

Key Teacher Training Report



Capacity Building Workshops for Educational Leadership Development

August 10-15, 2012

Kathmandu

Compiled by
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and AHF Education Adviser

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Executive Summary

Key teachers' network is structured by REED-Nepal to support the teachers and schools adequately and efficiently. This also encourages the community to bear ownership of the school. This is a powerful means for the long term sustainability of the programme. The key teachers with the help of schools and cooperation of District Education Office can be continued the quality education programme forever. The base has to prepare to fulfil the above maintained aim. Therefore, the capacity building workshop for educational leaders and focal person is one of the major programme of REED-Nepal.

This report outlines the events and outcomes of the Capacity Building Workshops for Educational Leadership Development conducted in Kathmandu in 2012. The six-day workshop, conducted for the officials of District Education Office, Resource Persons and Key Teachers. The training was facilitated by teacher trainers from REED-Nepal to strengthen the focal Person's leadership skills and the Key teacher's network development in the clusters that had been set up.

This is the continuation of Key teachers' training in Rasuwa district and is the first year training for the key teachers and resource persons of Myagdi district. The workshop was conducted from 10th August to 15th August 2012. It was attended by 2 key teachers, one Resource Person, one School Supervisor and District Education Officer from Myagdi district. Two Resource Persons, one School Supervisor and Eight Key teachers from Rasuwa were benefited by the workshop.. The programme was inaugurated by the director of National Council for Educational Development (NCED) and District Education Officer, Myagdi.

Content areas included: achievements made and problems faced by Key teachers in their clusters. Major focus was on the facilitation skills, leadership skills, action research, communication skills, promoting team work, creative decision making, monitoring and evaluation in education, Continuous Assessment System (CAS). In-school support, classroom observation and feedback were the highlight of the programme. The ideas of designing the training session and training delivery was also practised which was reflected in the micro training.

The workshop resulted in a number of outcomes. The Key Teachers shared their experiences during the year especially focusing on what had worked well during the year. Their evaluation reported that the training was most successful.

The Naulekh Himalayan Foundation and Nepali Village Initiative, fund the Capacity Building training programme and the Rural Education and Environment Development Center (REED) implements, monitors and supports.

Plans were made for the year 2012 to visit school, identify the problems, supports the teachers and help for quality education. It was presented from each Key teacher.

██████████ Objectives of the training

Objective of the Training	Expected Outcomes
Strengthen key teachers' and educational leaders' skills and knowledge on child friendly education	Child friendly teaching and learning environment is created the schools of Key teachers and other schools are supported on the same
To sharpen the ability of key teachers to support in their own schools and other schools	Schools and teachers are regularly supported by the key teachers child friendly conducive learning
To boost up the leadership skills of the educational leaders and build trust through communication skills	Good cooperation among the stakeholders of schools with the help of feedback and self disclosure
To design supportive activities of TPD including classroom observation and feedback	Classes are observed and constructive feedbacks are provide that helps the professional growth of the teachers
To guide the participants to be a good facilitator with its prerequisites	Training programmes are facilitated by the key teachers with the help of trainers
To structure planning and procedures for ongoing in-school support programme	In-school support is done by the key teachers, Resource persons and School supervisors jointly according to the plan and is systematic and more effective

██████████ Workshop Programme

These three six day workshops had one District Education Officer, two DEO school supervisors, three DEO resource persons and twelve key teachers attending where three were female and fifteen were male. Four key teachers from Rasuwa and three key teachers from Myagdi were totally new. The DEO officials also attended the Capacity building workshop for the first time. The workshop was conducted by the REED training team.

The District Education Office, Myagdi and Rasuwa as well as the head teachers of Key teachers' schools were very supportive. The teacher's expectations were identified and analysed before the workshop.

██████████ The teachers' expectations

The training sessions are always designed according to the needs, interest and expectation of the participants. The needs and expectation are collected during the in-school support of the REED trainers. On the basis of the collected needs, the first hand sessions were designed and the facilitator has a set of objectives and activities. And before starting the training, a session was there to identify the further needs of the participants and the training contents and activities were modified. The needs of the participants are listed below:

- Roles and responsibilities of Key teachers
- In-school support guidelines
- How to manage to work in group
- Classroom organization and record keeping
- How to communicate with the stakeholders of schools
- Educational policy of government of Nepal
- Continuous Assessment System
- How to observe the class and give constructive feedback
- How to develop observation tools
- Adult learning and child learning theory
- Techniques of writing various reports including In-school support

██████████ Experience Sharing

Key Teachers Success and the Reflection

- Key teachers and DEO officials enthusiastically attended the trainings and committed to shoulder the assigned responsibilities. Participants demonstrating that they value this training. Key teachers, Resource Persons, School Supervisors and District Education Officers showed positive attitude and engagement
- Key teachers have been sharpening their skills to complete their responsibilities. Key Teachers and DEO People are committed to visit each school jointly in their clusters twice during the year.
- Plan of activities agreed for next year. They are committed to support the schools more than two times
- Key teacher easily accepted to help to implement refresher trainings to their clusters

Workshop timetable

Each day began with the Nepali National Anthem, a class song of primary level, a Nepali educational song and Brain Gym. Each day a new team building game to give the participants about the importance of team work was played. New games were incorporated into the program according to the timetable of each subject. Participant representatives and facilitators conducted a daily evaluation of the sessions.

