

MATERIALS FOR PRIMARY EDUCATION LEADERS AND TEACHERS ON LEARNING THROUGH PLAY

PART II

**GUIDE FOR TEACHER PROFESSIONAL
DEVELOPMENT ON LEARNING THROUGH PLAY**



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**PART II: GUIDE FOR TEACHER PROFESSIONAL DEVELOPMENT
ON LEARNING THROUGH PLAY**

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PREFACE



The *“Integrating Play-based Learning Activities among Young learners in Viet Nam”* Project (iPLAY Viet Nam) was officially launched in December 2019, as part of collaboration efforts between VVOB Viet Nam and the Viet Nam Ministry of Education and Training (MOET). The project aims to improve Teacher Professional Development (TPD) in integrating Learning Through Play (LTP) activities into classroom-based practices to support the holistic development of Vietnamese primary students and contribute to the goals of the 2018 General Education Curriculum (GEP).

According to the descriptive study implemented by VVOB Viet Nam in June 2020 in 4 provinces and municipalities, including Hanoi, Thai Nguyen, Da Nang, and Quang Tri, teachers have been applying some LTP activities into classroom practices. However, the application of LTP was not applied frequently, meaning it sometimes can cause limitations in students’ proactiveness. The study also showed that both school leaders and teachers wanted to have TPD training on how to apply LTP in the classroom to help students’ learning to ensure it was both more joyful and effective. To meet this expectation, VVOB in Viet Nam has co-operated with a group of experts from the Ministry of Education and Training and Education Universities to develop **“Materials for Primary Education Leaders and Teachers on Learning through Play.”** The set consists of 2 Guides:

- **“Part 1: Guide on Learning through Play at Primary Schools”** In this Guide, you can find an overview of theoretical contents about LTP, suggestions on methodology, and techniques to apply LTP. You also see some demonstration of LTP integrated lesson plans and the LTP Checklist for education administrators and teachers to use as reference in the process of applying LTP.
- **“Part 2: Guide for Teacher Professional Development on Learning through Play”** You can find an overview of TPD modalities and principles for effective TPD, as well as suggestions for TPD modalities on LTP for primary teachers such as training, PTM, coaching, self-learning, and profession learning community (PLC).

These Guides have been endorsed by the Ministry of Education and Training under Decision 1277/QĐ-BGDĐT issued on April 14th, 2022.

We expect that this material will contribute to improving the professional competencies for education administrators and teachers; support teachers to successfully integrate LTP into classroom practice; move toward “open-natural-effective” learning and teaching organisation which will contribute to the successful achievement of 2018 GEP goals.

VVOB Viet Nam would therefore like to extend our sincere appreciation to the group of primary education experts from the Ministry of Education and Training and the Universities of Education who participated in developing the material specifically:

“Part 2: Guide for Teacher Professional Development on Learning through Play”:

- Dr. Le Thi Thu Huong - Dean of Primary Education Faculty, College of Education, University of Thai Nguyen.
- Dr. Le Thi Lan Anh - Principal Lecturer, Primary Education Faculty, Ha Noi 2 University of Education.
- Dr. Le My Dung - Vice Dean of the Educational Psychology Faculty, College of Education, University of Da Nang.
- MSc. Dinh Van Phuong – Principal Officer, Department of Teachers and Education Administrators, Ministry of Education and Training.
- MSc. Nguyen Thuy Chung – Vice Dean of Primary Education Faculty, Ha Noi University of Education.

Finally, the Guide have been completed with the active participation from members of the iPLAY project.

- Nguyen Thi Lan Huong – Strategic Education Advisor.
- Nguyen Bao Chau – Project Coordinator.
- Nguyen Thi Quynh Chau – Education Advisor.
- Nguyen Thi Tinh – Education Advisor.

VVOB Viet Nam looks forward to receiving feedback from school leaders, teachers, education administrators, and those with an interest in the Guide.

Thank you!

**Department of
Teachers and Education
Administrators**

**Primary Education
Department**

VVOB Viet Nam

ACRONYMS

Acronym	Interpretation
MOET	Ministry of Education and Training
DOET	Provincial-level Department of Education and Training
BOET	District-level Bureau of Education and Training
GEP	General Education Program
LTP	Learning through Play
PLC	Professional Learning Community
PTM	Professional Teacher Meeting
LSB	Lesson study based
SL	School leader
CT	Core teacher
TPD	Teacher Professional Development

PART 1:

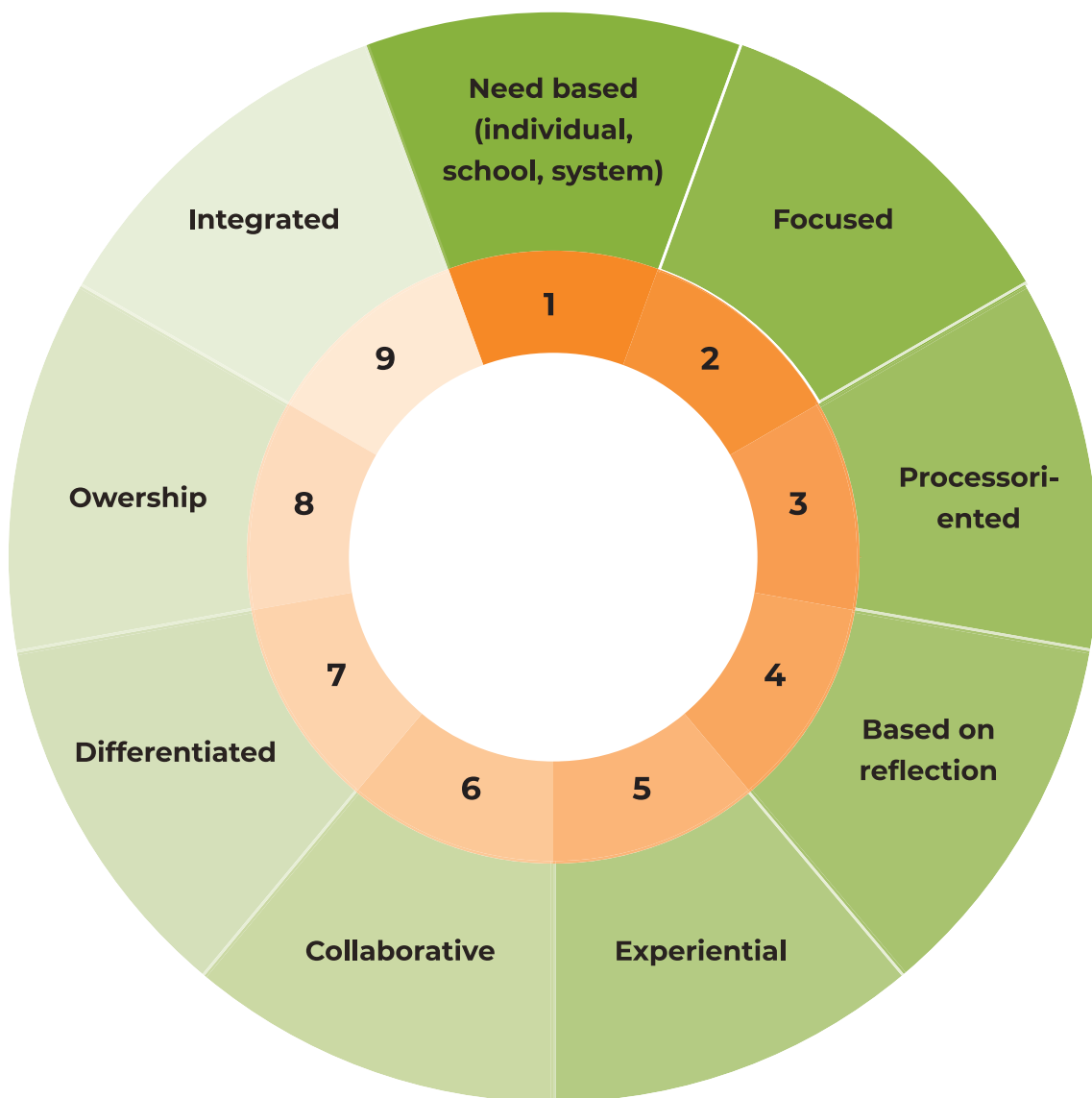
AN OVERVIEW ON TEACHER PROFESSIONAL DEVELOPMENT



To deliver Teacher Professional Development (TPD) for primary teachers on LTP, schools may apply many different modalities, including in-service training, PTM, coaching, and a professional learning community. Depending on the specific TPD content and targeted participants, schools may choose the appropriate modality according to a specific circumstance, considering flexible combinations of different and alternating modalities. However, regardless of the modality of TPD, schools should consider ensuring key principles for the best effectiveness of TPD on LTP, as follows.

1. Principles for effective TPD on Learning Through Play

TPD is an effective way to develop capacities of school leaders and teachers. In addition, it is one of the crucial factors that enhances the quality of teaching and learning in schools. To effectively deliver TPD for teachers on LTP, it is necessary to ensure the following 9 principles:



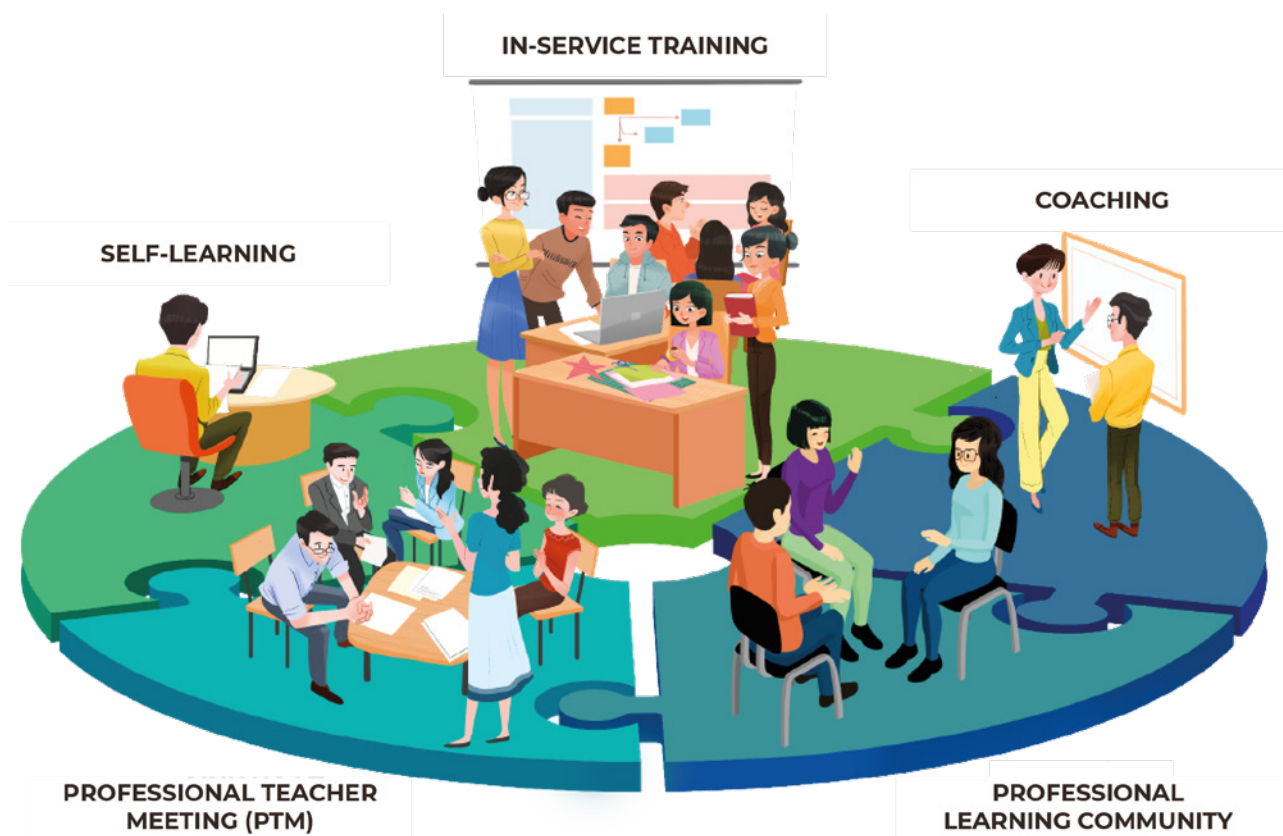
- (1) Need based (individual, school, system):** Not only does TPD respond to the needs of individual teachers, but it must also be consistent with the policies and strategies of the education sector and the school. TPD is an approach identified to contribute to the effective implementation of the 2018 General Education Curriculum (GEP).
- (2) Focused:** Effective TPD needs to have clear focus and goals. The TPD on LTP must focus on developing the capacity to apply LTP for teachers in primary schools. School leaders and teachers need to know exactly what they want when applying LTP and why they want it. This goal must be in line with improving the overall quality of education of the school.
- (3) Process-oriented:** TPD on LTP must be carried out regularly and periodically in different modalities, including training, PTM, coaching, peer support, and professional learning community. In addition, teachers need to actively apply LTP whilst in the classroom.
- (4) Based on reflection:** TPD on LTP is not only about imparting knowledge and skills on how to apply LTP for teachers, but also encouraging teachers to reflect on themselves and openly share such reflections with colleagues. In the process of applying LTP, teachers reflect and give feedback based on: What are we doing? How do we organise LTP lesson? What are the results of LTP application? What needs to be improved for students to learn better? It is through these reflections that teachers gain insights and knowledge on how to apply LTP in line with specific conditions and draw lessons learned for their daily teaching practices.
- (5) Experiential:** To be effective, TPD on LTP needs to be linked with the teachers' practical experience through LTP application in the classroom. School leaders need to create opportunities for teachers to apply the knowledge and skills they have learnt about LTP into practice, as well as encouraging teachers to share what they have observed and experienced in the process of applying and practicing LTP.
- (6) Collaborative:** TPD on LTP is more effective when teachers learn from and with each other. The more teachers collaborate with colleagues, the more confident and satisfied they will be with their work. School leaders play a key role in creating an enabling learning environment where teachers are open, trusting, and supporting of each other to apply LTP in the best possible way.
- (7) Differentiated:** Every teacher learns in a different way. TPD on LTP is more effective if the differences of their interests, contexts (such as rural versus urban), needs and capacities are cared for and responded to. School leaders need to understand and respect the differences of each teacher to have an appropriate TPD plan.
- (8) Ownership:** Effective TPD on LTP is only effective once teachers clearly understand the benefits of LTP to the holistic development of students. Once teachers understand that; actively explore and learn about, and want to practice LTP effectively in class, then they will take control of their own learning. School leaders therefore need to motivate and encourage teachers to be proactive in self-learning and participate in the TPD activities on LTP.

(9) Integrated: To ensure the sustainability of LTP application in primary schools, school leaders need to integrate the LTP into appropriate TPD plans and activities that are being implemented in their schools such as PTM, thematic seminars, class observation, and feedback.

2. Current popular modalities of TPD in primary schools

It is practically evident that there is no teacher training programme offered by teacher training institutions that can fully equip teachers with all necessary knowledge and skills and sustainable support for teachers in all educational circumstances so that they can fully adapt to the economic and social development. Therefore, the TPD activities will give teachers many opportunities to develop their professional competencies and apply what is learned in teaching practice.

