The Praxis of Collaborative Teacher Development in Nepal

By
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Ganga Ram Gautam &
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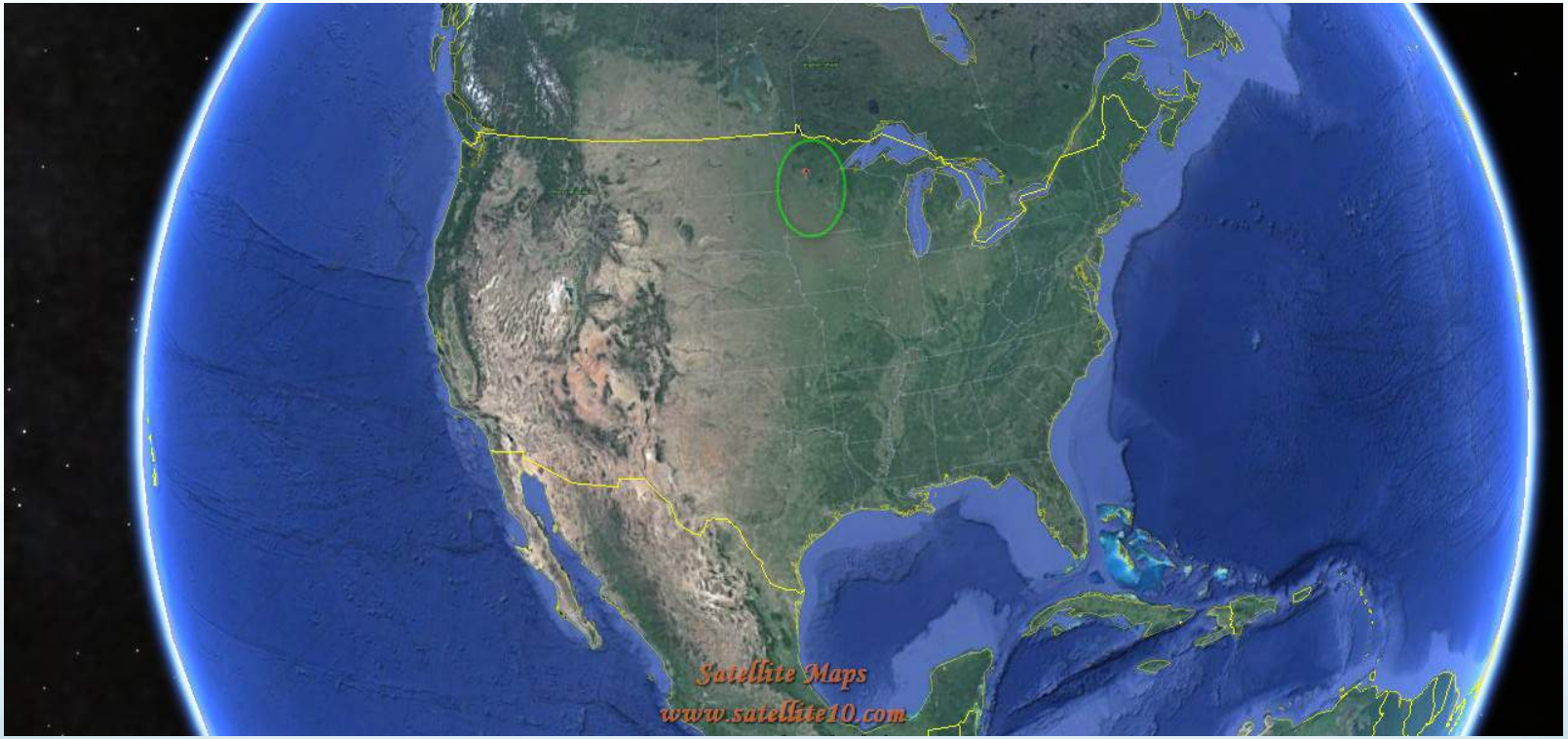
May 16, 2015

Where in the world?

Minnesota



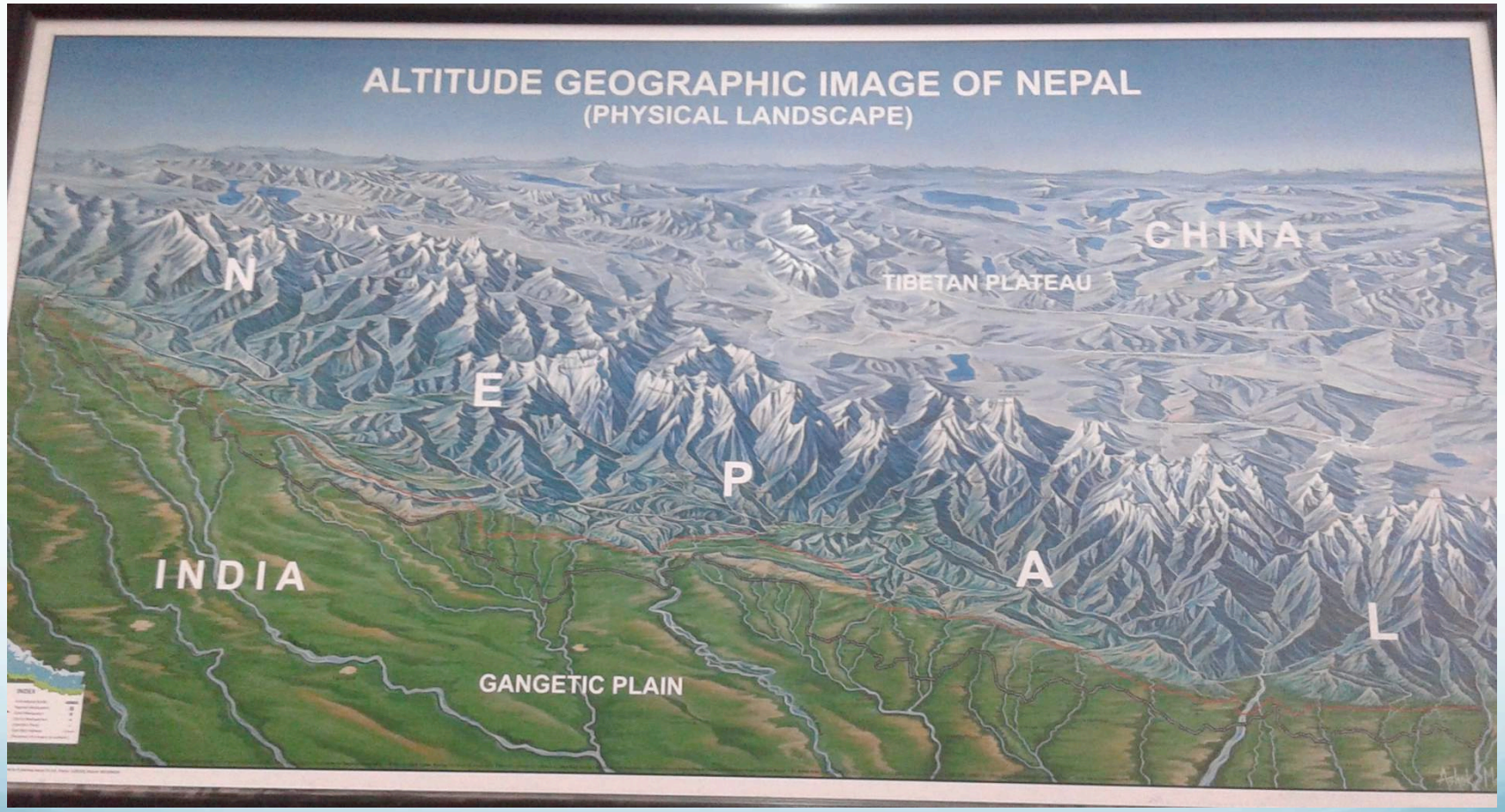
Looking at Nepal

KAZAKHSTAN
MONGOLIA
CHINA
INDIA
Arabian Sea
Bay of Bengal
THAILAND
VIETNAM
PHILIPPINES

Nepal

KAZAKHSTAN
MONGOLIA
UZBEKISTAN
GEORGIA
ARMENIA
AZERBAIJAN
TURKMENISTAN
KYRGYZSTAN
TAJIKISTAN
NORTH KOREA
SOUTH KOREA
JAPAN
CHINA
AFGHANISTAN
IRAN
NEPAL
PAKISTAN
BHUTAN
BANGLADESH
TAIWAN
HONG KONG
INDIA
MYANMAR (BURMA)
LAOS
THAILAND
PHILIPPINES
VIETNAM
CAMBODIA
SRI LANKA
BRUNEI
MALDIVES
MALAYSIA
SINGAPORE

