A Case Study of A Teachers' Cluster Working Group in Moyo Hulu, Sumbawa

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The Innovation for Indonesia's School Children (INOVASI) Program is a partnership between the governments of Australia and Indonesia. Working directly with Indonesia's Ministry of Education and Culture, INOVASI is seeking to understand how student learning outcomes in literacy and numeracy can be improved in diverse primary schools and districts across Indonesia.INOVASI is working in a range of locations across Indonesia, and uses a distinctive locally focused approach to develop pilot activities and find out what does and doesn't work to improve student learning outcomes.

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Abstract

This study aimed to understand the implementation of teachers' cluster working group activities in Cluster 1 of Moyo Hulu, Sumbawa district in West Nusa Tenggara. The study was a qualitative case study, complemented by quantitative analysis. The participants were teachers, principals, cluster group members and leaders, school supervisors, a district education official and a school committee member. Data collection techniques included semi-structured interviews, focus groups, observation and document analysis. The study found that the working group was active and conducted various activities with consistently high attendance rates. The participants all considered the working group useful. Facilitating elements in implementing the group activities included the perceived benefits of the group, the participants' willingness, commitment and strong sense of togetherness and mutual collaboration, as well as the group's professional resources and incentives. However, the working group also faced some constraints, including: the routine and administrative topics discussed at the meetings; limited capacity; lack of a support system; lack of time; unequal distribution of teachers; and geographical challenges. Despite the positive aspects of the group that were identified, the findings from this study suggest that the teachers' working group did not appear to contribute to improving teachers' competency or students' academic achievements. Future studies may be necessary to generate a solid conclusion. However, future interventions for the working group program in the area should focus on improving teachers' pedagogical and professional competencies, ensuring those responsible for leading the activities are well prepared and taking into account the various practical elements associated with implementing such activities.

A. Introduction

Teachers' cluster working groups (known as KKG – *Kelompok Kerja Guru*) provide a grassroots-level forum where primary school teachers residing within a single school cluster can engage in professional development activities. The size of the clusters can vary from four to twelve schools. Similar forums for secondary school teachers also exist but these are organised into subject-based teachers' working groups.[1] According to the 2008 primary and secondary teachers' working group development standard provided by the Ministry of Education and Culture (MoEC), a teacher's working group has multiple functions. These essentially revolve around providing a forum for teachers to share their experiences and collaboratively improve their knowledge and skills, particularly in relation to classroom instruction instruments, pedagogy and content areas outlined in the curriculum (Direktorat Profesi Dirjen PMPTK DEPDIKNAS 2008).

The history of the primary and secondary teachers' groups goes back to the implementation of the Primary Education Quality Improvement Project (*Proyek Peningkatan Mutu Pendidikan Dasar*) in the 1990s. The overall objective of the project was to introduce policies and mechanisms to improve the quality of primary education in Indonesia. The project successfully established a primary school quality improvement system based on the cluster model that included working groups for teachers, principals and supervisors.[2] The approach was later adopted throughout Indonesia (World Bank 2000).

In-depth, comprehensive studies on the teachers' working groups in Indonesia are still rare. The prevailing understanding about the groups in Indonesia, however, is that they are generally either inactive or ineffective in improving the quality of teaching or increasing students' academic achievements. During a field visit to Sumbawa district in West Nusa Tenggara province last year, INOVASI identified one group that was very active in Cluster 1 of Moyo Hulu sub-district. Given INOVASI's emphasis on local contexts and solutions, the program conducted a study of the working group that started at the end of March 2017. The purpose of the study was to examine any impact that the teachers' working group may have on developing teachers' competencies and thus on students' learning outcomes. We also wanted to find out if any applicable lessons could be drawn from the study to inform the design of future interventions related to teachers' cluster groups in INOVASI's partner districts. Furthermore, this study contributes to the literature on teachers' cluster groups in Indonesia.

[1] subject-based teacher work groups, known as MGMP (*Musyawarah Guru Mata Pelajaran)*

[2] Cluster-based principals' working groups, known as KKKS (*Kelompok Kerja Kepala Sekolah); and* school supervisors' working groups, known as KKPS (*Kelompok Kerja Pengawas Sekolah)*

B. Methodology

This study served two purposes:

1. to examine any impact that the Moyo Hulu Cluster 1 teachers' working group may have on teachers' professional development and students' learning outcomes; and
2. to draw lessons from the study that can be incorporated into the design of future interventions aimed at improving teachers' working group implementation within INOVASI's partner districts.

The purposes were then delineated into the following five research questions:

1. What was the profile of the teachers' working group?
2. Did the group have any impact on teachers' competency development and students' learning outcomes?
3. What elements contributed to the effectiveness of the group?
4. What elements constrained the effectiveness of the group?
5. What lessons can be learned to inform the design of future teachers' group interventions elsewhere within the district or in other INOVASI partner districts?

To answer the research questions, this study used a qualitative case study method, complemented by quantitative data analysis. Qualitative research is characterised by some of the following attributes: the use of natural settings; researchers as the key instrument of data collection; the use of multiple data sources; using an inductive process, allowing for emergent design and focusing on the meaning that the participants give to the issue (Creswell 2007; Merriam 2009). A case study is 'an in-depth study of a bounded system' (Merriam 2009: 40). It is generally used by researchers to produce detailed descriptions of a phenomenon and develop possible explanations for it or evaluate it (Gall, Gall and Borg 2007; Meriam 2009; Stake 1995). One of the special features of a case study is that it is heuristic which means that it can: illuminate the readers' understanding of the phenomenon under study; facilitate the discovery of new meaning; extend the readers' experience; or confirm what is already known. The heuristic quality of a case study makes it useful in explaining the reasons for a problem, the background of a situation, what happened and why, which are relevant to the purpose of the study (Merriam 2009).

SETTINGS AND PARTICIPANTS

The study focused on the Cluster 1 teachers' working group of Moyo Hulu sub-district, which is located about 20 kilometres south of Sumbawa Besar, the district capital. The locations visited during the fieldwork included several schools within the cluster and the district education office (*Dinas Dikbud*) in Sumbawa. In addition, data was collected in Cluster 1 of Rhee sub-district which is about 35 kilometres west of the district capital. Cluster 1 of Rhee sub-district was selected as a comparison, based on recommendations from the district education office in Sumbawa, and because its teachers' working group program was not very active.

Participants in the study included a wide range of local stakeholders, including teachers, principals, teachers' working group heads, cluster heads, school supervisors, a school committee member and an official from the Sumbawa district education office. In total, 26 people were involved in the interviews and focus groups. They consisted of both men (16) and women (10) aged between 25 and 60 years. Most of the participants held a bachelor degree. The selection of the participants was based on a purposeful sampling technique (Cresswell and Plano Clark 2011).

DATA COLLECTION

To ensure a high level of trustworthiness and dependability, the study used multiple data collection techniques: semi-structured interviews, focus groups, observation and document analysis. In addition, conversations with various parties we met in the field during the fieldwork also informed some of the analysis in the study.

