



PLANT A SEED OF PEACE

REPORT
Fall/WINTER
2008





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for Viet Nam

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CHEER (Culture, Health, Education and Environmental Resources) for Viet Nam is dedicated to the service of disadvantaged children and family, the advancement of knowledge and understanding, the improvement of professional practice and contribution to the building of trust, tolerance and peace between the peoples of Viet Nam and the United States.

We believe every child is entitled to good health, good education, a safe environment in which to live and to dream for a bright future. Our work is guided by the principles of collective responsibility and social equity, caring and dedication to the community we serve.

Our Message

Dear Community of CHEER Friends and Supporters:

Welcome to our Fall and Winter 2008 Report! Following is a brief summary of our work this year.

CHEER started the year 2008 with an exciting new undertaking. In March Dr. Lillian Utsumi and I conducted Viet Nam's first research project on *Teaching and Learning English at the University Level in Viet Nam* at five leading universities in Viet Nam. We are developing a series of recommendations and a proposal for improving the teaching and learning English in Viet Nam, which will be published in December, 2008. Additionally, we signed an MOU with Viet Nam National University, Ha Noi University of International and Language Studies in July to provide them with our teacher training in EFL (English as a Foreign Language), American Studies and Educational Leadership. This is a wonderful opportunity for CHEER to extend its reach and transform the lives of teachers and students in Viet Nam.

In addition to our annual Vietnamese Teacher Training Program (VTTP), we continue to expand our *Projects for a Thousand Students and Children with Special Needs*. We support students at the Thanh Xuan Peace Village, Thanh Giong and Tay Linh Vocational Schools thanks to the continued contribution of Dr. T. Ann Tonnu and Mrs. Tran Lam Vien, Sally Benson and Steve Nichols. We will add the fourth center for the children affected by Agent Orange in Ho Chi Minh City. We designed an experiential dance, music and arts program for children with special needs implemented at Duc Son Orphanage and expanded classes for Agent Orange children in Hue city and its surrounding villages. We funded scholarships and study corners for hundreds students and the delivered books and instructional materials to schools throughout the area. These innovative projects have proven time and again to greatly improve the academic achievements of the recipients.

We built two new kindergartens at Lai Trung and Dien Truong villages, thanks to the generous donations from Mr. Tran Huu Lan and Mr. Nguyen Dinh Thuan, Bruce Langone and Christiane and Dan Turner. Located in the middle of green rice fields, these two sites, symbols of love for education, peace, and friendship, will serve one hundred and fifty students this school year. A lab equipped with twenty new computers, donated by Dr. Ton That Chieu and Mrs. Bui Boi Tien and their family, was set up at the Institute for the Study of Buddhism in Hue city.

Our VTTP program has grown from one workshop to a four-tiered model. For Jennifer Nikopoulos, who joined the team for the first time, found Viet Nam is "a country with a rich history, beautiful landscape, and warm people." Although she was teaching about American culture, she "ended up learning a great deal from my Vietnamese colleagues about Vietnamese culture." Dr. Larry Machi, a professor of organizational leadership, reflected that before going on his first trip to Viet Nam he had thought that he "would go to Viet Nam to share, listen, and learn." He soon discovered that "my experience would fulfill my mission beyond my wildest expectations." The "intense learning" he experienced by being a part of the team, "is not simply a professional responsibility," but also "a personal cause." Thien Phuc, a young teacher from Viet Nam National University in Ho Chi Minh City, reported that, "never before have I learnt so much during such a short time." For Thu Ngan, the program "has brought me hope" after realizing that an "effective leader is the one that knows how to combine yin and yang; and leadership is something we CAN learn."

Had it not been for an extraordinary group of seasoned teachers from the United States and our dedicated volunteers and supporters in the U.S. as well as in Viet Nam, CHEER could not have done it. The activities described in the following pages speak to the volume of their professionalism, dedication, love, and compassion.

We feel very privileged to have been in Hue and working in Viet Nam. We were overwhelmed by the experience and burdened with an enormous sense of responsibility, but at the same time elated by the possibilities. Together we have made the journey a possibility and we hope you will continue to support our effort to plant the seeds of peace.

