

A Report on
Quality Education Teacher Training for
Child Centered Teaching Learning



Training conducted by
LEARN (“Lifting Education Advancing Rural Nepal”)
in co-operation with
District Education Office, Myagdi



Financially supported by
Nepali Village Initiative Association, Australia and
Rotary Club of Kyneton, Australia

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1. Executive Summary

This report outlines the events and outcomes of the Teachers' Training workshops on child centered teaching learning conducted for primary teachers in Ghara, Myagdi District of Nepal. LEARN (Lifting Education Advancing Rural Nepal) conducted the training with the cooperation of DEO (District Education Office), financial support from Nepali Village Initiatives Association, Australia and project support from Rotary Club of Kyneton, Australia. This report provides accomplishment of teacher training programme due to the initiative of Peter Hall, the founder of NVIA (Nepali Village Initiatives Association, Australia).

This report briefly describes and analyses the activities and content covered in this basic Training course held in Ghara of Myagdi in 23rd to 2nd May 2014. The workshop was attended by 42 primary, Lower Secondary (Basic Education) and secondary teachers. The first series of training focused for the basic requirement of child-centered education such as child friendly classroom management, materials preparation and use, classroom teaching learning strategies and so on. The recommendations from teachers and head teachers are also included in this training. LEARN acknowledges the importance of the team approach in bringing the quality Education; child centered learning methods to the schools in the Myagdi District.

It must be emphasized that NVIA and Rotary Club of Kyneton, Australia funded the programme, and LEARN has implemented and monitored the training. The DEO and his staff were very positive; assisting LEARN and even taking classes and briefing the teachers about government policies. The cooperation between the LEARN, NVIA, District Education Office, REED and the teachers of Ghara VDC are the key factors for the success of this programme.

LEARN acknowledges the importance of Rotary aid in bringing the training to Myagdi District. The geography of the area and lack of transportation does however make the movement of human resources and materials quite difficult. The LEARN team would like to thank to all supporters for their valuable supporting for this programme.

2. General Background: Myagdi Teacher Training Programme

LEARN is an NGO has been working in the field of education with a slogan "Quality teaching for quality education". Basically LEARN focuses for quality education through training for teacher training, parents' awareness, training for School Management Committee (SMC), Parents Teachers Association (PTA), and teaching learning materials support in rural mountainous region such as VDCs of Myagdi districts. LEARN facilitators with the close coordination of District Education Office (DEO) have been working to impart quality education to poor, marginalized and disadvantaged children.

The issue of quality education and teachers' professional development is supplementary to each other. A challenge carried out by the people of Ghara was remarkable and to meet the goal of teachers, they visualized the training. Therefore, with the expectation of bringing quality education in Myagdi district LEARN was established with the support and funding of The Nepali Village Initiatives Association to strengthen the teachers. The Association has the support of the Rotary Club of Kyneton, Australia.

As LEARN has been contributing to impart quality education in the rural area of Nepal. It is devoted to its goal for quality education based on child rights and creating child friendly schools where active participation of children is encouraged to solve the problem themselves. The child centred teacher training to enable and make the teacher aware of the different way of learning of students according to their intelligences, the varied activities in teaching has been an essential part of teaching so that LEARN has its mainstream to empower the teacher for the same.

LEARN encourages teachers to seek and practice innovations in teaching styles with varied techniques and use of teaching materials making them aware of various teaching methods, approaches, techniques and materials design to accelerate the pace of quality education. Following the principal of learning by doing, the training focuses on methods and approaches like problem solving, experiential learning, enquiry based learning and interactive class basing on the group dynamics.

Being aware of the poor economic status of schools, LEARN supports teaching materials as well as how to use them in the real classroom situation through teacher training. Community involvement is one of the crucial points to bring quality education in a school. Many parents in the rural area are illiterate. They are happy not to send their kids in the school because of the household activities where they are expected to help in. LEARN concerns on such traditional practice and help to strengthen the quality of education in rural Nepal with separate orientations to School Management Committee/Parents Teacher Association (SMC/PTA).

