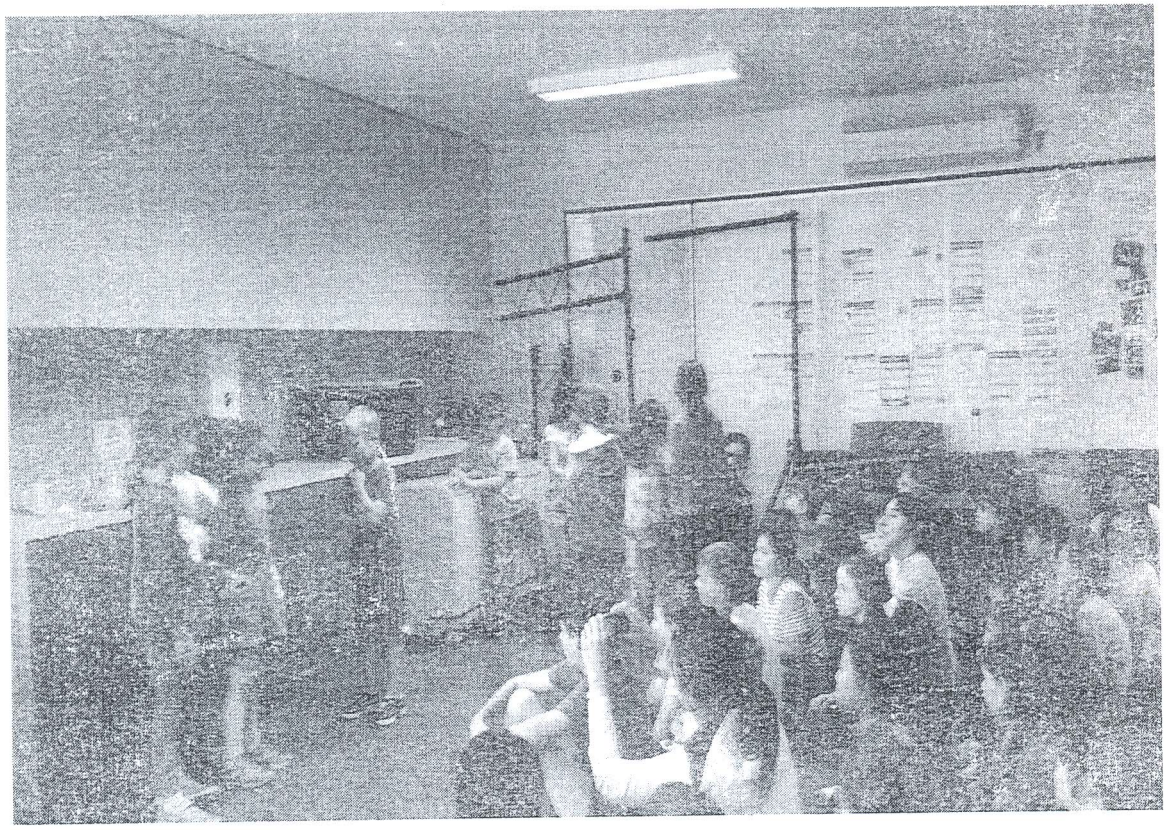
Mr. Moula
20/3/19

REPORT

ON THE STUDY TOUR

ON

MANAGEMENT, SUPERVISION AND PLANNING FOR QUALITY PRIMARY EDUCATION in Australia and New Zealand (May 07 to May 15, 2017)



A group of 09 (nine) officials including two Primary School Teachers of the People's Republic of Bangladesh attended the 07-day Study tour program titled ' Management, Supervision and Planning for Quality Primary Education in Australia and New Zealand from May 08 to May 15,2017 with a view to sharing knowledge and exploring quality issues in Primary Education.

