



**Teacher's Outstanding Achievements and Knowledge  
Sharing - From Ministry of Education  
Timor-Leste**

**Presenter:  
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## **Formal Education**

Baccalaureate Equivalency Course

Physical Education Teachers' College (SGO)

Junior High School

## **Non Formal Education**

Professional Ethics training

New School approach (Eskola Foun) training

Health Education training with NGO SHARE

Intensive teacher training – various subjects

Physical Education training

Technical professional training

Portuguese Language training level 1 and 2

# Non formal education and it links to my daily tasks

## Professional Ethics



Child-Centred Approach



- **From 2004 to 2012 I studied a great deal through non-formal education.**

**From this experience I slowly learned how to be a good teacher by being creative and proactive, building positive relationships with other colleagues in the school and community along the way.**

# **Work Experience in the Education Field**

**I have been a primary school teacher for more than 15 years. My career has progressed from being a public servant, teacher and then to a school principal (coordinator).**

**Currently my role is as a teacher and school coordinator of Hatolia Vila primary school in Hatolia, Ermera.**



❖ **In 2014 I completed the Ministry's Complementary Baccalaureate Equivalency Course**

**My educational background allows me to understand that teaching approaches are instrumental in ensuring effective learning**

**I have seen from experience that child-centered approaches enable students' learning in classroom, and allow each child to explore their world and express themselves through learning and play**

# Changes in EBF Hatolia

## Before:

- Teacher-centered approach (talk and chalk method)
- Classroom settings weren't well organized
- No school garden
- No availability of books in the classroom
- No learning corners or hands-on materials available
- Low student and parent involvement

# Now:

- ▶ Child-centered approach introduced
- ▶ Classroom setting well managed
- ▶ School garden now exists
- ▶ Mini library established in classrooms
- ▶ Learning corners organized and frequent use of hands-on learning materials
- ▶ Student government and other extracurricular activities established
- ▶ Strong parent-teacher association and parent involvement





Changes in teachers' meeting room



Child centered approach



# Challenges:

- ✓ Teachers resistant to change
- ✓ Teachers have low knowledge regarding teaching methods that use a child centred approach
- ✓ Lack of student participation during learning process
- ✓ Lack of access to books and other learning materials
- ✓ High drop out
- ✓ Poor student performance
- ✓ Parents not supportive of their children's education

# Solutions:

- ▶ Continued support and attendance at trainings
- ▶ Become mentor or role model to others
- ▶ Apply child centered teaching methodologies effectively
- ▶ Use classroom spaces for mini library and learning corners
- ▶ Provide extra support for students who are falling behind
- ▶ Creation of ways for students to participate in their school
- ▶ Rejuvenation of PTA, and encouragement of teachers to develop closer relationships with parents and community
- ▶ Institute teacher working groups

# **My Dreams**

**“My biggest dream is for all children in Timor-Leste, whether or not they are my own, to have the good life, good education and the good future that they all deserve. The future of this country is in their hands, and the responsibility for them belongs to those who are preparing these children today.”**





***Kob Khun Ka  
Obrigado***