Peace and Love,

Nam-Hau

Our
ACCOMPLISHMENTS
 in 2008

CHEER makes a conscious effort to focus on small, achievable projects, which are often the turning point in the life of a child, a student, an artist or a teacher.

What We Did for Students

PROGRAMS / PROJECTS

BENEFICIARIES

Resources for Students

- **Provided study corners in Hue and A Luoi Province**

100 students

- **Distributed scholarships to elementary, secondary and college students in Hue and A Luoi Province**

150 students

- **Purchased books for Hong Kim, Phu Mau and Nghia Lo Elementary Schools, and Binh Dien High School**

750 students

- **Provided instructional materials for Son Tung, Nghia Lo, Pho Lai, Tien Non, Dong Lam, and Tan Xuan Lai kindergartens**

400 students

- **Established a computer lab at the Institute for the Study of Buddhism in Hue City**

50 students

- **Provided funds for vocational training to students at Tay Linh and Thanh Giong Vocational Schools, and Duc Son Kindergarten and Orphanage**

450 students

Care for Children with Special Needs

- **Established classes at Nam Dong, and Huong Giang villages and provided resources to Thanh Xuan Peace Village**

130 students

Places to Sing and Dance

- **Constructed Lai Trung Kindergarten**
- **Constructed Dien Truong Kindergarten**
- **Constructed Ba Long Kindergarten**

75 students

75 students

80 students

Our
ACCOMPLISHMENTS
 in 2008

CHEER makes a conscious effort to focus on small, achievable projects, which are often the turning point in the life of a child, a student, an artist or a teacher.

What We Did for Teachers

PROGRAMS / PROJECTS

BENEFICIARIES

Building Cross - Cultural Understanding and Refining Best Practices for Teaching and Learning English

- **Conducted a two-week Summer Institute , VTTP - Tier 1, for secondary and college English teachers from provincial high schools, junior colleges and Hue University of Foreign Languages.**

10 teachers
 -Impacted
 1,500 students

Providing Resources for American Studies courses

- **Conducted a two-week seminar on American Literature – Reading John Steinbeck.**

10 teachers
 -Impacted
 1,500 students

Developing Educational and Organizational Leadership Capacity

- **Conducted a two-week seminar on “Teacher as Change Agent” for college and university English teachers.**

7 teachers
 -Impacted
 1,500 students

- **Conducted a two-week seminar for teachers in leadership position at college and university levels.**

8 teachers
 -Impacted
 over 5,000 students

Conducting Research Study

- **Conducted a research study on “Teaching and Learning English at University Level in Viet Nam” at five leading universities throughout Viet Nam. They are: Viet Nam National University, University of Foreign Languages; Hue University, College of Foreign Languages; Nha Trang University; Viet Nam National University, University of Social Sciences and Humanities; and Can Tho University.**

Anticipated impact on teaching and learning English at five universities

**OUR
ACCOMPLISHMENTS
in 2008**

We Believe in THE POWER OF ONE

**What We Did
for Families**

PROGRAMS / PROJECTS

BENEFICIARIES

Capacity
and Asset
Building

- **Provided non-interest revolving loans to disadvantaged families in A Luoi Valley who have the creativity and determination to use the economic and technical assistance to improve living conditions for their children and community**
- **Built Unity Houses for poor families in Hue city**
- **Provided non-interest revolving loans to retired teachers in Binh Dien District (new).**
- **Planned a Community Development Program in A Luoi Province – a comprehensive project in partnership with Hue University**

