

## **2017 April SPCC Waratah staff training Report from Helen Blake**

The past week in Vila was a great time of growth for everyone. Lots of needed tools were put into people's hands. Including the little bells! Thanks so much to Helen, Aimee, Lyndall and Brian.

I wrote a report (below) on the flight today, including suggestions that will help towards collaborating for our formal staff training in the future. I have a new understanding and appreciation of the word 'collaboration'!

After the team left, I took photos of feedback written by the staff, and will compile their notes into a list for them and us.

### **SUGGESTIONS FOR FUTURE TRAINING TEAMS**

Collaboration between trainers and Liberty before, during and after every training trip (the more you come over, the less will be needed!)

Helen, Jon or Michelle (Liberty representative) to be present at the school for consultation / collaboration every trip.

Access to a portal or a link on the Liberty website that includes shared information, specifically about the school:

- AV resources available at the school
- child protection document
- diagram of the property (use drone photos / videos)
- discipline document
- facebook and email details of all parties
- high priority current resource needs in the classroom
- history of CCSV
- link to 'sponsor a teacher'
- management structure and protocols
- names of heads of staff
- school rules
- staff manual
- staff training sessions reports (include dates, trainer names, topics, daily program, reflections and observations, and school staff feedback)
- standard supply needs list
- what not to do or say or wear
- what to do with resources you bring

Create a spreadsheet format for future trainer reports (?).

Facebook page specifically for staff training visits (?).

(Add another portal or link on the Liberty website for others who will continue to visit classrooms during their stay. This should include some of the same information in the formal staff trainers portal, to communicate the boundaries of their involvement.

Suggested boundaries for other visitors participating in the classrooms (including school teachers and other educators):

Teach the Bible and Christian character (spiritual growth); teach general knowledge topics to expand staff members' own personal knowledge; teach a class.

No professional development (no suggestions or teaching about teaching skills, classroom management and discipline, changes to a program, other ideas or changes).

The role of these visitors should be to assist in the classroom under the direction of the teacher. It is not to give direction, or make suggestions for change. If a suggestion is made it should be to Michelle, or to a head teacher (who will discuss it with Michelle).

Non-formal staff training should probably be optional, and outside of school hours.

Inform the local school management team of all of this. Inform them of the names of the Australian visitors Liberty has chosen to stand equally alongside their management at the school, in the aspect of Education.

#### MY OBSERVATIONS - TRAINERS

Positives:

Very regular, effective collaboration

Peaceful team spirit, and spiritually strong together

Strategic sessions were in response to Liberty, school staff, and personal observations & leadings during the trip

Trainers "read" the staff well

Demonstrated and spoke about their love for their work. Their theatrics and obvious enjoyment of what they were doing inspired the staff

Negatives:

-

#### KEY OBSERVATIONS - CCSV STAFF

Positives:

They learned so many helpful skills from the afternoon training sessions, in-class lesson models, and classroom involvement

They feel and are a lot better equipped to do their work

Some staff made definite deep decisions about wanting to be a better teacher

Negatives:

-

#### PROGRESS (ONGOING & NEW)

Introduced the idea of regularly collaborating in groups specifically to share about about education. Appointed group collaboration leaders (Tari 7-12, Monika 1-6, Elierose Pre-K)

Progress with lesson planning (specifically, towards teaching Vanuatu Social Sciences to their classes)

Progress with enhancing students' learning experience (lots of activities ideas)

Progress with better classroom management (brain breaks and attention grabber ideas)

Introduced a daily 10-minute reading program right across the school (DEAR)

Progress with strengthening head teachers in their role (Tari & Monika)

#### OTHER ACTIONS & PROGRESS BY HELEN BLAKE

In Term 2, Matilda and Tari Vuti will swap classrooms (3a and 3b). Matilda has learned very quickly from Monika, as expected. 3b needs a stronger leader (Matilda), and Tari needs to work with a strong leader (Monika).

Under Monika's supervision, "naughty" boys in the 3a & 3b classrooms will be split up, and the numbers in each will be evened out.

David (7) will take over from Matilda leading class 3a from Term 3, or from the start of next year (timing TBC). I have consistently felt that David would respond well to more leadership and having his own classroom. I asked him to pray again about leading class 3a in the future, and also about taking on the department head role for Junior school (1 to 3, or 4) next year. He responded very positively and said yes immediately. I think he will work better by himself in a smaller classroom environment.

David will need to be trained up into a department head role, from now: By Monika & Tari (towards leading collaboration), by Michelle & Maxie (mainly to create a relationship), by Lloyd (mainly to strengthen mutual respect), by us.

Coming: a compilation of staff feedback.