Participants prepared short demonstration micro teaching lessons in groups. Those lessons used skills emphasized in the training such as group work, questioning, discussion and use of teaching materials; moreover through the micro teaching participants evaluated the peer. Technique of classroom observation and feedback was the main objective of the peer teaching. The feedback was an excellent job done by the teachers. The six areas of teaching were to evaluate and the participants were asked to develop the feedback around those aspects like teaching strategies, teachers' movement, materials use, practices of child- centred teaching, review the lesson plan, meeting objectives.

Programme Implementation

Day 1 – Friday 10/8

Session	Contents	Resource Persons	Objectives	Expected Outcomes	Preparation	Procedure
9:00 – 11:00	Opening ceremony	GS/RMR	To share TTQEP with Key Teachers and other officials	Participants are informed about TTQEP	Register, diary, pen, ring binder file, banner	Formal programme speeches
11:00 – 11:15	Tea Break	ALL				
11:15 – 12:30	Introduction, Norms of training, Expectations, Objectives and Course Overview, Experience Sharing	GS/RMR	Get to know each other, work in a system, Divide the responsibilities, identify the needs, visualize the activities and revise the previously learnt skills	everyone is familiar with each other, responsible, analysed the effectiveness of the programme	word cards, charts, news print paper, marker, sketch pen, etc	For discussion, group work, pair work, game presentation
12:30 – 1:30	Lunch Break	ALL				
1:30- 3:00	KT Network, Role and responsibilities of KT, Documents Discussion	S Sherpa/ TRK	To strengthen the key teachers network which works for school improvement	Positive changes in school when the key teachers and concerned department work with competent	Forms and documents, guidelines, handouts	Discussion, question answer, group work, presentation

3:00 – 3:15	Tea Break	ALL								
3:15 – 4:45	KT's roles and Responsibilities contd....	DD/JL								

Day 2 – Saturday 11/8

Session	Contents	Resource Persons	Objectives	Expected Outcomes	Preparation	Procedure
8:30 – 9:00	Morning Assembly	RMR	To sing the class songs in correct tune and practice Brain Gym for accelerated learning	Class songs are sang in the schools in correct tune and students and teachers are ready for active teaching and learning	Sound system, charts	Singing and kinesthetic exercise
9:00 – 9:30	Review, Reporting, Group division, role division	DD/JL	To review the activities done in the previous day, find the feeling and suggestion	The skills and knowledge are retained	Word cards, group cards, balloon, string, and daily use materials	Discussion, game, question answer, Presentation
9:30 – 9:45	Tea Break	ALL				

9:30 – 11:00	Action Research	KP Khanal	To practice action research for teachers' professional development and students' learning achievement	Improved professionalism of teachers and quality of education with the practice of Action research	charts, report, handouts	Discussion, question answer, group work, presentation
11:15 – 12:30	How to Promote Team Work	DD/JL	Encourage the educational leaders to work in a team to achieve the aim of quality education	Quality education is improved after an effort made by the team with common purpose and initiative	charts, word cards, meta cards, handouts	Discussion, question answer, game, group work, presentation
12:30 – 1:30	Lunch Break					
1:30 – 3:00	Communication Skills	SRN/MS	To develop good professional relationships with each other	Key teachers, school, community and Officials are trustworthy to each other and work cooperatively	Flip chart, meta card, projector, marker	Prediction, Comparison, demonstration, presentation
3:00 – 3:15	Snacks	ALL				
3:15 – 4:30	Communication skills	SRN/MS	Build up trust and openness for effective teamwork and quality education	Mutual respect each other with the help of self disclosure and feedback	Flip chart, meta card, projector, marker	Prediction, Comparison, demonstration, presentation

4:30 – on	Feedback and debrief	To find out the effectiveness of the activities	To find out the effectiveness of the activities	Facilitators learnt the plus points and points to improve	Feedback forms	Sharing and discussion
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Day 3 – Sunday 12/8