Semi-structured interviews were used to gather data on participants' perceptions of the teachers' working group and its implementation, their roles in the group activities and the environment in which the group's activities were conducted. We interviewed teachers, principals, teachers' working group heads, principals' working group heads, cluster heads, a school committee head, school supervisors and a Sumbawa district education official. The length of the interviews varied from between fifteen minutes to an hour. Each interview was recorded with a digital voice recorder and saved in an mp3 format. An English translation of the initial guiding questions used in the study is included in Appendix A.

Two focus groups were conducted towards the end of the data collection phase, one in Cluster 1 of Moyo Hulu and another in Cluster 1 of Rhee sub-district. The focus groups were used to gain further insights into teachers' experiences of teachers' working group activities, as well as their perceptions about and attitudes towards the group. Focus groups consisted of between five and seven teachers. Each focus group session lasted from thirty minutes to an hour. Each focus group session was also recorded using a digital voice recorder and was saved in an mp3 format. An English translation of the initial prompts used in the focus groups is included in Appendix B.

The observation was mainly done in classrooms and during teachers' working group meetings. It was used to gather data about how the group activities were conducted and the possible impacts they might have on teachers' instructional practices. A total of eight observation sessions were conducted during the fieldwork, covering classroom instructional practices, teachers' working group meetings, school-level teacher–principal meetings and school–parent or community meetings. We adopted a non-participant observer role at these events. To record information gathered from the observations, a classroom observation instrument and a general observation form developed for this study were used. The classroom observation and general observation instruments are included in Appendix C.

A number of documents were collected and reviewed for the study. Documents here refers to a wide range of written, visual, digital and physical materials relevant to the study (Merriam 2009). The

documents we collected included: 1) an electronic copy of the national examinations (UN)[3] database presented in a computer-based application; 2) an electronic copy of the teacher competence test (UKG)[4] scores achieved by the teachers in the two sub-districts involved in this study; 3) basic education data (*Dapodik),*[5] national examinations and teachers' competence test data from INOVASI's internal databases; 4) a copy of the organisational chart for the Sumbawa district education office; 5) lesson plan samples; 6) a letter from the head of Moyo Hulu sub-district education office (UPTD)[6] regarding the appointment of the cluster, subject teachers' groups and teachers' working group leadership team members; 7) teachers' working group work plans; and 8) photographs.

DATA ANALYSIS

The data analysis used in this study was mainly qualitative, complemented by simple descriptive statistics. The qualitative analysis in this study was an inductive and ongoing process, starting from the data collection stage and continuing to the time when this report was written. After the fieldwork was completed, all raw data were organised and prepared for further analysis. The interview and focus group recordings were transcribed. The transcriptions and documents were then imported to the Nvivo 11 software program for a more in-depth data analysis process. Then, the data were coded using mainly a combination of structural and descriptive coding techniques (Saldana 2009). A constant comparative method (Glaser 1965) was applied throughout the coding process to facilitate the development of common categories and themes. In addition, the coded data were also explored using some of the query techniques in Nvivo 11, such as text searches, word frequency counts and coding queries, as well as manually through analytical memos (mini analyses).

[3] the national examination, known as UN (*Ujian Nasional)*

[4] the teacher competency test , known as UKG (*Ujian Kompetensi Guru*)

[5] the core education data fromm MoEC, known as Dapodik (*Data Pokok Pendidikan*)

[6] a sub-district level education implementation unit, known as UPTD (*Unit Pelaksana Teknis Dinas),* here the unit comes under the Sumbawa district education office

C.Teachers' working group profile

Cluster 1 teachers' working group of Moyo Hulu is situated about 20 kilometres south of Sumbawa Besar or about a 40-minute drive from the district capital. Road access to the location was mostly in good condition, although some parts need major improvements.

There are two teachers' working groups in Moyo Hulu sub-district: the Cluster 1 teachers' working group, which was the subject of this study, and the Cluster 2 teachers' working group. Like other teachers' working groups in Sumbawa, the Cluster 1 group has been running for some time but none of the participants know exactly when the group was first established.

TEACHERS' WORKING GROUP MEMBERS

Cluster 1 teachers' working group members came from 12 elementary schools, as shown in Table 1. The base school for the group, which serves as a teachers' resource centre and is the focus of teachers' work group activities, is SDN[7] 2 Semamung. The school is located in the middle of the cluster and so is more accessible for teachers from all the other schools in the group. Some of the schools within the cluster, particularly, SDN Sempe and Kuang Amo, are located in remote high terrain and were difficult to access, especially in the rainy season.

Table 1: Schools in Cluster 1 of Moyo Hulu

No	Elementary schools	Teachers					Students
		Civil servant	Non-civil servant	Male	Female	Total	
1	SDN Brang Rea	5	5	5	5	10	173
2	SDN Kuang Amo	5	4	7	2	9	23
3	SDN Sempe	5	3	5	3	8	101
4	SDN 1 Semamung	6	4	5	5	10	79
5	SDN 2 Semamung	6	3	2	7	9	98
6	SDN 1 Sebasang Ketanga	7	2	2	7	9	132
7	SDN 2 Sebasang Ketanga	7	4	4	7	11	91
8	SDN Lito Tarewan	6	2	3	5	8	62
9	SDN Lito Jam	4	5	5	4	9	75
10	SDN Sela	4	5	7	2	9	90
11	SDN Batu Tering	4	9	7	6	13	93
12	MIN Bage Loka	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.
Total (excl. MIN Bage Loka)		**59**	**46**	**52**	**53**	**105**	**1017**

As shown in Table 1, there are 105 teachers in the teachers' working group (excluding the number of teachers in MIN Bage Loka). Out of these, 59 (56 per cent) are civil servants and 46 (44 per cent) are not. The number of men and women teachers in the cluster is balanced with 52 men and 53 women.

[7] state primary school, known as SDN (*Sekolah Dasar Negeri*)

Total student enrolment in each school varied widely, from 23 to 173 students. One of the schools in the group, MIN Bage Loka, is a state Islamic elementary school and so is technically not under the authority of the Sumbawa district education office but comes under the Ministry of Religious Affairs office in Sumbawa.

A closer look at the teachers' educational qualifications revealed that most teachers in Cluster 1 of Moyo Hulu have bachelor degrees. Roughly 30 per cent of the teachers had studied for their degrees through a distant learning education program (*Universitas Terbuka* or Open University) delivered by a local college within the last seven years.

ORGANISATIONAL STRUCTURE

The teachers' working group in Cluster 1 is not a stand-alone institution but is embedded within the cluster's organisational structure, along with the subject teachers' working groups. The cluster itself comes under the Moyo Hulu sub-district education unit, which oversees the administration of primary and junior high school education in the sub-district. The leadership teams in the teachers' working groups and the cluster were appointed by the head of the sub-district education unit.