Map of Nepal


ALTITUDE GEOGRAPHIC IMAGE OF NEPAL
(PHYSICAL LANDSCAPE)
CHINA
TIBETAN PLATEAU
N
E
P
A
L
INDIA
GANGETIC PLAIN

Map of Nepal

NEPAL
0 km 30 60 90 km
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National Capital (670,000 in 2001)
over 100,000
over 50,000
over 30,000
other main city
other city
Capital of province
6000 m
5000 m
4000 m
3000 m
2000 m
1000 m
500 m
200 m
CHINA
(TIBET)
Barga
Mapam Yumco
Brahmaputra
Chaze
Gangtok
Gorakhpur
Ghaghara
Gandak
Darchula
Jumla
Dipayal
Chisapani
Dhangarhi
Nepalganj
Tulsipur
Bagwanpur
Bhairawa
Butwal
Tansen
Baglung
Pokhara
Gorkha
Dhading
Bhadgaon (Bhaktapur)
KATHMANDU
Patan (Lalitpur)
Hetauda
Birganj
Janakpur
Mahendranagar
Dharan Bazar
Madhumalla
Damak
Kakarbhitta
Bhadrapur
Biratnagar
Rajbiraj
Dhankuta
Ilam
Mt Everest
Kangchenjunga
MAHAKALI
SETI
KARNALI
DHAULAGIRI
GANDAKI
BAGMATI
KOSI
MECHI
BHERI
RAPTI
LUMBINI
NARAYANI
JANAKPUR
SAGARMATHA
Dundwa Range
Lesser Himalaya
Mahabharat Range
Ezilon.com

Rishi Ram Rijal, Miriam Corneli, Ganga Ram Gautam, and Shyam Pandey

Great collaborator, co-teachers, and cooperative learners!

Let's Listen

Ganga Ram Gautam

Reader, Tribhuvan University, Nepal

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Collaborative Teacher Education in Nepal

Miriam E. Corneli, English Language Fellow, Nepal

Email: languagecoach.miriam@gmail.com

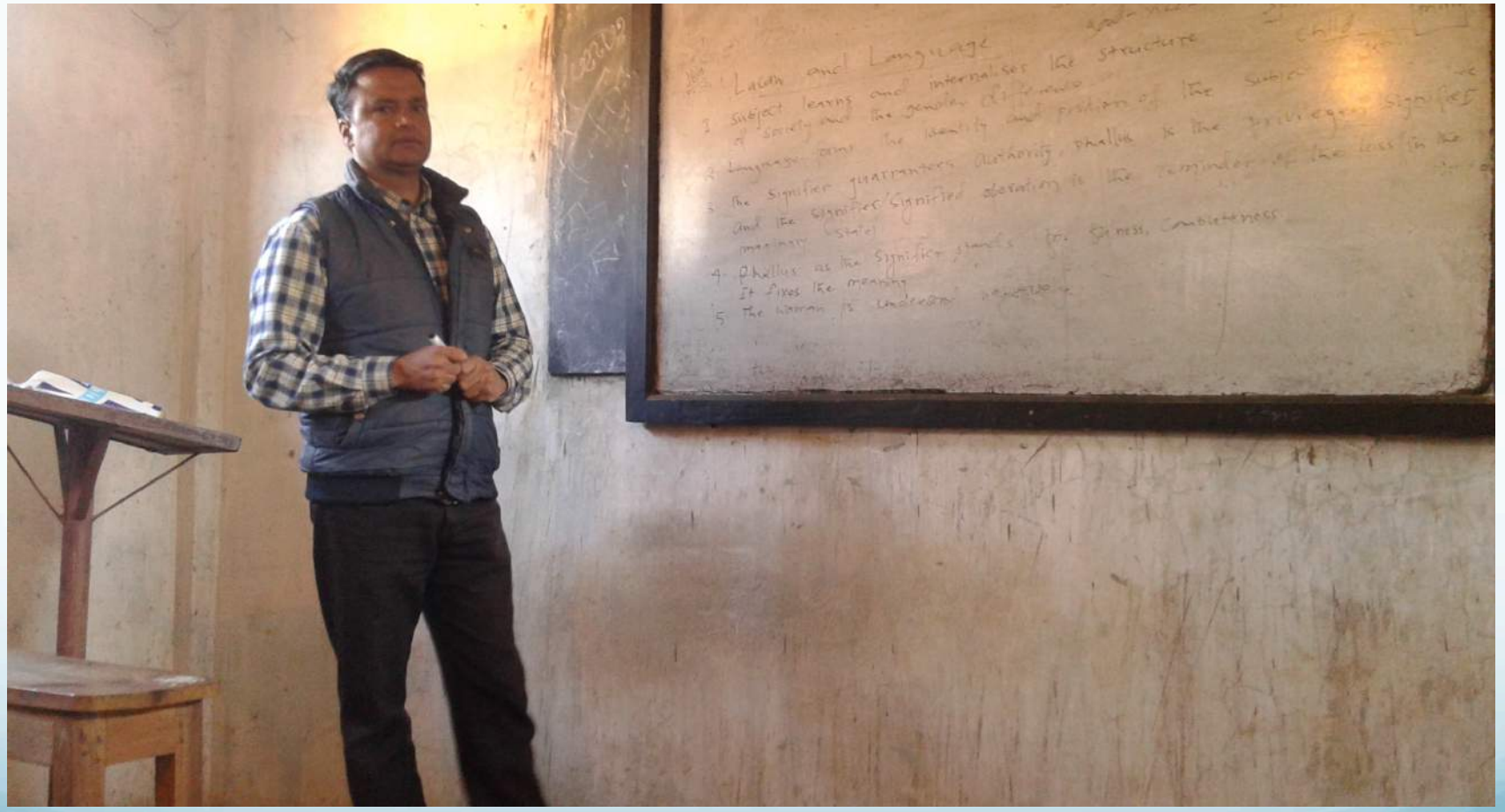
Nepal is famous for?

- Mt. Everest
- Rhinos
- Buddha
- ? ....

