

• EDULIFT •
RETHINKING EDUCATION

THE ROLE OF A TEACHER

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LEARNING TO TEACH, TEACHING TO LEARN

THE ROLE OF A TEACHER PROGRAM ACTIVITY REPORT 2019

Submitted to the “American Himalayan Foundation”

“OUR “THE ROLE OF A TEACHER PROGRAM” PROVIDES THE
THEORETICAL ORIENTATION OF A FUNDAMENTAL
CONSTRUCTIVIST APPROACH TO TEACHING AND LEARNING
PROCESSES AND TECHNIQUES IN THE CLASSROOM”

THE ROLE OF A TEACHER PROGRAM 2019

With the reference from EduLift's Curriculum Book *"Rethinking Education-a curriculum for developing 21st century classroom"*. EduLift conducted 'The Role of a Teacher' program

2019



PROGRAM GOALS

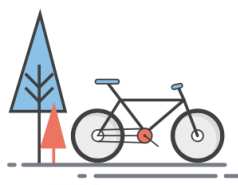
- 1. To provide a foundational theoretical orientation to constructivist approach to teaching and learning.
- 2. To give practical knowledge of various teaching methods, classroom management strategies and assessment practices, which are in consonance with constructivist pedagogy.
- 3. To provide different learning styles and how to address them through lesson plan.
- 4. To develop an understanding of various strategies for proactive classroom management

Expected learning outcomes

- 1. Participants get an overview of constructivism and its implications for teaching and learning processes.
- 2. They acquire a number of teaching strategies, classroom managing skills and assessment practices to effectively run EduLift's programs.
- 3. They will have a better understanding of the differences between reactive and proactive classroom management approaches.
- 4. They develop an open mind towards experiential learning.



SCHOOLS



Beneficiary School 1:

- Namgyal High School- Gokarna
- PARTICIPANTS: 9 school teachers
- Age Range: 25 years to 59years
- Teaching Years: 1 year to more than 20 years
- Average Teaching Experience in school: 10 -12 years

Beneficiary School 2:

- Srongtsen Bhrikuti Boarding School-Boudha
- Participants: 16 school teachers, school headmaster and principal
- Age Range: 25 years to 59 years
- Teaching Years: 1year to 20 years
- Average Teaching Experience In School:16 to 20 years



Program Organizer: EduLift

Founder: Tenzin Sonam Gonsar

Facilitators: Jamyang Tenzin,

Indira Sapkota,

Bharat Gole

Website: www.eduliftacademy.org

<https://www.facebook.com/EduLiftAcademy/>

Program Dates: March to April 2019

Program location: Srongtsen School

Namgyal Higher Secondary School

Date of report:

PROGRAM OUTLINES:

- 1) Role of a Teacher
- 2) Concept of Problem Solving
- 3) Assessment Practices
- 4) Emotional Intelligence
- 5) Positive Classroom Management
- 6) Learner Centered Approach
- 7) Types of Learners
- 8) Skill Driven Approach

PILOT PROGRAM WITH TWO NEPALI SCHOOLS IN 2018

Conducting The Role of a teacher program in two Nepali schools ; Shree Gram Sudhar Basic School and Suntakhan Boarding School, was the initiation of the program in 2018. These two schools are located in Gokarna and even though the school are located in the city, they are still a bit isolated and do not have an easy access to public transportation. Some students walk an hour or so just to reach school and some teachers' travel 2-4 hours back forth to school. It was a sight to see the teachers putting so much effort to come school and teach these students.

- a. During and by the end of the program, we witnessed that, almost all the teachers were very much flexible towards their school life and had a willingness to try and learn for themselves. Both school principals had a very good leadership quality and were very supportive towards the extra learning activities for the school and the teachers. We witnessed the administration and the teaching staff had a healthy mutual understanding and also a good number of young teaching faculties.
- b. However, some of the teachers (mostly the experienced ones), were not willing to adapt the 21st century teaching /learning methods - from which we fear the students will also be highly affected and the students might not be updated with the current learning techniques and outer world. Some teachers were also somewhat

rigid minded about what they learned during their time and were in the belief that the same learning methods is still applicable and appropriate for the students.

