Activities for Developing Skills of Post Secondary Teachers: A Review

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ABSTRACT

Skill for post secondary level of education is crying need for the development of total education system. Because syllabus and course curriculum of in post secondary level of education is vast. However the study was conducted to explore activities for developing skills of post secondary teachers. The study was documentary analysis type. Data and information were collected from secondary sources. Secondary data were collected from books, research reports, journal, annual reports, different websites internet etc. From the result it was found that the more structured activities for skill development of post secondary teachers are attendance at courses and workshops, conferences and seminars, etc. More informal activities, such as engagement in informal discussions to improve teaching and reading professional literature, which are not readily measurable in terms of numbers of days, are excluded from these measures. The extent to which intensity of participation in professional development differs with the characteristics of the teacher or the schools in which they work and so provides some insight into the distribution of development opportunities. It does not seek to be exhaustive; it focuses on the characteristics that are most often of interest to policy makers. So light on how the policy choices countries make in terms of providing professional development opportunities are reflected in a comparison of participation rates and intensity rates. From the result it was also found that the volume (or intensity) of professional development can be influenced by the types of development activities that teachers engage in. The activities are contrasting formal and less formal development activities, and shows how teachers combine different forms of professional development. In the light of these participation patterns, the paper then investigates how well teachers' professional development needs are being met. It compares the extent of unsatisfied demand within and between countries and identifies the areas of teachers' work which teachers regard as those in which they have the greatest development need. It concludes by considering how levels of unsatisfied demand relate to the professional development which teachers have received. Teachers' views of what has helped or hindered their participation in professional development are then examined, in the light of their reports of unsatisfied demand and areas of greatest need. It reveals cross-country variations in the level and a type of support received by teachers to participate in professional development and examines the relation between the support received and the level of participation reported in the survey. School-level policies and practices for induction and mentoring of new teachers are revealing of the extent to which they differ among countries.

Key words: Skill, Development, Professional development, Teacher, Workshop, Seminar, Project, Post Secondary level of education, Planning, Feedback.

INTRODUCTION

The myth that Post Secondary will change by deciding to adopt new methods of organization and instruction was, relegated unequivocally to the realm of wishful thinking following the studies on educational change by the Rand Corporation and in light of the penetrating comments by astute observers of Post Secondary and Post Secondary reform. Adoption of plans for Post Secondary reform, it was learned, is only a first step, and not infrequently an exercise in public relations, generally with minimal realization of the time, work, and resources needed to accomplish the task. Of course, adoption of plans to restructure Post Secondary is often meant to be an expression of good intentions. Once the decision has been made that certain Post Secondary need to be improved and plans are carefully drawn up, the next step is implementation. But implementation, to educators' great dismay, is a road strewn with obstacles of many kinds. Indeed, implementing genuine change in the Post Secondary organizational and instructional patterns is the main challenge to significant improvement in Post Secondary.

First and foremost, no plan for improving Post Secondary can be implemented without personnel who have the vision, concepts and skills needed to put the plan into practice. Where will these personnel be found? The majority of Post

Secondary continues to function, pedagogically and organizationally, according to models that the restructured Post Secondary wishes to overcome and leave behind. Consequently, educators have few sites where they can obtain the experience and ideas that comprise the essence of the restructured Post Secondary. In fact, they have been socialized into patterns of ideas, procedures, and modes of operation that must be unlearned, or distinctly altered, before they will be able to function in the restructured Post Secondary with any degree of comfort and competence. On that point there is widespread agreement: "Perhaps no institution in our society has been less altered in fundamental ways than the Post Secondary". For that reason, the solution to Post Secondary improvement efforts does not lie in the direction of opening new Post Secondary. The absence of longstanding traditions regarding methods of organization and instruction in new Post Secondary that beckons to Post Secondary reformers is not sufficient to ensure the implementation of new ways of Post Secondary without the knowledge and skills of expert personnel.

Nor can Post Secondary systems look to the universities for appropriately trained personnel. Many institutions of Post learning maintain courses of study that prepare educators for Post Secondary as they are today, not for Post Secondary as they should be or how they will he in the future. It seems that many years will pass before universities will change their programmers of study for educators, above and beyond offering courses about the use of computers in Post Secondary. In those instances where universities do provide students of education with a new vision and the competence to function accordingly, the graduates' dispersal among many Post Secondary systems, coupled with their status as newcomers to the profession, means they can exert little influence on Post Secondary.

As matters stand today, the road to Post Secondary restructuring leads through in-service training for Post Secondary personnel, despite the negative conclusions reached by reviews of in-service projects. Effective in-service education for achieving' Post Secondary change preferably is conducted on a Post Secondary-by Post Secondary basis, so that members of a given Post Secondary have an opportunity to develop a common vocabulary and set of ideas about their work.

An entire staff need not participate simultaneously in the same workshop. That is patently not possible in Post Secondary with more than 30 teachers. Nor does it imply that Post Secondary restructuring can be accomplished solely by means of in service course; for teachers or administrators. Many different processes of change must be set in motion, particularly in high Post Secondary, which are typically large and complex organizations. These processes of change must encompass all of the Post Secondary' subsystems. Post Secondary consultants need a variety of methods and approaches for initiating and maintaining these changes.

One can distinguish at least three different arenas in which change processes must be pursued by anyone seeking to improve Post Secondary: the technological, political, and cultural arenas of change. Different authors have recognized the importance of the same three arenas of change, although they attributed somewhat different meanings to them. Our view of what these domains refer to is expressed in the subheadings of the following list. Note that the exclusion of any of these people or topics from the process of change can boomerang later, disrupting what has been accomplished. The agreement and moral support, at least, of the people outside the Post Secondary must not be neglected. They must also be invited to participate in change activities, although in our experience few people are free or sufficiently interested to do so. The direct involvement and participation of all of the people, or nearly all, within the Post Secondary is critical.

