

Unit 7: Training

INTRODUCTION

As an inspector of schools, you should be acquainted with the methods of developing and implementing training programmes for the inservice training of serving teachers; because as an inspector, you are expected to participate in training and in guiding serving teachers. Furthermore, as an inspector, you should be conversant with methods of identifying training needs, selecting and applying suitable training techniques, and developing training materials.

Since the training programmes are meant for serving teachers who are adults, organisers of such training programmes should be acquainted with the characteristics of adult learners.

As training approaches, as an inspector, you should also facilitate the establishment of mentor systems among teachers.

Besides direct acquaintance with the management of training programmes, you should also be aware of the basic techniques of formulating educational projects.

LEARNING OUTCOMES

By the end of this unit, you will be able to:

- assess training needs of teachers
- devise methods of prioritising training needs
- select and apply suitable methods of training
- devise and manage educational projects
- describe characteristics of adult learners
- identify relevant educational materials and techniques of developing them
- use training materials appropriately
- design follow-up activities for training programmes
- establish mentoring systems in schools.

TRAINING NEEDS ASSESSMENT

Activity 7a

Describe systematically how you, as an inspector, would determine the training needs of your teachers.

What criteria would you use for prioritising training needs?

COMMENT

The following are the methods which you may use as an inspector, in identifying and assessing training needs:

- observing teachers and pupils in class and out of class
- interviewing teachers and their supervisors

- distributing questionnaires to teachers and their supervisors to extract information on training needs
- analysing pupils' performance and examination results
- analysing written inspection reports
- conducting research or surveys on the training needs
- studying teachers records.

Training needs are many and varied. Therefore, they need to be prioritised. The following criteria should be taken into consideration when selecting and prioritising training needs:

- individual teacher's needs
- suitability to individual teacher's needs
- national and government needs
- professional needs
- response to policy changes
- educational developmental plans
- pupils' educational needs.

PLANNING A TRAINING PROGRAMME

The following are some of the major factors to consider when devising a training programme for serving teachers:

- aim of the course
- target group
- identification of trainers
- list of topics to be covered
- duration
- venue or place
- support materials needed
- teaching strategies
- organisation of the programme
- sequence of activities
- evaluation

Activity 7b

Using your training skills and experience, devise a twenty minute training session for teachers on one of the following topics:

- good listening skills
- using the environment as a teaching and learning resource
- handling higher achievers and fast learners in the classroom

TRAINING TECHNIQUES

The following are some of the training techniques which the trainer may use in a training session. However, appropriate teaching techniques should be selected to suit a particular training session:

- lecturing
- demonstration
- field work
- discussion

- discovery method
- simulation
- role-play
- group work
- question and answer

The following are factors you should consider when selecting and applying training techniques:

- nature of trainees
- nature of the topics and subject materials
- nature of physical environment
- time factor

Activity 7c

Identify typical topics which can be taught to teachers during an Inset seminar using the following methods:

- lecturing
- demonstration
- field work
- group work

Note that inservice training of teachers can take various forms, for instance:

- school based training
- training at seminars
- training in a central institution
- training through distance education
- cascade model of training involving the training of trainers, with a multiplier effect.

ADULT LEARNING

Adult learners are different from children. Therefore, when designing programmes for training adults, certain factors should be taken into consideration.

Activity 7d

If you, as an inspector, had an opportunity to run a training programme for adult learners, what related factors would you take into account to run the training programme successfully?

Think of some training you have received or experienced as an adult. List the characteristics that made it successful or unsuccessful.

COMMENT

Some of the characteristics of adult learners worth considering are that they:

- want to learn items relevant to their immediate needs
- have individual needs
- need more individual attention

- prefer to study at own pace
- prefer to learn through real life situations
- have expectations related to community and social norms.

DEVELOPING EDUCATIONAL MATERIALS

Considering the shortage and expense of teaching materials, it is imperative that teachers acquire skills and knowledge of producing appropriate teaching and learning aids from local materials. Teachers should also be able to use available teaching and learning materials effectively in order to enhance teaching and learning. It is therefore your duty as an inspector to assist teachers to develop these important skills.

Activity 7e

You are organising a workshop for teachers on how to develop a specific teaching aid of your choice.