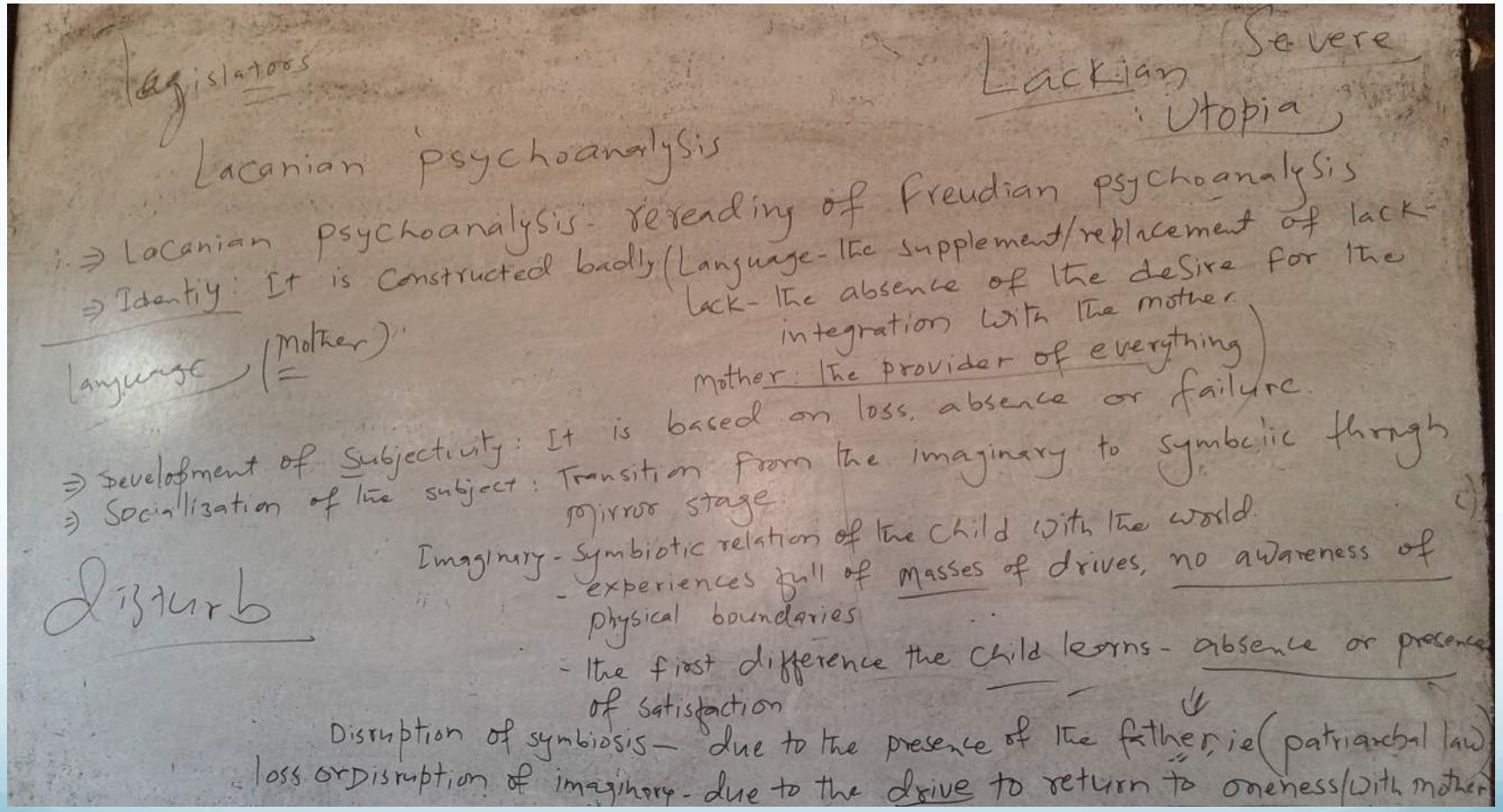
“Gurukul” education system

Typical Nepalese Classroom

“Teacher as Guru” Model



Lecture Method Prevails



Often very large class sizes! 50 - 100 +

Co-teaching can help

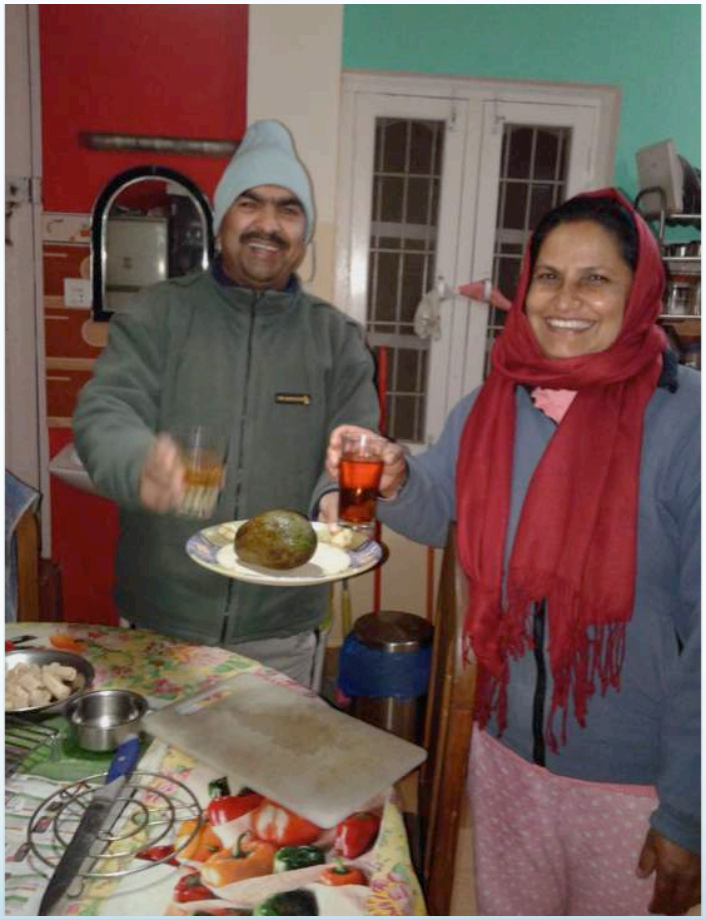
Co-teaching

Ganga Gautam & Miriam Corneli

September 6, 2014

English Access Microscholarship Program, Nepal

Professional and Personal Connection!

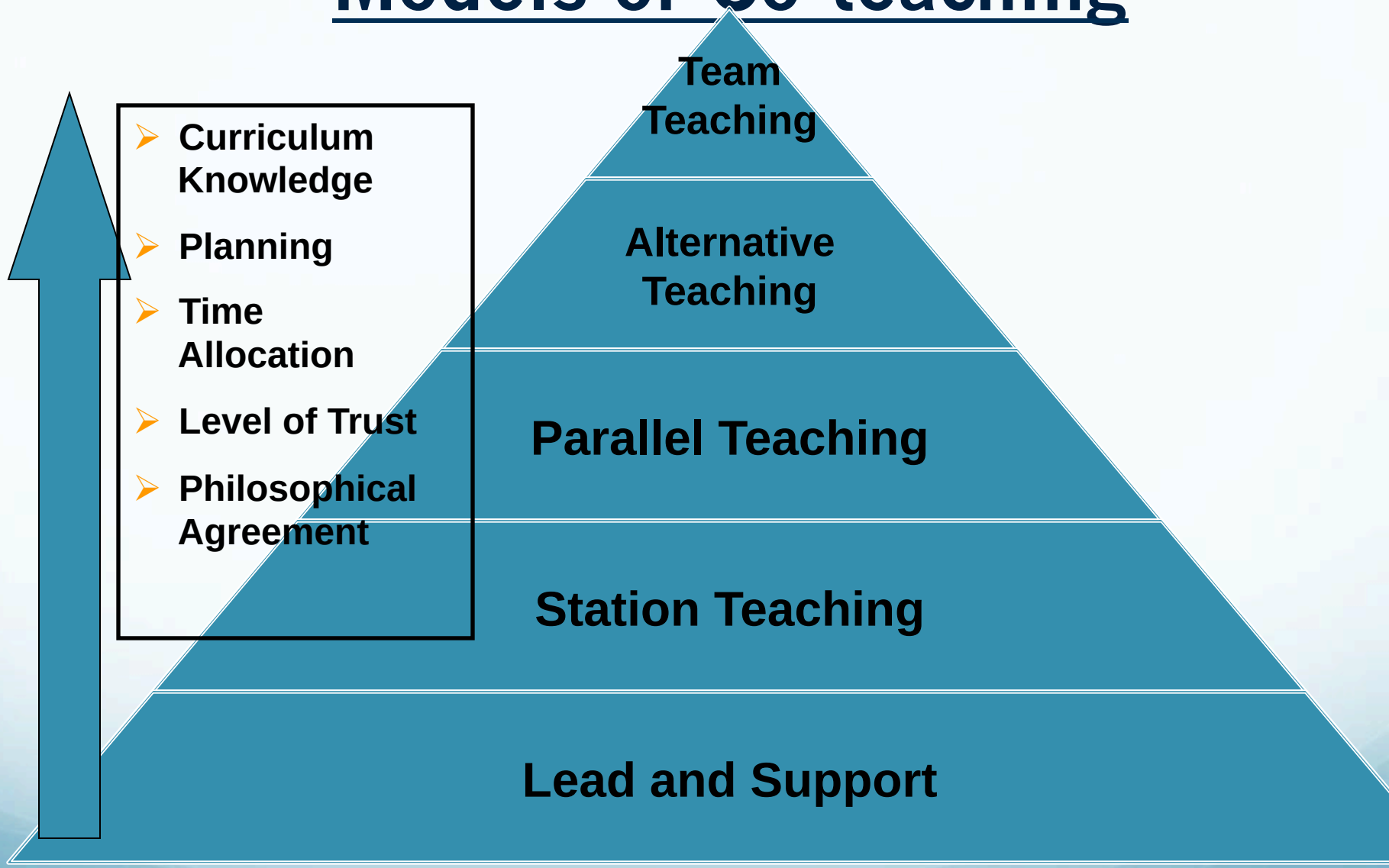


The Expansion of Co-Teaching

- Who = M.R. Campus, M.Ed. Student Teachers
- What = First-ever Co-Teaching Program
- When = Last fall, 2014
- Where = Mahendra Ratna Campus-Kathmandu
- Why = Because a shift in teacher training is urgently needed to increase skills, praxis, collaboration, creativity, + student retention & results.

Introducing Co-Teaching

Models of Co-teaching



Friend, M., Reising, M., & Cook, L. (1993). Co-teaching: An overview of the past, a glimpse at the present, and considerations for the future. *Preventing School Failure, 37*(4), 6-10.