1. The political arena
   A. the Post Secondary district or local department of education
   B. Post Secondary supervisors of various kinds
   C. teachers' unions
   D. Post Secondary-community relations (parents and local government)

2. The cultural-organizational arena
   1. Schedule of classes/teachers, the use of time
   2. Teacher teams for curricular development, problem solving, and decision making as a recognized part of teachers' work
   3. relationships among the different departments
   4. Students' organizations, Post Secondary-wide functions, etc.

3. The technological-instructional arena
   A. student's assessed needs and interests
   B. curricular requirements and offerings
   C. interdisciplinary studies
   D. methods of teaching and learning
   E. Resources for students, including libraries, computers, laboratories, etc.
   F. sites for study in the community

We will not undertake to present the methods available or required, to change current practices in these areas to conform more closely to the goals of the restructured Post Secondary. That task deceives an entire book to itself, rather, in this chapter; we wish to focus on in-service education for Post Secondary personnel through the medium of the experiential learning workshop. In that setting, the processes of teamwork among teachers and of classroom instruction can be simulated, analyzed, and practiced, Hence, in our view, it is one of the more powerful tools available to Post Secondary consultants, principals, and others who actively pursue Post Secondary restructuring. In this chapter we treat two topics:

1. **Workshops as a Learning Environment:** in-service education and/or reeducation of Post Secondary personnel through the experiential workshop to develop the concepts and skills needed to implement the processes of Post Secondary restructuring.

2. **From the Workshop to the Post Secondary:** what must be done to accompany teachers from the workshop into the Post Secondary in order to provide them with the support and assistance necessary for transferring what they learn in the workshop with colleagues to their work in the classroom.

OBJECTIVES OF THE STUDY
The objective of the study is as follows:
1. To explore activities for developing skills of post secondary personnel.

METHODOLOGY OF THE STUDY
The study was documentary analysis type. Data and information were collected from secondary sources. Secondary data were collected from books, research reports, journal, annual reports, different websites internet etc.

RESULTS AND DISCUSSION
Experiential Workshops and Post Secondary Change
Teachers who join a Post Secondary improvement project that makes demands on their time will want to know how long it will take and whether it is worthwhile. What is the potential effectiveness of Post Secondary restructuring in general and of the particular methods employed to implement it in particular? Why is the experiential workshop any more effective than the myriad of courses and lectures that they have attended heretofore?

Duration of the Change Project
Many Post Secondary systems continue to treat in-service teacher education as occupying a set number of days when teachers have *paid* time off according to their union contracts or work agreements. The substance of the educational events that Lake place during these days is frequently different for each day or two. Rarely is a single organizational or pedagogical innovation pursued consistently for an entire year or more. Post Secondary consultants regularly encounter another phenomenon that testifies to the widespread lack of realistic planning for in-service teacher training. A Post Secondary almost invariably has teachers attending a smorgasbord of in-service training courses at any given time, some of which aye likely to present conflicting or even contradictory approaches to instruction. When teachers vote for adopting a change project, they may already be participating in two or more different in-service courses. They take it for granted that the new project will be added on to what is already an overburdened schedule of teachers' activities. Since high Post Secondary teachers are often oriented primarily to teaching their special subject and less oriented toward students' pedagogical needs in general, regardless of the subject involved, teachers are attracted to in-service courses that stress subject matter and not the reorganization of the entire curriculum, the staff, and the methods of teaching. After all, subject-matter in-service courses may help teachers with what they have to do tomorrow in their classrooms, while the change project workshops promise a bag of gold at the other side of the rainbow. Principals, too, often view the number of courses in which teachers participate as a sign of the Post Secondary progress, even though the various courses attended by the teachers have no discernible focus. Not many high Post Secondary personnel will ask if there is any consistency between geography, literature, and biology courses offered to teachers as part of their in-service training. Authorities on Post Secondary change warn that having competing programmers in the same Post Secondary is the royal road to failure, if not for all of the programmers, certainly for a programme as demanding as Post Secondary wide restructuring. Leadership must be exercised to keep the Post Secondary on course, free from competing projects that drain the time and energies of the staff.

No wonder that teachers may be skeptical about the potential effect on the Post Secondary of another set of workshops. No wonder, too, that they will need detailed explanations and much firsthand experience to understand why a change project should require four to five years to accomplish its goals. There is much variability in the length of time that different Post Secondary need to acquire competence in a new method of classroom teaching, such as cooperative learning. Nevertheless, it is close to certain that a high Post Secondary restructuring project will need a minimum of three or four years of consultation and workshops, devoted to the functioning of teacher teams for data gathering and problem solving and to the acquisition of alternative forms of instruction and evaluation.

The staff must be reminded that the number of times groups of teachers from the same Post Secondary are free to participate in three-hour workshops is quite limited and frequently cannot be arranged more than once in two weeks at best. Ten workshop sessions per academic year, for the same group of teachers, is often the maximum time investment a Post Secondary can manage and still meet its ongoing responsibilities. Ironically, Post Secondary cannot be restructured if they do not function, and yet restructuring a functioning Post Secondary, as many consultants have observed, is like changing a flat tire on a moving bus.