Nine schools of Ghara VDC were included in the teacher training held in Mukti Marga Higher Secondary School. The themes of the workshops were Brain gym, responsibilities and accountability for teachers, child psychology and behavior management, team building, revised national curriculum study (class 4-5), design and printing, effective instruction, use of local materials as bamboo pen making and use of

the pocket boards. The subjects wise knowledge class 1-5 was discussed in depth and the related materials were prepared during the training also practiced their use and management. Assessment and evaluation and creating child friendly atmosphere in the school was the main focus.

As follow ups for the training effectiveness, two teacher trainers will provide in-school support starting right after a month at least 4-5 two times a year when the classes will be observed and feedback will be given for the improvement. Moreover, finding out the transfer of training and the hindrances of the transfer of training will be vitalized during in-school support program.

The training programme has been very exciting. The enthusiasm and the commitment of the teachers were obvious in the workshop; they started to develop knowledge, skills and attitudes that will make them better teachers.

3. Training Team

Kailash Tamang (LEARN)
Krishna Tilija Pun(LEARN)
Dambar Angdambe (REED)
Sherap Sherpa (REED)

Key Teachers

Yamshree Tilija (Paudwar SS)
Kumari Pajja (Paudwar SS)

4. Visitors

Visitors from Australia

- 1) Peter Hall
- 2) Pat Baines
- 3) Gordon Nightingale
- 4) Susan Carew

Visitor from SMC/PTA

Bhakta Bd. Khadka (SMC Chairperson)

5. Workshop Programme

Foutry two primary and lower secondary teachers from nine different schools attended the workshop in Mukti Marga Higher Secondary School. NVIA and Rotary Club of Kyneton, Australia covered the expenditure of this teacher training workshop.

The workshop was conducted by the LEARN training team. SMC chairperson and the officer of Curriculum Department Center (CDC) resource person and NVIA president Peter Hall addressed the opening and closing ceremonies.

6. Objectives of the Workshop

Aim

To strengthen the teaching skills and team spirit of teachers in their teaching subject areas for more effective child centered quality education activities in the Schools of Ghara VDC in Myagdi district.

Objectives

- To improve existing teaching practice through the development of child centered teaching learning methods.
- To increase the regular attendance of teacher and student, increase girls' enrolment in the schools and reduce the dropout of children from the schools.
- Provide relevant and appropriate teaching learning materials and resources, which cater for diverse learning needs of the children in 6 schools under the programme.
- Promote mechanisms, which provide valid, reliable and fair assessment and evaluation of student achievement throughout the year.
- To analyze the learning achievements of the children in different subjects and increase in the enrollment and reduce the drop outs in the area.

7. Training content in summary

The contents dealt in the training are summarized below:

Brain Gym®

We learn better when we utilize our whole brain. The exercises are designed to get both sides of the brain operating at once and to strengthen the connection between them. At the same time the brain waves are slowed down as the level of relaxation increases and the capacity to learn and perform is raised. The movements work best when we drink water to help electrical balance in the brain and eat well to keep the brain energized.

There are three types of Brain Gym® movements:



Laterality, crossing over the midline to integrate the left and right brain hemispheres for whole brain learning. This includes movement of the hands, head turning, left/right visual fields, and leg movement for walking.

Focus, Lengthening movements that involve the ability to comprehend, to make information meaningful, the integration of the back and front brain. The movements help release tense muscles and tendons so physical activity is improved.

Centering and Energizing movements that improve the ability to organize information between the top and bottom of our brain, they help improve balance, co-ordination, and whole body movements

Team Game

To inspire the team feeling and break the monotony of training activities, games are played everyday in the middle of the sessions. Games help the trainees get to know one another and be active and positive in sharing ideas to their colleagues as well as with trainers. The trainees are also entertained with different icebreaker during the sessions keeping the learning styles of adults into mind. Some of the games played during the training are as below:

- Paper Chain
- Sheep and Shepherd
- Save the balloon
- Water Relay
- River Bank
- Under and over
- human Ladder
- longest chain



After the game, the importance of team building game was discussed connecting to their experience and human behavior.

