



SOMPANYA

ໂຮງຮຽນສົມບັ້ນຍາ
Education of the hands, heart and head



SOMPANYA
Education of the hands, heart and head

A guide

2011

Notes on this guidebook

The purpose of the guidebook is to inform staff and teachers about the vision of Sompanya.

**P O Box 2147 Vientiane Lao PDR 180 Ban Nakham of Luang Prabang Road,
Sikhottabong District, Vientiane Tel & Fax (856 21) 219130
Email: padetc@padetc.org All visitor in www.padetc.org**

CONTENTS

Introduction

The vision

- A new education
- 5 Principles
- History
- Education for Sustainable Development
- Organizational chart / The PADETC network

The school:

Where do students learn?

- The school
- Outside learning
- Sharing experience

The students

- Enrolment (stats) targets
- Profiles

Curriculum

- Examples of projects
- Testing evaluation

The teachers

- What is a great teacher?
- Ethics of a teacher
- Mentoring
- Evaluation
- Working terms
- Rules for students / rules for teachers / teamwork
- Making lesson plans
- Resources

Expectations of the teachers

- Care for young people
- Communication
- Self-development
- Responsibility
- Teamwork
- Teacher support: training
- Mentoring

Appendix

- Rules of the school
- Rules for the teacher
- Rules for the students
- Making lesson plans

Resources

Workbook

- Test your understanding
- Open to learning
- Problem solving
- Writing skills / English skills
- Looking for information
- Learning networking
- Logical skills
- Artistic skills
- Integrative thinking skills
- Communication styles

Introduction

Sompanya School ໂຮງຮຽນສົມບັ້ນຍາ

Sompanya is a private, not-for-profit school. Its goal is to stop schooling and start educating the students in a supportive environment. When the students learn the value of knowledge and how it can be applied, they will understand that humans are not just for consuming, but have the responsibility to develop our innate wisdom and be better caretakers of our interconnected world. The essence of this approach to education is expressed in the school's name, "Sompanya" or in Lao, "true to one's own potential wisdom."

The founder of Sompanya School believes that this wisdom comes from our innate intelligences, grouped into the intelligence of the hand (physical), the heart (emotional) and the head (intellectual). The holistic education at Sompanya tailors the lessons and learning experiences to each stage of development in the child so as to best cultivate these three intelligences to a student's fullest potential.

The school is a community of discoverers, learners and doers. It is a place where young students learn to design their own learning, help each other and contribute to their communities. Learning happens in the classroom, in the community and in the natural environment. This real life laboratory provides the tools while the teachers manage and facilitate learning by selecting activities according to the students' interests.

Sompanya offers a comprehensive education while ensuring quality through a low teacher to students ratio. It offers education for kindergarten, primary and lower secondary school levels and will eventually include higher school levels. Sompanya is one of the six PADETC (The Participatory Development Training Centre) learning centres. Each of these centres focus on specific key areas of sustainable living and development. Sompanya students have the opportunity to have first-hand experiences at these centres giving them a comprehensive education

The result of a integrated and holistic education is a young person with a strong body, heart, and mind. With these three intelligences in balance, students can reach realize their true potential and wisdom, reducing suffering

The results will be total education. The minimum result from these learning experiences will reduce or prevent further suffering (physically, emotionally, and intellectually) and strengthening the links in society and in the environment.

ຄຳນຳ

ໂຮງຮຽນສົມບັນຍາເປັນໂຮງຮຽນເອກະຊົນ ທີ່ຕ້ອນຮັບແນວຄວາມຄິດການຈັດການສຶກສາ ມາ ຈາກສູນອົບຮົມຮ່ວມພັດທະນາ (PADETC) ຜູ້ມີປະສົບການໃນການພັດທະນາການສຶກສາ ໃນເຄືອຂ່າຍຄຸນະພາບມາແລ້ວ 10 ກວ່າປີ, ມີເປົ້າໝາຍສູງສຸດແມ່ນພັດທະນາໂຮງຮຽນ ໃຫ້ກາຍເປັນໂຮງຮຽນຕົວແບບ ດ້ານການຈັດການສຶກສາແບບຮອບດ້ານ (Holistic education) ໃຫ້ ກັບໂຮງຮຽນອື່ນໆ ໃນປະເທດລາວ.

ປະຈຸບັນ ໂຮງຮຽນສົມບັນຍາໄດ້ເປີດການຮຽນການສອນມາໄດ້ 3 ປີ ເລີ່ມຕົ້ນຈາກລະດັບ ອະນຸບານ (1-3), ປະຖົມ (1-5), ມັດທະຍົມຕົ້ນ (1-3) ແລະອານາຄົດມີແຜນຈະຂະຫຍາຍ ສູ່ລະດັບມັດທະຍົມປາຍ. ເອກະລັກຂອງໂຮງຮຽນ ແມ່ນການ ຈັດການຮຽນການສອນ ແບບເນັ້ນຜູ້ຮຽນເປັນໃຈກາງ, ຄວາມເຊື່ອມໂຍງແລະສົມດຸນລະຫວ່າງການຮຽນແລະ ການສອນ, ລະຫວ່າງວິຊາຄວາມ ຮູ້ກັບທັກສະຊີວິດ, ແລະລະຫວ່າງຄວາມເປັນທ້ອງຖິ່ນ ແລະຄວາມເປັນສາກົນ ໂດຍ ອາໄສຫຼາກຫຼາຍ ເຕັກນິກການສອນທີ່ເປີດໂອກາດໃຫ້ຜູ້ຮຽນ ໄດ້ຮຽນຮູ້ຜ່ານການລົງມື ປະຕິບັດຕົວຈິງ ຮຽນຮູ້ຈາກປະສົບການຂອງຕົນເອງທັງໃນ ແລະນອກຫ້ອງຮຽນ.

