Promoting Quality Learning through Enhanced Multigrade Teaching in Asia-Pacific [County name] Study, 2014

These guiding questions are designed to guide the researchers in conducting an interview with Director of a teacher education institution (TEI) or Dean of a university’s Faculty of Education (FoE), or someone designated by him/her, for an institutional response. The questions cover a broad area of multigrade teaching. Hence, it may require consultations with other department heads, as necessary. The objectives of the interview are to gather information related to multigrade teaching in pre-service and in-service teacher training, as well as obtain the views from institutional perspectives on multigrade teaching, and what can be done to improve the quality of multigrade teaching and learning.

Part 1: General Information

1. Name of institution: …………………………………………………………………………………………………………………………………………………
2. Address: ……………………………………………………………………………………………………………………………………………………………
   District/City……………………………… Province…………………………
3. Current title/position of interviewee: …………………………………………………………………………………………………………………
4. Experience of interviewee in this position: ......................... years

Part 2: Pre-service Teacher Training

1. Is multigrade teaching (MGT) included in pre-service teacher training?
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2. Is MGT component in the pre-service teacher training compulsory or elective?
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3. What pre-service teacher training modules are available on multigrade teaching?

4. What are the main contents of MGT training modules?

5. How many credit hours/ days/ weeks of pre-service teacher training are spent on the MGT training modules?

Part 3: In-service Teacher Training

1. Is MGT included in in-service teacher training?

2. Is MGT component in the in-service teacher training compulsory or elective?

3. What in-service teacher training modules are available on multigrade teaching?

4. What are the main contents of MGT training modules?
5. How many credit hours/ days/ weeks of in-service teacher training are spent on the MGT training modules?

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6. What is the level of the trainers in the aspects of qualifications, experience and understanding of MGT?

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Part 4: Teacher Availability

1. What is the state of the overall supply of teachers in this area? (Please provide the number of teachers allocated by school sizes, grades, pupil teacher ratio, etc.)

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2. Where do multigrade teachers come from? (local or from outside)

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3. What incentives are provided to multigrade teachers? (from the government and/or the community)

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4. What are the qualifications of teachers assigned to multigrade schools?

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5. How are teachers allocated to multigrade schools?

6. How do you assess the role and quality of teachers for multigrade teaching?

Part 4: Curriculum Organization

1. What is the teaching and learning contents/themes? Please provide specific topics/lessons or unit titles covered by MGT curriculum.

2. How are the lessons planned for MGT?

3. Does the curriculum include/integrate local contexts?

4. Are the school textbooks designed for use in individual and group-based learning?
Part 5: Assessment System

1. Is the assessment system consistent with regular and frequent formative assessment?

2. Does the assessment system include self-assessment and peer-assessment?

3. How are students assessed?

4. What are the various types/forms of assessment in schools?

5. How frequently are students assessed?

6. What is the balance between formative and summative assessment?

7. Are the manuals on teacher assessment available, and are the supervisors trained on these aspects accordingly?
Part 6: Documentation of Best Multigrade Practices

1. What analytical work has been carried out to document the situation of multigrade schools in your country?

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2. What efforts have been made in the country to advocate the improvement of teaching and learning in multigrade settings?

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3. What knowledge products are available? If the knowledge products are available online, please provide the links.

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4. Who is supporting the multigrade teaching system in your country? Please specify (e.g. government, donors, NGOs, etc.)

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Part 7: Innovative Approaches/Best Practices

1. What examples of innovative approaches and promising practices related to MGT exist in your country? Please describe.

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2. Are there any research conducted by the universities/ experts/ scholars or institutions to analyze the best practices in MGT?

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3. Are there any documents prepared to record best practices in MGT?

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4. What actions have been taken to replicate those best practices at scale?

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Part 8: Perceptions about MGT and Its Impact

1. What is the overall perception of MGT in your province/district?

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Part 9: Best Practices, Innovations and Knowledge related to MGT

1. What efforts have been made to advocate the improvement of MGT in this area?

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2. What examples of innovative approaches and promising practices related to MGT in your province/district?

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Part 10: Support from Donors (Optional: depending on the availability of information with the interviewee)

1. Who are the donors supporting MGT initiative in your country?

2. What kind of financial supports are being provided for MGT in your country? Please give details.

3. What kind of technical supports are being provided for MGT in your country? Please give details.

4. Have donors influenced the government policies towards MGT? In this regard, what kind of activities have been undertaken?

Part 11: Role of NGO/CSO towards Supporting MGT Initiative (Optional)

1. Please identify the name(s) of NGOs which have established MGT schools in your country.
2. What kinds of materials/systems have been developed for MGT? (You may ask the interviewee to answer each of the following category).
   - Training modules
   - Supplementary learning materials
   - Systems of monitoring and evaluation (M&E)
   - Management information system (MIS)
   - Others (please specify)

3. What kinds of training facilities are available with NGOs for MGT?

Part 12: Suggestions

1. What are your suggestions for improving the quality of MGT?