TEAM COMPOSITION

SL No	Name	Designation	Place of Posting
1.	Mr. Md. Nazrul Islam Khan	Additional Secretary, MOPME	Ministry of Primary and Mass Education, Dhaka.
2.	Dr. Md Abu Hena Mostofa Kamal	Director General, DPE & Additional Secretary	Directorate of Primary Education, Mirpur, Dhaka.
3.	Mr. Sheikh Atahar Hossain	Joint Secretary & PS to Honourable Minister, MOPME	Ministry of Primary and Mass Education, Dhaka.
4.	Mr. Bijoy Bhushan Paul	Director (Training), DPE & Joint Secretary	Directorate of Primary Education, Mirpur, Dhaka.
5.	Mr. Gazi Hafizur Rahman	Assignment Officer, Prime Minister`s Office	Prime Minister's Office, Tejgaon, Dhaka
6.	Mr. Mohammad Nasim Ahmed	Senior Assistant Secretary & PS to Secretary, MOPME	Ministry of Primary and Mass Education, Dhaka
7.	Mr. Sheikh Mohammad Omar Faruk	Chief Accounts Officer, MOPME	Ministry of Primary and Mass Education, Dhaka
8.	Ms. ShameemaYeasmin	Assistant Teacher	NandhanpurBalokGoverment, Primary School, Gopalpur, Tangail
9.	Mr. Md. Younus Ali Karikar	Assistant Teacher	JamalpurGoverment, Primary School, Bagmara, Rajshahi

VISION, MISSIONS & CORE VALUES OF THIS STUDY TOUR

VISION: Explore quality issues in primary education

Missions:

- Observing learning climate, learners' engagement and inclusive classroom
- Observing different teaching activities, creativity and innovations of the teachers
- Sharing ideas and interviews with the stake-holders of the school
- observing academic supervision conducted by the Head of the school
- Identifying quality issues from the school visit
- Understanding values, behaviors and personality of the teachers and the students
- Understanding primary education management

Core values:

- Team spirit
- Love, respect, sharing and caring
- Equity and Equality
- Positive outlook
- Supportive attitude
- Valuing others' opinions
- Adopting and adapting

Primary Education in Australia

Visiting NSW department of education

Australian Primary school students participate in the National Assessment Program- Literacy and Numeracy (NAPLAN) in Years 3 and 5. NAPLAN testing covers reading, writing, spelling, grammar and punctuation, and numeracy. NAPLAN measures the progress of all students and their relative levels of knowledge in key learning areas.Evaluation involves the systematic and objective assessment of ongoing or completed project, program or policy. It includes investigating how, why and to what extent the stated objectives or goals have been achieved.

Effective school leadership is one of the fundamental domains of school excellence, because it is widely recognized that effective school leadership improves student achievement and progress.

School excellence:

School excellence is at the core of all works across NSW Public Schools, focusing on continuous school improvement. School excellence encompasses all areas of school planning, ongoing self-assessment, reporting and external validation. The school excellence Framework evidence guide supports schools to undertake their annual self-assessment using the School Excellence Framework.

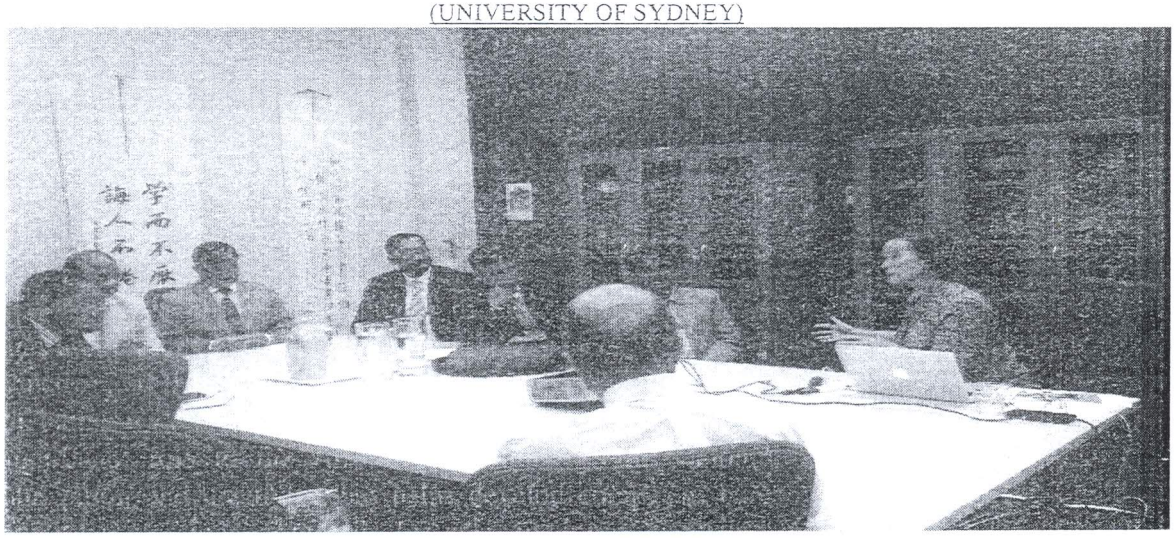
The approach to school excellence is built on s single, integrated school plan and annual report that incorporates a strong self-assessment process. The School excellence diagram highlights the process that schools engage with to pursue growth and excellence. It brings together the components that make up the School Excellence reform.

