presentation at training-workshop on bridging between languages in mother language-based education under the new K-12 curriculum. May 14-26, 2012. St. Louis University, Baguio City, Philippines.
19. **Malone, S.** (2004). Planning learner-centered adult literacy programs in ethnic minority communities. Bangkok: UNESCO.
20. **Malone, S.** (2007). Education in ethnic minority communities: Questions to consider and problems to solve. In Caroline Haddad (ed.), *Promoting literacy in multilingual settings*, 10–16. Bangkok: UNESCO.
21. **Malone, S.** (2013). Resource for developing graded reading materials for mother tongue-based education. SIL International archived materials. http://www.sil.org/sites/default/files/files/resource_for_developing_graded_reading_materials_2013.pdf
22. **Malone, S.** (2014). L1-L2-L1 in primary grades. SIL International.
23. **Malone, S.** (2016). Supporting MTB-MLE to achieve sustainable development for all: what have we learned about successful programs? Keynote Address. Fifth International Conference on Language and Development. Sponsored by UNESCO, UNICEF, SEAMEO, Mahidol University, Save the Children, SIL International. Bangkok, Thailand. October 19-21, 2016.
24. **Metila, R., Pradilla, L., & Williams, A.** (2016). The challenge of implementing mother tongue education in linguistically diverse contexts: The case of the Philippines. *The Asia-Pacific Education Researcher*. doi: 10.1007/s40299-016-0310-5
25. **SEAMEAO.** (2009). *Mother tongue as bridge language of instruction: Policies and experiences in Southeast Asia*. Bangkok.
26. **Trudell, B. & Young, C.** (2016). Good answers to tough questions in mother tongue-based multilingual education. SIL International.
27. **UNESCO (2004a).** *Manual for developing literacy and adult education programmes in minority language communities*. Revised edition. Prepared and edited by Dr. Susan Malone. Bangkok: UNESCO Asia and Pacific Regional Bureau for Education.
28. **UNESCO. (2003).** *Education in a multilingual world*. UNESCO Education Position Paper. Paris: UNESCO. <http://unesdoc.unesco.org/images/0012/001297/1297228e.pdf>
29. **UNESCO. (2006).** *Promoting literacy in multilingual settings*. UNESCO Bangkok. ISBN-9-292-23100-6
30. **UNESCO. (2007a).** *Advocacy kit for promoting multilingual education: Including the excluded*. Bangkok: UNESCO Bangkok.
31. **UNESCO. (2007b).** *Mother tongue-based literacy programmes: Case studies of good practice in Asia*. Bangkok: UNESCO Bangkok.
32. **UNESCO. (2008).** *Improving the quality of mother tongue-based literacy and learning*.
33. **UNESCO. (2017).** *Child-to-Adult dictation in teaching and learning to read in a multilingual context: Ways forward for three sub-Saharan African countries (Burkina Faso, Niger, Senegal)*.
34. **UNHCR. (2019).** *Figures at a glance*. Accessed July 17th, 2019. <https://www.unhcr.org/figures-at-a-glance.html>
35. **Williams, A., Metila, R., and Pradilla, L.A.** (2015). *Understanding best practices in MTB-MLE in the Philippines*. ACTRC Forum.
36. **WHO.** (2019). Draft global action plan 'promoting the health of refugees and migrants' (2019-2023). Accessed August 10th, 2019 at: <https://www.who.int/migrants/en/>

MLE Teacher Competency Classroom Observation Tool

Teacher Name:

L1:

Subject and Grade:

Observation Completed By:

L2:

Lesson Topic:

Number of Students:

Name of School:

Date:

