

REPORT OF
THE KEY TEACHERS AND LEADERSHIP TRAINING
on
Quality Education for
Child Centered Teaching Learning and Sustainable Development



TRAINING CONDUCTED BY



LEARN ("Lifting Education Advancing Rural Nepal")

IN CO-OPERATION WITH
District Education Office, Myagdi

SUPPORTED BY
Nepali Village Initiative Association, Australia

Date: 27 June, to 2 July, 2016 AD
Venue: Sundhara, Kathmandu

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Acronyms

CEO: Chief Executive Officer

CTO: Chief Training Officer

DEO: District Education Office

DoE: Department of Education

ECD: Early childhood Development

HSS: Higher Secondary School

LSS: Lower Secondary School

NECD: National Centre for Educational Development

NGO: Non Governmental Organization

NVIA : Nepali Village Initiative Association, Australia

PTA: Parents Teachers Association

RC: Resource Centre (DEO)

RP: Resource Person (DEO)

SLC: School Leaving Certificate

SMC: School Management Committee

SS: Secondary School

Executive Summary

This report outlines the activities and outcomes of the “key teachers and leadership Training” conducted for the key teachers, head teachers and RPs from the project area of Myagdi District of Nepal. The training was focused on child centered teaching learning approaches leadership skills for school transformation. LEARN received financial support from Nepali Village Initiatives Association (NVIA), Australia, and performed this training in coordination with District Education Office (DEO), Maygdi. LEARN conducted and monitored the refresher training.

The program was conducted for 5 days from 27 June, 2016 to 2 July, 2016 AD at the New Kali Gandake Hotel, Kathmandu. There were 11 participants from 14 schools from project area.

The “key teachers and leadership Training” included effective teaching and learning approaches, classroom management, evaluation, Key teachers’ and head teachers’ role in transforming schools, education policy of Nepal, leadership role, and effective communication of teachers and the head teachers.

The DEO, Myagdi’s support and cooperation was significant for the effective the program. RPs from Rima and Tatopani resource centers also participated in the program.

The cooperation of NVIA, DEO, RC, the participants, and the team of resource persons are the key factors for the success of this programme. Hence LEARN acknowledges and appreciates all the contributions from the stakeholders.



Background

LEARN is an NGO, working in the field of education with a slogan “Lifting Education, Advancing Rural Nepal”. Teacher training and refresher programmes with the motto "Quality teaching for quality education" are the focus of the programme. In its initial phase, LEARN has been working with 24 schools of Myagdi District in the areas of teacher development and support. Besides teacher training LEARN has also focused on parents' awareness program, training for School Management Committee (SMC) and Parents Teachers Association (PTA), and instructional materials support in the selected schools of the program area for quality education.

Myagdi is one of the remotest districts of Nepal, fully covered with high hills and mountains. This is one of the best destinations for tourists and it has high prospects in agriculture, especially for medicine, fruits and animal products. Hence LEARN strongly believes that Myagdi needs quality education for sustainable economic growth of the rural people. Economic growth of the local community at Myagdi not only lifts them above the poverty line, it also helps in retention of students for schools.

Quality education and teachers' professional development are supplementary to each other. The SMCs, head teachers and the teachers of Ghara also identified the need of professional development of teachers as one of the major factors for improving quality of education in their schools. Therefore, to meet the expectation of quality education in Myagdi district LEARN with the support and funding of The **Nepali Village Initiatives Association, Australia** started developing teachers and supporting schools.

LEARN has been contributing to impart quality education in the rural area of Nepal. It has focused its goals on quality education based on child rights and creating child friendly school environment where each child is considered capable, important and influential member of the community. LEARN's training and support programs basically focus on active participation of children in learning and resolving problems themselves.

As follow ups for the training effectiveness, LEARN provides in-school support program. LEARN with a team of trainers and experts visits the schools in the middle of the session during the school days. The team interacts with teachers, students, PTA, SMC members, RPs and the head teachers and receives their feedback on the effectiveness of the programs lunched in those schools. During the interaction, the team receives the feedback from these stakeholders. The team also witnesses the classroom environment and teaching-learning activities. Hence the main objective of this program is to assess the effectiveness of the program, appreciate the changes and provide instant support to teachers and schools, and integrate feedbacks/suggestions too to improve the LEARN's programs in future.

