

Unit 6: Training Programmes

AIM

The aim of this unit is to enable inspectors to devise and carry out training programmes that will improve teacher performance in the classroom.

LEARNING OUTCOMES

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

- identify training needs
- prioritise the needs
- design a programme for a training session
- plan and conduct workshops
- design evaluation instruments to assess the effectiveness of training
- plan and carry out follow-up programmes.

INSPECTORS' KEY SKILLS

The following skills are to be developed:

- identifying needs
- prioritising needs
- planning for effective training
- producing effective evaluation instruments
- evaluating training programmes
- conducting training
- producing a workshop report

CONTENT SUMMARY

- 6.1 Purpose of Training
- 6.2 Types of Training Programmes
- 6.3 Planning a Training Programme
- 6.4 Types of Training Techniques
- 6.5 Programme Design
- 6.6 Conducting a Training Programme
- 6.7 Evaluating a Training Programme
- 6.8 Writing a Workshop Report
- 6.9 Follow-up

6.1 PURPOSE OF TRAINING

Training is important for the professional growth of teachers. It will therefore form a great part of the inspectors' daily activities.

Activity 6a

In pairs, list five reasons why there is a need to run training programmes. Join another group and compare your reasons with theirs. Draw up a combined list. Report back to the whole group.

Trainer's Notes

The reasons given by inspectors might include the following:

- (a) to improve the quality of teaching
- (b) to help new teachers
- (c) to inform teachers of curriculum changes and innovation
- (d) to provide training and guidance to serving teachers
- (e) to address identified needs

Before mounting a training programme, it is necessary for inspectors to identify training needs and arrange them in order of priority.

Activity 6b

In your groups, discuss several ways in which you would identify training needs for the teachers in one of your schools that is not performing according to your expectations.

Trainer's Notes

What is expected here is methods of gathering data about the needs. Inspectors could mention using questionnaires, analysing examination results and reflecting on inspection reports.

Activity 6c

An inspector observed a lesson in a school and produced a report which had the following comments: "In the schemes that were presented, the sequencing was not logical. Lesson execution was largely teacher talk, while the pupils just sat and listened passively. Though marking was done promptly, it was not accurate, as some correct answers were overlooked."

Identify the key areas to be addressed through a training programme for these teachers. Arrange these key areas in their order of priority. Give reasons for your arrangement.

Key Information

The key areas of training could be:

- preparation of a scheme of work
- lesson planning
- lesson delivery (participatory approach)
- assessment and evaluation

The list is in the sequence in which the teachers would carry out the activities.

6.2 TYPES OF TRAINING PROGRAMMES

There are quite a number of training programmes available to inspectors (short and long term). Some of these are:

- school-based programmes
- cluster programmes
- departmental programmes
- subject programmes

Think of some more training programmes.

As noted earlier, these training programmes might be instructional, administrative or inter-personal relationship programmes.

6.3 PLANNING A TRAINING PROGRAMME

In planning a training programme, the following are some of the factors that should be considered:

- Rationale for the workshop
- Objectives
- Resources
- Content
- Strategies
- Target group
- Time frame

Activity 6d

- (a) Resources is quite a broad term. What would you include under it? Compare your own list with a colleague. Report back to the rest of the group.
- (b) Besides the rationale, objectives and resources, what else could be added to the list for consideration?

6.4 TYPES OF TRAINING TECHNIQUES

According to Beach (1975: 358) training is defined as “the organised procedure by which people learn knowledge or skills for a definite purpose”. So, training techniques will be designed around the identified needs.

Training workshops commonly include:

- participatory activities
- lectures
- discussion
- role play
- case study
- film/video
- field trip
- demonstration
- group work
- games
- ice breakers
- simulation
- exposition

Activity 6e

In your groups, choose any three techniques and discuss why some are preferred over the others. Give both advantages and disadvantages of all three. Give feedback to the whole group.

6.5 PROGRAMME DESIGN

In order for a workshop to take off, a well-designed programme is necessary.

Activity 6f

In Activity 6c, you identified and prioritised training needs for teachers. Now, in groups, design a one day programme where all those needs will be addressed. Share your programmes with the rest of the team.

6.6 CONDUCTING A TRAINING PROGRAMME

A successful programme depends largely on the qualities of the trainer. Most successful trainers have among others the following qualities (traits) in common:

- empathy
- flexibility
- versatility
- resourcefulness

Activity 6g

In your groups, discuss and list five more desirable trainer qualities. Report back to the rest of the group.

Trainer's note

The groups lists could include the following:

- subject knowledge
- creativity
- good sense of humour
- kindness
- liveliness
- tact/diplomacy
- non-threatening behaviour
- professionalism

6.7 EVALUATION OF A TRAINING PROGRAMME

Conducting a successful workshop includes the process of evaluating the presentations. This is done during and at the end of the training. The reasons for evaluation are to:

- improve on the training design and implementation
- check whether the identified needs have been met
- check whether the objectives have been achieved
- check whether the presentation was effective
- give direction in formulating follow-up activities.

Activity 6h

In your groups select any three reasons from the list above and discuss their importance. Share your ideas with the whole group.

To reach the stated reasons for conducting an evaluation, it is important that the instrument used satisfies the purpose.

Activity 6i

Design a simple questionnaire that you could use to inform you of participants' impression on the effectiveness of a workshop, and whether the stated objectives have been achieved.

Trainer's Notes

At the end of the workshop, besides the copies that participants fill in and return, give them an uncompleted copy to keep for further reference.

6.8 COMPILING A WORKSHOP REPORT

You have dealt with report writing in Unit 4 of this module. This is just another type of report and requires the same skills you have learned. Besides other aspects that you may wish to highlight, it is also important to reflect on:

- the degree of participation
- the achievement of objectives
- the attendance
- the pacing whilst conducting the workshop
- the logistics
- the effectiveness of training techniques.

Activity 6j

- (a) In groups, suggest more items that you would include in your report.
- (b) Logistics is a broad term. What aspects would you focus on under logistics?

6.9 FOLLOW-UP

Follow-up and feedback procedures often pose problems because schools are not readily accessible. However, it is necessary to ensure that skills learned are implemented (practised), or conducting training programmes may be a waste of scarce resources.

Activity 6k

In groups, discuss at least three alternative ways of ensuring that skills learned from a training session will be implemented without inspectors visiting each institution. Also, discuss the advantages and disadvantages of each alternative method. One member of each group should be asked to present their group's ideas, and this should be followed by general discussion.

Trainer's Notes

The group should explore several ideas and discuss both the pros and cons of each alternative method. Alternative methods could include:

- shifting the monitoring responsibility to headteachers
- peer monitoring in clusters of schools
- drawing up individual action plans for each participant, copies of which would be available to inspectors and headteachers
- making an agreement, copies of which would be available to supervisors.

PERSONAL ACTION PLAN

Please spend a few minutes reflecting on your learning from this unit and make a note of any actions you feel you should take.

REFERENCES

Beach, M.D. (1975) *Supervision Focus in Instruction*, Harper & Row, New York

Dube, P. (1989) *In-Service Education and Training (INSET) for Teachers (a Workshop Paper)*, Ministry of Education, Zimbabwe

Recruitment and Training, Ministry of Higher Education, Ministry of Education, Zimbabwe