ໂຮງຮຽນສົມບັນຍາມີທີ່ປຶກສາ ແລະເຄືອຂ່າຍການຮຽນຮູ້ທັງໃນແລະນອກປະເທດຢ່າງ ກວ້າງຂວາງ ເປັນຕົ້ນແມ່ນ ໂຮງຮຽນນານາໆ ຊາດວຽງຈັນ, ສະຖານຮຽນຮູ້ໂຕຈິງ ຫຼາຍແຫ່ງທີ່ຂຶ້ນກັບສູນອົບຮົມຮ່ວມພັດທະນາ, ໂຄງການພະພັດທະນາ, ກຸ່ມ “ໂຮງຮຽນສາມ ປະສານວິຖີພູດ” (ໂຮງຮຽນຮຸ່ງອາຮຸນ, ໂຮງຮຽນທໍສີ, ແລະໂຮງຮຽນສະຫຍາມສາມໂຕ) ຢູ່ກຸງເທບ ປະເທດໄທ. ພ້ອມກັນນີ້ ທາງໂຮງຮຽນຍັງມີຜູ້ສະໜັບສະໜູນທາງດ້ານ ເຕັກນິກວິຊາການ ແລະສື່ອຸປະກອນການສອນຈາກປະເທດອາເມລິກາ, ປະເທດອົດສະຕາລີ, ແລະປະເທດສິງກະໂປ. ນອກຈາກນີ້ທາງໂຮງຮຽນຍັງມີລະບົບການຝຶກອົບຮົມ (ພາຍໃນແລະ ພາຍນອກ), ນິເທດ, ແລະຕິດຕາມເພື່ອຍົກລະດັບຄວາມອາດສາມາດຂອງຄູ່ຢ່າງຮອບດ້ານ ຢູ່ເປັນປະຈຳ.

Mission

ພັດທະນາເຕັກນິກ ໃຫ້ມີທັກສະຄວາມພ້ອມຮອບດ້ານ (ຮ່າງກາຍ, ໃຈ ແລະ ບັນຍາ) ສາມາດດຳລົງຊີວິດຢູ່ໃນສັງຄົມຢ່າງມີຄວາມສຸກ ໂດຍບໍ່ບຽດບຽນທັງຕົນເອງແລະຜູ້ອື່ນ

Products

ອະນຸບານ (Kindergarten) 1-3, ປະຖົມ (Primary school) 1-5, ແລະ ມັດທະຍົມຕົ້ນ (Secondary school) 1-3.

Email

sompanya.school@yahoo.com

The Vision: A new education

What's wrong with the old education?

Nothing, except that the times have changed. Laos now needs a future generation that does not just manufacture and consume. Laos needs a generation of young people who can be caretakers of the country, not just using resources wastefully for immediate desires, but using their awareness and wisdom to maintain the wealth of Laos for yet future generations.

The new education is based on the hands, the heart and the head.

- The hands: We learn through hands-on experience. We learn through movement and experimentation. Our bodies are tools that are refined through coordination, flexibility and strength.
- The heart: We learn from others and experience gratitude for what others give us. We learn through teaching others and learn to believe in ourselves. While listening to our hearts and emotions, we also learn not to be controlled by them.
- The head: Our brains are not designed simply to store information, but to make connections. "Information" is something we can find on the Internet, but "knowledge" is what happens when our heads work in tandem with our hearts and hands.

Integrated

Since the human body is an integrated being, it makes sense that the disciplines are also integrated. Math is not independent from science. Art is not independent from physics. The different disciplines are integrated through projects. If students plant a garden, they will consider botany, nutrition, physics, math, design, geography, history and language as well as many other areas of study. When students have a clear goal and things from life to work with, they will be motivated and develop a love for learning.

Project based

Projects most often are done in teams. Students learn to work with each other and share knowledge. They understand how they have better results through cooperating with each other rather than competing. Learning through projects and group work helps students to understand the integration of disciplines as well as the integration of an individual in society.

Value based

Ultimately, the aim of learning is for students to be both responsible to themselves as autonomous beings while also being responsible to society as contributing members. The values of respect, sincerity and responsibility are the roots to full development. A value-based education helps students to understand what right thought, right speech and right action is. With the help of community spiritual advisors, students will have strong anchors to keep their lives steady.



5 Principles of education

Ministry of Education

Sompanya School

Ethics: To know what is right and what is wrong.
To know right thought, right speech and right action.
To know the effect of one's actions on others and on the environment

Wisdom:
To be know what one knows. To know what one doesn't know. To know how to ask.
To recognize problems, to recognize causes, to recognize solutions and the ability to test them.
To be able to find information, to sort information, to analyze information and to use information.
To know one's abilities, to know how to develop them and use them in a responsible way.

Arts: To appreciate beauty.
To find ways to express oneself.
To respect the expression of others.
To love the cultural heritage of Laos.

Physical:
To know how to maintain one's health.
To find joy in moving and developing motor skills.
To use one's body as a vehicle for self-actualization
To know how to play

Applied labor:
To value industriousness and work itself
To value the products of one's labor
To develop one's skills for practical purposes
To learn how to be financially independent.

History of PADETC

learning

PADETC started life as the RIFS (Rice-based Integrated Farming System) Project back in 1980. The main focus of its work was in the area of food security for poor rural communities in the aftermath of the war. With a team of 3 staff, the RIFS project trained farmers, students, teachers, and agriculture extension workers in integrated farming and promoted use of low-input techniques such as organic fertilizers and green manure to improve existing subsistence practices. All these techniques were complemented with the provision of handbooks and training of development volunteers, especially women.

By 1992, the number of staff working in the RIFS Project had increased to eight people. Their work had expanded from improvement of agricultural techniques to support of bottom-up multi-sectoral rural development planning.

At the end of 1996, more than ten years after the RIFS project was first started, RIFS requested to be recognized as an official training institution and PADETC was formally set up. PADETC with its extensive grass-root development experience began to streamline its work with human resource development for sustainable development and poverty reduction as its mandate.

Since then, PADETC has grown, both in size and quality. Now it mainly plays the role of facilitator, trainer, model-builder and advocator for poverty reduction and, more importantly, poverty prevention. Its programs are all interlinked and highly synergistic. Its number of employees now exceeds 50, assisted by hundreds of enthusiastic young Lao volunteers. The total annual budget in 2006 was nearly 800,000 USD. Presently, PADETC's main funding partners include the Dutch-based Novib/Oxfam (over 50% of PADETC's 2006 budget), the European Union, and several other smaller sponsors which support specific development activities. PADETC has gained recognition for its work and has received several prestigious regional and international awards.