There are many modalities of TPD. This Guide focuses on 5 popular modalities, as follows:



Key forms of Teacher Professional Development on Learning Through Play

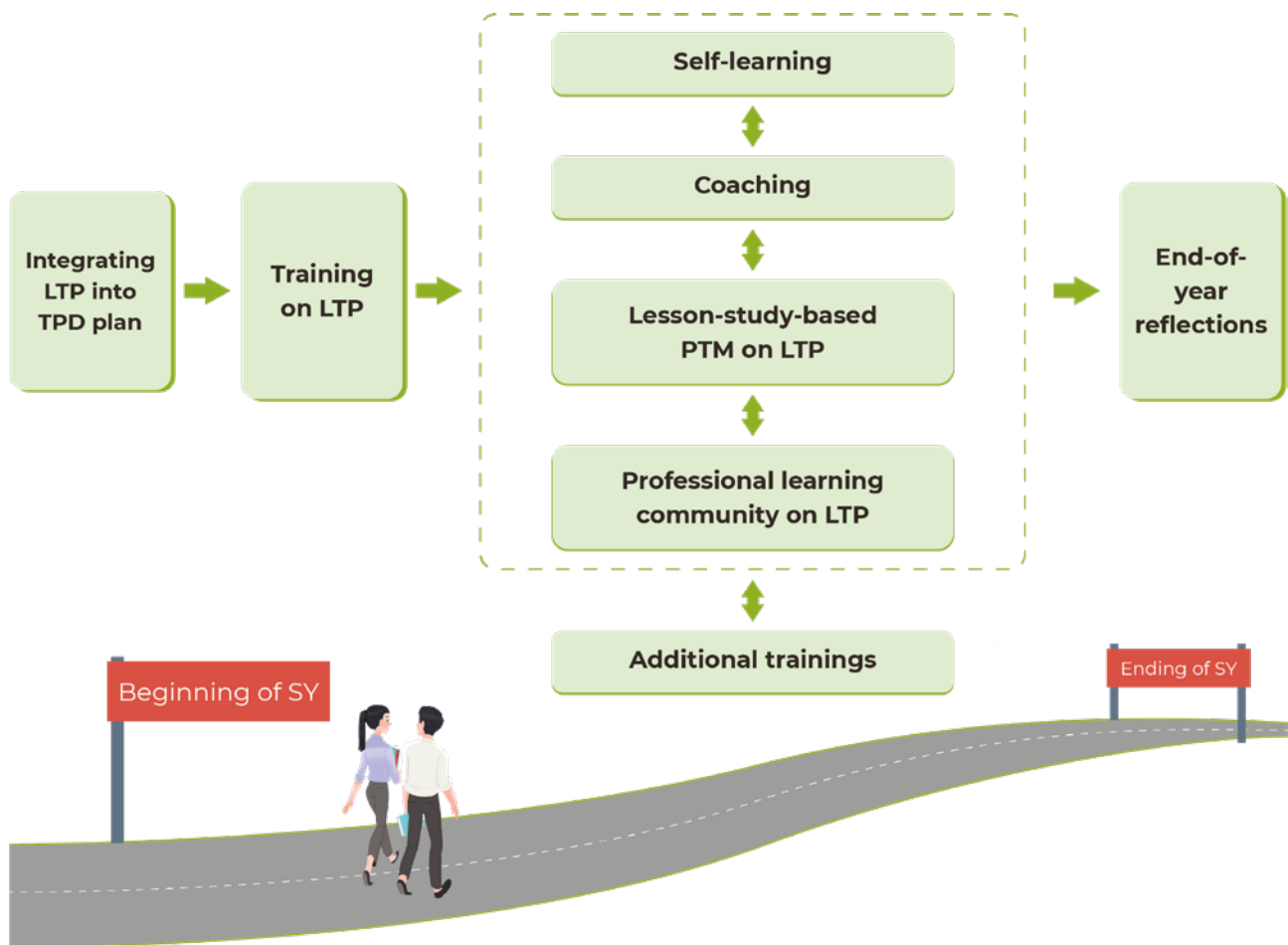
PART 2:

SUGGESTION FOR SOME TEACHER PROFESSIONAL DEVELOPMENT MODALITIES ON LEARNING THROUGH PLAY

PART 2: SUGGESTION FOR SOME TEACHER PROFESSIONAL DEVELOPMENT MODALITIES ON LEARNING THROUGH PLAY

1. TPD roadmap on LTP

To help school leaders and core teachers systematise and have an overall picture of TPD activities that can be carried out at school, we should implement a TPD roadmap on LTP for teachers. Through this roadmap, we can see the sequence of TPD activities during the school year and the linkage between activities.



The Teacher Professional Development roadmap on LTP in a given school year

The above roadmap shows that the cycle of TPD on LTP should be taken place throughout a school year. Training on LTP for teachers is the first step in the process of understanding and applying LTP in teaching. Teachers need to continue to learn, apply, and share about the LTP to create a positive change in awareness and action. This roadmap is built with the aim of making the most of current popular modalities of TPD to support school leaders (SL) in planning and implementing TPD activities on LTP for teachers at primary schools. The roadmap includes the following specific activities:

- 1. Integrating TPD on LTP:** Making it part of the school's year plan or the school's continuing training plan with specific and appropriate contents and activities.

- 2. In-service training on LTP for teachers at schools:** This training course should be held at the beginning of the school year with the aim of providing knowledge and skills to implement LTP in primary schools. The trainers of this training course are SL and core teachers (CT) who have been trained on LTP jointly organised by the Ministry of Education and Training (MOET) and VVOB.
- 3. Professional Teacher Meetings (PTMs):** Promoting teacher's LTP application through integrating the LTP content into the regular PTM of the school, creating the opportunity for teachers to deeply study and practice the 4 principles and 5 characteristics of LTP, thereby reflecting and sharing with colleagues. The PTMs, which are based on the lesson study, are conducted following the guidance of the Ministry of Education and Training.
- 4. Coaching:** In the process of applying LTP in classroom, some teachers may still have difficulties, so they need individual support or coaching to ensure that they address problems in understanding and applying LTP. Coaching for teachers is carried out by school leaders and core teachers throughout the school year, to strengthen and supplement the LTP knowledge and skills that teachers have learned through the training course and PTMs towards improving their practical skills on LTP.
- 5. Self-learning:** Along with PTM sessions, teachers' active search for documents and ideas about LTP to enhance their understanding and practical experience of LTP will contribute to promoting successful LTP application. School leaders should encourage and create conditions for teachers to develop a self-learning plan and provide necessary support to ensure the effective self-learning process of teachers.
- 6. Developing a professional learning community about LTP:** The application of LTP will become effective and meaningful if teachers have many opportunities to exchange, learn together, and share with each other. Therefore, the establishment and operation of the LTP professional learning community creates an environment and conditions for teachers in the school or cluster to come together and learn from each other about LTP through their practical classroom experiences.
- 7. Additional training:** In the process of implementing TPD on LTP, some teachers have not had the opportunity to participate in training or still have problems when applying LTP. If this occurs, schools need to organise additional training activities to support teachers to overcome any difficulties which may arise.
- 8. End-of-year reflection meeting:** The purpose of this activity is to review and orient for the next school year for the school's implementation of LTP. This is an opportunity for teachers and school leaders to share and draw lessons learned for the coming school year. Depending on the actual status of each school, this meeting can be held independently or integrated into the school's overall year-end reflections.

The simultaneous implementation of the above-mentioned modalities of TPD on LTP will create many learning opportunities for teachers. Teachers enjoy regular support, have access to practical knowledge and skills, and gradually improve their professional capacity. The quality of students' learning therefore also improves, contributing to achieving the goals of the GEP 2018.

2. Some modalities of TPD on LTP

2.1. In-service training on LTP

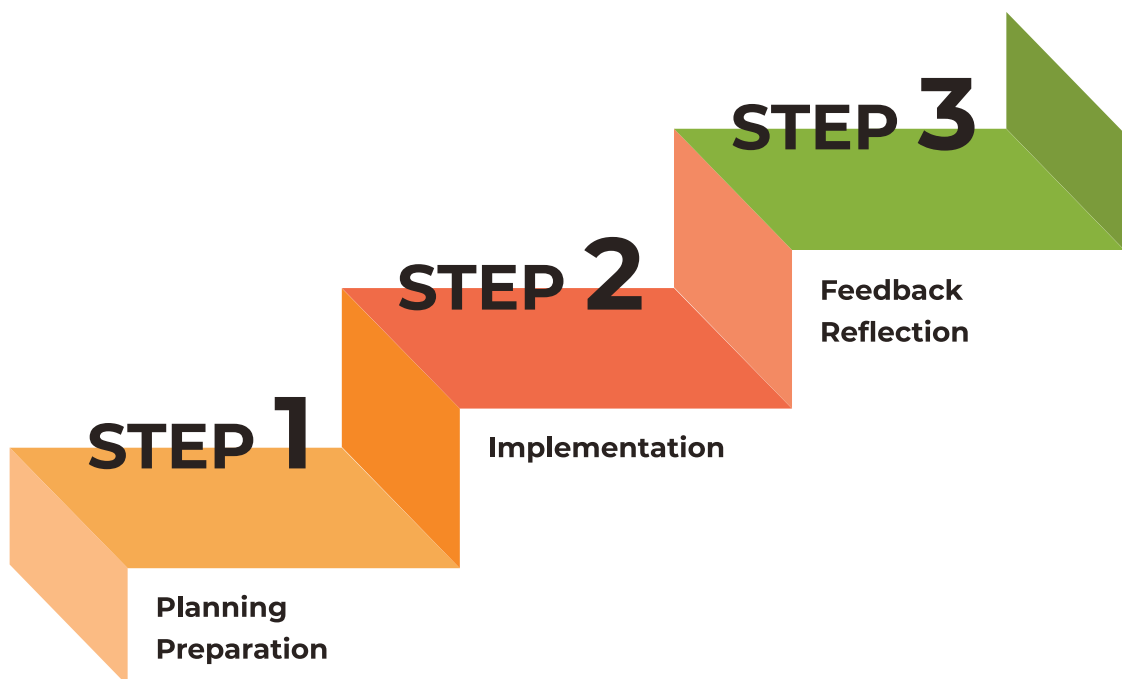
2.1.1. General introduction

In-service training is considered the first activity in the TPD roadmap for teachers on LTP. This training course will be conducted by school leaders and core teachers at the school. In addition, this activity can be organised on a larger scale and scope, such as at the cluster or the district level. With the training course, teachers will be provided with basic knowledge and guidance on some techniques and methods in which to apply LTP in classrooms. All teachers need to attend the full training to ensure the successful implementation of LTP.

After the training course, the school can organise additional or advanced training depending on the actual situation and specific needs of the teachers during their LTP application in the classroom.



2.1.2. Guidance on the basic training on LTP



STEP 1

Planning Preparation

Step 1. Planning and preparation for training

To deliver in-service training on LTP, school leaders, professional group heads or core teachers, as well as BOET and DOET staff (referred to as facilitators in general) must first be aware of the importance and meaningfulness of LTP in primary school and they should wish to inspire all teachers in schools to apply LTP in daily practice. The training plan should cover the following contents:

- **Training participants:** Primary teachers.
- **Timeframe to deliver the training course on LTP:** Training should be organised during summer holiday or at the beginning of school year so that teachers have enough time to apply LTP and they can carry out additional training activities during the school year.
- **Objectives of the training course:** To provide the basic knowledge and techniques, methods needed to apply LTP in the classroom. These objectives should be determined upon understanding the training needs of teachers on LTP.
- **Training contents:** The contents of the training should focus on concept, characteristics, types, and benefits of LTP, and the relationship between LTP and the new GEP 2018 at a primary level; key principles and techniques, methods to apply and design, organise, and assess LTP activities at primary schools.
- **Training methods:** Facilitators should ensure 9 TPD principles on LTP and use the LTP methods and techniques in a flexible manner during the training process so that teachers can experience and connect with what they are learning with regard to LTP activities taking place in the classroom.
- **Training agenda (suggested):**

TRAINING AGENDA ON LEARNING THROUGH PLAY

Act. No.	Duration	Contents/Basic Information	Method/Technique/Tool
Day 1			
1	Part I: Kick-off the training course.		
1.1	45'	<ul style="list-style-type: none"> ■ Opening remarks ■ Pre-training assessment 	<ul style="list-style-type: none"> ■ Pre-training survey form
1.2	45'	<ul style="list-style-type: none"> ■ Identify participants' expectations of the training course ■ Introduction of training objectives 	<ul style="list-style-type: none"> ■ KWLH technique ■ Think-pair-share ■ Gallery walk/ Padlet

2	Part II: Overview of LTP		
2.1	25'	<ul style="list-style-type: none"> ➤ What is LTP? 	<ul style="list-style-type: none"> ■ Discussion using rotate and talk method ■ Brainstorming ■ Lecture and demonstration
2.2	45'	<ul style="list-style-type: none"> ➤ Characteristics of LTP ■ Joyful ■ Actively engaging ■ Meaningful ■ Iterative ■ Social interaction 	<ul style="list-style-type: none"> ■ Mix and Match technique ■ Lecture and demonstration
		<ul style="list-style-type: none"> ➤ Exercises to understand characteristics of LTP 	<ul style="list-style-type: none"> ■ See - Think - Wonder ■ Illustrative videos
2.3	30'	<ul style="list-style-type: none"> ➤ Introduction of Play as a spectrum ■ Free play ■ Guided play ■ Games ■ Direct instruction 	<ul style="list-style-type: none"> ■ Lecture and demonstration ■ Group discussion
2.4	30'	<ul style="list-style-type: none"> ➤ The relationship between LTP and the 2018 GEP at primary level ■ LTP contributes to the implementation of the requirements to be met in the 2018 GEP. ■ LTP meets the requirements of innovative teaching methods and forms. ■ LTP meets the requirements of student assessment innovation. 	<ul style="list-style-type: none"> ■ Mind map ■ Group discussion
2.5	60'	<ul style="list-style-type: none"> ➤ Principles to organise LTP activities. ■ Connect LTP activity with learning goal. ■ Stimulate child autonomy. ■ Effective classroom management ■ Arrange the active and open learning environment 	<ul style="list-style-type: none"> ■ Group discussion
3	Part III: Implementing LTP at primary schools		
3.1	60'	<ul style="list-style-type: none"> ➤ Some LTP methods and techniques 	<ul style="list-style-type: none"> ■ Relay games ■ Lecture and demonstration

	10'	➤ Wrap up of Day 1	
Day 2			
	10'	➤ Warm-up	■ Kahoot game
3.2	75'	➤ Analysis of LTP lesson plan	■ Checklist on LTP ■ Group discussion
3.3	180'	➤ Designing the LTP lesson plan	■ Practice ■ Group discussion ■ Feedback
4	Part IV: Teacher's professional self-improvement on LTP		
4.1	65'	➤ Modalities of TPD on LTP ■ TPD on LTP ■ Self-learning and peer-learning ■ Learning from school leaders	■ Feedback and reflection ■ Individual sharing
4.2	30'	➤ Difficulties and challenges when applying LTP	■ Exchange and sharing
5	65'	Part V: Assessment - Development to judge the effectiveness of LTP ■ Student self-assessment. ■ Student peer-assessment. ■ Student assessment by parents. ■ Student assessment by teacher. ■ Teacher self-reflection.	■ Exchange and sharing ■ Assessment tools
6	20'	➤ Post-training assessment	■ Post-training survey form
	20'	➤ Reflections and closing	■ Sharing (KWLH) ■ Presentation



Note: In case your school cannot organise two consecutive days of training, then the school can divide it into several sessions. Ensure all teachers can attend the full training and achieve all the objectives of the training. Schools can take the initiative and exercise flexibility in adjusting the duration of each activity of the training course as deemed appropriate.

STEP 2

Implementation

Step 2. Implementation

Below is a suggestion on the facilitation plan for in-service training course on LTP for teachers at school:

SUGGESTIONS FOR FACILITATOR IN IMPLEMENTING THE TRAINING COURSE ON LEARNING THROUGH PLAY IN PRIMARY SCHOOL

- **Time:** 2 days
- **Location:** Primary school
- **Facilitators:** School leaders and core teachers
- **Participants:** Primary teachers
- **Material/Equipment:** Laptop, projector, A0 paper, marker, and LTP training materials for teachers

Content and activities

Day 1:

Activity 1: Kick-off the training (90 minutes)

- **Opening ceremony:**
 - School leaders give the opening speech of the training course, emphasising the importance of LTP for the implementation of the GEP 2018.
- **Pre-training assessment:**
 - Facilitator explains the objective of the pre-training assessment to find out the teachers' understanding and experience of LTP, as a basis for the selection, design, and organisation of the training course's activities.
 - Teachers fill in the survey form (Annex 1).

PRE-TRAINING SURVEY ON LEARNING THROUGH PLAY

1. What do you understand by LTP?
2. What are the benefits of LTP for students?
3. What are the characteristics of LTP?
4. To effectively implement LTP, what principles should be ensured

➤ **Find out teachers' expectations of the training course.**

- Teachers think independently and write down on two post-it notes: (1) Their prior knowledge of LTP; (2) Things they want to learn from this training on LTP. These notes will then be posted in column K and column W. Column L and column H will be filled in at the end of the training course.
- Teachers share those across the whole group using the gallery walk technique (or share on the Padlet) or invite 1 to 2 trainees to share.

