



## HELAMBU EDUCATION AND LIVELIHOOD PARTNERSHIP

### A Report on Limited Resource Teacher Training (LRTT)



#### INTRODUCTION

Limited Resource Teacher Trainer (LRTT) delivers in-service training to teachers in underserved schools in different part of the world globally. It mainly looks to address low quality teaching and learning by providing a model of high quality and low cost teacher training.

LRTT is currently providing training in countries like India, Uganda, Nepal, Tanzania, Guyana and other countries. LRTT is a volunteer program where volunteer teachers from around the world come together and give the training to the teachers working in 'difficult and challenging' schools.

LRTT has been providing training to TFN (Teach For Nepal) fellows in the past and decided to increase their outreach this year by providing training to more teachers from government school of Sindhupalchok. This year LRTT team conducted training in Sindhupalchok in two different places in the coordination of TFN. Indreswori Secondary School where LRTT training was held from 18<sup>th</sup> of August, 2016 for 4 day, total 87 teachers from different schools took part in the training including 12 teachers from HELP (Helambu Education and Livelihood Partnership).

### **Objective:**

The main objective of LRTT teacher training is to enhance the teaching method in such a way that teacher can be more effective even with the limited available resource.

### **Focus area:**

LRTT focuses on many aspect of the teaching which can be useful in challenging situation for the teachers. It mainly deals on the topics which teachers find most difficult while teaching. Since LRTT is facilitated by the teachers of Teach for All networks, they are more aware of the situation teacher face in the schools having lack of resources and hence is more effective for the teachers.



The training is based on the tested strategies which use international best practice while considering local context and challenge.

Some of the key elements in trainings are:

1. Peer to peer learning :

The training focuses on how teacher can empower students so that they can learn from their peer. Peer to peer learning is very important in the classroom as teacher can't be available for each student on his own at any given time.

2. Differentiation :

Teacher who masters the art of differentiation can bring a lot of change in the classroom. Since the learning ability of every students is different from one another differentiation becomes much needed thing in a lesson plan so it is one of the most focus area of the LRTT.

3. Motivation :

Students learn very fast if they get praise and reward for the things they do. LRTT focuses a lot on the reward and praise system teacher can use in the school so that they can be motivated to study better.

4. Use of available local resources :

Since school in the challenging situation can't have all the teaching material they require for teaching, LRTT focuses on the use of local available resources as the teaching material.

Group work, lesson plan, etc are other things LRTT focuses on.

Also LRTT seeks to enhance local ownership of LRTT training and hence is developing a video led training session within the school where teacher can get access to the training by LRTT beyond the residential training at very low cost.

**How would it benefit HELP funded teachers?**

Teachers in community school of Nepal often face the problem of large classroom size, very high gap between high achieving and low achieving students in the class, irregularity in students attendance, lack of teaching materials, etc. and HELP funded teachers are no exception. My personal experiences as a teacher in the same region and initial talk with the teachers also suggest the same.



Since LRTT mainly focuses on the above mentioned topics which can be really helpful for our teachers, LRTT also uses practical demonstration of the classroom which can give teacher the actual idea of how to use it in classroom so that teacher can take the learning actually in the classroom.

Since, the trainers in the LRTT team are from different countries and different school backgrounds, the participant teacher can extract more knowledge about the different scenarios and way to overcome them.

### **HELP participation**

In coordination with the TFN, twelve HELP funded teachers or the teachers from HELP partner school participated in the training. List of participated teachers are shown in annex 1.

### **Overview of training sessions**

To convey the clear message to participants the training was conducted in both English and Nepali language where the translation was done by TFN fellows who themselves had taken the training previously.

#### **Day 1**

On day 1 the registration of participant teachers were done followed by opening ceremony of the training. The opening ceremony was conducted in the presence of guests Mr. Radha Krishna Shrestha, Resource person Mr. Bhim Bd. Karki, Mr. Yog Bd Thapa, SMC chairperson Mr. Rudra Pd Dulal and HELP representative Mr. Ranjit Mahato.

The program started by chairing all the guests by host Mr. Khika Nepal, and then co-founder of TFN Mrs. Swastika Shrestha briefed about TFN and LRTT. She also briefed about why this training is being conducted to teachers of community school unlike for fellows in previous years. Then Mr. Bhim Karki lit a candle for opening of the training and Joanna as a representative of LRTT described about LRTT and what is expected of the training which was translated into Nepali by Swastika Shrestha.

After the opening the teachers were divided into ten groups according to their registration no and the sessions started at 11:00 a.m. first session was all about knowing about each other and teachers reflection about what are the good things happening in their classes and the challenges they face in their classes. Teachers also shared about the expectation they have of this training and what they want to learn to take back to their classes. Few energizer games and

getting to know each other games were conducted in each group which they also can get to their classroom and use with their students and share with other teachers in the school.

After the first session lunch was served at 12:00 p.m. In next four days total 13 more sessions of 1 hours were conducted where teachers of all group moved from one session to other session in round robin way and sometimes two-three groups combined for some specific sessions.