Education for Sustainable Development

Imagine a house with four pillars, built on sturdy foundation. This is PADETC's model of sustainable development, which is built on a strong base of good governance and education, while upheld by four pillars of economic development, environmental harmony, promotion and preservation of culture, and lastly the spiritual well-being or heart of the people. All these work together to form the roof (or ultimate goal) which is Genuine National Happiness, a concept of joyful living inspired by the Bhutanese idea of Gross National Happiness.

It seems old-fashioned to speak of spirituality in the 21st century, but PADETC believes that modern-day education and development models have ignored this crucial element. Societies are highly skilled but sorely lacking in qualities like compassion and social responsibility.

With increasing pace of globalization and modernization, Lao society is confronted with a new and more complex set of social and economic challenges, such as widening income gaps, increasing problems of drug abuse, environmental pollution, rural to urban migration, HIV/AIDS, and cross-border trafficking. These problems threaten the social stability and harmony of the Lao families and communities.

Some groups of Lao monks believe that these problems can be mitigated through the teaching of the Buddhist concept of development which places emphasis on self-awareness, sufficiency, harmony, solidarity, and respect of all living things.

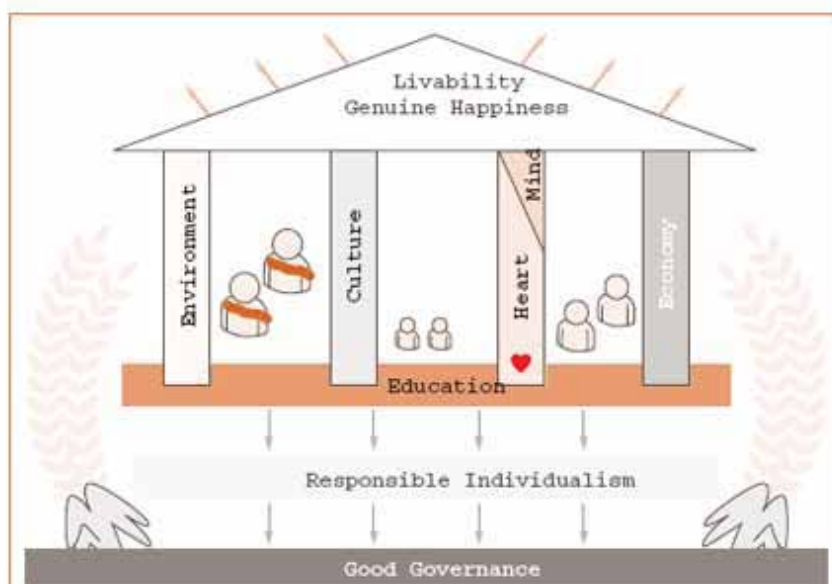
Teaching Buddhist ethics of physical and spiritual well-being and happiness.

To promote this concept, monk groups in many communities around Laos have set up a movement called Dhamma Sanjon, meaning "mobile ethics teachings". Their goal is to enhance the capacities and roles of the monks in contributing to societal development through teaching Buddhist ethics of physical and spiritual well-being and happiness. Special focus would be on school-going children in order to develop future "human resources with high morality". The "Mobile Dhamma Team" commenced its activities in 2003.

PADETC is a training center promoting participatory processes for sustainable development :

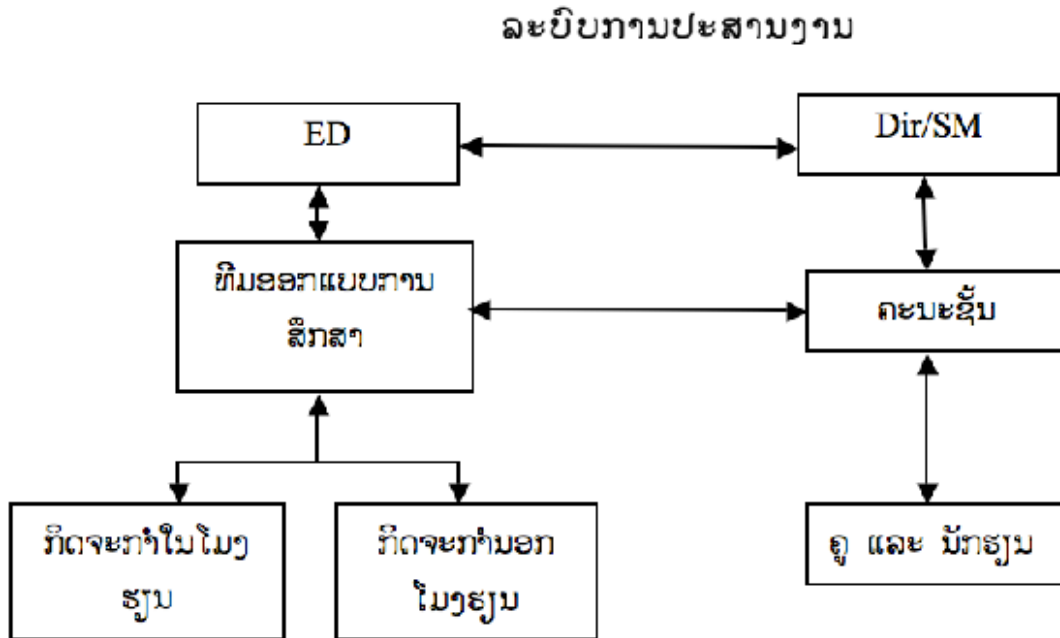


Development with a balance between social development, economic development, and environmental harmony



Organizational flowchart

ລະບົບການປະສານງານ



The PADETC network



SOMPANYA SCHOOL map

Outside the classroom

Learning at Sompanya is not limited to the classroom. The world is the real classroom and teachers design lessons to take advantage of every place and every situation.

On the school grounds, students have searched for crabs, built a swing, made a construction site into a giant sandbox, have found mud to sculpture objects and other nature materials to observe and draw. There is a garden, a recycling center, a corner for brain games, lessons on nutrition and tests of dexterity.