Not only is time for consultant contact with the teaching staff very limited, the new methods of operation learned by administrators and teachers need time to be tried and ironed out to gradually become institutionalized or, in other words, integrated into the daily functioning of the Post Secondary. Post Secondary as organizations have completely different temporal cycles than do individuals. That is a perspective that teachers, accustomed to focusing on their classrooms and not on the Post Secondary, generally jack and that they will appreciate more as the project unfolds. Potential Effectiveness of the Change Project The question of effectiveness can refer to two different issues: (1) Are restructured Post   Secondary effective in terms of strident learning and teacher satisfaction? (2) Can the workshops and other methods employed to bring about basic changes in the Post Secondary achieve their goals? It must be remembered that evaluating the effects of large change projects such as Post Secondary restructuring takes many years. As of this date, the history of restructuring is not very long and available data are limited in scope. Nevertheless, the published information is more than encouraging.

Particularly dramatic; convincing, and at times inspiring is the case study of the Metro Academy by Mary Ann Raywid and the comments on this report by Louis, Kruse. Case studies such as this one portray Post Secondary at a high level of excellence, as it is for the teachers and students of the Metro Academy and as it can be for the teachers and students in many Post Secondary. Unusual   Post Secondary probably enjoys unusual conditions of one sort or another. But it cannot be gainsaid that a far better way of life in Post Secondary is possible, and the reality created in some Post Secondary deserves to be emulated. Several brief quotations from Raywid's description can convey the flavor of what the Metro Academy is doing:

Perhaps the most arresting qualities of restructured student experience at Metro Academy accrue from (a) the literally ceaseless efforts to make Post Secondary a thought-provoking place; (b) the determined arranging and rearranging of the daily schedule to serve progrd'mmatic purposes, rather than vice versa; and (c) the unremitting efforts to provide necessary needed support for students. Insistence on thought-provoking pedagogy is rooted in the Inquiry Method that is the Post Secondary theme and unifying thread, the students ask questions and examine the variety of ways they can be answered, a second way in which the lives of Metro students and teachers differ quite extensively from the lives lived in most other   Post Secondary is associated with the way in which the Post Secondary schedule is viewed. At Metro, the schedule is not the all powerful structure to which everything must conform. Instead, it is designed, and constantly redesigned, to serve the programmatic ᴾurposes staff has selected. A third characteristic of restructured student experience at Metro accrues from the staff's determination to provide whatever is necessary in the way of student support increasingly familiar advisory groups proactive trouble-shooting. Three kinds of labs to assure students get needed support. We must not lose sight of the challenge: If we don't try a new approach to Post Secondary, one that is at least based on sound theory, a small but impressive body of empirical findings, and professional reasoning, how will we ever improve it? The answer to our great dissatisfaction with what Post Secondary is today cannot be found in repeating what we have already done countless times.

Regarding the question of methods for changing Post Secondary it should be recalled that experiential workshops have been used for many years as part of systematic efforts to change Post Secondary. They were not invented as part of the relatively recent Post Secondary restructuring movement. Unfortunately, research publications frequently omit a description of how the restructured Post Secondary that was evaluated got to be restructured in the first place. What made them become what they are? How did they get there? An otherwise informative and detailed study of the effects of restructured Post Secondary says only a few words about the fact that the Post Secondary made use of external change agents who helped introduce the kind of teacher collaboration and styles of student learning presented in this book. Its no way is this statement intended as a criticism of the authors of that or any other particular research report. We wish merely to stress how regrettable it is that the practice and publication of educational research has seen fit to exclude so much of the practice of educational change as a seemingly unnecessary part of the story of research itselᶠ, even when change is what created the settings being studied.

An outstanding exception to this rule is the extensive work published by Richard Schmuck and colleagues. The report on the Multi-Unit Post Secondary project by Schmuck is about Post Secondary restructuring at the beginning of the 1970s, long before that term came into vogue. The approach to staff reeducation employed in that project is in large part, though not exclusively, that of the experiential workshop described here. In some cases, the workshops described by Schmuck were conducted during the summer, when entire days were devoted to training, instead of dividing the process into shorter sessions of three hours. In addition to the extensive data reported in their book, which cannot be summarized here, the change agent-investigators concluded at the end of their multiyear project that "the methods of consultation that we used in this action research show excellent promise of helping Post Secondary about to undertake

serious structural alteration. The morale in a Post Secondary that has achieved a high level of collaboration, inventiveness and use of personal resources is impressive and thrilling to see". In sum, the prospects for successfully engineering genuine change in Post Secondary are real and potentially effective. Again, implementation is the key to whether the effort will succeed in a particular setting. Given supportive organizational and environmental conditions, in-service experiential workshops for personnel working in *one or* two Post Secondary can cultivate new concepts and skills leading to marked changes are i their organizational and instructional behavior.

Workshop as a Temporary System

Assuming that the goal of restructuring a Post Secondary has been adopted by the staff of a high Post Secondary, the staff will know that many new ideas and skills must be learned before the plan can be put into action. How will a staff of 70 teachers, for example, learn to work in teams to identify and solve Post Secondary wide problems? How will they learn new methods to teach students to carry out inquiry-oriented study projects during class sessions that last from 90 or 120 minutes to as much as 240 minutes, instead of the usual 45 minutes? Most teachers are accustomed to teaching primarily by various forms of lecture, followed by a question-and-answer interchange between the teacher and students or by having students fill out work sheets. Different instructional methods will have to be acquired.

