

## **HOW I WORKED ON TEACHER RECRUITMENT AND TEACHER PROFESSIONAL DEVELOPMENT: SHARING EXPERIENCES FROM NEPAL**

### **Abstract.**

Quality school leadership has been a part of major educational policy and reform in the developed nations for decades. However, it has still been a far cry in Nepal's perspective. Since we have still been engaged in the academic structure and infrastructure, we have been failing to address leadership issues and teachers' development. In this paper, I am sharing my own experiences about how I worked upon teacher recruitment and their professional development as a part of school turnaround strategy.

### **Summary.**

Let me be candid to share my own experiences working as the Principal at Campion Academy, a Chaudhary Group education venture. It was in the year 2014, February, I was appointed as the principal and was blatantly instructed to turnaround the school since the situation was quite pathetic in terms student enrollment and their performance in the CIE result. When I took over the institution, there were 2 students in science and 1 in non-science. When I did some critical survey at the school, I came to know that there was a serious default in teachers' recruitment. Majority of them were not competent enough to deliver Cambridge curriculum. Furthermore, they also lacked motivation and further training. Here I took up the challenge to lay off many of the existing teachers and started to work on new recruitment and teachers' development.

At Campion, I ventured out from recruiting new but competent teachers. Cambridge curriculum does follow a certain hierarchy of learning – knowledge, understanding, application, analysis and evaluation; that is very close to Bloom's taxonomy; whereas Nepal's mainstream curriculum is primarily based on knowledge focused curriculum. And the pedagogy that majority of teachers follow is lecture-method. Here lies the basic difference. Hence, I started to recruit competent teachers with new zeal and enthusiasm and better equipped with pedagogical insights. Here as a leader, I laid off almost all teachers and they were replaced by the new ones. Now onwards, I have been seeing the major shift in our academy's teaching learning. I must say that I was quite fair in this matter. I selected some who themselves were A-Levels graduates or those who have been trained by the Cambridge experts and long been teaching and quite familiar with the curriculum and the assessment format. This step of mine brought a major paradigm, shift in our day to day academic activities and significantly brought changes in students' achievement. At Campion, now I can boast of my teachers' team. In the meantime, I have simultaneously been working on teachers' professional development. Right from inter-personal skills to soft skills to professional skill, our teachers have been provided ample opportunities and exposures in these matters.

Hence, school's strength rests on teachers' strength and their core competencies. Teachers can inspire and motivate students. And to make it happen, school leaders do have an instrumental role in terms teacher development. My simple instructions are update and upgrade. We are now quite successful in matters of school turnaround strategy since 45 students now pursuing Cambridge A-Level with us at Campion. And the journey has not ended here. We will progress further.

**Bio-data.**

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