In addition to the typical leadership team roles (head, secretary and treasurer), the working group teams include a grade coordinator, subject coordinator and subject working group coordinator. The grade coordinator is typically a first or second grade teacher entrusted with the role of resource person and coordinator for all other first and second grade school teachers in the group. Similarly, the subject coordinator is a teacher who assumes the role of coordinator and resource person for a particular content area or subject in the curriculum, such as Bahasa Indonesia, mathematics, science and social science. Since there are seven subjects in the 2006 curriculum,[8] the national curriculum that most of the schools in the cluster still use, there are also seven subject coordinators in the group. The subject coordinators are y for the grades three to six teachers while the grades one and two teachers have grade coordinators. This is because in the 2006 curriculum, grades one and two use the thematic approach and grades three to six use a subject-based approach. The subject working group coordinators are essentially a smaller group of teachers selected from the grade and subject coordinators who are expected to take an active role in resolving any issues arising during the teachers' working group meetings.

TEACHERS' WORKING GROUP ACTIVITIES

The Moyo Hulu Cluster 1 teachers' working group is an active group and most of the interviewees and the focus group participants from the group said that they had meetings twice a month, usually on Saturdays after the students went home or earlier. The meetings were normally held at the base school but, since last year, they had started to rotate the meetings from one school to another within the cluster. The venue change was intended to motivate all schools in the cluster to constantly work to improve themselves, as well as to strengthen the relationships among the participants.

[8] This curriculum is known as KTSP (*Kurikulum Tingkat Satuan Pendidikan)*

In addition, sometimes incidental teachers' working group meetings are held involving smaller groups of teachers in the cluster. In some of the member schools, there are also school-level teachers' working group meetings involving the teachers and principals in those schools. These school-level group meetings are more flexible in terms of scheduling but they are often also held on Saturdays after students go home, when there is no group meeting at the cluster level. These school-level group meetings focus more on daily instructional problems the teachers are encountering.

Participation in teachers' working group activities is highly encouraged, if not mandatory, for all teachers. The Moyo Hulu Cluster 1 teachers' working group head reported that, although punctuality was sometimes an issue, attendance rates for each meeting are consistently high – close to 100 per cent. The total number of teachers attending the meetings, however, varies based on the purpose of each meeting. For instance, if a meeting is conducted to develop test items for the school exit examinations,[9] then only the sixth grade teachers assigned to participate in that activity would attend. Therefore, as one focus group participant in Moyo Hulu explained, the teachers' working group meetings are classified into two categories: general teachers' working group meetings, involving all teachers in the cluster, regardless of the grade levels or subjects they teach, and special teachers' working group meetings where only some teachers in the cluster are involved.

TOPICS, RESOURCE PERSONS AND GROUPING IN TEACHERS' WORKING GROUP MEETINGS

The topics discussed in teachers' working group meetings generally can be categorised into two types: routine and non-routine topics. The routine topics commonly discussed each year include: a) developing syllabi, lesson plans and annual programs, and other administrative tasks that teachers are required to do prior to classroom instruction; b) developing test items for final examinations; c) teaching materials and related problems; and d) extra-curricular activities. The non-routine topics, on the other hand, are more incidental in nature, such as: a) teacher certification requirements; b) credit point calculation; c) information communication technology training; and d) any other relevant topics shared by group participants who have attended an external professional development activity.

Of all the topics, however, the most frequently discussed were routine topics that revolved around: a) teachers' administrative tasks – preparing instructional planning documents such as annual and semester plans, syllabi and lesson plans; and b) constructing tests for final examinations. Teachers also shared teaching materials and instructional aids, and discussed problems identified in the classroom in the meetings but this was less frequent.

According to some of the interview and focus group participants, the meeting topics are determined by the teachers' working group leadership. The order in which the topics were discussed, however, generally followed the cycles of events in the academic calendar. For instance, at the beginning of the semester or before the start of a new semester, the meetings would focus on developing or

[9] The school exit examination, known as UAS (*Ujian Akhir Sekolah),* is for sixth grade students in the five subjects that are not included in the national examinations – social science; religion; civics; arts, culture and crafts; physical health; and sports education.

revising the annual and semester plans, syllabi, lesson plans and determining the minimum criteria for completion.[10] At the end of the semester, they would focus on preparing test items for the final examinations, and so forth. This arrangement was made because all schools in the cluster implement unified annual plans, semester plans, syllabi, minimum criteria and final examination instruments.

Resource persons used for the teachers' working group meetings were mostly internal, such as the subject coordinator, school principal, cluster head and school supervisor. Once a year, according to the focus group participants in Moyo Hulu, an outside speaker is invited to their teachers' working group meetings.

During teachers' working group meetings, teachers are often grouped according to the grade level or subject they teach. For instance, mostly sixth grade teachers would be involved in constructing test items for the school exit examinations, and they would be grouped based on subjects. Each group works collaboratively on developing test items for the subject they are assigned to. A school principal is also assigned to each group to help review and finalise the results.

FUNDING

All the schools in Cluster 1 allocate a set amount of money every quarter from their own school operational fund[11] as part of their commitment to supporting the teachers' working group activities. The total amount each school pays is based on the number of students enrolled in each school. They pay IDR1,000 per student enrolled in the school so if a school has 170 students, it would pay IDR170,000 to the cluster every quarter. In addition, schools also provide transport allowances for their teachers to get to meetings. The amount of these allowances varies according to the distances teachers travel to get to meetings but the maximum allowance is about IDR10,000.

Some of the interview participants indicated that funding for the teachers' working group might come from the local government budget but this is rare[12] and other sources also provide grants for the group activities.

[10] The minimum learning completion criteria is known as KKM (*Kriteria Ketuntasan Minimal*).
[11] The school operational assistance fund is known as BOS (*Bantuan Operasional Sekolah*)
[12] the regional development budget is known as the APBD (*Anggaran Pendapatan dan Belanja Daerah*)

D.Teachers' working group impact on teachers' competence and students' learning outcomes

Analysing the recent teacher competency test results suggested that the teachers' working group activities in Moyo Hulu Cluster 1 make only a small contribution to teachers' competency in the area. Table 2 compares the average teacher competency test scores of teachers in Moyo Hulu Cluster 1 to the average scores in the comparison cluster in Rhee and to the average scores of all teachers in Sumbawa.

Table 2: Average teacher competency test scores, 2015

Areas	Pedagogical	Professional	Total
Cluster 1 Moyo Hulu	50.70	56.64	54.84
Comparison cluster in Rhee	47.14	54.17	52.07
Sumbawa district	48.62	52.82	51.56

As shown in Table 2, the teachers' total average test score in Moyo Hulu was 54.84 (out of 100), while the teachers' total average score in the comparison cluster was 52.07. Therefore, the 2015 teachers' competency test results indicated only a small difference in teachers' average scores in Cluster 1 of Moyo Hulu and in the comparison cluster, where the teachers' working group program was not active. Nevertheless, the total average scores of teachers in Moyo Hulu Cluster 1 were slightly higher than both the comparison cluster and the overall score in Sumbawa.