20 families

14 families

10 families

Will have an impact on the whole community

Traverse
Borders
Transform
Lives

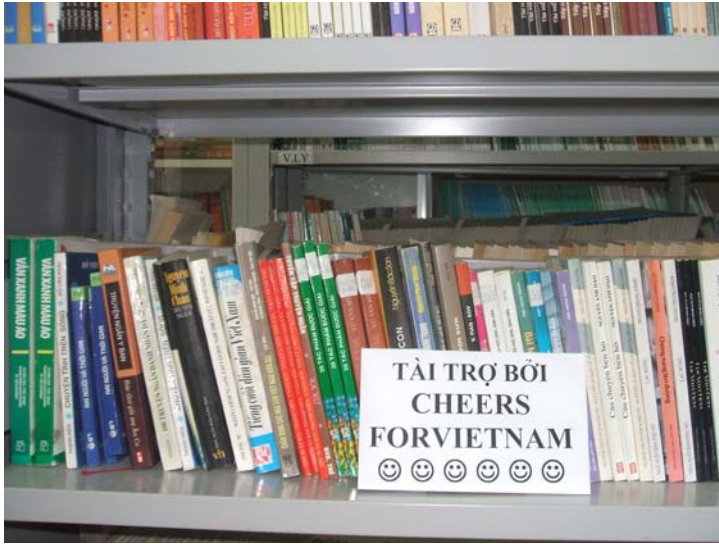


Projects for
A THOUSAND STUDENTS
AND CHILDREN
WITH DISABILITIES



We believe every child is entitled to good health, good education, a safe environment in which to live and to dream for a bright future.





Binh Dien High School Library



Binh Dien High School, located in the rural and mountainous Huong Tra district, is 30 km north of Hue City. It is at this village that CHEER established its first ten non-interest revolving loan programs. Six years later, Binh Dien has changed from a poor village to a self-sufficient one. The families who had used CHEER's loans as seed money to improve their lives have returned the initial loans.



CHEER continues to provide scholarships to deserving students from poor families and funds to purchase books for the school's library. These funds not only have helped expand this modest library to include reference books and magazines but also created a friendly environment where both teachers and students can read books, do homework, and plan lessons.

KINDERGARTEN PROJECT



Pho Lai Kindergarten

All children who go to CHEER sponsored kindergartens enjoy a full day of activities, a hot lunch, nap time, and snack. Each school has two classrooms, two restrooms, a large kitchen/eating area, and a front and back yard. Most schools were able to fence the school's yard with native plants. Classrooms are equipped with desks and chairs, book shelves, and instructional materials. The kitchen has two burners and shelves.

Teachers are trained in their field and contracted by the local office of education. They plan the classroom syllabus. A daily schedule is posted on the bulletin board on the front wall of the school. A care giver is in charge of preparing a hot lunch for the children. A lunch menu is developed by both the teacher and the care giver to insure that children get adequate daily nutrition. Children tend their own vegetable gardens with the help of the teachers. Vegetables from the garden are used daily for lunch.

Every year CHEER replaces old toys with new ones and provides additional instructional materials as well as picture books. This summer CHEER presented a T.V. and refrigerator to each site. The teachers assured us that the children are only allowed to watch T.V. while waiting to be picked up by their parents.



Three New Kindergartens



Dien Truong Kindergarten - Ground breaking ceremony; children in front of one of the two classrooms; a class in session.



Dien Truong, Lai Trung, and Ba Long kindergartens were built in 2008 with the generous donations from Mr. Tran Huu Lan, Mr. Nguyen Dinh Thuan, Mr. Bruce Langone and Mr. & Mrs. Daniel and Christiane Turner, and Dr. T. Ann Tonnu respectively.

Located in the rural areas and suburbs of Hue city and Quang Tri province the kindergartens serve the children of poor families in the villages. Each school can accommodate up to 80 children. The school construction was done in time for the 2008 school year.



Lai Trung Kindergarten - Ground breaking ceremony; children in front of one of the two classrooms; a class in session.



SCHOLARSHIPS and STUDY CORNERS



CHEER awarded 150 scholarships and study corners to deserving students from poor families this summer. The awards have made a difference in their lives at Phu Mau, Nghia Lo, and Hong Kim elementary schools and Binh Dien, A Luoi high schools in central Viet Nam. Many have thrived in their studies and improved their academic achievements. According to the reports from both Phu Mau and Nghia Lo Elementary Schools students at both schools have ranked in the top fives at provincial competitions in the past years.