➤ **Introduce the objectives of the training course.**

- The facilitator associates the objectives of the training course with teachers' expectations to agree on such objectives:

Objectives of the in-service training course on LTP

After the training course, primary school teachers will be able to:

1. Build awareness of the importance of implementing LTP in primary school and gain a basic understanding of LTP.
2. Utilise LTP methods and techniques to effectively design and organise LTP teaching and learning activities at primary school.
3. Recognise the importance of developing teacher's professional competency and forming the habit of organising LTP in primary schools.

Activity 2: Overview of Learning through Play

Activity 2.1. What is LTP?

- **Time:** 25 minutes
- **Methods and techniques:** Rotate and discuss methods, active brainstorming, and group discussion.
- **Preparation:** A4 paper
- **How to proceed:**

Step 1. Talk and turn (5 minutes)

- Teachers think independently about the quote, *"Play and learning are like the two wings of a butterfly- one cannot exist without the other."*
- Each teacher turns to the person next to them and shares their opinion on the quote. Do they agree or disagree? Why? Make sure each participant gets to share their thoughts for about 1 minute.

"Play and learning are like the two wings of a butterfly- one cannot exist without the other."

Carla Rinaldi, President of Reggio Children



- After rotating and talking, several teachers share their ideas.
- The facilitator plays a video clip explaining the quote. Allow plenary discussion.

Step 2. Active brainstorming (15 minutes)

- Teachers discuss in pairs to write down on A4 paper their initial perceptions of LTP according to each pairs' understanding.
- Invite some pairs to share their ideas and write them down on A4 paper. Representatives of two pairs present their findings in front of the class.

Step 3. Conclusion (5 minutes)

- The facilitator introduces the definition of LTP, with a specific focus on analysing and clarifying core words.

Learning through Play definition

- Learning Through Play is an educational approach in which students can interact, experience, discover, and solve problems in a joyful environment; play activities related to learning goals as a means of developing students' competencies and qualifications.
- Learning goes beyond memorising academic content. Getting opportunities to share ideas, to act, and to make choices and select what and how they want to learn can lead children to deeper learning and to gain a broader set of life skills.
- Play is not limited to games with rules. Play includes a variety of rich and varied activities and experiences that students are free to explore. These activities are usually directed by teachers, but sometimes initiated by students. Teachers need to trust in the ability of students and create opportunities for them to develop their thinking ability and take the initiative in activities instead of always being guided by detailed instructions, specific instructions, and detailed explanations.



Note: Currently, when it comes to “Learning Through Play,” many will think that this concept is only limited to learning through games. However, “Learning Through Play” includes learning through games and activities involving experimentation, creativity, inquiry, discovery, and problem-solving.

Activity 2.2: Exploring the characteristics of LTP

- **Time:** 60 minutes
- **Method and technique:** Mix and Match technique, lecture - demonstration, and see-think-wonder
- **Preparation:** Training materials, cards for names and characteristics of LTP, and illustrative videos
- **How to proceed:**

Step 1. Mix and Match technique (10 minutes)

- Teachers stand in two rows and randomly select a card (on which they write the name of the characteristic or a description of each characteristic of LTP).
- Each teacher silently reads the contents of their card.
- Within 5 minutes, each teacher finds someone to match their card with.
- Invite some pairs to share their results in front of the class and agree with the facilitator the correct answers about the 5 characteristics of LTP.



Step 2. See-think-wonder (30 minutes)

- The facilitator introduces and guides participants to use the LTP checklist to analyse the characteristics of LTP shown in the lesson (with a focus on steps 1 and 2 of the checklist).
- Teachers, working in groups, watch the video and give feedback, focusing on the following questions:
 - + Did the teacher in the video apply LTP into her lesson?
 - + If yes, why?
 - + What characteristics of LTP are shown in the video and in what activities?
- Invite representatives of 2 or 3 groups to share. The whole class to exchange, discuss, and reach a general consensus.

Step 3. Conclusion (5 minutes)

- The facilitator emphasises the following: Not every lesson must have all 5 characteristics to be an LTP lesson. The extent to which the 5 characteristics are shown in each lesson and activity can vary.

5 CHARACTERISTICS OF LTP



JOYFUL

- Students are excited to participate in play, as well as experiencing moments of suspense, surprise, excitement, or fun when by overcoming a challenge.
- When students are happy to learn, they will be more interested in learning, thereby actively and voluntarily participating with friends and teachers.

MEANINGFUL

- Students can relate what they already know to what they are learning.
- Learning through experience and practice will give students the opportunity to demonstrate and expand their knowledge.



ACTIVELY ENGAGING

- Students participate in the process of activities passionately whilst being highly focused on the activity.
- The psychological state of the children is changed, with their activeness and positivity being gradually formed through learning activities.
- Learning tasks that are suitable for students will motivate them to actively participate in activities.

ITERATIVE (OPPORTUNITIES FOR REPETITION)

- Students can experiment with a variety of possibilities to answer the question they are investigating and to hypothesise.
- Learning in this manner helps students to learn how to find multiple solutions to a problem and form multidimensional thinking.



SOCIALLY INTERACTIVE

- Students can express and share their ideas, whilst also understanding the ideas put forward by friends and teachers.
- Create opportunities to connect learners, helping them to show empathy, adjust their personal emotions, and to contribute to the formation and development of their communication and co-operation capacity whilst boosting their problem-solving ability and creativity.

Activity 2.3: Get to know Play as a spectrum

- **Time:** 30 minutes
- **Methods and techniques:** Presentation, practice, and gallery walk
- **Preparation:** A0 paper, markers, cards (cardboards) in the shape of apples with names of LTP types (i.e., Free play; Guided play; Game; Direct instruction)
- **How to proceed:**

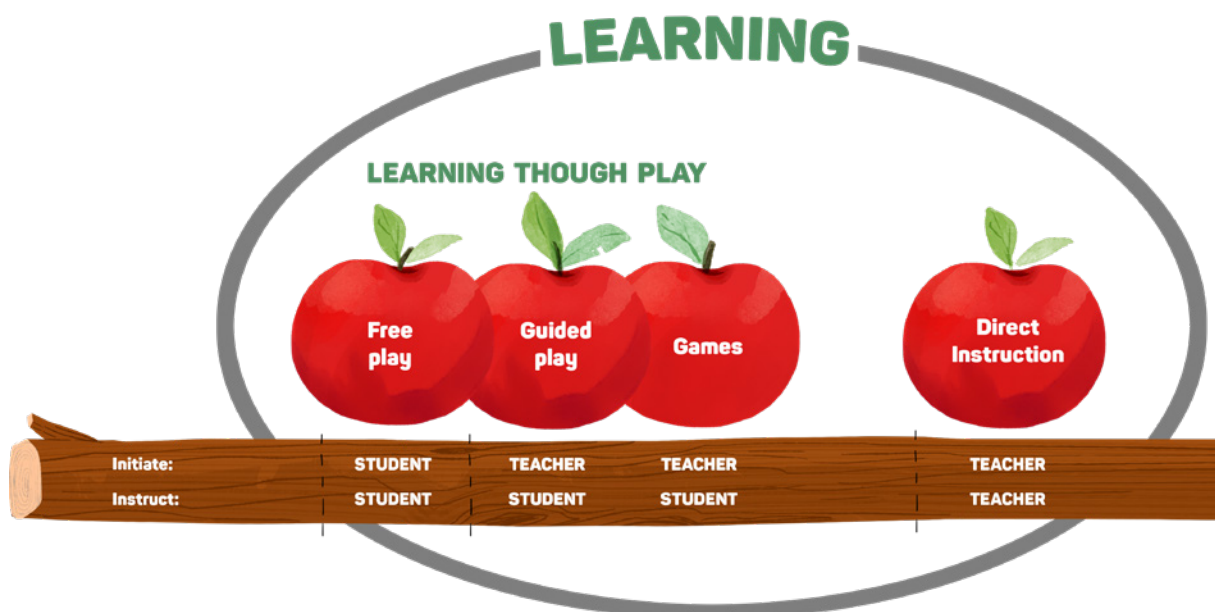
Step 1. Sort types of learning by the student's level of autonomy from low to high: (10 minutes)

- Draw an X axis on A0 paper.
Arrange and attach cards with the name of each type of learning on the X axis based on the student's level of autonomy (ascending or descending).
- Circle the learning types and mark or locate the learning types identified as Learning Through Play.

Step 2. Conduct the gallery walk (10 minutes)

- Move clockwise to see other groups' products.
- Each group appoints one representative to share their group's products and record the ideas and comments of other groups.

Step 3. Adjustment and conclusion (10 minutes)



- The members return to the original group and exchange, discuss, and defend ideas (if any).
- The facilitator puts the closing remarks on the diagram and explains. (Note: Learning through guided play and games can move far or near on the horizontal axis, depending on the level of activity applied by the teacher.)
- Some teachers share what they have learned through this activity. For example, does the activity involve LTP? Why? What type of LTP has been delivered?

PLAY AS A SPECTRUM

- **Learning through Free play:** Completely initiated, organised, and controlled by students, without the participation of teachers. With Free play, students can explore, play, and discover on their own with few constraints and limitations. For example, when learning about the topic “Plants” in the subject of Nature and Social, teachers can decorate the classroom with pictures of trees and flowers and bring books about plants to the corner of the library. During break time, students have the chance to freely explore pictures and books about plants.
- **Learning through guided play:** Initiated by the teacher and supported and guided by students to actively implement. Teachers can help by setting up a play environment, participating in play with students, asking questions, giving suggestions, and offering examples. With guided play, teachers can help students have a variety of learning experiences with specific learning goals.
- **Learning through Games:** Activities readily designed by teachers who set rules and constraints for play, but students still find it fun and joyful. Examples of educational games include tangrams, logic puzzles, Sudoku, crossword puzzles, Uno, chess, card games, educational coding games such as in Scratch, and educational apps like Kahoot.
- **Learning through Direct instruction:** Designed by the teacher with a certain structure. Teacher sets the learning goal and provides framing and explicit, direct, and clear instruction for students to follow. Students follow the direct instruction and management without much room for their own ideas and opinions.

- *The facilitator summarises teachers’ responses, emphasising that “LTP is only focused on three forms: Free play, Guided play, and Games. Students perform best when there is a balance between different types of LTP. In the teaching process, teachers need to flexibly choose and combine learning types and try to create opportunities for each student to experience and take on a leading role in different activities.”*



Activity 2.4: Explore the relationship between LTP and the GEP 2018

- **Time:** 30 minutes
- **Methods and techniques:** Mind map and group discussion
- **Preparation:** A0 papers, some blank cards, and others written with the following contents written: (1) Applying knowledge and skills to problem solving; (2) Implementing the curriculum goals and requirements; (3) Innovations in methods and forms of teaching delivery; (4) Innovations in student assessment; (5) Teachers develop specific assessment criteria on student qualities and competencies; (6) Students perform self-assessments and peer assessments; (7) Identified points for improvements and adjustments; (8) Organising activities in accordance with the assessment criteria; (9) Creating opportunities for students to experience and explore; (10) Teachers provide guidance and support; (11) Stimulating student autonomy and responsibility; and (12) Making effective use of the environment inside and outside the school.
- **How to proceed:**

Step 1. Creating a Mind map (10 minutes)

- Groups discuss the question “How does LTP meet the requirements of the 2018 GEP on three aspects: (1) Goals, contents and requirements to be met; (2) Innovations in methods and forms of teaching delivery; (3) Innovations in student assessment?”
- Teachers discuss in groups to create a Mind map by attaching word cards on A0 paper. They can supplement and develop the Mind map by writing more on the blank cards provided.

Step 2. Sharing (10 minutes)

- Invite 1 or 2 group representatives to present their respective groups' Mind map results.
- Each group comments and evaluates the products.

Step 3. Conclusions (5 minutes)

- The facilitator summarises the comments shared and emphasises the following: *“The 2018 GEP focuses on renovating educational methods, with a radical transformation of the educational process from equipping knowledge to comprehensively developing learners’ qualities and competencies. The organisation of LTP is not only an effective way to achieve the goals and requirements to be met of the curriculum, but also contributes to the innovations of methods and forms of teaching delivery and student assessment.”*
- Ask teachers to explore the benefits of LTP on their own.

➤ **LTP can help to reach the goals and requirements of the 2018 GEP**

- By “Learn to Play - Play to Learn”, students have opportunities to formulate knowledge and skills, whilst they can also practice and apply such knowledge and skills effectively to address problems that arise in learning and in the practice of daily life.
- Through play activities, students have opportunities to develop their personality and relationships within class, school, and wider society.

➤ **LTP contributes to innovating methods and forms of teaching delivery**

- When applying LTP, teachers act as somebody who guides, facilitates, and helps students in the learning process.
- When applying LTP, teachers can use learning activities in the direction of problem solving and discovery, combining theory and practice, thereby creating opportunities for students to experience and experiment with different contents from practice.
- LTP encourages teachers to teach outside the classroom. It is important to explore and use environments both on and off campus to offer students plenty of iterative opportunities.
- LTP promotes student autonomy and choice, ensuring that each student can discover and express their individuality, personality, and sense of responsibility.

➤ **LTP meets the requirements of student assessment innovation**

When implementing LTP, teachers need to:

- Clearly define the goals and requirements to be achieved in terms of qualities and competencies in each lesson, clearly define the criteria to be achieved in each specific play activity.
- Direct play activities in association with the lesson goals, paying attention so that all students achieve the set criteria and requirements.
- Arrange for students to perform self-review and participate in mutual assessment of the results of their task performance according to the defined criteria, with special attention paid to the products of students.
- Summarise, confirm the requirements students have achieved, and highlight points for improvement after each activity.

Activity 2.5. Explore the principles to apply LTP

- **Time:** 45 minutes
- **Methods and techniques:** Active brainstorming and group discussion
- **Preparation:** A4 paper
- **How to proceed:**

Step 1. Expert group discussion (35 minutes)

- Discussion in expert groups (4 or 8 groups)
 - + Each group will study one principle of applying LTP. After that, they will present the results of their group on A0 paper (they can think about creative and appealing forms of presentation).
 - + Invite each group to present, other groups with the same principles (if any) listen and supplement. The remaining groups ask questions if any.
 - + The facilitator monitors, supports analysis, and concludes after each principle is presented by the respective group.

Step 2. Association to the real life (10 minutes)

Sharing and discussion, with a focus on two aspects:

- Difficulties teachers may face when applying the four principles of LTP.
- Propose ways to address those difficulties.

Step 3. Conclusion (5 minutes)

- The facilitator concludes and provides additional notes: The four principles of LTP are closely interrelated and interdependent. To effectively implement LTP activities, apart from ensuring LTP principals, teachers need to respect students' ideas and create opportunities for them to co-operate in the process of participating in LTP activities.



4 principles for effective application of LTP

1. Connecting learning goals to playful activities

When applying LTP, the play activities must be connected to the goals of the lesson or topic for it to be learning, or else, it is not learning but just playing. When teachers use purposeful play activities that are tied to lesson objectives and topics, students will have the opportunity to practice and experience skills that are difficult to achieve when teachers use directed instruction.

2. Stimulating student autonomy

To allow students to really experience the joyful, meaningful, actively engaging, iterative, and socially interactive learning opportunities, teacher should stimulate student autonomy. When students are autonomous, they feel that they are in control of their own learning and are more responsible for their learning, with the support of the teacher. This will encourage students to find new ways to explore the knowledge and the world around them and to produce new, creative solutions to solve real-life problems.

3. Effective classroom management

When applying LTP, teachers will find the classroom becomes more alive. Students can move more, talk, and interact more. That does not mean the classroom becomes disorderly. When managing the classroom well, teachers should create a classroom culture in which all students are productive, respectful, and interested. The classroom sometimes has moments of order and focus. Classrooms also have moments where the whole class is busy and vibrant working to meet all the learning needs of students. Teachers can involve students in some classroom management activities. Doing so, in addition to sharing the work with the teacher, will help increase the autonomy and co-operation of students with teachers, as well as students with students. From there, the classroom can be managed more easily and effectively.

4. Creating an active and open studying environment

An active, open classroom is one in which the classroom space with learning materials and equipment is purposefully arranged. This arrangement will become a factor that stimulates students' curiosity, encourages students to participate in learning, gives students suggestions on how to play and how to learn appropriately. Students can join the teacher in arranging the classroom space, in addition to the purpose of sharing work with the teacher, this also helps the classroom to be arranged in a student-friendly manner.