Similarly, the 2015 national examination results suggested that teachers' working group activities in Moyo Hulu Cluster 1 do not appear to make a significant contribution to students' academic achievements.

Table 3: Average national examination scores

Area	Bahasa		Maths		Natural science		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Cluster 1 Moyo Hulu	56.27	6.88	55.10	7.51	49.08	5.11	53.48	5.40
Comparison cluster	52.33	6.00	51.92	6.00	47.35	4.81	50.53	4.62
Sumbawa	56.78	5.64	56.92	5.31	50.51	4.38	54.74	3.98

As seen in Table 3, the students' total average score (mean) in Cluster 1 of Moyo Hulu was 53.48, slightly more than in the comparison cluster (50.53) but still below the average for all students in Sumbawa district (54.74).

Meanwhile, the classroom observations (three in Moyo Hulu and two in Rhee) suggested that teachers in Moyo Hulu Cluster 1 demonstrated better instructional practices than teachers in the comparison cluster. In Moyo Hulu, the lessons were generally more appropriately structured. Teachers began by explaining the purpose of the lessons and making a connection between the current lesson and the students' prior knowledge, then moved on to the lesson itself, explaining and demonstrating the material before students were asked to put it into practice, and finally they assessed the students' learning. Overall, the students were also more engaged during the lesson.

In delivering the lessons, some of the teachers observed in Moyo Hulu also used teaching aids other than textbooks and the blackboard. They have begun to integrate simple instructional technologies, such as projectors and smartphones or tablets into their lessons. In one of the classrooms observed, for instance, a teacher even allowed her students to bring in smartphones and guided them to 'google' certain information related to the lesson they were working on. She also lent her own smartphone to a group of students who did not have one and tethered the phone wi-fi signal so that the class could access the internet, since the school did not have an internet connection.

In Moyo Hulu, teachers also made an effort to make classroom instruction more relevant to the students' age and grade level, as well as their cultural background. Classroom settings were more interestingly decorated, mainly with students' work. There was a reading and health corner in the back of the classroom, where students could take a book to read or research health-related issues. Group names were based on names of local heroes in Sumbawa. One teacher we observed (the same teacher referred to in the preceding paragraph) also taught science in the local language and provided examples using artefacts that were commonly known or used in Sumbawa. Similar situations were not observed in classrooms in the comparison cluster.

In terms of handling students with special needs, however, teachers in Moyo Hulu still lacked preparation. In one class we observed, there was a deaf-mute student but during the class the teacher made no effort to differentiate the instructions to cater for the student's learning needs. When asked about the issue, the teacher frankly said that she did not know how to teach the deaf-mute student at all because she had never been trained in special needs. She also said that she did not even know if the deaf-mute student could read or write, although she was already in grade four.

In short, even though the recent teachers' competency tests and national examination results suggested that the teachers' working group activities in Moyo Hulu have made only a small contribution to improving teachers' competency and students' academic achievement, classroom observation suggested that the teachers in the Moyo Hulu Cluster 1 demonstrated significantly better instructional practices than their peers in the comparison cluster. Therefore, this issue warrants further investigation, perhaps in a study with a larger sample size.

Most of the interview and focus group participants recognised the usefulness of the teachers' working group, especially in helping them understand how to develop classroom planning documents, such as lesson plans, syllabi and annual or semester instructional plans, and overcome the challenges they encountered in their daily classroom teaching. One of the focus group participants, said:

'… initially we did not know how to develop instruction planning documents, what they actually consist of and what the structure is like. But, since we have a teachers' working group, we even learn some teaching strategies.'

Another teacher said:

'…I got many things out of the teachers' working group, including how to solve learning difficulties faced by students. Colleagues from [my] school and from other schools in the cluster help find the solutions. Compared to my previous experiences, I have gained a lot. I was in Moyo Island for five years but I learned nothing there. Here my colleagues are creative in finding solutions to problems identified in the classrooms. All are shared in the teachers' working group, including about developing instruction planning documents' [Focus group participant, Moyo Hulu].

Thus, as illustrated by these two accounts, the teachers' involvement in the group has helped them to learn more about devising instruction planning documents and to overcome the daily classroom challenges they face.

Other teachers pointed out that their involvement in the group activities helped them understand more about developing tests for exams, as attested by one teacher:

'…This is in terms of test development, Sir, in my old school, there was no teachers' working group. I have been a teacher for quite some time and I am 48 years old now. I used to be an honorarium teacher in a *madrasah ibtidaiyah* [Muslim school] in Sumbawa. I had never been involved in a teachers' working group before. I did not know how to develop a question, how it should be constructed and what types of verbs to use. Here, we have group meetings in the cluster as well as with colleagues at school. I have learned quite a lot from this. Now I know how to do it' [Focus group participant, Moyo Hulu].

As suggested by this teacher, another possible impact of the working group is that it has improved teachers' understanding of developing student assessment instruments.

In addition, most of the participants agreed that their involvement in the group has helped establish a stronger relationship and better collaboration among them, as pointed out by one of the interviewees who said:

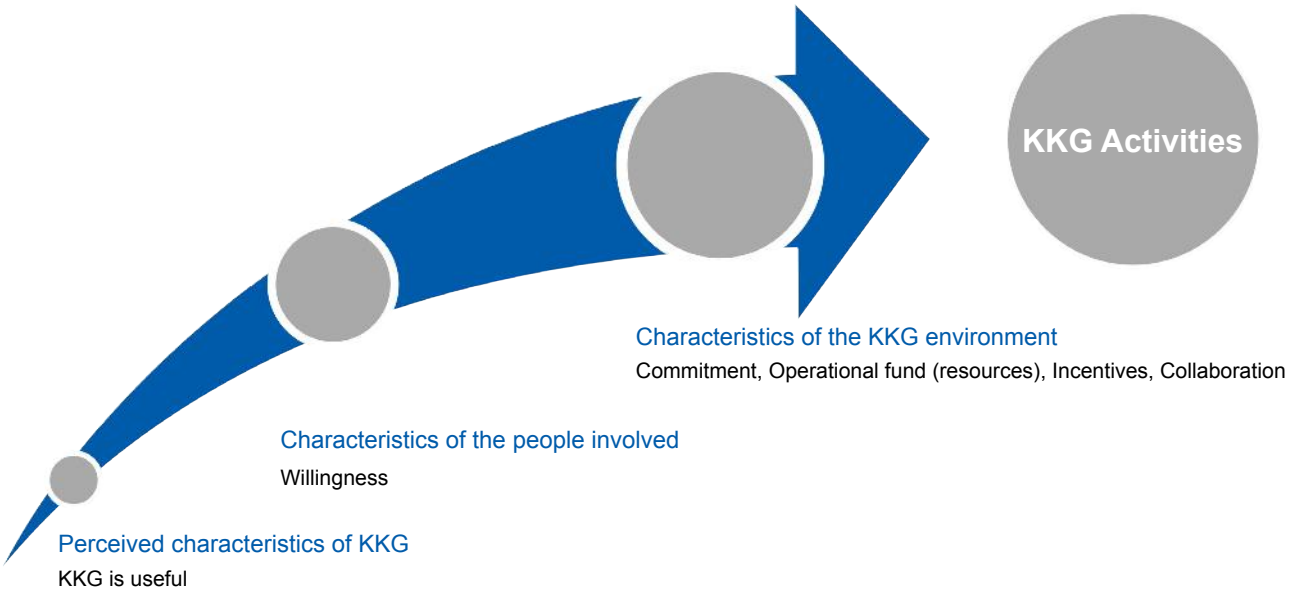
'If we look at its benefits, perhaps it [the teachers' working group] is not so significant. But there is one thing that they [teachers] have clearly achieved, their relationships are getting stronger and collaborations are now established. That is all. As for its impact on teachers' ability to identify and solve problems, I do not think they are there yet' [School principal, Moyo Hulu].