Dance, Music and Arts Class for CHILDREN with SPECIAL NEEDS



CHEER launched its pilot Dance, Music and Arts Class for children with special needs at Duc Son Orphanage in Hue city this summer. In partnership with the Office of Genetic Counseling and Disabled Children (OGCDC) at Hue University Medical School, the class was developed and conducted by Ms. Nancy Scher, a VTTP team member for the last three years. Fourteen kids and six trainees enjoyed the two-hour class three times a week with the assistance of Ms. Phan Thi Hien, a trainer and translator at the OGCDC. CHEER plans to organize a full day two-week class next summer.



A New Class for Children with Special Needs



Huang Giang Class



Ms. Phan Thi Minh Phi at a training class



Morning Circle



Morning Exercise

A new class funded by CHEER for seven children with special needs in partnership with the OGCDC opened its door in the fall of 2008. After a summer renovation, the class in Huang Giang district added a new kitchen and bathroom in addition to a new tiled floor and a fresh coat of paint. New tables, chairs, cupboard, and shelves were built to create the best working and learning condition for both teacher and students.

The seven children display a variety of severe disabilities such as cerebral palsy, deafness, and learning difficulties. After attending a five-month training course at the Future School for children with special needs and a practicum at the Duc Son orphanage, Ms. Pham Thi Minh Phi is ready for the current position as the teacher of the class. Every month she will receive direct assistance from the OGCDC from their monthly observations.

In the past CHEER funded a similar class at the mountainous Nam Dong District.



Traversing
Borders:
Viet Nam Teacher
Training Program

2008 Summer Institute



CHEER's 2008 Summer Institute, a partnership with Hue University, Hue College of Foreign Languages, was held in Hue city from July 14-25, 2008. Secondary, college and university teachers of English, American Studies, and administrators from Ho Chi Minh and Hue cities enthusiastically joined the two-week-long unique workshops to interact with native speakers of English—teachers from the United States—to deepen their cultural understanding, exchange professional practices, and build leadership capacity.

Four workshops were designed to meet the current needs of English language teachers in Viet Nam. The general course, Tier 1, *An American Tapestry*, provided an overview of American language and culture infused with English as a Foreign Language (EFL) teaching methods, while the new seminar on *Reading from John Steinbeck* examined American culture through selected readings and film screenings that include *The Grapes of Wrath*, *The Pearl* and others. Animated discussions focused both on the socio-political implications of the historical period and on practical teaching strategies to engage students in critical analysis and thinking.

Two leadership capacity building courses were offered for the first time as the result of an independent research study sponsored by CHEER and conducted by Drs. Lillian Utsumi and Doan Thi Nam-Hau in March, 2008 at five leading universities in Viet Nam. The report, *Teaching and Learning English at University Level in Viet Nam*, will be released at the end of 2008.

Teacher as Change Agent, developed as a three-phase course, provided opportunities for teachers to engage in professional learning communities to construct and refine lessons to improve student outcomes. The workshop *Educational Leadership Course - Building Learning Organizations-The Leadership Roles in Action Learning* provided leaders at the college level with tools to develop, facilitate, and sustain professional development at their sites.

"This is a really nice experience for me. I've already been to quite a number of training programs like this one, and I think that this is one of the very few successful ones."

-An American Tapestry Class-



This course was conducted by teachers Randy Grant, Jennifer Nikopoulos and Nancy Scher



"This is the first time I've attended the seminar and it's just wonderful. The program is rather tight; we've got lots to do during two weeks but I love it. Never before have I learnt so much during such a short time, and as an art lover, I especially enjoyed the songs, poems and movies. I find the activities we did in class not only very interesting but they're also useful and applicable too. I'll definitely try to apply some of them into my own classes. Last but not least, I really appreciate my teachers, Randy, Jennifer and Nancy who have put in a lot of efforts to make the course as enjoyable as possible. I would also like to thank all the other teachers, who have been very kind to me during the whole course and in particular, Dr. Nam Hau, for inviting me to the course and for being a source of comfort and assistance whenever I had problems. Once again, thank you very much and I'd love to attend the course next time."

"...By "successful" I mean it is so useful, realistic and productive. Although I am quite busy, I have tried my best not to miss a single session. In each class I've always found something really interesting. The combination of teaching culture (through various aspects, such as film, music, painting, photography...) and language using different techniques has made it a real experience to me. I've learned not only the methodologies of teaching but also the contents as well. One more thing I'd like to add is that the techniques you used are so productive in that they can be generated and modified in different situations and settings. I'd like to say a really big thank to all of you!