PADETC maintains a farm where students can learn about growing rice, raising fish and the life of the resident farmer. In Vientiane, there is a sacred forest, several museums and a wealth of things to observe and study.

Every community will have people who have things to teach. Students can get information from local professionals, businesspeople, mothers and neighbors. If they want to learn about cooking or local folklore, they don't need to go far.

Students learn the most quickly when lessons in their books are experienced in the field.



Sharing experience

Sompanya is developing a network with other schools, organizations and community leaders. Rather than recreate the wheel every time, we can share ideas with each other.

Sompanya in particular is cultivating a cooperative relationship with the Vientiane International School. This will be a place where Sompanya teachers can directly observe what happens in an international school and learn through networking with the teachers and staff. International students at VIS are interested in learning about Lao culture and Lao life, so there is a great potential for mutual exchange.

In Vientiane, there are several other alternative schools, many based in Montessori and Waldorf techniques. They have considerable experience in child development and are open to sharing.

Sompanya maintains a facebook page which can serve as a digital hub for information and networking.

Students enrolment

Sompanya tries to keep a low teacher/student ratio in order to nurture individual students to the best of their potential.

Enrollment STATISTICS

Year

Kindergarten

Elementary

Lower Secondary

Profiles



Quotes from students

“At Sompanya, I”

“I like”

Curriculum

The Sompanya curriculum covers the material in the State text and includes Lao language, literature, English, math, science, vocational studies, manners and customs, history, geogrphy and general studies under the title, "The world around us."

At the same time, the method of covering this material is different from conventional schools where each lesson follows the text directly.

The topics of study are incorporated in projects so students can experiment, discover and apply new knowledge. Integrated and holistic learning.

Kindergarten

Elementary 1

Elementary 2

Elementary 3

Elementary 4

Elementary 5

Lower Secondary 1

Lower Secondary 2

Lower Secondary 3

SAMPLE PROJECTS



Testing / Evaluating

In the present education system, students are trained to work for points. This reward system is appropriate for working in a factory, but not effective in nurturing the love to learn and develop one's own unique potential.

Standardized tests do not effectively evaluate skills and knowledge. The reason is that most students in Laos cheat. Likewise, if teachers feel they are being evaluated by their students' scores, they are not as likely to be sincere in their teaching either.

Standardized tests do not effectively evaluate unique strengths in students. This system does not recognize that all students are unique and may be stronger in some fields than others. Standardized testing is used mainly to weed out weaker students and give stronger students access to systems in society.

The result is to then demoralize a large number of students that are labeled as failures.

Responsible

portfolios

contracts

The Teachers

What is a great teacher?

Great teachers set high goals for all students. They do not favor the stronger students or give up on the weaker students.

Great teachers set clear goals for all students. They know where they want to take the students and know how they will try to do so.

Great teachers are prepared and organized. They have planned lessons carefully. Their lesson plans not only include the “what”, but also the “how” and the “why”.

Great teachers are entertainers. They get the students excited. They help the students to think and act on their own, not just follow.

Great teachers care about their students.

Great teachers know their subjects well.

Great teachers communicate with everyone else involved with the student, including the parents.



Ethics of a teacher ຈັນຍາບັນ

Teachers might be confused about their duties as a teacher. They are asked to do administrative work, submit reports about their results and often feel pressure to complete the coursework in the State texts.

At Sompanya, the students come first. This means that the primary role of the teacher is to be concerned about the students' well-being and growth in mind, body and spirit.

Expectations of the teacher

- Care for young people
- Communication
- Self-development
- Responsibility
- Teamwork

Care for young people ນຳໃຈຄວາມເປັນຄູຕໍ່ເດັກ

Communicate with students and understand their needs
 Treat them as individuals rather than generic recipients of information in the textbooks
 Make yourself available at all times for questions and counseling.
 Guide students outside of the classroom as well in their social interactions.

Understand child psychology / Prepare appropriate activities

ຈິດຕະສາດເດັກ ແລະ ການຈັດກິດຈະກຳສຳລັບເດັກແຕ່ລະເກນອາຍຸ

Observe the students.
 Talk with the students.
 Understand their interests.
 Understand how they learn.

Communication ການສື່ສານ

Communicate with the students
 Communicate with the other teachers
 Communicate with the administrators
 Communicate with the parents
 Communicate with yourself

Self-development

Ask yourself what you know, what you don't know and what you will do to gain the knowledge you need.
 Always be excited to learn. Be a role model for the students.
 Take chances, be ready to fail, but also be ready to do it better the next time.
 Keep a daily diary. Reflect on what you've done and what you're going to do the next day.
 Be open and learn from others.

Teamwork

Consider the students your team. Work with them.
 Offer help to other teachers
 Ask for help from other teachers
 Understand the common goals of Sompanya so that we can work together smoothly

Mentoring

New teachers will be assigned a mentor.

The purpose of the mentor is to demonstrate, assist and advise the new teacher.

The teacher, however, is encouraged to seek advice from all teachers and staff at Sompanya.

It is important to share information and experience.

Likewise, it is important for teachers to be open with each other and work together.

Mentoring is different from being a teacher.

A mentor is effective as a role model.

At Sompanya, we want to avoid empty theorizing.

The mentor must be able to demonstrate what they are suggesting.

Sompanya would like to be a family as well as a school and organization.

A healthy family is based on sharing, trust and respect.

We ask that all teachers and staff apply these values to build a strong Sompanya community.

Evaluation

Self-evaluation

Through daily records, the teacher is asked to keep a record of their development as a teacher.

Self-reflective evaluations should include:

- What were my goals today
- How did I try to meet them?
- How effective was my method?
- What do I need to do next time?

- What problems did I observe or encounter today?
- What could be the reason?
- How can I solve this problem?

Contracted evaluation

Work descriptions are prepared and agreed upon between the teacher and the school administrations.

Teachers are obligated to meet these agreements to the best of their ability.

Student evaluation

The performance of a teacher is also evaluated by students.

Student feedback is a valuable way to know the effectiveness and sincerity of the teacher.

School evaluation

The teacher will meet periodically with the administration to assess their performance and work progress.

Working terms

Conditions for working at Sompanya
(More details in individual contracts)

Obligations as a teacher

- .
- .
- .
- .