So, according to the school principal quoted above, the main benefit of having a teachers' working group is to improve relationships and collaboration among teachers and with all those involved in implementing and supporting the teachers' working group activities.

E. Facilitating elements

The Moyo Hulu Cluster 1 teachers' working group has an active program. It conducts meetings at least once a month with consistently high attendance rates. There were also school-level group activities at some of its member schools. As illustrated in Figure 1, a number of elements seem to have helped the teachers' working group to stay active: a widely-shared perception about the group's benefits; the willingness of the participants; and other elements associated with the conditions in which the group program is implemented.

Figure 1: Teachers' working group (KKG) facilitating elements



PERCEIVED BENEFITS OF THE TEACHERS' WORKING GROUP

One of the most common themes emerging from the interview and focus group data dealt with participants' views of the teachers' working group program. They generally had a positive view of the program, despite seeing some weaknesses in its implementation.

Firstly, some teachers believed that the group was a place where they could learn something new that would help them perform their duties. This seems logical given that not all the teachers have had the opportunity to participate in professional development programs provided by Sumbawa district education office or other organisations. The teachers' working group, on the other hand, was for almost everybody and all teachers needed to attend. Sometimes, those who had the opportunity for professional development outside of the cluster would be asked to share what they had learned through the group meetings. In addition, according to focus group participants, an outside speaker would be invited to come to a meeting once a year. Other teachers said the teachers' working group gave them a platform where they could comfortably share experiences, especially with regard to any instructional problems they identified, materials or resources they had, or particular instructional tools they were using in their classrooms.

Secondly, for most teachers, the group has helped lighten their workloads. The national curriculum policy calls for teachers to prepare a set of instructional planning documents for each subject or grade level they teach. These documents include lesson plans, syllabi, semester plans, annual plans, minimum criteria, and so on. They also have to develop instruments to assess their students' learning outcomes. In the Moyo Hulu Cluster 1 teachers' working group, developing these instruments was the main object of many group meetings. All the schools in the cluster implemented uniform instructional planning documents and used the same final *examination* instruments each year or semester. This greatly reduced the teachers' workload as all of these instruments were prepared collaboratively in the teachers' working group meetings. Otherwise, the teachers would have to prepare the instruments individually, which not all of them would be willing or able to do well.

Finally, the teachers' working group activities were also seen as an opportunity to relax after working all week with their students. For many teachers, it was a place to meet new people or teachers from different schools. They could collaborate with their counterparts from other schools as well as develop a sense of camaraderie that went beyond just a professional relationship. As a result, as some of the focus group participants said, when a teachers' working group member fell ill or had an accident, other group members would come to help.

WILLINGNESS

The perceived benefits of the teachers' working group described earlier contributed to another facilitating element, which was the willingness of all stakeholders involved to implement or support the implementation of the teachers' working group activities in the cluster. All of the interview and focus group participants from Moyo Hulu seemed to be genuinely interested or willing to take part. This willingness was reflected in the constantly high attendance rates during the group meetings, as reported by the group head. It was also reflected in multiple accounts shared by the interview and focus group participants, especially when asked their opinion about the factors that facilitated the group activities in their cluster and when asked a hypothetical question about abolishing the program.

CONDUCIVE ENVIRONMENT

Other elements facilitating the teachers' working group activities in Moyo Hulu can be attributed to the conditions under which they were implemented, such as availability of resources, incentives, commitment and collaboration. Firstly, as mentioned earlier, to support the implementation of group activities, schools within the cluster allocated a set amount of money from their school operational funds. Some interview participants also indicated that the group and cluster leaders had sent out grant proposals to several organisations to seek funding support. At the time of data collection, the cluster had about IDR8,000,000 in their treasury.

Secondly, transport allowances were provided as an incentive for teachers to attend the activities and refreshments were served during the activities. Another incentive for the teachers to participate in the group activities was more a stick than a carrot since teachers' attendance at group meetings was

highly encouraged, if not mandatory. Therefore, attendance was constantly recorded. Additionally, for efficiency reason, the regular teachers' working group meetings were conducted in parallel to the principals' working group meetings at the same location. So, teachers would perhaps be more inclined to come to group meetings because their school principal was also going to be there.

Thirdly, all of those involved in implementing and supporting the teachers' working group activities demonstrated a high level of commitment, especially members of the leadership teams at school, cluster and sub-district levels. The commitment was clear in the quarterly allocation of funds to support teachers' working group activities by all member schools, the policy to strongly encourage teachers to attend group meetings and the incentives provided for teachers to participate in the group activities. The allocation of school operational funds was, according to participants interviewed, actually inconsistent with the guidelines provided by the Sumbawa district education office. However, the leaderships at school, cluster and sub-district level all agreed to take such action and were prepared to face the possible consequences. The teachers' commitment to participating in the group activities was demonstrated in their high attendance rates at each meeting.

Finally, good communication was established among all those involved in the teachers' working group and there was a strong sense of mutual collaboration. At the sub-district education office, there was a monthly meeting, involving the sub-district education head, school supervisor and school principals, to discuss various relevant issues, including the teachers' working group. Decisions concerning group activities were also often made with the group and cluster leaders, school principals and the school supervisor. In addition, as mentioned earlier, the regular principals' working group meetings were held in parallel to the regular teachers' working group meetings. This was done purposely so that the principals could provide additional support to the group activities if needed. Finally, the good communication and mutual collaboration were manifested in the collaborative processes of developing instructional planning documents and final *examination* instruments, as well as in the various cluster-level competitions held annually by the member schools.

F. Teachers' working group constraints

As illustrated in Figure 2, a number of elements seem to have prevented the Moyo Hulu Cluster 1 teachers' working group from effectively improving teachers' competency and students' academic achievements in the area.