Grouping Strategy

The teachers had the group work where they had to find out the possible grouping systems of the children in the classroom and the benefit of those types of grouping. The participants came up with different types of grouping like age group, interest group, gender group, Ability group and so on. The trainers added other possibilities and



explained that the grouping helps the children to learn fast and share their ideas which make the learning easy and long lasting. During the training too, the participants were kept in different groups as they learnt about group formation.

Classroom Organization and Management

What is classroom management and organization? Defined and the way to improve it with the available facilities, the importance of the classroom organization & management were discussed. A group work was done where the participants had to draw a classroom with the sitting arrangement of the children in the classroom of their existing situation. On the other hand, participants were asked to list out the basic requirement to make a classroom learnable. Later on, the organization and management including, seating arrangement, group formation and group work, pair work, whole class discussion, discipline control etc. were clarified. The teachers realized that the classroom organization and the management play a vital role to provide the quality education to the children in the school.



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Child Psychology and Behaviour Management

Participants were asked to recall their childhood days. The need, interest and psychology were explored involving in a group work. The next activity was done listing the good and bad behavior shown by the students in the schools. The cause for the bad behavior of students was discovered by the participants and the solution as well. Facilitator cleared about the behavior management with the help of charts and action in the class.

Self Esteem

This session focused on the self- esteem of teachers and students. To make clear about it, one of the participants was sent out. And he was scolded by facilitators. He was given a piece of paper and unknowingly he tore the paper while the facilitator scolded him. With the reference of the incident, the feature of low self- esteem, high self-esteem was discussed. The activities were asked from the participants and asked them to analyze whether those activities help to improve the self-esteem of the students or frustrate the children. The strategies to improve the self-esteem of teachers and students were discussed at the end.



- Awareness of teacher and student self esteem building programmes, positive reinforcement activities, and peer support.
- Stages of child development from conception to 18 years, managing behavior, and planning for students with learning difficulties.
- Knowing how to plan in subject areas using the eight intelligences so students with varied abilities and strengths have the chance to learn in their preferred learning style or intelligence strength.

Multiple intelligences

To make the teachers aware about the various learning strategies of students, they were categorized according to their interest. According to the interest they were asked to flourish any capacity. Some danced, some recited the poem, some sang, some talked to the people politely, some gave the religious preaching etc. the eight multiple intelligences were discussed with the activities done during the training and listing the activities under the intelligences column. Teachers got the point that they are knowingly or unknowingly practicing the activities in the class but unknown about the learning strategies of students. They are committed to do different activities in a lesson which may help for all the children though they have different intelligences.

Materials preparation and use

To create the child friendly atmosphere in the class, materials play a vital role. Materials are important in various aspects. Teaching learning materials directly and indirectly help to teach language directly by transmitting information overtly to the learners and indirectly by helping the learners discover things for themselves. Instructional materials arouse learner's curiosity, interest and attention towards language learning, including making learners feel easy. They contribute to the simplification process of subject matter to be learnt that results in the enhanced perception, moreover, learners achieve readiness in order to learn developmental features and get opportunity to be expressed to language in authentic use.

Most teachers do not realize it but the truth is that most students fall asleep or yawn in class because they are tired of listening to the monotonous talking of the teachers. Visual aids, keep them awake and they take interest in whatever happening in the class.



Knowing the importance of teaching learning materials participants we involved the participants in preparing materials form the very first step and use practice in the classroom.

Design and Printing

Effective teaching materials making was done under design and printing emphasizing on clean , pleasing layout, appropriate colour and illustration, promoting desire to learn, creating an image of professionalism, purpose of the material, relevance, consistency, proportion, direction, simplicity and visual contrast.

Using these instructions of design and printing, participants were asked to write a chart in their related subject. Participants were making child friendly charts and presented in the class for which the trainers gave the feedback for further development.