- c. But in a very good and positive note, the administration of both school being young and energetic- we can see positive changes happening in school. EduLift did a post school visit in both school and we were happy to witness the teachers trying and adapting the learnings from The Role of a Teacher program.
- d. Taking all the learnings from these two schools, EduLift conducted The Role of a Teacher Program 2019 in Srongtsen Bhrikuti Boarding School and Namgyal High School.



Shree Gram Sudhar Basic School teachers are discussing on importance of assessment practices.

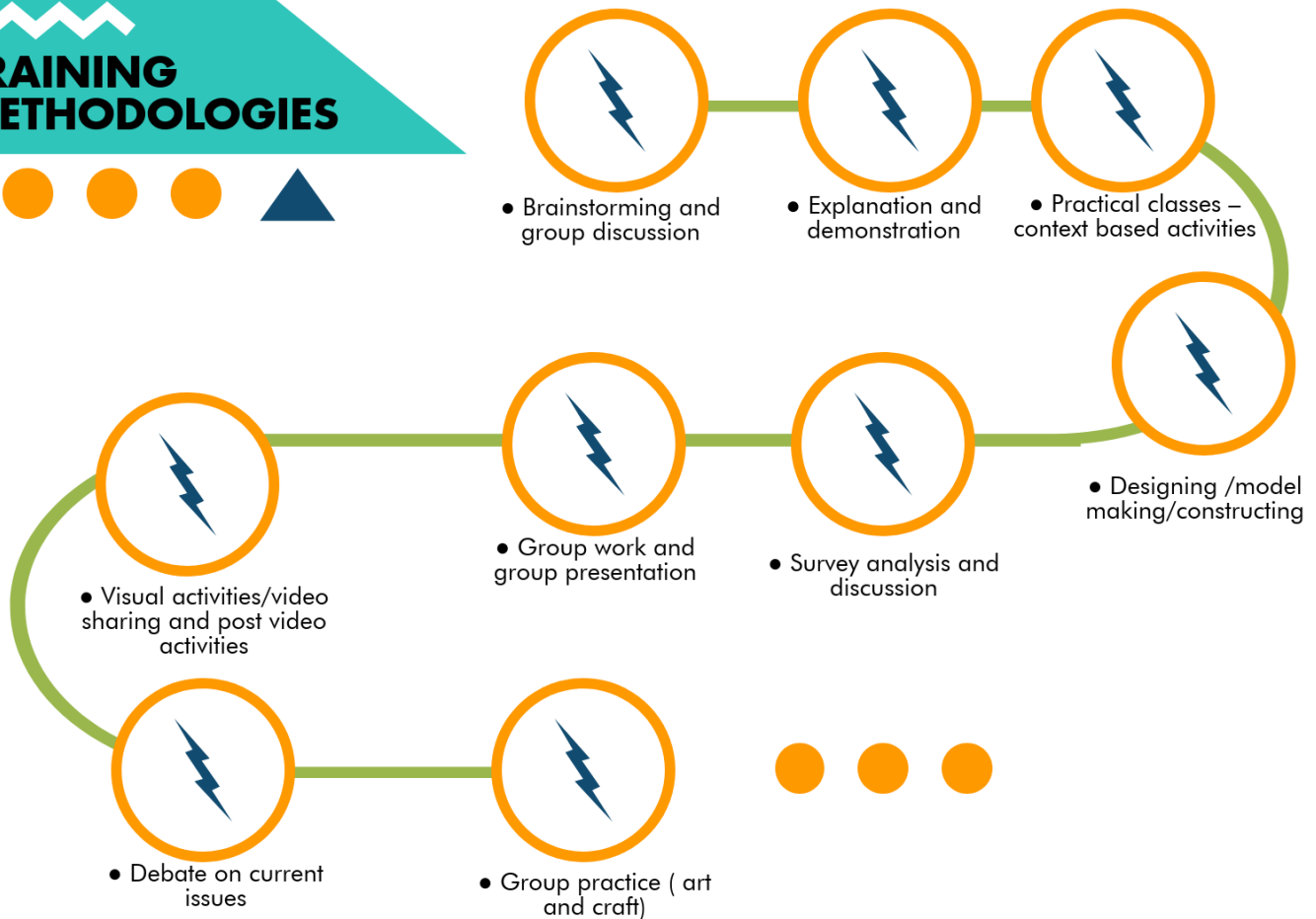
(Detailed content about the workshop is presented below). Below schedule is the handout that was provided to all the participating teachers as a reference for the workshop.

