

Training and Updating Staff Skills of E- community Centers

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Introduction

- Efficiency of the staff
- Technical competencies
- Professional competencies
- Power of internet to enhance competencies
- Internet: self-directed staff training model



Updating Technical Skills and Competencies

- Use of e-mail
- Use of search engines
- Use of electronic Journals
- Archives, data-base and libraries
- Contact to professional organizations
- Direct access to staff development models



Staff Development Model

- Research on learner's achievement
- Learn effectively when taught effectively
- Senior teachers take care of the learners
- Focus on learners learning/needs
- Meetings and interactions as integral parts
- Give and receive feedback
- Swiss teachers experience



Coaching Model

- One on one or small group activity
- Accomplishing transfer of knowledge
- Increasing collegiality and professionalism
- Refining training practices
- Formulating self-initiated reflections
- Provide none-threatening feedback
- Create supportive climate


Clinical Supervision Model

- Collection of valid objective data
- Collect specific behavior of trainers
- Use wide lens and narrow lens observations
- Face to face interaction while conferencing
- Feedback based on pre/post observations
- Classroom observations



Mentoring Model

- Mentor: a loyal friend, confident advisor...
- Competent person that supports, coaches, nurtures, and guides inexperienced novices
- A prote'ge': recipient of assistance
- Mentoring one of the success stories
- Mentors and prote'ge' both learn together
- Qualities of a mentor



Conditions for the Application of the Proposed Models

- Understand the principles of adult learning
- Understand the needs of the staff and org.
- Formulate necessary policies for staff dev.
- Identify issues and problems of staff dev.
- Introduce new technology to improve e-co
- Make plan of action for staff development
- Provide logistic support, time and resources for the implementation of staff development plan