My Turn
Jennifer Nikopoulos



This was not only my first time participating in the Vietnam Teacher Training Program, but it was also my first time visiting Vietnam. Upon first arrival into Hue, I could tell that it was a country with a rich history, beautiful landscape, and warm people. I spent my first day in Hue exploring the Citadel with my two colleagues, Nam-Hau and Randy. While we were in the very back of the Citadel, the sky opened and large droplets of rain began to beat onto the lily ponds and lotus flowers. It was a beautiful sight and an amazing way to begin my trip. And after that moment, everything that followed took on a similar magical tone. During our field trip, I knew that it was going to be an experience that I would never be able to put into words later. We played games, performed a play, and sang while on the boat. And the Vietnamese teachers brought a large spread of food that they laid down on a blanket and graciously and excitedly shared with us. We were able to talk on a personal level and really get to know these wonderful people who I otherwise would never have been able to come into contact with, and all while floating down the beautiful and serene Perfume River.

I taught in the Tier 1, American Tapestry section. Although I was teaching about American culture, I ended up learning a great deal from my Vietnamese colleagues about Vietnamese culture. The participants were not only intelligent, insightful, and passionate, but they were also so warm and welcoming. They welcomed me in with open arms and I instantly made new friends. Whether it was through looking at Dorothea Lange photographs of migrant workers, discussing conflicts in American Immigrants' family life, or creating our own holidays, we learned new concepts and strategies, but also had fun. We cried during profound stories and discussions, and laughed while we were playing games and talking. It was truly a meaningful experience that I will never forget. Before coming to Vietnam, when we had our first VTTP meeting, I wondered why the group of American teachers went every summer to participate in the program. After going and participating myself, now I see why they continue going back every summer.



Reflection *on the John Steinbeck Seminar* *Elaine Lockhart-Mummery*

This Course was conducted by teachers Elaine Lockhart-Mummery and Carol Wise.

As has been the case every year I've participated in the CHEER program by teaching in Hue, I found this past summer to be a very satisfying experience. Our students are delightful as is the staff of the Festival Hotel. It was great to see students from past years and flattering that they return to take the new courses we offered.

I was especially pleased that the new seminar on John Steinbeck that Carol Wise and I developed was so well received and that the department chair of the American Studies program plans to make it part of their course of study. After each lesson we have always asked, "How will you use this in your classroom?" And this time the answer was, "Can I have copies of all of it? I want to make it part of our curriculum." That's pretty darn rewarding. I also seem to have established a professional relationship with Kim Loan, the department chair, who e-mails me with questions and comments. I just sent her some pictures she will use in her presentation to her department. I hope I can live up to her expectations.

There were a few glitches, most of them logistical. The university did not seem prepared for us – though the support staff was wonderful. The fact that it was a bit out of town created problems for many of our students who had a long commute. And there were fewer students from the university than we expected.

I would also change some of the content of our seminar. "The Grapes of Wrath" is inaccessible because so much of it is dialogue. I need to find a way to break it down or choose different chapters to read. The film was very helpful, as was the historical background material and our guest speaker.

I'm already thinking of what I would like to do next summer and hope I will once again have the opportunity to teach in Vietnam.



- Hard working attitudes of both teachers and students -teachers' enthusiasm, esp. Elaine's sense of humor and Carol's devoted teaching.
- Extremely helpful and interesting activities and strategies to deal with an author in the class; the relaxing but serious atmosphere; helpful, kind and charming teachers when passing on the knowledge.
- Interesting activities to make literature class less fearful and more enjoyable to non-native students of English.
- I can speak English in class with Carol and Elaine, and my colleagues. They are so nice.
- The stories (*The Pearl* and *The Grapes of Wrath*) are very interesting and helpful. It's not only the stories but also the lesson of behaviors and life. Besides; the method, the ways that Ms. Elaine and Ms. Carol give us are so helpful.
- Movies and discussion, some debates and also presentations.
- We all feel comfortable to share our own ideas - the work itself is great - in-class activities --> everything
- The experience I gained in Hue is so great. I really admire your charm and devotion in class. I wish I could be nice but serious like you in class...I look forward to passing on what I learned from you. I will present what I studied this summer on September 4 to my fellow teachers and will try it in one class for gifted students in the second semester beginning in January...I would like to put it in the first stage before learning literature and culture academically. The Dean is very happy when I am confident to introduce this course.
- CHEER program has helped me a lot. After each course, I learned a lot of things that I can apply well in my teaching. I can widen my knowledge about American culture and people. Moreover thanks to this program, now have more friends. I hope I will have more chance to take part in such program.