Session	Contents	Resource Persons	Objectives	Expected Outcomes	Preparation	Procedure
7:00 – 7:30	Morning Assembly Review, Reporting, Group division, role division		To sing the class songs in correct tune and practice Brain Gym for accelerated learning To review the activities done in the previous day, find the feeling and suggestion.	Class songs are sang in the schools in correct tune and students and teachers are ready for active teaching and learning The skills and knowledge are retained.	Sound system, charts Word cards, group cards, balloon, string, and daily use materials	singing and kinesthetic exercise Discussion, game, question answer, Presentation
7:30 – 8:30	Communication model	SRN/MS	Build up trust and openness for effective teamwork and quality education	Mutual respect each other with the help of self- disclosure and feedback	Flip chart, meta card, projector, marker	Prediction, Comparison, demonstration, presentation
8:30 – 9:00	Breakfast	ALL				

9:00 – 9:30	Communication model cont'd	SRN/MS					
9:30 – 11:00	Guidelines of In-school support	MS/TRK	To guide the key teachers to support teachers in their school for improved teaching learning activities	Child friendly activities in the school with the regular support of key teachers	Handouts, charts, forms, daily use materials etc.	Group work, discussion, practice,	
11:00 – 12:00	Creative Decision making	JL/GS	To strengthen the decision power of the Participants	Positive changes in the schools with the help of right decision by the right person in the right place in the right time	Handouts, meta cards, charts	Discussion, group work, presentation	
12:00 – 12:45	Lunch	ALL					
12:45 – 2:30	Classroom Management	D Pradh-nanga	Discuss and practice about the ways to manage the classroom effectively	Classrooms are managed effectively in the schools	Handouts, sample sessions, charts	Discussion, presentation and practice	
2:30 – 3:00	Feedback and debrief	To find out the effectiveness of the activities	To find out the effectiveness of the activities	Facilitators learnt the plus points and points to improve	Feedback forms	Sharing and discussion	

Day 4 – Monday 13/8

Session	Contents	Resource Person	Objectives	Expected Outcomes	Preparation	Procedure
8:30 – 9:00	Morning Assembly Review, Reporting, Group Feedback, role division	TRK	Practice over the correct tune of class songs and do Brain Gym for accelerated learning To review the activities done in the previous days, find the feeling and suggestion	Class songs are sang in the schools with correct tune and students and teachers are ready for active teaching and learning The skills and knowledge are retained	Sound system, charts Word cards, group cards, balloon, string, and daily use materials	singing and kinesthetic exercise Discussion, game, question answer, Presentation
9:30 – 11:00	Monitoring and Evaluation in Education	K Pokhrel	To guide the key teachers to support teachers in their school for improved teaching learning activities	Child friendly activities in the school with the regular monitoring of key teachers	handouts, charts, forms, daily use materials etc.	Group work, discussion, practice
11:00 – 11:45	Lunch Break	ALL				
12:00 – 1:30	Leadership Skills	Dr. AP Kafle	To develop leadership skills in participants to lead for quality education	SMC, PTA, guardians, teachers and students are led towards achieving the goal of quality education.	handouts, pictures	Discussion, presentation

1:30-3:00	Leadership Skills	Dr. AP Kafil	To develop leadership skills in participants to lead for quality education	SMC, PTA, guardians, teachers and students are led towards achieving the goal of quality education.	handouts, pictures	Discussion, presentation
3:00-3:15	Tea Break	ALL				
3:15-4:45 (4th)	Curriculum and CAS	KR Baral	To discuss and practice over Continuous Assessment System	Students are evaluated with CAS which helped the students to find out the potentials and overcome the weaknesses	CAS forms, charts, handouts	Reflection, Discussion, practice, presentation, TPS
4:30-Onwards	Feedback and debrief	To find out the effectiveness of the activities	To find out the effectiveness of the activities	Facilitators learnt the plus points and points to improve	Feedback forms	Sharing and discussion

Day 5 – Tuesday 14/8

Session	Contents	Resource Person	Objectives	Expected Outcomes	Preparation	Procedure
8:30 – 9:00	Morning Assembly Review,	SRN	Practice over the correct tune of class songs and do Brain	Class songs are sang in the schools with correct tune	Sound system, charts Word cards,	singing and 11naesthetic exercise