Domain A: Professional Knowledge and Understanding

Keyword and Competency	Level 1 Unsatisfactory <i>-The Teacher Doesn't Attempt-</i>	Level 2 Basic <i>-The Teacher Attempts but is Unsuccessful-</i>	Level 3 Competent <i>-The Teacher is Successful-</i>	Level 4 Distinguished <i>-Both the Teacher and the Students are Successful-</i>	Remarks <i>Write specific comments based on the lesson observed</i>
<p>A4. Knows how students effectively learn new languages (ZLA)</p> <p style="text-align: center;">ZLA</p>	<p>The teacher is not observed supporting multilingual learning. The teacher only uses 1 language during classroom instruction.</p>	<p>The teacher unsuccessfully attempts utilizing 2 languages to explain, expand on or break down new material.</p> <p>The teacher uses students' L1 or L2 incorrectly or inconsistently.</p> <p>Students are unable to follow as the lesson pace is too quick or the students are unengaged because the lesson pace is too slow or repetitive.</p> <p>There is little evidence that students become more fluent or literate in L2.</p>	<p>The teacher supports language learning by using 2 languages to <u>explain, expand on or break down</u> new material.</p> <p>The teacher progresses in small steps from what students already know to what they need to learn. This includes <u>breaking words and sentences down</u> into more manageable parts.</p> <p>The teacher delivers content at an <u>appropriate speed (pace)</u> for students to understand and follow.</p> <p>The teacher uses <u>everyday language</u> as a foundation for students to learn new or academic language.</p> <p>Students are observed becoming <u>more fluent or literate</u> in L2.</p>	<p>The teacher supports new language learning by using 2 languages to explain, expand on or break down new material and encouraging students to do the same.</p> <p>Students become more fluent or literate in L2 and they are witnessed teaching or helping each other.</p>	

Keyword and Competency	Level 1 Unsatisfactory -The Teacher Doesn't Attempt-	Level 2 Basic -The Teacher Attempts but is Unsuccessful-	Level 3 Competent -The Teacher is Successful-	Level 4 Distinguished -Both the Teacher and the Students are Successful-	Remarks Write <u>specific</u> comments based on the lesson observed
ACCURACY A5. Knows how to teach for Accuracy and Correctness	<p>The teacher is not observed paying attention to the accuracy or correctness of students' language usage (grammar, pronunciation and spelling).</p> <p>Students exhibit confusion, a lack of clarity and do not demonstrate correct language usage.</p>	<p>The teacher unsuccessfully attempts to ensure students' language usage (grammar, pronunciation and spelling) is accurate and correct.</p> <p>Mistakes by some students often go uncorrected or ignored.</p> <p>Some students are able to answer correctly, others are not.</p> <p>Students are unsure of what the criteria for success or correctness are.</p>	<p>The teacher ensures students' language usage (grammar, pronunciation and spelling) is accurate and correct by <u>consistently correcting errors</u>.</p> <p>The teacher encourages students to use <u>correct pronunciation</u> and <u>grammar</u> when speaking, <u>to sound out words correctly</u> when reading, and to <u>write neatly with correct spelling</u>.</p> <p>Students have opportunity to <u>proofread</u> their own work and <u>make improvements</u>.</p> <p>Feedback to students is <u>accurate</u> and <u>specific</u>.</p> <p>After a mistake is made, it is witnessed that students are able to <u>answer correctly with support or prompts from the teacher</u>.</p> <p>The teacher makes examples of <u>high-quality work and criteria for success</u> clear to students.</p>	<p>The teacher consistently encourages correct and accurate language usage (grammar, pronunciation and spelling) using a variety of methods.</p> <p>The teacher provides high quality, specific feedback to individual students throughout the lesson.</p> <p>A strong system is clearly in place to ensure students fully understand the criteria for success.</p> <p>Students are provided opportunities or are witnessed correcting one other's mistakes.</p>	
MEANING A6. Knows how to teach for Meaning and Communication	<p>The teacher is not observed either explaining language meaning nor encouraging communication among the students.</p>	<p>The teacher attempts to explain or have students explain language meaning, but the students do not demonstrate a deeper understanding.</p> <p>Some student interaction and discussion occurs but is not intentionally fostered by the teacher.</p>	<p>The teacher encourages students to <u>respond</u>, <u>share ideas</u> and <u>expand on content</u>.</p> <p>The teacher <u>checks for understanding</u> after having students read or listen to whole texts both <u>formally and informally</u>.</p> <p>The students are given <u>opportunities and time to develop and share their own ideas</u>.</p>	<p>The teacher supports students to think critically and respond creatively in a variety of ways.</p> <p>The teacher constantly encourages students to communicate original ideas with their peers and read for meaning.</p> <p>Student have opportunity to lead a discussion or present their own ideas.</p>	