Activity 3: Implementing LTP at primary schools.

Activity 3.1: Explore LTP methods and techniques

- **Time:** 60 minutes
- **Method and technique:** Expert group
- **Preparation:** Reading material on methods and techniques for applying LTP
- **How to proceed:**

Step 1. Expert group discussion (30 minutes)

- Each group reads a part of the material on methods and techniques by each characteristic, with 1 to 2 groups discussing one characteristic.
- List the methods and techniques for applying LTP in the lesson by characteristic, with this being presented on A0 paper.
- Each group chooses a method or technique that the group is most passionate about to present on A0 paper and focus on how to implement it and illustrate one LTP activity in primary school applying that method or technique.
- Invite some groups to share in front of the whole class.

Step 2. Conclusion (10 minutes)

- The facilitator presents and introduces the group of teaching methods and techniques corresponding to the 5 characteristics of LTP. (Note: No method or technique is universal. To choose an appropriate LTP method and technique, teachers need to consider many factors, such as teaching conditions, students' characteristics, and subject specificity, and teaching content.)

Activity 3.2. Analysing the lesson plan (105 minutes)

- **Method:** Group discussion
- **Preparation:** One copy of the existing lesson plan (should take a copy of the lesson plan made by the participants themselves), a printout of the checklist on LTP, A0 paper, marker.
- **How to proceed:**

Step 1. Introduction on how to use the checklist on LTP (15 minutes)

- The facilitator introduces the checklist on LTP and explains how to use it.
- Note: This checklist can be used in reviewing the lesson plan and when analysing videos of teaching activities, class observations, and PTMs.

Step 2. Analysis of lesson plan with the checklist on LTP (45 minutes)

- Teachers discuss in groups to study the existing lesson plan.
- Fill the analysis results of the lesson plan in the checklist.
- Adjust the lesson plan with the use of at least two LTP methods or techniques and specify:
 - + What LTP methods and techniques do you apply?
 - + Why do you choose those LTP methods and techniques?

Step 3. Sharing and conclusion (45 minutes)

- Representatives of 2 to 3 groups report and share on the improved lesson plan. Other groups give comments and offer feedback.
- The facilitator and teachers discuss, comment, and supplement. (Note: Each LTP method or technique has certain advantages and limitations. In the process of teaching in primary schools, teachers need to be flexible and creative in choosing and using methods and techniques in the most appropriate and effective manner.)

Activity 3.3: Practice designing the lesson plan that applies LTP

- **Time:** 180 minutes
- **Methods and techniques:** Group discussion and practice
- **How to proceed:**
 - Teachers discuss in groups how to design a lesson plan using the LTP approach, ensuring 4 principles and 5 characteristics of LTP.
 - Representatives of 2 to 3 groups present the lesson plan, the facilitator and the whole class analyse together based on the following questions: (1) Which activities in the lesson plan apply LTP? (2) What LTP methods and techniques have been applied? What characteristic of LTP is shown in each of these activities?
 - Associating with the real life by stating difficulties and challenges teachers face when developing a lesson plan that applies LTP.

Activity 4: Teacher's professional self-improvement on LTP

- **Time:** 90 minutes
- **Method and technique:** Individual sharing
- **How to proceed:**
 - Ask some teachers to share information about the forms of professional self-learning that they have undertaken.
 - Consolidate ideas to agree on the three most popular forms of professional self-learning undertaken by teachers:
 - + Self-learning
 - + Peer learning
 - + Learning from school leaders and education administrators

Activity 5. Assessment - Development to judge the effectiveness of LTP

- **Time:** 50 minutes
- **Method and technique:** Reflections and feedback
- **How to proceed:**
 - Teachers shares the assessment forms and methods that they often use in the classroom, as well as the difficulties encountered when implementing them.

- Note to teachers: In the process of organising LTP in primary schools, teachers need to flexibly apply all the above forms and methods to assess the progress and level of activism of students and ensure the assessment for the progress of not only students but of teachers as well.
- Use the information below to introduce the forms of assessment that can be applied when implementing LTP.

Forms for assessment - development applied when implementing LTP

- Student self-assessment
- Student peer-assessment
- Student assessment by teacher
- Teacher self-reflection

Activity 6: Post-training assessment

- **Time:** 20 minutes
- **Method and technique:** Filling in the post-training survey form
- **Preparation:** Survey form
- **How to proceed:**
 - Explain the objective of the post-training assessment to understand the change in teachers' awareness and commitment to LTP.
 - Administer survey forms to all teachers participating in the training course.



Note: The questions in post-training survey form will be the same as pre-training survey. The purpose is to assess the change in teachers' awareness and commitment before and after the training.



STEP 3

Feedback Reflection

Step 3. Feedback/Reflection

- **Time:** 20 minutes
- **Method:** Filling in survey form
- **How to proceed:**

- Explain to teachers the purpose of the activity, which is as follows:
 - + Check whether or not the design activities for the training course are going as planned?
 - + Do the teachers have a correct and sufficient understanding of the training contents and do they have any problems in their understanding of it?
 - + The ideas and comments collected through this activity can serve as lessons learned for similar training courses on LTP. Therefore, both the facilitator and the teachers need to openly share their observations and opinions on the quality, content, and methods of training in order to draw lessons for similar training courses in the future.
- Provide a quick introduction to some principles of effective feedback:

Some principles of effective feedback

- Focus on what was done (not who did it).
- Describe what you observed (but not judging or stating personal views).
- Feedback should outline specific (not general) points.
- Feedback should meet the requirements of the job and be of value to the person receiving the feedback, thus helping improve the teaching practices in primary schools.


- Ask the following questions for the class to consider:



1. What did you learn during this training course?
2. What activity did you like most in the training course on LTP?
3. What has been your most significant change as a result of the training course?
4. What will you do after the training to apply LTP in your classroom?


- The facilitator can divide the class into several small groups so that participants have more opportunities to share their ideas.
- Invite group representatives to share their ideas. In the first round, each group shares one comment that does not coincide with that of other groups, with this continuing until all ideas are shared.

Wrap-up and closing the training

- **Time:** 20 minutes
- **Method and technique:** Filling in the survey form 
- **Preparation:** A4 paper with an upside-down T image
- **How to proceed:**

- Share the results of the quick collection of the survey forms after the training course.
- Ask each teacher to draw an upside-down T to divide the paper into three parts, in which:
 - + On the left side of the paper, teachers write down what they were satisfied with during the training.
 - + The part on the right is then used for teachers to write things that the training course failed to meet their expectations on.
 - + The bottom of the sheet contains recommendations on what the training could have done better and ways in which to do so.

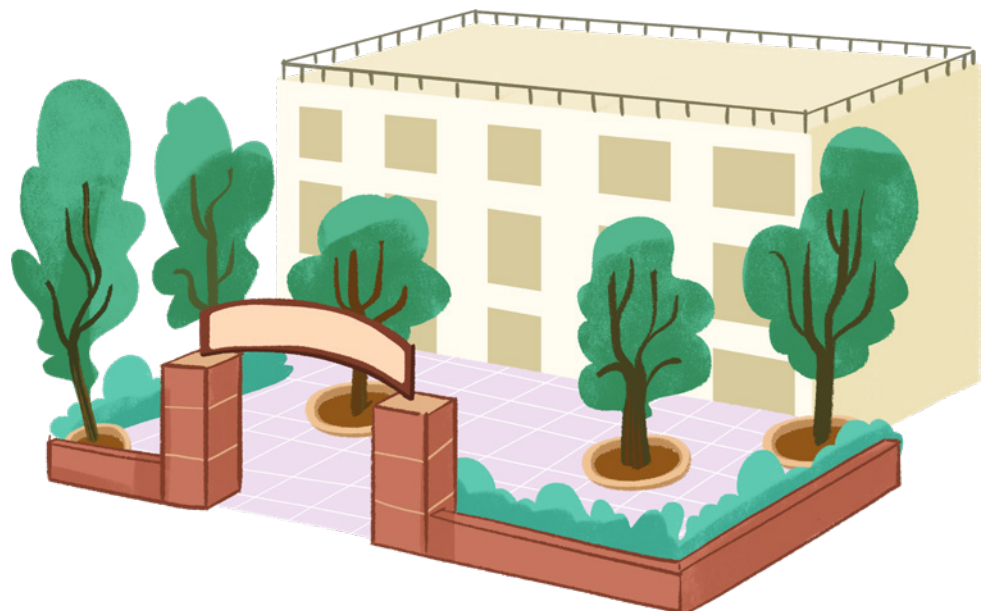
<p>3 SATISFIED POINTS</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>3 UNSATISFIED POINTS</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>3 RECOMMENDATIONS</p> <p>1.</p> <p>2.</p> <p>3.</p>	

 **Note:** When commenting on an LTP training activity, teachers should focus on the training facilitation, training contents, and methods used.

The facilitator quickly collects the teachers' comments and summarises them for the class, emphasising the next steps after the training course as follows:

Post-training activities:

- ❖ Through TPD on LTP, the professional groups and schools will find out what teachers have done well, difficulties encountered, limitations in the organisational skills of LTP, and how to fill those gaps in knowledge and skills.
- ❖ The school can conduct in-depth and additional training for teachers based on the findings from PTMs.
- ❖ The amount of in-depth or additional training depends on the actual needs of the teachers for each content or theme. The duration of the training course should be flexible depending on the training content and the conditions of the school.
- ❖ Additional training courses should focus on the practice of organising LTP, addressing difficulties teachers typically face.
- ❖ Teachers who have not fully participated in the initial training can participate in these training courses.



2.2. Lesson-study-based PTM on LTP

2.2.1. General introduction

a. Objectives

Every teacher requires constant learning for professional development, in which LTP is an element that can help teachers to improve their ability to design and organise teaching activities in primary schools. Teachers will have the opportunity to practice with colleagues, so they are able to acquire the following competencies:



- Knowing how to observe and feel whether students are happy, comfortable, and positive when studying.
- Knowing how to find opportunities and solutions for students to be comfortable and positive, helping the class to achieve the desired results.
- Knowing how to self-adjust teaching methods and how to organise appropriate activities for students through both sharing and Peer learning.

The PTMs on LTP need to encourage teachers to exchange and share ideas in a positive way whilst being respectful towards colleagues. At the same time, it is necessary to be ready to receive comments and suggestions, thereby actively reflecting and drawing lessons from experience and new insights for themselves.

PTMs on LTP contribute to building each school into a learning community, in which students and teachers are guaranteed real learning opportunities.

For a school to become a community of lifelong learning, all members of the professional community need active, collaborative, and reflective learning. In addition, they need to focus on learning expertise from colleagues and from their own learning. The autonomy and democratisation of professional development policies in schools will contribute to the realisation of students' right to learning and the professional development of teachers.

b. Principles of integrating LTP into lesson-study-based PTM

- The PTM implementation plan on LTP must be part of the school's plan for the year ahead.
- PTM on LTP needs to ensure learning opportunities for all students, professional development opportunities for teachers, and build each school into a learning community.
- Comply with the techniques of organising the implementation of lesson study-based PTM under the guidance of the Ministry of Education and Training (Dispatch 1315/BGDĐT – GDTH dated April 16, 2020).
- The focus of the PTM on LTP: research and analysis of students learning when applying the LTP related to the 4 principles and 5 characteristics of the LTP.
- Collect and record the insights and experiences that need to be promoted during and after the PTM session.



The diagram of integrating LTP into lesson-study-based PTM

a. Guidelines for organising PTM on LTP

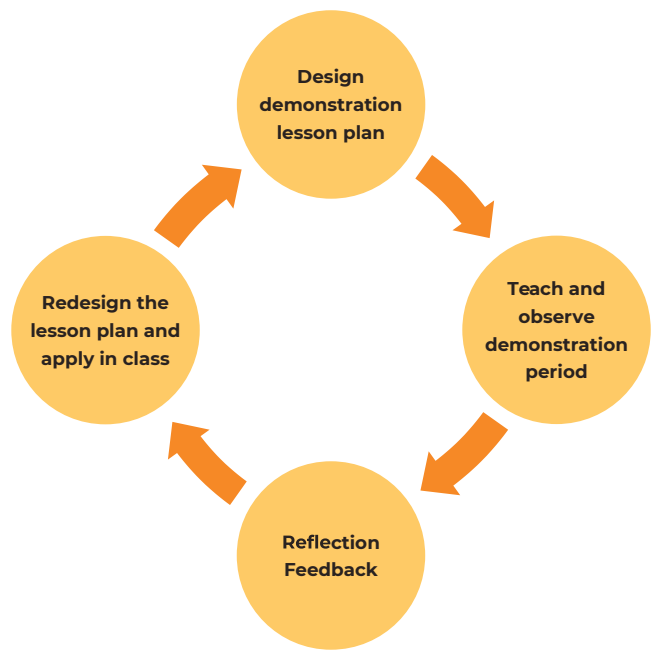
The PTM on LTP should follow the steps of lesson study-based PTM guided by the Ministry of Education and Training according to Official Letter No. 1315/GDDT-GDTH dated April 16, 2020. This Guide will only focus on analysing and clarifying the implementation of the 4 principles and 5 characteristics of LTP in each step of PTM.

PTM on LTP includes the following steps:

1. **Design demonstration lesson plan:** The professional group discusses and agrees on the selection of a demonstration lesson plan on LTP. The teacher who demonstrates the teaching then studies the programme and related materials before collaborating with the teachers in the group to build a demonstration lesson plan on LTP.
2. **Teach and observe the demonstration lesson:** Teacher demonstrates the LTP-integrated lesson plan in the classroom, other teachers observe the class according to the given criteria.

3. **Lesson analysis:** Teachers reflect, discuss, and share lesson analysis based on facts they pick up when observing the class. It should relate to student's learning activities, organising activities for students, and factors affecting student performance. Across all of these aspects, attention must be paid to the principles and characteristics of LTP.

4. **Redesign the lesson and apply in class:** Based on classroom observations and lesson analysis results, teachers take the initiative to apply them to their daily lessons.



Lesson-study-based PTM on LTP

In addition, experience of practicing LTP should be gathered and shared widely both inside and outside the school.

Integrating LTP into PTM gives teachers the opportunity to learn more deeply about LTP and practice the 5 characteristics and 4 principles of LTP. Working together, teachers' study, reflect, and share ideas to further improve the practical techniques of LTP. The implementation of LTP can be considered a goal in all PTMs at school and takes place throughout the school year. In designing and implementing lesson plans, teachers need to adhere to the 4 principles and 5 characteristics of LTP. When observing the class, as well as when discussing and sharing ideas, teachers need to focus on students' activities, behaviour, and feelings. They should therefore consider whether teaching activities comply with the 4 principles and 5 characteristics of the LTP as adhering to the principles will help the effective implementation of LTP in the classroom. Depending on the reality of the demonstration lesson, each PTM session will focus on analysing student learning related to 1 of the 4 principles and 5 characteristics of the LTP. Therefore, each PTM session may involve lessons on implementing one or more principles of LTP. An important condition for effective PTM implementation is that teachers and school leaders must know how to implement PTM with the correct technique.

Below are suggested questions for PTM on LTP

When designing demonstration lesson plan, teachers may consider the following questions:

- Are the LTP activities designed in the demonstration lesson connected with the learning goals of the lesson? How would they connect?
- Do the LTP activities provide an opportunity for all students to be involved and care for students who “need special assistance”?
- How are the characteristics of LTP reflected in the design of teaching activities? How do these characteristics affect the design of activities that increase student autonomy?
- Are the LTP application activities designed in line with the reality of the classroom and the specific student groups?



When attending the demonstration lesson, teachers focus on observing LTP activities, paying attention to the students’ learning in response to the following suggested questions:

- Are LTP activities connected to learning goals? How do they connect?
- Are LTP activities suitable for students? What real-life situations demonstrate this?
- How are the characteristics of LTP demonstrated during the demonstration class?
 - Are students joyful?
 - Do students actively engage in the activities?
 - Do students interact with each other during the activities?
 - Do activities allow students to experiment with different ways/options?
 - Is the content of the activity meaningful to the students?



Note: These 5 characteristics have different levels of manifestation in LTP activities, and it is not always necessary to have all the characteristics in one activity. When answering the suggested questions, it is necessary to assess the level of achievement and provide illustrative evidence.

