

Implementing and Evaluating Interventions to Improve School Readiness and Early Literacy

Experience from the Pacific Early Age Readiness and Learning Program



Supplementary Annexes

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Annex 1 – Tonga CPBA Fact sheets and Recipe cards

The fact sheets and recipe cards provided here as examples were initially written in English (as below), translated to Tongan language, and graphic designed to produce one-and two-page laminated sheets that facilitators could easily refer to and keep safely.

What makes a great play-based activity venue?

A check list for play based activity:

- Inside and outside facilities
- A safe environment both inside and outside
- A light and airy space with plenty of room for busy bodies to move around
- Toilets are available
- Secure storage space for toys (eg small chairs and tables, toys etc)
- Fencing around outdoor areas; if possible but not essential
- Shaded outside areas
- Area outdoor to play (optimise opportunities for natural play such as sand pit, low trees, a grass area for games)
- Space for mothers breastfeeding to sit comfortably away from the group.

All About Play-based Activities

What is a Play-based Activity?

A play-based activity is a group of mums, dads, grandparents and caregivers who meet together each week with their babies, toddlers and pre-schoolers for interaction and fun. Parents and caregivers work together to provide their babies and young children with opportunities to learn through play.

Why go to a Play based activity?

Children under five are going through a stage of rapid brain and skill development. For optimum development your young child needs a stimulating environment to play and learn. A Play based activity offer babies, toddlers and young children a wide variety of early learning experiences. It's a great way for your child to learn about the world, make friends and develop social skills.

A Play based activity also gives mums, dads, grandparents and caregivers a chance to meet to share ideas and experiences. Many long-term friendships begin at a Play based activity

At a Play based activity, your child will:

- Have fun
- Learn how to share through play
- Discover how to get along with other children
- Learn and develop new skills
- Listen to Tongan stories and sing songs
- Improve language skills
- Improve their abilities to solve problems
- Explore by playing with water and sand, by painting and trying other kinds of art and craft
- Have fun playing outdoors and going on outings and excursions.

At a Play based activity, you will:

- Learn new skills
- Share experiences
- Play and learn together with your child
- Help run the Play based activity

What to bring:

- Healthy snack (eg. bananas, coconut, papaya)
- Drink (eg. Water, coconut milk)
- Change of clothes

Planning for Play Based Activity

What activities are you going to provide at play-based activity?

You will need to do a small amount of planning or preparation for each play-based activity session so that you know what activities you are going to provide, what resources you will need and when you will do those activities. Sometimes activities will just be for one session and at other times you will offer the same activity at every session. You will also need to think about why you are going to do the activities. How will doing the activity help the children or the adults? To help you plan for the activities ask yourself the following questions:

- How old are the children?
- What can the children do already?
- What skills do they need to learn?
- What activities will help the children to learn and practice these skills?
- What activities do the children enjoy doing?
- What activities do the parents and caregivers enjoy doing with their children?

Offer a variety of activities

Children enjoy a variety of activities at a play based activity so you will need to be a little prepared and ready to offer a range of activities at each session. You can add variety by changing some of the activities each week. Think about the following:

- Bring in an old sheet from home and make a cubby inside for the children.
- Add some empty boxes from home for the children to construct with
- Use different things for painting rather than brushes
- Have morning tea outside instead of inside
- Put out different toys, eg blocks, construction toys and games

A weekly program will help you and the families to know what activities are planned for the session. Some programs will use words. Some programs will use photos or pictures to show what activities will be happening at the play-based activity.

How did things go?

It is important to think about what happened at the play based session at the end of the session or at the end of the week. It will help you to ask the following questions:

- How did the session go today?
- Did the children and the families enjoy the activities?
- What worked well?
- What didn't work well?
- What would you change for next time?

Additional Toys and Equipment

Basic toys and play equipment for play based activities

- A variety of balls, small bats. These can be home made out of stockings and rolled up newspaper.
- Wooden blocks, construction sets (at least 20 large pieces). Wooden blocks can be home made.
- Shells in different colours, shapes and sizes
- Washable dolls, doll's bed and bedding made out of carton boxes.
- Baby toys, rattles, soft toys, washable or cardboard books
- Large crayons, paste and paint brushes made from local materials
- Play tea sets or cooking sets, these can be old mixing bowls from the home environment.
- Buckets, spades, scoops for the sandpit or digging patch. These can be made plastic containers, sticks, etc.
- Floor rugs, floor mats
- Storage boxes can be cardboard or plastic
- small tables and chairs for children to do activities at play-based activity

Questions to ask when providing toys for play-based activity

1. Will it withstand constant, heavy use?
2. Is it safe (eg; how small parts that could be easily swallow or sharp that could cut) for all children or will it need to be supervised?
3. Can it be easily cleaned?
4. Is it appropriate for the age of the children attending?
5. Does it encourage children to play together or by children on their own?
6. Does it give the opportunity to develop and practise new skills?
7. Will it foster imaginative play?
8. Is it culturally appropriate?

A Play-based activity is about community working together

Instead of the facilitator being responsible for running the entire play-based activity why not work together and share the load?

The facilitator to think about what needs to be done and ask people to assist the facilitator in some part

Possible roles/duties:

Welcoming person: Welcomes new families, introduces them to other members and orientates them to the group.

Play Experiences Person: Take turn to assist the facilitator in setting the plan of activity each week.

Snack Time: Responsible for organizing snack time so everyone can eat and enjoy together.

Song/Story Time: Responsible for organising a story and some songs (usually) at the end of the play-based session. Children can help choose.

Cleaning Up: All families are encouraged to assist with the end of session clean up. Clean up time can be reduced dramatically when all families are required to participate. Leaving this to the same few people should be avoided.

A team approach can be an easier approach!

The Role of Adults in Play

Parents and families are the child's first educator. They play a crucial role in children's play...!

- Joining in play builds positive relationships between parent & child, in a fun atmosphere.
- Parents playing with their children promotes opportunities for them to support their children, as they experiment with new skills.
- The most positive reinforcement for children comes from the approval and acknowledgement of a parent.

Reasons for an adult to enter into children's play include:

- Safety
- Guidance
- Motivating
- Challenging
- Giving Knowledge
- Emotional Support
- Behaviour Guidance
- To present questions
- To query what is taking place
- To extend the play

Knowing when to enter & exit children's play is critical to meaningful play experiences. Consider what type of playmate you are and how this impacts on children's play.

"Child's play is a parent's business"
"The most important play for young children
is play with parents."

How to play with your children

Play is one of the best ways to build and strengthen the relationship between you and your child.

- Describe out loud what your child is doing
- Identify and say out loud what feelings your child is expressing either directly by child or indirectly through their play with the toys.

Some Example of How to Describe Your Child's Play Activities

"You drew a happy face"
"You're putting those two together"
"Now you are going to use that box"
"Now you're putting her in the car"
"You put him right in the bed"
"You're making a tall tower"
"You're the doctor now"
"You made her spin round and round"
"You're filling that all the way to the top"
"You've got them all lined up just how you want them"
"That one just crashed right into the other one"
"That one is sure making lots of noise"
"You're trying to fit that piece in there"

Some Example of How to Identify Feelings Expressed by Your Child

Watch your child's face and body language and acknowledge your child's feelings.

"That makes you happy"
"You like how that feels"
"That kind of surprised you"
"That's frustrating when it won't fit"
"It looks like you're excited to see that"
"You're really angry about that"
"You're proud of your painting"
"You like how you look with that hat on"
"You really wish we could play longer"
"You don't like the way that turned out"
"You're sad that it fell over"

When your child is expressing feelings indirectly through toys –

"That puppet is feeling silly today"
"That soldier is really angry with the other soldier"
"That little kitten looks scared of the big dog"
"That mummy is very sad that her baby is sick"
"That looks like a scary place they are going to"
"The dog family loves to be together and have fun"

Ref: <http://kathyeugster.com/articles/article001.htm>

Physical Play

A child's job is to move freely and be active every day!

The Value of Physical Play

- Develops coordination skills of hands, feet and eyes
- Helps with fitness and health by exercising muscles; children learn what different body parts can do
- Learn new skills and practice old ones
- Great fun
- Emotional release - reduce built up tension and stress, uses up energy
- Builds vocabulary - learn new words
- Social development - sharing, taking turns, interaction with other adults and children
- Understanding concepts eg. speed, space, distance, etc.
- Opportunities to develop agility, balance, flexibility, strength and speed.

Gross Motor Skills

Provide experiences to develop the following:

BALANCE	LIFTING	SWINGING
BENDING	PULLING	
BOUNCING	PUNCHING	
CARRYING	PUSHING	
CATCHING	RAKING	
CLIMBING	ROLLING	
CRAWLING	RUNNING	
CURLING	SHAKING	
GALLOPING	SKIPPING	
HANGING	SLIDING	
HITTING	STACKING	
HOPPING	STEPPING	
JUMPING	STRETCHING	
KICKING	SWAYING	
LEAPING	SWEEPING	

Physical Play Activities for a Play Based Activity

Balancing

Use a chalk line, masking tape or a rope strung out on the floor or grass. As children gain skill, a wide wooden plank can be used across car tires.

Ball Skills

Practice kicking, rolling, throwing and catching from adult to child. Play target games into a box with a large hole in the top or into a washing bucket or basin or a car tire. Children need practice and repetition - using medium to large, lightweight balls. Balls can be a blown-up balloon, or a tightly scrunched newspaper or plastic bag.

Rolling, Pushing & Pulling

Boxes, barrels, trolleys, prams, bikes, wheelbarrows and small hoops all give children opportunities to explore these skills.

Climbing / Swinging

* Supervising adults need to be close by while children are climbing.

For large outdoor space, adults need to be posted at various points around climbing and climbing objects as young children are often very unpredictable. Sand should be located underneath any objects that children are climbing at all times to help prevent serious injury. Example of climbing objects includes car and tractor tires and wooden logs.

Safety

Children at play-based activity range in age from 0-5 years. There is a vast range of abilities within this group. In particular, caregivers need to be vigilant at all times to make sure toddlers don't find themselves stuck on top of ladder or platforms with no adult assistance nearby.

Recipe Cards

Bubble Mixed

Ingredients:

- Morning Fresh Dishwashing Liquid 2 Cups
- Water 6 Cups
- Glycerin (available in Supermarkets) 1/4 Cup. *Sugar can be used as an alternative.*

Directions:

- Mix all ingredients together - prepare mixture
- ahead of time and store in the fridge for longer lasting bubbles.
- TIP: Keep container of fresh water nearby for rinsing detergent off of hands.

CAUTION:

- Keep away from eyes.
- DO NOT use Dawn Detergent as it contains potent chemicals.

Playdough

Ingredients:

- Plain Flour 1 Cup
- Salt 1/2 Cup
- Cream of Tartar 2 Tablespoons *Tongan alternative*
- Cooking Oil 1 Tablespoon
- Boiling Water approx. 1 Cup
- Food Colouring 1/2 - 1 Teaspoon *Tongan alternative*

Directions:

- Mix together dry ingredients
- Mix food colouring and oil into water and add slowly until dough forms
- Knead until smooth and stretchy
- Store in air tight container in fridge

Ice Cube Painting

Ingredients:

Water

- Food Colouring
- Ice Cube Trays

Directions:

- Mix food colouring with water and pour into ice cube trays and allow time to freeze
- Use coloured ice cubes in place of crayons when drawing
- Children will make connections with temperature and colour mixing / colour creating

Gloop

Ingredients:

- Cornflour 2 Cups
- Cold Water
- Food Colouring

Directions:

- Add water gradually to cornflour until it is smooth and runny enough to be dribbled
- Add food colouring

Annex 2 – Tonga CPBA Monitoring Forms

Forms	Codes	Completed By
1. CPBA PRE - REGISTRATION FORM	DOF-1	District Officers
2. CPBA REGISTRATION FORMS	DOF-2	District Officers
3. SRS TRAINING ATTENDANCE FORM	SRSF -1	SRS
4. COMMUNITY FACILITATORS TRAINING ATTENDANCE FORM	CFF -1	Community Facilitators
5. COMMUNITY FACILITATORS REGISTRATION FORM	CFF-2	Community Facilitators
6. FAMILY/CHILD REGISTRATION FORM	CFF-3	Community Facilitators
7. FAMILY /CHILD ATTENDANCE FORM	CFF -4	Community Facilitators
8. ACTIVITY PLANNING / RECORD FORM	CFF – 5	Community Facilitators
9. STARTER PACK DISTRIBUTION FORM	POF – 1	Pearl Office
10. TREATMENT COMMUNITY INVENTORY FORM	SRSF -3	SRS
11. COMPARISON COMMUNITY INVENTORY FORM	SRSF -3C	SRS
12. COMMUNITY CONTACT RECORD	PO2	PEARL OFFICE
13. CPBA IMPLEMENTATION SUPPORT VISIT FORM	SRSF -7	SRS

MINISTRY OF EDUCATION AND TRAINING
PEARL PROJECT – SCHOOL READINESS INTERVENTION
COMMUNITY PLAY BASED ACTIVITIES PRE-REGISTRATION FORM
2015

Place a (v) in the most appropriate box

1. LOCATION

A. ISLAND

Tongatapu Vava’u Ha’apai

B. DISTRICT:

C. VILLAGE/COMMUNITY:

2. COMMUNITY PLAY BASED ACTIVITIES

A. NUMBER OF PLAY BASED ACTIVITIES

How many Play based Activities are to be established in your community?