Keyword and Competency	Level 1 Unsatisfactory <i>-The Teacher Doesn't Attempt-</i>	Level 2 Basic <i>-The Teacher Attempts but is Unsuccessful-</i>	Level 3 Competent <i>-The Teacher is Successful-</i>	Level 4 Distinguished <i>-Both the Teacher and the Students are Successful-</i>	Remarks <i>Write <u>specific</u> comments based on the lesson observed</i>
TAILORING A7. Knows how to identify the learning needs of the students and design learning experiences that are appropriate to those needs	The teacher is not observed making effort to consider the individual language learning needs of the students.	The teacher unsuccessfully attempts to instruct at the appropriate level of the students or challenge them according to their current individual language skills and abilities. Most of the lesson the teacher addresses the whole class.	The teacher instructs at the appropriate level of the students and challenges them according to their current individual language skills and abilities. The teacher is often observed giving <u>extra support</u> to students who need it. The teacher is observed giving some <u>additional challenges</u> to stronger students.	The teacher effectively differentiates instruction, giving individualized challenges to students appropriate to their language learning level. The teacher is observed giving some additional challenges or responsibilities to stronger students such as helping their peers.	

Domain B: Professional Skills and Practices

Keyword and Competency	Level 1 Unsatisfactory <i>-The Teacher Doesn't Attempt-</i>	Level 2 Basic <i>-The Teacher Attempts but is Unsuccessful-</i>	Level 3 Competent <i>-The Teacher is Successful-</i>	Level 4 Distinguished <i>-Both the Teacher and the Students are Successful-</i>	Remarks <i>Write <u>specific</u> comments based on the lesson observed</i>
ACTIVE LEARNING B1. Demonstrates capacity to promote active learning	The teacher is not observed engaging or involving students in the learning process. No child-centered approaches are used during the class. Students do not appear to be engaged in the lesson at all (less than 40%).	The teacher unsuccessfully attempts to engage and involve students in the learning process. The teacher is speaking for the majority of the class and students are rarely witnessed participating. Students are only engaged for part of the lesson (more than 40%).	The teacher engages students in the learning process by using more than 1 <u>method of participatory learning</u> involving hearing, seeing and doing for part of the lesson. This could include: acting out a story, writing poems, songs and educational games. Students have the opportunity to work in groups and are encouraged to <u>share ideas and help each other learn</u> . Students have the opportunity to partially <u>direct</u> their own learning and are given some choice on how to demonstrate understanding in a meaningful way. Students are <u>engaged</u> for most of the lesson (more than 75%).	The teacher engages the students in the learning process through the use of a variety of participatory learning activities involving hearing, seeing and doing during most of the lesson. Student groups are intentionally made such that stronger and weaker students are paired so that stronger students learn how to be a resource for others. Students are fully engaged and actively participating for the entire lesson (more than 90%).	