LEARN provides “**key teachers and leadership training**” every year for the selected key teachers, head teachers, and RPs. The duration of such training is around a week, but the time duration may vary depending up on the need and the resources. Key teachers and leadership training basically focus on the participants’ needs and expected roles. This particular training is conducted in Kathmandu in order to exchange ideas and experiences with the specialists in the related areas.

Training Team

1. Dr. Tikaram Pokhrel, Assistant Professor, K.U.
2. Mr. Megh Nath Sharma, Assistant Secretary, DoE
3. Mr. Salikram Bhusal, Assistant Secretary, NECD
4. Mr. Sishir Khanal, President, Teach for Nepal
5. Mr. Dhananjaya Sharma, Ex-principal, Gyanodaya HS School
6. Mr. Medini Lamichhane, Principal, Ullens School
7. Dr. Umed Pun, President, LEARN
8. Mr. Kailash Tamang, Consultant, LEARN
9. Mr. Dwarika Nath Amgain. CTO, LEARN

Visitors

Dr. Umed Pun, Chairman, LEARN

Mr. Narayan Pun, PA, Ministry

Mr. Um Bahadur Paija Pun, Vice President, LEARN

Ms. Laxmi Pun, Member, BoD, LEARN

Key Teachers and Leadership Training

Key teachers and leadership training program started on 27th June, 2016 AD with a short inaugural program. LEARN Chair person Dr. Umid Pun chaired the program and inaugurated the program. Members from board of directors Mr. Om Bahadur Paija Pun (Vice President), Ms. Laxmi Pun, Ms. Salma Limbu Subba (Treasurer), Mr. Kailash Tamang, and Mr. Krishna Bahadur Paija Pun, the CEO of LEARN were present during the inauguration. LEARN executive team and eleven participants were present in the inaugural program. Among the participants there were two RPs from DEO of Myagdi district, four head teachers from the secondary level schools of the project area and five key teachers selected among the teachers. The training program ended on 2nd July, 2016 AD after five days of unremitting hard work.

The training program included a strong training team with diverse and outstanding professional background. Cooperation from DEO, Myagdi and financial support from Nepali Village Initiatives Association, Australia (NVIA) were also the key factors for the success of the program.

Table 1: Objectives and Outcomes of the Workshop

Objectives	Outcomes
To develop leadership skills To develop sense of responsibility To conduct meetings effectively	Make students responsible in their learning and behavior management Conduct effective group works in classes Conduct meetings effectively in schools
To strengthen KT's capacity to collect information, support teachers, and report the progress	Improvement in classroom instruction with KT's support Information collection and reporting from the site
To set personal goals To set professional goals To develop action plan	Teachers will have their personal and professional goals Teachers will guide students to set goals and work for better performance Teachers will have action plan to achieve the set goals
To interpret school culture with respect to Team work, Friendship, Ownership, Respect and Dignity, and Responsibility and Accountability To identify school culture	Take initiatives to shape their school culture Improved teachers' work effectiveness and students' learning gain
To adopt the best practices of instructional Leadership	Better instructional practices improves the working climate for teachers and makes a better place to learn for students in schools
To identify the learning styles of students To identify the learning needs of the students Plan the curriculum for a year/term/day	Teachers identify students' learning styles and design activities accordingly Teachers have curricular plans including MI and BT.
To improve communication skills To enhance parents/community participation in school	Frequent interaction with parents and community Improved community participation in schools
To identify strategies for school transformation To inspire participants to become change agents for their schools	Participants inspire/influence other stakeholders and bring positive changes in their schools
To develop contextual knowledge on sustainable economic growth To develop leadership skills to support community for economic activities	Teachers make the community aware of various economic activities Economic activities increase in the community Improved student retention in schools