.....

B. SPONSOR / STAKEHOLDERS, NUMBER OF FAMILIES AND CHILDREN INTEND TO PARTICIPATE IN CPBA, AGES OF CHILDREN, NUMBER OF FACIITATORS AND VENUES

SPONSOR /STAKEHOLDERS	NUMBER OF FAMILIES INVOLVED	NUMBER OF CHILDREN AGES 0 -1 year old	NUMBER OF CHILDREN AGES 1-2 year old	NUMBER OF CHILDREN AGES 2 – 3 year old	NUMBER OF CHILDREN AGES 3-4 year old	NUMBER OF CHILDREN AGES 4-5 year old	NUMBER OF FACILITATORS	VENUES

C. **COMMUNITY EDUCATION COMMITTEES**

Has the Community Education Committee allowed /acknowledge and approved B above?

Yes No Others

If others, please explain.

.....

Signature :.....(District Officer) Date:

: (Town Officer) Date:

MINISTRY OF EDUCATION AND TRAINING
PEARL PROJECT – SCHOOL READINESS INTERVENTION
COMMUNITY PLAY BASED ACTIVITIES REGISTRATION FORM
2015

Prepopulated information from Pre- Registration Form

1. LOCATION

A. **ISLAND:** *prepopulated information*

B. **DISTRICT:** *prepopulated information*

C. **COMMUNITY:** *prepopulated information*

2. COMMUNITY PLAY BASE ACTIVITY SPONSORSHIP

A. SPONSOR / STAKEHOLDERS, NUMBER FAMILIES AND CHILDREN INTEND TO PARTICIPATE IN CPBA, AGES OF CHILDREN, NUMBER OF FACITATORS AND VENUES

SPONSORED BY	Number of families	0 – 1 yrs. old	1-2 yrs. old	2-3 yrs. Old	3-4 yrs old	4 -5 yrs old	Total Number of children	Total Number of Facilitators
<i>Pre-populated from Pre registration</i>	<i>Prepopulated Information</i>							
<i>Changes from pre registration</i>								

The numbers stated above are the numbers suggested in pre registration, please if there are any changes fill them in the row “ changes from pre registration”, if there are no changes please do not fill in this row. (this is the number of facilitators recommended for your CPBA to start with, and note this number is different from the number suggested in pre registration.)*

E. Information about facilitators

Please complete the table below with name(s) of the CPBA facilitators and with other information

Full Name	Age	Gender		Marital Status		Experience	
		Female	Male	Married	Single	Have teaching experience	No teaching experience
1.							
2.							
3.							

Signature :(District Officer) Date:

: (Town Officer/ CEC) Date:

MINISTRY OF EDUCATION AND TRAINING
PEARL PROJECT – SCHOOL READINESS INTERVENTION
SCHOOL READINESS SPECIALISTS (SRS) TRAINING ATTENDANCE FORM
2015

DATE:

NAME OF SRS	Signature
1. Salesi Faasolo	
2. Katherina Tupou	
3. Seuloni Tongi	

MALO

FOR PEARL OFFICE USE ONLY:

Objectives of Training:

Day Overview:

DATE RECEIVED:

DATE ENTERED INTO SRS PROFILE -- DATA BASE:

Data Entered By:..... **Signature:**

MINISTRY OF EDUCATION AND TRAINING
PEARL PROJECT – SCHOOL READINESS INTERVENTION
COMMUNITY FACILITATORS TRAINING ATTENDANCE FORM

2015

ISLAND: TONGATAPU **VAVA’U** **HA’APAI**

DATE:

ATTENDANCE

NAME OF FACILITATOR	NAME OF COMMUNITY	NAME OF CPBA	Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

FOR PEARL OFFICE USE ONLY:

Objectives of Training:

Day Overview:

DATE RECEIVED:

DATE ENTERED INTO SRS PROFILE -- DATA BASE:

Data Entered By:..... Signature:

MINISTRY OF EDUCATION AND TRAINING

PEARL PROJECT – SCHOOL READINESS INTERVENTION

COMMUNITY FACILITATORS REGISTRATION FORM

ISLAND: TONGATAPU VAVA’U HA’APAI ‘EUA

NAME OF COMMUNITY:

COMMUNITY CODE :

NAME OF CPBA:

DATE:

1. PERSONAL INFORMATION

a. Family Name	<input type="text"/>	First Name	<input type="text"/>
b. Date of Birth/...../.....	c. Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
d. Marital Status	Married <input type="checkbox"/> Single <input type="checkbox"/>		
e. Residential Address	<input type="text"/>	Are you intending to be a resident of this community for the next 3 years?	Yes <input type="checkbox"/> No <input type="checkbox"/>
f. Contact Details	Mobile phone: <input type="text"/>	Email Address	<input type="text"/>

2. WORKING EXPERIENCE

a. Have you got any experience working with young children and parents in a community?

YES as a:

- Sunday School Teacher and for how long:
- Kindergarten Teacher and for how long:
- Primary School Teacher and for how long:
- Secondary School Teacher and for how long:
- Others, please specifyand for how long :

NO

THANK YOU VERY MUCH

FOR PEARL OFFICE USE ONLY	
COMMUNITY CODE <input type="text"/>	CPBA CODE <input type="text"/>
FACILITATOR CODE: <input type="text"/>	
DATE RECEIVED: <input type="text"/>	

MINISTRY OF EDUCATION AND TRAINING

PEARL PROJECT – SCHOOL READINESS INTERVENTION

FAMILY / CHILD REGISTRATION FORM

2015

Please complete this form for all families participated in the CPBA

Please Tick the most appropriate box or box(es)

ISLAND: TONGATAPU VAVA'U HA'APAI 'EUA

NAME OF COMMUNITY

COMMUNITY CODE

NAME OF CPBA:

CPBA CODE:

TERM : 1 2 3 4

FOR PEARL OFFICE USE ONLY

DATE RECEIVED INTO THE OFFICE:

NAME OF PERSON ENTERED THE DATA

NAME OF DATABASE:

DATA ENTERED YES NO DATA TO BE REVIEWED

Comments on Data to be reviewed:

.....
.....
.....
.....
.....
.....
.....

Child(ren)'s Details

Full Name of Child Attending the Play Learning AND Child Code (<i>THE CHILD</i>)	Child's DOB:	Gender:	Additional Needs, Developmental Delay, Disability, Allergy , Other (please list):
<p>1.</p> <p>CHILD CODE</p> <input data-bbox="76 613 536 696" type="text"/>		<input type="checkbox"/> M <input type="checkbox"/> F	<p>Allergy <input type="checkbox"/> Please Specify</p> <p>Disability <input type="checkbox"/> Please Specify</p> <p>Additional Needs <input type="checkbox"/> Please Specify</p> <p>Others, please specify</p>
<p>2.</p> <p>CHILD CODE</p> <input data-bbox="76 1005 536 1088" type="text"/>		<input type="checkbox"/> M <input type="checkbox"/> F	<p>Allergy <input type="checkbox"/> Please Specify</p> <p>Disability <input type="checkbox"/> Please Specify</p> <p>Additional Needs <input type="checkbox"/> Please Specify</p> <p>Others, please specify</p>
<p>3.</p> <p>CHILD CODE</p> <input data-bbox="76 1397 536 1480" type="text"/>		<input type="checkbox"/> M <input type="checkbox"/> F	<p>Allergy <input type="checkbox"/> Please Specify</p> <p>Disability <input type="checkbox"/> Please Specify</p> <p>Additional Needs <input type="checkbox"/> Please Specify</p> <p>Others, please specify</p>
<p>4.</p> <p>CHILD CODE</p> <input data-bbox="76 1794 536 1877" type="text"/>		<input type="checkbox"/> M <input type="checkbox"/> F	<p>Allergy <input type="checkbox"/> Please Specify</p> <p>Disability <input type="checkbox"/> Please Specify</p> <p>Additional Needs <input type="checkbox"/> Please Specify</p> <p>Others, please specify</p>

Family Details

1. Child(ren) Family

a. The Child(ren) stay(s) with the:

Parents Grandparents Others, Please Specify

b. Complete with name of a parents / grandparent /others

Surname: First Name:

c. Residential Address:

.....

d. Contact Details: Phone/Mobile: Email:

2. Who will be bringing the child to the CPBA

Name of Person:

Relationship to child(ren): Mother Father Grandparent
 Carer Other, please specify
.....

3. Other Information

i) Family Main Source(s) of Income: Full Time Job Part Time Job
 Casual Job (ngāue ikai tuupau) Self Employed (lalanga, toutai, ngoue) Other , please specify
.....

ii) Parent/Carer Disability: Yes No If yes, please describe:
.....

iii) Parent & Caregiver Level of Education Primary Education
Secondary Schools Education Form 1 – 3 Form 3 – 5 and beyond
Tertiary Education

iv) Language spoken at home: Tongan Other

v) Does your family attend any other CPBA ? Yes No
If yes, the CPBA is at

vi) Does your child(ren) attend a pre school? Yes No
If "YES", what community is the pre school located?

vii) I give authority for photos of myself and/or my children to be used by PEARL Yes No

4. Child Home Environment

Child 1

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with your child?

- | | | | |
|------|--|------------------------------|-----------------------------|
| i. | Read books or looked at picture books with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ii. | Told stories to | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iii. | Sang song to / or with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iv. | Took outside the home/yard | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| v. | Played with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| vi. | Named, counted or drew things to/with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Child 2

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with your child?

- | | | | |
|------|--|------------------------------|-----------------------------|
| i. | Read books or looked at picture books with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ii. | Told stories to | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iii. | Sang song to / or with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iv. | Took outside the home/yard | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| v. | Played with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| vi. | Named, counted or drew things to/with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

CHILD 3

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with your child?

- | | | | |
|------|--|------------------------------|-----------------------------|
| i. | Read books or looked at picture books with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ii. | Told stories to | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iii. | Sang song to / or with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iv. | Took outside the home/yard | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| v. | Played with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| vi. | Named, counted or drew things to/with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

CHILD 4

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with your child?

- | | | | |
|------|--|------------------------------|-----------------------------|
| i. | Read books or looked at picture books with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ii. | Told stories to | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iii. | Sang song to / or with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iv. | Took outside the home/yard | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| v. | Played with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| vi. | Named, counted or drew things to/with | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Name of Parent / Guardian:

Parent /Guardian Signature:

Date:

INSTRUCTIONS

1. Each CPBA is given 4 Family/Child Attendance Record Forms
2. The facilitator has to take the attendance record of all families registered to participate in the CPBA.
3. The Family/Child attendance Record is 10 Weeks, the 10 weeks is assumed to be the number of weeks per term.
4. To complete the form:
 - i. Island: Place a tick in the box next to the island where the CPBA is located
 - ii. Community: Write the name of the community where the CPBA is located
 - iii. Name of CPBA: Write the name of the CPBA
 - iv. Name of Facilitators: If your CPBA have one facilitator write down only the name of that one facilitator, if you have two facilitator, write down both of them
 - v. Use the Family/child Register form for each family and write down all children registered from each family. It is better to do this before you start your first session.
 - vi. Leave the column “Parents/guardian” to be completed when the families bring their children to the session as there might be a different person coming with child as to the person in the register form.
 - vii. The SRS will complete the column “Child Code”. DO NOT complete this column
 - viii. “Week 1” is week 1 of the Term. If your CPBA starts on week 7 of the term, then you start with the Family/child attendance record on week 7.
 - ix. Each week has an “S1” and “S2” S1 stands for Session 1 and S2 stands for Session 2. If the CPBA has only one session per week, then complete the attendance under Column S1, if you have 2 sessions per week then complete the attendance under column S1 and S2. If you have more than 2 sessions use a new/another Family/Attendance Record Sheet and write in 3
 - x. To record the date when each session is happening, refer to the sample below.



- xi. To Indicate whether the family/child is present /absent/transfer or move to another community:
 - For “Family/ child” : “Present” ----- place a tick (v) in the box align with the child
 - “Absent” ----- place a small circle (○) in the box align with the child, if the child turns up to the session after you checked the attendance, place a tick over the circle.
 - “move to another community or transfer” ----- write H in the box align with the child.

Note: Ideally, when a child moves to another community and to attend a CPBA he/she will take with him/her his/her “code”. It will be handy that you call and inform PEARL office when such cases is happening.

- xii. The SRS will SUPPORT ALL FACILITATORS ALONG THE WAY WITH FILLING THIS FORM. The support will be by phone call/ SMS/ email or facebook

MALO ‘AUPITO HO’O TOKONI LELEI

ISLAND

TONGATAPU VAVA'U HAAPAI

MINISTRY OF EDUCATION AND TRAINING
 PEARL PROJECT – SCHOOL READINESS INTERVENTION
 ACTIVITY PLANNING & RECORD SHEET

NAME OF COMMUNITY:

NAME OF CPBA

NAME OF FACILITATOR/ SUPPORT PARENTS: TERM: 1 2 3 4 MONTH:

The age groups are in "years of age of the child". Please place a tick in the most appropriate box(es) as according to age groups and activity conducted Per week.