- How is the student’s autonomy during the implementation of LTP activities demonstrated?
 - Does the teacher provide step-by-step support appropriate to the student’s developmental level or ability?
 - Are students engaged in activities in a self-disciplined and active manner?
 - What activities do students participate in running?

- Are students' initiatives and creative ideas during class encouraged and recognised?
 - Does the teacher ask open-ended questions? What are those specific questions?
 - What specific ideas do students produce to solve the problem?
 - Are students allowed to suggest and experiment problem-solving options on their own?

*** Use the Checklist on Learning through Play (Annex 2) during the class observation to make it more effective.**

During Reflection/Feedback session, the facilitator should ask teachers to focus on thinking, sharing, and analysing based on what was observed in the demonstration lesson, following the suggested questions:

- How are the play activities in the demonstration lesson connected with the learning goals of the lesson? Provide specific evidence.
- How are the characteristics of LTP demonstrated in activities and how are they related to encouraging autonomy in students?
 - Are students joyful in class?
 - Are students actively engaging in activities? Are all students allowed to participate in the activities? If students were not engaging, what did the teacher do to remedy the issue? Show specific ways in which the teacher was able to achieve this.
 - Do students interact and co-operate with each other in activities?
 - Do activities allow students to experiment with different options?
 - Does the learning content make sense to students? Can students connect their insights and experiences with new content? Can students apply what they have learned to solving real-world problems?
- How do students show autonomy in activities which apply LTP?
- How can students be more active and creative in activities which apply LTP? How are students supported at the right time and in the right way?
- What are the causes that affect students' learning? Does the classroom atmosphere or student psychology have an effect?



Note: The facilitator should encourage teachers to share and analyse their own views based on what they have observed. This should be based on evidence, pictures, or notes from a specific presentation. Ideas should be listened to, with analysis shared with demonstration teachers and those who put forward their own ideas. Encourage teachers to suggest solutions so they change in accordance with students' learning characteristics and actual conditions.

Applying PTM results to daily lessons

- As for the demonstration lesson, this should be based on ideas and comments exchanged and shared. Therefore, teachers must properly adjust what is needed in the demonstration lesson to ensure the connection between play activities and learning goals. This should ensure that all students are engaged and autonomous in class, whilst the teaching activities clearly embrace the characteristics of LTP.
- As for new lessons, teachers need to apply the ideas and comments discussed and exchanged to build new lessons, ensuring the connection of play activities with learning goals. In addition, teaching activities should clearly embrace the characteristics of LTP.



b. A collection of practical lessons on LTP

The purpose of this activity is to gather and document the experiences of teachers when implementing LTP and to widely share them inside and outside the school, thus helping teachers to apply LTP effectively.

The filing records may include:

- Minutes of PTMs, which record specific ideas and comments already shared and exchanged on each principle and characteristic of LTP.
- The demonstration lessons that have been adjusted because of the PTMs.
- LTP activities that have been applied by teachers in class, including a description of activities, implementation methods and lessons learned.

The above documents can be stored in electronic or printed form for easy accessibility to all teachers in school. These documents should be left to the school library for management.

c. An example of organizing the PTM on LTP

Step 1. Preparing the demonstration lesson plan

- **Objective of the PTM:** Integrating LTP in teaching Math.
- **Content:** Studying the lesson “Multiplication table of 5” in grade 2, using LTP in teaching activities.
- Assign teachers and teacher groups the task of preparing the demonstration lesson plan to show integrated LTP. When designing activities in the lesson, it is necessary to pay attention to integrating LTP elements such as LTP principles which connect LTP with learning goals to stimulate student autonomy, effective classroom management, and creating an open classroom space. This is along with the LTP characteristics of joyful, meaningful, social interaction, actively engaging, and iterative. While designing the lesson plan, teacher may use the checklist on LTP to ensure that activities are performed according to the LTP principles and characteristics.

1. Requirements to be met:

After this lesson, students can:

- Create and perform calculations in the 5-multiplication table.
- Apply the 5-multiplication table in calculations and solve related practical problems.

Students have opportunity to develop:

- Diligence, responsibility, interest, positivity, and confidence in learning math.
- Ability to think and reason mathematically, the ability to solve mathematical problems, the ability to communicate mathematically, and the ability to use tools and means of learning mathematics.

2. Teaching and learning aids

- **Teacher:** Round-shaped cupboard cards, group boards, questions, question baskets, worksheets, and calendar sheets.
- **Students:** Crayons, plain paper, and round-shaped cupboard cards.

3. Key teaching activities

Teaching activities	Analyses and explanations
<p>Warm-up activity</p> <p>* Objective: Generate interest and arouse students' existing knowledge in counting 5-unit equidistant series of numbers, leading to the new lesson.</p> <p>* How to proceed:</p> <ul style="list-style-type: none"> » Each teacher's clapping corresponds to 5, students listen attentively and write the sum of the teacher's clapping times on the student board. For example, teacher claps 2 times, the corresponding answer will be $5 + 5 = 10$. » Students listen and give answers. If the answer is correct, that student can continue clapping and invite another student to answer (Note: Teacher should limit the clapping to no more than 10 times). » After 5 to 6 turns, the teacher will summarise and lead students into the new lesson. 	<p>Type of LTP: Game</p> <p>Characteristics:</p> <ul style="list-style-type: none"> » Joyful: Students clap together and together with the teacher to create a fun and exciting atmosphere. » Meaningful: State the problem in the lesson whilst mobilising prior knowledge about addition. » Actively engaging: All students participate and pay attention and stay focused to get the correct answer. » Iterative: Students take iterative turns to play.
<p>Discovering new knowledge activity</p> <p>* Objective: Create a multiplication table of 5 and give comments on the characteristics to memorise the multiplication table of 5.</p> <p>* How to proceed:</p> <p>Activity 1</p> <ul style="list-style-type: none"> » Teacher gives a card with five round dots. Teacher arranges for students to observe based on visual aids to answer the following questions: » How many round dots are there on the card? » How many times are the five round dots taken? » Make the corresponding multiplication. » Teacher invites some students to answer the results. » Teacher concludes that 5's are taken one time, so we have the multiplication of $5 \times 1 = 5$ » Teacher gives two cards with 5 round dots. » Teacher asks the question: How many times are the five round dots taken? 	<p>Teacher-guided learning</p>

- » Teacher invites 1 to 2 students to give the corresponding multiplication.
- » Teacher concludes: 5's is taken two times, so we have the multiplication of $5 \times 2 = 10$

Discovering new knowledge activity (continue)

Activity 2: Organize the relay competition between groups: **“Run fast and answer right”**.

* How to proceed:

Each group completes the multiplication table of 5 into their group's board and then shows it to the teacher. If the teacher confirms that the multiplication table has been completed, each person in the group will, in turn, run to their group's question location and choose any question related to the multiplication table of 5. Students may come and answer them directly with the teacher or return to discuss with the group first and then approach the teacher to answer. If the student answers correctly, the next person in the group can continue to get the next question. The process continues until all the questions in the group have been answered. The group that completes the multiplication table of 5 and answers all the questions correctly first is the winner. Teacher co-ordinates so that if the members of the groups run to the teacher together, they will have to wait for a lottery draw and answer in that order.

» List of questions:

1. Comment on the first factors in the multiplication table of 5.
2. Comment on the second factors in the multiplication table of 5.
3. Comment on the results of consecutive calculations in the multiplication table of 5.
4. What is special about the results in the multiplication table of 5?
5. Read exactly any five operations in the multiplication table of 5.

Teacher comments, summarizes activities, and emphasizes the lesson content.

Type of LTP: Guided play

Characteristics:

- » **Joyful:** Students are challenged with friends to create a multiplication table of 5 and to answer the questions. Students compete to achieve the result of being the first group to finish and answer all of the questions.
- » **Meaningful:** The task of completing the 5-multiplication table by themselves and answering relevant and interesting questions when students are based on their experience in creating the first two calculations of table and their experience in creating the tables of 2, 3, and 4 multiplications.
- » **Actively engaging:** All students are active in the process of creating the multiplication table by 5 and answering questions instead of listening to the teacher explain and watching the teacher create the multiplication table passively.
- » **Socially interactive:** Students co-operate with friends to complete the table and find the answers. Students share their ideas and answers with teacher.

Practice activity

***Objective:** Students apply the multiplication table of 5 to solve and complete the exercises by station.

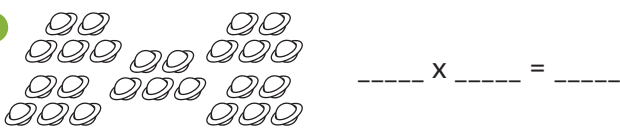
*** How to proceed:**

» Teacher divides the class into five play stations, each of which is an exercise related to the 5-multiplication table. Each group will complete the task at the assigned station in 3 to 4 minutes. When the time is up, the groups move through the area of the next exercise clockwise. The process continues until the groups have completed all of the exercises. Teacher gives each student a small piece of paper with the names of five play stations. When students complete a play station, they will mark the completion of that station by themselves.


» The tasks at the stations are as follows:

Station 1: Write the multiplication corresponding to the figure. For example:


a



b



c



Station 2: Find the code by completing the multiplication operations. For example:

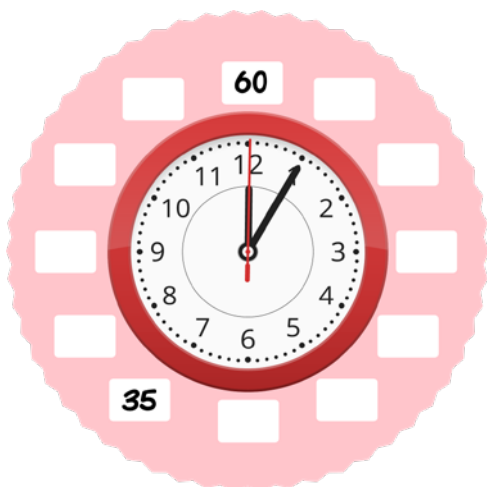
5 x 5 = _____	■	5	P
5 x 8 = _____	■	10	C
5 x 2 = _____	■	15	Â
5 x 6 = _____	■	25	H
5 x 3 = _____	■	30	T
5 x 1 = _____	■	40	Q

Type of LTP: Guided play

Characteristics:

- » **Joyful:** Students are challenged to perform different tasks at each station without being bored and always try to complete them to get to the next station.
- » **Meaningful:** The task to be solved at each station is related to the 5-multiplication table, this helps students to see the meaning of creating and memorising the 5 times table to solve problems and real-life related problems.
- » **Actively engaging:** All students participate, pay attention, and stay focused to get the correct answers and complete the tasks within the time allowed.
- » **Socially interactive:** Students co-operate with friends to complete tasks.

Station 3: Complete the multiplication operation and decorate the clock face. For example:



- » The product of this exercise will be displayed and used more in the lesson “Watching the clock”.

Station 4: Mathematical problem solving:

Students look at the calendar and comment on how many weeks there are in that month:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

State the situation, “We go to school 5 days a week. How many days do we go to school in that month?”

- » Once the groups have finished, the teacher has the groups’ exercises displayed and corrects them, if any errors are found.

Station 5:

Each student will have 4 playing cards that are randomly distributed, with the numbers put face down. On each card the student writes the number that is the result of the multiplication of 5 such as 5, 10, 15, 20, 25, 30, 35...100. The student with the card containing the number 5 will start by putting it down first, then the student with the next number that is the result of the multiplication of 5 will place it down, and so forth, until whoever runs out of the card first becomes the winner. There should be on average 2 to 3 students per turn of play, depending on the number of students.

Teacher records the results at the play stations.

Reflections, consolidation, and follow-up:

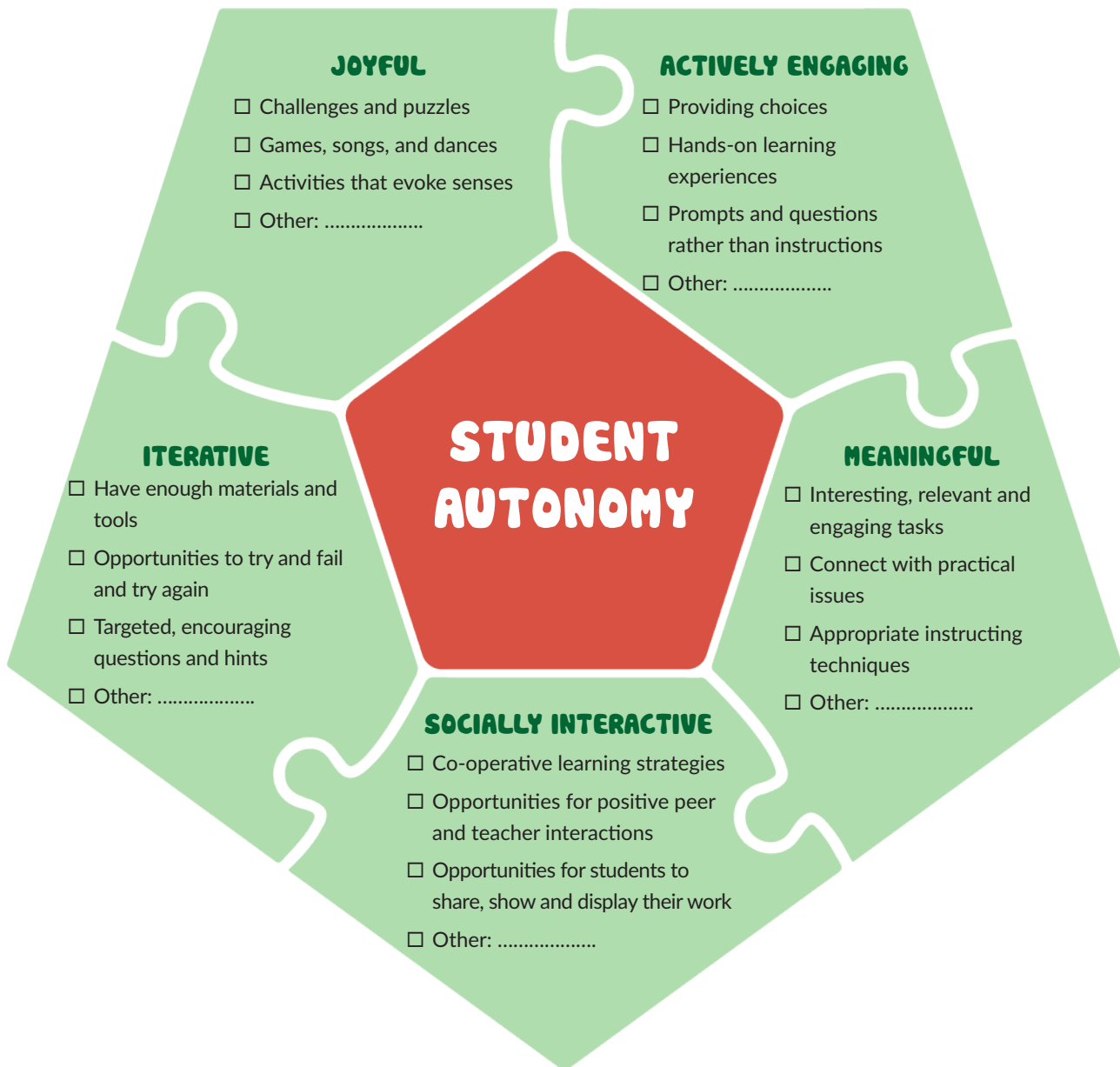
- » What did you learn from today's lesson?
- » Have you memorised the multiplication table of 5 by heart?
- » At all of the play stations, which task did you find the easiest, which one was the most difficult? Why?
- » When at home, please find real-life situations related to the multiplication table of 5, write it down in your notebook and ask appropriate questions before then sharing them with friends.

This lesson plan is organised for Grade 2 students in Math. The lesson is designed to allow for interdisciplinary integration with Math as the main subject. The main goal of the lesson is to create and apply the multiplication table of 5 and support the next lesson "Watching the clock". Other subjects that act as tools to support the formation and development of mathematical competencies for students include Fine Art Subject (colouring and decorating the clock face) and Vietnamese Language Subject (reporting one's participation and practising asking questions).

Step 2. Teach/observe the demonstration lesson

- Prepare for class observation (see lesson content, checklist on LTP, camera).
- Conduct reflective observations, with a focus on student activities, record situations taking place in the teaching session.
- Use the checklist on LTP.