Bamboo Pen Making and Writing Practice



The participants were introduced the bamboo pen making process and the way of using it to write on the cards and charts. Trainer explained the size of the bamboo and the cutting technique demonstrated and participants practiced. Also the group had the discussion of other local materials that could be used during the teaching in the classroom. All the participants made the bamboo pen and had made the flash cards, which can be used in the classroom with the children. This activity was later related with the use of the pocket board.

Flash Cards Cutting, Writing Practice and Use

The trainer explained the size and the cutting technique. The participants did the practice by cutting the cards in the group. So, that they became able to make flash cards wherever they need during their teaching learning activities their schools. The different size of the cards was made for the use in the pocket board. The bamboo pen and ink was use to write letters, words and numbers in the flash cards rather than marker and pen.



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Pocket Board Preparation and Use

Each school's teachers were grouped together and the process of making the pocket board was introduced and explained thoroughly. Each school had to make two pocket boards, which was given to their schools after it was stitched by the tailor, which could be the effective material to in the classroom. The use of pocket board was practiced during the training period and micro teaching with the children in the last day.

Subject Cards/Charts

The participants were explained about the use of different colour cards and the charts for the different subjects. Such as white for Nepali and English, yellow for mathematics, green/blue for Social Study and the pink for picture cards and science so as the cards will not be lost or mixed with other subjects. This ensures the teachers to recognise the cards easily and they have made enough cards for their use in the schools. The bamboo pen was used, even though the schools were supplied with markers.

Attendance Board

At First, trainer described about importance and use of attendance board for attendance of the students and can be used in teaching geometrical shapes. Each school groups were given the 18"x16" size ply wood board and all the necessary things were supplied to them to make the board. This attendance boards motivates the children to come to school regularly because do the attendance themselves. It was show the use practiced during the training by trainers. The participants were presented themselves using the attendance board regularly for ten days and learnt how to make the students to use attendance board.

Day, Weather, Job Charts and Calendar

Participants were instructed well to prepare and use of day, weather, job chart and calendar with model prepared by trainer. Teacher were grouped according to their schools and had to prepare two sets of day, weather, job chart and calendar which could help the students to know the date, day and the weather themselves. Participants used the chart and calendar during training and learnt the use of it and they will teach the student for the effective use and know the requirement themselves.



Materials Exhibition

At the end of the day, there was materials exhibition which was prepared during the training. Those materials prepared were asked to take to their respective schools and use appropriately. Along with the prepared materials LEARN team provided school supply package materials worth around 20 thousand to each schools. Head teachers were requested to list the materials and report the use of each item to the facilitator during their school visit time. These materials supplies are given to the schools as partly support to school mainstream management, on the belief that training can be transferred in similar ways helping teachers to be familiar with different stationary items for handling them carefully and effectively without hesitation.

Lesson plan

A lesson plan provides a road map for teachers with predetermined objectives and strategies achieving it. It is one of the tools to make the teaching learning activities systematic, achievable and interesting. It is crucial for any teacher to preplan and work accordingly for better result. Therefore, LEARN helped and encouraged teachers to prepare lesson plan with the help of which, participants had to do a micro teaching in a real class situation using the knowledge, skills and attitude they learnt.

8. Materials distribution

Along with the training, LEARN had another important event materials distribution to each schools of Ghara and Shikha VDCs. The total school getting the school supply materials wee 14. The materials given to them were mainly all stationary needed for a whole school running. The materials were handed to the HT of respected schools at the end of closing ceremony.



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9. Practice teaching

On the ninth day, teaching practice was organized and the teachers practiced their lesson plan in real classroom situation. The materials developed during the training were used while teaching. All the materials like the flash cards, pocket board, charts were emphasized. At last feedback session was organized and the individual strong points and the points to improve were discussed.

10. Participants

Forty two participants from nine different schools attended the ten-day training. They all were eager, enthusiastic, and active to learn new knowledge, skills and attitude. They were seeking new approaches, methods and strategies of teaching as well as the preparation and effective use of materials. The new experience of teachers was wonderful that they every time were curious and wanted to involve in activities.