**Reflection
on the Teacher as Change
Agent Seminar**
Dr. June Kizu



This course was conducted by Drs. Lillian Utsumi and June Kizu.

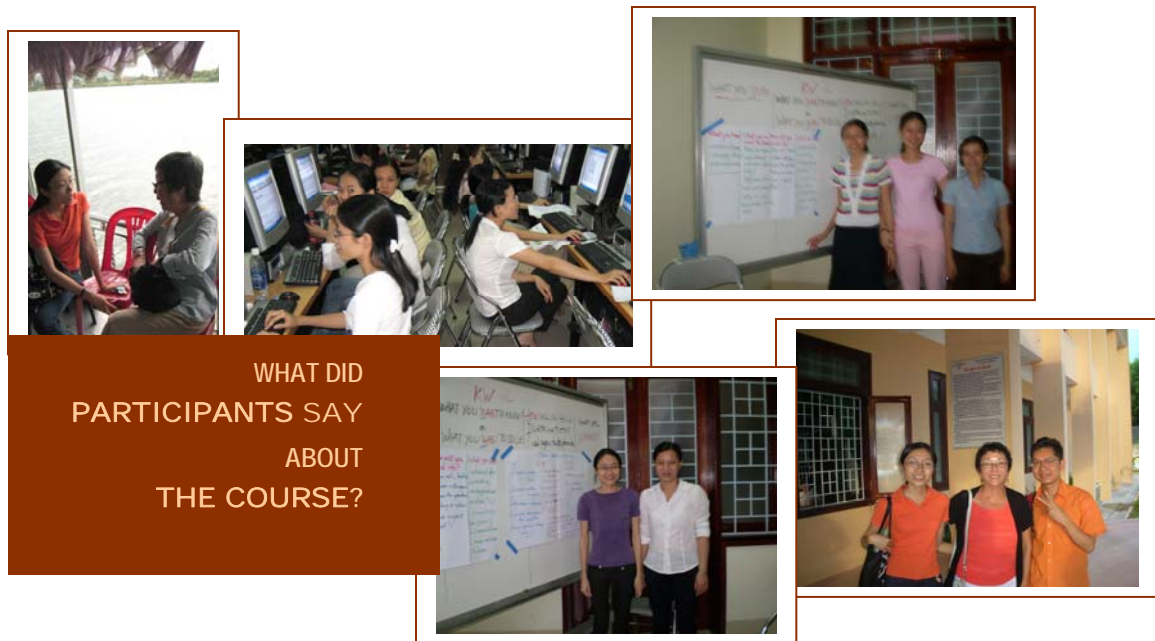
The plan for this summer was to work with school teams of teachers who taught the same subject. These teams would be involved in a process of 'Lesson Study,' whereby they would collaboratively plan, develop, and implement a common lesson. Through a cycle of reflection, evaluation, and modification, the teaching process could continually evolve and improve. The Lesson Study model provides the structure and guidelines with the focus on teacher dialogue and student learning evidence. The objective was to bring teacher change in a department with this team.

After we arrived in Hue, the first session began on Monday, July 14. The *Teacher as Change Agent* session had 14 participants, 8 of whom would be transferring to Teachers as Leaders on the second week. The remaining 7 participants teachers were from different school sites. There were no teams from schools to work on Lesson Study.

We went through the established curriculum with the understanding that there would be a shift to teachers as change agents in their classroom rather than as a department change.