Figure 2: Teachers' working group constraints

Firstly, meetings of the teachers' working group tended to be a formality and focused more on routine and administrative tasks. Teachers discussed issues, such as, developing and/or revising syllabi, lesson plans, semester plans and final examination instruments. Other topics related to actual instructional problems in the classroom, teaching strategies, teachers' understanding of certain subject content or other professional development related topics were less frequently discussed. In this regard, a district education official said:

'They [teachers' working group meetings] are more into meeting teachers' daily needs, what a teacher has to do at school – developing lesson plans, you know, the usual stuff. Ideally, the focus should be on two things: the basic stuff related to teacher's administrative tasks in the classroom as well as the aspects relevant to teachers' professional development, which is currently being overlooked there' [Interview participant, Sumbawa district education official].

Secondly, the predominantly administrative and routine topics discussed during teachers' working group meetings were probably related to the next challenge encountered by the group which was the limited capacity of those responsible for leading the activities. A review of the teachers' working group work plan document, for example, suggested that the document had simply been copied and pasted from an unknown source, with minimum effort to conceal or adjust it to fit the local context. This begs a question about the group leaders' ability to play their roles effectively and whether the group had any clear work plans at all.

Thirdly, the limited capacity issue was exacerbated by the lack of meaningful interventions from the local government to improve the group's performance. The role of the Sumbawa district education office was limited to establishing school clusters in the 24 sub-districts of Sumbawa which later were to form their own teachers' and principals' working groups. Afterwards, the monitoring and evaluation of the groups was left to the school supervisors in each sub-district, along with the cluster heads. An annual competition was also conducted by the Sumbawa district education office to select the best cluster across the district, in which teachers' working group performance was included in the assessment criteria. However, some of the interview participants questioned the merit of such a competition as well as the assessment model used, which they perceived as subjective.

Finally, some other constraints related to: the environment of the teachers' working group implementation; lack of time; unequal distribution of teachers; and challenging geographical conditions. For instance, if a regular Saturday meeting could not be conducted for some reason or some members wished to have an additional meeting with their team on other working days, this turned out to be problematic since not all schools in the cluster had enough teachers to cover the classes for the teachers attending the meeting. To overcome the problem, an attempt was once made to unify the schedules of all member schools so it would be easier for all teachers to attend teachers' working group meetings. However, this was unsuccessful, again due to the schools not having equivalent numbers and types (subject-wise) of teachers. In addition, some of the schools (Kuang Amo and Sempe) in the cluster were located in a mountain area with poor road access. A motorcycle ride from the base school to Kuang Amo and vice versa, for example, took about an hour and could also be quite risky in the rainy season. Therefore, when a teachers' working group meeting was scheduled to be conducted in those schools, many participants would request that the venue be moved to a closer location.

G. Lessons for future teachers' working group interventions

Based on the findings from the study, a number of elements affect the implementation of the Moyo Hulu Cluster 1 teachers' working group program. These elements can be grouped into three aspects: 1) the characteristics of teachers' working group program itself (beneficial and useful but mainly revolving around teachers' administrative tasks); 2) the characteristics of people involved (willingness but lack of capacity); and 3) the characteristics of teachers' working group implementation environment (funding, incentives and leadership's commitment but limited time, unequal distribution of teachers and challenging geographical location). Therefore, any future interventions to improve the effectiveness of the group or any other teachers' working groups with similar situations elsewhere, should consider these three aspects in their design and implementation.

The working group program

As described in the previous section, one of the weaknesses in Cluster 1 teachers' working group implementation was that the meetings or activities mainly revolved around teachers' routine and administrative tasks. Therefore, the future intervention program for the teachers' working group in Moyo Hulu needs to focus on building the capacity of the group to deliver activities that better meet teachers' actual learning needs. In this case, the materials and activities in the intervention program should help the group enhance teachers' mastery of effective teaching methods and techniques, their understanding of students' learning needs and their knowledge of content areas.

Developing the capacity of group leaders

The predominantly routine and administrative topics in the teachers' working group activities possibly related to the lack of capacity among those implementing the activities. Therefore, future teachers' working group interventions should target those responsible for implementing the activities, especially those at the forefront, such as the group leaders, grade and subject coordinators, school principals, cluster head and school supervisors. Additionally, the program can include relevant officials from the district education office. The type of program should be differentiated based on the stakeholders' roles in implementation. For example, a program targeting the grade and subject coordinators, group leaders and school principals should concentrate on developing their pedagogical and professional competencies. Meanwhile, a program targeting the cluster head, school supervisor and district education official should focus more on developing the local stakeholders' capacity to support all teachers' working groups in becoming effective professional learning communities. This includes strengthening their capacity to effectively and systematically monitor and evaluate the teachers' working group activities.

The teachers' working group environment

The environment in which the teachers' working group activities are implemented, such as the availability of resources, time and incentives, the leadership's commitment and geographical challenges, also helped shape the results of the teachers' working group. Therefore, future interventions for the group should take into account all of these elements in planning the forward program.

H. Conclusion

The Moyo Hulu Cluster 1 teachers' working group is active and meets regularly at least once a month, with consistently high attendance rates. School-level group meetings were also held in some of its member schools. However, the impact of the group on teachers' professional development and students' learning outcomes appears to be limited and warrants further investigation. On one hand, the recent teacher competency test and national examination results indicated that teachers' working group activities only make a small contribution to improving teacher competency and students' academic achievement in the cluster. On the other hand, classroom observation suggested that teachers in the cluster exhibited better instructional practices than their peers in the comparison cluster. In addition, all the participants recognised the usefulness of the teachers' working group activities, particularly in improving teachers' understanding of instructional planning documents and helping them develop assessment instruments as well as in strengthening relationships and collaboration with their fellow teachers.

A number of elements seemed to contribute to the activeness of the Moyo Hulu Cluster 1 teachers' working group, including the perceived benefits of the group, the willing of those involved and certain elements associated with the implementation environment (the available funding support and incentives, leadership's commitment and a strong sense of mutual collaboration). On the other hand, a number of elements also seemed to prevent the group from achieving its full potential. There was too much emphasis on teachers' routine and administrative tasks, limited human resource capacity, a lack of systematic support from local government and some elements of the implementation environment (limited time, unequal distribution of teachers and challenging geographical conditions).

Therefore, future interventions for the Moyo Hulu Cluster 1 teachers' working group or any other teachers' working groups with similar situations, should focus on improving teachers' pedagogical and professional competencies, invest more in developing the capacity of those responsible for implementing the activities and take into account various elements that may affect implementation.