Moreover, few teachers were ever asked to think about or discuss problems of Post Secondary wide educational and organizational policy. Clearly, changing the Post Secondary involves changing the professional behavior of many individuals who work in the Post Secondary. Post Secondary change depends on individual change. Although the involvement and willingness of the individuals to undertake change is a function of, and is supported by, their membership in the organization and their concern for its future and for their own future as part of that organization. Having said that, we wish to stress that the focus of the restructuring processes presented in this book is on changing the Post Secondary as a social system, not or changing individuals. One place to begin the process of the teachers' reeducation is by setting up one or two parallel series of workshops, each with 20 to a maximum of 30 teachers. It may he possible to conduct only one such series at a time, primarily because there may be only 20 to 30 teachers who are sufficiently involved and enthusiastic about the change to want to join the workshops at the very beginning of the process of change. Others may adopt a "wait and see" posture whether they voted in favor of the change or not. At the early stages of the project, the fact that unconvinced teachers wait on the sidelines may be a blessing in disguise. The consultant can concentrate, for a while at least, on the people within the larger system who are most prepared to learn. This initial group of volunteers also provides the consultant with a significant point of entry into the larger permanent system, which in any case cannot be encompassed in its entirety in anyone reductive effort. Post Secondary are most often too large and complex to allow a change project to involve the entire organization simultaneously. "Innovators are more likely to be able to control miniature, time-limited systems than those inherently permanent in nature. Systems like in-service institutes and workshops are already in wide use" for this purpose. Nevertheless, teachers or other personnel not included in the first series of workshops should be encouraged to join a second series. Their lack of participation can prove very disruptive to the progress of the entire project and radiate considerable dissatisfaction and conflict among the staff.

The important features of the training workshop as a temporary system were systematically and thoroughly explored and explained by Matthew Miles in a classic work on Post Secondary change. The notion of the "temporary" system expresses the fact, inter alia, that the workshop setting is set up to have a relatively short life span. It may consist of five, eight, ten, or fifteen meetings, each one for two and a half to three hours in length. All participants know that it is a temporary arrangement directed at a specific goal. That goal usually cannot be accomplished by the entire membership of the organization working together at the same time, especially when the goal is to change the participants' patterns of professional behavior. Nor can it be achieved even with a relatively small number of people, such as 25, in one or two meetings of the workshop. If basic changes in instructional and organizational methods are the goal, then an entire series of workshops, later accompanied and followed by systematic coaching activities, are usually necessary. Unfortunately, too few people really comprehend how much time, effort, and resources are required to implement genuine change in Post Secondary, if the effort is to survive beyond the time when the external consultants leave the scene. The temporary nature of the workshop also carries the implication of limited time to accomplish its goals. This awareness can exert a certain pressure or induce a tension among participants that galvanizes their attention and energy. Some workshops do in fact generate very intense work and produce amazingly creative, even sophisticated results. Other meetings seem to be more of a social gathering, with participants enjoying the opportunity to converse with colleagues with whom they may otherwise not have much opportunity to meet. In such instances, the task at hand is given only partial attention. Whatever atmosphere reigns in a particular workshop session, whether it be more task oriented or socially oriented, in the course of the series of workshops participants not only learn new skills but are free to practice them without risking failure in the "real" world. In that sense, the workshop is both an educative experience as well as a practice session anticipating later implementation of these skills in the permanent system, as Miles astutely observed. Removal of the threat of failure enhances the capacity of the workshop to induce behavioral change.

We have emphasized the individual nature of the learning experience and potential change that take place in the participants "as individuals. Of no less importance of the social/organizational dimension of the workshop. Colleagues experience together the learning of concepts and skills. Gradually, with some sense of familiarity and emerging competence in the use of the relevant skills, the group grants legitimacy to these patterns of behavior, whereas prior to the workshops such procedures would have been viewed with suspicion or rejected outright. The emergence of new norms for staff behavior from the teachers' collective experience in the workshops is one of the most significant contributions of the temporary system to the process of Post Secondary wide change. When *teams* make decisions to adopt new patterns of professional behavior, when teachers apprehend that what they learned comprises *a shared frame of reference* about effective ways of performing their work, only then can individual learning affect the course of action taken by the Post Secondary as a whole. The gradual construction during the meetings of the temporary system, of a network of interpersonal linkages focused on models of operation that the group accepts as desirable and relevant *to* their needs, is the basis for the influence that the temporary system can exert on the film: boons of the permanent system or organization as a whole. Establishing and maintaining effective teams in the Post Secondary for working on problems of curriculum, for monitoring and improving instruction, for identifying and solving many Post Secondary wide problems, are the building blocks of the learning organization.
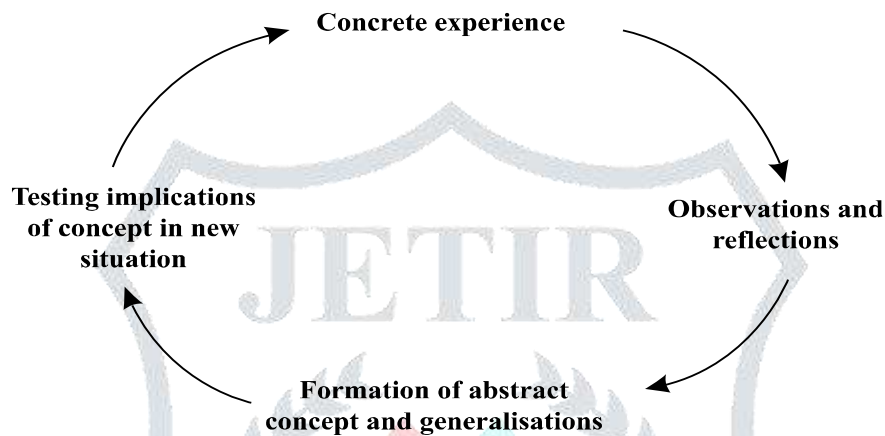