The participants were very enthusiastic and engaged in all the activities. Their charge was to select a lesson they taught, identify a student need and evidence of student learning, research strategies that might improve student learning, and plan a lesson they will implement in the next school year. The teachers shared ideas and worked together to develop support networks for the future.

I enjoyed working with the teachers and am amazed at some of the conditions, particularly class size, they are facing daily. They are an intelligent, eager, and dedicated group. Although we were not able to use the Lesson Study model, I felt they were able to grow through the session.



WHAT DID
PARTICIPANTS SAY
ABOUT
THE COURSE?

- In general, I do learn a lot from this workshop with the devotion of two beloved teachers. Hoping that I can apply what have been learnt from this program to my practice this academic-year.
- I learn much from the trainers and also from my partners. I can review my teaching methods and feel more confident in my teaching now. However, it takes much time to be a good teacher, so I will try my best and keep changing to find out effective method for teaching in reality.
- The course helps link us together and thus build kind of a professional community. It would be great that this community can be developed.
- This course has made a really concept change in me, myself and I think to other people. We sit together and find out that we are creative in teaching and have made some changes. With the guidance and direction from the instructors, we explore more about ourselves, as a teacher and also as a learner. We love to think back of and describe our learning, and our teaching. I have a suggestion. In the second part, we brainstormed the problem and then involved in the seminar and helped each other solve the problem. After that, we made a lesson plan with some changes. I do think it will be better if at first, individuals identify their problem and then describe what they did. Then we discuss and find out the solutions from discussion and from elsewhere, from the internet for example. After all, we make the lesson plan again (or plan the activities). From this, we can see the change more clearly. In addition, we are not very clear much with the instructions
- I have chances to exchange my experience with other participants, who are ready to share their ideas and suggest solutions. I also learn to assess my teaching practice more and reflection on teaching has helped me much in planning for changes in the years to come. My warmest thanks to all our enthusiastic teachers.
- Helpful and realistic. Thanks CHEER for your contribution!



Reflection on Building Learning Organizations – The Leadership Role in Action Learning Seminar

Dr. Larry Machi

This course was conducted by Drs. Doan Thi Nam-Hau, Peggy Redman and Larry Machi

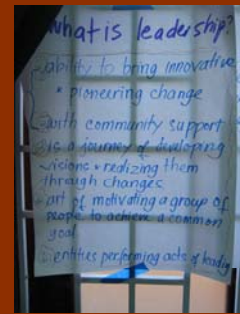
It was an honor to be part of the CHEER teaching team. When chosen, I gave much thought to the contribution I could make to the effort. My reflection led me to a threefold purpose; I would go to Viet Nam to share, listen, and learn. I did not know that my experience would fulfill my mission beyond my wildest expectations.

I have taught and applied the principles of leadership and team development across the United States for over three decades. When first reflecting on how my experience would apply to my work in Viet Nam, I became humbled about what I could contribute. What context, what principles of leadership should I share? What do I have to offer that will help? I had neither the experience nor the theory to guide me to a suitable course of action. My teaching partner, Peggy Redman, and I quickly determined that we could fix an intentionality about what we would say and do, but would quickly alter our plans based on student need and reaction. We would form and adapt our instructional technique and curriculum content on-the-fly. This strategy proved to be on target. I am sure that we learned more about our subject matter and its applicability to the Vietnamese experience than our students did. I learned the real meaning of sharing as a two-way learning experience, the give-and-take between the student and a teacher. Together we learned the meaning of group process, facilitation, and leadership. I have become a better teacher and student because of my experience in Viet Nam.

I have no idea about what personal wisdom came into play when I chose listening as a mission. Active listening in the true sense of the word became the key to any success I had in my teaching and learning. I knew that listening was to be the avenue for adapting our work with students. That impression bore out to be true. However an engagement with students in deeper listening occurred unexpectedly. I found, early on, that I was not only listening as part of my professional responsibility, but I had been wooed into listening at an intensely personal level. The formal interaction between the teacher and the taught soon gave way to the conversation between close friends. We listened and

-See page 24-

Excerpts from a Journal



July 21st, 2008

I'm not quite sure I understand the 4 frames suggested by Bohman and Deal. Hope I can figure out what they are and how they can be applied to leadership by the end of the class.