	WEEK 1					WEEK 2					WEEK 3					WEEK 4					WEEK 5					WEEK 6					WEEK 7					WEEK 8					WEEK 9					WEEK 10									
	Date : to Date:					Date : to Date:					Date : to Date:					Date : to Date:					Date : to Date:					Date : to Date:					Date : to Date:					Date : to Date:					Date : to Date:														
Types of Play learning Activities & Age groups	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
A. Art & Craft																																																							
B. Messy Play																																																							
C. Physical Play																																																							
D. Dramatized Play																																																							
E. Sing & Play Action Songs																																																							
F. Construction Play																																																							
G. Nature Walk																																																							
H. Field Trip																																																							
I. Reading																																																							
J. Others, please specify																																																							

Feedback on Implementation of Plan Please palce a tick in the box how every session went as per week and for (3) comment on either one of the last two bullet points

1. Children participation in the activities																																													
<input type="radio"/> Most of the children actively participate in the activities	<input type="checkbox"/>																																												
<input type="radio"/> Some of the children actively participate in the activities	<input type="checkbox"/>																																												
<input type="radio"/> A few of the children participate in the activities	<input type="checkbox"/>																																												
2. Engagement of Parents/ carers in the activities																																													
<input type="radio"/> Most of the parents were fully engaged in the activities	<input type="checkbox"/>																																												
<input type="radio"/> Some of the of the parents were engaged in the activities	<input type="checkbox"/>																																												
<input type="radio"/> A few of the parents were engaged in the activities	<input type="checkbox"/>																																												
3. Comments/remarks																																													
<input type="radio"/> Activities were well implemented	<input type="checkbox"/>																																												
<input type="radio"/> Activities were not well implemented because																																													
<input type="radio"/> Activities were NOT implemented because																																													

School Readiness Specialist comments after record was discussed with Community Facilitator

The items listed above have been checked and sent to the above named communities and CPBA.

PEARL Office:

Name of Officer:

Signature: Date :

For Tongatapu Only

We have received all items sent from PEARL Office for our CPBA Starter pack.

Received By:

Name :

Signature: Date:

For Vava'u and Haapai

We have received all items sent from PEARL Office for our CPBA Starter pack.

MET Office:

Received By:

Name of MET Officer:

Signature: Date:

Community /CPBA Committee/ Facilitator:

Received By:

Name:

Signature: Date:

Please make sure that MET Office in the Island of Vava'u and Haapai has copy of this form so as Facilitators of CPBA, CEC in Communities and PEARL Office.

MALO 'AUPITO

MINISTRY OF EDUCATION AND TRAINING

PEARL PROJECT – SCHOOL READINESS INTERVENTION

TREATMENT COMMUNITY INVENTORY FORM

Note:

1. SRSF-3 intends to capture Information on ECCE services and support in communities.
2. Baseline information will be collected on the SRS first CPBA Implementation support Visit then the collection of information will be on a 6 monthly basis.

YEAR :

BASELINE COLLECTION VISIT SIX MONTHLY COLLECTION (1ST, 2ND, 3RD etc)

ISLAND: TONGATAPU VAVA’U HA’APAI ‘EUA NIUATOPUTAPU

NAME OF COMMUNITY: COMMUNITY CODE

DATE:

Please place a tick in the box(es) next to people interviewed

DISTRICT OFFICERS	CUMMUNITY EDUCATION COMMITTEE	
TOWN OFFICERS	PRE SCHOOLS	
DISDRICT NURSES	PAYGROUPS	
PARENTS		

1. SCHOOL READINESS SPECIALISTS (SRS)

For SRS, please complete this section before commencing with any interview in this community

Does this community have a:

- CPBA YES NO
- Pre School YES NO (If “Yes” SRS must visit the Pre school)
- Playgroups YES NO (If “Yes” SRS must visit the play groups)

2. DISTRICT OFFICER (DO) TOWN OFFICER (TO) COMMUNITY EDUCATION COMMITTEE (CEC)

i) If there is **NO** CPBA in the community. The main reasons for not participating in the program and for not setting up a CPBA? *SRS, instead of ticking the box(es), please the number 1 against the most important reason, 2 for the next*

	DO	TO	CEC
Not well informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No place available for a venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enough parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No one available to facilitate the CPBA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We cannot have CPBA and Pre school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ii) If there is a CPBA, how often was CPBA discussed in **community** meetings in the last 6 months?
(Please place a tick in the appropriate box(es)).

	DO	TO	CEC
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What kind of **community** support have been offered to CPBA and ECCE services in your community in the last six months? (Please place a tick in the appropriate box(es)).

	DO	TO	CEC
Selection of a venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection of a facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging of communities/parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fund raising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Please specify			

- iii) Does your community have a “**Community Education Council/committee**”?

(Please place a tick in the appropriate box(es)).

	DO	TO	CEC
YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If the answer to (iii) above is ‘NO’, does the community plan to establish **community education committee**?

	DO	TO	CEC
YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If the answer to (iii) above is “YES”

How often did the **community education committee** meet in the last six months?

	DO	TO	CEC
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What kind of support the **community education committee** offered CPBA in the last six months?

	DO	TO	CEC
Selection of a venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection of a facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging of communities/parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fund raising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Please specify			

iv) Was there any cost related to setting up of the CPBA? Yes No

If the answer to (iv) above is “yes”. Complete the table below

Description of Item of Expenditure	Costing/Estimated Costing (TOP)	Source of fund
Total	\$	

v) Have you got any other comments on CPBA?

DO	TO	CEC

3. PRE SCHOOLS PLAYGROUPS

(Complete Only if there is a currently operating pre school /playgroup)

i) General Information

	PERSON INTERVIEWED
PLAYGROUPS	<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Parent
PRE SCHOOLS	<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Parent

ii) SPONSORSHIP

	CHURCH	COMMUNITY	PRIVATE	OTHERS (SPECIFY)
PLAYGROUPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> :
PRE SCHOOLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> :

iii) AGE GROUP

	Number of Children in an age group						Total
	Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	
PLAYGROUPS							
PRE SCHOOLS							

iv) From your experience, when children entered playschool /pre school, do they stay on until they go to Primary school?

	PLAYGROUPS	PRE SCHOOLS
YES	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

If the answer to (iv) above is “No”

a) what is/are the most common reason(s) for not attending anymore / “dropout of pre – schools/playgroups?

PLAYGROUPS	PRE SCHOOLS

b) Where do these children go when they are not attending / drop out of pre-school/playgroups?

	Stay Home	Transfer to another pre school	Move to another community & not attending pre school
PLAYGROUPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRE SCHOOLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

v) Does the pre – school/playgroup have a supporting committee?

	PLAYGROUPS	PRE SCHOOLS
YES	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

a) If “YES” to (v) above,

	PLAYGROUPS	PRE SCHOOLS
What is/are the main roles of this supporting committee?		
What kind of support offered by the supporting committee?		

vi) Are there any other pre-school /playgroups in the community?

	PLAYGROUPS	PRE SCHOOLS
YES	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

If “YES” to (vi) above

a) Do these pre schools/playgroups work together in supporting each other?

	PLAYGROUPS	PRE SCHOOLS
YES	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

b) If “yes” to (a), above, in what way.

PLAYGROUPS	PRE SCHOOLS
1.	1.
2.	2.
3.	3.

vii) (Ask this question only if there is a CPBA in the treatment community)

Are you supporting the CPBA in your community?

	PLAYGROUPS	PRE SCHOOLS
YES	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

If "yes" to (vii) above, in what way?

PLAYGROUPS		PRE SCHOOLS	
1.		1.	
2.		2.	
3.		3.	

viii) Have you got any other comments on CPBA?

PLAYGROUPS	PRE SCHOOLS

4. DISTRICT NURSE

i) In this community, is there a Health Center where the district nurse is centered? YES NO

ii) The district nurse has been involved in activities related to CPBA : YES NO

If the answer to (ii) above is "YES"

a) What kind of activity(ies) she/he is involving with and how often?

- ❖
- ❖
- ❖
- ❖

If the answer to (ii) above is "NO", what kind of support would she/he like to offer CPBA?

- ❖
- ❖
- ❖
- ❖

iii) Is the district nurse a member of the CEC? YES NO

iv) Have you got any other comments on CPBA?

4. PARENTS

1. Do you have any children ages 0 – 5? YES NO
2. Does your child (ren) attend CPBA? YES NO

	If YES to (2) above, WHY?	If No to (2) above , Why?
Parent 1		
Parent 2		
Parent 3		
Parent 4		
Parent 5		
Parent 6		
Parent 7		
Parent 8		
Parent 9		
Parent 10		
Parent 11		
Parent 12		

MINISTRY OF EDUCATION AND TRAINING

PEARL PROJECT – SCHOOL READINESS INTERVENTION

COMPARISON COMMUNITY INVENTORY FORM

Note:

1. SRSF-3 intends to capture Information on ECCE services and support in communities.
2. Baseline information will be collected on the SRS first CPBA Implementation support Visit then the collection of information will be on a 6 monthly basis.

YEAR :

BASELINE COLLECTION VISIT **SIX MONTHLY COLLECTION (1ST, 2ND, 3RD etc)**

ISLAND: TONGATAPU VAVA’U HA’APAI ‘EUA

NAME OF COMMUNITY: **COMMUNITY CODE**

DATE:

Please place a tick in the box(es) next to people interviewed

DISTRICT OFFICERS	CUMMUNITY EDUCATION COMMITTEE	
TOWN OFFICERS	PRE SCHOOLS	
DISDRICT NURSES	PAYGROUPS	
PARENTS		

1. SCHOOL READINESS SPECIALISTS (SRS)

For SRS, please complete this section before commencing with any interview in this community

Does this community have a:

- Pre School YES NO (If “Yes” SRS must visit the Pre school)
- Playgroups YES NO (If “Yes” SRS must visit the play groups)

2. DISTRICT OFFICER (DO) TOWN OFFICER (TO)
COMMUNITY EDUCATION COMMITTEE (CEC)

i) Did the community meetings in the last 6 months discuss Early Childhood Care Education (ECCE) which include CPBA & Pre schools and health (district nurse) ?

	DO	TO	CEC
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ii) If there is **NO** pre school / playgroups in the community, what is/are the main reasons for not having one in the community? *SRS, instead of ticking the box(es), please the number 1 against the most important reason, 2 for the next*

	DO	TO	CEC
Do not have the resources to establish one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not well informed of how to establish one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enough parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No one available to facilitate the CPBA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can not meet the requirement of the regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- iii) What kind of **community** support have been offered to CPBA and ECCE services in your community in the last six months?

	DO	TO	CEC
Encouraging of communities/parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fund raising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Please specify			

- iv) Does your community have a “**Community Education Council/committee**” to support ECCE services?

	DO	TO	CEC
YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- If the answer to (iv) above is ‘NO’, does the community plan to establish **community education committee**?

	DO	TO	CEC
YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- If the answer to (iv) above is “YES”, how often did the **community education committee** meet in the last six months and ECCE services was part of the discussion?

	DO	TO	CEC
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- What kind of support the **community education committee** offered to any ECCE service in the last six months?

	DO	TO	CEC
Selection of a venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection of a facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging of communities/parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fund raising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others. Please specify			

--	--	--	--

v) Have you got any other comments on CPBA and ECCE?

DO	TO	CEC

3. DISTRICT NURSE

- i) In this community, is there a Health Center where the district nurse is centered? YES NO
- ii) Has the district nurse been involved in any activity related to ECCE services? YES NO

If the answer to (ii) above is “YES”

a) What kind of activity(ies) she/he is involving with and how often?

- ❖
- ❖
- ❖
- ❖

If the answer to (ii) above is “NO”, what kind of support would she/he like to offer ECCE services?

- ❖
- ❖
- ❖
- ❖

iii) Is the district nurse a member of the CEC? YES NO

iv) Have you got any other comments on ECCE services?

4. PRE SCHOOLS PLAYGROUPS *(Complete if there is a currently operating pre school /playgroup)*

CONTINUE WITH THIS SECTION 4 ONLY IF THERE IS A PRE SCHOOL OR PLAY SCHOOL IN THE COMMUNITY

i) General Information

	PERSON INTERVIEWED
PLAYGROUPS	<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Parent
PRE SCHOOLS	<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Parent

ii) SPONSORSHIP

	CHURCH	COMMUNITY	PRIVATE	OTHERS (SPECIFY)
PLAYGROUPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> :
PRE SCHOOLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> :

iii) AGE GROUP

Number of Children in an age group							
	Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Total
PLAYGROUPS							
PRE SCHOOLS							

iv) From your experience, when children entered playgroups/pre school, do they stay on until they go to Primary school?

	PLAYGROUPS	PRE SCHOOLS
YES	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

If the answer to (iv) above is “No”

a) what is/are the most common reason(s) for not attending anymore / “dropout of pre – schools/playgroups?”

PLAYGROUPS	PRE SCHOOLS

b) Where do these children go when they are not attending / drop out of pre-school/playgroups?

	Stay Home	Transfer to another pre school	Move to another community & not attending pre school
PLAYGROUPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRE SCHOOLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

v) Does the pre – school/playgroup have a supporting committee?

	PLAYGROUPS	PRE SCHOOLS
YES	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

a) If “YES” to (v) above,

	PLAYGROUPS	PRE SCHOOLS
What is/are the main roles of this supporting committee?		
What kind of support offered by the supporting committee?		

vi) Are there any other pre-school /playgroups in the community?