Mark the elements that are manifested in the activities



Based on the analysis you just did:	Not at all	A little bit	Some-what	A lot	Very much	Notes
How MEANINGFUL would you say this lesson plan or activity was?				x		
How SOCIALLY INTERACTIVE would you say this lesson plan or activity was?				x		
How ACTIVELY ENGAGING would you say this lesson plan or activity was?				x		
How ITERATIVE would you say this lesson plan or activity was?				x		
How JOYFUL would you say this lesson plan or activity was?				x		
How much AUTONOMY would you say is given to students in this lesson plan or activity?			x			

Step 3. Reflections, discussion and sharing

- How are the play activities in the demonstration lesson connected with the learning goals of the lesson? Please show specific evidence *(the activities are all linked to learning goals– they all aim at creating a multiplication table of 5 and applying the multiplication table of 5 in real-life situations)*.
- How do students show autonomy and engagement in LTP activities? *(1) In each activity, students are allowed to perform tasks on their own, such as finding and writing the results of multiplications in the multiplication table by 5. (2) Students are excited, active, and proactively participate in learning activities.*
- How does the teacher manage and monitor the activities of students in the class? *(In the warm-up and knowledge-forming activities, the teacher did a better job in managing the class. However, in some activities such as the one at station 5 – put the cards in a row in order, at times because students put the cards up quickly, the teacher could not observe it, particularly as the teacher was instructing at another station. As a result, the teacher did not know if any student had put the cards in the wrong order, or if they were appropriately reminded by other students to change the order of the cards).*

- Are the classroom seating arrangements flexible, with preparatory materials and equipment appropriate to the lesson goals and LTP activities? (1) The teacher arranged tables and chairs into groups to facilitate the organisation of activities in the class, learning supplies and equipment in the lesson were placed on some corner tables so that the teacher could use them with convenience, the teacher fully prepared learning materials for the activities. In this class, each activity required preparing different teaching aids, equipment materials which the teacher had done very well. (2) Previously, the teacher and students had rearranged the classroom space together. The teacher gave instructions in advance so that students knew how to use the learning space in activities, especially in those performed at respective stations.



Characteristics of Learning Through Play

- Are the students joyful in class? (Are students able to experience many different activities? Do they change positions continuously so they do not get bored (practice by station activity)? Could they compete to perform tasks (knowledge-forming activity)?)
- Are students actively engaged in the activities? (Can students choose to participate in various learning contents in different learning stations according to their group's study plan? From which, are they passionate and focused to complete the learning tasks?)
- Do students interact with each other during the activity? (In the activities organised by the teacher, could students discuss to find the answer? Within some groups, did the better-performing and more active students quickly write down the answers to the question without discussing with other fellow students? In response, did the teacher promptly encourage students to discuss with each other before writing the answers? To overcome this situation, the teacher needs to inform students in advance how to carry out activities in groups, whilst student must discuss and agree with one another. Only when the group members agree should the answers be written down).

- Do activities allow students to experiment with different ways and options? *(Did students have many opportunities to experiment with various options? For example, in the activity at station 5, students could have put the card in the wrong place, but then they should quickly know that it was inappropriately placed as other students still held cards with smaller numbers without having put them down. Nevertheless, in this lesson, it is possible to design more activities with relevant content so that students have more opportunities to experiment and offer many different options).*
- Are the activities meaningful to students? *(Were students given the opportunity to harness their prior knowledge about addition operation to approach the multiplication table of 5? In addition, did they have the opportunity to apply the multiplication table of 5 to real-life situations when calculating number of school days in one month).*

Points to improve

- *Based on the analysis of 5 characteristics and 4 principles of applying the LTP in the demonstrated lesson, please suggest ideas for improvement so that the LTP characteristics can be expressed at a higher level.*

Step 4. Applying PTM results to daily lessons

- Redesigning the demonstration lesson plan based on the analysed ideas and comments.
- Applying insights, learned to subsequent lessons, both in design and in classroom implementation.
- SL need to observe teachers' LTP application in class, share their observations with teachers, encourage teachers to apply it in their daily lessons, and incentivise teachers to implement new ideas.



2.3. Coaching

2.3.1. General introduction

As one of the TPD forms, coaching is a one-to-one activity that is conducted in parallel with PTM and takes place throughout the school year either inside or outside the school. This form of TPD gives teachers the opportunity to reflect on their practices to have the lessons learnt to improve their capacity.

Coaching is a form of TPD performed by school leaders or core teachers. Coaches are teachers.

Coaching needs to ensure the following principles:

- **Collaborative.** In the process of implementing coaching on LTP, the relationship between the coach and teachers is particularly important and requires a spirit of cooperation from both sides based on mutual respect, openness, and trust.
- **Focused on the TPD objective.** The purpose of coaching is to help teachers (coaches) identify and find solutions to problems that they are facing during the implementation of LTP.
- **Active listening.** The coach focuses on listening rather than giving opinions, creates space and time for teachers to share, and completely concentrates on what the teacher is presenting on their LTP implementation.
- **Open and oriented.** The coach asks open questions instead of giving advice, so teachers can share their thoughts, insights, and ideas. It is through this process that teachers can identify the right solutions by themselves to the problems they are facing during LTP implementation.
- **No judgement or evaluation.** The coach avoids making judgments but gives concrete and clear feedback from what is observed to help teachers evaluate their own competencies. Again, it is through this process that teachers can identify the right solutions by themselves to the problems they are facing during LTP implementation.
- **Consistency.** The coaching process must ensure the focus on supporting teachers to solve problems they are facing during the implementation of LTP with prompting questions. The coach avoids giving conflicting suggestions because this would make the teacher more confused and take more time to find suitable solutions.



2.3.2. Guidance on coaching implementation process with the GRROW model

When providing coaching to the teacher about LTP, the coach would use the GRROW model to lead/organize the conversation/exchange by asking step-by-step questions to help the teacher figure it out for themselves suitable solutions when applying LTP, with the following specific steps:



GRROW model

a. Preparation

- Find out the problem that the teacher is facing in the process of applying LTP and select the priorities to address.
- Decide on goals and a coaching plan that is suitable for teachers and the coach, such as time, venue, and method.

b. Direct coaching conversation

- The coach guides teachers to analyse problems, choose solutions, and to develop follow-up activities in a coaching conversation that follows the steps below:

01 **Goal:** reflect on the problems that the teacher is facing and select the priorities to address.

02 **Reality:** reflect on the practice of applying LTP, identify the attribution to difficulties.

03 **Resource:** analyse available resources, find, and explore other resources to help teachers solve problems.

04 **Option:** list possible solutions to deal with the existing problems, evaluate the feasibility of those solutions and choose the most suitable.

05 **Will:** identify next steps to apply the selected solutions.

c. Ongoing support with implementation

- During implementation, the coach continues to conduct additional conversations to assist the teacher in addressing difficulties and solving problems for themselves.

d. Observation

- The coach then observes and monitors the performance of the teacher, discusses, and captures lessons learnt. School leaders could make use of these good practices in order to support other teachers, encourage teachers to coach peers, or ask teachers to give demonstration lessons.

Some guiding questions for the coaching exercise using the GRROW model

Below are some guiding questions for a direct coaching conversation. The coach can flexibly choose the appropriate questions to ask:

1. GOAL

- What do you want to achieve for yourself regarding to the implementation of LTP into your classroom activities? Or, when applying LTP, what results do you want to achieve? Why is that important in this class?
- What changes do you want to see in your classrooms when implementing LTP?

2. REALITY

General questions

- What have you done to achieve these goals when implementing LTP?
- When implementing LTP, what results have you achieved with the application of LTP? What changes have you made for yourself and for your students? Or, what changes have you made since you applied LTP in your lessons?
- In the process of implementing LTP, what difficulties and obstacles have you faced? What have you done to overcome those difficulties and obstacles? Or, when applying LTP, at what points did you find yourself doing well and where did you still find it difficult?

Depending on the teacher's goals when applying LTP, the coach can refer to questions that go into each topic when talking with the teacher:

a. Questions about LTP characteristics

- How interested are students in learning activities?
- What are the positive expressions of students when participating in activities?
- What opportunities do students have to express their opinions and interact with their peers and teachers?
- How do students have opportunity to experiment in learning?
- How do students have the opportunity to connect existing knowledge and experience with new knowledge, as well as applying new knowledge in practice?

b. Connecting LTP with learning goals

- What is the learning objective of this activity?
- How do students achieve their learning goals? Specific evidence?
- How are play activities connected with learning goals?

c. Stimulating student autonomy

- Do students have any opportunities to raise ideas and contribute to class activities?
- How do you listen, prompt students to criticise and argue?
- How do students participate in the organisation and implementation of learning activities?
- What did you do to encourage students to raise their voice?

d. Effective classroom management

- Who develops rules and regulations in class activities?
- How are the students involved in developing class rules?
- How do the students fully understand and follow those rules?
- When organising activities, how do you manage the whole class?
- How do you encourage interaction among students?
- When organising LTP activities, what difficulties have you faced in terms of managing the classroom? What are the reasons for those difficulties?

e. Creating an active and open studying environment

- How is your classroom set up? What kind of materials are there?
- How are the learning corners being used?
- Is the classroom setting suitable for the purpose of the learning activity?

3. RESOURCES

- What kind of tools and resources have you used when implementing LTP?
- How did you use these tools and resources?
- Who did you ask for support? About what?
- Which tools and resources are offered? Which tools and resources did you make yourself?
- What other resources and tools can support you to implement LTP better? Or, what support do you need to solve the difficulties and problems you are facing when applying LTP?
- With your previous experience in LTP, how can you solve the current difficulties?

4. OPTIONS

From this above, teachers choose appropriate solutions:

- What solutions can you think of to solve these issues to achieve your goals? Teachers should be encouraged to produce as many solutions as possible.
- What are the strengths and weaknesses of these solutions? Are they feasible?
- From these analyses, please select the solutions that are possible to apply to achieve the goals of applying LTP?

5. WILLS

Based on those solutions, teachers need to have a specific action plan to improve the organisation of LTP activities.

- To apply these solutions, what activities do you need to implement?
- In the next month, what three priorities are you going to address to achieve the set goals?
- Do you believe that you will succeed? Why?

2.3.3. An illustrative example of coaching using the GRROW model

A. Description of the situation

Ms. A is a teacher who is teaching grade 1 at the primary school X. A is concerned about integrating LTP into classroom learning activities to create opportunities to help students develop their competencies and qualities according to the goals of the 2018 GEP.

B. The coaching implementation process with the GRROW model

1. Goals (goals identification)

After creating an open and friendly atmosphere with the teacher, the coach can provide coaching through a few questions as follows:

- **Teacher:** Recently, I have started to apply LTP but found it a bit confusing and ineffective. Can you please help me out?
- **SL/CT:** Yes, I stand ready to help. When applying LTP in lessons, what specific goals or expectations do you have?
- **Teacher:** I want to know how to choose the right method and technique to apply LTP.
- **SL/CT:** So, your goal is to choose the right method and technique to apply LTP, right?
- **Teacher:** Yes, that is right!



2. Reality (Reality-based thinking)

- **SL/CT:** So, what did you do to achieve the goals?
- **Teacher:** I have recently attended the LTP training and learned some methods and techniques to apply to LTP. After that, I have also read more LTP materials provided by the iPLAY Project.
- **SL/CT:** Is there anything else you have done?
- **Teacher:** I have consulted with other fellow teachers in the school about the methods and techniques that I plan to implement to apply LTP. They also gave me some advice and shared their own experiences.
- **SL/CT:** How have those things helped you?
- **Teacher:** I have a little better understanding of how to implement some of the methods and techniques and I have tried organising some activities using LTP in my class.
- **SL/CT:** What difficulties did you face when choosing methods and techniques when organising LTP activities?
- **Teacher:** I have used some methods and techniques, but I am not sure if they are appropriate for the students or for the content of the lesson.
- **School leader/key teacher:** So, what methods and techniques do you usually use in lessons applying LTP?

- **Teacher:** I often organise the activity “Who is fast - who is right” in the practice part so that students have the opportunity to experience the knowledge they have learned, but I find it not as effective as I had expected.
- **SL/CT:** What makes you think so?
- **Teacher:** I see that students who answer quickly with the correct answers will be more excited to participate than others who need more time to think before answering questions. Indeed, these students have less chance to participate than others, so I do not think that the activity is entirely suitable.
- **SL/CT:** Does that mean you need to use more appropriate methods and techniques so that all students in the class can participate and share their own ideas and thoughts?
- **Teacher:** Yes, that is right.

3. Resources

- **SL/CT:** So, to address this problem, in your opinion, what should you do?
- **Teacher:** I need to learn more.
- **SL/CT:** How and from where can you learn more?
- **Teacher:** I need more LTP materials to study. If there are videos or demonstration lessons to watch for reference, that would be great. I also look forward to professional development support from colleagues and school leaders.
- **SL/CT:** Besides the materials distributed in the training course, do you know any other resources to refer to?
- **Teacher:** Let me think for a moment. I think there will be groups on Facebook, or on YouTube channels.
- **SL/CT:** Can you think of any other resources that might be of help to you?
- **Teacher:** I think if I may connect with colleagues at other schools and other districts or provinces, my learning experience can become even greater.
- **SL/CT:** This means that you can learn more from LTP literature, sample lesson videos, or via the Internet, as well as getting support from in-school fellow teachers and school leaders and gaining experiences from colleagues in other schools or other localities.



4. Options (selection of solutions)

– **School leader/key teacher:** So, from the resources you have just mentioned, can you think of specific actions that can help you choose the appropriate methods and techniques to apply to LTP?

– **Teacher:** I can think of the following solutions. Firstly, I will study more carefully the materials on LTP that have been distributed and go online to find other references. Secondly, I will find out if there are any groups on Facebook about LTP and if so, I will join them to learn and share my own insights. Thirdly, I will go to YouTube to learn more about LTP application videos for reference.



– **SL/CT:** Besides the online sources, what specific support do you expect to receive from fellow teachers and school leaders?

– **Teacher:** My colleagues and school leaders can comment on my lesson plan on the methods and techniques used to apply LTP that I choose to organise activities. Or, they can observe my class and then give suggestions and feedback based on the points that need to be improved for me to work on. If school leaders and BOET/DOET administrators can help to connect our school's teachers with those from other schools, other provinces, or create a learning community about LTP, then it will be extremely helpful.

– **SL/CT:** Can you think of any other solutions?

– **Teacher:** Well, I will actively participate in PTMs with the professional group on LTP to learn more about LTP methods and techniques from my colleagues, as well as suggestions for the school leaders to offer support.

– **SL/CT:** OK, any other solutions?

– **Teacher:** I can work with colleagues to prepare lesson plans that apply LTP to further exchange ideas about using appropriate methods and techniques.

– **SL/CT:** Are there any other solutions can you think of?

– **Teacher:** After finishing my teaching, I will reflect and compare with reality about the appropriateness of the methods and techniques just applied to see how to adjust them for next time.

– **SL/CT:** You have just mentioned quite a few solutions. So, based on the feasibility of the solutions above, which specific solutions will you choose to apply going forward?

– **Teacher:** I think that going forward, the most feasible solutions include searching the Internet for more methods and techniques to apply LTP. Secondly, I can work with colleagues to exchange ideas and prepare lesson plans that apply LTP. Finally, through teaching I will learn from my experiences and get advice from colleagues to make adjustments.

5. Action plan

- **SL/CT:** You have found your solutions. So can you imagine a specific action plan with the solutions you have chosen?
- **Teacher:** Next week, I will start looking for more ideas on methods and techniques to apply LTP in the 1st week. The following week, I will work with my colleagues to prepare a lesson plan to design learning activities that apply specific LTP methods/techniques. By the 3rd week, I will invite the school leaders and colleagues to observe my class and give suggestions and comments so that I can determine that I have chosen the appropriate LTP methods and techniques.
- **SL/CT:** Now, I see you are ready to carry out your plan.
- **Teacher:** Yes, thank you. I feel like I am more confident now.
- **SL/CT:** That is very good. I can see your enthusiasm and efforts when implementing LTP activities. When delivering your work, if you need more support, please feel free to share. I am happy that you trust me. Wish you success!
- **Teacher:** Thank you!



C. Review of the situation

1. In the above illustrative example, who gave answers in response to the questions that the teacher posed?
2. Did the coach answer the teacher's questions directly? What difficulties did the teacher share?
3. Who offered the solutions? How did the coach use question to help the teacher to see the problem and suggest solutions on their own?
4. In your opinion, is it necessary to follow all 5 steps above in coaching? Why?