“Reflection” Folder

“Benches” become Groups

Sample Co-Planning Template

Co-Teaching Lesson Plan Template #1
Teacher A: _____ Teacher B:_____
Date: _____ Location:_____Class:_____
Lesson Objective:_____
Essential Questions:_____
Key Vocabulary:_____
Important Activities:_____
Pre-assessment:_____
Formative assessment:_____
Final Product/Homework?:_____
Materials Needed: _____

Lesson Theme/ Topic	Co-Teaching Approach?	Time Needed?	Teacher A's Activities	Teacher B's Activities	Considerations (adaptations, differentiation, student needs)
Beginning (e.g. opening, warm up, review, anticipatory set, riddles, prediction activities)					
Middle: (e.g. Instruction, Checking for Understanding, Independent or pairs or group practice)					
Backup:					
End: e.g. Closing, Assessments, Extension of Lesson, H.W. Assignments)					
Comments: What was good? Needs improvement?					

Some of the take-aways:

1. working cooperatively
2. good coordination between friends
3. leading and supporting teaching
4. sharing of ideas
5. easy to handle classroom sometimes

6. new method/technique in teaching
7. to work together in group supporting each other
8. achieves different teaching strategies from the partners
9. using the materials quite effectively
10. learned to prepare lecture notes together

11. increases motivation for teachers
12. discussion before going to class
13. interesting class and students are more motivated
14. both people have equal responsibility to make an effective class

Findings / Discussion

Problems:

- Two weak student teachers paired together
- Insufficient planning time
- Lack of co-teaching ‘modeling’
- Transition from Lecture Method
- Lack of classroom space and resources
- Not implementable in public schools

M.Ed. Student Teachers' feedback

Overall the co-teaching was good. All the co-teachers were active in class while teaching. In some cases they were confuse and nervous to teach us as well. To improve the reading habit and students participation in classroom co-teaching should be done in future; It makes a class students-centred not a teacher-centred because in those types of class students are more active than teachers. In our class also students were active more in comparison to teachers. Some teachers were not good like our professional teachers but some were strong like our professional teachers. Co-teaching is really good in our Nepali context because in every school number of students in a class are around fifty so one teacher can't handled the big class. So, if there is two teachers in each class then students get chance to improve themselves and to be talent in their course. Thank you.

B.Ed. Students' responses

Co-teaching was very good because they combined their knowledge and they teach very effectively.

Co-teaching is not bad.

Co-teaching was helpful and very effective for me.

Co-teaching is benefitted for the students.

Co-teaching our classes with a co-teacher were more active than usual.

Co-Teaching, Kathmandu, M.R.C.

For more information

- NELTA www.nelta.org.np

- *English Language Fellow* Program
- www.elprograms.org

ENGLISH LANGUAGE PROGRAMS
The World is Your Classroom

Professional Development of English Teachers

Rishi Ram Rijal (Ph.D.)
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Email: rishi.rijal@yahoo.com

Research Questions

- What is the current status of professional development practices of English teachers in Nepal?
- What is their experience of the professional development practices?

Areas Research Instruments Cover

- Innovation
- Collaboration
- Mentoring
- Occasional Courses
- Self-Study

- Classroom Practice
- Decision Making
- Sharing Ideas and Beliefs
- Workplace Learning Culture
- Opportunity and Space
- Feedback and Support

Innovation

Keeping teaching journal

Analyzing critical incidents

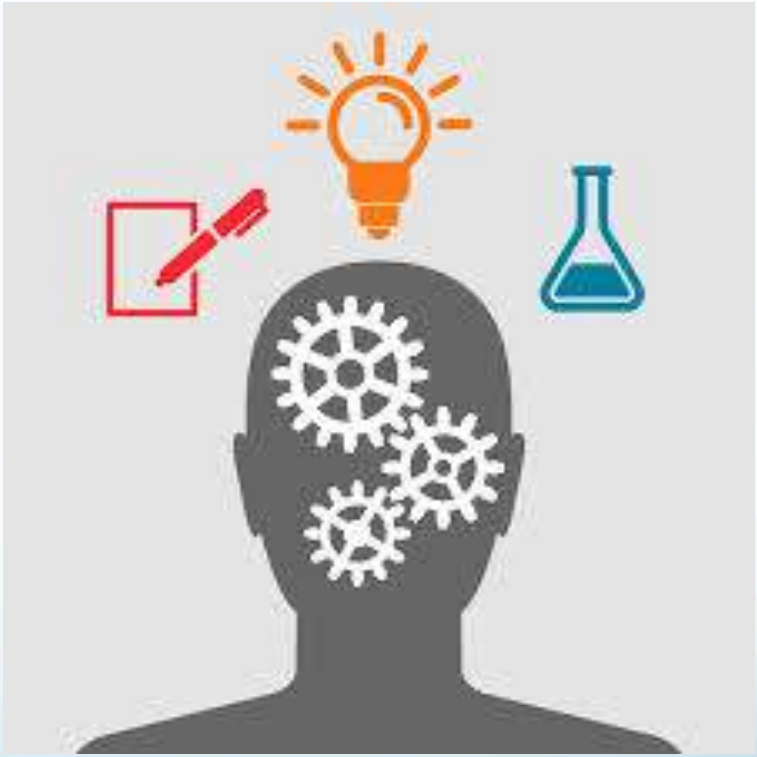
Analyzing cases

Assembling teaching portfolio

Experimenting new ideas

Doing action research

Reflecting upon own practice



Collaboration

Seeking to contribute to the work of others

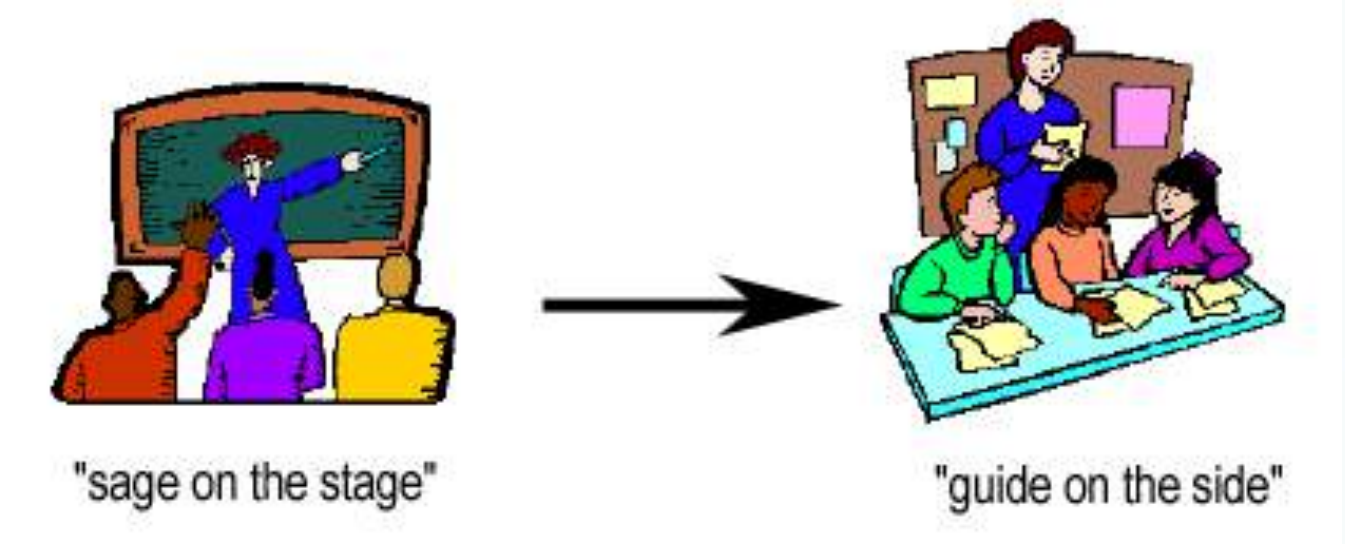
Involving in teachers' support groups

Sharing responsibilities with colleagues

Solving classroom problems through collaborative action research

Co-teaching and co-presentation based on their joint preparation

Mentoring
(Helping others learn)



Giving model presentations

Getting mentees to expose their needs and problems

Peer coaching and counseling

Helping prepare lessons and instructional materials

Working as a critical friend

Supervising trainees or novice teachers for appropriate feedback

Occasional courses

Attending workshops and seminars along with the short term or long term teacher training programs

Attending the conferences of professional organizations like NELTA, TESON, etc.