What I enjoy most is the making of the artifacts. I've learnt a lot from other trainees. They're so thoughtful and knowledgeable. Listening to them presenting the meaning of their artifacts is like looking at the teaching profession from different angles. All in all, teachers (potential leaders) are too demanding and too ambitious: teaching, caring, influencing, learning, balancing, leading, guiding, ... (it seems like the list is nonstop!) Will I ever become an effective leader? More than that, an effective humble leader. I wonder.

Instructors' feedback:

You asked a great question and it's a very good start. As you travel through this journey you will discover new things and look at yourself in different lenses. Isn't it great to be able to interacting with your colleagues and learn from each other? Please don't hesitate to share your thoughts, stories and experiences with your colleagues.

July 22nd, 2008

My expectation when I first joined the class was that the trainers, who are professional teachers from a developed country, would tell or put in my hand on the right key to help me solve my problems. I think I have problems with effective teaching. However, it turned out that during the classes, there were a lot of posing problems and discussions; no best solution to any problem posed. The trainers encourage us to find the answers to our problems by ourselves.

We discuss most of the time on several problems: varied methodology, contrastive methodology, learning styles, Almost all the factors in education are mentioned - children, teachers, leaders, communities. Students are potential teachers, who are potential leaders; but we are all learners. We learn all our life for a better us, and a better world. Among the 3 human factors - leader, teacher and student - leader is the one that can have power to change. For that reason, an effective leader inevitably need to continuously keep his/ her eyes, ears and mind open throughout his/ her journey of leadership.

-See page 24-

EXCERPTS from a Journal

Instructors' feedback:

Thanks for sharing the problems you faced at your university. I hope today's discussion on how to work with a team help you to move forward. I enjoyed having you!

July 24th, 2008

I'm going to conduct a workshop at my faculty when I get back from CHEER's, so I find the meeting this afternoon quite useful. It gives me some ideas of how to facilitate a meeting and at the same time helps me to understand most of the information related to facilitation and meeting arrangement presented by Doctors Peggy Redman and Larry Machi. I guess the meeting we conducted is successful because all of the participants are so involved; everyone more or less knows what they are supposed to do in a meeting. I wonder how a facilitator can do his job well if few of the participants contribute ideas. The reasons may be either the SITNA is uninteresting and difficult, or because the participants hesitate to speak because they may be afraid that what they say may be considered as being against somebody, especially someone with authority.

From what we've been taught, I learn that an effective leader is the one that knows how to combine the yin and yang; and leadership is something we CAN learn. In that perspective, men and women have equal opportunities to become good leaders. To me, however, a man is a man and a woman is a woman. We women may naturally be born with some characteristics and roles that make it hard for us to become leaders. Then I might think some information about the leadership skills that a woman particularly needs would catch my attention a little better. I mean there should be separate training courses for men and for women.

Anyway, I am grateful to the presenters for giving me hope. I've never thought I can be a leader in education.

Instructors' feedback:

Thank you for your candid sharing. I am happy you have found some specific strategies you can use when you return home. Always remember that women have the capacity to be strong leaders. This includes you. PR.

REFLECTION...

responded as members of a close family. We were not just sharing as professionals, but also sharing at a personal level. We had quickly become friends. I heard my students from the heart as well as the mind. As a result, I find it an urgent need to continue to our work together. This imperative is personal matter of friendship and support of my family.

A mentor once told me that learning, living, and loving are all aspects of the same life experience. My time in Viet Nam showed me this reality. I learned that strong relationships can be built in the exceedingly short time. I learned the principles of leadership and group development are more universally experienced than I would've previously thought. I found that while cultures shade and color these principles, their essence remains the same the world over. I learned that people of goodwill can quickly bridge a past of conflict and mistrust to create a future of collaboration and friendship. My most intense learning taught me that my purpose for being a part of the CHEER effort is not simply a professional responsibility but a personal cause. I learned that it was not just an honor to be a part of the CHEER team, it was a gift.



**Traverse
Borders
Transform
Lives**

Make a Difference!