Objectives	Outcomes
To use cooperative learning approach in class	Improved classroom instruction and students learning gain
To strengthen the monitoring and evaluation skills of teachers To use CAS effectively	Effective monitoring and evaluation occur in schools Teachers will have consistency and reliability in evaluation
To manage classroom effectively To define code of conduct To handle the discipline issues positively	Teachers handle the classroom issues/disciplinary problems effectively and positively in a logical way Decrease “down time” in the class and increase time for teaching-learning activities
To update Government policy in school education	Implement government policy and procedure in schools
To observe the best practices in schools	Gain additional ideas and knowledge from successful school. Apply the best practices in schools

Format of the Workshop

The leadership workshop was started with a meeting in the morning at 8:00 AM and went up to 4:00 PM with reflection meeting. Observe tables 2 to 6 for the daily schedule of the program. The morning meeting included the reporting of the previous day, communicating the day’s program, and assigning the roles (reporter and room co-coordinator. Reporter’s role was to prepare and share the report in the morning meeting, and room coordinator’s role was to make the classroom environment conducive for learning.



Table 2: Program Schedule, DAY ONE – 28TH JUNE (Tuesday)

Session	Content	Resource Person/s	Objectives	Preparation/ Materials	Major Activities	Expected Outcomes
8:00-8:30	Opening	Board of Directors, LEARN Team	To share the objectives and modality of the Program To communicate expectations from the participants	Register, diary, pen, ring binder file, banner	Distribution of files, Formal program	Participants get informed about the program
9:00-9:30	Group Division, Setting Rules, Role Division, Conducting Meeting	DA/KP	To develop sense of responsibility To conduct meetings effectively	Flash cards, charts, news print paper, marker, sketch pen, etc	Participants set rules for their training hall Divide in to small groups for group activities Distribution of responsibilities Discussion on effective meeting procedure	Make students responsible in their learning and behavior management Conduct effective group works in classes Conduct meetings effectively in schools
9:30-11:00	Key Teachers' Role	KT	To strengthen KTs' capacity to collect information, support teachers, and report the progress	Data collection tools, Observation tools	Discuss on the KTs' role and responsibilities Develop and use observation tools Practice the feedback and reporting activities in group	Improvement in classroom instruction with KTs' support Information collection and reporting from the site
11:0-11:45	Lunch Break					
11:45-1:00	Key Teachers' Role Goal Setting	DA	To set personal goals To set professional goals To develop action plan	Projector, hand outs	Presentation Identify the possible personal and professional areas for improvement Setting personal and professional goals Develop action plan for the personal and professional goals	Teachers will have their personal and professional goals Teachers will guide students to set goals and work for better performance Teachers will have action plan to achieve the set goals
1:00:2:45	School Culture Issues & Problems	DA	To interpret school culture with respect to Team work, Friendship, Ownership, Respect and Dignity, and Responsibility and Accountability	Projector, handouts, charts and pens	Presentation Group discussion	Take initiatives to shape their school culture Improved teachers' work effectiveness and students' learning gain
2:45-3:00	Snacks Break					
3:00-4:00	Model class: micro teaching Feedback Collection Reflection Meeting	All	To develop leadership skills To develop confidence in participants To use information for improvement of the program	Notes	Micro teaching Appreciation/suggestions for improvement Sharing of the feedback and experience of the day	Improved instructional skills Correction and modification of the program modality

Table 3: Program Schedule, DAY TWO – 29TH JUNE (Wednesday)

Session	Content	Resource Person/s	Objectives	Preparation/ Materials	Major Activities	Expected Outcomes
7:00 -7:30	Breakfast					
8:00-8:30	Class Meeting Reporting Group Division Role Division	LEARN Team	To develop leadership skills To develop sense of responsibility	Register, diary, banner	Coordinator conducts meeting Reporting form the reporter Coordinator divides group and the roles	Conduct the meetings effectively in schools Apply group division strategies Take responsibility of learning
8:30-10:30	Instructional Leadership	TP	To adopt the best practices of instructional Leadership	Projector, handouts, charts and pens	Presentation Discussion Modeling some of the best leadership practices	Better instructional practices improves the working climate for teachers and makes a better place to learn for students in schools
10:30-11:15	Lunch Break					
11:15-12:45	Effective Teaching MI / BT Curricular Planning	DA	To identify the learning styles of students To identify the learning needs of the students Plan the curriculum for a year/term/day	Projector, Curriculum/text books, handouts, charts and pens	Presentation Discussion MI test Designing activities to address MI and BT Block plan and daily lesson plan	Teachers identify students' learning styles and design activities accordingly Teachers have curricular plans including MI and BT.
12:45-1:00	Tea Break					
1:00:2:45	School Visit to Budhanilkantha	LEARN TEAM	To observe the best practices	Vehicle	Observation Interaction	Gain additional ideas and knowledge Apply the best practices in schools
2:45-3:00	Snacks Break					
3:00-4:00	Model class: micro teaching Feedback Collection Reflection Meeting	All	To develop leadership skills To develop confidence in participants To use information for improvement of the program	Notes	Micro teaching Appreciation/suggestions for improvement Sharing of the feedback and experience of the day	Improved instructional skills Correction and modification of the program modality