Terms of resignation

Terms of resignations (give ... months notice)

Prepare necessary records (lesson plans, observations, teaching tools) to be passed on to the next teacher.

Prepare time to mentor the next teacher.

- .
- .
- .

Complaint procedure

When teachers have grievances, they are suggested to act in the following ways.

Ask for counsel from a mentor or trusted teacher.

Prepare a document of grievance in written form.

Prepare ideas on how this problem can be solved.

Avoid gossip and further dissent

Termination of employment

(sample on next page)

TERMINATION OF EMPLOYMENT (for reference)**Exit Interview and Termination Report**

An exit interview shall be conducted and a termination report shall be prepared for every employee who leaves employment with the District. The following provisions shall apply to these interviews and reports:

An exit interview and termination report shall be required regardless of the reason for termination.

An interview and report shall be the immediate responsibility of the person having supervisory authority over the person terminating employment.

A termination report shall be completed and signed by the appropriate supervisor and shall become a permanent part of the terminating employee's personnel file.

A termination report shall be completed, signed, and delivered to the Superintendent of Schools or his designee by the employee prior to receiving pay for the last month of service rendered to the District.

A letter of resignation should be sent to the Director of Personnel. The letter must contain an effective date for the resignation, as well as the signature of the resigned employee. It is helpful in compiling statistical data for the district if the letter gives specific reasons for the resignation. Care should be used in writing this letter because it becomes a part of the personnel file for the teacher.

Any employee serving under a term contract may relinquish his/her position and leave the employment of the District at the end of any school year without penalty, provided such employee submits written resignation to the board at least 45 days before the first day of instruction for the new school year. A prepaid certified or registered letter of resignation is considered submitted upon mailing. The employee may resign with the consent of the superintendent or his designee at any time mutually agreeable.

Renewal/Non-Renewal of Employment

Action will be taken to renew or non-renew contracts which are based on permits in early March. This means that the requirements to renew the permit or to complete certification must be met by March 1. If an ExCET examination is required, then that exam should be taken and passed in October. All other testing dates are too late to meet the requirements for contract renewal.

Probationary employment contracts are renewed or terminated at the end of the year based on the provisions of policy DFBA Local.

Term employment contracts are renewed or non-renewed based on the provisions of policies DFBB Legal and DFBB Local.

Termination During Contract

The contract of a professional employee may be terminated on a showing of good cause as determined by the board. See Legal Reference Material DFBA Legal and Board Policy DFBA Local.

The dismissal or resignation of a certified employee will be reported to the SBEC if there is reasonable evidence that the employee's conduct involves the following:

Any form of sexual or physical abuse of a minor or any other illegal conduct with a minor

The possession, transfer, sale, or distribution of a controlled substance

The illegal transfer, appropriation, or expenditure of school property or funds

An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle the individual to a professional position or to receive additional compensation associated with a position

Committing a crime on school property or at a school-sponsored event

Rules for the students

Rules of the school

ກົດລະບຽບປໍ່2

1. ມາໂຮງຮຽນໃຫ້ເໝາະເໝາະເວລາຮຽນກ່ອນ 8:00
2. ຫ້າມອົມແຈ້ງໃນເວລາຮຽນ
3. ກ່ອນສອອກຫຼືເຂົ້າຫ້ອງຕ້ອງໄດ້ຮັບອະນຸຍາດອາຈານກ່ອນ
4. ກ່ອນສອອກເຂົ້າຫ້ອງຮຽນຕ້ອງປິດເຄາະ
5. ຫ້າມເອົາຂອງກິນ, ຫຼືກິນໃນຫ້ອງຮຽນ
6. ຫ້າມກຸ້ມຂີ້ເຫຍື້ອຊຸດຊາຍໃນຫ້ອງຮຽນ
7. ຫ້າມອີກປີ້ມທຳອາຍເຄື່ອງຂອງຫ້ອງຮຽນ
8. ຫ້າມຍ່າງເຂົ້າຍ່າງອອກຫຼືຕົກກັ້ນໃນເວລາຮຽນ
9. ກ່ອນເຂົ້າຫ້ອງຕ້ອງມຸງເຄື່ອງໃຫ້ເປັນລະບຽບ
10. ຫ້າມເອົາກຸ້ມຂີ້ເຫຍື້ອໃນຫ້ອງຮຽນ
11. ຫ້າມຕົກໂຕ:ຕົຕັ້ງໃນຫ້ອງຮຽນ
12. ຫ້າມປີ້ມຝັ່ງຝັ່ງໃນໂຮງຮຽນ
13. ຫ້າມກຸ້ມຄວາມຄູ່-ອາອາມ
14. ກ່ອນສອອກຫ້ອງຮຽນຕ້ອງມຸງຮູບຮ່າງໃຫ້ເປັນລະບຽບ
ຊັ້ນ: ປີ້, ປີ້, ປີ້ ແລະອື່ນໆ ໃຫ້ເປັນກຸ່ມ

Rules for teachers

Rules for the teacher

Dress codes

Being on time

Overtime

- .
- .
- .
- .
- .
- .
- ..

Working as a team

Take the initiative to communicate with others. Don't wait for them to talk to you.

Ask how you can help before asking others to do something for you.

Share resources, don't hoard.

Share knowledge, don't be secretive.

Support, don't sabotage.

Cooperate, don't compete

Making a lesson plan

Planning lessons that are child centered and apply to the hands, heart and head (3H)

ຮູບແບບການຮຽນການສອນແບບເອົາເດັກເປັນໃຈກາງເນັ້ນໃສ່ການພັດທະນາ 3H (ການສຶກສາແບບໃໝ່) ແລະ ເຕັກນິກ, ວິທີການສຶດສອນ

The purpose of a lesson plan is not simply office work.

The purpose of a lesson plan is so that you can manage your class material and time.

Prepare what you will teach and how you will do it.

Prepare in your mind what you will do at each step.

Prepare all the materials you will need before class.

This is why it is recommended that you come to class before the class starts.