THE ROLE OF A TEACHER PROGRAM 2019- Framework

Phase one: The Role of a Teacher				
Time	Program	Handouts	Objectives	Notes
5mins	Warm up and Team Introduction			
10mins	EduLift and Program Introduction	yes		EduLift stories
30mins	Participant Introduction			
10mins	BREAK			
4mins	activity 1 (greetings)	yes	To introduce positive space among the participants	These greetings will be done in five different styles (participants need to choose the one they prefer). 1. Handshake 2. Hi5 3. Fist Bump 4. Elbow Hello 5. A Friendly Hug
5mins	Role of a Teacher		To develop an understanding of the learner centered approach to teaching	Who is 'a teacher'?
10mins	activity 2 Draw A house	yes	Providing concept on "All individuals are different from one another"	This game is trying to introduce the concepts of 'different thinking and analyzing qualities' among individuals.
30mins	activity 3 Problems Solving	yes	Concept of collaboration and communication.	One realistic problem will be thought upon, written down and will be solved in a group.
15mins	Individual activity 3 presentation		Joy of sharing	Out of many solutions, participants will have to choose 'three best suitable solutions for their problem.
50mins	Program Pre Assessment	yes	To assess and summaries the level of participants	Pre-assessment needs to be filled by all the participants
Phase two: Assessment and (Emotional Intelligence)				
Time	Program	Handouts	Objectives	Note
20mins	Greetings and warm up activities			
10mins	Topic Introduction and Discussion			
5mins	Pre and Post Assessment (stages of assessment)	yes	To know the benefit of pre and post assessments	Highlighting possible options of assessing student's work besides regular tests and viva.
10mins	For learning and Of learning assessment	yes	To know the difference between 'assessment FOR learning' and 'OF learning'.	
10mins	Assessments strategies	yes	To know different strategies to conduct assessments	
20mins	Types of assessment and practice methods / pocket assessments	yes		
10mins	Types of learners	yes	To know the various types of learners	As a teacher, one needs to have some understanding of their class/target group and categorize them in 'the types of learner they are'.

10mins	BREAK			
10mins	Emotional Intelligence and its importance		To highlight the implications of Emotional Intelligence approach on curriculum.	Brief discussion on "emotional intelligence in students".
10mins	How to start building EI	yes		
10mins	Importance of emotional Intelligence in students	yes		
10mins		yes		
5mins	Assessment of the session		To assess the session	
Phase three: Positive Classroom Management				
Time	Program		Objectives	Note
10mins	Greetings and Warm up activities			
15mins	Individual Classroom design concept / Code of Conduct		To gain practical tips on creating classroom culture	An idea of adapting code of conduct will be shortly discussed.
10mins	Elements of design	yes	To provide concepts of "Elements of design"	An element of design is one of the key factors to apply for a positive classroom.
30mins	Possible ways of arranging classroom design / advantages of classroom management	yes	To know the difference between reactive and proactive classroom management approaches	Applying different ways of arranging classroom design / discussion on possible obstacles that might occur while achieving positive classroom.
10mins	BREAK			
10mins	How much you know about your students			
40mins	Learner Centered (instructional methods)	yes	To plan with the student instead of planning 'only for the student'.	
20mins	Individual classroom design practice with the help from above instructional methods			
5mins	Assessment of the session		To assess the session	
Phase four: Skill Driven Approach (Modeling)				
Time	Program	Handouts	Objectives	Note
10mins	Greetings and warm up activities			
15mins	Skill driven teaching	yes	1. To develop an understanding of the higher goals of education. 2. To know the meaning of skill-driven approach to teaching and its importance.	To help and develop an understanding of the importance of skills in education.
40mins	Activity 1 (Lost at Sea)	yes		Developing problem-solving skills, creativity and collaboration to demonstrate their ability to get to the bottom of complex situations
10mins	BREAK			
7mins	Collaboration skills	yes		Collaboration over competition.
7mins	Critical Thinking skill	yes		Problem solving
7mins	Creativity skill	yes		Innovation Skills
7mins	Communication skill	yes		Communication about communities
	Feedback and certificate Distribution			
30mins	Program Post Assessment		To assess the session	

TRAINING METHODOLOGIES



EDULIFT DESIGNED AND CONDUCTED THIS PROGRAM INTO FOUR PHASES, (BASED ON THE PARTICIPANTS' LEVEL OF LEARNING). THIS ALLOWED THE PARTICIPANTS TO ADJUST AS PER THE PROGRAM FRAMEWORK.