Figure 1: Learning process

The learning process during the time allotted to the temporary system aims at producing the cognitive, social-psychological, and organizational outcomes *described previously. David* Kolb's; conception of experiential learning is related in essential ways to the notion of the temporary system and is ideally compatible to its methods and goals. Acknowledging the work of Kurt Lewin as one of the central sources of experiential learning, Kolb explains his model as follows:

The underlying insight of experiential learning is deceptively simple, namely that learning, change and growth are best facilitated by an integrated process that begins with ('i) here-and now experience followed by (2) collection of data and observations about that experience. The data are then (3) analyzed and the conclusions of this analysis are feedback to the actors in the experience for their use in the (4) modification of their behavior and choice of new experiences.

Kolb and Fry explain that the group dynamics perspective on learning emphasized a socioemotional perspective, whereas the experiential learning model stresses that "learning and change result from the integration of concrete experiences with cognitive processes". This latter point is particularly relevant to *the work, of* Post Secondary consultants whose work includes significant educative as well as reductive elements. When assisting teachers and administrators to restructure their Post Secondary, it is necessary to cultivate competence in the use of many instructional and organizational patterns of professional behavior that were previously unknown to the personnel involved. Methods for group problem solving were published in detail decades ago and even implemented experimentally in selected Post Secondary. In our experience, such methods are practiced in a very limited number of Post Secondary to this day. The very existence of such methods often constitutes a revelation for Post Secondary personnel, including Post Secondary *supervisors, who* favor Post Secondary restructuring. Cooperative learning methods may be common knowledge among many teachers in elementary Post Secondary, but high Post Secondary personnel often know only the term without ever having had any exposure to, not to speak of experience with, these methods of teaching.

It follows that the experiential workshop should offer educators an opportunity first to examine the theory and practical steps that form a particular method for teamwork or for classroom instruction and then *to* carry out the method, in pail at least, in the workshop setting. Skills, including the management and teaching of entire classrooms of students, cannot be learned from verbal information alone the combination of verbal learning of theoretical material coupled with practical experience followed by reflection, feedback, and re-planning as a simulation in the non threatening environment of the workshop is vital for the acquisition of new instructional skills.

Teachers in the workshop setting who are learning new methods of teaching sometimes function as both learners and teachers at the same time. They are on occasion, though not always, simultaneously both subject and object. Some teachers find that situation a bit confusing. A number of meetings are required until they are able to separate their roles as teachers and as students in the workshop in order to bring the understanding and skills they acquire to bear on their classroom teaching. For this and other reasons, a series of workshops is imperative. The acquisition of skills for participating in teacher data-gathering and problem-solving teams, where the simulation in the workshop does not require a "dual role" of teachers who are also in the role of students in the classroom, is less complex.

Design of the Workshop

A carefully designed task provides the initial experience on which teachers and administrators can base their reflections and observations, formulate some generalizations regarding the theory and practice of the new method, and then engage in planning a lesson or series of classroom sessions in which they would implement what they learned. If available, the use of videotapes that show students conducting classroom activities of the kind being presented in the workshop are singularly helpful. Several authors have reported extensive use of videotapes in the conduct of instructional change programmers. The activities viewed on the videotape are discussed, followed by group exercises/ activities that embody the same procedures. In the case of classroom instructional methods such as the various approaches of cooperative learning, teachers are able to experience the procedures during the workshop session. If the subject of the workshop is teamwork, teachers will prepare the materials they will need (such as a questionnaire or a set of questions for an interview) to carry out a survey-feedback procedure, during the interim between two workshop sessions. Results from the teams' work will be presented at the following workshop, to be held one or two weeks later. If some of the teams feel comfortable with the procedure after collecting the data or after practicing part of the teaching method in the workshop, they can implement that portion of the method in the Post Secondary. This experience inevitably arouses many questions and serves as the basis for further reflection, generalization, and planning of future activities. A feature of the workshop setting that lends it not only credibility but effectiveness as a learning environment is its authenticity. Participants actually perform the method being studied and do not just "talk about" it, as happens so often in typical Post Secondary learning. That aspect of the experiential workshop should become part of the discussion during the "reflection" portion of the session. It is pail of the new approach to instruction that the teachers can learn from participating in these workshops, namely, how to conduct classroom learning that involves *experience* as a basis for learning and does not rely exclusively on verbal transmission of information. A potentially effective element of the experiential workshop is using the new method to be acquired by the participants as the object of investigation by teams, rather than having the teachers apply the procedures they are learning to some suggested topic. One workshop session (2.5 hours) on Group Investigations would consist of the following (this need not be the first workshop in the series):

Objectives of workshop:
- Learn basic elements of the theory and procedures of the Group Investigation method of cooperative learning.
- Experience:
- Participants go through procedures of cooperative planning, with pairs, quartets, and octets. At each stage, participants suggest topics they feel they must learn if they are to understand the Group Investigation method. Suggestions proposed and recorded at previous stages of this procedure are categorized by groups of eight members each. The category headings are presented as topics for investigation by interest groups.
- Interest groups are formed, with four or five members per group. Groups decide what exactly they will investigate, how they will proceed to carry out the investigation, and how to divide the work among members. Workshop leaders provide resources for groups (published materials, videotapes).