	Reporting, Feedback, Group division, Role division		Gym for accelerated learning To review the activities done in the previous days, find the feeling and suggestion	and students and teachers are ready for active teaching and learning The skills and knowledge are retained	group cards, balloon, string, and daily use materials	Discussion, game, question answer, Presentation
9:30-11:00 (1 st)	CAS and Curriculum	KB Baral	To discuss and practice over Continuous Assessment System	Students are evaluated with CAS which helped the students to find out the potentials and overcome the weaknesses	CAS forms, charts, handouts	Reflection, Discussion, practice, presentation, TPS
11:00 – 12:30	Classroom Observation and Feedback	MS	Enable the participants to observe the classes and give constructive feedback	Classes of teachers are observed frequently and constructive feedbacks are provided that helps to make teaching learning activities more effective	Forms, handouts, daily use materials	Peer teaching, feedback, practice, Discussion, Group work and presentation
12:30 – 1:30	Lunch Break	ALL				
1:30 – 3:00	Classroom Observation and Feedback contd.	DD	Enable the participants to observe the classes and give constructive feedback	Classes of teachers are observed frequently and constructive feedbacks are provided that that	Forms, handouts, daily use materials	Peer teaching, feedback, practice, Discussion, Group work and

					helped to make teaching learning activities more effective			presentation
3:00 – 3:15	Tea Break	ALL						
3:15 – 4:45	Public Relation	R Shrestha	To enable the participants to build mutual relationship with all the stakeholders of the school	Mutual respects among the stakeholders of the schools which helped to promote quality education	handouts, daily use materials	Discussion, presentation and question answer		
4:30 – on	Feedback and debrief	To find out the effectiveness of the activities	To find out the effectiveness of the activities	Facilitators learnt the plus points and points to improve	Feedback forms	Sharing and discussion		

Day 6 – Wednesday 16/8

Session	Contents	Resource Person	Objectives	Expected Outcomes	Preparation	Procedure
8:00 – 8:45	Morning Assembly Review, Reporting, Feedback, Group division, role	KT	To review the activities done in the previous days, find the feeling and suggestion	The skills and knowledge are retained and the participants are more serious	Word cards, group cards, balloon, string, and daily use materials	Discussion, game, question answer, Presentation

	division								
8:45 – 9:45	Peer Teaching and Feedback	DD	Enable the participants to observe the classes and give constructive feedback	Classes of teachers are observed frequently and constructive feedbacks are provided that helps to make teaching learning activities more effective	Forms, handouts, daily use materials	Peer teaching, feedback, practice, Discussion, Group work and presentation			
9:45 – 10:00	Tea Break	ALL							
10:00 – 11:15	Planning	MN. Sharma	Plan for the year for ongoing in-school support	Schools are supported according to the plan that made In-school support more systematic and achievable	Handouts, Daily use materials	Discussion, group work, presentation			
11:15 – 12:30	Report Writing	DD	Discuss and practice on writing an effective report	REED and DEO are timely reported with the improvement and progress of school	handouts, sample report, daily use materials	Discussion, presentation and practice			
12:30 – 1:15	Lunch Break	ALL							
1:15 – 1:30	Course Evaluation	KT	To analyze the effectiveness of the training activities and find out some	Training activities are improved according to the suggestion of	Course evaluation checklist	individual writing			

			suggestion for the further improvement	participants		
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1:30 on	Closing Ceremony	SRN	To formally close the six days workshop and encourage the participants to complete their assigned responsibilities	Participants are committed to transfer the knowledge they learnt	sound system, diary	formal programme, commitment and speeches
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Workshop Evaluation

Each day there was an evaluation of the training's effectiveness and what the participants felt, learnt and how they perceived the training. The last 15 minutes time was allocated for the training feedback. The participants discussed in their group about the days they spent and what they learnt and felt the form developed by the facilitator. At the end, the room coordinator of the respective training hall, RPs and trainers held a brief meeting about the days went. The last day of the training included everything and did a course evaluation session where individual participants filled the forms and expressed how they found the training.

Course Evaluation

	Content	Excel-ent	%	Good	%	OK	%	Could be improved	No. of Partic-ipants
1	Overall Impression of the training	10	58.82	7	41.18		0.00	0.00	17
2	Brain Gym	8	47.06	8	47.06	1	5.88	0.00	17
3	Class song and team building games	9	52.94	7	41.18	1	5.88	0.00	17
4	Objectives of the training	10	58.82	7	41.18		0.00	0.00	17
5	Promoting team work	14	82.35	3	17.65		0.00	0.00	17
6	Roles and Responsibilities of KT	12	70.59	5	29.41		0.00	0.00	17
7	Action Research	7	41.18	9	52.94	1	5.88	0.00	17
8	Communication Skills	10	58.82	7	41.18		0.00	0.00	17
9	Communication Model	9	52.94	8	47.06		0.00	0.00	17
10	Creative decision Making	9	52.94	8	47.06		0.00	0.00	17
11	In school support guidelines	9	52.94	7	41.18	1	5.88	0.00	17

12	Monotoring and Evaluation	12	70.59	4	23.53	1	5.88	0.00	17
13	Leadership skills	14	82.35	3	17.65		0.00	0.00	17
14	Curriculum and CAS	8	47.06	8	47.06	1	5.88	0.00	17
15	Public Relation	13	76.47	4	23.53		0.00	0.00	17
16	Classroom Observation and feedback	9	52.94	8	47.06		0.00	0.00	17
17	Planning	8	47.06	8	47.06	1	5.88	0.00	17
18	Report writing	12	70.59	5	29.41	2	11.76	0.00	17