Sample lesson plan

Rules for the teacher

Date _____ Nov. 15, 2011 _____

LESSON PLAN

Minutes	Content	Method
5	Stretch (yoga) Exercise (music) Good morning song Review (R, L, forward, back)(raise leg with monkey) Poem: 1, 2 "How are you"	In lines music puppet
10	(morning, afternoon, evening, night) (sunrise, sunset) (sun, stars, rain, wind, umbrella) (cave, mountain, waterfall, flower, tree, forest, stone)	Sign language verbal spelling
15	Whiteboard story (key vocabulary) (It's upside down!) Drawing	marker One paper shape
20	Writing with hand (with cloth) ABC on board with animals (signing) Flash cards (spelling)	cloth chart cards
25	Animal sounds (Old McDonald had a farm) cat "M", dog "W", duck "K", snake "S" Count animals	
30	How many? (picture count) Math "1 + 1 = 2" (sign language)	picture fans
35	Song (McDonald) dance - shapes (square, triangle) Dance (steps / music)	circle music
40	Signing vocabulary (from story) (crow, peacock,	
45	Folk tale	props
50	Drawing spirals	
55	Singing (fold, fold, fold) Folding paper (to the center) make it a song	Circle
60	Draw picture while listening to song (trade paper)	paper
65	Writing	sheets
70	Story time	Buaphan
75	Sesame Street Video	speakers
80	Meditation Dharma talk Thank you and goodbye	rows Somchit One-by-one

Resources

We are still building resources at Sompanya, but please tell us what you need.

Resources

Books in the 1st floor office. (Most are in English)

Videos, texts, audio for teaching English with sign language.

Community board for doing projects

Library for the students

SOMPANYA page on facebook

Video collection

CD collection

Materials and tools:

Recycled material box. Please use, please contribute

paper and writing tools

scissors, paste, markers, etc.

Video

Speakers

- .
- .
- .
- .
- .

In the future, a complete guide for project-based learning.

WORKBOOK

Purpose:

As a teacher, you are learning too.

You will be asked to design projects, record results and track your own development.

It is useful for you to know your own strong points and weak points.

The following pages will help you do this.

Share your results and SOMpanya School will be able to help you too.

Test your understanding

True or False?

Add your comments

1. Sompanya is an alternative school so teachers should not be strict
2. Students at Sompanya are mostly students who were rejected from other schools.
3. Sompanya does not follow the State curriculum so students will be at a disadvantage.
4. Child-centered learning is all about freedom.
5. The teacher will be judged by student results.
6. Test-taking is not important at Sompanya
- 7.

What's your opinion?

1. In some countries, teachers are not allowed to be "friends" with students on facebook because it is considered an inappropriately intimate relationship. What do you think?
2. Do you think it's better for students of different ages to be combined in one class or should they be separated by grade and age?
3. At what age do you think it is appropriate to begin teaching students how to use a computer?
- 4.

Open to learning

បើកໃຈឱ្យរៀន

1. You don't really understand what "student-centered learning" is. What do you do? Where do you get your answers?
2. You don't really understand the lesson in the book, but if you can just teach what's in the book, it's easy for you, you can save time and effort. Is this the best option? What should you do?
3. Somebody says the way you teach is boring. You feel offended. What will you do?
4. Another teacher is lazy and wants your lesson plans. What do you do?
5. If you don't spend time reading every day, why? What's the effect?

,
,
,
,
,
,
,
,

Solving problems

1. Students are fighting in your class. What do you do?
2. Students are tired and have their heads on their desks. What do you do?
3. Students are not studying at home or doing their homework. You don't see any progress. What do you do?
4. Students complain directly to you that they don't like the lesson. What do you do?
5. You think other teachers are lazy. What do you do?
6. You don't enjoy going to teach at the school every day. What do you do?

Writing skills

Write one page in Lao on any of these topics.

1. Write about the best teacher you've ever had. Why do you think this teacher was great? Give details.
2. What are three strong points of young people in terms of learning? How can you use these strengths when designing a lesson?
3. Write about a wonderful moment you've had when teaching.
4. Some students can't write. Why do you think this is so?
5. What's your vision of education in the future?

English skills

Write one page on a selected topic in English.

Looking for information

Purpose:

A teacher must help students look for information rather than waiting for it to be fed.

A teacher must do the same.

Look for the following information on the internet.

Summarize in your own words.

Note where you found the information (URL)

1. In the Waldorf schools, at what age do they recommend teaching computers?
2. In Montessori schools, how do they recommend teaching discipline?
3. Find a lesson plan about studying dinosaurs.
4. Find sentence examples in English for use in a barber.
5. Find a video file about food of ethnic minorities in Laos.
6. Find an audio file for sounds of nature.

Learning networking

You are making a visit to another school.

Prepare questionn.

Below are some sample topics.

Please expand

1. General philosophy
2. School structure and management
3. System of problem solving
4. System of student evaluation
5. How the school encourages creativity

Logical skills and planning

The purpose is plan how to implement projects and encourage learning and behavior.

Plans without logic simply become rules to enforce.

Plant the steps to achieve a goal.

Explain the logic of each plan.

1. You will hand out paper and crayons to young children.

How do you do this to avoid chaos?

How do you make this a learning process for the children?

2. Teachers are confused about their duties.

You have tried before to explain through documents and explain through workshops.

It is not effective and things are not getting done in a timely manner.

What is your plan?

3. You are teaching the ABCs. The students can say the ABCs in order, but cannot recognize letters, especially the difference between big letters and small letters. They are also confused about phonetics.

What do you do?

4. An older class is doing a drama project. You've explained the steps, but they are slow and the quality is not good.

What do you do?

Artistic skills

1. You do not feel you can draw. Is this a problem?
2. You are shy about singing. What can you do?
3. You can't find any examples of Lao painting. What should you do?
4. You don't think it's dignified for a Lao teacher to dance or move your body. What should you do?
5. You think your students have no artistic skills. What should you do?

Try to answer these questions

1. What is the purpose of singing, moving, dancing, drawing, etc. in a school?
2. How can the arts be integrated into other subjects? (deeply)
3. How do you evaluate students' creativity? How do you help them?

Integrated thinking skills

If you are designing a lesson, how can you integrate the following subjects?

1. Math and music
2. Biology and dance
3. History and modern art (cubism)
4. Lao language and math
5. "The world around us" and English
6. Wood working and learning ABC

.
..
.
.
.