Table 4: Program Schedule, DAY THREE – 30TH JUNE (Thursday)

Session	Content	Resource Person/s	Objectives	Preparation/ Materials	Major Activities	Expected Outcomes
7:00 -7:30						
8:00-10:00	School Visit to Ullens	LEARN TEAM	To observe the best practices	Vehicle	Observation Interaction	Gain additional ideas and knowledge Apply the best practices in schools
10:00-12:00	Public Relation and Communication	ML	To improve communication skills To enhance parents/community participation in school	Projector, handouts, charts and pens	Presentation Discussion Practice the skills in peer/groups	Frequent interaction with parents and community Improved community participation in schools
12:00-1:00	Back to Hotel /Morning Meeting and Lunch					
1:00:2:45	Motivation: Leading for Change	DS	To identify strategies for school transformation To inspire participants to become change agents for their schools	Projector, handouts, charts and pens	Inspiring presentation Discussion in reference to the context Develop some strategies for change (in their schools)	Participants inspire/influence other stakeholders and bring positive changes in their schools
2:45-3:00	Snacks Break					
3:00-4:00	Model class: micro teaching Feedback Collection Reflection Meeting	All	To develop leadership skills To develop confidence in participants To use information for improvement of the program	Notes	Micro teaching Appreciation/suggestions for improvement Sharing of the feedback and experience of the day	Improved instructional skills Correction and modification of the program modality

Table 5: Program Schedule, DAY FOUR – 1ST JULY (Friday)

Session	Content	Resource Person/s	Objectives	Preparation/ Materials	Major Activities	Expected Outcomes
7:00 -7:30						
8:00-8:30	Class Meeting Reporting Group Division Role Division	LEARN Team	To develop leadership skills To develop sense of responsibility	Register, diary, banner	Coordinator conducts meeting Reporting form the reporter Coordinator divides group and the roles	Conduct the meetings effectively in schools Apply group division strategies Take responsibility of learning
8:30-10:30	Leading the Community for Sustainable Economic Growth	UP	To develop contextual knowledge on sustainable economic growth To develop leadership skills to support community for economic activities	Projector	Presentation Discussion	Teachers make the community aware of various economic activities Economic activities increase in the community Improved student retention in schools
10:30-11:00	Lunch Break					
11:00-12:45	Effective Teaching	SK	To use cooperative learning approach in class	Projector, Curriculum/textbooks, handouts, charts and pens	Presentation on cooperative learning Discussion on learning through interactions	Improved classroom instruction and students learning gain
12:45-1:00	Tea Break					
1:00:2:45	Monitoring and Evaluation/CAS	SB	To strengthen the monitoring and evaluation skills of teachers To use CAS effectively	Projector, handouts, charts and pens	Presentation Group discussion Developing CAS tools	Effective monitoring and evaluation occur in schools Teachers will have consistency and reliability in evaluation
2:45-3:00	Snacks Break					
3:00-4:00	Model class: micro teaching Feedback Collection Reflection Meeting	All	To develop leadership skills To develop confidence in participants To use information for improvement of the program	Notes	Micro teaching Appreciation/suggestions for improvement Sharing of the feedback and experience of the day	Improved instructional skills Correction and modification of the program modality

Table 6: Program Schedule, DAY FIVE – 2ND JULY (Saturday)