	PLAYGROUPS	PRE SCHOOLS
YES	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

If "YES" to (vi) above

a) Do these pre schools/playgroups work together in supporting each other?

	PLAYGROUPS	PRE SCHOOLS
YES	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

b) If "yes" to (a) above, in what way.

PLAYGROUPS	PRE SCHOOLS

vii) Have you got any other comments on playgroup / pre schools?

PLAYGROUPS	PRE SCHOOLS

5.PARENTS

1. Do you have any children ages 3 - 5? YES NO

2. Does your child(ren) attend Pre school / playgroups? YES NO

	If YES to (2) above, WHY?	If No to (2) above , Why?
Parent 1		
Parent 2		
Parent 3		
Parent 4		
Parent 5		
Parent 6		
Parent 7		
Parent 8		

Parent 9		
Parent 10		
Parent 11		
Parent 12		
Parent 13		
Parent 14		
Parent 15		
Parent 16		
Parent 17		
Parent 18		
Parent 19		
Parent 20		

3. Have you got any other comments on CPBA and ECCE?

MALO 'AUPITO HO'O TOKONI

FOR PEARL OFFICE USE ONLY

DATE RECEIVED INTO THE OFFICE:

NAME OF PERSON ENTERED THE DATA

NAME OF DATABASE:

DATA ENTERED **YES** **NO** **DATA TO BE REVIEWED**

Comments on Data to be reviewed:

.....
.....
.....
.....
.....
.....
.....
.....

MINISTRY OF EDUCATION AND TRAINING
PEARL PROJECT – SCHOOL READINESS INTERVENTION
CPBA IMPLEMENTATION SUPPORT VISIT (CISV) FORM

DATE:.....

CISV : 1 2 3 4 *(Please circle the most appropriate number to indicate the frequency of CISV)*

COMMUNITY PLAY BASED ACTIVITY (CPBA) & COMMUNITY PROFILE

(Please place a tick / ticks in the appropriate box/boxes where required and provide information where necessary)

A. ISLAND

Island Code	Island	Name of District	District Code	Name of Community	Community Code
1	Tongatapu <input type="checkbox"/>				
2	Vava'u <input type="checkbox"/>				
3	Ha'apai <input type="checkbox"/>				

B. INFORMATION ON CPBA

CPBA Code		Name of CPBA	
Sponsor			
<input type="radio"/> Community <input type="radio"/> Churches, name of church <input type="radio"/> Women Group, name of group <input type="radio"/> Others, please specify			
Venue			
Standard of Venue:			
<input type="radio"/> Safe <input type="radio"/> Enough light and space for children <input type="radio"/> Space for mothers to breast feed their children <input type="radio"/> Secure storage area for resources <input type="radio"/> Area for outdoor play			
Comment:			
1.			
2.			
3.			
4.			
5.			
Contact Details			
	Contact Person		
	Address		
	Mobile Phone/line phone		
	Email Address		

C. CPBA FAMILIES CHILD REGISTRATION

1. The CPBA registered every family participated: YES NO

2. If “Yes” to (1) above, are all the information required in the registered form complete?
 Yes No

3. If “No” to (1) above, give the reasons?

No Families Child Register Forms Insufficient Families Child Registration form

4. If “No” to (2) above, what is/are the most incomplete section/issue?

.....

5. Number of Families registered in CPBA

6. Number of children registered in CPBA

0 – 1 year Old	1 - 2 year old	3 - 4 year Old	4 - 5 year old	Total Number of Children

7. The SRS offered support: Yes No

8. The support offered by SRS was

- Clarification of Family child Registration Process
- Supporting the community Facilitator with correcting the information in the Registration Form
- Supporting the community facilitator with completing the Registration Forms
- Assisting community facilitator and parents with registration
- Others, please specify

Please SRS, ensure that all Family child Registration Forms are correct and complete at the CPBA.

D. OPERATION OF CPBA

Number of Facilitators

Name of Facilitator (s)

- 1.
- 2.
- 3.

A. Do parents support the operation of the CPBA?

Yes No

If yes, what is/are the activity (ies) parents assist with?

- Bringing their children to CPBA by themselves or sending with a caregiver
- Engage in activities during CPBA sessions
- Parent support Group
- Donating toys and other resources to CPBA
- Working with the broader community and others to support CPBA
- Others, Please specify:

B. How many CPBA groups?

1. 2. 3.

How often are the group(s) sessions?

- Once a week per group on
- Twice a week per group on&
- Thrice a week per group On..... &

How long are the sessions

- 1 hr/session fromto
- 2 hrs/sessionto
- 3 hrs / session to

C. Does the CPBA have a community education committee or supportive group?

YES NO

If "yes" how often does it meet during setting up of the CPBA up to now? (Please Circle the appropriate number) 1 2 3 4 5

If "No", what happened, and is there any plan to establish one?

.....

.....

The SRS offered support: YES NO

The support offered by SRS was/were:

- encouraging the community facilitators with keeping a good relationship with the community
- encourage community facilitators to establish community education committee or supportive group and work closely with Town Officers
- Others, Please specify

D. Does the CPBA have a **guideline**? YES NO

If yes, the CPBA has a guideline, the guideline was:

- A mutual agreement among parents and facilitator and it is not documented, parents are informed
- A mutual agreement among parents and facilitator and it is documented, parents are informed
- designed by the facilitators and it is documented
- designed and documented by the facilitators and the parents are informed
- Others, Please specify:

If yes there is a guideline, the content of the guideline covers the following issues:

- Parents
- Resources
- Operation of CPBA
- Children
- Others, Please specify:

If there is no guideline,

- The community facilitators need support
- Facilitator will set it up later with community
- Others, please specify

The SRS offered support: YES NO

The support offered by SRS was/were:

- encouraging and support the community facilitators on the process of setting guidelines
- Others, Please specify

E. Does the CPBA have a **routine**? YES NO

If yes,

- is the routine visually displayed
- are the parents informed

If no, there is no routine

- the facilitator still need support
- others, please specify

The SRS offered support: YES NO

The support offered by SRS was/were:

- encouraging and support the community facilitators on designing a routine
- Others, Please specify

SRS, please make sure that when you leave the CPBA, they have a routine if they do not have one. Ensure that this is visually displayed.

F. Has the community facilitator complete his/her **planning and record activity form**?

YES No

If yes, the community facilitator has completed his/her planning and record, she/he

- Is up to date with planning and record
- Is up to date with planning and a week or a few weeks ahead with up to date record
- Others, please specify

If no there is no planning and record, the community facilitator

- Needs support on planning and record
- Others, please specify

The SRS offered support: YES NO

The support offered by SRS was/were:

- Assisting the community facilitators with planning and record
- Others, Please specify

SRS, please make sure the community facilitators is left with his/her plan up to date before leaving the CPBA

G. The community facilitator complete the **Family/Child Attendance form**? YES No

If yes,

- ✓ the CPBA started on
- ✓ SRS please complete the table below from the attendance form

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Date								
Number of Families Registered								
Number of Families Engaged								
Total Number of Children Registered								
Total Number of Children attended								
Number of children transferred								
There was no session/reason								

- ✓ Are there sufficient parents and children coming to the CPBA?
 YES No

If No, why?

If No, what have they done to increase participation?

The SRS offered support: YES NO

The support offered by SRS was/were:

- Assisting the community facilitators with completing the family/attendance form
- Others, Please specify

1. COMMUNITY FACILITATOR

1. Does the facilitator feel confident of facilitating the CPBA?

Very confident Confident Alright Need Assistance

2. If the facilitator need assistance, what kind of assistance required?

The SRS offered support: YES NO

The support offered by SRS was/were:

3. CPBA RESOURCES

The CPBA has received a starter pack YES NO

If yes , how many Starter packs: 1 2 3 4

Has the CPBA completed the distribution starter pack form? YES NO

The SRS offered support: YES NO

The support offered by SRS was/were:

SRS, please make sure that the SPBA completed starter pack form and bring it back with you

STORAGE AREA AND MAINTENANCE OF RESOURCES ARE

GOOD TO BE IMPROVED

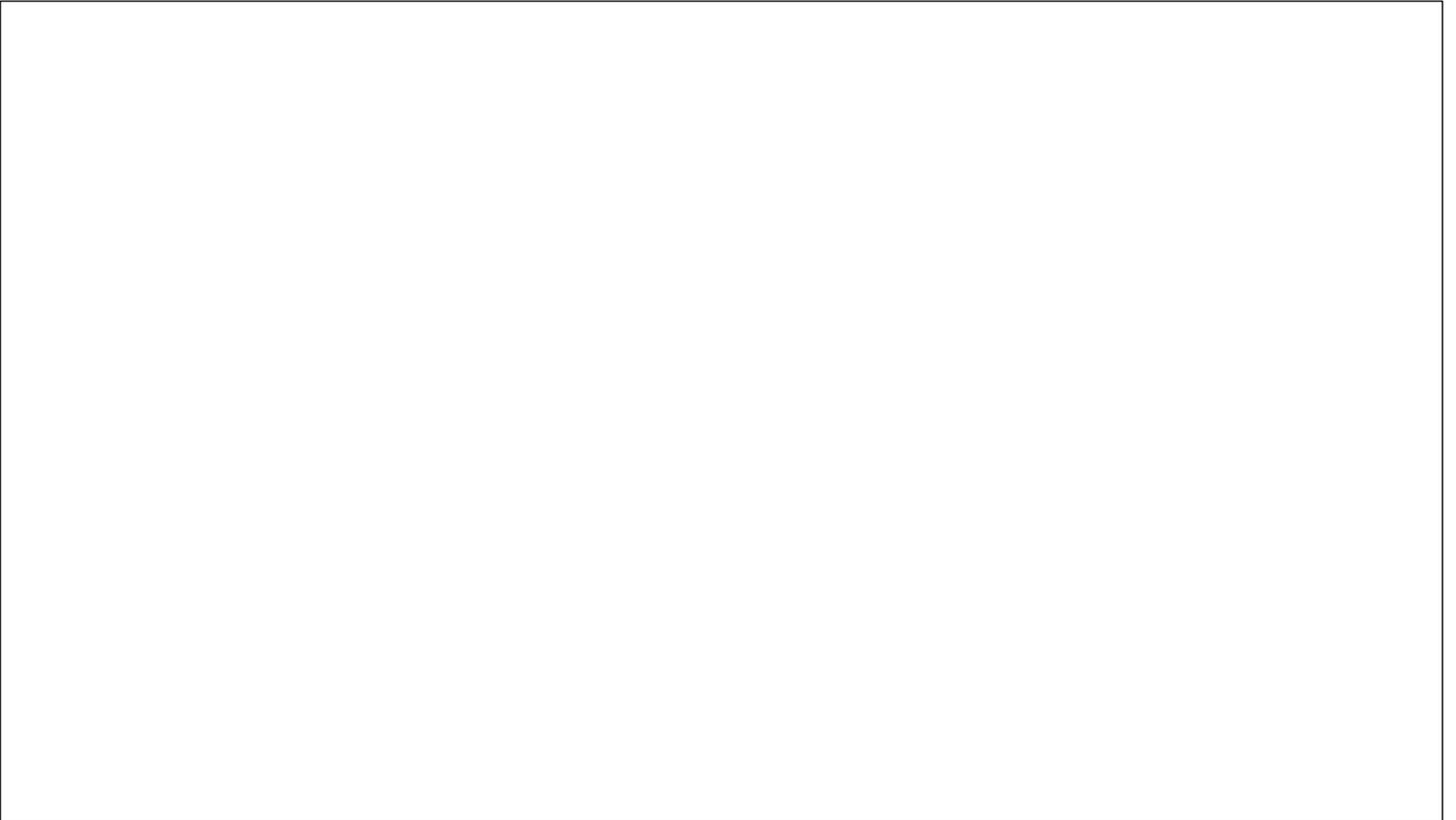
If TO BE IMPROVED, SRS comments

.....
.....

The SRS offered support: YES NO

The support offered by SRS was/were:

3. GOOD STORIES TO BE SHARED



4. SRS COMMENTS ON THE VISIT

REMINDERS TO SRS OF ITEMS TO BE COLLECTED FROM CPBA

DOCUMENTS (FORMS)	NO. OF COMPLETED DOCUMENTS COLLECTED	REMARKS
Family/Child Registration Forms		
Starter Pack Distribution form if works were done to complete this		

Name of Facilitator: **Signature:** **Date:**

SRS: **Signature** **Date:**

<p>FOR PEARL OFFICE USE ONLY</p> <p>DATE RECEIVED INTO THE OFFICE:</p> <p>NAME OF PERSON ENTERED THE DATA</p> <p>NAME OF DATABASE:</p> <p>DATA ENTERED <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DATA TO BE REVIEWED</p> <p>Comments on Data to be reviewed:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Annex 3 - Key elements of the Tonga “Read with your Child” public awareness campaign

- **Short sharp messages.** “Read with Your Child – 10 minutes a day.” This message was repeated in every product. It emphasized that this was not a big ask (only ten minutes), but it could make a big difference. Reading can be done anywhere, any time. And if you do not have access to printed books, you can make your own books. Associated with the message was a music refrain, and a jingle¹.