[REDACTED] Recommendations

The participants from Myagdi and Rasuwa enthusiastically participated the training. The evaluation of the training is much more positive and more than 97% of evaluation is excellent and good. Moreover, the recommendation of the participants is also listed below:

- The workshop has been very effective that helped to be a child friendly teacher. we hope to transform other teachers to be child friendly. Therefore, the training should continue for years.
- Better to extend the training period up to more then 6 days
- Contents like classroom management and record keeping would be an assist
- Monitoring of the transfer of the skills will encourage us to be improved with feedback
- Schools should continue to be supplied with the required materials for effective teaching learning activities.

Appendix I – List of Participants

S.N.	Name of participants	Organization/School	Designation
1	Babu Ram Khanal	RP Goljung Resource centre	Resource Person
2	DhrubaLamichhane	RP Shaphru Resource centre	Resource Person
3	Bishnu Narayan Shrestha	District Education Office	District Education Officer
4	Ram SundarYadav	Bhimsen LS Bharkhu Rasuwa	HT/Key teacher
5	Ram BahadurTamang	Komin PS Komin Shaphru Rasuwa	HT/Key teacher
6	DharmendraPoudel	Rasuwagadhi PS TimureRasuwa	HT/Key teacher
7	Jib Pd. Pokhrel	Parwaticunda HSS Goljung Rasuwa	teacher /Key teacher
8	Sarada Sharma	Gyanjyoti PS Simbu Rasuwa	teacher /Key teacher
9	Kedar Pd. Ghimire	Ne ra PS Pasung Rasuwa	HT/Key teacher
10	Bhawani Pd. Devkota	Ne.Ra. LS Thuman Rasuwa	teacher /Key teacher
11	HariSharanLamichhane	Ne ra PS Khamjing Rasuwa	teacher /Key teacher
12	Krishna Pun	Coordinator NVI Australia	Coordinator NVI
13	Yam Shree Tilija	Paudwar SS Paudwar Myagdi	teacher /Key teacher
14	Kumari Pun	Paudwar SS Paudwar Myagdi	teacher /Key teacher
15	PurnaBahadurGhimire	RP Sikha resource centre	teacher /Key teacher
16	Dol Raj Kafle	District Education Office	School Supervisor
17	BishwaPrakashRegmi	District Education Office	School Supervisor

List of Resource Persons

Resource persons	Organisation
Dr. Agni Prasad Kefle	Ex Director TITI
Mr Kul Prasad Khanal	NCED senior Trainer
Mr Kamal P. Pokheral	Director DOE
Mr Ram Bahadur Shrestha	Director professional Training Academy
Mr Khag Raj Baral	Executive Director CDC
Mr. Deepak Dulal	REED Trainer
Mr.MeenShahi	REED Trainer
Mr.JagadishLekhak	REED Trainer
Mrs Gita Sudedi	REED Trainer
Ms Rikhimayarai	REED Trainer
Mr. Thakur ram Khadka	REED Trainer
Mr kailashTamang	REED Trainers
Mr Shakti Raj Nepal	REED Trainer

Appendix 2 – Course Material

Action research

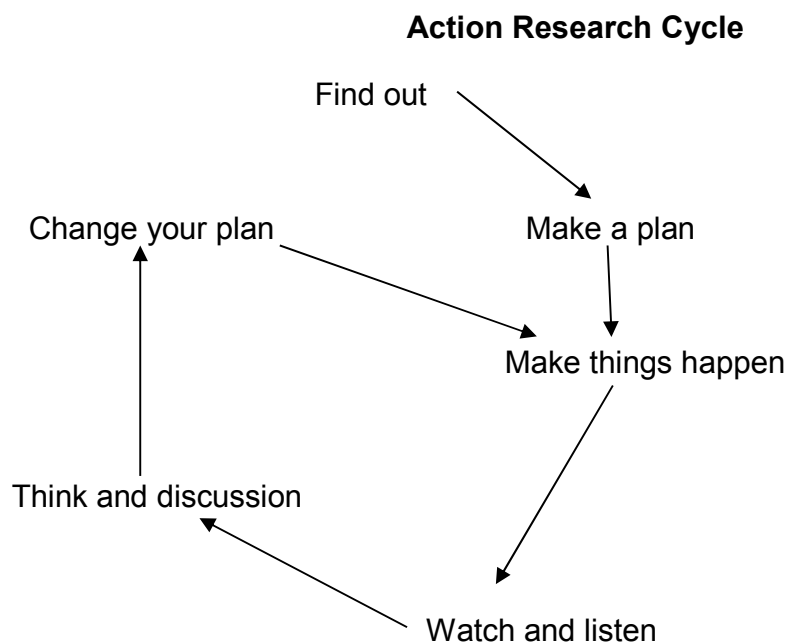
Case Study Exercise

Study the case and answer to the [questions](#) given below it

Concept of Action Research

- Research can be classified as basic research and applied research.
- Action research is applied research.
- No action without research; no research without action.
- Action and research go together.