Session	Content	Resource Person/s	Objectives	Preparation/ Materials	Major Activities	Expected Outcomes
7:00 -7:30						
8:00-8:30	Class Meeting Reporting Group Division Role Division	LEARN Team	To develop leadership skills To develop sense of responsibility	Register, diary, banner	Coordinator conducts meeting Reporting form the reporter Coordinator divides group and the roles	Conduct the meetings effectively in schools Apply group division strategies Take responsibility of learning
8:30-10:30	Classroom Management	DA	To manage classroom effectively To define code of conduct To handle the discipline issues positively	Projector, handouts, charts and pens	Presentation Collection of behavioral problems Group discussion Design a code of conduct for students/teachers Design logical consequences in line with “positive discipline” approach.	Teachers handle the classroom issues/disciplinary problems effectively and positively in a logical way Decrease “down time” in the class and increase time for teaching-learning activities
10:30-11:00	Lunch Break					
11:00-1:00	Government Policy in Education	MS	To communicate Government policy in school education	Projector, handouts, charts and pens	Presentation Group discussion	Implement government policy and procedure in schools
1:00-2:30	Feedback Collection Reflection Meeting	All	To develop leadership skills To develop confidence in participants To use information for improvement of the program	Notes Feedback forms	Micro teaching Appreciation/suggestions for improvement Sharing of the feedback and experience of the day	Improved instructional skills Correction and modification of the program modality
2:30:3:00	Snacks Break					
3:00-4:00	CLOSING					

Workshop Evaluation

The main purpose of the workshop was to develop leadership skills in participants and inspire them to initiate changes in their schools. Hence the topics for the workshop were role of the key teachers, visioning and goal setting, transforming school culture, instructional leadership, learning styles, Bloom's taxonomy, public relation and communication, motivation, student evaluation, classroom management, Government policy, and agricultural economy. Besides discussions on those topics, participants visited two popular schools in the valley.

During the training period, the participant got opportunity to interact with five of the resource persons who had long and successful experience in leadership role. They discussed the topics in reference to their experiences and success stories. The participants were excited to learn the ideas from their best practices. Two facilitators were working under the ministry of education so that they could share the best on educational policy and evaluation. An assistant professor from Kathmandu University shared the best practices of instructional leadership, and Dr. Pun from LEARN shared opportunities and teachers' role in leading the community for sustainable growth through agricultural economy.



The participants filled up the session evaluation form (see Appendix 6) at the end of each evaluation form, and filled up the program evaluation form (see Appendix 7) at the end of the workshop. The participants also filled up the school and classroom observation forms based on the visited schools. Those evaluation forms, observation from the LEARN team, and sharing and reports from the participant were taken the basis for preparing this evaluation report.

The program went quite well. The participants were asked to rate each session on the basis of nine indicators (see table: 7), and they responded very positively. However, quite a few participants felt the allotted time for the training was a little less.

Table 7: Participants' Reflection on the Sessions

SN	Indicators	Responses from the participants												
		School Culture	Key Teachers' Role	Visioning and Goal Setting	MI and BT for Students' Learning	Instructional Leadership	Motivation for Change	Communication Skills	Agricultural Economy	Students' Evaluation	Effective Leadership	Education Policy	Classroom Management	Average
1	The objectives of the training were clearly defined.	4.1	4.2	4.5	4.2	4.5	4.9	3.9	4.9	4.3	3.9	4.8	4.7	4.4
2	Participation and interaction were encouraged.	4.0	4.3	4.1	4.0	4.6	4.2	4.9	4.5	4.0	4.0	4.3	4.8	4.3
3	The topics covered were relevant to me.	4.2	4.3	4.8	4.5	4.5	4.7	4.7	4.6	4.1	4.2	4.5	4.8	4.5
4	The content was organized and easy to follow.	4.4	4.4	4.4	4.5	4.1	4.1	4.0	4.5	3.9	3.8	4.3	4.3	4.2
5	This training experience will be useful in my work.	4.4	4.7	4.9	4.5	4.5	4.8	4.6	4.5	4.6	4.2	4.6	4.7	4.6
6	The trainer was knowledgeable about the training topics.	4.6	4.5	4.6	4.7	4.5	4.9	4.9	5.0	4.4	4.4	4.7	4.8	4.7
7	The trainer was well prepared.	4.3	4.1	4.5	4.7	4.5	4.3	4.8	4.8	4.1	4.1	4.5	4.5	4.4
8	The training objectives were met.	4.1	4.3	4.4	4.2	4.3	4.3	4.0	4.6	3.8	3.7	4.4	4.3	4.2
9	The time allotted for the training was sufficient.	3.9	4.2	3.6	3.7	4.0	3.3	3.0	4.0	3.3	3.8	3.8	3.5	3.7
	Average	4.2	4.3	4.4	4.3	4.4	4.4	4.3	4.6	4.1	4.0	4.4	4.5	4.3