The sessions which teachers attended for next four days were divided into 12 sessions under 3 waves, each having 4 sessions:

### **Wave 1**

1. Routines
2. Assessment for Learning
3. Textbook
4. Starters and Planarians

### **Wave 2**

5. Differentiation (High achieving students)
6. Differentiation ( Low achieving students)
7. Group work
8. Questioning

### **Wave 3**

9. Teacher Talk
10. Self assessment and peer assessment
11. Making Learning fun
12. Lesson planning



## Sessions in detail

### Introduction sessions (The context of your classroom)

This sessions which also was the opening session of the training, few activities were done to get to know each other. After that all the teachers were asked to draw their classroom and explain how their classroom looks in their mind.

Also teacher were asked to write about the good things in their classroom along with challenges they are facing in the classroom

Also, teachers were asked to set vision for their students and what they want to achieve from this LRTT course. For vision setting teachers were asked to reflect on following questions:

- I. Why did you become a teacher?
- II. How would you describe a great teacher?
- III. What is your vision for your classroom – what do you want to see improve in your classes?
- IV. What skills or techniques would you like to develop by the end of the course?
- V. What is your goal for yourself as a teacher?
- VI. How will you know when you have achieved your goal?
- VII. What steps are you going to take to work towards this goal?

### Routines

Routines are sequence of action regularly followed to improve the class.

In this session teachers were asked about their problems in the classroom. The solutions were provided by discussion among the teachers and few more strategies were provided to teachers for the solution. Routine here meant that the action teacher take to solve these problems should be in routine so that it will help them running effective and efficient class.

In this session teachers received routine strategy on following topics:

Problem	Solution	Routine
Noisy class	Noise level lowers	Eg. Make them to do hands up when it gets too noisy, etc
Students not listening to the teachers	Students stop and listens	Eg. Count 5,4,3,2,1 to get their attention, etc

Difficulty getting students in group	Students more quickly and effectively get into the group	Eg. Using color card for different group, etc
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### **Starters and plenary**

The main objective of this session was:

1. To understand the importance of starters and plenary.
2. To create the practical starters and plenary to use in the classroom.

Most of the teachers face difficulty in starting and ending the session in fun way, this session mainly focused on the strategies and techniques to the teachers where teachers learned about starting and ending lesson in a fun way so that learning will be more memorable to the students.

Teachers were also asked to create their own starters and plenary which they think they can use in the classroom and share among each other.



### **Taking the text book to next level**

The learning objective for this session was to understand the strategies to make the textbook more fun and engaging for students and to be able to plan a fun engaging lesson using the textbook.

Textbook are great place to start but there can be so many ways to unlock the child's potential. In government school the main problem is that teachers depends on textbook for teachers, even textbooks are great place to start the lesson, teacher should make them interesting and this session exactly provided strategies on how to make textbook learning more fun and how to plan an engaging session using textbook.

### **Peer assessment and self assessment**

Objective for this session was

1. To understand what is meant by peer assessment and self assessment
2. To apply self-assessment and peer-assessment techniques in my own classroom.

Teacher waste lots of time in assessing the notebook of the students and this sessions will provide techniques in which students will learn to assess each other's work by themselves and take responsibility of their own learning.

Many techniques and strategies were shared among the teachers for the peer and self assessment. Some of the strategies which can be used in the classroom were traffic light where students can assess each other work with color Red, Yellow and green, thumbs up and thumbs down, show and review, active reflection, etc.

### **Differentiation (High achieving students)**

The art of differentiating student in single classroom is one technique that every teacher must possess to have effective and efficient classroom. Sometime the fast learner students learn very fast and do nothing the whole class limiting their learning despite having high ability to learn more.

This session provided strategies on how to make those students do more work by themselves while teacher engages with other students of the class- Using strategies such as taking challenging questions for high achieving students in advance so that they can solve that the teacher can focus on other students.

Using techniques like AMS where teacher should make plan for all students, most student and some students and many other useful strategies which they can use in the classroom.

### **Differentiation (Low achieving students)**



This is very important part for improvement of any classroom. Low achieving students are ones who are mainly left behind in their learning and making them improve in the learning process is what most teachers focus on and hence this was one of the very important sessions for the teachers.

The main objectives of this session were:

1. To identify features of slow learners and understand why differentiation is important for them.
2. To discover techniques for differentiation for slow learners.
3. To feel confident about applying these techniques to my own classroom.

Many ideas were shared among the teachers on who to use it in the classroom and how this can be achieved in the context of their classroom where most of the students are low achieving students.



### **Group work**

In group work student get to learn from each other, they also get chance to share their knowledge to each other and learn more but the art of differentiating group is very tedious job for any teacher. This session provided with lot of techniques to divide students in groups and also how to make it effective in each and every classroom.

The technique like giving numbers to student or color card to divide in groups were seemed very effective. Also the session talked about the ideas on how to form a group in the class to

have high efficiency. Same level group, mixed group, pair, etc were few of the techniques that teacher learned in this session.

Also this session provided few strategies on who to plan group work activity which can be very effective in the classroom.