Keyword and Competency	Level 1 Unsatisfactory <i>-The Teacher Doesn't Attempt-</i>	Level 2 Basic <i>-The Teacher Attempts but is Unsuccessful-</i>	Level 3 Competent <i>-The Teacher is Successful-</i>	Level 4 Distinguished <i>-Both the Teacher and the Students are Successful-</i>	Remarks <i>Write specific comments based on the lesson observed</i>
HOTS B2. Promotes Higher Order Thinking Skills through progression from L1 to L2	<p>The teacher does not attempt to promote critical thinking.</p> <p>Only a few students respond to questions, mostly the same ones again and again.</p> <p>The teacher only asks knowledge-focused questions.</p> <p>The teacher doesn't allow individual students to engage or respond.</p>	<p>The teacher unsuccessfully attempts to promote critical thinking in L1 and L2.</p> <p>The teacher only asks questions to some students in the class, mostly those who have volunteered to answer.</p> <p>The teacher only asks knowledge-focused questions or questions that are too difficult.</p> <p>The teacher asks questions in L2 that the students don't understand.</p>	<p>The teacher promotes critical thinking and independent thought through <u>problem solving in L1 first, then progressing to L2.</u></p> <p>The teacher asks questions to <u>most students during the class, even those who don't volunteer to answer.</u></p> <p>The teacher asks questions involving remembering, understanding, application, <u>analysis, evaluation and creativity,</u> ensuring student get the opportunity to <u>apply their knowledge and analyze problems.</u></p> <p><u>Who, What, Where and When</u> questions are used by the teacher.</p>	<p>The teacher promotes critical thinking by having students solve problems in L1 first to ensure they understand and can articulate their thoughts.</p> <p>Almost all students have the chance to share their own ideas or answers during the class.</p> <p>The teacher focuses on asking questions involving analysis, evaluation and creativity such as How and Why questions.</p> <p>The teacher has students compare and contrast the two languages in ways that develops their verbal and thinking abilities.</p>	
ASSESSMENT B3. Demonstrates capacity to assess and monitor students' language learning	<p>The teacher doesn't assess students' language learning during the lesson.</p> <p>The teacher doesn't allow students an opportunity to demonstrate their understanding during the lesson.</p> <p>The teacher only asks global questions with "yes" or "no" answers.</p>	<p>The teacher monitors student language learning for the class as a whole using a single method.</p> <p>The teacher asks questions that requires only knowledge recall (closed questions) or a single correct response.</p> <p>Feedback to students is very general and not helpful for improvement.</p> <p>Questions and assessments are rarely used to show evidence of student learning.</p> <p>Assessments are not appropriate or vaguely related the learning task.</p>	<p>The teacher effectively uses a <u>formal or informal assessment</u> to evaluate students' language levels and needs.</p> <p>The teacher uses one or more of the following assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> class discussion <input type="checkbox"/> individual assignment or seatwork <input type="checkbox"/> giving individual feedback to students on their work <input type="checkbox"/> group work <input type="checkbox"/> a quiz or test <input type="checkbox"/> student presentation or board work <p>Assessments are <u>appropriate and related</u> to the learning task.</p>	<p>The teacher frequently uses assessments to identify students' individual language levels and needs.</p> <p>Students self-assess or have the opportunity to give each other feedback to monitor their own progress.</p>	

Keyword and Competency	Level 1 Unsatisfactory <i>-The Teacher Doesn't Attempt-</i>	Level 2 Basic <i>-The Teacher Attempts but is Unsuccessful-</i>	Level 3 Competent <i>-The Teacher is Successful-</i>	Level 4 Distinguished <i>-Both the Teacher and the Students are Successful-</i>	Remarks <i>Write <u>specific</u> comments based on the lesson observed</i>
CLASSROOM RESOURCES B4. Utilizes or creates language learning resources that enable students to use what they know to learn new concepts	<p>The teacher doesn't use any language learning resources during the lesson.</p> <p>The teacher doesn't use or reference the provided curriculum or available resources during the lesson.</p>	<p>The teacher attempts to use a language learning resource during the lesson; however, student learning or understanding is not enhanced.</p> <p>The teacher unsuccessfully attempts using or applying concepts in the curriculum in a way students understand.</p> <p>The lesson scarcely uses available resources to enhance teaching and learning.</p>	<p>The teacher effectively uses one available or created language learning resource to enable students to learn new concepts.</p> <p><u>Big pictures</u>, or <u>hands on activities</u> and <u>Total Physical Response (TPR)</u> and <u>body language</u> are used in low-resource settings</p> <p>The teacher confidently uses the <u>curriculum</u> and/or other available resources to describe key concepts.</p>	<p>The teacher effectively uses multiple available or created language learning resources to enable students to deeply understand new concepts.</p> <p>The teacher uses indigenous resources or materials during the lesson.</p> <p>The teacher expands on the curriculum during instruction to "bring the curriculum to life".</p> <p>The students have the opportunity to make their own learning resources.</p>	
SCAFFOLDING B5. Demonstrates capacity to scaffold to ensure students understand first in L1 then progress to L2	<p>The teacher doesn't attempt to use students' L1 to enhance the learning of L2.</p>	<p>The teacher unsuccessfully attempts to use L1 to enhance learning of L2.</p> <p>Students are not observed being able to understand new subject concepts or vocabulary in L2.</p> <p>Students were observed needing more time to work through new concepts in L1.</p>	<p>The teacher facilitates the development of L2 by <u>teaching new concepts first in L1</u> to enable learners to adequately express new ideas in L2.</p> <p><u>L1</u> is used by students to express <u>meaning when they don't understand yet in L2</u>.</p> <p><u>L1</u> is used to support learning when the L2 is not sufficiently developed to be used alone.</p>	<p>The teacher intentionally incorporates L1 time to focus on learning new concepts then has L2 time for students to focus on learning the new language.</p> <p>The teacher consistently reviews in L1 when needed to ensure student understanding.</p> <p>Students are given opportunities or are observed using 2 languages to help each other learn.</p>	