Reflection:
- Groups discuss the questions: Why were the procedures of cooperative planning performed in that particular manner? What was different about participating in pairs, quartets, and octets? What did these groups contribute? What are their problems?
- What is the main message to be derived from this experience about Stage I of the Group Investigation method?
- A representative from each group reports the essence of the group's discussion to the entire workshop.

Planning:
- What kind of activities should comprise the next workshop? This workshop appears too early in the series to ask the participants to implement in the classroom what was learned in this workshop session. Usually several workshops are held to give members an overview of the entire method and some practice in using different aspects of the methods before it is suggested that they apply the procedures in their classrooms. In the course of two or three sessions, the participants will have carried out a sufficiently large part of the Group Investigation method to begin applying part of what they learned and thereby to generate situations where they can test the conclusions and generalizations formulated in the workshop setting.

Temporary System as a Microcosm of the Post Secondary

According to one definition, an organization is a "group of groups". The temporary system workshop functions precisely in that manner, with its component groups operating singly or interactively, as circumstances require. When a series of workshops encompasses 30 out of 70 teachers in the Post Secondary, it more than represents the teaching staff as a whole. One way or the other, the temporary workshop system becomes a miniature replica of the Post Secondary's staff and mode of organization. In that sense, the temporary system workshop is the most appropriate instrument for achieving the-restructuring of the Post Secondary where systems concepts rather than concepts of the Post Secondary as a bureaucracy (hierarchy, clear division of labor, and tasks according to specialization) constitute the essence of the Post Secondary's vision and strategies.

The workshop is a recreation through simulation of the manner in which the restructured Post Secondary should organize the work of its staff and the conduct of learning in classrooms. Thus, the temporary systems workshop operates in a fashion similar to the staff as a whole and to the classroom as a unit within the Post Secondary. All of these levels of the Post Secondary the staff, the classroom, and the in-service training workshop share the same essential features as an organization ("group of groups") that functions as a social system. When the principal is involved as a participant in the workshops, the transfer of organizational and, instructional skills from the workshop to the Post Secondary will be relatively smooth.

Workshop to the Post Secondary

Mutual Assistance Teams in the Post Secondary The mutual assistance' team is an effective way of linking the workshop experience with classroom practice. The primary goals of the mutual assistance team are:

- To provide a support group for teachers in terms of their daily instructional work,
- To provide a group of colleagues who collaborate on planning and implementing specific class sessions, and
- To provide each member of the team with feedback on the implementation of the team's instructional pan as well as feedback on the performance of the class as a function of their plans and of *the* teacher's behavior.

In the typical high Post Secondary setting,, the mutual assistance team can be instituted only to the extent that the Post Secondary (the principal and the staff) decide to disregard the accepted norm of "ore teacher, one classroom" in order to establish communication among colleagues directed at helping them help each other improve their teaching and their students' learning. Receiving feedback from colleagues with whom one plans a lesson, in terms of what will be taught/studied and how the class session will be conducted; forms the basis for the restructuring of teaching. It makes possible the ongoing planning of instruction as a function of students' behavior, of their interests and successes. This approach replaces teaching as the delivery of "remote control curriculum" planned in isolation from the students and teachers who use (teach/study) it.

A basic requirement for using the mutual assistance team is that two teachers must be free from teaching to observe the third teacher who is a member of the team and that eventually each member will be observed teaching by the other two members.

Procedure

The specific steps in carrying out the work of the mutual assistance team described here are as follows:

1. **Composing the team:** This kind of team has only two or, better still, three members. Four members can make the entire procedure burdensome by the need to coordinate their teaching schedules. Members can be teachers of the same subject (as is often the case in elementary Post Secondary) or of different subjects. In the latter instance, the team will be identical with the multidisciplinary curriculum team, thereby avoiding unnecessary duplication of effort. If the Post Secondary's schedule includes blocked periods of 90 minutes or more (up to 240 minutes), it is particularly convenient for the mutual assistance team to serve as a teaching team as well, usually multidisciplinary, so that all of the team's members can be present for the entire class session.
   It is important that team members be teachers who want to work together and who do not have serious difficulties in their personal relations with one another. A team usually works together for an entire academic year or more, if they so wish. However, it is recommended that teams exchange members after a year or two.

2. **Planning the lesson:** The team's first order of business is to decide on their goal for the class session or sessions they wish to plan, and to plan both the content and the method of instruct-ion for that session. The method should be directly related to the procedures learned in the in-service workshops (to the extent that the-staff is participating in a change project) and should embody the principles of the new method. The plan must mention the resources to which the students will have access, how these resources will be obtained, where they will be located during the class session, and whose responsibility it is to make sure that the resources are made available as planned, If the; lass is to conduct its work outside the classroom or the Post Secondary, details must be set out in the plan.

3. **Setting criteria for observation:** A short list of criteria, usually not more than four or five items, for observing the teacher and the students should be composed collaboratively by the team. These criteria are to direct the attention of the two teachers who will observe the third teacher conduct the class to the most important acts (verbal and nonverbal) that the teacher must perform if the method is to be implemented according to plan. If the criteria are overly general and abstract ("the lesson is interesting" or "the teacher was nervous"), identifying them will be difficult and reporting them to the observed teacher will not be helpful. The criteria must be observable in some way, although reporting the general atmosphere prevailing in the classroom can be important if the observers can put their finger on some manifestations of behavior that express what they felt. Formulation of criteria for observation requires practice and will undoubtedly improve in the course of time as teachers gain experience with this approach. There is no substitute for feedback based on direct observation. Most teachers are unaccustomed to having other adults in the classroom during a lesson, and initially this element in the mutual assistance team's operation can arouse resistance. Our experience is that once teachers become accustomed to having colleagues in their class, especially colleagues with whom they planned the lesson and with whom they collaborated in determining the criteria by which they will be observed, they come to appreciate the enormous benefits they derive from *this* situation. These benefits are clearly perceived by teachers to be related to the fact that they no longer feel alone "behind the classroom door," for all the seeming autonomy that state of affairs appears to allow. Teachers' resistance to being observed by colleagues is largely neutralized by the mutuality inherent in the entire process. The teacher being observed now will serve as an ob ever of the other teachers during the next two lessons. This mutuality should also affect the manner in which teachers address each other after the conclusion of the lesson. Since the entire procedure of mutual assistance and observation is predicated on eat h member's trust that the others are acting in good faith, the metalloid simply will not work when staff members have had feelings toward and/or are in conflict with one another.