(Photos: BrandX Tonga)

- **Happy positive messages.** While it would have been possible to focus on the evidence that many Tongans were not doing well at school because they were not “school ready” and had very little reading at home, this message was avoided as it was more likely to make people tune out before getting to the important messages of what they can do about it. Instead, the focus went straight to the point that reading with your child for “just 10 minutes a day” will help your child do better at school and strengthen family bonds.
- **Messages directly focused on MEN.** Men’s support and men’s active engagement in reading with their children was prominent in the campaign. It was generally agreed there had to be strong visuals and verbal messages from senior men (ministers, business men, grandfathers etc.) to show the importance of the message, and enforce that it was not just the woman’s role in the house to read with children. A male district officer was the host for the 10- and 30-minute programs, a rugby team (rugby is the most popular sport in Tonga) was shown endorsing the message, and a local businessman was shown reading with his daughter. TV messages were shown during the evening news, which is the time of day men are most likely to be watching.



A district Officer was the host for all the TV programs, and a rugby team helped promote it. (Photos: BrandX Tonga)

¹ <https://www.facebook.com/watch/?v=81702548463351>



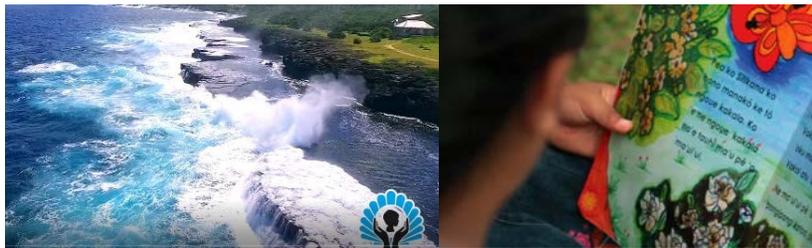
Local business man reading with his daughter and father with his children. (Photos: BrandX Tonga)

- **Family emphasis.** The visuals and words spoken emphasized that this is an activity that families can share and brings them closer together. Children were either sitting on their parent or grandparent's lap or close by them, touching them, sharing the moment.



(Photos: BrandX Tonga)

- **Tongan emphasis.** There was a strong sense of place and culture. All books and material displayed was in Tongan, all speaking was in Tongan. Each 10-minute TV program was located in a different part of Tonga and began by showing the local landscape. Many different types of communities were displayed. Parents and children were frequently shown reading outdoors.



Opening scene from a 10 minute program featuring Tongan landscape; books shown were in Tongan language. (Photos: BrandX Tonga)

- **Endorsements from leaders.** The campaign had short and long segments with endorsements from royal family, the Minister of Education, Ministry of Education Officials, teachers, and parents.



The Minister of Education on a TV program. Principal of the local Tertiary Education institute. (Photos: BrandX Tonga)



The Crown princess Launching the national "Read with your Child" Campaign in April 2017. (Photos: BrandX Tonga)

- **Showing people "how" to read helps.** Many parents did not know how to read "with" children, or where to get reading material from. There were 10-minute programs showing:
 - how to read a story with a child, including such things as showing parents how to ask questions of the child, and encouraging children to point at the pages and talk about what they're seeing, hearing and reading;
 - where to read – at home, at the beach, on the bus;
 - how to make books; and
 - where to find print apart from books, e.g. signs, menus, "print is everywhere".



Showing "how" to read. Member of the royal family showing how to read, and reading can be done anywhere. (Photos: BrandX Tonga)



Making books. (Photos: BrandX Tonga)

- **A memorable jingle/song.** Song is a very important part of Tongan culture, and the jingle became central to recall of the messages and arguably the most well-known part of the campaign. A local disc jockey (DJ) volunteered to write a song and to sing it. The words were powerful, e.g. “when we spend time together it means the world to me”. It was played on radio and TV and was on Facebook.



Local DJ singing the PEARL “read with your child” song. (Photos: BrandX Tonga)

Media and Material

Radio

- Over the eight-week campaign there were talkback sessions each week on the Tonga public broadcaster, Radio Tonga. Members of the PEARL team took calls from parents and others from all over Tonga discussing the importance of reading with their children.
- The jingle was regularly played throughout the day and over the 8 weeks of the campaign.
- There were book reading sessions on radio where an announcer would read a short book suitable for very young children.



Members of the PEARL reading team on talkback radio. (Photo: BrandX Tonga)

Video

Video material for use on TV, Facebook, and the PEARL website, with some audio elements such as the jingle played on radio. This contained a mix to suit different opportunities on TV of few second promos, one basic 1-minute video or jingle, few minute program and 30 minute programs.

These materials were used at various times throughout the day, but always included the one-minute video or a 15-second promo during the prime-time news slot. The material was also placed on a Facebook page run by the local media company and later on the PEARL Pacific website.

Brochures

Brochures for Church and community leaders. Given the importance of church and community leaders in Tonga, it had been proposed that some simple brochures be produced for them so that they could support the campaign by emphasizing the messages people were seeing and hearing on tv, radio and online. However, delays in getting the right product meant that these were distributed too late to be effectively timed with the main campaign.

Quality control on content

This is essential in any media campaign. It is very easy for a campaign, particularly with a mix of products, to go off message at times or be nuanced in ways that are not in keeping with the target or message. In the case of the “Read with Your Child” campaign, each product went through intensive review by technical and communications experts locally and internationally to ensure messaging and content was consistent with the campaign goals. Make sure the messages are relevant to general audience rather a specific group, messages must be relevant to both rural and urban areas, the “how” is catchy to public rather than only “what”, message must be in local language and cultural appropriate.

Annex 4 – Tonga ECDE Advisory Council Guidelines

EARLY CHILDHOOD DEVELOPMENT AND EDUCATION ADVISORY COUNCIL

OBJECTIVES AND OPERATIONAL PRINCIPLES (Final as at September 2016)

Background

The Government of Tonga aims to lift the education outcomes of its young people, and has made education compulsory for all children aged 4 to 18 years old. In particular it has given the Ministry of Education and Training (MET) responsibility for ensuring that all children in Tonga who are 4 to 5 years of age have access to education at an early childhood education centre (Education Act 2013, Part XX, Section 105 (1)), and that the education is of good quality. To that end it has designed regulations aimed at ensuring all preschool providers meet quality standards, developed an ECE curriculum, and has invested in quality resources for preschools.

The MET is also responsible for establishing coordinating bodies at national level to provide leadership for development of the sector and for strengthening cross-sectoral partnerships with relevant Ministries and non-government organisations working in the early childhood education sector (Education Act 2013, Part XX, Section 105 (2(j), 2(k)).

In response to this and recognising that the provision of ECE in Tonga is done through non-government bodies including the Churches, community groups and the private sector, the Minister of Education and Training established the ECE Council in December 2013, containing representatives of all major providers of ECE as well as MET officers. The ECE Council has met twice and provided feedback on the draft ECE Curriculum. The last time it met was in June 2014.

The World Bank has received funding from the Global Partnership for Education to provide analysis and technical assistance to improve Early Grade Literacy and School Readiness in the Pacific over 2014-2017. The project, entitled Pacific Early Age Readiness and Learning (PEARL) aims to:

- (i) broaden the knowledge base on the effectiveness, cost and scalability potential of evidence-based activities to improve School Readiness and Early Literacy in contexts of great population dispersion and rich linguistic and cultural diversity within and across countries; and
- (ii) develop a set of processes and guidelines to help Pacific countries better formulate and design effective measures and activities on school readiness and improved reading development. Initial activity will be in Papua New Guinea and Tonga.

With regard to School Readiness, in Tonga PEARL is piloting interventions and developing an evidence base on measures that will improve School Readiness of Tongan children. Work on the evidence base began in 2014 with an assessment of the development vulnerability of Tongan children aged 3-5 through a survey of all Tongan children using the TeHCI. Interventions include running Community Play Based Activities (CPBA) in a limited number of communities, media campaigns to raise parental awareness of the importance of early childhood education and development, using evidence to inform policy and strengthening collaboration across the Early Childhood Development and Education (ECDE) sector.

To be successful PEARL needs to obtain advice from a range of stakeholders in Tonga, such as preschool providers including the churches and the community, and government agencies such as the Ministry of Health and the Ministry of Internal Affairs. To do this, in October 2014 the Minister of Education and Training approved the establishment of a PEARL School Readiness Council to operate as a reference group. The PEARL School Readiness Council has met three times, most recently in July 2015, and provided advice to the Minister and the World Bank on design and implementation of the CPBAs and on the public awareness campaign. ECE Council members are invited to attend as observers, and a copy of the PEARL SR Council's advice to the Minister is provided to ECE Council members for information.

PEARL interventions are expected to increase parent and community interest in establishing and supporting preschools. Their success will help achieve the objectives of the Education Act, and as such has direct relevance to the Minister, the MET and non-government preschool providers.

Given the overlap in memberships between the two Councils and the role of PEARL in contributing to the Government's ECE agenda, it has been approved by the Ministry of Education and Training that the two councils be merged to create the Early Childhood Development and Education Advisory Council (ECDEAC) for the 2016-2017 period, noting that the PEARL project will finish in 2017. This will provide administrative efficiencies, simplify communication, and will help create strong operating practices for the ECE Council post 2017.

The advice from the Council will contribute to meeting outcomes from the Kingdom's 2015 development framework *The Tongan Strategic Development Framework 2015-2025: A more progressive Tonga: Enhancing Our Inheritance*. These outcomes include

- i. national outcome C - a more inclusive, sustainable and empowering human development with gender equality
- ii. *organisational outcome 2.2* - Closer partnership between government, churches and other stakeholders providing services to communities and support to community development to help promote stronger communities, better inclusion of all groups and human development, and also
- iii. *organisational outcome 3*. - Improved collaboration and dialogue with our development partners to ensure that their support is consistent with our needs and in line with the international standards set out in various international Declarations and Accords.

Council advice will be based on information and evidence and will contribute to strengthening the collection, analysis and distribution of accurate, informative and timely data, in a form that distinguishes progress between different groups, sectors and areas of the country.

Objectives

The objectives of the ECDE Advisory Council are to

1. provide advice and feedback to the Minister of Education and Training on the implementation of the ECE elements of the Education Act (2013) including progress in ensuring all 4 and 5 year old children attend quality early childhood education.
2. provide advice and feedback to the Minister of Education and Training and the World Bank on the design, implementation and outcomes of the School Readiness components of PEARL.
3. provide an opportunity for improved communication and coordination between providers of early childhood education and development services, other government services and district and town officers, and
4. contribute to meeting the Government's vision for Tonga as a progressive, inclusive, empowered and sustainable society.

The ECDE Council is **advisory only**, thus its views are not binding on the Minister, the World Bank or MET officials.

Membership

Membership will comprise:

- A. Pre-school providers
 - Ocean of Light International School
 - Representative of Independent and private ECE providers
 - Free Wesleyan Education system
 - Lavengamalie Education System
 - Roman Catholic system
 - Salvation Army
 - Tongan Pre School Association
- B. MET officials
 - Chief Executive Officer /Acting Chief Executive Officer
 - Deputy Executive Officer Teaching and Learning
 - Chief Education Officer – Primary Division
 - Chief Education Officer responsible for Early Childhood Education
- C. Early Childhood Development (ECD) Stakeholders
 - Ministry of Finance and National Planning
 - Ministry of Internal Affairs
 - Prime Minister’s Office (Local Government)
 - Government of Tonga Statistics Department
 - Ministry of Health
 - Representative District Officers
 - World Bank PEARL project coordinator

Principles

1. Members representing agencies, organizations or communities are expected to consult with those they are representing on agenda items and papers and inform them of outcomes of Council discussion.
2. The Chair provides the Council’s advice to the Minister and the World Bank following each meeting, with copies to Prime Minister and to the Ministers of Finance and National Planning, Health and Internal Affairs.
3. Meetings are expected to be held quarterly.
4. Each meeting will include
 - i. MET officers providing an update on ECE policy and implementation
 - ii. an update from the PEARL project officer on the progress of the school readiness components
 - iii. Members providing feedback obtained from their organizations/members on any issues and challenges arising from the updates
 - iv. Chair and/or MET officials providing feedback on the Minister’s comments on previous advice.
5. Meetings will also allow time for members to share information and to discuss opportunities to collaborate, for example in sharing resources.
6. The advice of the Council will be informed by consideration of the results of the Tongan Early Human Capability Index (TeHCI) survey 2014 and Tonga Early Grade Assessment (TEGRA) 2016
7. Representatives of other Ministries and organizations may be invited to attend meetings or parts of meetings at the Chair’s discretion.

Secretariat

The secretariat will be the PEARL project coordinator working with the MET ECE officials who will be responsible for:

1. keeping up-to-date records of members, their contact details, and attendance at meetings, together with a brief description of outcomes of Council meetings in a form accessible to the public.
2. keeping records of meetings including agendas, meeting papers and advice provided to the Minister and the World Bank.
3. Support the Chair of the Council by
 - a. organizing meetings including
 - i. consulting members as to items for meeting agendas and for the forward work program
 - ii. drafting agendas and papers for the Chair's consideration
 - iii. following the Chair's approval, providing papers and agenda a minimum of one week prior to the Council meeting
 - b. developing a forward work program, including dates of meetings, for the Chair's consideration, and
 - c. drafting brief reports of meetings including Council advice for the Minister and World Bank for the Chair's consideration.