Keyword and Competency	Level 1 Unsatisfactory <i>-The Teacher Doesn't Attempt-</i>	Level 2 Basic <i>-The Teacher Attempts but is Unsuccessful-</i>	Level 3 Competent <i>-The Teacher is Successful-</i>	Level 4 Distinguished <i>-Both the Teacher and the Students are Successful-</i>	Remarks <i>Write specific comments based on the lesson observed</i>
READING B6. Effectively utilizes or creates reading materials for students	Reading materials are scarcely used during the lesson and if used only have students follow using rote methods.	Reading materials are used during the lesson, however, no evidence is observed that student reading ability or comprehension are enhanced. Most of the reading time is performed by the teacher with students only repeating. Inadequate time is provided for reading during the class. Student rarely have an opportunity to think about what they are reading.	The teacher <u>effectively utilizes</u> , or has developed, <u>reading materials</u> for students who are learning to read in L1, or for students who are gaining reading fluency in L2. The teacher reads <u>both to and with the students</u> to model fluent reading. As much as is possible, <u>students get opportunities to read independently</u> .	Reading materials for students are effectively used by the teacher to enhance reading proficiency through interactive and investigative teaching methods. Students have opportunities to lead reading activities to build their confidence.	
LISTENING AND SPEAKING B7. Promotes listening comprehension activities involving responses to prompts in both L1 and L2	Speaking and listening activities are not used during the lesson. Student responses only involve repeating or directly translating what the teacher has said.	The teacher uses a speaking or listening activity, however, student responses only involve repeating or translating what the teacher has said. Students have limited time to ask each other questions, discuss, or share their own ideas.	The teacher incorporates both a <u>speaking and listening comprehension activity</u> in class using L1 and L2. Students have opportunity to ask each other questions, discuss, and share their own ideas. Students are <u>intentionally provided opportunities to speak</u> so they gain confidence in communicating their own thoughts and ideas.	The teacher incorporates multiple speaking and listening comprehension activities during the lesson. The teacher has students share responses individually and in groups which allows them to critically think about what they are learning.	
WRITING B8. Facilitates students to write creatively in L1 and L2	Students are not given the opportunity to write during the lesson.	The only opportunity for students to write during the lesson involves copying texts. Too much class time is spent repetitively writing. More opportunities are needed for students to think and write.	The teacher incorporates an opportunity for students to <u>creatively write</u> , write without an <u>example</u> or their own ideas during the lesson in L1 or L2. Students are provided opportunities to write (or emergent writing for younger children) to help them <u>gain confidence</u> in expressing their own thoughts and ideas.	The teacher creates opportunities for students to write their own creative sentences, stories, poems or songs in L1 or L2. The teacher actively encourages students to write and express themselves throughout the lesson.	