The participants were taken to two of the unique schools in the valley. One was considered one of the best schools in students' achievement based on the SLC results, and the other was an ideal school in terms of its approach and philosophy. The participants appreciated the school environment, teaching-learning activities, child friendly classrooms, classroom management strategies, display of the students' works, clean and hygienic school environment, students' evaluation system, use of instructional materials, and well equipped labs and libraries. For

detailed information see Appendix 3 for participants' reflection on school observation and Appendix 4 for their reflection on classroom observation. Those visits provided opportunities to witness some of the best practices in school management and instructional activities. Those visits were also important to link up with the training sessions. Participants got very inspired from the visits, and they enjoyed observing the schools and the classes.



In overall the participants enjoyed the school visits, Interaction with the principals, friendly and open discussions with the trainers, and friendly and homely atmosphere at the training venue. They appreciated facilitators for their new ideas and approaches. Some of them felt good about being a part of the LEARN's school improvement initiatives.

The major concern of the workshop was if it was applicable for the participants. They noted to apply positive relationship with the stakeholders, good relationship with students, choosing right teaching methods, leadership roles and skills, classroom management strategies, effective teaching strategies, and the good practices in the schools visited and that were shared by principals in their work places.

The participants also provided a couple of suggestions for improvement of the program. Most of their suggestions pointed out to extend time duration of the workshop that shows the high level of enthusiasm for learning amongst the participants. The detailed of the participants' response on the program is given in Appendix 5.

Challenges and Recommendations

The participants from Nima, Ghara and Tatopani of Myagdi enthusiastically participated the training. However, they have a challenge to apply their learning in their work places. Moreover the recommendations are listed below:

- The participants evaluated the training very positive and effective. Now, they are expected to transform other teachers to be child friendly and effective.
- The key teachers require support from the head teachers and RPs to make their roles effective.
- Participants expected to extend the training period.
- More Key teachers and head teachers could be included to make the school transformations initiatives more effective, and the training should also continue for years as refresher.
- Participants needed more interactions on some of the contents such as transforming culture, classroom management, students' evaluation etc. so that can act with more confidence.
- Monitoring the change is important for LEARN to modify and upgrade its programs.



Appendices

Appendix 1: Participants

S.No.	Name	School/Organization	Position
1	Raman Pun	Himanchal H. S. S., Nagi	Head Teacher
2	Thak Raj Pun	Tikot Secondary School, Tikor	Head Teacher
3	Tham Maya Pun	Paudwar Secondary School, Paudwar	Head Teacher
4	Ram Chandra Puri	Muktimarga HSS, Ghara	Head Teacher
5	Kumari Paija Pun	Paudwar Secondary School, Paudwar	Key Teacher
6	Khem Bahadur Paija	Shikha HSS, Shikha	Key Teacher
7	Bhakta Bahadur Baruwal	Muktimarga HSS, Ghara	Key Teacher
8	Sirjana Paija	Adarsha Secondary School, Rima	Key Teacher
9	Krishna Bahadur Pun	Himanchal H. S. S., Nagi	Key Teacher
10	Bharat Kumar Pun	RC, Adarsha Secondary School, Rima	RP, DEO, Myagdi
11	Jayaram Subedi	RC, Sarwodaya, HSS, Bhurung, Tatopani	RP, DEO, Myagdi