The Tongan Early Human Capability Index (eHCI)

Backtranslated to English

Parent Completed

For each question, please mark the box that represents your answer. It is important to remember that children do not develop and learn at the same rate, for example, some children learn to walk earlier than others and this is normal and OK. We don't expect children to be able to do everything we ask in this questionnaire. The most important thing is that you give honest answers.

We are trying to find out the true status of the children, so that we know how and where we can best help. The survey is not to rate your parenting style but to get general information about children and for us to learn where best to help.

The child's name won't be used for anything and the data is kept confidential.

Name of fieldworker _____

Background information

A Child's name _____

B Child's date of birth _____ / _____ / _____

	Male	Female
C Child's gender	<input type="radio"/>	<input type="radio"/>

	Primary	Started High
D Child's Mother's education level	<input type="radio"/>	<input type="radio"/>
	Completed High	Tertiary
	<input type="radio"/>	<input type="radio"/>

E Community where the child lives: _____

Physical Health

1 Child's height _____ cm

2 Child's weight _____ kg

	Yes	No
3 Is this child sickly, not well looked after?	<input type="radio"/>	<input type="radio"/>

4a Does this child have any difficulties or special needs that they require help with

4b if yes _____

5 Does this child have good hygiene i.e. always wash their hands after toileting?

6 Does this child have positive habits , mafai/fili fakapotopoto

7 Does this child know good foods from bad foods

General verbal communication

Can already **Can't yet**

8 Can this child use a group of words in talking?

9 Can this child converse with others?

10 Can this child talk about something that he/she has done?

11 Can this child give detail using good Tongan words?

12 Can this child hold an adult like conversation (for example talkative, always questioning)

Cultural identity and Spirituality

Can already **Can't yet**

13 Shows compassion, understanding and tolerance of others

14 Can this child identify two culturally important foods / dishes?

15 Can this child identify two local plants that provide food / fruits?

16 Does this child show the Tongan cultural values of humility?

17 Does this child show the Tongan cultural values of devotion/commitment/obligation/responsibility?

18 Does this child show the Tongan cultural values of reciprocity in relationships

19 Does this child participate in cultural routines (for example dance)?

20 Is this child able to say a short prayer?

Social and emotional wellbeing and skills

	Yes	No
21 Is this child happy to share their toys and belongings?	<input type="radio"/>	<input type="radio"/>
22 Does this child take care of their own things?	<input type="radio"/>	<input type="radio"/>
23 Does this child demonstrate respect for adults?	<input type="radio"/>	<input type="radio"/>
24 Does this child demonstrate respect for other children?	<input type="radio"/>	<input type="radio"/>
25 Does this child accept responsibility for their actions?	<input type="radio"/>	<input type="radio"/>
26 Does this child repeatedly do something wrong even though he/she has been told to stop	<input type="radio"/>	<input type="radio"/>
27 Is this child considerate of other people's feelings?	<input type="radio"/>	<input type="radio"/>
28 Is this child always helpful?	<input type="radio"/>	<input type="radio"/>
29 Is this child friendly to other children?	<input type="radio"/>	<input type="radio"/>
30 Does this child kick, bite or hit adults or other children?	<input type="radio"/>	<input type="radio"/>
31 Is this child impatient?	<input type="radio"/>	<input type="radio"/>
32 Does this child always understand the difference between acceptable and non-acceptable behaviour?	<input type="radio"/>	<input type="radio"/>
33 Does this child follow simple directions on how to do something?	<input type="radio"/>	<input type="radio"/>

Perseverance

	Yes	No
34 Does this child always perform tasks independently?	<input type="radio"/>	<input type="radio"/>
35 Does this child always keep at a task until they are finished?	<input type="radio"/>	<input type="radio"/>
36 Does this child need constant reminding to finish something off?	<input type="radio"/>	<input type="radio"/>
37 Does this child get easily distracted from a task?	<input type="radio"/>	<input type="radio"/>

Approaches to learning

	Yes	No
38 Does this child show more curiosity about something new in comparison to something familiar?	<input type="radio"/>	<input type="radio"/>
39 Does this child investigate/explore the function of a new toy/game/puzzle or object?	<input type="radio"/>	<input type="radio"/>
40 Is this child always wanting to learn new things?	<input type="radio"/>	<input type="radio"/>
41 When in an unfamiliar environment with a familiar person present, does this child feel free to explore?	<input type="radio"/>	<input type="radio"/>
42 Is this child always diligent in their approach to a new job or task?	<input type="radio"/>	<input type="radio"/>

Numeracy and concepts

	Can already	Can't yet
43 Can this child recognise geometric shapes (e.g. triangle, circle, square)?	<input type="radio"/>	<input type="radio"/>
44 Can this child name and identify at least 3 colours?	<input type="radio"/>	<input type="radio"/>
45 Can this child sort and classify objects by common characteristics (e.g. shape, colour, size)?	<input type="radio"/>	<input type="radio"/>
46 Can this child name and recognise the symbol of all numbers from 1 to 10?	<input type="radio"/>	<input type="radio"/>
47 Can this child count to 10?	<input type="radio"/>	<input type="radio"/>
48 Can this child count to 20?	<input type="radio"/>	<input type="radio"/>
49 Can this child count to 100?	<input type="radio"/>	<input type="radio"/>
	Yes	Not yet
50 Does this child know that a horse is taller than a dog?	<input type="radio"/>	<input type="radio"/>
51 Does this child know the order of the day (e.g. morning, then afternoon and then evening)?	<input type="radio"/>	<input type="radio"/>
52 Does this child understand the concepts of yesterday, today and tomorrow?	<input type="radio"/>	<input type="radio"/>
53 Does this child know that a vehicle weighs more than a cup?	<input type="radio"/>	<input type="radio"/>
54 Does this child know that the number 8 is bigger than the number 2?	<input type="radio"/>	<input type="radio"/>

Formal literacy - reading

	Can already	Can't yet
55 Does this child know the sounds of the alphabet? (phonics)	<input type="radio"/>	<input type="radio"/>
56 Can this child identify at least 3 letters of the alphabet?	<input type="radio"/>	<input type="radio"/>
57 Can this child identify at least 10 letters of the alphabet?	<input type="radio"/>	<input type="radio"/>
	Yes	No
58 Are there any reading materials available to the child (e.g. picture books, magazines)	<input type="radio"/>	<input type="radio"/>
	Can already	Can't yet
59 Can this child hold a book and turn the pages in the right way?	<input type="radio"/>	<input type="radio"/>
60 Can this child follow reading directions? (i.e. left to right, top to bottom)	<input type="radio"/>	<input type="radio"/>
61 Can this child read at least 4 popular words?	<input type="radio"/>	<input type="radio"/>

Formal literacy - writing

	Can already	Can't yet
62 Can this child draw something identifiable? (e.g. a stick person)	<input type="radio"/>	<input type="radio"/>
63 Copy (trace) the shape of a letter? (eg A, E, F)	<input type="radio"/>	<input type="radio"/>
64 Can this child write their own name?	<input type="radio"/>	<input type="radio"/>
65 Can this child write short and simple words?	<input type="radio"/>	<input type="radio"/>
66 Can this child write short and simple sentences?	<input type="radio"/>	<input type="radio"/>

General Questions

- | | Yes | No |
|--|-----------------------|-----------------------|
| 67a Does/did this child attend kindergarten/children's centre? | <input type="radio"/> | <input type="radio"/> |
| 67b If yes, What year did they start Kindergarten? | | |
| 67c If yes, How long did they spend in kindergarten? | | |
| 67d if Yes, give the name of the kindy and Why you sent them? If
No, Why didn't they go to kindy? | | |

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with your child?

- | | | | |
|-----|--|-----------------------|-----------------------|
| 68a | Read books or looked at picture books with | <input type="radio"/> | <input type="radio"/> |
| 68b | Told stories to | <input type="radio"/> | <input type="radio"/> |
| 68c | Sang song to / or with | <input type="radio"/> | <input type="radio"/> |
| 68d | Took outside the home/yard | <input type="radio"/> | <input type="radio"/> |
| 68e | Played with | <input type="radio"/> | <input type="radio"/> |
| 68f | Named, counted or drew things to/with | <input type="radio"/> | <input type="radio"/> |
-



The Tongan Early Human Capability Index (eHCI)

Backtranslated to English

Teacher Completed

For each question, please mark the box that represents your answer. It is important to remember that children do not develop and learn at the same rate, for example, some children learn to walk earlier than others and this is normal and OK. We don't expect children to be able to do everthing we ask in this questionnaire. The most important thing is that you give honest answers.

Your answers need to be accurate. We are trying to find out the true status of the children, so that we know how and where we can best help.

There will be some questions that you will need to work with paretns to answer.

The data is not used to judge the school or teaching strateges but to work out where children need help with their development.

The childs name wont be used for anything and the data is kept confidential.

Name of Kindergarten: -----

Background information

A Child's name _____

B Child's date of birth _____ / _____ / _____

	Male	Female
C Child's gender	<input type="radio"/>	<input type="radio"/>

	Primary	Started High
D Child's Mother's education level	<input type="radio"/>	<input type="radio"/>
	Completed High	Tertiary
	<input type="radio"/>	<input type="radio"/>

E Community where the child lives: _____

Physical Health

1 Child's height _____ cm

2 Child's weight _____ kg

	Yes	No
3 Is this child frequently sickly?	<input type="radio"/>	<input type="radio"/>
4a Does this child have any disabilities / special needs? (or needs help with)	<input type="radio"/>	<input type="radio"/>
4b if yes _____ _____		
5 Does this child have good hygiene i.e. always wash their hands after toiletin	<input type="radio"/>	<input type="radio"/>
6 Does this child have positive habits , mafai/fili fakapotopoto	<input type="radio"/>	<input type="radio"/>
7 Does this child know good foods from bad foods	<input type="radio"/>	<input type="radio"/>

General verbal communication

	Can already	Can't yet
8 Can this child using a group of words?	<input type="radio"/>	<input type="radio"/>
9 Can this child use a string of sentences?	<input type="radio"/>	<input type="radio"/>
10 Can this child take turns speaking in a conversation?	<input type="radio"/>	<input type="radio"/>
11 Can this child describe things in detail with good Tongan words?	<input type="radio"/>	<input type="radio"/>
12 Can this child hold an adult like conversation (for example talkative, always questioning)	<input type="radio"/>	<input type="radio"/>

Cultural identity and Spirituality

	Can already	Can't yet
13 Shows compassion, understanding and tolerance of others	<input type="radio"/>	<input type="radio"/>
14 Can this child identify two culturally important foods / dishes?	<input type="radio"/>	<input type="radio"/>
15 Can this child identify two local plants that provide food / fruits?	<input type="radio"/>	<input type="radio"/>
16 Does this child show the Tongan cultural values of humility?	<input type="radio"/>	<input type="radio"/>

- | | | | |
|----|--|-----------------------|-----------------------|
| 17 | Does this child show loyalty and commitment? | <input type="radio"/> | <input type="radio"/> |
| 18 | Does this child show reciprocity in relationships | <input type="radio"/> | <input type="radio"/> |
| 19 | Does this child actively participate in cultural routines, i.e. dance? | <input type="radio"/> | <input type="radio"/> |
| 20 | Is this child able to say a short prayer? | <input type="radio"/> | <input type="radio"/> |

Social and emotional wellbeing and skills

- | | | Yes | No |
|----|--|-----------------------|-----------------------|
| 21 | Is this child happy to share their toys and belongings? | <input type="radio"/> | <input type="radio"/> |
| 22 | Does this child take care of their own things? | <input type="radio"/> | <input type="radio"/> |
| 23 | Does this child demonstrate respect for adults? | <input type="radio"/> | <input type="radio"/> |
| 24 | Does this child demonstrate respect for other children? | <input type="radio"/> | <input type="radio"/> |
| 25 | Does this child accept responsibility for their actions? | <input type="radio"/> | <input type="radio"/> |
| 26 | Is this child considerate of other people's feelings? | <input type="radio"/> | <input type="radio"/> |
| 27 | Does this child repeatedly do something wrong even though he/she has been told to stop | <input type="radio"/> | <input type="radio"/> |
| 28 | Is this child always helpful? | <input type="radio"/> | <input type="radio"/> |
| 29 | Is this child friendly to other children? | <input type="radio"/> | <input type="radio"/> |
| 30 | Does this child kick, bite or hit adults or other children? | <input type="radio"/> | <input type="radio"/> |
| 31 | Is this child impatient? | <input type="radio"/> | <input type="radio"/> |
| 32 | Does this child always understand the difference between right and wrong? | <input type="radio"/> | <input type="radio"/> |
| 33 | Does this child follow simple directions on how to do something? | <input type="radio"/> | <input type="radio"/> |

Perseverance

- | | | Yes | No |
|----|---|-----------------------|-----------------------|
| 34 | Does this child always perform tasks independently? | <input type="radio"/> | <input type="radio"/> |

35	Does this child always keep at a task until they are finished?	<input type="radio"/>	<input type="radio"/>
36	Does this child need constant reminding to finish something off?	<input type="radio"/>	<input type="radio"/>
37	Does this child get easily distracted from a task?	<input type="radio"/>	<input type="radio"/>