Self-knowledge about communication styles

FOUR COMMUNICATION STYLES

Circle ONE of each pair of statements that best describe you.

Count the results at the end.

Show your profile with a bar graph.

1. I like doing things more than thinking. ຂ້ອຍມັກເຮັດຢ່າງຫຼາຍກວ່າຄິດ.
2. I solve problems step-by-step. ຂ້ອຍມັກແກ້ບັນຫາເທື່ອລະຂັ້ນ.
3. I like to work in teams than as individuals. ຂ້ອຍມັກເຮັດວຽກເປັນທີມຫຼາຍກວ່າຢູ່ຄົນດຽວ.
4. I like new ideas. ຂ້ອຍມັກແນວຄິດໃໝ່ໆ.
5. I am more interested in the future than the past. ຂ້ອຍສົນໃຈອະນາຄົດຫຼາຍກວ່າອະດີດ.
6. I like to work with people. ຂ້ອຍມັກເຮັດວຽກກັບຫຼາຍຄົນ.
7. I like meetings that are well organized. ຂ້ອຍມັກປະຊຸມຈັດງານທີ່ມີປະສິທິພາບ
8. Making deadlines are important for me. ຈັດກຳນົດເວລາທີ່ສຳສຸດເປັນສິ່ງທີ່ສຳຄັນ.
9. I don't like procrastination. ຂ້ອຍບໍ່ມັກການເຮັດໃຫ້ຊັກຊ້າ
10. We should test new ideas before using them. ເຮົາຕ້ອງທົດລອງແນວຄິດໃໝ່ກ່ອນຈະປະຕິບັດເປັນແທ້ຈິງ.
11. I like to interact with others. ຂ້ອຍມັກປະຕິບັດຕໍ່ກັນກັບຄົນອື່ນໆ.
12. I always look for new opportunities. ຂ້ອຍມັກຫາໂອກາດໃໝ່ສະເໝີ.
13. I like to make my own goals. ຂ້ອຍມັກຕັ້ງຈຸດປະສົງເອງ.
14. I always finish what I start. ຂ້ອຍມັກສຳເລັດສິ່ງທີ່ເລີ່ມເຮັດ.
15. I try to understand other's feelings. ຂ້ອຍພະຍາຍາມເຂົ້າໃຈຄວາມຮູ້ສຶກຂອງຄົນອື່ນໆ.
16. I like to make other people think. ຂ້ອຍມັກໃຫ້ຄົນອື່ນໆຄິດນິຄົດນັ້ນ.
17. I like to get feedback about my work. ຂ້ອຍມັກຮັບຄຳວິຈັນຈາກຄົນອື່ນໆກ່ຽວກັບເຮັດວຽກຂອງຂ້ອຍ.
18. It's important to do things step-by-step. ເປັນສຳຄັນທີ່ຈະເຮັດວຽກເທື່ອລະຂັ້ນ.
19. I can understand people just by watching them. ຂ້ອຍເຂົ້າໃຈຄົນອື່ນໆດ້ວຍມືແຕ່ເບິ່ງສັງເກດ.
20. I like to solve problems with new methods. ຂ້ອຍມັກແກ້ບັນຫາດ້ວຍວິທີໃໝ່ໆ.
21. I can estimate what will happen in the future. ຂ້ອຍສາມາດຄາດຄະເນສິ່ງທີ່ຈະເກີດຂຶ້ນໃນອະນາຄົດ.
22. I understand what other people need. ຂ້ອຍສາມາດເຂົ້າໃຈສິ່ງທີ່ຄົນອື່ນຕ້ອງການ.
23. It's important to plan if you want to succeed. ຖ້າຢາກມີຜົນສຳເລັດຕ້ອງລອງແຜນກ່ອນ.
24. I don't like to spend too much planning. ຂ້ອຍບໍ່ມັກໃຊ້ເວລາຫຼາຍສຳລັບລອງແຜນ.
25. I am cool under pressure. ຂ້ອຍໃຈເຢັນເທິງແມ່ນວ່າຂ້ອຍຮູ້ສຶກກົດດັນ.
26. Experience is important. ປະສົບການເປັນສິ່ງທີ່ສຳຄັນ.
27. I listen to people. ຂ້ອຍຟັງຄົນອື່ນໆຢ່າງເອົາໃຈໃສ່.
28. I can think quickly. ຂ້ອຍສາມາດຄິດໄວ.
29. Cooperation is important for me. ຄວາມຮ່ວມມືເປັນສິ່ງທີ່ສຳຄັນສຳລັບຂ້ອຍ.
30. I think carefully about all the choices. ຂ້ອຍພິຈາລະນາທຸກທາງເລືອກຢ່າງລະອຽດ.
31. I like to have many projects at the same time. ມັກມັກເຮັດວຽກຫຼາຍສິ່ງຫຼາຍຢ່າງພ້ອມກັນ.
32. I always ask myself if I'm doing the right thing. ຂ້ອຍຖາມຂ້ອຍສະເໝີວ່າຂ້ອຍເຮັດສິ່ງທີ່ດີ ຫຼື ບໍ່
33. I learn by doing. ຂ້ອຍຮຽນຮູ້ດ້ວຍປະສົບການ.