Action research is used to solve the immediate problem of the classroom practice by teachers



Replanning

Stage 1 Identify an issue or challenge

Stage 2 Plan a change

Stage 3 Observe the process and consequences of change

Stage 4 Reflect on the processes and consequences

Process

- Planning stage
 - Identify the problem about teaching and learning in the classroom.
 - Discuss on the possible causes of the problem.
 - Make a list of intervening interventions (reform activities).
 - Develop required tools for data collection.
 - Prepare an action plan and
- Acting Stage
 - Implement the interventions.
- Observing stage
 - the performance and collect the data on improvements.
- Reflecting stage
 - Analyze the data and reflect on the improvements.
 - Reach the conclusion about to what extent the problem identified has been solved.
 - Identify the new problem linked with the current process and achievement.
- Re-planning stage
 - Re-plan for new problem as above. Follow all the steps mentioned above.
 - Go on re-planning and implementing it in a spiral way with new emerging issues and problems encountered during the teaching/learning process.
- Prepare report and disseminate the results.

Reporting Procedure

The context:

- (problem identification, cause analysis, need for action research, benefits, objectives)

Methods:

- (intervening actions, types of tools used, data collection procedures, analysis and reflection on data)

The results:

- (improvement seen after the implementation of interventions for some duration of time, what remains to be done for second cycle)

My second attempt / Second cycle attempt

- (follow the same steps as above)

The context; Methods, The results

My third attempt.....My fourth attempt.....keep going on until you become expert in your subject.

Area of Action Research

- Discuss in group and do as follows:

Communications

Communication Skill Model (Johari Window)

Think like a wise man, but communicate in the language of People

Better communication receives the right messages

A Wise Camel: A mother and a baby camel were lazing around, and suddenly the baby camel asked....

Agenda for Discussion

- Value of Communication
- Meaning of Communication
- Process and Importance of Communication
- Meaning of Communication Skills
- Some Ways of Communication Skills
- Some Communication Skills
- Barriers and Avoiding ways of Communication
- Some practice for Communication Skills

Communication in Behaviour

Value of communication (Just listen)

- **Look** interested
- **Inquire** through questions



- **Stay** focused
- **Test** the knowledge of understanding
- **Evaluate** the message
- **Neutralize** your reaction on topic

Information

Types of Communication – Two way Communication

Sender message receiver

Audio,visual, body language

Receiver message sender (feedback)

Example

You are going to your Head Master's Room to approve your LEAVE. But he\she doesn't receive U easily .Now you have to request him\her to approve UR HOLIDAY.

How will you communicate????

Suppose....

- You are going to attend your key teacher training in Kathmandu, but you don't know the location of training places\hall. Now you have to inquire. Now you have to ask to the training coordinator for training location .How do you communicate?
- You are a Headmaster o f a school how are you going to convince a community for admitting their children , so far they are not convinced. Now how can you convince them?

Puzzle of Communication

What are Communication Skills?

Please ! Can you guess?

For Sender: Talking , Writing, Presentation and Feedback Skills

For Receiver: Attentiveness on listening, reading, observation , response and feedback

Some communication Skills • Oral Communication:

Face to Face and Telephone\Video conferences

• **Written Communication:** form of emails, letters, reports, memos and various

- **Non-verbal communication:** Gesturing , Eye contact , mime, Facial expression

other documents

Tools of Communication

Telephone, Radio , Speech , TV, Mobile ,Net , Mime, Gesture\

Body languages ,facial expression ,News-paper , Picture, photos, Symbols,Written documents, Languages words++

How to communicate?

- Give them your impression(U R enthusiastic about talking to them)
- Help them to talk about their interest(by open ended questions) Like as ;what do U like?
- Observe their body language and voice tone.
- Show them approval and your admiring about them.
- Listen attentively what are they saying

The Situational Leadership Model

Situation 1

- A fresh very brilliant new teacher came to your school to teach. What do you do with him/her?
- A very experienced tourist guide who is very good in English came to be an English teacher in your school. What do you do with him/her?

Situation 2

- Taught for two years, found very competent and motivated, teaches well. What do you do with him/her?

Situation 3

- Your teacher is very competent, but is not motivated to teach. What do you do with him/her?

Situation 4

- Your teacher is highly experience, motivated, competent. What do you do with him/her?