Domain C: Professional Values and Dispositions

Keyword and Competency	Level 1 Unsatisfactory <i>-The Teacher Doesn't Attempt-</i>	Level 2 Basic <i>-The Teacher Attempts but is Unsuccessful-</i>	Level 3 Competent <i>- The Teacher is Successful-</i>	Level 4 Distinguished <i>-Both the Teacher and the Students are Successful-</i>	Remarks <i>Write specific comments based on the lesson observed</i>
<p>CULTURE AND HERITAGE</p> <p>C3. Creates a supportive learning environment for students that values students' home language and culture</p>	<p>No attempt, or a discriminatory, disrespectful or insensitive example is made by the teacher to connect the lesson to the social, linguistic and cultural diversity of the students and the community.</p> <p>Students' body language suggests feelings of hurt, discomfort, or insecurity.</p>	<p>The teacher attempts to connect the lesson to the social, linguistic and cultural diversity of the students and the community; however, the example further confuses students, or is misleading.</p> <p>The teacher attempts to make connections with individual students about their backgrounds, community, or home life, but student reactions indicate that these attempts are not entirely successful.</p> <p>The teacher missed or only weakly seized an opportunity to relate the content to students' cultural background, community or home life.</p>	<p>The teacher creates a <u>supportive learning environment</u> for students by connecting the lesson to <u>the indigenous knowledge and the social, linguistic, and cultural diversity of the students</u> and the community.</p> <p>Students are actively encouraged to use their home language or share their own examples or stories during class.</p> <p>The lesson is entirely <u>culturally appropriate and respectful</u>.</p>	<p>The teacher creates a supportive learning environment by encouraging students to use their home language and celebrate local culture/heritage.</p> <p>The teacher localizes the curriculum by asking students questions about their cultural backgrounds, life experiences and interests.</p> <p>Students are given the opportunity to share about their home life, traditions and cultural background during class.</p>	
<p>POSITIVE REINFORCEMENT</p> <p>C4. Promotes a classroom culture where errors are accepted</p>	<p>The teacher uses shaming or negative reinforcement when students make mistakes.</p> <p>Students are observed afraid to make mistakes or participate in class.</p>	<p>The teacher attempts to use positive reinforcement; however, students are observed being afraid to try new things or make mistakes.</p> <p>The teacher repeats questions or examples in L2 instead of rephrasing or using students' L1 to clarify.</p>	<p>The teacher promotes a classroom culture where students are comfortable making mistakes. The teacher corrects student errors using <u>encouragement and positive reinforcement</u>.</p> <p>The teacher uses students' L1 and allows students to use L1 when needed if they cannot express their thoughts in L2.</p>	<p>The classroom culture is such that students are excited to learn and do not fear making mistakes or trying new things.</p> <p>The teacher uses positive, encouraging and respectful feedback as well as non-threatening "small-steps" to help students gain confidence.</p> <p>The students are observed positively encouraging each other.</p>	

Post-Observation Reflection

Please rate your self-confidence using the languages of your students by selecting the appropriate box:

	 Not Confident at all	 A little confident	 Normal	 Confident	 Very Confident
Fluency (speaking and listening) in students' L1:					
Literacy (Writing and Reading) in students' L1:					
Fluency (speaking and listening) in students' L2:					
Literacy (Writing and Reading) in students' L2:					
Fluency (speaking and listening) in students' L3 (if applicable):					
Literacy (Writing and Reading) in students' L3 (if applicable):					