    The teacher who is to be observed conducting the class should prepare a self report observation sheet to be filled out immediately following the end of the class session That self-report can be compared to the observations made by the two observers The mutual assistance team is another example of how the Post Secondary can make significant steps toward improving its functioning by establishing intercollegial communication, instead of continuing the prevailing pattern of the "one class, one teacher" organizational model.

4. **Conducting the observations:** After the preparations have been completed, three cycles of "teaching-observing-giving and receiving feedback-replanting" begin, wherein each team member, in whatever order the team decides, serves as the "teacher" of the class and the other two as observers. The "teacher" 'hen carries out the team's plan. The "observers" certainly may participate in conducting the class daring the time they are not observing, if that is part of the plan. There are many ways to conduct observations. Teachers could simply record their global impressions for each criterion on the list at regular times during the class session .A potentially more effective approach is when observers agree in advance to make a recording at specific intervals, such as once every two or three minutes for the first fen, the middle ten, and tile last ten minutes of the class. If it is a long class, observations could be limited to the first hour only and be made three or four times during the hour, as indicated. It is helpful to have a recording sheet prepared in advance that has the requisite number of spaces in which to make a check or any other agreed-upon sign that a particular form of behavior was or was not observed.

5. **Giving and receiving feedback**: Team members should meet for the feedback session as soon as possible after conclusion of the lesson, while classroom events are fresh in their memory, even though they have written records to help them. It is recommended that an agenda for the feedback session be drawn up before the observations take place, as well as several basic rules as to how the meeting is to be conducted. The teachers who were observed should speak first, presenting how he or she perceived the lesson, the students' behavior, and the progress of their work during the class, and comments about his or her management of the class and of student learning. Afterwards, the two observers make their comments using their notes and formulating their comments, to the extent possible, on "objective" information rather than on inferences about what people thought or felt. The observed teacher can compare his or her comments with those of the observers. Behavior, on the part of the teacher or the students, that was not consistent with the plan for the lesson (although not "a lesson plan" in the traditional sense) such as students who seemed unable to cooperate with others, or the teacher spending a lot of time lecturing to students seated in groups, some with their backs turned should be discussed and clarified. Questions to be answered could include:
    *   Is there any clear connection between what the teachers did and how students performed?
    *   What can be done to be more effective the next lesson?

Various problems can arise during the feedback session. Some teams are hypersensitive to the danger of hurting a teacher's feelings by making negative comments about the lesson. The net result can be that the teacher does not benefit much from the feedback because problems are glossed over in favor of maintaining good relations. Other teams may manifest very different behavior, voicing negative comments in a way that arouses defensiveness in the

observed teacher, who also does not benefit from the observers' comments, but for the opposite reason. After some practice, the fact that the feedback session is intended to draw the team members' attention to behavior that is inconsistent with the teaching plan and with the teaching method they wish to implement, will eventually result in a constructive relationship based on mutual trust and not in overly protective or overly critical interaction. Obviously, the giving and receiving of feedback is somewhat of an art, albeit an art that can be learned and mastered with a little effort.

It is possible that the team will not have time during the feedback session to plan the next class session to be conducted by some other member of the team. In that case, another meeting will be required.

6. Summarizing results
At the end of the entire cycle, after all of the three teachers in the team have been observed, a summary session can prove valuable. What, if any, were the similarities between the three sessions that were observed in terms of the teachers' and students' behavior? Can any conclusions be recalled about the differences between teachers' self-evaluations and the observations made by the observers? Perhaps the team will have some thoughts about long term planning of curriculum and/or the teaching method that can improve the quality of students' learning experiences.

7. Giving and Receiving Feedback
There are a number of communication skills that all professional people need if they work in close contact with colleagues. As these skills have been presented and discussed in many publications, we will not undertake to repeat them here. However, the set of skills related to giving and receiving feedback is critical to many of the kinds of teamwork and interaction patterns suggested in this book in general and for the success of mutual assistance teams in particular. Some additional comments on this topic might be of assistance to educators the many contributions feedback can make to personal, professional, and institutional development have been documented in numerous research studies, religious texts, psychological treatises, and the like. All of these potential benefits cannot be realized unless the feedback is offered in a manner that is acceptable and useful to the receiver, and only if the receiver knows how to make use of it. If not, it is wasted. Hence, both the giving and receiving of feedback determine whether it will be productive. When giving feedback to the teacher whose work was observed by colleagues, it is all too easy to make the receiver defensive about his or her behavior in the classroom, even when the information cited by the observers is merely the numerical frequency with which the observed teacher performed a particular kind of act. The feedback session must be conducted in an atmosphere of cooperation in a collective undertaking, not in a situation where the observed teacher is an individual target for comments by independent observers who are not personally involved. The mutual assistance team is not an instance of scientific research, but rather one of collective responsibility by all members of the team for the education of a class of students Team members are there to help one another. That general principle applies to many situations of giving and receiving feedback. In addition to this fundamental principle, a number of more specific features and skills for communicating feedback can be mentioned.

