# DAY 8

## CONCEPT: School Management

*Guidelines for the trainers: The following section contains details about skill sets and teaching aids required to conduct the training session along with references for further reading.*

| **Required trainer skill set:**   * Understanding of NESP * Understanding of present school processes of Afghanistan * Knowledge of school time table and academic calendar | **Expected Outcome:**   1. Continuously learning and demonstrating the ability to solve complex problems. 2. Create effective and innovative solutions around pedagogy. 3. Create learning and growth opportunities for people, processes and institutions. |
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| **Day** | **Sub-topic** | **Concepts** | **Pedagogy** | **Time** |
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| Day 8 | Communicate & Interact Effectively, Developing Self and Others, Critical Thinking, Collaboration with Others, Listen Actively, Inspire Others | | | |
| School Management | Critical Thinking, Collaboration with Others, Managing Resources | Introduction to Case Study | 40 Mins |
| Caselet 1: Approach to open up unseen areas of organisational disagreement and drives for collaborative solutions. | 50 Mins |
| Break | 10 Mins |
| Caselet 2: Develop an attitude of critical thinking to solve complex problems. | 50 Mins |
| Lunch Break | 60 Mins |
| Caselet 3: To create strategy for culture that fosters efficient and effective interaction and decision making. | 50 Mins |
| Break | 10 Mins |
| Caselet 4: to develop understanding of the importance of deliberated instruction in a classroom. | 50 Mins |
| Caselet 5: To develop understanding of resource availability and use strategies to Optimize the resources in a school for providing better learning opportunities. | 50 Mins |
| Activity 6: Structured Reflections | 40 Mins |

Start of the day: Greetings to Participants.

Problem solving and decision making belong together. You cannot solve a problem without making a decision. In our everyday lives, we make decisions all the time. It depends on the situation. Some people use a systematic, rational approach in decision making. Others are more intuitive. They go with their emotions or a gut feeling about the right approach. In a school system, we deal with people, process, fund, function and functionaries. There are both seen and unseen sides of a problem, it depends how we perceive it. We may have highly creative ways to address the problem, but Sometimes cannot explain why we have chosen this approach. There are many pathways to bring innovation to solve a problem. It is important to identify possible alternatives. This is where the creative side of problem solving really comes in. Brainstorming with a group can be an excellent tool for identifying potential alternatives. Think of as many possibilities as possible. Write down these ideas, even if they seem somewhat offbeat on first impression. Sometimes really silly ideas can contain the germ of a superb solution.

people move too quickly into making a choice without really considering all of the options. Spending more time searching for alternatives and weighing their consequences can really pay off. Today’s activities are all out thinking and coming up with solutions. Once a number of ideas have been generated, you need to assess each of them to see how effective they might be in addressing the problem. Consider some of the following factors to end the caselet discussion.

* Impact on the Learning
* Effect on building relationship
* Impact on Teachers and their Agency
* Cost
* Rules and Regulations
* Ethics of actions
* Whether action is permitted under collective agreements
* Whether this idea can be used to build on another idea
* There are many more.

**Trainer Note:**

**Procedure:**  The process of training through the case method involves the steps below.

* The case method involves preparation in small groups, and also discussion with the help of a discussion leader (resource person) of a situation as described in the case.
* Small groups first go through caselets and prepare each case individually by assuming the role of the decision-maker in the situation and then decide on appropriate decisions and action plans to resolve the problems faced.
* The group next discusses their inferences and action plans in the forum of a small group. Different individuals might, and in fact do, come up with different inferences and action plans. Group members need to carefully listen, understand, and appreciate these different views, and thus expand their range of thinking as well as depth of analysis.
* To enhance class learning, individual participants can play different roles, involving presenting, listening, clarifying, synthesizing and generalizing. However, a participant or a group of participants should not try to dominate the discussion, and should try to convince rather than to impose their views on co-participants.

### Role of the Facilitator:

### The role of the resource person in a case discussion is basically to guide and direct. The objective is to keep the discussion moving towards useful goals, with a minimum of intervention.

* flexibility is necessary in using case materials.
* Ask questions when necessary,
* Summarize at the end and leave time to pull together the key points of the case.
* Participants in the case method approach often feel uncomfortable because there is no single solution to the situation described in the case. There is no hard and fast answer.

**Instruction to participants**

The following is a general set of instructions, which could be given to workshop participants to help them with case analyses.

* Read the case through quickly to get a first impression of what it is about or what the basic issues may be. Then, re-read more slowly and begin to note down the facts
* The participant should try to realize when there is a need for more data. if they are not available, what assumptions should be made? Please write down the assumptions clearly before discussing.
* Listen to fellow participants.

**How to close the discussion:**

**About the School:** Aisha-i-Durani School, Kabul Province, The intention of the school is to cultivate knowledge by

* To educate students so that they are able to explore both the world and their inner being
* To inculcate a love for nature and respect for all forms of life
* To create an atmosphere of affection, order and freedom without either fear or license
* free to ask fundamental questions, enquire and learn.