Approaches to learning

		Yes	No
38	Does this child show more curiosity about something new in comparison to something familiar?	<input type="radio"/>	<input type="radio"/>
39	Does this child investigate/explore the function of a new toy/game/puzzle or object?	<input type="radio"/>	<input type="radio"/>
40	Is this child always wanting to learn new things?	<input type="radio"/>	<input type="radio"/>
41	When in an unfamiliar environment with a familiar person present, does this child feel free to explore?	<input type="radio"/>	<input type="radio"/>
42	Is this child always diligent in their approach to a new job or task?	<input type="radio"/>	<input type="radio"/>

Numeracy and concepts

		Can already	Can't yet
43	Can this child recognise geometric shapes (e.g. triangle, circle, square)?	<input type="radio"/>	<input type="radio"/>
44	Can this child name and identify at least 3 colours?	<input type="radio"/>	<input type="radio"/>
45	Can this child sort and classify objects by common characteristics (e.g. shape, colour, size)?	<input type="radio"/>	<input type="radio"/>
46	Can this child name and recognise the symbol of all numbers from 1 to 10?	<input type="radio"/>	<input type="radio"/>
47	Can this child count to 10?	<input type="radio"/>	<input type="radio"/>
48	Can this child count to 20?	<input type="radio"/>	<input type="radio"/>
49	Can this child count to 100?	<input type="radio"/>	<input type="radio"/>
		Yes	No

50	Does this child know that a horse is taller than a dog?	<input type="radio"/>	<input type="radio"/>
51	Does this child know the order of the day (e.g. morning, then afternoon and then evening)?	<input type="radio"/>	<input type="radio"/>
52	Does this child understand the concepts of yesterday, today and tomorrow?	<input type="radio"/>	<input type="radio"/>
53	Does this child know that a vehicle weighs more than a cup?	<input type="radio"/>	<input type="radio"/>
54	Does this child know that the number 8 is bigger than the number 2?	<input type="radio"/>	<input type="radio"/>

Formal literacy - reading

		Can already	Can't yet
55	Does this child know the sounds of three letters of the alphabet? (phonics)	<input type="radio"/>	<input type="radio"/>
56	Can this child identify at least 3 letters of the alphabet?	<input type="radio"/>	<input type="radio"/>
57	Can this child identify at least 10 letters of the alphabet?	<input type="radio"/>	<input type="radio"/>
		Yes	No
58	Are there any reading materials in the child's home (e.g. picture books, magazines)	<input type="radio"/>	<input type="radio"/>
		Can already	Can't yet
59	Can this child hold a book and turn the pages in the right way?	<input type="radio"/>	<input type="radio"/>
60	Can this child follow reading directions? (i.e. left to right, top to bottom)	<input type="radio"/>	<input type="radio"/>
61	Can this child read at least 4 simple popular words?	<input type="radio"/>	<input type="radio"/>

Formal literacy - writing

		Can already	Can't yet
62	Can this child draw something identifiable? (e.g. a stick person)	<input type="radio"/>	<input type="radio"/>
63	Copy (trace) the shape of a letter?	<input type="radio"/>	<input type="radio"/>
64	Can this child write at least 3 letters? (e.g. A, B, C)	<input type="radio"/>	<input type="radio"/>

65 Can this child write their own name?

66 Can this child write simple words?



Scoring the Early Human Capability Index (eHCI) – Tonga

The Tongan version of the eHCI includes 66-items. Three of the items provide information on the child’s height, weight, presence of disabilities/special and reading material in the home. The other 62 items are all dichotomous (Yes/No, or Can already/Can’t yet) and these items are used to create nine scale score. The number of items within each scale ranges between 4 and 13, with an average of 7 items per scale. Most items are positively worded so that the “Yes/Can already” response is scored as 1, and the “No/Can’t yet” response is scored as 0. Non-responses are scored as a 9. Six items are reverse scored and these are shown in red below.

Table 1: Scoring the nine domains of the Tongan version of the eHCI

Domain	Response options	
	Yes	No
Physical health		
Is this child frequently sickly?	1	0
Does this child have good hygiene i.e. always wash their hands after toileting?	1	0
Does this child have positive habits? mafai/fili fakapotopoto	1	0
Does this child know good foods from bad foods?	1	0
General verbal communication	Can already	Can’t yet
Can this child use a group of words in talking?	1	0
Can this child use a string of sentences?	1	0
Can this child take turns speaking in a conversation?	1	0
Can this child describe things in detail with good Tongan words?	1	0
Can this child hold an adult like conversation (for example talkative, always questioning)?	1	0
Cultural identity and spirituality	Can already	Can’t yet
Shows compassion, understanding and tolerance of others?	1	0
Can this child identify two culturally important foods/dishes?	1	0
Can this child identify two local plants that provide foods/fruits?	1	0
Does this child show the Tongan cultural values of humility?	1	0
Does this child show loyalty and commitment?	1	0
Does this child show the Tongan cultural values of reciprocity in relationships?	1	0
Does this child participate in cultural routines?	1	0
Is this child able to say a short prayer?	1	0
Social and emotional wellbeing and skills	Yes	No
Is the child happy to share their toys and belongings?	1	0
Does this child take care of their own things?	1	0
Does this child demonstrate respect for adults?	1	0

Domain	Response options	
Does this child demonstrate respect for other children?	1	0
Does this child accept responsibility for their actions?	1	0
Is this child considerate of other people's feelings?	1	0
Does this child repeatedly do something wrong even though he/she has been told to stop	1	0
Is this child always helpful?	1	0
Is this child friendly to other children?	1	0
Does this child kick, bite or hit adults or other children?	1	0
Is this child impatient?	1	0
Does this child always understand the difference between right and wrong?	1	0
Does this child follow simple directions on how to do something?	1	0
Perseverance	Yes	No
Does this child always perform tasks independently?	1	0
Does this child always keep at a task until they are finished?	1	0
Does this child need constant reminding to finish something off?	1	0
Does this child get easily distracted from a task?	1	0
Approaches to Learning	Yes	No
Does this child show more curiosity about something new in comparison to something familiar?	1	0
Does this child investigate/explore the function of a new toy/game/puzzle or object?	1	0
Is this child always wanting to learn new things?	1	0
When in an unfamiliar environment with a familiar person present, does this child feel free to explore?	1	0
Is this child always diligent in their approach to a new job or task?	1	0
Numeracy and concepts	Can already	Can't yet
Can this child recognise geometric shapes (e.g. triangle, circle, square)?	1	0
Can this child name and identify at least 3 colours?	1	0
Can this child sort and classify objects by common characteristics (e.g. shape, colour, size)?	1	0
Can this child name and recognise the symbol of all numbers from 1 to 10?	1	0
Can this child count to 10?	1	0
Can this child count to 20?	1	0
Can this child count to 100?	1	0
Does this child know that a horse is taller than a dog?	1	0
Does this child know the order of the day (e.g. morning, then afternoon and then evening?)	1	0
Does this child understand the concepts of yesterday, today and tomorrow?	1	0
Does this child know that a vehicle weighs more than a cup?	1	0
Does the child know that the number 8 is bigger than the number 2?	1	0
Formal literacy - reading	Can already	Can't yet
Does this child know the sounds of three letters of the alphabet? (phonics)	1	0
Can this child identify at least 3 letters of the alphabet?	1	0
Can this child identify at least 10 letters of the alphabet?	1	0
Can this child hold a book and turn the pages in the right way?	1	0

Domain	Response options	
Can this child follow reading directions? (i.e. left to right, top to bottom)	1	0
Can this child read at least 4 simple popular words?	1	0
Formal literacy - writing	Can already	Can't yet
Can this child draw something identifiable? (e.g. a stick person)	1	0
Copy (trace) the shape of a letter?	1	0
Can this child write at least 3 letters? (e.g. A, B, C)	1	0
Can this child write their own name?	1	0
Can this child write short and simple words?	1	0

The scale scores for each domain are calculated by taking the average score of all items within that domain. As such, all domains have scores between 0 and 1, where higher scores represent better development. Domain scores are calculated provided that no more than 20% of scores are missing (see details below).

Domains	Items per scale	Non-missing items needed to calculate scale
Physical Health	4	3
Perseverance	4	3
Social and emotional wellbeing and skills	13	10
Cultural identity and spirituality	8	6
Formal literacy - writing	5	4
Formal literacy – reading	6	5
Numeracy and concepts	12	9
Approaches to Learning	5	4
Verbal Communication	5	4

Two summary indicators can also be calculated.

1. The **Literacy/numeracy scale** is made up of the 12 items from the Numeracy and concepts scale, the 6 items in the Formal literacy (reading) scale, and the 5 items in the Formal literacy (writing) scale. The average of these 23 items is calculated provided that at least 19 items are non-missing.
2. The **overall development scale** is calculated by taking the average of the nine scale scores, provided that data is non-missing for at least seven of the scales.
 - Verbal Communication
 - Approaches to Learning
 - Numeracy and concepts
 - Formal literacy – reading
 - Formal literacy - writing
 - Cultural identity and spirituality
 - Social and emotional wellbeing and skills
 - Perseverance
 - Physical Health

Note. The current computation of scale scores and summary indicators represents a work in progress. The instrument properties are still being validated and changes may still occur as further reliability and validity studies are conducted. The development of the eHCI involves a process of continuous improvement.

Annex 7 – Classroom Observation Tool for CLRW Program

COME, LET'S READ AND WRITE (CLRW) PROGRAM

FORM 7 - C

FORM 7 - C					Classroom Observation Snapshot			
ISLAND		VILLAGE		SCHOOL NAME		TEACHER NAME		
Date		Lesson starts	Lesson ends	CLASS NAME	No. of boys present	No. of girls present	COACH NAME	
Lesson (specify week and number of lesson)				WEEK		DAY	LESSON	
	Key Observation Criteria			IMPLEMENTATION: SCORE Mark with an X your chosen response				COMMENTS
1	Before teaching			Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
1.1	Does the classroom have an alphabet chart and flashcards in the Tongan language?							
1.2	Does the classroom have self-made posters/learning materials in the Tongan language?							
1.3	Does the classroom have student seating arrangements organized (rows, groups, etc.) so that all students face the front of the class where the teaching occurs?							
1.4	Does the teacher have a lesson plan and necessary resources to carry out today's lesson?							
1.5	Does the teacher give clear instructions to the students about the lesson that is about to begin?							
2	During teaching: Introduction - Phonemic Awareness			Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
2.1	Does the teacher review the sounds in words that have been taught in earlier lessons (if applicable)?							
2.2	Does the teacher introduce the lesson activity and tell students what they will learn?							

2	<i>During teaching: Introduction - Phonemic Awareness</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
2.3	Does the teacher provide examples outside those mentioned in the teacher's guide?					
2.4	Does the teacher teach using an "I do, we do, you do" instructional model in teaching sounds??					
2.5	Does the teacher hold the teacher guide while teaching?					
2.6	Does the teacher pronounce the letter sounds correctly? [Pay attention to long vowels and glottal stops.]					
2.7	Does the teacher teach students how to blend and/or segment sounds in simple spoken words using gestures? (Only when students are ready to learn words. Class 1, 2 syllable words; Class 2, 3 syllable words plus)					
2.8	Does the teacher call on all children, not only the ones who have their hands raised?					
2.9	Does the teacher call on boys and girls equally throughout the classroom?					
3	<i>During teaching: Phonics</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
3.1	Does the teacher begin with letter names and sounds that were taught earlier?					
3.2	Does the teacher use the "I do, we do, you do" instructional model in introducing the new letter					
3.3	Does the teacher hold the teacher guide while teaching?					
3.4	Does the teacher follow the routines specified in the teacher's guide in teaching students Tongan phonics?					

3	<i>During teaching: Phonics</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
3.5	Does the teacher call on all children, not only the ones who have their hands raised?					
3.6	Does the teacher teach students how to blend and/or segment letter/sounds in simple written words using flash cards or the blackboard (when students are ready to learn to decode words)?					
3.7	Does the teacher use upper and lower case letters when writing on the board as part of the teaching of letter names?					
4	<i>During Reading of words: Blending the sounds, read the word automatically, read the sentence.</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
4.1	Does the teacher begin teaching by reviewing the relevant sounds that were taught in earlier lessons?					
4.2	Does the teacher use the “I do, we do, you do” in introducing new letters?					
4.3	Does the teacher hold the teacher guide while teaching?					
4.4	Does the teacher follow the routines specified in the teacher’s guide in teaching students to read words and sentences?					
4.5	Does the teacher call on all children, not only the ones who have their hands raised?					
4.6	Does the teacher use the blending of sounds to read and say the word?					

4	<i>During Reading of words: Blending the sounds, read the word automatically, read the sentence.</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
4.7	Does the teacher encourage students to read words automatically?					
4.8	Does the teacher teach how to read short and long sentences?					
5	<i>During Writing: Writing by tracing and then copying the letter.</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
5.1	Does the teacher start teaching by reviewing the blending of sounds to read words?					
5.2	Does the teacher use the model: I do, we do, you do when teaching how to write the letter?					
5.3	Does the teacher hold the teacher guide while teaching?					
5.4	Does the teacher follow the routines specified in the teacher's guide to teach the writing of letters?					
5.5	Does the teacher help students who are unable to write according to instructions?					
5.6	Does the teacher follow the routines specified in the teacher's guide in teaching students to trace and copy letters?					