Giving Feedback
1. The person observed is willing to receive the feedback: Giving feedback to someone is meaningful only when that person is willing to relate to it. That person must be prepared to listen actively to the feedback. The person giving the feedback can contribute a great deal toward creating the proper atmosphere for this purpose, as discussed in the preceding section.

2. Provide descriptive, nonjudgmental information: The information provided during the feedback session should depict a given situation as it was observed, with little or no interpretation of the situation's meaning or implications on the part of the observer. The person observed can request such interpretations if he or she so wishes, or suggest that the observing teachers and the one observed interpret the situation together. However, observers should refrain from doing so on their own initiative.

3. Provide feedback close to the events: It is advisable to conduct the feedback session as soon after the conclusion of the lesson as possible, preferably immediately afterwards. If so, the observed teacher is more likely to recall the precise behaviour being discussed, whether the teacher's or the students'. It is also important to recall, if possible, the feelings that accompanied the events as they unfolded in the classroom, which is less likely if several hours have elapsed between the end of the class session and the team feedback meeting.
   a. **Relate to phenomena that can be changed:** Observers giving feedback should restrict their comments to behaviour or events that can be changed in the future. It is senseless to discuss phenomena or behaviour that the observed teacher cannot control in any way. This consideration should be given much thought during the preparation of the list of criteria for use during the classroom observations, but it is of even greater significance if the observers do not use a prepared observation schedule to direct their work. On the other hand, there is a wide range of behavior, her or his own as well as that of the students, that the observed teacher definitely can control or change. For example, a teacher's vocabulary is not easily changed, if at all, by feedback from observers. Hence, it is inadvisable to refer to a phenomenon of that kind during the feedback session, especially since it is unlikely that the team members agreed in advance to observe that topic. Talking in a loud voice or in a voice so soft that no one can hear can be corrected.

Too many teachers damage their vocal cords during teaching and create an unpleasant atmosphere in the class by yelling. Learning to approach groups at work and ask pointed questions about their progress are a pattern of behaviour that can be acquired by teachers who are reminded that such acts are important during cooperative group study.

b. **Provide focused** information in reasonable quantity: It is important not to drown the observed teacher in a sea of comments and to give a limited but effective quantity of feedback. Not everything that can be said about a classroom session necessarily should be said. People are able to absorb a relatively limited amount of information at a given time, especially when that information refers to their behavior and how to improve it. One way to make reception of feedback more likely is by dividing the session into two separate meetings, one for giving and receiving feedback, the other for planning the next session. When the team is relieved of pressure to accomplish all of its goals at one meeting, team members can be more relaxed to do well what they can during the time allotted.

4.

a) Observers and the **observed teacher should** share feelings about their work: When observers share their impressions, feelings, and thoughts about their own teaching behavior with the teacher who was observed, that contributes to eliminating any sense of inferior status for the observed teacher. The fact that all the team members are teachers in the same Post Secondary and operate on the basis of total mutuality usually is sufficient to preclude any sense of inferior status on the part of the observed teacher. Nevertheless, as such feelings can arise and interfere with the team's work; it is recommended that steps to share feelings should be taken.

5.

a) **Formulate feedback in specific rather than in general terms:** Observers are urged to employ quotations from the students' or teacher's talk during the class session to make their comments more specific, and not to rely on only general impressions. The broader the statements made about classroom events, the more explanations they require for their meaning to be understood.

Receiving Feedback

1. **Help observers express their observation:** The person receiving their feedback can assist the observers by encouraging them to express their thoughts or observations by giving specific examples of what they are referring to. The receiver should not be a passive listener only.
2. **Try to clarify the observers' comments by using various communication skills:** The receiver can paraphrase the observers' comments in order to be certain that their meaning is understood clearly. It is natural for the receiver to anticipate being criticized by the observers, even if they did not intend any criticism in their comments. It is of some importance to reach a full understanding of the observers' remarks so that no misunderstandings remain. The observers' comments are best understood by linking them to specific events that occurred in the classroom.
3. **The receiver should tell the observer how he or she reacts to their comments:** To encourage the observers and to maintain an atmosphere of mutual understanding and assistance in the team, the receiver should tell the observers now and then how he or she is reacting to the findings being reported. It is instructive for the observers to learn which comments the receiver finds helpful and which are not helpful. Knowledge of that kind can help the team construct the set of observation criteria to be use in the next lesson. No one wants to make observations of a teacher who finds no interest in what the observers have to say.

Clearly, the observers learn as much if not more from their observations as does the teacher who is observed. Those who offer feedback can derive as much benefit from it as those who receive it. It is instructive to learn what not to do or what leads to unwanted consequences, not only should what be done, which is what is learned in the workshop. Furthermore, planning the next lesson in light of the observations reported during the feedback session should be of equal value to all team members. It encourages all of them to relate their plans to what actually happens in the classroom with the students, to try to think about cause-and-effect relationships in terms of their behavior and that of their students. This kind of team is probably one of the few settings, in which teachers feel free to offer and receive such specific feedback about their teaching behavior. The mutual assistance team determines the social conditions under which this kind of communication can occur productively in Post　Secondary, without exposing teacher's to unsolicited criticism coming from persons in authority who do not help teachers improve their professional work. Peer cooperation is a unique medium for creating conditions for professional growth.

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