### **Questioning**

Good teaching is more of giving a right question than giving a right answer. Most of the time teachers tend to give answer to students which results students turning rote learners and less critical thinker. Providing right questions in the classroom makes student to think more.

This session introduced teacher with the concept of open questions and closed questions, also encouraged teachers to ask more open questions by providing many techniques on how to ask questions in the classroom.

Also they introduced the order of questioning: Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation.

### **Checking for Understanding**

After the class it is very difficult for teacher to know if students have actually understood the lesson. This session provided a lot of practical strategies on how to check the students understanding in the classroom.

The main objective of this session was:

1. I know what checking for understanding is. I know why it is important.
2. I can identify techniques for checking for understanding.
3. I can apply techniques to my classroom.

### **Reducing teacher talk**

If you visit classes of government school of Nepal, most of the time you will find teacher lecturing and students listening and this makes learning very difficult for the kinesthetic and visual learner.

This session focuses on the activities where teacher talk is very minimal in the classroom and the classes are mainly student led classroom. Doing more activities by students in the classroom increases its effectiveness in great deal. If only teacher talks there is very little time for students to have their own ideas on topics they are learning.

Pupil expert, picking a reader in the classroom, presentation on certain topics by students, teaching a class by high achieving students are some of the techniques which were shared in this sessions.

### **Engagement- Making learning fun**

Engaging students in the activities in classroom makes the learning fun. The objective of this session was:

1. To know what an engaged class looks like.
2. To understand the importance of engagement
3. To understand the roles of different learning styles.

in education engagement means the degree of attention, curiosity, interest, passion that students show while they are learning or being taught. Engaging students according to their learning style is very effective in making classroom fun. Role play model, telling a story, having pictures, audio/video clips in the classroom, making student draw pictures are few techniques which can make classroom very fun.

### **Planning in 5 minutes**

Planning a lesson is very tedious job and in the context of government school of Nepal where teachers takes class for whole day planning of all the lessons become close to impossible and hence this session focused on how to plan a lesson within 5 minutes.

This session mainly focused on why planning is important despite having lot of challenges and also provided the strategies on how to prepare short lesson plan in 5 minutes that can be use in the classroom.

Planning of the lesson in 5 minutes can provide teachers enough time to plan all the lesson of the day. The teachers were also asked to plan a lesson there itself and deliver it and most of the teacher did that. The main objective of this lesson was to make teacher believe they can plan the lesson in 5 minutes.



### **HELP funded teacher's reflection after the training**

After the training HELP funded teachers reflected on some questions about the training where they shared that this training was very different from other trainings they have received, according to them the things which were highlights of this training were:

1. The training was more practical in nature demonstrating every activities in classroom model.
2. The techniques shared in the training were very interesting and can be taken to their classroom.
3. There were different trainers for different sessions which made it very interesting.
4. Also they learned how trainers didn't use lot of resources in the training and they can do it too.

When asked about what they wants to take to their classroom they were excited about taking many things to their classroom and some of the activities which they shared in particular which they will be taking to classroom are:

1. More inclusion of students or student led classroom.
2. Attention of student strategies.
3. Differentiation.
4. Learning as fun way
5. Simplifying the textbook
6. Open questions, peer assessment and many more

But they also reflected on few activities which they think is very difficult to take to their classroom due to:

1. Time management issues.
2. Uninterested children
3. Lack of ideas on making lesson fun in every chapter.

### **Expected outcome**

Few of the expected outcomes of this training are:

1. Teacher will use activities in the classroom which will reduce teacher work in the classroom and increases the learning speed of the students.
2. Teacher will facilitate the student led classroom.
3. Teacher will start planning the lesson.
4. Teacher will use lot of fun activities in the classroom which make students motivated for coming to school.
5. Differentiation in the classroom will be used effectively and lot of group activities will be used in the classroom.

### **Cost of the training**

The training which was held in the collaboration of TFN and LRTT team where HELP funded teachers participated. The cost for HELP funded teacher which were paid by HELP are:

Source	Total cost
Training cost to TFN (4000 each)	48,000
Travelling cost of teachers (300 each)	3,600
Food and accommodation	18,840
EDO expenses	4,300
Total	74,740

Total cost of training(except EDO expenses) is 70,140 which roughly saved 20,000 from the earlier agreed cost of 7500 per teacher.

Annex 1

Name list of Participated teacher from HELP.

S.N.	Participant Name	Name of school
1	Narayan Ghorasaini	Pema Choling Basic School
2	Pemba Lama	Deurali Basic School
3	Chenga Lama	Deurali Basic School
4	Sunil Tamang	Satdhara Basic School
5	Aiti Tamang	Narayan Basic School
6	Goma Gajurel	Narayan Basic School
7	Lhakpa Dorje Sherpa	Nurbuling Secondary School
8	Santosh Bhattarai	Mahendra Priya Basic School
9	Bhim Bd Tamang	Keulethana Basic School
10	Dhurba Khadka	Saraswati Basic School
11	Nabin Gole	Satkanyamati Secondary School
12	Basanti Tamang	Satkanyamati Secondary School



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