Student Strength: 180

| Grade | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| Student Size | 40 | 35 | 32 | 22 | 22 | 15 | 14 |

Head Teacher: Rashid Khan, 20 Years of Experiences in Administration, Policy design and implementation

Science Teacher: Sakena Yacoobi, 15 Years of Experiences in teaching high school Science, TLM Design

Maths Teacher: Fawzia Koofi, 17 Years of Experiences in teaching Maths,

Language Teacher: Sima Wali, 17 Years of Experiences in Language teaching & Actively involved in Storytelling

Social Science Teacher: Aziz Royesh, 25 Years teaching subjects like history, geography and social studies.

Sports Teacher: Roya Rehmani, 10 Years of Experiences in sports and Nutrition education

| **Caselet 1**  objectives: Approach to open up unseen areas of organisational disagreement and drives for collaborative solutions.  Caselet  Aisha-i-Durani School is a government High School in the district of Kabul Province. The school is far away from the town therefore accessibility to school is a problem. However, Rashid Khan had worked as a senior consultant with the Ministry’s Afghanistan Quality Learning Initiative (an activity-based child-centric learning approach) before joining the School as Principal. Aisha-i-Durani School has 180 students enrolled. Rashid Khan, has a rich experience in administration, Policy implementation and drafting educational Law. As a school head, He was keen to take this as a challenge as well as a learning opportunity to lead the school.  Science Teacher Sakena Yacoobi, Who is an extremely committed hardworking teacher and she keeps on learning how to teach better. She was transferred to this school 10 years back, and has also positively influenced the 5-member teachers team in the school where different teachers consult with her whenever they face an issue related to pedagogy. The school has implemented the various schemes initiated under the Afghanistan Quality Learning Initiative quite diligently, and also maintained good relations with the School Development and Monitoring Committee. It is often referred to informally as a model school among the department functionaries.  Over the last one year, however, Rashid Khan has been a worried headteacher. His efforts of the education department to upscale Afghanistan Quality Learning Initiative do not seem to be making much headway in his own school. It is true that only one teacher in the school had adopted innovative pedagogy like Active Learning, Project based learning, Hands-on Sciences. She is supporting other teachers in their teaching procedures.  Mr. Khan, however, believed that under his stewardship other teachers would be able to take up the task of implementing the Active learning Pedagogy. Due to High pressure on the teachers to take care of their existing workload, examinations and increasing paperwork for the education department seem to sapped the morale of the teachers in their implementation of the programme.  Questions:   1. According to you, What could be possible reasons behind the response to the program from teachers? 2. Describe the Symptoms that you notice causing the problems? 3. What steps do you think could have helped in a more positive response of the teachers to upscale the programme? |
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| **Caselet 2**  objectives of the Caselet:   * Collaboration with others and develop strategies that will deliver quality outcomes. * Develop an attitude of critical thinking to solve complex problems.   Caselet    Fawzia Koofi is a Mathematics Teacher from Aisha-i-Durani School. Fawzia Koofi has always had an interest in Teaching Mathematics. She has been thinking of doing something useful in Aisha-i-Durani school. Contemplating on his own teaching trajectory, She has been inclined towards starting a Mathematics Laboratory in the school focussing on quality hands-on Experiences for students, especially topics like geometry and Probability that would equip students to think critically. Fawzia, herself studied in a resource rich school and she is aware of the best schools practices in the country.  She wants to make her School a resource-rich environment that can be of similar quality and deliver results. She knows she can count on School head Mr. Khan and Science Teacher Sakena Yacoobi’s support. Fawzia assessed the existing resources of the school and saw how the existing infrastructure could help her to start the Lab. Also she has reviewed the text book and started collecting raw materials from nearby stores and reusable items collected from homes. She has analysed the cost-benefits of setting up a Mathematics Lab so that her project will be neither overly ambitious nor under-resourced to conduct various maths activities.  Fawzia knows that there is an inconsistent supply of teaching aid in Kabul province. Her project also intends to attract teachers from other schools to visit and learn how to set up the Maths Lab. She thinks, It is also an opportunity to build a community of maths teachers where ideas can be shared. Therefore, she wants to create a community of competent teachers actively involved in toy making to actively learn Maths. Fawzia believes that the evolving nature of maths labs demands innovation and an influx of new ideas. That is only possible when math teachers interact with each other.  However, Rashid Khan likes the idea but he is not sure about it. Mr. Rashid Khan thinks that starting community engagement in school premises will increase unwanted attention towards school. This will divert his team's attention from academics to hospitality. Mr. Rashid Khan is very clear about his priority;that is student learning at first.  Questions:   1. According to you, What could be the specific things that Fawzia would be interested in the existing resources available in schools? 2. What do you think are the assumptions guiding Fawzia’s approach to setting up Maths Lab in Aisha-i-Durani School? 3. What could be a possible solution to the conflict in the above situation? 4. According to you, What could be possible reasons behind the way Mr. Rashid Khan responded to the maths teacher? |