Taking courses at local university programs

Joining language training courses

Joining distance courses

Taking inter-disciplinary courses

Self study

Reading professional materials

Browsing internet

Reading special tips in magazines or newspapers

Reading comments or feedback on bulletin board

Reading daily diaries and portfolio collection for reflection and self-evaluation

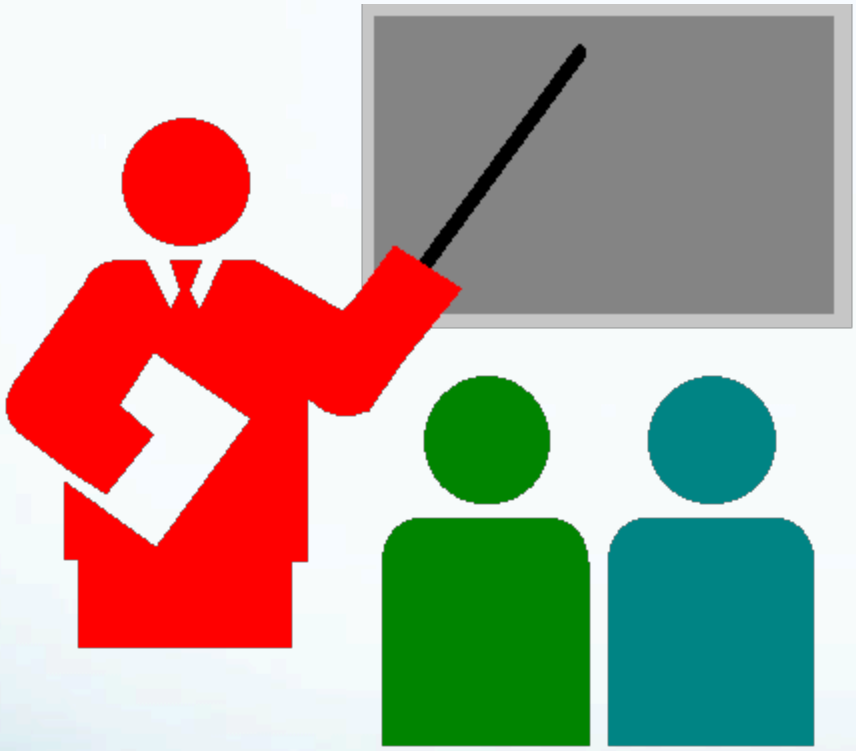
Teacher Development Practices in Nepal

SSRP (2009-2015)

- Policy Guidelines
  - Career Preparation
  - Qualification of Grading
  - Professional Development (one month TPD training course within five years period)
  - Teachers' Accountability (continuous assessment of teachers' performance)
  - School leadership

SSRP (2009-2015)

- Three modes of training
  - Training cum workshops – face to face mode – 5 days in training centers or TPD hubs
  - Self-study exercise in schools – 3 days
  - Instructional counseling – 2 days complete guidance of the same set of trainers