School planning

The school planning and reporting approach brings together a number of reforms to give NSW public schools greater authority to meet the needs of their communities, to improve the quality of teaching in schools and to improve outcomes for all students. It is highly strategic, focusing on three keys for improvement determined by school in consultation with its community, to ensure a profound difference to the ongoing growth and development of the school.

VISITING THE SCHOOL OF EDUCATION AND SOCIAL WORK

(UNIVERSITY OF SYDNEY)



The team visited the faculty of Education and social work at the University of Sydney and observed extra-ordinary academic excellences. The University of Sydney is known as the sanctuary of the teachers' professional development as it offers different courses on education including pedagogy, curriculum, assessment and research on better teaching practices. It plays significant role to the Australian community and nation providing academic leadership, innovation and creativity that helps develop competent human resources. It maintains high quality professional standards for accreditation is regulated by the Australian Institute for Teaching and School Leadership (AITSL) and Australian Children's Education and care Quality Authority (ACEQA) standards.

The faculty of Education and social work at the University of Sydney is a diverse and internationally renowned community of scholars, staff and students committed to social justice through the teaching and social work professions and impact on community and social development. It confers a four year Bachelor of Education degree on Early childhood and primary,which is a prerequisite to be a pre-primary or a primary teacher. The main features of the Sydney University are- Highest Quality, greater diversity, strong reputation renowned teaching staff and scholarships.

The curriculum integrates training for pre-service teachers of infants, toddlers and pre-school children. A graduate becomes well prepared to meet the Australian professional teaching standards gain complement in diverse early childhood settings.

Visiting the department of Education and Training (Melbourne)
Victorian Education Overview

The team visited the Victoria's department of Education and Training on May 12, 2017, to have an overview of Victoria's Education state priorities.

- Build world-class education and training system that produces excellence and equity
- Ensure equal access to benefits and opportunities that come from education.
- Enable Victorians get the jobs required to succeed in work and life.
- Provide extra funding for students in disadvantaged and rural schools.
- Give support and professional development for teachers.
- Improve early childhood programs.

Visiting MelborneMontessori Primary School:



Performance by the Students' in Montessori Primary School

The Team visited Montessori Primary School on May 12, 2017.Team members went round the school and witnessed overall environment including classroom environment and tried to explore quality issues in teaching-learning process. They had discussion and exchanged views and ideas with the principal and teachers of the school. The discussion reveals the following observations:

- Montessori Philosophy focuses on children's Physical, social, emotional, conceptual, cognitive and spiritual development.
- Classroom environment is safe, suitable, favorable and child-friendly
- Teachers are professionally developed who assist children to discover and develop their unique capabilities.
- Young learners are highly engaged in doing their individual work or group work with full concentration
- Young learners enjoy outdoor environment where they interact with nature and engage in creative, social and physical activities.
- Each child is respected and treated as a unique individual learner who learns as his/her own pace and style. Teachers guide them to ask questions, explore, investigate, discover, develop their natural love of learning and come to their own conclusions.
- Teachers are always careful and well-prepared to bring a fundamental change in the learners' outlook.
- To develop the humanity in each child is a major task for the teachers.
- The School regularly evaluates teaching practice using quality systems and data to improve teaching quality for learners with special education needs.
- In the classroom, there are places for children to read-alone or with a friend.

Melbourne Montessori Teacher:

- Montessori Teachers have four years degree.
- The teachers support the young learners as a guide or facilitator for their self development.
- Teachers also maintain a good link between the classroom and the parent, meeting with each child's parents to discuss progress.
- They are always careful to show their calm, consistent, courteous and caring behaviour to their children.
- They also teach social and practical life-skills to their children.