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Appendix A

ENGLISH TRANSLATION OF THE INITIAL GUIDING QUESTIONS USED FOR SEMI-STRUCTURED INTERVIEWS

Semi-structured interviews with teachers

#	Guiding questions
	Intro
1	Name? Address? Age?
2	Civil servant or non-civil servant? Current position? How long? Previous positions?
3	Any other professional activities, aside from being a teacher?
	Qualification
4	Highest education level obtained? Teacher certification obtained? (If yes, since when?)
5	What is your teacher competency test score, if you don't mind sharing it?
6	Have you received any awards or recognition as an educator?
	Perception about the teachers' cluster working group and experience of being involved in it
7	Have you been involved in any teachers' working group activities at school, cluster or sub-district level?
8	What normally happens during a teachers' working group meeting at school, cluster or sub-district level? What issues are discussed? (What are the group activities at school, cluster or sub-district like?)
9	What is your view about the teachers' working group activities conducted at school, cluster or sub-district level?
10	Why do you participate in the group activities? What is your motivation? Is it something compulsory?
11	Do you see yourself benefiting from participating in the group activities? Do they have any impact on your knowledge and skills development as a teacher? Do they have any impact on your students' learning outcomes?
12	What are the elements, if any, that help the implementation of teachers' working group activities at school, cluster or sub-district level?
13	What are the challenges of implementing teachers' working group activities at school, cluster or sub-district level? How are they tackled? (time, funding, resource person, etc.?)
	Closing
14	Is there anything else you would like to share regarding teachers' working group activities at school, cluster, or sub-district level?
15	Do you have any comments or feedback on this interview?

Semi-structured interview with principals

#	Guiding questions
	Intro
1	Name? Address? Age?
2	Current position? How long? Previous positions?
3	Any other professional activities, aside from being a school principal?
	Qualification
4	Highest education level obtained? Teacher certification obtained? (If yes, since when?)
5	What is your teacher competence test score, if you don't mind sharing it?
6	Have you received any awards or recognition as an educator?
	Perception about teachers' working group and experience of being involved in it
7	Have you been involved in any teachers' working group activities at school, cluster or sub-district level? If yes, what was your role in the activities?
8	How were the teachers' working group activities conducted? What normally happens during a teachers' working group meeting? What issues are discussed?
9	Do you see yourself or other teachers' working group members, benefiting from participating in the teachers' working group activities? Do they have any impact on the development of teachers' competency? Do they have any impact on improving students' learning outcomes?
10	What are the elements, if any, that help the implementation of teachers' working group activities at school, cluster or sub-district level?
11	What are the challenges of implementing teachers' working group activities at school, cluster, or sub-district level? How are they tackled? (time, funding, resource person, etc.?)
12	I heard that some elementary schools in Moyo Hulu were involved in the BERMUTU[1] program. Has the teachers' working group in your school received an intervention from the BERMUTU Program? How has the BERMUTU program affected the implementation of teachers' working group activities in your school?
	School operational fund (BOS)
13	What is the amount of *the school operational fund* your school receives generally?
14	Is there any amount allocated from the *school operational fund* to support the implementation of teachers' working group activities? How much?
15	How much is allocated from *the school operational fund* to support any kinds of teachers' professional development activity annually?
	Closing
16	Is there anything else you would like to share regarding the teachers' working group activities at school, cluster or sub-district level?
17	Do you have any comments or feedback on this interview?

Semi-structured Interview with teachers' working group leaders

#	Guiding questions
	Intro
1	Name? Address? Age?
2	Current position? How long? Previous positions?
3	Any other professional activities, aside from being a teacher and teachers' working group leader?
	Qualification
4	Highest education level obtained? Teacher certification obtained? (If yes, since when?)
5	What is your teacher competency test score, if you don't mind sharing it?
6	Have you received any awards or recognition as an educator?
	Cluster profile
7	When was the teachers' working group in this cluster first established?
8	Who are the teachers' working group members? How many? Who can become teachers' working group members?
9	How often does the teachers' working group meet? Where is the meeting usually conducted?
10	What normally happens during a teachers' working group meeting? (Whatis a typical teachers' working group meeting like in this cluster?)
	Perception about teachers' working group and experience of being involved in it
11	As a teachers' working group leader, what are your roles and responsibilities?
12	What is your view about the teachers' working group activities conducted in Moyo Hulu Cluster 1? Do you see yourself and other teachers' working group members, benefiting from participating in the group activities? Could you provide an example of those benefits? Do you think the group activities have any impact on students' learning outcomes?
13	What are the challenges of implementing teachers' working group activities at school, cluster or sub-district level? How are they tackled? (time, funding, resource person, etc.?)
14	What are the elements, if any, that help the implementation of teachers' working group activities at school, cluster or sub-district level?
15	What do you think of the leadership's commitment (whether sub-district or Sumbawa district education office) towards teachers' working group ? What are their roles in teachers' working group activities?
16	I heard that some elementary schools in Moyo Hulu were involved the BERMUTU program. Was the BERMUTU program related to the teachers' working group ? How has the BERMUTU program affected the implementation of teachers' working group activities in this cluster?
17	Who among the the Cluster 1 teachers' working group members do you think are the most active or have made the greatest contribution to the implementation of teachers' working group activities in this cluster?
	Closing
18	Is there anything else you would like to share regarding teachers' working group activities at school, cluster or sub-district level?
19	Do you have any comments or feedback on this interview?

Semi-structured interview with head of cluster and head of principals' working group

#	Guiding questions
	Intro
1	Name? Address? Age?
2	Current position? How long? Previous positions?
3	Any other professional activities, aside from being principal and head of cluster/principals' working group?
	Qualification
4	Highest education level obtained? Teacher certification obtained? (If yes, since when?)
5	What is your teacher competency test score, if you don't mind sharing it?
6	Have you received any awards/recognition as an educator?
	Cluster profile
7	When was the teachers' working group in this cluster first established?
8	Who are the teachers' working group members? How many? Who can become teachers' working group members?
9	How often does the teachers' working group meet? Where is the meeting normally conducted? And for how long?
10	What normally happens during a teachers' working group meeting? (What is a typical teachers' working group meeting like in this cluster?)
	Perception about teachers' working group and experience of being involved in it
11	As a cluster/principals' working group head, what are your roles in the teachers' working group ? (What is your involvement in the principals' working group activities like?)
12	What is your view about the teachers' working group activities conducted in Moyo Hulu Cluster 1? Do you see yourself, and other teachers' working group members, benefiting from participating in the group activities? Could you provide an example of those benefits? Do you think the group activities have any impact on students' learning outcomes?
13	What are the challenges of implementing teachers' working group activities at school, cluster or sub-district level? How are they tackled? (time, funding, resource persons, etc.?)
14	What are the elements, if any, that help the implementation of teachers' working group activities at school, cluster or sub-district level?
15	What do you think of the leadership's commitment (whether sub-district office or Sumbawa district education office) towards teachers' working group ? What are their roles in teachers' working group activities?
	Closing
16	Is there anything else you would like to share regarding teachers' working group activities at school, cluster or sub-district level?
17	Do you have any comments or feedback on this interview?