Post-Observation Reflection Questions

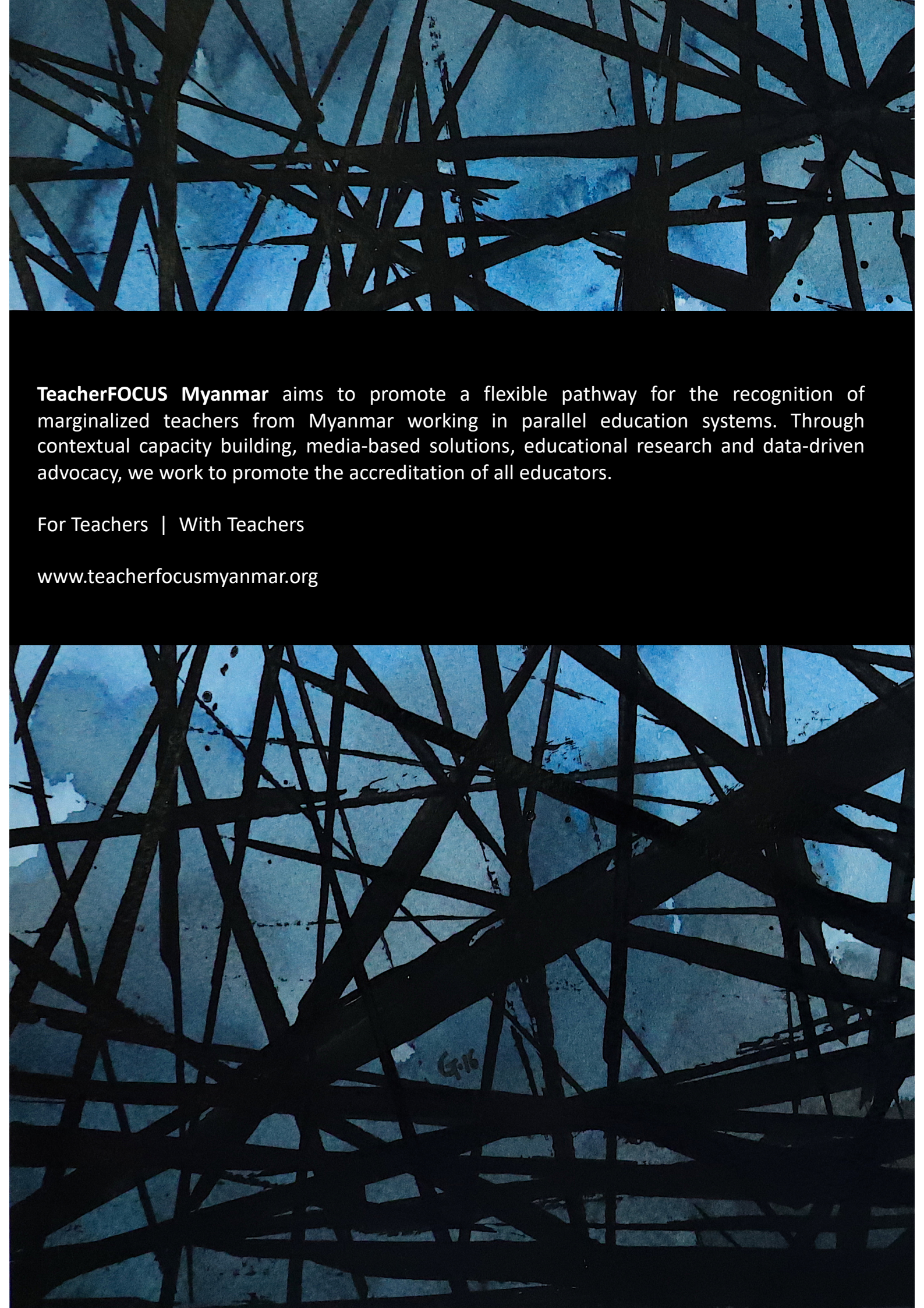
1. What were the most successful parts of your lesson regarding multilingual education? Why?

2. What challenges did you or your students face in your lesson and how did you address them?

3. What is still needed to enhance multilingual education in your classroom?

4. How do you engage parents in children's learning and involve the community in the learning process?

	1	2-	2	2+	3-	3	3+	4-	4	4+	OVERALL SCORE (add totals and divide by 14)
TOTALS	0	20	30	40	50	60	70	80	90	100	



TeacherFOCUS Myanmar aims to promote a flexible pathway for the recognition of marginalized teachers from Myanmar working in parallel education systems. Through contextual capacity building, media-based solutions, educational research and data-driven advocacy, we work to promote the accreditation of all educators.

For Teachers | With Teachers

www.teacherfocusmyanmar.org