Montessori Learners:

- Montessori learners are active participant in learning.
- They learn at their own pace and follow their own individual interest
- Children teach themselves using materials specially prepared for the purpose.
- Child sets own learning pace and reinforces own learning by repetition of work and internal feeling of success.
- Child discovers own concepts from self-teaching, self-correcting materials.

Primary Education in New Zealand

New Zealand is a wonderful country with spectacular landscape, diverse multi-culture, amazing wild-life, temperate climate where quality education is treated as the main source of their economic growth. International visitors choose to study there and explore new ideas in pioneering program, enhance knowledge, and participate in innovation and research.

Primary education in New Zealand is highly valued and impressive that emphasizes children's holistic development (Physical, emotional, social, intellectual, and spiritual). Over 200,000 Children are enrolled in ECE (Early Childhood Education) Services. The Govt. of New Zealand established a board of trustees for each school who are accountable for student achievement, setting the vision for the school and ensuring the school complies with legal and policy requirements (employs staff, provides funds, manages schools, ensure performance of the school).

The Ministry of Education (MoE) distributes funds to schools, owns school-land and buildings, gives license to ECE centres, responsible for national curriculum, provides support services on special education.

Maori is an official language of NZ. New Zealand (NZ) has an obligation under the treaty of waitangi to nurture and protect Maori language and culture. There are about 114 Maori language schools in NZ.

ERO (Education Review office) is an independent government department responsible for evaluating the performance of schools and Early- Childhood services. The purpose of ERO evaluations is to improve the quality of student learning and achievement ensures equity and excellence and gives accountability to the crown and school community.

Primary School Management in New Zealand

Visiting ERO, Auckland

The Education Review Office (ERO) is the government department that evaluates and reports on the education and the care of children in early childhood services and schools in New Zealand. ERO reviews early childhood service activity and schools once in every three years.

NCEA assess standards, progress and record whether children are on track to achieve the literacy and Numeracy requirements. Every state and state integrated school in New Zealand has a board of trustees who are responsible for the school performance and ensuring all legal requirements.

Some of the specific responsibilities of the boards are:

- Set the strategic direction and long-term plans for the school in consultation with the school community.
- Monitor the board's progress against the chartered goals and targets.
- Monitor and evaluate student progress and achievement.
- Oversee the management of staff, property, finances, curriculum and administration.
- Ensure that government priorities are met.
- Fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
- Appoint and support the principal and assess their performance.

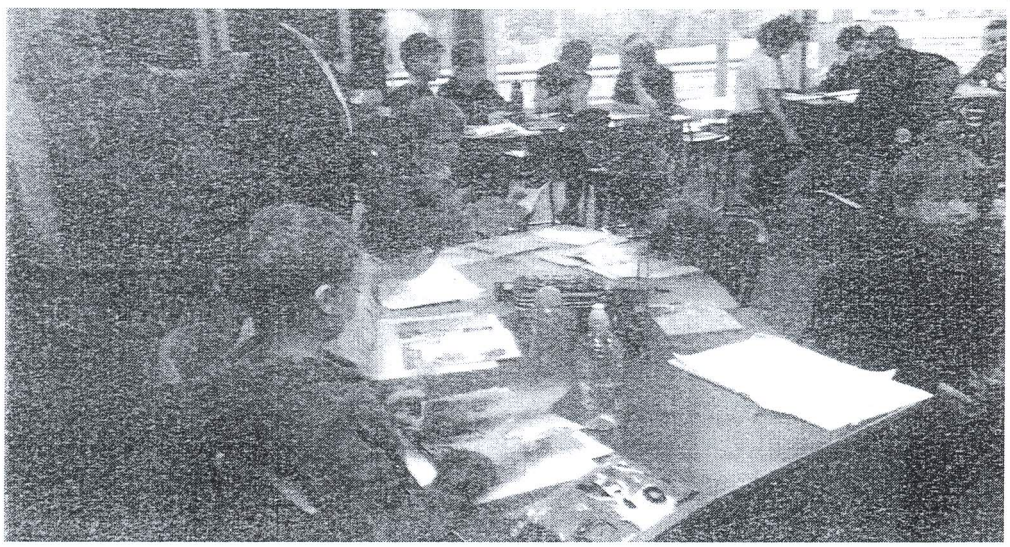


Education Review Office, Auckland

VISITING THE UNIVERSITY OF AUCKLAND

The University of Auckland is a research-led university established in 1883. It is the New Zealand's oldest and largest university which was ranked 18st in the world and 20th in Education (QS world University Ranking 2017). The team members visited the University of Auckland on May 15, 2017. The team tried to explore the possibility of arranging study tour for the professional development of the primary school teachers and officials of Bangladesh, at home or abroad.