34. I can think and control my emotions. ຂ້ອຍສາມາດຄິດ ແລະ ຄວບຄຸມອາລົມຂອງຂ້ອຍ.
35. I can predict how other people will act. ຂ້ອຍສາມາດຄາດວ່າຄົນອື່ນໆຈະປະຕິບັດແນວໃດ.
36. I do not like details. ຂ້ອຍບໍ່ມັກລາຍລະອຽດ.
37. I like to think carefully before doing something. ຂ້ອຍມັກຄິດຢ່າງລະມັດລະວັງກ່ອນຈະປະຕິບັດ.
38. I know how a group feels. ຂ້ອຍຮູ້ວ່າຫຼາຍຄົນໃນກຸ່ມຄິດຫຍັງ.
39. I often start things, but don't finish them. ຂ້ອຍເລີ່ມເຮັດແຕ່ວ່າບໍ່ສໍາເລັດເຮັດວຽກຫຼາຍຢ່າງ.
40. I can make good decisions quickly. ຂ້ອຍສາມາດຕັດສິນໃຈໄດ້ຢ່າງດີຢ່າງໄວ.
41. I like big and difficult jobs. ຂ້ອຍມັກພະຍາຍາມເຮັດວຽກຍາກ.
42. I watch carefully and use data to make decisions. ຂ້ອຍເບິ່ງສັງເກດຢ່າງລະອຽດ ແລະ ໃຊ້ຂໍ້ມູນເພື່ອຕັດສິນໃຈ.
43. I can express my feelings openly. ຂ້ອຍສາມາດສະແດງຄວາມຮູ້ສຶກຂ້ອຍ.
44. I like to design new projects. ຂ້ອຍມັກອອກແບບແຜນງານໃໝ່.
45. I enjoy reading very much. ຂ້ອຍມັກອ່ານຫຼາຍ.
46. I am a good leader. ຂ້ອຍເປັນຜູ້ນໍາດີ.
47. I like to focus on one thing at a time. ຂ້ອຍມັກເອົາໃຈໃສ່ໃນເຮັດວຽກອັນໜຶ່ງ.
48. Like to achieve. ຂ້ອຍມັກບັນລຸຜົນ.
49. I enjoy learning about others. ຂ້ອຍມັກຮຽນຮູ້ກ່ຽວກັບຄົນອື່ນໆ.
50. I like variety. ຂ້ອຍມັກມີຫຼາຍຮູບແບບ.
51. Facts are important. ນີ້ອ້າງອີງເປັນສິ່ງທີ່ສໍາຄັນ.
52. I like to use my imagination. ຂ້ອຍມັກຄວາມນິກົດ.
53. I don't like slow work. ຂ້ອຍບໍ່ມັກເຮັດວຽກຊ້າໆ.
54. I'm always thinking. ຂ້ອຍຄິດສະເໝີ.
55. I like to be careful when making a big decision. ຂ້ອຍມັກຄິດຢ່າງລະມັດລະວັງກ່ອນຈະຕັດສິນໃຈກ່ຽວກັບສິ່ງທີ່ສໍາຄັນ.
56. I think we need each other to get work done. ພວກເຮົາຕ້ອງຮ່ວມມືເພື່ອບັນບຸຈຸດປະສົງຂອງເຮັດວຽກ.
57. I make decisions without thinking very much. ຂ້ອຍຕັດສິນໃຈຢ່າງບໍ່ຄິດຫຼາຍ.
58. Emotions create problems. ບັນຫາເກີດຂຶ້ນຈາກອາລົມຂອງຄົນ.
59. I want other people to like me. ຂ້ອຍຕ້ອງການຄົນອື່ນມັກຂ້ອຍ.
60. I can make conclusions quickly. ຂ້ອຍສາມາດສະຫຼຸບຢ່າງໄວ.
61. I ask other people for advice when I have a new idea. ເມື່ອຂ້ອຍມີແນວຄິດໃໝ່ຂ້ອຍຫາເປົກສາຕໍ່ຄົນອື່ນໆ.
62. I like to test things before doing them. ຂ້ອຍມັກທົດລອງກ່ອນຈະປະຕິບັດ
63. I like to get things done. ຂ້ອຍມັກເຮັດວຽກສໍາເລັດ.
64. Good relationships are important. ຄວາມພົວພັນທີ່ດີເປັນສິ່ງທີ່ສໍາຄັນ.
65. I am impulsive. ເຮັດໂລດຢ່າງບໍ່ຄິດ.
66. I accept differences in people. ຂ້ອຍຍອມຮັບແນວຄິດແຕກຕ່າງກັນ.
67. I like communicating with people. ຂ້ອຍມັກການສຶກສານລະຫວ່າງຫຼາຍຄົນ.
68. I like to think. ຂ້ອຍມັກຄິດ.
69. I like to organize. ຂ້ອຍມັກຈັດງານເຮັດວຽກ.
70. I like to do one thing and then do something else. ຂ້ອຍມັກເຮັດສິ່ງໜຶ່ງກ່ອນຈະເຮັດສິ່ງໜຶ່ງຕໍ່ໄປ.

45 SOMPANYA GUIDE

71. I think talking and working with people takes special skill.
ຂ້ອຍຄິດວ່າເວົ້າກັນ ແລະ ເຮັດວຽກກັນກັບຄົນອື່ນໆຕ້ອງໃຊ້ເທັກນິກພິເສດ.
72. I like to development myself. ຂ້ອຍມັກພັດທະນາຕົນເອງ.
73. I enjoy thinking about new ideas. ຂ້ອຍມັກຄິດສິ່ງທີ່ໃໝ່ໆ.
74. I don't like to waste time. ຂ້ອຍບໍ່ມັກເສຍເວລາ.
75. I enjoy doing what I am good at. ຂ້ອຍມັກເຮັດສິ່ງທີ່ຂ້ອຍເຮັດໄດ້.
76. I learn by being with others. ຂ້ອຍຮຽນຮູ້ຈາກຄົນອື່ນໆ.
77. I like theory. ຂ້ອຍມັກທິດສະດີ.
78. I like details. ຂ້ອຍມັກລາຍລະອຽດ.

STYLE 1: (1)(8)(9)(13)(17)(24)(26)(31)(33)(40)(41)(48)(50)(53)(57)(63)(65)(70)(74)(79)

STYLE 2: (2)(7)(10)(14)(18)(23)(25)(30)(34)(37)(42)(47)(51)(55)(58)(62)(66)(69)(75)(78)

STYLE 3: (3)(6)(11)(15)(19)(22)(27)(29)(35)(38)(43)(46)(49)(56)(59)(64)(67)(71)(76)(80)

STYLE 4: (4)(5)(12)(16)(20)(21)(28)(32)(36)(39)(44)(45)(52)(54)(60)(61)(68)(72)(73)(77)

STYLE 1: WHAT (action) results, achieving, doing

STYLE 1: HOW (process), strategies, organization, fact

STYLE 3: WHO (people) communication, relationships, teamwork

STYLE 4: WHY (idea) concept, theories, innovation