2.4. Self-learning on Learning Through Play

After participating in the training course, PTM on LTP and exchanging with colleagues, some teachers may have successfully applied this LTP while others may still have difficulties and need support. Therefore, **self-learning** activities on LTP will help them to identify and address difficulties when applying LTP.



2.4.1. General introduction

Today's rapidly evolving world with new technology requires teachers to constantly learn how to hone their knowledge and skills. Therefore, self-learning spirit plays a very important role.

Self-learning has a wide scope. When listening to lectures, reading books, or doing exercises, it is necessary to actively think, take notes, and be creative to draw out necessary and useful things for oneself.

Self-learning takes many different forms, such as self-exploration or through the guidance of teachers. Whatever the form, the learner's initiative in receiving knowledge is the most important aspect.

Self-learning can take place anytime, anywhere, and under any form. In addition, self-learning offers the following benefits:

- Helps teachers practice better memory skills.
- Helps teachers improve their awareness and consciousness in the professional development process.
- Helps teachers practice improve their willpower and ability to focus.
- Helps promote teacher autonomy.

2.4.2. Guidance for self-learning on Learning Through Play

For effective self-learning about LTP, the first thing teachers need to do is study Part 1 of this set, "Guide on Learning through Play at Primary School". In addition, teachers can study on their own by following these steps:

- **Identify learning needs and goals and make a self-learning plan**
 - Teachers need to clearly define which knowledge and skills about LTP they want to improve, for example integrating 5 characteristics and 4 principles of LTP into lessons, organisational forms of the LTP implementation, assessment – development. The defined goals should be clear and realistic. Determining the right goals helps teachers to maintain focus and find the right way to learn.
 - After defining the learning goals, teachers need to have a specific study plan by setting a study time and arranging learning sessions in a methodical way in a timetable. This can help teachers to manage their time more effectively.

➤ **Assess learning resources**

This is a particularly important step so that teachers can focus on the goals they have defined. Below are some suggestions for teachers to identify the right learning resources:

- Verifying all resources and identifying outdated or incorrect information from the Internet (searching for the phrase: “Learning through play activities” or “Play-based learning activities”. The websites you can search for reference ideas typically include: <https://www.google.com/>; <https://www.youtube.com/>; <https://www.pinterest.com/>..)
- Using verified academic databases such as Google Scholar (Google Scholar), prestigious scientific, and educational journals.
- Taking advantage of online learning platforms and applications.

Teachers may consult online resources about LTP activities at websites that provide ideas and methods and techniques for organising learning activities when searching for the phrase: “Learning through play activities” or “Play-based learning activities”. The websites you can search for reference ideas typically include: <https://www.google.com/>; <https://www.youtube.com/>; <https://www.pinterest.com/>..

➤ **Be patient and have suitable self-learning methods**

Again, this is a very important step so that teachers can focus on the goals they have defined. Below are some suggestions for teachers to identify the right learning methods:

- Given the flexibility involved in self-learning, learners may find it daunting and lose motivation. Therefore, for self-learning to be highly effective, teachers need to be persistent and patient with their learning. Self-motivation for learning is key to self-learning.
- Teachers may flexibly change their self-learning methods, as appropriate. There are many self-learning methods, such as listening, observation, notes-taking, sharing, presentation, and practicing. By repeatedly using different learning methods, teachers can determine the most appropriate and effective method for them. This is also one of the characteristics of LTP that can be applied to the self-learning process.

➤ **Practice discipline when self-learning**

During the self-learning process, teachers need to devote their whole mind, concentrate fully, and not be distracted, while still complying with the goals and timetable of self-learning, as well as refraining from looking for excuses to procrastinate from the self-learning plan.

➤ **Apply what you have learned**

During the self-learning, teachers should find ways to apply the knowledge they have acquired into practice and draw lessons from their own experience. Teachers need to get in the habit of relating daily activities to the contents they are studying on their own.

2.4.3. Roles of school leaders in promoting the self-learning spirit on Learning Through Play

- School leaders should manage the teacher's self-formulation of their learning goals and personal professional development plans on LTP, in which self-learning is considered an important quality of teachers for students to follow and constitutes one of the basic methods to realise the goal of teacher capacity development.
- School leaders should build a self-learning environment to motivate teachers. Education leaders can encourage teachers to register for online courses with appropriate topics, and to participate in seminars or exhibitions. School leaders need to build a learning community with a positive and open atmosphere in schools, as well as asking that teachers arrange a proper learning space and create a relaxed and proactive mindset when self-learning.
- School leaders should create conditions for teachers to participate in activities related to developing LTP application capacity in subjects and educational activities both inside and outside the school.
- School leaders should set up and launch LTP information sources, such as an open library of lesson plans or videos on effective LTP lessons, so that all teachers can access knowledge and support resources to study on their own and share with colleagues the LTP problems in primary school subjects.
- School leaders should participate in LTP professional exchange forums together with teachers in school.
- School leaders should provide direct support to teachers when they require specific explanations and guidance on the use of LTP application methods and techniques, as well as on the meaning of LTP characteristics and play as a spectrum.
- School leaders should organise events to share good practices on applying LTP, such as lesson plans that clearly show multiple characteristics of LTP: joyful, meaningful, actively engaging, iterative or many opportunities for repetitive experimentation, and socially interactive, among teachers inside and outside the school.



2.5. Professional learning community on Learning Through Play

2.5.1. What is a professional learning community on Learning Through Play?

The application of LTP will become more effective if teachers have many opportunities to share and learn from each other about the application of LTP in a specific space and context. Besides general professional development activities for teachers regarding LTP, teachers may join professional learning communities about LTP to increase their opportunities to learn together and learn from fellow teachers.

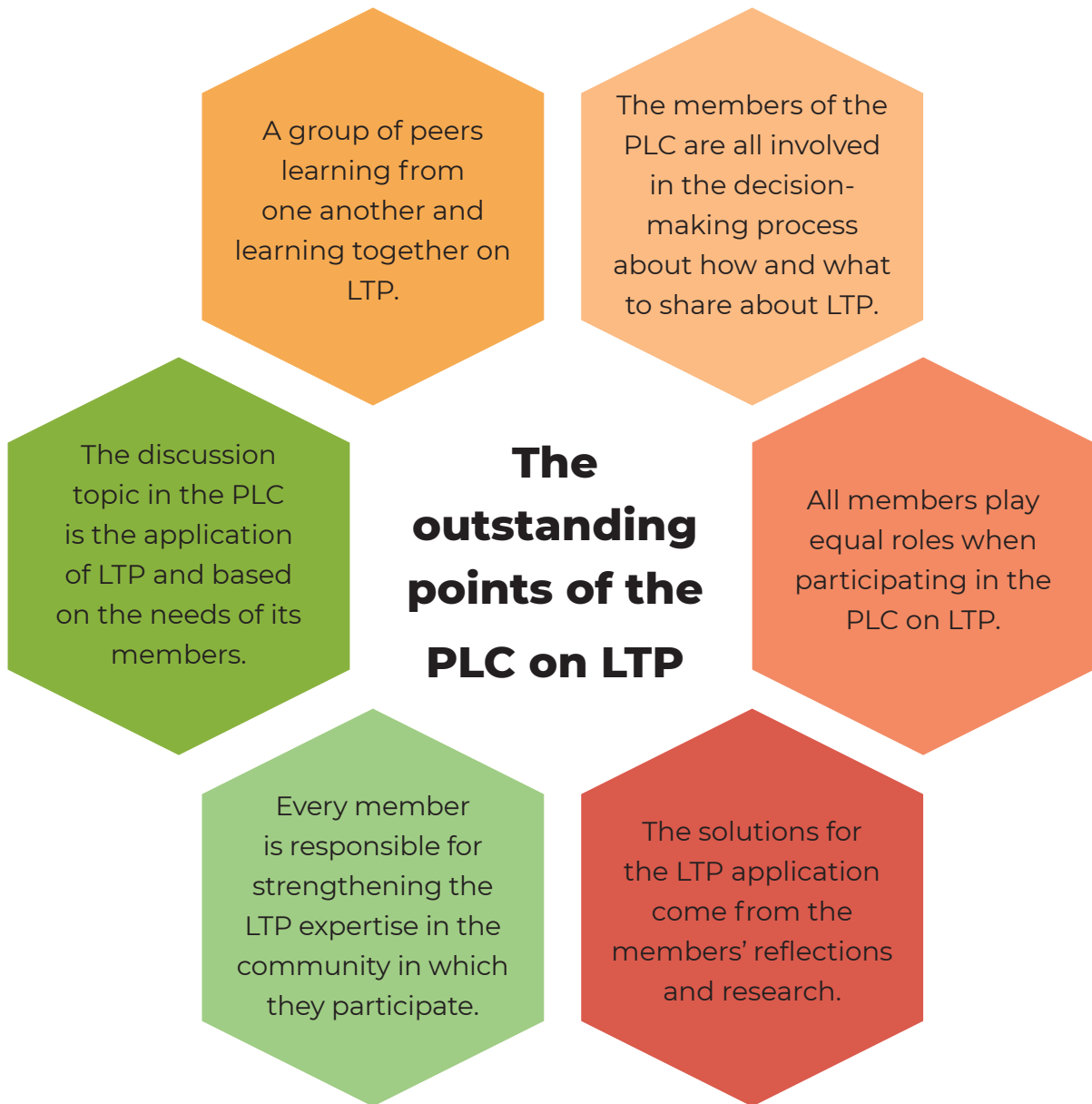
The Professional Learning Community (PLC) on LTP is a form of professional development where a group of educators (teachers, administrators) come together to discuss teaching and management challenges and come up with ideas for meaningful improvement in a feasible way. They then test these ideas in a real environment such as a classroom or pedagogical council and then evaluate the effectiveness of the solutions before applying them on a large scale and disseminating them to other colleagues to ensure that many educators can benefit from this way of learning.

- The focus of professional development is to find ideas, initiatives, and solutions to difficulties and challenges faced when applying LTP through sharing, reflection, and working together.
- Professional learning includes knowledge-based learning from practices and the implementation of experiential initiatives. For example, we can do research on methods and techniques for applying LTP and evaluate the overall effectiveness of LTP when using that method and technique.
- Professional development on LTP is more effective when it takes place within a community of educators such as teachers and administrators. The school should create a learning environment and culture to create favourable conditions for teachers to participate in learning, cooperation, and sharing about the application of LTP at the school or school cluster.

Therefore, PLC can be seen as a combination of PTM and peer-to-peer learning. It is created for PLC members to meet and learn from one another towards promoting a more effective application of LTP.

It is the role of school leaders to encourage teachers to join the PLCs on LTP, support the activities of the PLCs by providing resources, share resources, and praise effective operations. School leaders are not the ones to decide on the activities of the PLC.

The key features of PLC on LTP include the following:



2.5.2. Establishing and operating the Professional Learning Community on Learning Through Play

a. Establishing the Professional Learning Community on Learning Through Play

The school management board introduces the purpose and operations of the PLC on LTP to all teachers in the school.



Teachers are encouraged to establish PLCs on LTP based on their common interests.



Teachers register to join different PLCs on LTP, based on their own interests and learning needs.

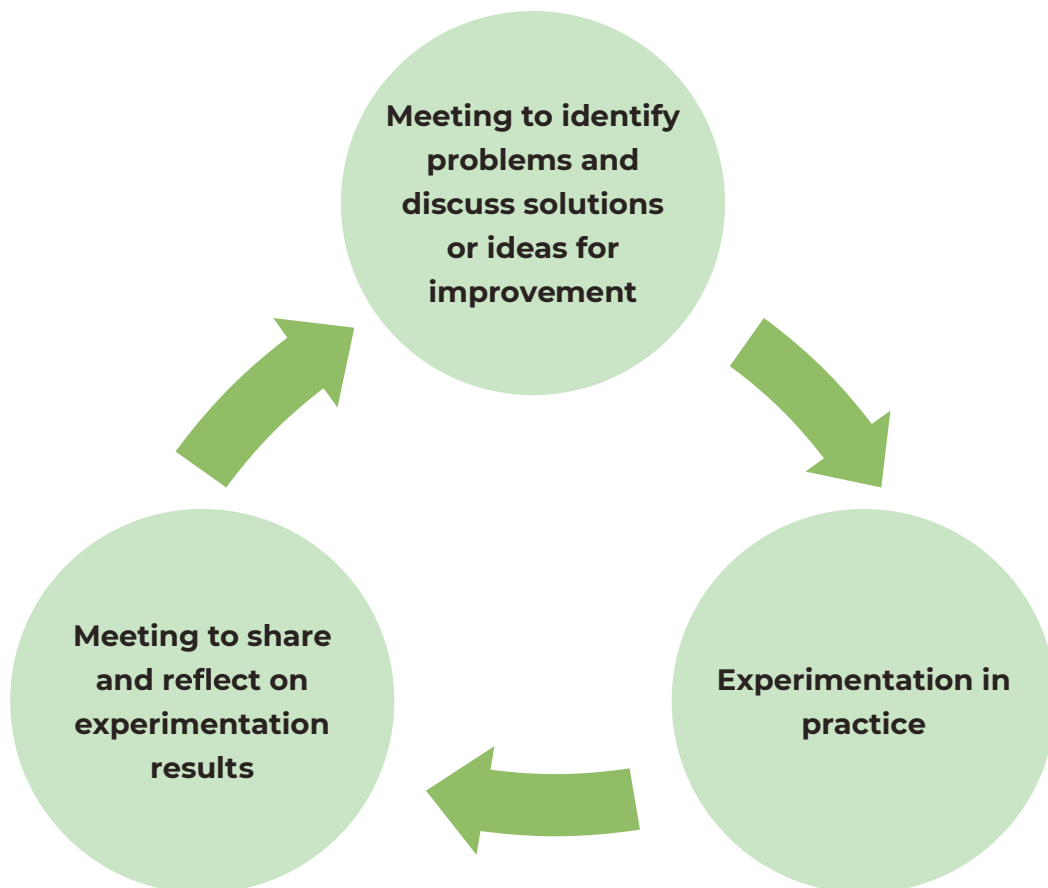
- The PLC on LTP can be established by either subject or grade and at school or cluster level, depending on the needs and interests of the teachers in the school or cluster. For example, some teachers in the school or cluster interested in how to apply LTP in Vietnamese Language Subject can establish a PLC on methods and techniques for applying LTP in this subject.
- Each school or cluster may have more than one PLC on LTP. For example, there are PLCs on methods and techniques for applying LTP to subjects like Math, Vietnamese Language, and Nature-Society.
- In the initial stage, each PLC on LTP needs to elect a leader as the facilitator of the PLC on LTP. Once the PLC goes into regular operation, the role of the leader should be rotated among its members.
- In the first meeting, the facilitator discusses and agrees with the members on the timeframe, frequency of meetings and sharing events, topics for sharing and learning, and principles when joining a PLC on LTP.
- The timeframe and frequency of operations of the PLC on LTP are discussed and agreed upon by the members in its first meeting. PLC on LTP should operate regularly to maintain the initiative and activeness of its members. The duration for each meeting of the PLC on LTP is quite flexible and proactive, depending on the topic and the members' interests in sharing, learning, and contemplation.

b. Roles of members of the Professional Learning Community in Learning Through Play

- Each PLC member plays a certain role, ranging from facilitating, secretarial, and timekeeping to technical support.
- All PLC members are encouraged to register for the positions they want to take. It could be a position where the member does well and wants to share their knowledge with others, or one that requires skills they want developed.
- Rotating different positions in the PLC can be considered as best practice for members.

c. Operational cycle of the Professional Learning Community on Learning Through Play

The PLC on LTP is comprised of activities that take place in an iterative cycle to identify problems when applying LTP and to find solutions to difficulties and challenges when applying LTP. This may involve trying out solutions and reflecting from experiences. The PLC can be operated according to the following cycle:



➤ **Meeting to identify problems and discuss solutions or ideas for improvement:**

This is the first activity in the cycle and is usually organised in the form of a meeting among members. In this meeting, the PLC members discuss the specific difficulties and challenges they are facing when applying LTP and seek solutions together. Through the discussions, a couple of difficulties and challenges concerning applying LTP will be prioritised as the focus of this cycle. The deliberations of the PLC meeting are oriented towards the needs of its members. Members work together to find solutions and ideas to improve the application of LTP that they want experimented. Then, they agree on each member's tasks, as well as the time required to perform and complete them. This will promote collective responsibility and ownership among members.