- Name the teaching aid you intend to produce.
- List all materials you would need in producing the teaching aid.
- State the steps of producing the aid.

COMMENT

Knowledge and skills of material production are aspects of professional development of teachers. Production of materials raises the following questions:

- What do we want the pupils to learn?
- What do we need to do to help the pupils?
- What materials do we need?
- How can we produce the teaching and learning aids?
- How will we use them?

In order to produce a certain type of aid, you need particular materials, for instance, materials needed for producing audio cassettes are:

- blank cassette programmes
- tape recorders
- batteries or electric power
- written materials
- taped materials

The following are some of the major stages to be considered when developing educational materials:

- identifying needed materials
- planning for production
- recruiting relevant personnel to assist in material development
- trialling the materials in pilot schools
- using the materials
- evaluating effectiveness of materials

The following are factors you should consider, as an inspector, when choosing and developing educational materials. Materials should be:

- relevant to the trainees, trainers and curriculum needs
- cheap to produce, acquire and maintain

- user friendly
- easy to store and safeguard

As an inspector, you may assist the trainees by providing the following:

- written support materials
- recorded materials
- prepared lessons

FOLLOW-UP ACTIVITIES

After conducting an inservice training programme, there should be follow-up activities to check on the impact of the training programme.

Activity 7f

Mention reasons why you should carry out follow-up activities after conducting a training programme.

COMMENT

Activities to follow up training programmes are necessary in order to:

- monitor and evaluate the effectiveness of training programmes
- motivate the trainees to practise acquired knowledge and skills
- assist in developing related future programmes.

Follow-up activities may include:

- visiting the trained teachers in their working environment
- distributing questionnaires to extract information on the strengths and weaknesses of the programme
- monitoring performances of the trained personnel.

Activity 7g

As an inspector, you have organised a training seminar for school heads related to changes in the school curriculum.

Design a follow-up programme to check if knowledge and skills acquired by headteachers have been used and to monitor the effectiveness of the training programme. What evidence would you look for to ensure successful implementation?

MENTORING

A mentor is a recognised professional who serves as a role-model and a guide. In the teaching service, a mentor is generally a trained, experienced and competent teacher or headteacher. The mentor plays an important role of guiding newly employed personnel.

Activity 7h

- (a) What criteria could be used by an inspector to select mentors among the serving teachers?
- (b) What steps should inspectors take to establish mentor systems in their areas?
- (c) List the functions of a teacher who is serving as a mentor.

COMMENT

The following criteria could be used for selecting mentors among teachers:

- experience
- competence
- qualifications
- geographical distribution
- local, social and cultural factors

The main roles of a mentor are to:

- ask questions of the mentee to encourage reflection by them to enable the mentee to arrive at conclusions/decisions for themselves.
- offer professional guidance and counselling
- provide social support and pastoral care
- provide induction to newly recruited teachers.

FORMULATION OF PROJECTS

In the context of this unit, an educational project is defined as a programme which consists of a set of objectives, strategies and plans of action meant to fulfil certain developmental goals in education, within a designated period.

Usually a project has a fixed life-span and a special organisational structure. Examples of educational projects that have been in existence in some countries are: “Education with Production” in Lesotho “Action for Improvement of English, Mathematics and Science (AIEMS)” in Zambia and “Education Policy, Management and Technology” in Swaziland.

Normally, educational projects have components which involve training and educational activities.

Activity 7i

List the major stages of developing an educational project.

COMMENT

The following are some of the major stages to follow in project formulation:

- identifying the project
- drafting the project
- reviewing the draft

- implementing the project
- evaluating the project.

A good project should be:

- relevant to the needs of the client
- sustainable, with a long-time impact
- easy to implement

Activity 7j

The Ministry of Education has set aside a budget consisting of a certain amount of money to rehabilitate four dilapidated schools. As an inspector, you have been called upon to devise a relevant project proposal. Design the project proposal.

SUMMARY

This unit has exposed you, as an inspector of schools, to basic techniques of developing educational materials. The unit has also exposed you to the basic methods of training, of handling adult learning and of the formulation of educational projects. It is hoped that you will be able to prepare and implement inservice training programmes effectively.

REFLECTION

Reflect on the information and skills you have considered in this unit and think about how you will apply some newly acquired knowledge and skills in your job.

REFERENCES

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