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| **Caselet 3**  objectives: To create strategy for culture that fosters efficient and effective interaction and decision making.  Caselet:  Aisha-i-Durani School has so far been a School with diversified education interests. The school has decided to tap the potential of ex-students who can volunteer to teach students after school hours or during Holidays. The volunteers are responsible for supporting homework, school project preparation etc. Over the next one month, school is going to start around 18 community centers. The decentralised operation of the 18 community centers will be monitored by a group of parents. The group of Parents will be primarily responsible for overall review of the community center performance. Here performance means student attendance, Number of intervention hours, discipline and safety of children.  The School head Mr. Khan undertakes monitoring visits to the 18 centers on a periodic basis. In his visit he would like to observe the classroom, cross check attendance, and discuss with students and parents. His personal involvement as school Principals in this intervention will motivate education youth to be part of a larger purpose.  Language Teacher Sima Wali & Social Science Teacher Aziz Royesh wrote an Email to Mr. Khan. The letter says,  Dear Sir, Your personal engagement and idea to tap ex-student time is highly appreciable. But we believe that Volunteers are not trained to deal with pedagogy and teaching subjects. In the long run this effort will seek serious criticism from academic authority. Also we are proposing a research study to check the validity of proposed intervention. If the idea has potential then We may design a test for volunteers and conduct a series of induction training for those who passed the test.    In whatsapp, Aisha-i-Durani School’s Sports Teacher Roya Rehmani suggested that scaffolding might work. Let's identify existing senior grade students who are good at subjects. We may ask senior grader to help their junior students during holidays. Through the intervention teachers can guide students.  Questions:   1. After receiving ideas from the teacher, what are possible pathways the school may consider to ensure quality intervention? 2. What do you think about the procedures (Step by Step) to address the concerns raised by teachers? 3. Do discuss the cause-effect relationship while suggesting pathways, (think through Pedagogy, Content, decision making) |
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| **Caselet 4**  objective: To develop understanding of the importance of deliberated instruction in a classroom.  Caselet:  A drop out from the school reflects his schooling experience and share what he had missed in his schooling:  “*I was too excited to go to school when I was admitted to school. I was the first in my family. Although my sister, a year older than me, was equally excited but never got the opportunity to study. On my first day, my teacher was teaching me how to write letters. I was able to write well but students around me were writing much better than me. I was trying my level best yet teacher and student around me constantly saying* ***“write it properly”****.*  *Sometimes they support me “writing it this way”. This continued, slowly I was able to write but facing difficulty in reading the sentence. Instruction of my class does not change, the teacher continues to say “****read properly****’. I never understood the difference between what she expected and what I was doing. Others understood and teachers were happy. I continue to struggle, the instruction does not change. From reading sentences, my fellow students have moved to reading stories. Now I do not feel I belong to the same class.”*   1. ‘Read properly’ or ‘Write properly’, What does it communicate to students? 2. Whether students are performing up to the expectation or struggling to understand, what would you have done in this situation? 3. What do you think could be better instruction by teachers to facilitate children to learn? |
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| **Caselet 5**  objective: To develop understanding of resource availability and use strategies to Optimize the resources in a school for providing better learning opportunities. .  Caselet: Aisha-i-Durani School recently selected under National ICT Initiative. Under this initiative schools will be provided 15 Computers, Tables, Chairs and Softwares and Teaching learning resources. The objective of this project is to develop digital literacy skills and integrate ICT in subjects (Maths, Science, English). Government has already planned the training for teachers to develop capacity to manage ICT assets and integrate ICT Skills in school subjects. Government has also prescribed that all the students must get a minimum 20 Hours of hands-on experience on ICT tools, Applications, Games and Other software to be familiar with ICT and confidently use computers to enhance skills. In Content that the government provides, There are no videos. For Active learning Engagement, all students have to spend hand-on time in the ICT Lab to get the required exposure to ICT Skills.  Now Aisha-i-Durani School has 180 Students (Please see the Grade size above). Can you suggest some strategy to the schools:   * How can ICT Classes be adjusted in a timetable? * If the computer class has only 15 Computers and sitting arrangements for 30 Students, How are you planning the class? * In what possible way can you plan so that all teachers can get the opportunity to integrate ICT In the regular Classroom Process? |
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| **Activity 6**  Structured reflection (25 mins + 10 mins) : The participants will end the day with the structured reflection session.  Trainer will ask them to list out two ideas/ skills/ strategies that were most useful for them in today’s training, and one idea/ skill/ strategy that they need clarification on. + Multiple Trainers will answer questions in small groups for the supervisors, ensuring that everyone gets time to share in their groups.  All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them.  It is upto the trainers discretion on how they want to proceed.  To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 10 days of  training. Interactive dairy is a strategy to include the supervisors’ voice in the training. In an interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two reasons to include interactive diaries in this training. First, it will include supervisors’ voice in the training process. Second, it builds a transferable skill in the supervisors that they can use when they are working in the field with their supervisors. The Trainers will see trainees as valuable contributors in their development as supervisors, and for trainees get to actually comment on their training to make it their own. Interactive diaries Material required: Any notebook and a pen.  The diaries will be distributed to the supervisors along with the prompts for feedback on the training, such as,  What did you learn about in today’s training?  Supervisors will write their notes for the Trainers in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the Trainers and the trainee supervisors. as references for further reading. |
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