Classroom Practices

Recollecting ideas through apprenticeship of observation

Gaining experience through classroom teaching

Following the given guidelines in the textbooks

Observing colleagues at work

Taking new role at work

Applying the reflected outcomes in the classrooms

Decision Making

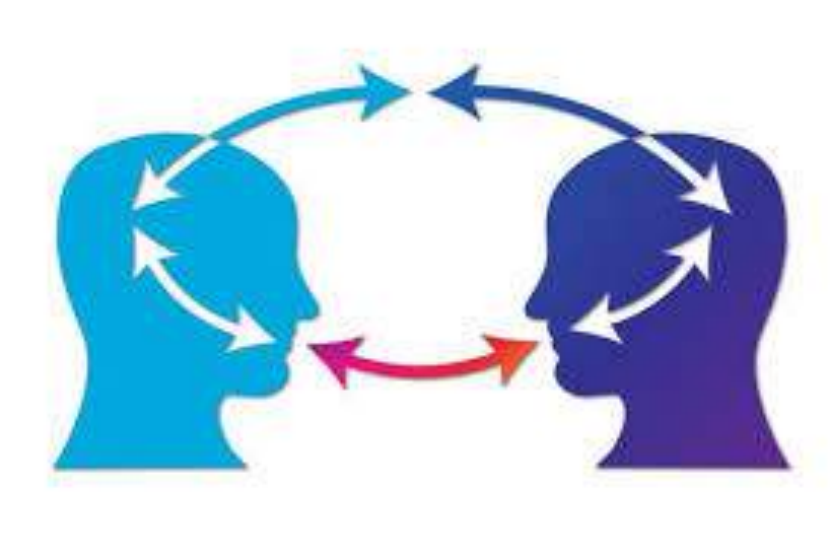
Determination of teachers' needs

Involvement of teachers while planning and decision making

Encouragement to teachers for contributing to form school policies

Decisions of choosing participants for the training programs

Sharing Ideas



Sharing teachers' beliefs about school goals

Sharing teachers' values and philosophy with teachers

Discussing new ideas with teachers

Sharing samples of students' works

Revising teachers' core values and beliefs

Workplace learning culture

Continuous learning and seeking new ideas

Constant stimulation of internal demands for change

Positive attitude towards the development of the schools

Teachers' up-to-date in the area of work

Colleagues treating as resources

Good practice of network among similar institutions

Forum providing for teachers to review their progress

Arrangement of visit to other schools

Placing teacher training and development in high priority

Opportunity and space

Ensuring trainings for all staff

Providing management trainings for teachers

Using talented teachers for leading INSET activities

Giving opportunities for colleagues to observe classes

Providing PD opportunities through external experts

Feedback and Support

Making appraisal of teachers every year

Giving resources and support to each PD activities

Providing time for ongoing review and feedback

Observing each colleague at work

Giving incentives for innovative works

Current Status of PD Practices in Nepal

Top down approach

One off

One -size -fits -all

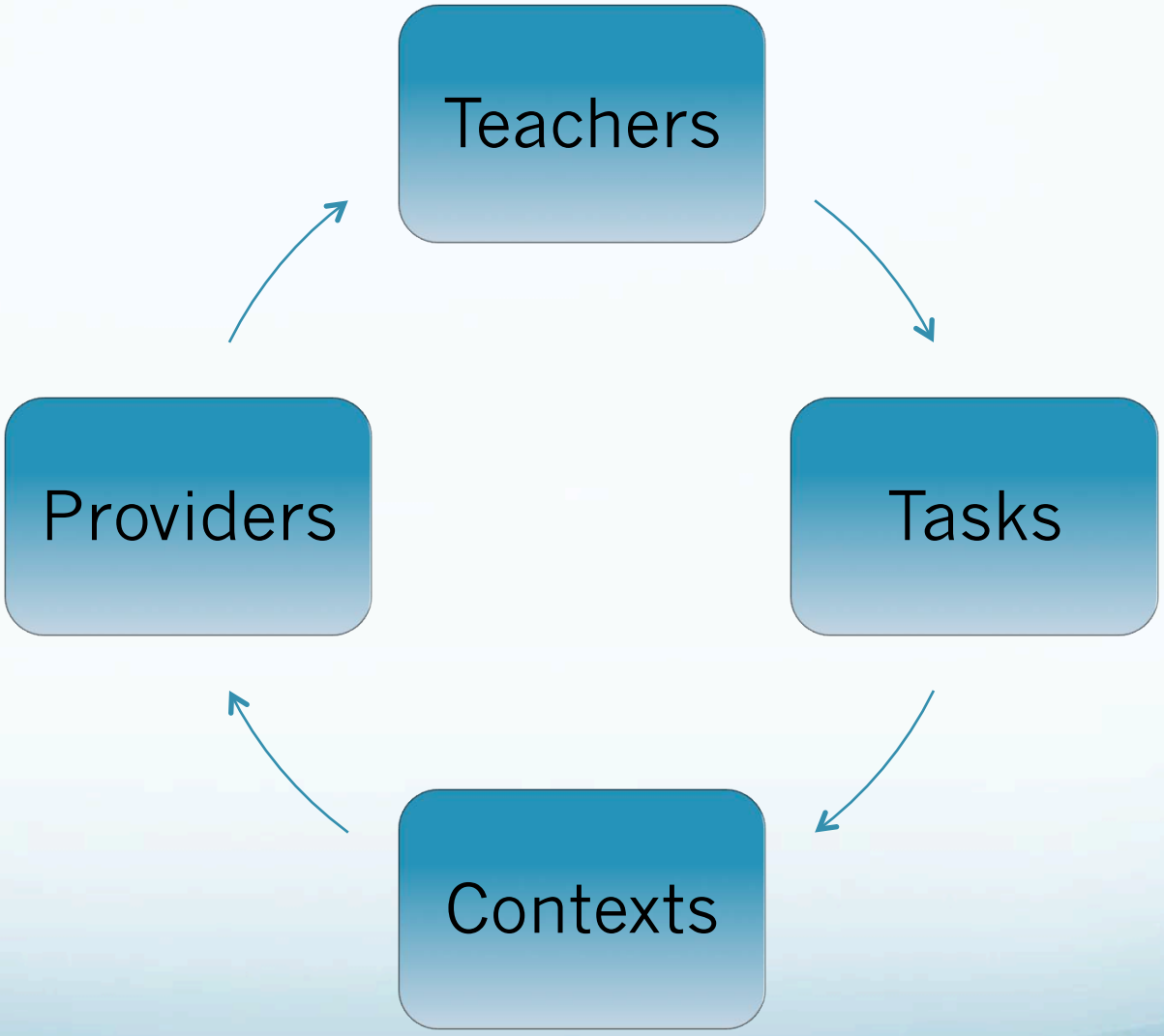
Decontextualized

Prescriptive

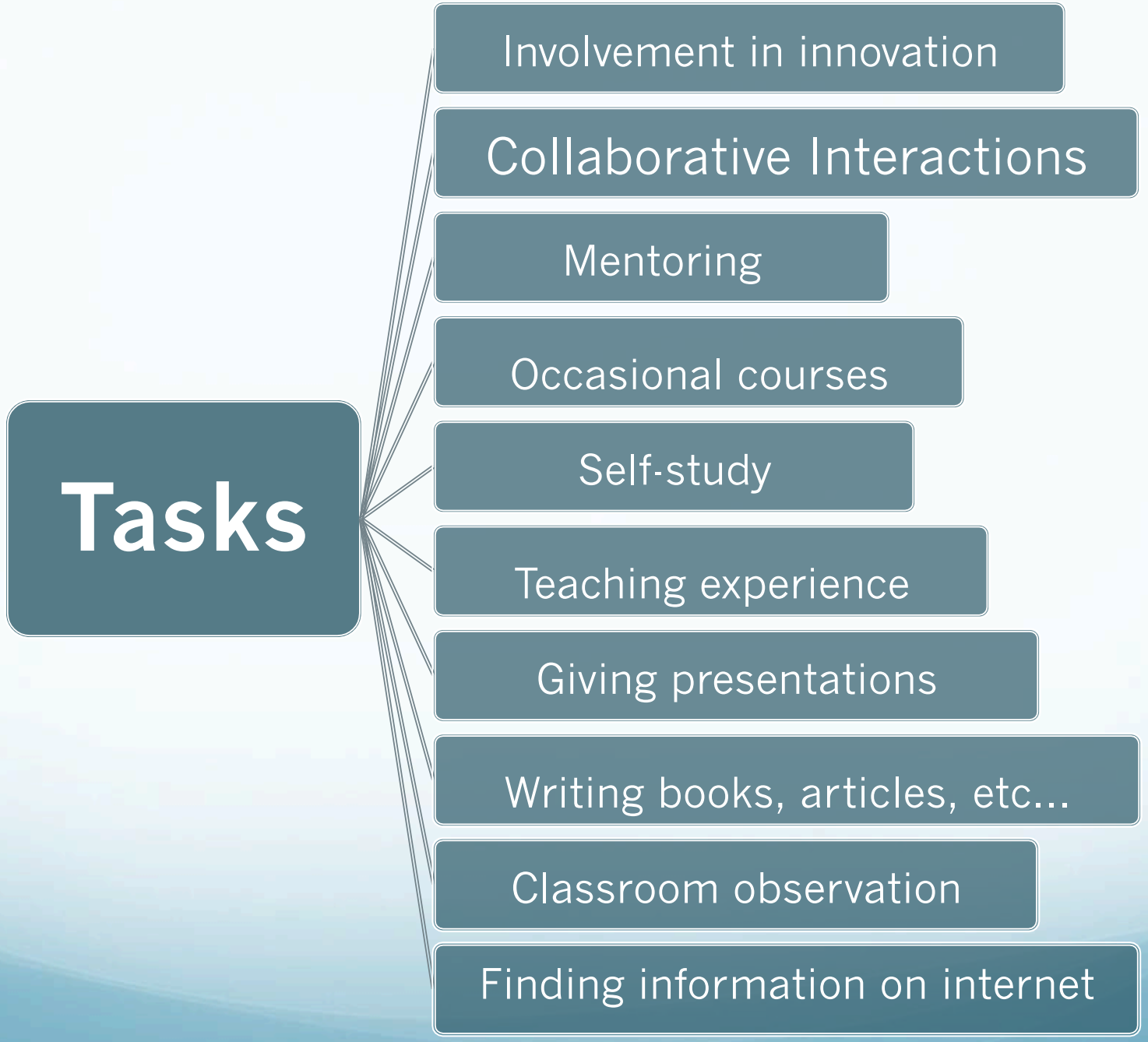
Future Directions:

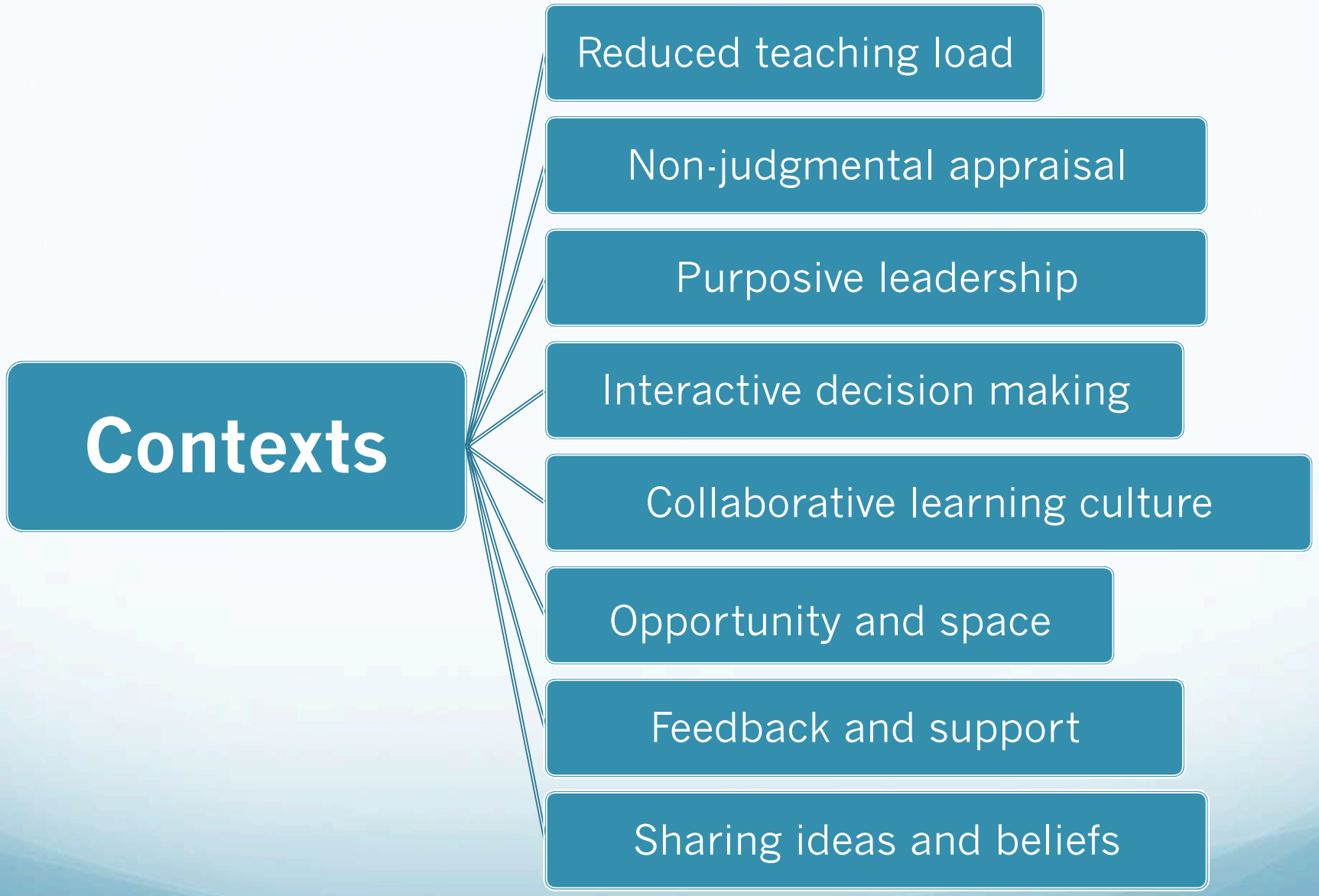
Dynamic interactions between providers, teachers, tasks and context