S 1 Telling

- Unsafe, unwilling: Subordinate

- High task low relation
- High tasks: directing: what how when where
- Coaching, mentoring

S 2 Selling

- Able and willing to do
- High task high relation
- Encourage employee
- Demonstrate trust and confidence
- Provide emotional support
- Increase responsibilities

S 3 Participating

- Able but unwilling
- High relation low tasks
- Work together
- Motivate for retention
- Be open for sharing

S 4 Delegating

- Low relation low task
- Able and willing to do
- Skilled and experienced
- Capable of exercising self-control
- Respect, honour, trust, delegate but monitor

How to be a better head teacher?

- Enhance factors related to manager
- Learn and practice factors related to workers/teachers
- Consider factors related to the situation
 - Person/group
 - Kinds of tasks
 - Set objectives
 - Leadership style
 - Relationship with teachers
- The whole flock increases

- the flight efficiency by 71%
- Compared to just one bird flying alone

Lessons:

- Sharing the same direction and working as a team, gets us to the destination quicker and easier.
- By staying united ,the effort will be less. It will be easier and pleasing to reach the goals.

When a goose leaves the team he must leave the formation. Other geese leave the formation too, and they fly with him to help him out and protect him. They remain with him until he dies or he is able to fly again.

OVERALL LESSON

With the spirit of teamwork, regardless of our differences, we can meet the challenges and reach our goal much efficiently.

Good luck!! Be a best head teacher

In School Support Program

Arrival time

- Arrive school before 10 o'clock
- Observe Brain Gym

Photo

- Take a photo of whole school

Observe classrooms (setting)

- Observe the classroom management & organization
- Seating arrangement
- Attendance board
- Job chart
- Weather chart
- Calendar
- Day chart
- Pocket board
- Flash cards

- String arrangement
- Hanging cards
- Students' creation display
- Subject corner
- Songs (class & other)
- Subject wise charts
- Dust bin
- Drinking water
- Book corner
- board
- Rules
- Real objects

Observe physical infrastructures

- School building
- Classroom
- Furniture
- Windows & door
- Lock system
- Play ground
- Drinking water
- Toilet (teacher, girl & boy)
- School boundary
- Library
- Computer lab
- Science lab

Observe office room

- Teachers' list (photo, name, address, types, gender, qualification, experience)
- Students' list (standard, gender & ethnicity)
- SMC/PTA's list (formed date)
- Daily routine & time table
- Annual plan
- Annual academic plan

- Academic calendar
- Work division of teacher
- Progress record of students
- Budget and expenditure
- CAS folders and its recording system
- Register of monitoring committee and guardians
- Code of conduct (student, teacher & guardians)

Basic physical arrangement (office room, table, chair, cupboard, clock, filing system, documentation, daily teachers' attendance record, visitor book, bought, prepared and unprepared teaching learning materials)

Classroom observation

- Enter class with teacher
- Sit at the back of the classroom
- Write a running commentary
- Observe the whole teacher & student activities
- Focus the learning achievement
- Stay whole period in the classroom
- Behavior management of students and teacher
- Fill up the observation form on the basis of running commentary after the class

Model class demonstration

- Demonstrate a model class upon the teacher's request during the school visit if possible to prepare the model class
- Otherwise inform teacher to show the model class in next visit

Data collection

- Student (class wise girls & boys , present & absent)
- Teachers (name, types, training attend present & absent)
- SMC/PTA (name, post & formed date)
- Learning achievement (annual result)

Feedback

- Gathered all teacher and give feedback

on below topics (focus on positive aspects and suggest indirectly)

- Brain Gym
- Classroom management
- Office room management
- Physical infrastructures
- Regularity of teachers & students
- Community involvement
- Team work
- Behavior of students & teachers
- Proper use of REED provided materials
- If the teachers is ready to accept the feedback in front of the group.....,if not see the appropriate place)
- Teaching class (greeting, warm up, presentation, group division and group work, participation of students, lesson plan, relevant materials' use, participation of students, teaching techniques, learning achievement, evaluation tools)

(REMEMBER.....more plus points of teaching and few points to improve)

- Provide the one carbon copy of feedback form to the class observed teacher with the signature of head teacher and observer and stamp of the school.

Need collection

- Do interact with all the head teachers and teachers.
- Ask for the feeling of teachers about the Teacher training programme
- Do collect the problems (needs) of the teachers; the problems what they face during their teaching (SUBJECT-WISE as well as general)

Visitor book

- Write what you analyze about the school and its improvements.
- Include the points to improve in the future which helps to get quality education

Creative Decision Making

Decision is defined as “ an act of making choices”. A choice or a decision is made from among two or more alternatives or courses of action.

management “the process by which individuals select a course of action among several alternatives, to produce a desired result.”

the course of choosing the best alternative, each possible alternative is to assessed and judged. Therefore, judgment and direction are fundamental to decision making.