Appendix 2: Participants' Feedback on Training Sessions

SN	Indicators	Topics / Scale												
		culture	Key Teachers' Role	Goal Setting	Multiple Intelligence and Bloom's Taxonomy for Students' Learning	Instructional Leadership	Motivation for Change	Communication Skills	Agricultural Economy	Students' Evaluation	Effective Leadership	Education Policy	Classroom Management	Average
1	The objectives of the training were clearly defined.	4.1	4.2	4.5	4.2	4.5	4.9	3.9	4.9	4.3	3.9	4.8	4.7	4.4
2	Participation and interaction were encouraged.	4.0	4.3	4.1	4.0	4.6	4.2	4.9	4.5	4.0	4.0	4.3	4.8	4.3
3	The topics covered were relevant to me.	4.2	4.3	4.8	4.5	4.5	4.7	4.7	4.6	4.1	4.2	4.5	4.8	4.5
4	The content was organized and easy to follow.	4.4	4.4	4.4	4.5	4.1	4.1	4.0	4.5	3.9	3.8	4.3	4.3	4.2
5	This training experience will be useful in my work.	4.4	4.7	4.9	4.5	4.5	4.8	4.6	4.5	4.6	4.2	4.6	4.7	4.6
6	The trainer was knowledgeable about the training topics.	4.6	4.5	4.6	4.7	4.5	4.9	4.9	5.0	4.4	4.4	4.7	4.8	4.7
7	The trainer was well prepared.	4.3	4.1	4.5	4.7	4.5	4.3	4.8	4.8	4.1	4.1	4.5	4.5	4.4
8	The training objectives were met.	4.1	4.3	4.4	4.2	4.3	4.3	4.0	4.6	3.8	3.7	4.4	4.3	4.2
9	The time allotted for the training was sufficient.	3.9	4.2	3.6	3.7	4.0	3.3	3.0	4.0	3.3	3.8	3.8	3.5	3.7
	Average	4.2	4.3	4.4	4.3	4.4	4.4	4.3	4.6	4.1	4.0	4.4	4.5	4.3

Appendix 3: Participants' Reflection on School Observation

	Budhanilkantha School	Ullens School
1	Outlook of school	Outlook of school

	Clean	Clean
	Peaceful	Safe
	Big area	Healthy
		Attractive
2	Resources and facilities	Resources and facilities
	good furniture	Good furniture
	Enough resources	Enough resources
	ICT rooms	ICT rooms
	Libraries	Libraries
	Labs	Labs
	Departments	Toilets
	Hostel	Child friendly classrooms
	Games	Music room and instruments
	Swimming pool	Beautiful building
	Toilets	Art rooms
3	Respond from Pr/Tr/St	Respond from Pr/Tr/St
	Good	Warm welcome
	Warm welcome	Very positive
	Very positive	Friendly
	Friendly	Polite language
4	Evidence of good system	Evidence of good system
	Privacy (cast of students not disclosed)	Students' admission procedure
	Students' admission procedure	Child friendly classrooms
	Speaking polite language	Students were active
	Maintenance of good infrastructure	School culture
	Disciplined students	CAS system
	Dedicated teachers	Grade teaching
5	Could have done better	Could have done better
	use of teaching materials	Uniform for students
	Apply student centered methods	

Appendix 4: Participants' Reflection on Class Observation

	Budhanilkantha School	Ullens School
1	What students were doing	What students were doing
		Active participation
	Writing	Students were enjoying
	Active	Learning by playing
	Speaking in English	Group work
	Very enthusiastic students	Students concentrated in their work without distraction
	Learning from friends	Sharing
	Students were enjoying	Performing
2	What teacher as doing	What teacher as doing
	Giving instructions	Applying students centered approaches
	Asking students to help others	Child friendly relationship
	Interacting with students	Facilitation
	Students centered	Teacher as a guide
		Not teaching (lecturing)
3	Appreciable aspects of classroom	Appreciable aspects of classroom
	Clean	Clean environment
	Peace	Friendly with students
	Smart students	Classroom management
	Good and appropriate furniture	Classroom rules
	Seating arrangement	Use of teaching materials
	Honesty	Display of students' work
	Respect to each other	Creative arts room
	Students' participation	Music room
4	Applicable aspects for the participants	Applicable aspects for the participants
	make students active	make students active
	Use English language in classroom	Apply child friendly environment
	Clean environment	Well equipped with materials and resources
	Distribution of work	Classroom management
		Teaching methods
		Evaluation method
		Prepare teaching materials
		Classroom rules
		Apply CAS in evaluation
		Could apply more that 25%