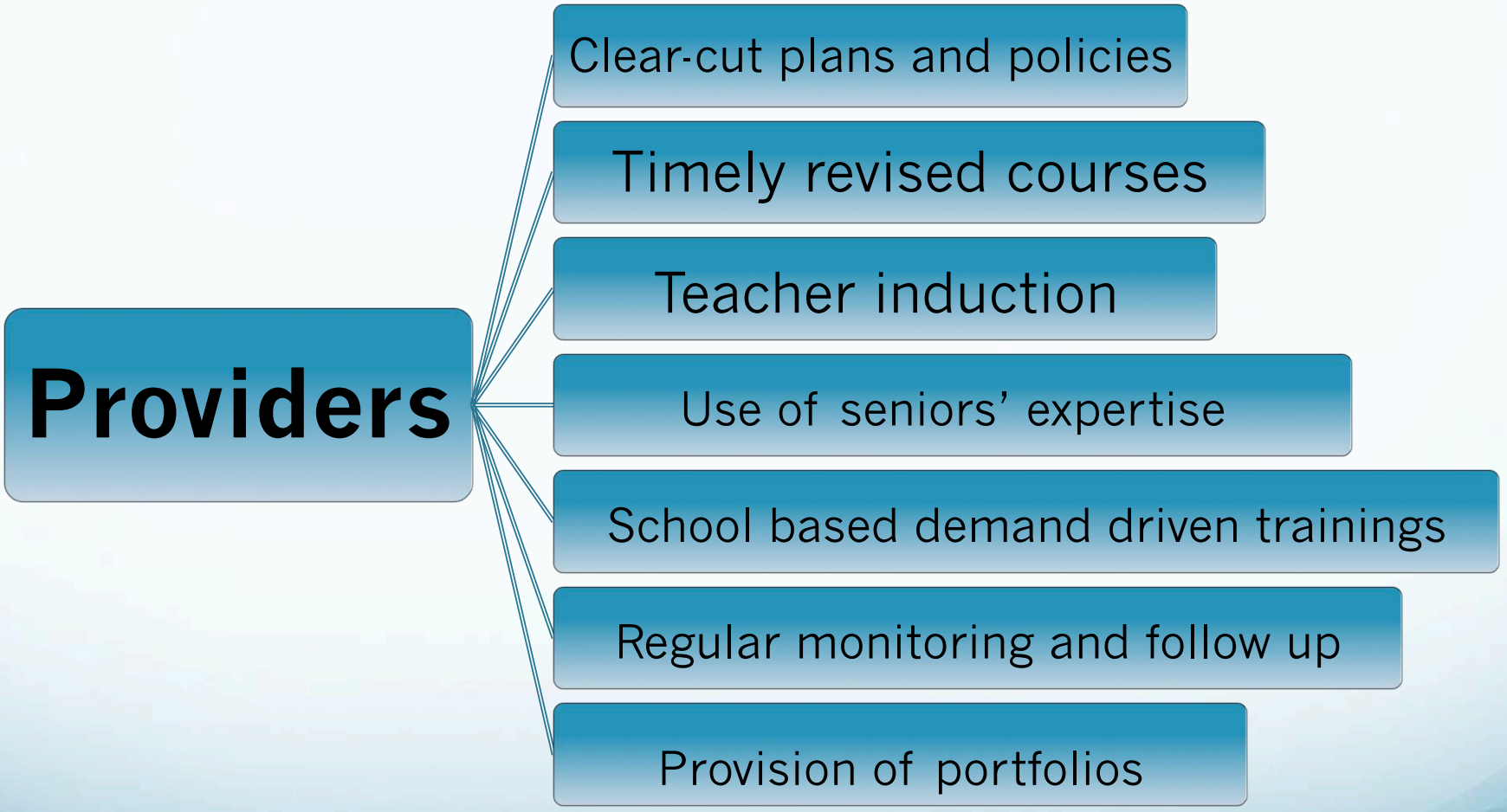
Cycle of Teacher Development :

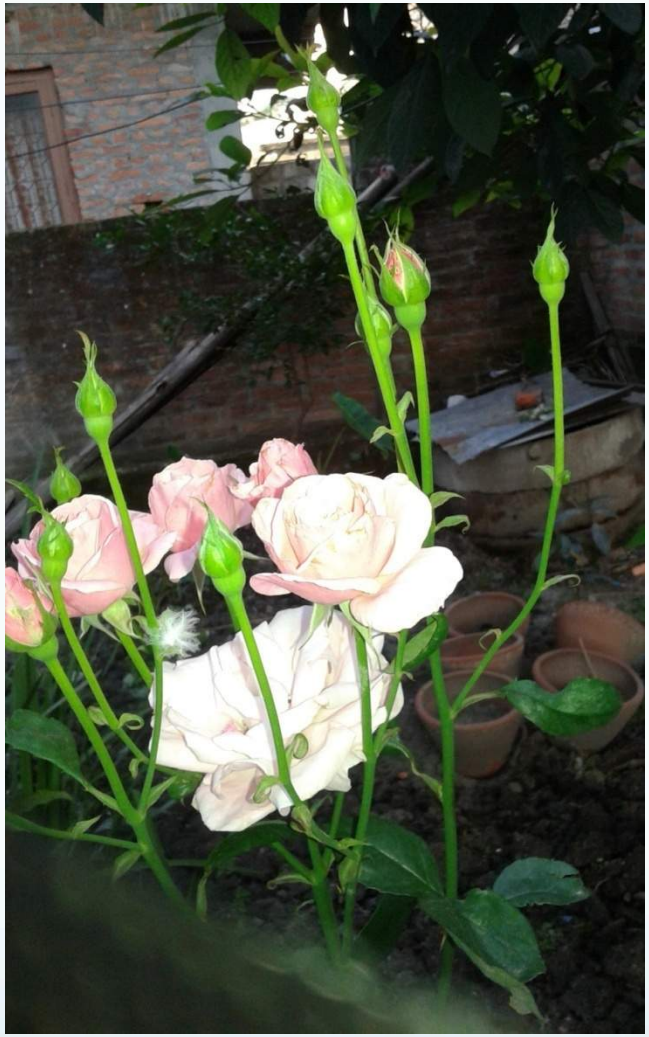


Teachers
Self initiation
Commitment
Self-reflection
Self-evaluation
Computer skills
Portfolio collection
With- it-ness
Open distance learning


Tasks
Involvement in innovation
Collaborative Interactions
Mentoring
Occasional courses
Self-study
Teaching experience
Giving presentations
Writing books, articles, etc...
Classroom observation
Finding information on internet


Contexts
Reduced teaching load
Non-judgmental appraisal
Purposive leadership
Interactive decision making
Collaborative learning culture
Opportunity and space
Feedback and support
Sharing ideas and beliefs


Providers
Clear-cut plans and policies
Timely revised courses
Teacher induction
Use of seniors' expertise
School based demand driven trainings
Regular monitoring and follow up
Provision of portfolios



Thank You

Teacher Mentoring in Nepal

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Reflection

- Learnt about mentoring in Kathmandu University
- My school—no formal mentoring
- As a beginning teacher, I got no help from anyone until I asked
- Teacher groups/organizations have no help mechanism

Mentoring

Credit: www.gettyimages.com

Mentoring

Credit: www.gettyimages.com.lu

Mentoring: Nepali Scenario

- Teachers retiring: Every year experienced teachers being replaced by new teachers
- Challenge: No remarkably different performance by the new teachers
- Administration: 'hire and fire' strategy, no link between the outgoing and the incoming teachers
- No mechanism to support the new teachers

Mentoring: Nepali Scenario

- Designated Mentor-like support:
  - School supervisors
  - Resource Persons—

but their role has been largely administrative

My mini-research questions on mentoring

- How is the situation of mentoring in the Nepalese schools? Do my experience represent the reality?

- Can mentoring be one of the best tools to develop them professionally and personally in the Nepalese context?

Query

- Is there any formal mentoring practice in Nepal?
- Is mentoring an urgent need to the Nepalese English language teachers?
- How aware are the English language teachers about the mentoring mode of professional development?
- How far is the mentoring relevant in TPD in the context of ELT in Nepal?

Global scenario

- USA—Formal mentoring has been started since 1980s.
  - Mentoring the beginning teachers has been mandated by law in Texas since 1999.
- Australian writer Kay Martinez (2001) mentioned in his article “Mentoring new teachers: Promise and problems in times of teacher shortage” that the Australian government started adopting mentoring from the 1990s.
- Formal mentoring began in the UK from 1990s.