Basic Elements of Decision Making

The decision makers

information and decision rules.

to be aware of short and long term impact of his/her decision

authority and responsibility for making the decision concerned has been clearly assigned.

to all concerned (Communication)



Types of Decision

Programmed Decisions

Decision-making that relate to the day-to-day running of an organization is called programmed decision-making. Such decisions are repetitive and routine type. The decision maker's goal is clear, the problem is familiar and information about the problem is easily defined and completed. These decisions are structured type.

Non-programmed Decisions

All the problems faced can be solved using programmed decisions.

Many organizational situations involve unstructured problems, which are new or unusual and

for which information is ambiguous and incomplete.

Decision Making Types

Irreversible Reversible

Delayed Quick Decision

Experimental Trail and Error

Conditional

Decision Making Process

There are 6 basic steps in the decision making process:

- Identification of a problem and Information collection
- Development of alternatives
- Evaluating alternatives
- Choosing the best alternative
- Implementing the Decision
- Evaluating Decision Effectiveness

Decision Style

The same person may make decision in different ways in different circumstances. Vroom and Yetter (1973) provided with a very practical and useful tool

Style I Autocratic (A1) Style II Autocratic (A2) Style III Consultative (C1)
Style IV Consultative (

C2) Style V Group (G2)

(A1)- Use the information available and decide him/herself.

(A2)- Collect information from colleagues and subordinates but do not tell them about the event and makes the decision him/herself

III (C1)- The decision maker shares the problem with the relevant subordinates or colleagues individually get their ideas and suggestion with out bringing them together as a group. But the decision may or may not reflect his/her subordinates or colleagues influence

Decision Making Conditions

Making decisions, decision makers may face three different conditions:

- Certainty
- Risk
- Uncertainty

The ideal situation for making decisions is one of certainty which is a situation in which a decision maker can make accurate decision because the outcome of every alternative is known.

Decisions can not be made under conditions of certainty all the time.

Some elements of risk is involved in decision making. Risk exists when the probability of an action being successful is less than 100%.

This means that the decision maker does not have enough information about the environment to understand or predict the future.



The risk associated with each alternative is very high.

Conclusion: Creative decision making is a thought process adaptable in various types of situation to account the subordinates different level of abilities and willingness on different tasks. On the basis of dynamic nature of conditions, creative decision maker resort the

different types of decisions.

Tasks

- DEO Myagdi has budget for the construction programme and Shikha VDC is also selected. There are six schools in Shikha VDC and the DEO has to select only one. Now make your decision with its appropriate process.
- Reward is one of the motivating factors to improve quality education. DEO Rasuwa is going to present **Best School Award** of the year from every resource center. The decision power is given to the Resource Persons. Now, Select the best school from Goljung Resource center.
- Decreased productivity

Key teachers' network is a powerful means to support school teachers.

One of the Key teachers from Rasuwa is transferred to another district.

REED Nepal requested to the key teachers of Goljung and SyaphruBensi to find a new Key teacher. Now, select a **new member for your network**.

-
- Conflicts among staff members
- Confusion about assignments, missed signals, and unclear relationships

- Decisions misunderstood or not carried through properly
- laziness and lack of involvement
- Lack of initiation, imagination, innovation; routine actions taken for solving complex problems
- Complaints of discrimination or favoritism
- Ineffective staff meetings, low participation, minimally

Effective decisions

- Negative reactions to the manager
- Questions about
- quality of service

Teams

What kind of Worker are you?

There are three types of workers

- Those who get things done
- Those who watch things get done
- Those who wonder how so much got done.
- Coming together is a beginning. Keeping together is progress. Working together is success.
- TOGETHER we stand, TOGETHER we fall, TOGETHER we win, and winners take ALL
- Individually we are a drop and Together we are an Ocean
- TEAM: Together **E**veryone **A**chieves **M**ore
- What is a team?
- A team is a group of people working together towards a common goal."
- A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable." (Katzenbach and Smith, 1993)



Benefits of TEAMWORK

- Accomplish projects an individual can not do
- Brainstorm more solution options
- Detect flaws in solutions
- Build a workplace community
- Critical thinking and communication skills
- Build leadership skills
- Build trust

A Team Player

- Demonstrates reliability
- Communicates constructively
- Listens actively
- Functions as an active participant
- Shares openly and willingly
- Exhibits flexibilities
- Shows commitment to the team
- Works as a problem-solver
- Treats others in a respectful and supportive manner
- Encourages the team to feel ownership of the project “ours not mine”

Conclusion of Team work

- What is our aim?
- How can we achieve our aim?
- What is your role to be in the destination of QUALITY EDUCATION?

Appendix 3 – Contact Addresses

Nepal

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