Appendix 5: Participants' Reflection on the Program

SN	Observations	Responses from the participants											Total counts
1	Things enjoyed during the training												
I	School visits	1	1	1	1			1	1	1	1	1	9
ii	Interaction with the principals	1		1									2
iii	Expert trainers		1			1	1						3
iv	Communication and relationship with the stakeholders		1			1							2
v	LEARN team's homely relationship			1	1		1		1				4
vi	Friendly and open discussions						1	1					2
vii	Games and entertainment activities								1				1
viii	Key teachers' role										1		1
2	Things appreciable during the training												
I	Good behavior from the LEARN team	1							1				2
ii	Good facilitators	1	1	1	1	1	1						6
iii	LEARN's training program for school improvement		1			1							2
iv	School visits			1	1			1	1	1	1		6
v	New ideas and approaches			1			1	1			1		4
vi	Time management								1				1
vii	Monitoring and evaluation									1			1
viii	Visioning										1		1
ix	School culture											1	1
3	Things applicable in the workplace												
I	Choosing right teaching methods	1					1		1	1			4
ii	Leadership roles and skills	1							1	1			3
iii	Make teaching effective	1							1				2
iv	Classroom management		1						1				2
v	Positive relationship with the stakeholders		1			1	1	1		1	1	1	7
vi	Good relationship with students		1				1	1		1	1	1	6
vii	Good practices in the schools visited /shared by principals				1				1				2

SN	Observations	Responses from the participants										Total counts
4	Things could have been better											
i	More instruction on Key Teachers' role	1										1
ii	8 am to 4 pm schedule was quite long		1									1
iii	Could have been better if LEARN team also stays together in the same hotel		1									1
iv	Provide the handouts on time		1									1
v	Hotel reservation for one more day		1									1
vi	Participants could have managed their lodging and fooding		1									1
vii	Plan the training need based					1						1
viii	More time in school visits							1				1
ix	Increase duration of the training								1			1
x	More time on school management									1		1

Appendix 6: Evaluation Forms

Training Session Evaluation Form

for participants in Key Teachers and Leadership Training Program-2016

Date: **Topic:**

Trainer:.....

Instructions: Please circle your level of agreement with the statements listed below in #1-9.

SN	Areas	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The objectives of the training were clearly defined.	5	4	3	2	1
2	Participation and interaction were encouraged.	5	4	3	2	1
3	The topics covered were relevant to me.	5	4	3	2	1
4	The content was organized and easy to follow.	5	4	3	2	1
5	This training experience will be useful in my work.	5	4	3	2	1
6	The trainer was knowledgeable about the training topics.	5	4	3	2	1
7	The trainer was well prepared.	5	4	3	2	1
8	The training objectives were met.	5	4	3	2	1
9	The time allotted for the training was sufficient.	5	4	3	2	1

10. What did you like most about this training?

11. How do you hope to change your practice as a result of this training?

12. What aspects of the training could be improved?

Thank you for your feedback!

Appendix 7: School Observation Form

School Visit Form

Key Teachers' Leadership Training Program-2016

Please complete the form after you visit the school:

Date: School:

1. Outlook of the school, the general impression:
2. Resources and facilities for students
3. Respond from management/teachers/students (interaction)
4. Evidences of a good system?
5. What could have been better?

Class Observation

1. What the students were doing?
2. What the teacher was doing?
3. Appreciable aspects of the classroom
4. What you have learnt that you could apply in your school?

Appendix 8: Evaluation Forms

Training Evaluation Form

for participants in Key Teachers and Leadership Training Program-2016

Date:

Instruction: Please provide your feedback in points on the following:

1	Things enjoyed during the training
2	Things appreciable during the training
3	Things applicable in the workplace
4	Things could have been better