FIRST PHASE (THE ROLE OF A TEACHER)

Highlights:

1. Different Ways of Greetings
2. Role of a Teacher
3. Draw a House Activity
4. Problem Solving
5. Pre-Assessment

In this phase, team introduction and participant's introduction along with an introduction to the program and greetings was done. EduLift introduced a new session of "Greetings". In this session, we included physical greetings as 'hug, handshake, fist bump, hi 5, elbow hello and foot hello'. Every day one/two participants had to move around in the class and offer each other the greeting of their preference. This short yet impactful greeting session was done in order to:

- Build positive relationships amongst all the participants including the facilitators.
- To provide opportunities to model (and for the participants to practice) socially acceptable behaviors, like eye contact, a handshake, supportive hug, and good

posture.

- To make the participants feel comfortable and establish a sense of trust (with the fellow participants).



Facilitator Indy and Jamyang demonstrating “Draw a House” activity to the Namgyal High School teachers. This activity encourages the need of space for creativity skills.

The initial sessions started with mostly handshakes and hi 5 but it was pleasing to witness the participants hugging out each other by the end of the session. As we started the session with lovely greetings, we also did conclude our each session with some concluding activity. After each session, all the participants would sit silently for a few minutes as they are meditating and recall the day’s learning, followed by an energetic clapping.

Followed by the greeting session was an open discussion on ‘Role of a Teacher’. Then, a practical learning session ‘Draw a house’ was done in order to help participants analyze their own creativity skills. In this activity a house is chosen as the image to draw since it is one of the most familiar objects. Participants received a blank sheet of paper and were instructed to divide the paper into eight halves. Then, the participants were instructed to ‘draw a house’ in all eight boxes, but the houses in each eight boxes should be drawn differently and should not match to any of the house drawn in the respective 8 boxes.

This activity helps the participants to come out of the regular way of thinking and is a lesson in creativity and encourages participants to think first and then react.

After this activity, a problem solving session was done. Since every school has their own routine and school norms which also tend to create problems/hurdles for the teachers in doing their best. So, in this activity the participants had to list down the problems they face during teaching or as a teacher. An average participant had listed more than 5 problems which were expected too. So, after listing out the problems, participants had to highlight and share their one main problem and move around in the class discussing with the fellow participants about their problems and also suggesting solutions for each other's problems. By the end of the activity, all the 18 participants had 18 different solutions for their one problem. Then all the participants presented their one main problem along with the solutions they received.



This activity encourages communication, collaboration and also helps the participants to be aware about the school surroundings and the possible options/help they can get for their problem instead of reaching out for any external help.

This first phase ended with the participants filling up their pre assessment forms. A pre assessment session was conducted to help the program facilitators get a better understanding of the participants and also to know their knowledge and their expectations from the training program.

SECOND PHASE (ASSESSMENT PRACTICES AND EMOTIONAL INTELLIGENCE)

Highlights

1. Assessment FOR and OF Learning
2. Assessment Strategies
3. Assessment Practice Methods
4. Types of Learners
5. Emotional Intelligence