➤ **Experimentation in practice:** After the meeting, members will experiment solutions and ideas for improvement concerning applying LTP in their respective contexts. Different solutions and ideas will be suitable for different contexts and situations. Therefore, experimenting ideas for applying LTP in different contexts is a crucial step in the operational cycle of the PLC on LTP. In some cases, PLC members may want to test the idea several times, not necessarily just once and then stop. During the experiment, teachers need to take notes, record videos, and take photos of ideas and initiatives done with students in the classroom to have concrete proof of the results of the experiment. Documenting the experiment process will therefore help teachers to share the reality with their colleagues during the next step-by-step reflection and sharing meeting.



- **Meeting to share and reflect on experimentation results:** Following the experimentation with its initial results, the members of PLC on LTP will meet again and **share** with one another the implementation process together with the results achieved. In addition, members need to **contemplate** and produce ideas for improvement. Based on those ideas, they choose one that all members agree is a successful solution to share with the education community. This activity closes an operational cycle but does not put the end to the operation of the PLC on LTP. Thereafter, while applying LTP subsequently, members will face other difficulties and challenges and a new operational cycle of PLC on LTP begins.



d. Principles to ensure the effective operation of the Professional Learning Community on Learning Through Play

- **Mutual trust and respect for differences:** Members need to listen and respect the opinions expressed by others. This helps create an open environment, encourage members to share ideas, and foster positive feedback.
- **Encourage challenge and constructive criticism:** Members challenge each other with opinions and questions of expertise. Constructive feedback is welcomed and appreciated. Only by challenging and challenging each other can members learn and connect ideas about learning.
- **Have a shared vision and clear focus on ensuring learning for all students:** Together, PLC members build a vision composed of elements of high-quality teaching and learning. As members embrace this commitment, student learning (not teacher teaching) becomes central to PLC. The vision needs to be translated into a concrete, practical and useful learning focus.
- **Reflect together and learn from each other:** Reflecting together means members having in-depth and detailed conversations about their teaching and student learning. By regularly evaluating their own practice through mutual observation and situational analysis, joint planning and application of ideas and initiatives.
- **Diversity and openness:** PLC always welcome new members. All members are not discriminated against by sex. PLCs aim not to be individual communities but to form networks with other schools, external experts or members from other PLCs share and exchange without losing the learning focus of the active PLC. That way, the PLC will receive more expertise and different perspectives on student learning.

- **Leadership:** Leadership for PLCs includes two aspects:
 - *The leadership of the school:* The support of the management board is the main condition for the effective operation of the PLC. The Board of Directors should provide practical support to the PLC, such as adjusting the teaching, working schedules of the teachers, and providing space and resources, including paper and flipcharts, for the PLC to operate.
 - *Leadership in PLCs:* PLCs require collective leadership. This means that not only one member has a leadership role, but all members, regardless of their gender, age, or background. They should take on rotating roles and responsibilities to lead, such as planning work schedules, developing resources, coordinating activities, and supporting members in learning and professional development. As such, all members are leaders because they control and own their own learning to improve teaching and learning in schools.
- **Shared responsibility for student learning:** PLC members work together to build a mutual understanding of how all their students learn and how to improve their students' learning experience. Through activities such as studying lessons, developing illustrative lessons, organising illustrative and observational teaching, and researching applied pedagogy, members will get used to analysing problems and solutions on a more holistic picture, in the educational context of all members, not just within a class or school. The relationship between members of PLC should be based on mutual trust and respect, where members share responsibility for student learning.
- **Responsive and realistic changes:** Members need to collect data to analyse teaching and learning effectiveness and give them together to reflect and find ideas for improvement in the next PLC meetings. As a result of the PLC discussions, innovative ideas were put into practice, and we can continue to monitor the effectiveness of these changes by observing and analysing what has already happened. achieved and points for improvement.
- **Regular and continuous activities:** PLCs should be organised regularly and continuously. In addition to regular meetings, there may be additional meetings depending on the needs and desires of community members when encountering unexpected problems. The frequency of sessions depends on the challenges and ideas members choose to experiment with and on the length of sessions and exchanges between sessions. After the meetings, the PLC can exchange more information via electronic means such as email, Google drive, Facebook, or Zalo to reduce the need for face-to-face meetings.

e. Key activities that can be deliberated in the Professional Learning Community on Learning Through Play

- Watch and analyse videos that illustrate lessons on applying LTP and produce ideas for adjustments to better embrace the characteristics of LTP in the lesson taught.
- Work together to build lesson plans that apply LTP and observe classes. After class observations, members can then share, discuss, and comment on the LTP lesson in the PLC meeting.
- Record lessons that apply LTP and share and discuss them with colleagues in the PLC on LTP.
- Analyse students' changes because of the LTP application by teacher.
- Produce innovative ideas about LTP application and try them out in the classroom.
- Work together to record good practices on the application of LTP based on the experimental results in different classes.
- Work together to conduct applied pedagogical science research on LTP.
- Analyse students' regular test results and attribute these results to the quality of instruction.
- Analyse to see if there are any significant differences in the academic performance of male and female students and provide ideas for appropriate support and actions, if necessary.
- Discuss and exchange ideas and comments to clearly understand the guiding documents issued of the sector and the respective province and provide orientations for application suitable to the circumstances of each class and school.
- Collect and analyse data on student learning based on which to find out existing problems and then identify and implement solutions to improve learning quality.

There are many other activities that can take place in the PLC on LTP and there is no fixed content for the meetings, because this depends in large part on the availability of the members, the number of participants, the level of engagement of members, and many other such factors.



ANNEX 1

PRE-TRAINING/POST-TRAINING SURVEY FORM ON LEARNING THROUGH PLAY

School: _____ District: _____ Province: _____

Full name: _____ Teacher of Grade/Subject: _____

Please answer the following questions:

1. What do you understand by Learning Through Play (LTP)? (Choose ONE correct answer)

<input type="checkbox"/>	Students are given opportunities to interact, experience, and solve problems
<input type="checkbox"/>	It means learning only through games directed and organised by teacher
<input type="checkbox"/>	Learning and Play are two separate activities that cannot be combined

2. Which of the following are key characteristics of LTP? (Choose ALL correct answers)

<input type="checkbox"/>	Joyful
<input type="checkbox"/>	Iterative
<input type="checkbox"/>	Actively engaging
<input type="checkbox"/>	Teacher directs all learning activities
<input type="checkbox"/>	Socially interactive
<input type="checkbox"/>	Meaningful

3. Which of the following is **NOT** a major benefit of LTP (choose ONE correct answer)?

<input type="checkbox"/>	LTP helps children develop holistically (cognitive, emotional, social, physical, and creative)
<input type="checkbox"/>	LTP helps equip children with 21st century skills (communication, cooperation, and problem solving)
<input type="checkbox"/>	LTP helps children answer all the teacher's questions correctly
<input type="checkbox"/>	LTP helps children increase their autonomy and initiative in learning activities

4. To effectively apply LTP, which of the following principles teachers **SHOULD NOT** apply? (choose ONE correct answer)

<input type="checkbox"/>	Connect learning objectives with play activities
<input type="checkbox"/>	Promote student autonomy
<input type="checkbox"/>	Make learning supplies and materials accessible and easy for students to use
<input type="checkbox"/>	Help students feel safe and confident to participate in learning activities
<input type="checkbox"/>	Always take control of learning activities

5. Which of the following teachers **SHOULD NOT** do when applying LTP? (choose ONE correct answer)

<input type="checkbox"/>	Develop lesson plan that integrates LTP
<input type="checkbox"/>	Study and explore more about LTP on their own
<input type="checkbox"/>	Share their understanding about LTP with colleagues
<input type="checkbox"/>	Take control of the classroom during LTP application in the classroom

6. For LTP activities to be effective, what role should students play? (Choose ALL correct answers)

<input type="checkbox"/>	Students have autonomy in LTP activities
<input type="checkbox"/>	Students actively participate in LTP activities
<input type="checkbox"/>	Students may select contents and organisational forms of LTP activities
<input type="checkbox"/>	Students can express themselves in LTP activities
<input type="checkbox"/>	Students completely follow teacher's instructions

7. In your opinion, when is the TPD considered effective? (Choose ONE correct answer)

<input type="checkbox"/>	When the person who runs the TPD activity (BOET and DOET administrator, school leader or key teacher) feels satisfied
<input type="checkbox"/>	When teachers can improve their professional knowledge and skills after receiving professional development training
<input type="checkbox"/>	When the person who runs the TPD activity and teachers feel they have accomplished tasks of the school year

8. Which activity is not part of the professional development cycle? (Choose ONE correct answer)

<input type="checkbox"/>	Training on LTP
<input type="checkbox"/>	PTM on LTP
<input type="checkbox"/>	Outstanding teacher competition
<input type="checkbox"/>	Professional learning community on LTP
<input type="checkbox"/>	Sharing workshop on LTP
<input type="checkbox"/>	Coaching

9. How often is the duration of a professional development cycle? (Choose ONE correct answer)

	One month
	One semester
	One school year

10. To what extent is each of the following characteristics reflected in classroom activities that teachers **HAVE BEEN** delivering in class?

Item	Not at all	Low	Moderate	High
LTP activities are joyful				
LTP activities offer many opportunities for students to experiment (i.e., opportunities for students to try and experiment repeatedly)				
LTP activities allow children to be actively engaging				
LTP activities are socially interactive				
LTP activities are meaningful to students' learning				

ANNEX 2

LTP Checklist

Purpose

With this Checklist for LTP, school leaders and core teachers as well as DOET – BOET administrators can check to what degree a lesson plan or activity incorporates different elements of LTP.

How to use

The Checklist for LTP consists of three steps:

1. Analysis:

- In the puzzle, highlight or circle which elements you can recognize in the lesson you are reviewing.
- The elements are grouped according to the five characteristics of play (i.e., meaningful, socially interactive, actively engaging, iterative and joyful), plus student autonomy, learning goals, and materials used.
- You can also note additional playful elements that are not mentioned in the puzzle but are present in the lesson or activity.

2. Interpretation:

- Based on your findings in the analysis, you can indicate to what degree the lesson or activity incorporates the different characteristics of LTP and how much autonomy is given to students in this lesson. Calculate the corresponding total score.

3. Conclusion:

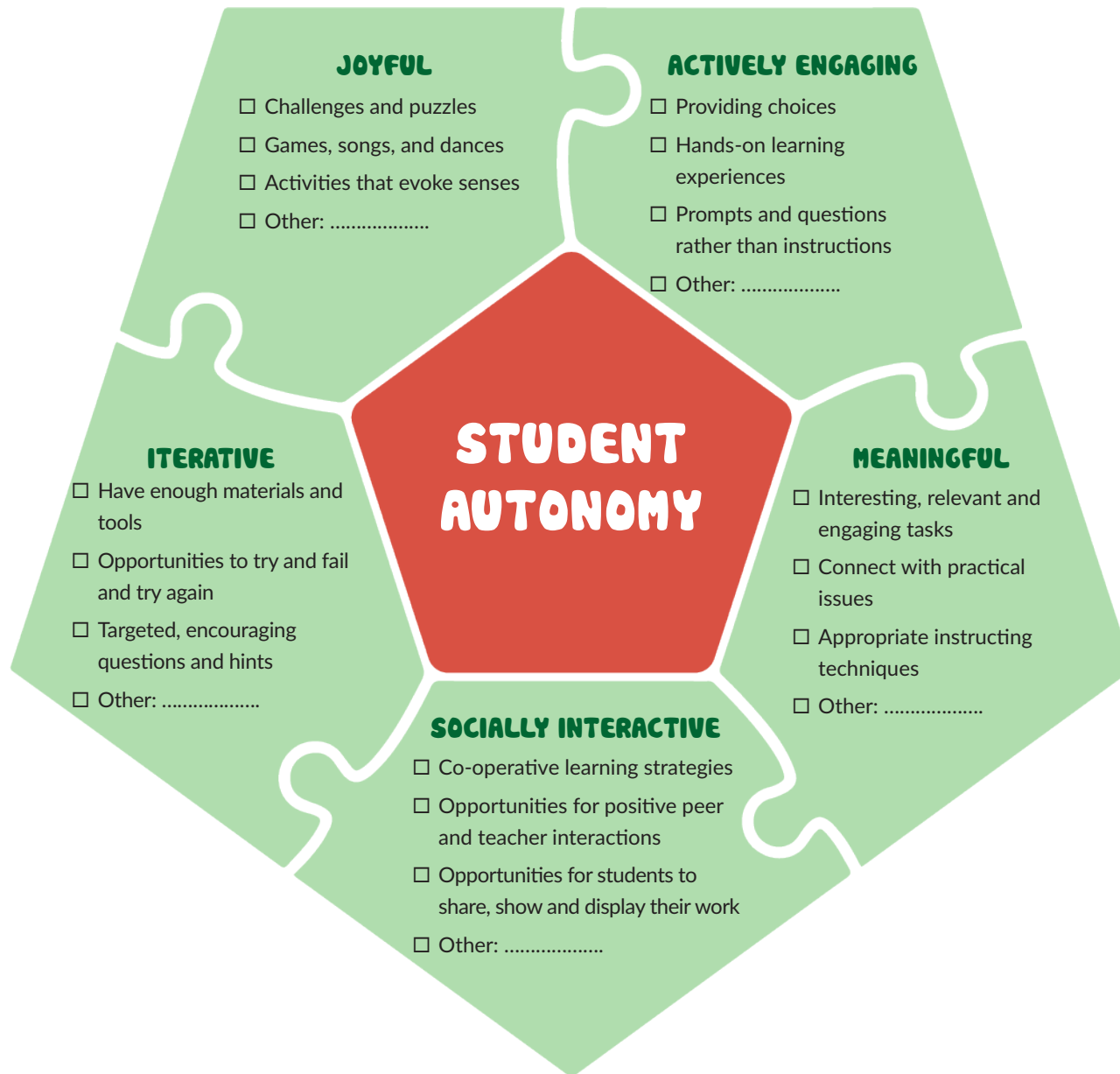
- Based on the analysis and interpretation, answer the question “**How PLAYFUL would you say this lesson plan is?**” Highlight the score group that corresponds with the total score from interpretation table.
- Add your argumentation and analysis to the assessment results.
- Give some feedback to the lesson/activity in the provided table.

Lesson	
Topic	
Grade	
Date	
Teacher	








LTP Checklist

Step 1: Analysis. Highlight which elements you can recognize in the lesson plan/activity.



LTP Checklist

Step 2: Interpretation. What are the results?

Based on the analysis you just did:	 Not at all	 A little bit	 Some what	 A lot	 Very much	Notes
Score allotted	0	1	2	3	4	
How JOYFUL would you say this lesson is?						
How ACTIVELY ENGAGING would you say this lesson is?						
How MEANINGFUL would you say this lesson is?						
How SOCIALLY INTERACTIVE would you say this lesson is?						
How ITERATIVE would you say this lesson is?						
How much AUTONOMY would you say is given to students in this lesson?						
Total score						

LTP Checklist

Step 3: Conclusion

Based on the analysis and interpretation you just did, please write down your own conclusion:

How PLAYFUL would you say this lesson plan or activity is? Highlight the score group that corresponds with the total score from interpretation table. Add an argumentation why this level is an appropriate conclusion for this lesson you just observed.

Score	0 - 6	7 - 14	15 and above
			<ul style="list-style-type: none"> - Four elements (e.g., autonomy, meaningfulness, active engagement, joy): score 3; - No element: score 0
Level of LtP	<p style="text-align: center;">Level 1:</p> <p style="text-align: center;">This lesson plan or activity shows NO or A FEW characteristics of LTP</p>	<p style="text-align: center;">Level 2:</p> <p style="text-align: center;">This lesson plan or activity shows SOME characteristics of LTP</p>	<p style="text-align: center;">Level 3:</p> <p style="text-align: center;">This lesson plan or activity clearly shows characteristics of LTP</p>

Because:

LTP Checklist

Please write down your feedback on the lesson plan or activity, focusing on the two main points:

Strengths of the lesson plan or activity that has incorporated LTP

Areas for improvement for LTP to be incorporated at a higher level in the lesson plan or activity

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