LEARN- Basic Teacher Training Programme, Ghara Myagdi 2014				
Name of School		Name of the teacher	M/F	Level
1. Laligurans PS, Chitre	1	Lila Devi Purja Pun	F	PS (HT)
	2	Laxmi Tilija	F	PS
	3	Gita Garbuja	F	PS
2. Khibang LS, Khibang	4	Om KC	M	LS (HT)
	5	Kamal Pd. Subedi	M	LS
	6	Bed Pd. Paudel	M	LS
	7	Pashupati Baruwal	M	LS
	8	Dil Bahadur Garbuja	M	PS
	9	Shanti Buduja	F	PS
	10	Lila Dhoj Khadka	M	PS
	11	Anita Purja	F	Ps
	12	Sher Bahadur Khadka	M	PS
	3. Mukti Marga HS, Ghara	13	Mekh Bahadur Khadka	M
14		Yubaraj Baruwal	M	HS
15		Gokul Bahadur Baruwal	M	LS
16		Mina Khadka	F	LS
17		Shanti Regmi	F	LS
18		Bhakta Bahadur Khadka	M	PS
19		Bhakta Bahadur Baruwal	M	PS
20		Sarita Khadka	F	PS
21		Maya Devi Baruwal	F	ECD
22		Rajaram Baruwal	M	SS
23		Chandra Bahadur. Pariyar	M	LS
4. Muktipath PS, Ghara	24	Bhagawan Baruwal	M	SS
	25	Sabitri Baruwal	F	PS (HT)
	26	Maiya Baruwal	F	PS
5. Pokhare PS, Pokhare Bagar	27	Lok Bahadur Baruwal	M	PS
	28	Santosh Baruwal	M	PS
	29	Meera Baruwal	F	PS
	30	Sunita Baruwal Giri	F	PS
	31	Manisha Baruwal	f	PS
6. Bhawani PS, Ghara	32	Bel Bahadur Baruwal	M	PS (HT)
	33	Lila Dhoj Khadka	F	PS
	34	Shanta Maya Pariyar	F	PS
	35	Purnima Baruwal	F	PS
	36	Dilmaya Baruwal	F	ECD
7 Muna ECD, Ghara	37	Bal Kumari Darji	F	ECD
8 North Annapurna English Boarding School (private)	38	Laxmi Khadka	F	LS
	39	Ujeli Khadka	F	LS
	40	Sadip Subba	M	LS
9. Himalaya Primary School (missed Shikha VDC training)	41	Tanisha Pariyar	F	PS
	42	Shermati Tilija	F	PS

11. Volunteers

A team of four volunteers from different part of Australia (leading by Peter Hall, President of Nepali Village Initiative Association Inc., Patricia Baines, volunteer (NVIA) from Tasmania, Gordon Nightingale, Rotarian from Daylesford, Susan Carew, (Rotary Peace Scholar) arrived Nepal on 12th of April 2014 to support the 10 days basic teacher training in Shree Mukti Marga Higher Secondary School, Ghara and holiday program in Shree Paudwar Secondary School, Paudwar Myagdi.

12. Success

- Active participation of 42 teachers from nine schools
- Well delivered classroom management and materials preparation
- Entertaining and activity based sessions
- Trainees got happy and energized with the team games
- Positive comments from SMC, HTs and volunteers
- Positive support from DEO Myagdi
- Key teachers' active involvement in facilitation

13. Challenges, Guidelines and Recommendations

Looking at the past and current experience, the following challenges will have to be considered from LEARN for future training delivery:

- Sufficient trainer management for the training
- Involvement of maximum participants of Ghara VDC
- Documented authority to monitor and direct teacher for full implementation of the training (Presumably, MoU with DoE and NCED)
- Encouragement for use of low cost and local materials
- Enough and appropriate furniture arrangement for group work and material preparation especially for the first basic training
- Enough time management for training preparation, materials packing and examination
- Similar secondary curriculum based teacher training in future
- Regular supervision and support should be provided to the schools

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