6	<i>During writing: First write the word as you spell it [sound by sound] and then spelling the word automatically.</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
6.1	Does the teacher use the instructional model: I do, we do, you do when teaching how to write words by sound and spell automatically?					
6.2	Does the teacher hold the teacher guide while teaching?					
6.3	Does the teacher follow the routine for writing words by writing as she spells the word sound by sound?					
6.4	Does the teacher teach students how to write the words by spelling / reading the words automatically?					
7	<i>During the Forming of Sentences stage</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
7.1	Does the teacher use the model: I do, we do, you do when teaching how to write words by sounding and spelling them automatically?					
7.2	Does the teacher hold the teacher guide while teaching?					
7.3	Does the teacher follow the routines specified in the teacher's guide to teach this stage of the lesson?					
7.4	Does the teacher teach forming sentences by using words that have been taught?					
7.5	Does the teacher teach forming a sentence by reading the sentence and then say each word and write?					

8	<i>During Teaching: Listening while Reading the Reading Comprehension</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
8.1	Does teacher follow the routine for asking students questions that begin with how, why, what happened or what will happen next when reading a story?					
8.2	Does the teacher call on students to retell parts of the story? (if the routine has been taught)					
8.3	Does the teacher follow the routines for getting students to read aloud in pairs and groups?					
8.4	Does the teacher follow the routines for teaching students reading comprehension during visualization and prediction on posters (when relevant)?					
8.5	Does the teacher follow the routines for using visualization and prediction during reading aloud the story?					
9	<i>After Teaching: Giving out Homework</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
9.1	Does the teacher give students homework which includes practice activities that they know how to complete?					
9.2	Does the teacher mark the students' homework?					
9.3	Does the teacher record whether the students complete their homework?					
9.4	Does the teacher keep a record of homework done, and signed by parents?					
9.5	Does the teacher keep track of learner success by tracking learner performance in the classroom? [either PRAT or other if in control schools]					

10	<i>Whole-lesson perspective</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
10.1	During the lesson, in the teacher-student interaction, does the teacher consistently and positively respond to students' needs and answers as they happen?					
10.2	Does the teacher praise or encourage students during the lesson?					
10.3	Does the teacher consistently check to ensure students understand and follow the lesson activity before moving on to the next one?					
10.4	Does the teacher use lesson activities / routines in ways that are flexible and engaging?					
10.5	Does the teacher have the classroom management skills to deal with composite classes (if applicable)?					

FORM 7 - M					Classroom Observation Snapshot			
ISLAND		VILLAGE		SCHOOL NAME		TEACHER NAME		
Date		Lesson starts	Lesson ends	CLASS NAME	No. of boys present	No. of girls present	MONITOR NAME	
Lesson (specify week and number of lesson)				WEEK		DAY	LESSON	
	Key Observation Criteria			IMPLEMENTATION: SCORE Mark with an X your chosen response				COMMENTS
1	Before teaching			Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
1.1	Does the classroom have an alphabet chart and flashcards in the Tongan language?							
1.2	Does the classroom have self-made posters/learning materials in the Tongan language?							
1.3	Does the classroom have student seating arrangements organized (rows, groups, etc.) so that all students face the front of the class where the teaching occurs?							
1.4	Does the teacher have a lesson plan and necessary resources to carry out today's lesson?							
1.5	Does the teacher give clear instructions to the students about the lesson that is about to begin?							
2	During teaching: Introduction - Phonemic Awareness			Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
2.1	Does the teacher review the sounds in words that have been taught in earlier lessons (if applicable)?							
2.2	Does the teacher introduce the lesson activity and tell students what they will learn?							

2	<i>During teaching: Introduction - Phonemic Awareness</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
2.3	Does the teacher provide examples outside those mentioned in the teacher's guide?					
2.4	Does the teacher teach using an "I do, we do, you do" instructional model in teaching sounds??					
2.5	Does the teacher hold the teacher guide while teaching?					
2.6	Does the teacher pronounce the letter sounds correctly? [Pay attention to long vowels and glottal stops.]					
2.7	Does the teacher teach students how to blend and/or segment sounds in simple spoken words using gestures? (Only when students are ready to learn words. Class 1, 2 syllable words; Class 2, 3 syllable words plus)					
2.8	Does the teacher call on all children, not only the ones who have their hands raised?					
2.9	Does the teacher call on boys and girls equally throughout the classroom?					
3	<i>During teaching: Phonics</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
3.1	Does the teacher begin with letter names and sounds that were taught earlier?					
3.2	Does the teacher use the "I do, we do, you do" instructional model in introducing the new letter					
3.3	Does the teacher hold the teacher guide while teaching?					
3.4	Does the teacher follow the routines specified in the teacher's guide in teaching students Tongan phonics?					

3	<i>During teaching: Phonics</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
3.5	Does the teacher call on all children, not only the ones who have their hands raised?					
3.6	Does the teacher teach students how to blend and/or segment letter/sounds in simple written words using flash cards or the blackboard (when students are ready to learn to decode words)?					
3.7	Does the teacher use upper and lower case letters when writing on the board as part of the teaching of letter names?					
4	<i>During Reading of words: Blending the sounds, read the word automatically, read the sentence.</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
4.1	Does the teacher begin teaching by reviewing the relevant sounds that were taught in earlier lessons?					
4.2	Does the teacher use the "I do, we do, you do" in introducing new letters?					
4.3	Does the teacher hold the teacher guide while teaching?					
4.4	Does the teacher follow the routines specified in the teacher's guide in teaching students to read words and sentences?					
4.5	Does the teacher call on all children, not only the ones who have their hands raised?					
4.6	Does the teacher use the blending of sounds to read and say the word?					

4	<i>During Reading of words: Blending the sounds, read the word automatically, read the sentence.</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
4.7	Does the teacher encourage students to read words automatically?					
4.8	Does the teacher teach how to read short and long sentences?					
5	<i>During Writing: Writing by tracing and then copying the letter.</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
5.1	Does the teacher start teaching by reviewing the blending of sounds to read words?					
5.2	Does the teacher use the model: I do, we do, you do when teaching how to write the letter?					
5.3	Does the teacher hold the teacher guide while teaching?					
5.4	Does the teacher follow the routines specified in the teacher's guide to teach the writing of letters?					
5.5	Does the teacher help students who are unable to write according to instructions?					
5.6	Does the teacher follow the routines specified in the teacher's guide in teaching students to trace and copy letters?					

6	<i>During writing: First write the word as you spell it [sound by sound] and then spelling the word automatically.</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
6.1	Does the teacher use the instructional model: I do, we do, you do when teaching how to write words by sound and spell automatically?					
6.2	Does the teacher hold the teacher guide while teaching?					
6.3	Does the teacher follow the routine for writing words by writing as she spells the word sound by sound?					
6.4	Does the teacher teach students how to write the words by spelling / reading the words automatically?					
7	<i>During the Forming of Sentences stage</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
7.1	Does the teacher use the model: I do, we do, you do when teaching how to write words by sounding and spelling them automatically?					
7.2	Does the teacher hold the teacher guide while teaching?					
7.3	Does the teacher follow the routines specified in the teacher's guide to teach this stage of the lesson?					
7.4	Does the teacher teach forming sentences by using words that have been taught?					
7.5	Does the teacher teach forming a sentence by reading the sentence and then say each word and write?					

8	<i>During Teaching: Listening while Reading the Reading Comprehension</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
8.1	Does teacher follow the routine for asking students questions that begin with how, why, what happened or what will happen next when reading a story?					
8.2	Does the teacher call on students to retell parts of the story? (if the routine has been taught)					
8.3	Does the teacher follow the routines for getting students to read aloud in pairs and groups?					
8.4	Does the teacher follow the routines for teaching students reading comprehension during visualization and prediction on posters (when relevant)?					
8.5	Does the teacher follow the routines for using visualization and prediction during reading aloud the story?					
9	<i>After Teaching: Giving out Homework</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
9.1	Does the teacher give students homework which includes practice activities that they know how to complete?					
9.2	Does the teacher mark the students' homework?					
9.3	Does the teacher record whether the students complete their homework?					
9.4	Does the teacher keep a record of homework done, and signed by parents?					
9.5	Does the teacher keep track of learner success by tracking learner performance in the classroom? [either PRAT or other if in control schools]					

10	<i>Whole-lesson perspective</i>	Fully	Partially	Not at all	N/A	Write any relevant observation that helps justify your scoring of the activity / routine
10.1	During the lesson, in the teacher-student interaction, does the teacher consistently and positively respond to students' needs and answers as they happen?					
10.2	Does the teacher praise or encourage students during the lesson?					
10.3	Does the teacher consistently check to ensure students understand and follow the lesson activity before moving on to the next one?					
10.4	Does the teacher use lesson activities / routines in ways that are flexible and engaging?					
10.5	Does the teacher have the classroom management skills to deal with composite classes (if applicable)?					

Annex 8 – Teacher Profiles

Teacher 01 PROFILE

Come Let's Read and Write

Teacher.. SINE MA'AFU TANGINOA
 School.... GPS HA'AMONGA
 Class..... 1 SINE (Straight)
 Island.... TONGATAPU

This individual teacher profile provides a snapshot of teacher performance in the CLRW program linking training, coaching, and monitoring, and aims to inform further coaching and teacher training.



Figure 1: Overall level of implementation (%)

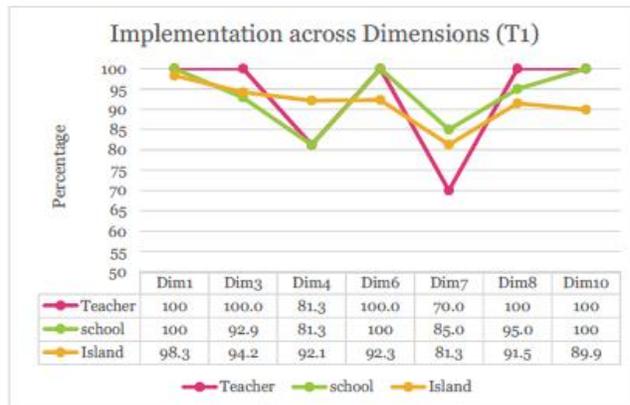


Figure 2: Implementation across Dimensions (R2)

TONGA PEARL

MAY 2017

Monitoring and Evaluation and
Logistic Support

SKILL AREAS

Phonemic
Awareness

Phonics

Fluency

Vocabulary

Comprehension
strategies

DIMENSIONS

1. Before teaching
2. Phonemic awareness
3. Phonics
4. During reading
5. Write, trace
6. Write, spell, sound
7. Sentence formation
8. Listening
9. Giving homework
10. Whole-lesson

Notes:

- Rounds relate to independent monitoring visit (different to coaching)
- Dimensions relate to the instructional aspects covered in the classroom observation tool.
- Average scores for the teacher are compared against the average for the EGR teachers in the same school, and then against EGR teachers in the same island group.

DETAILED RATINGS PER DIMENSION BY CRITERIA: ROUND_2										
Dimension1	C1.1	C1.2	C1.3	C1.4	C1.5					
	F	F	F	F	F					
Dimension2	C2.1	C2.2	C2.3	C2.4	C2.5	C2.6	C2.7	C2.8	C2.9	
	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Dimension3	C3.1	C3.2	C3.3	C3.4	C3.5	C3.6	C3.7			
	F	F	F	F	F	F	F			
Dimension4	C4.1	C4.2	C4.3	C4.4	C4.5	C4.6	C4.7	C4.8		
	F	F	F	F	F	N	F	P		
Dimension5	C5.1	C5.2	C5.3	C5.4	C5.5	C5.6				
	NA	NA	NA	NA	NA	NA				
Dimension6	C6.1	C6.2	C6.3	C6.4						
	F	F	F	F						
Dimension7	C7.1	C7.2	C7.3	C7.4	C7.5					
	P	F	P	F	P					
Dimension8	C8.1	C8.2	C8.3	C8.4	C8.5					
	F	F	NA	NA	F					
Dimension9	C9.1	C9.2	C9.3	C9.4	C9.5					
	NA	NA	NA	NA	NA					
Dimension10	C10.1	C10.2	C10.3	C10.4	C10.5					
	F	F	F	F	NA					

Overall comments:
 The teacher's implementation of routines in dimensions 1, 3, 6 and 9 were good but there were mixed results in Dimensions 4 and 7. Reflection on partial implementation of routines in dimensions 4 and 7 followed by consultation with reading coaches is recommended. The routines for this lesson did not include those in dimensions 2, 5 and 9.

Figure 3: Ratings across criteria

WHAT WORKED WELL

The teacher implemented well the routines involved in planning and preparation before teaching, phonics, writing and spelling, and the whole lesson activities in Dimension 10. The teacher is commended for these results.

AREAS NEEDING IMPROVEMENTS

Implementation of routines included in sentence formation (Dimension 7) and reading of words and sentences in Dimension 4 needs to be relooked at by this teacher. The skills in the two dimensions are strongly linked. Reflective discussion with the reading coach is recommended.

Notes:

- Detail ratings by criteria relate to specific expected interactions / behaviours observed or not during the classroom observation, for each of the instructional routines scheduled for the day of the visit.
- Written comments are from the independent monitor, not from the coach.
- Coaches and teachers had the opportunity to reflect together on the findings from this document during the coaching visit and to set aspirations for improvements and tentative targets.