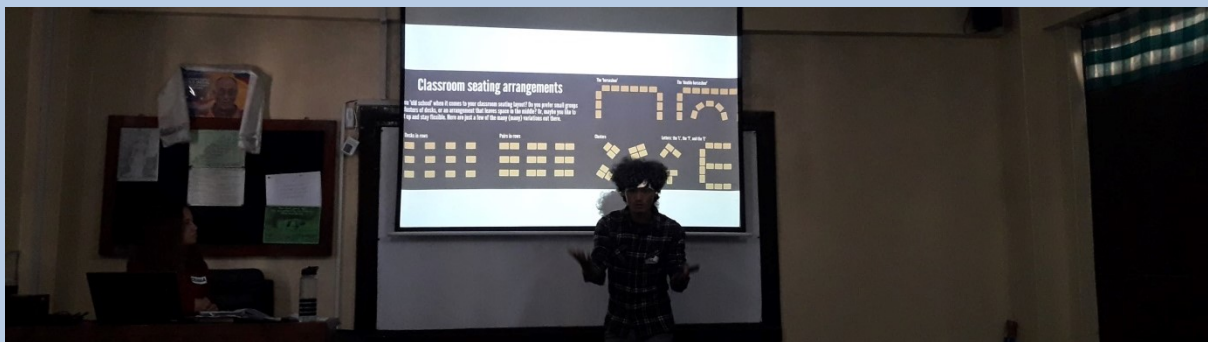
Assessment was not a new topic to discuss in the session but it was important to highlight the updated and available assessment methods to the participants. A brief printed information consisting of new assessment methods were provided to the participants.



Secondly, a short session on types of learner was done too. This session made them realize that knowing the types of learners will ease out the teaching process as well as simplifies the lesson plans.

At the end of the session, the facilitators talked about Emotional Intelligence in students and how emotional intelligence can help students perform better in the classroom, along with the importance of IQ. The participants were made aware that the students who lack emotional intelligence can become less connected to school, negatively affecting performance in the classroom and eventually affecting them as an individual. A detailed presentation along with handout was provided to the participants with the information on

- What Emotional intelligence is?
- How can emotional intelligence help students?
- Why is emotional intelligence important and how to start building emotional intelligence?



THIRD PHASE (POSITIVE CLASSROOM MANAGEMENT)

Highlights

1. Possible Positive Classroom Management Strategies
2. Elements of Design
3. Classroom Seating Arrangement
4. Advantages of Positive Classroom Management
5. Learner Centered Approach
6. Learner Centered Instructional Methods



Teachers are learning and practicing different possible ways of classroom seating arrangements.



Teachers are playing “Lost at Sea”- an activity about the importance of competences and skills in student’s life.

Positive Classroom Management was the third session where the program facilitators and the participants discussed about the elements of design and the concept of incorporating the elements before designing a classroom and the possible ways of arrangements. As an example, the facilitators showed EduLift’s classroom. EduLift’s classroom has no chairs and no benches utilizing only seat cushions and most of the activities done freely in the classroom with having almost no fuss about the classroom space. This was linked with the advantages of classroom management and to encourage proactive classroom management approaches.

Also, a short presentation on learner centered (instructional methods) was conducted. Mainly, the difference between Teacher centered approach and learner centered approach was highlighted.

FOURTH PHASE (SKILL DRIVEN APPROACH)

Highlights

1. Lost at Sea Activity
2. Content Driven vs. Skill Driven Approach
3. Competences and Skills
4. Post Assessment

The last session was about Skills and Competencies. To initiate and make it easy for the participants to understand the topic, a practical game 'Lost at sea' was played. This game focuses on one's creativity by imagining oneself being lost at the sea and then trying to find out possible solutions to survive. This activity focuses on collaboration, where the participants need to talk to his/her partner and come up with an agreed solution. This game helped them to understand the importance of the skills and competencies needed to solve any situation. Also, a pictorial presentation on EduLift's programs and how each of EduLifts programs focuses on each competencies and skill was briefed to the participants.

This was the final session of the program so the program ended with an overall program assessment and feedback session. The participants were asked to give feedback about the whole session, so that there can always be a space for improvement and learning.



Facilitator Jamyang introduces the importance of 4C's in learning and teaching.

Conclusion

The whole program was concluded on the next day with a certificate distribution during school morning assembly. School principal encouraged us to do such programs more and more in their respective schools. It was motivating to see teachers taking part in the assigned activities and was passionate about their teaching job. The takeaway for EduLift from both schools was that –it is not an easy job being a teacher, but the education system has such limited space for the teachers to explore and expand their abilities that they are not able to utilize their potentials fully. But on the other hand, program like The Role of a Teacher, is a simple and easy way to encourage and support the hard working teachers who are motivated to give their best for the sake of the students.

Srongtsen School Teachers with EduLift program team at Srongtsen School



Namgyal School Teachers with EduLift program team at Namgyal School





Namgyal school principal here is encouraging students to keep being part of EduLifts program.