Semi-structured interview with supervisor

#	Guiding questions
	Intro
1	Name? Address? Age?
2	Current position? How long? Previous positions?
3	How many schools are you in charge of supervising?
4	Any other professional activities, aside from being a school supervisor?
	Qualification
5	Highest education level obtained?
6	Have you received any awards/recognition as an educator?
	Question about teachers' working group
7	How frequently do you visit schools that you are in charge of supervising?
8	Have you been involved in any teachers' working group activities at school, cluster or sub-district level? If yes, what was your role in the activities?
9	How has the working group been conducted at school, cluster or sub-district level? (Especially in schools that you supervise?)
10	Which teachers' working group in your area do you think is the most active or successful? Why do you think so? What are the factors that have helped that particular teachers' working group to be active or successful? What are the facilitating elements? Is there anything unique to the teachers' working group ? What are the challenges that have constrained the effectiveness of the other teachers' working groups?
	Closing
11	Is there anything else you would like to share regarding teachers' working group activities at school, cluster or sub-district level?
12	Do you have any comments or feedback on this interview?

Semi-structured Interview with sub-district education office head or district education official

#	Guiding Questions
	Intro
1	Name? Address? Age?
2	Current position? How long? Previous positions?
	Qualification
3	Highest education level obtained?
4	Have you received any awards/recognition as an educator?
	Questions around the teachers' working group
5	Have you been involved in any teachers' working group activities at school, cluster or sub-district level? If yes, what was your role in the activities?
6	How have the teachers' working group activities been implemented at school or cluster level and in Moyo Hulu sub-district?
7	Which teachers' working group in your area that you think is the most active or successful? Why do you think so? What are the factors that have helped that particular teachers' working group to be active or successful? What are the facilitating elements? Is there anything unique to the teachers' working group? What are the challenges that have constrained the effectiveness of the other teachers' working groups?
8	Are there any local policies from the district education office related to teachers' working groups?
	Closing
9	Is there anything else you would like to share regarding teachers' working group activities at school, cluster or sub-district level?
10	Do you have any comments or feedback on this interview?

Semi-structured Interview with school committee

#	Guiding questions
	Intro
1	Name? Address? Age?
2	Current position? How long? Previous positions?
3	Do you have any children studying in [SDN Brang Rea]? How many? What grade level?
	Role of school committee / Parents
4	Do you serve on the school committee? How long have you been involved in the school committee?
5	What is the role of school committee in this school / What is the involvement of a school committee in this school? Could you provide an example?
	Perception about teachers' working group and school committee involvement in supporting teachers' working group activities
6	Have you heard about the term 'teachers' working group' or '*Kelompok Kerja Guru*'?
7	If you have, what do you know about teachers' working groups?
8	Have you or the school committee been involved in supporting the implementation of teachers' working group activities at school, cluster or sub-district level? If you have, what was your involvement like?
9	What is your view or impression about the teachers' working group activities?
10	What do you think are the factors that contribute to the effectiveness or ineffectiveness of the teachers' working group activities?
	Closing
11	Is there anything else you would like to share regarding teachers' working group activities at school, cluster or sub-district level?
12	Do you have any comments or feedback on this interview?

English translation of the focus group discussion prompts

#	Focus group discussion prompts or guiding questions
1	What first comes to your mind when I use the following term: ‘teachers’ working group ‘ or ‘Kelompok Kerja Guru’
2	Do all of you participate in teachers’ working group activities at school, cluster or sub-district level? What are the teachers’ working group activities like? What are the topics discussed?
3	Does your participation in the teachers’ working group activities help you improve your competency as a teacher?
4	Does your participation in the teachers’ working group activities help improve students’ learning outcomes in your classroom?
5	Which teachers’ working group do you think is the most active and effective: the school-level group , the cluster-level group or the sub-district level group ? Why do you think so? What are the elements that help facilitate the success of that teachers’ working group ? What are the challenges commonly encountered by the other teachers’ working groups?
6	Is there anything else that you would like to share concerning the group activities at school, cluster or sub-district level?

Appendix B
Observation instruments

Classroom observation

Date	:	Teacher	:
Time	:	Grade	:
School	:	Topic	:

(*Watch the lesson. As you watch the lesson you should observe both the teachers and students behaviours and tick (√) YES or NO according to what you see. Use the guidance notes to help you*)

#	INDICATOR	SUB INDICATORS		
1	The lesson is structured appropriately	The teacher: Explains the purpose of the lesson at the beginning Connects the lesson to the previous lesson Tells the students what to do (explains) Shows the students how to do it (demonstrates) Gives students time to do it on their own (practice) Assesses student learning during the lesson	 Yes Yes Yes Yes Yes Yes	 No No No No No No
2	Students actively participate in the lesson	Students engage in: Group work Pair work Discussion Brainstorming Games Puzzles Role play Hands-on activities using learning aids Giving presentations	 Yes Yes Yes Yes Yes Yes Yes Yes Yes	 No No No No No No No No No
3	The lesson is relevant to learners age/grade/term	The teacher: Bases the lesson on a MLC suitable to the general age/ grade/term Uses simple and clear instructional language appropriate to students' age/grade/term Provides challenging activities that the majority (75%) of students can complete Uses real-life situations, simulations or objects to help the students understand the relevance of the topic Uses an instructional technique appropriate to the specific subject/age/grade	 Yes Yes Yes Yes Yes	 No No No No No

4	The lesson is inclusive of all learners	The teacher: Has identified appropriate and differentiated learning objectives for all students based on previous assessment of learning Employs student pairings/groupings so that students can draw on one another's strengths and skills Uses multi-sensory teaching approaches (verbal, visual, etc.) Has planned alternative activities to pen and pencil tasks Provides immediate corrective action[2] OR enrichment activities[3] to students who need it Makes sure that all learners can see and hear them and any resources in use Uses gender sensitive language and materials	 Yes Yes Yes Yes Yes Yes Yes Yes	 No No No No No No No No
5	The learning is interesting and enjoyable	Most (at least 75%) of the students Pay attention during the lesson Attempt to complete the task Ask or answer a question during the lesson Quickly respond or react to the teacher's instructions Work is the result of their own thinking	 Yes Yes Yes Yes Yes	 No No No No No
6	Learning takes place through a variety of resources	The students have access to a range of teaching and learning aids other than the textbook. The teacher uses teaching aids to help them teach The students use learning aids to help them learn The students use the supplementary educational materials	 Yes Yes Yes	 No No No
7	Classroom-based continuous assessment techniques are used	The teacher: Bases the lesson on a previous assessment Informs the students about what and how they will be assessed Establishes what the students already know at the start of the lesson Moves around the room to observe students while they are working Talks to individual students about what they are doing Gives oral or written feedback to the students to tell them what they have done well and how they can improve. Uses an assessment technique to measure students learning in line with MLC Keeps notes or records of what students have done in the lesson Uses the notes to plan for the next lesson	 Yes Yes Yes Yes Yes Yes Yes Yes Yes	 No No No No No No No No No
8	ADDITIONAL COMMENTS			

General observation

Date:	Start time:	End time:
Venue	:	
Event	:	
Purpose	:	

Participants:

Name	Positions
Total participants:	

Descriptive notes:

Reflective notes:

(Footnotes)

[1] The World Bank's Better Education through Reformed Management and Universal Teacher Upgrading project,
[2] Actions that correct a problem – help students to better understand how to complete the task

[3] Activities that expand or enrich students learning – to extend the learning of students who are doing well

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