Rationale

- Nepal:
  - Very little research in TPD
  - There is the issue of professional development among English language teachers
  - Ministry of Education implements different teacher training packages but no transfer of training into the real classroom

Inquiry process

- 80 English language teachers from the Kathmandu valley
- 40 newly qualified teachers
- 15 teacher educators (University teachers)
- Questionnaire and interview as the tools of inquiry

Findings of my mini-research

- Different benefits can be derived from effective mentoring
- Formal mentoring is a common practice
- Relevancy of mentoring in every educational institution
- Mentoring helps for professional/personal development

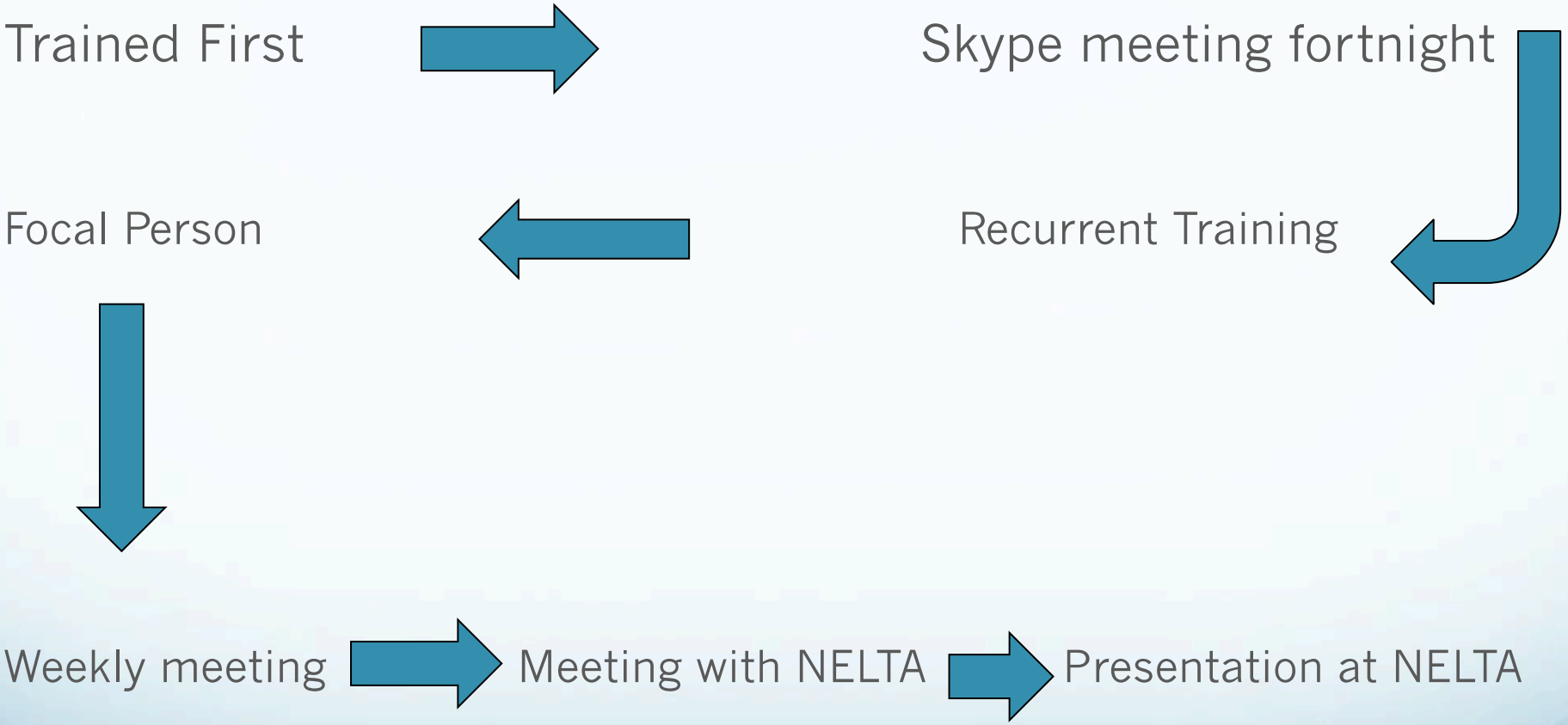
What Next?

- Can we adopt mentoring in Nepal and check if this works?

NELTA

- English Access Microscholarship Program—U.S. Department of State Program
- 36 teachers (Equal gender balance)
- Co-teaching
- Multipronged mentoring/collaborative approach system

How we mentor in Access



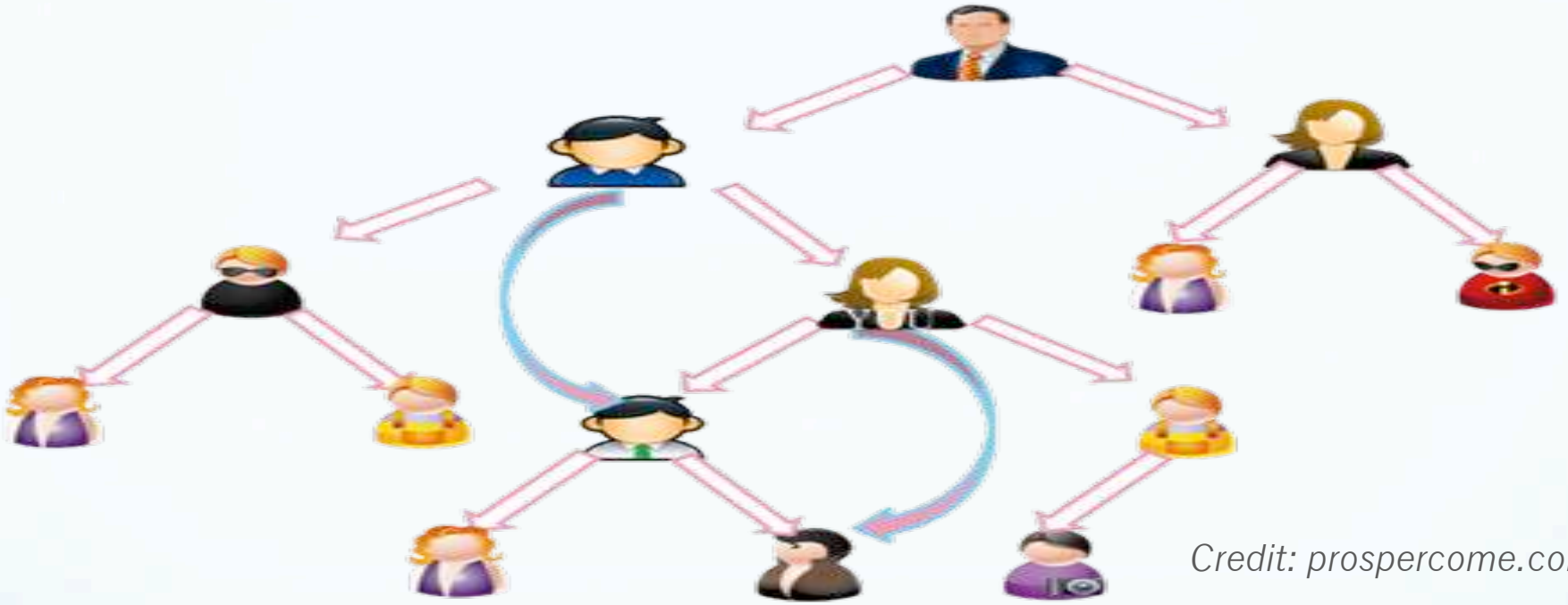
How we mentor in Access

Hire and Fire— but develop

Supervision— but support

Penalty— but feedback

Any Lesson?



Credit: prospercome.com

- It has a spillover effect
  - Train public school teachers
  - Share the ideas on different forums

What do the teachers say?

"I have learnt many new ideas of teaching English within this one year which I had not learnt during my ten years teaching experience. If there comes any problem, there are many helping hands in Access which has mentored me very well."

[Quick Learning through mentoring]

–Dinesh Lamichhane, Access teacher, Nepal

What do the teachers say?

- *“I used to reject any offers given to me by any government agencies like District Education Office (DEO) to facilitate a teacher-training workshop because I was not confident enough but after being an Access instructor I welcome such opportunities.”*

  [Confidence buildup]

-Rajendra Joshi, Access teacher, Nepal

What do the teachers say?

- *Even though there is no formal mentoring system in Access, I'm being mentored in one or other way round which is why I'm a planner, manager and performer today in Access class. No direct supervision and interfere here in Access. Different teacher trainings, conferences and online courses have enriched my teaching skills which I have been implementing in my regular classes as well.*

  [Supervisor as my support]

- -**Keshari Rana, Access teacher**

Let's listen to what the teachers say?

- Mr. Radha Krishna Humagain, Access Teacher, Nepal
- Ms. Mandira Adhikari, Access Teacher, Nepal
- Small video about co-teaching