Key takeaways of teachers based on their feedback:

- *'I learnt different instructional methods that i can use as per the situations. A teacher has a greater responsibility to let students grow and help them progress themselves by facilitating'.*
- *'I have learned Collaboration is very important and to spark the skills, we need to do ice breaking activities'.*
- *'Learning should be child centered and should be positive towards kids'.*
- *'Teachers should encourage students and create learner centered environment'.*
- *'I learned that our teaching methods needs some change and we need to adapt to situations and teach accordingly.'*
- *'I have learnt that it is important to teach my students differently. It gave me a new perspective that I can adopt many techniques to be a Cooler teacher'.*
- *'Should try to create new ideas and bring new teaching approaches'.*
- *'Encourage group works and being friendly with the students is also important'.*

Possible challenges the teachers might face in adapting new teaching methods:

- Availability of resources
- School Protocols
- Limited class time
- Students not being serious when needed and the fear of taking the teacher for granted at times.





The Role of A Teacher

"We asked the participants to share their perception about Education"



WHAT IS YOUR DEFINITION OF "EDUCATION"



BEHAVIOR

- Change in Behavior is what I call Education - Subhadra Siwakoti (Nepali Teacher)
- Education is a process that improves our behaviors and which helps in turning our life more meaningful - Chungdak(Tibetan Language Teacher)



POSITIVE

- Education is a process of sharing your thoughts - Phuntsok Tashi(Computer Teacher)
- Education is a process of positive thinking - Karma Tsewang (Dance and Music Teacher)
- To share knowledge, behavior and positive thinking. Punaram Pandey (Science Teacher)



KNOWLEDGE

- Knowledge where does not have limitation to learn. Tashi Yangzom (Computer Teacher)
- To clarify ignorance. Sonam Topgyal (Tibetan and English Language Teacher)



MIND AND HEART

- Teaching compassion is the education- Tashi Dhargyal (Tibetan Language Teacher)
- All round development of both mind and heart. Dhondhen (PE and ME Teacher)



PROCESS

- Education is all about improvement in life - Gopal Prasad Khatiwada(Nepali Teacher)
- Education is the process of changing behavior in a good direction – Deepak
- Education is the process of learning. Krishna Prasad (Nepali Teacher)
- Education is a process of learning - Passang
- Education is a lifelong process of learning and sharing and anything that helps to bring positive change through positive action- Jetsun Dolma (Social Studies Teacher)
- Education means life long process of learning and sharing - Tsetan Dolma(English and OBT Teacher)
- Process of getting knowledge and skills to live a better life.Biplab (HPE Ed and OBT teacher)



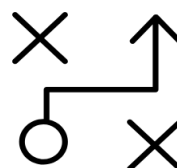
BETTERMENT

- Education means to better thinking and good way. Dhundup (Tibetan Language Teacher)
- Being able to differentiate between right and wrong and gaining ability to act on the positive side. Jampa Sangpo (Account and Maths Teacher)
- Education means learning and experiencing (new) things that are useful/valuable to us -Hari Prasad (Social Studies and Occupation Teacher)
- Important knowledge based on social cultural aspect apart from general ideas. Tsering Lhakpa (Social Studies Teacher)



STRENGTH

- Education for me is being able to take something positive out of negative or experience - Sangye Dechen(English Teacher)
- Biggest strength that helps you to face and kind of challenges that comes to you. Tenzin Yangchen (English Teacher)



SKILL

- For me, Education is making students skillful- Anjali Patel(Science and Health Teacher)
- To be creative and good judgment. Dilli Prasad Maths teacher
- My definition of Education is all about unleashing human potential.Sonam Dorji (Optional Economic, OBT Teacher)

Overall, 'The Role of a Teacher' was yet another successful program conducted by EduLift in Namgyal High School and Srongtsen Bhrikuti Boarding School, with the assistance from the school Principal and the school Headmaster. It was very encouraging to witness the school administration supporting EduLift and allocated the time and space to run the program. The administration was glad to have had such program rather than two/three hour talk session by



a guest speaker. The administration shared that EduLift has always been a vital part of Namgyal School in shaping a good number of the students and encouraged EduLift to keep the collaboration moving on.



We are very much thankful to “American Himalayan Foundation” for supporting our mission to Rethink-Education.