Visiting waitekere Primary School, Auckland



Children are engaged in group work at Waitekere Primary School, Auckland

Waitekere is an excellent primary school in New Zealand that provides children with high quality education considering their diverse needs and interests. The team paid a visit to Waitekere primary school in Auckland on May 16, 2017. Team members went round the school compound and exchanged views with the school authority. They tried to know the classroom activities and management system of the school. The team also tried to explore practices that are befitting and implementable for the development of primary education in Bangladesh.

The team had the following observations:

- Classroom environment are child friendly, colorful and learning oriented
- High quality supportive teachers engage children in different joyful activities and they create opportunities for the children to learn by themselves
- Teachers and students work together in a way that is focused on learning.
- Students were found to be very comfortable to share their ideas and expertise with the teachers and their works are recognized with an immediate appreciation
- Students are encouraged to learn inside as well as outside the classroom
- Extra support is given to meet their additional learning needs.
- Students' progressare monitored and evaluated using a high quality assessment tool.
- Academic supervision by the Principal helps to promote teachers' professional development that encourages them to cascade their creativity and innovation in the classroom practice.
- The Classroom learning is planned to provide each child with their interests, needs and goals.
- Combined classes are run where two teachers are engaged to support the learners.

Major Learning from this study tour:

- Classroom environments are beautiful, dazzling, child-friendly and learning-oriented.
- Students' works are displayed on the classroom wall to make the children valued and recognized.
- Teacher-student ratio is not more than (1:24)
- Support teachers are available in combined classes.
- Learners are highly engaged in different joyful activities.
- Learning by doing is highly appreciated and encouraged in the class room.
- Teachers are highly professional with synergyas a result of pre-service diploma teacher training before recruitment followed by continuous in service training which is linked to their career path.
- Academic leadership by the Principal helps other teachers to be more professional and accountable
- Teachers' values, behavior and strong personality attract the young learners to be more active, competitive and engaged in learning activities.

- Teacher-student-parent relationship encourages enthusiastic climate that reinforces better learning.
- A wide variety of TL activities create an astounding environment where children learn through innovations, creativity and discoveries.
- BoTs (Board of Trustees) are responsible and accountable for ensuring quality education, assessment, funding and overall management of the school.
- School community is highly involved in the long journey of the learners' preparation and progress.
- Local education management authority like ERO, is highly supportive and professional to improve and assess the quality of schools

Recommendations:

- There should be tripartite linkage among teacher, parents and community.
- Booklet and parents guide should be provided to the guardians to share ideas.
- Pre service qualification degree should be inserted in teacher's recruitment rules.
- Creative works by young learners (drawing, good hand-writing, stories) can be hung on the classroom -wall, not paintings by the professional artists.
- Academic responsibility should solely lie with teachers.
- Learning by doing should be emphasized rather than delivering lengthy lectures.
- DPE can make module to train the teacher developing values, behavior and personality during school hour.
- Class management should be chalked out keeping in mind with the individual need of the students.
- NAPE and PTI should be strengthened.
- URC should conduct longitudinal study and research action for giving input for quality primary education.
- Practice teaching (Dip-Ed) should be monitored and evaluated by NAPE, PTI & DPE.
- Short courses may be inducted for capacity building and professional development of the teachers and officials collaboration with the University of Sydney and the University of Auckland.

Conclusion: Exploring quality issues in primary education is a continuous journey at home and abroad. If the recommendations are implemented, it is expected that teachers will become more professional and accountable and young learners will be capable of facing the challenges of the competitive world with courage and dignity both locally and globally.



Md. Nazrul Islam Khan
Additional Secretary
Team Leader
on behalf of the
Committee