



SELF-DEVELOPMENT POLICY OF MHR

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Self-Development of MHR

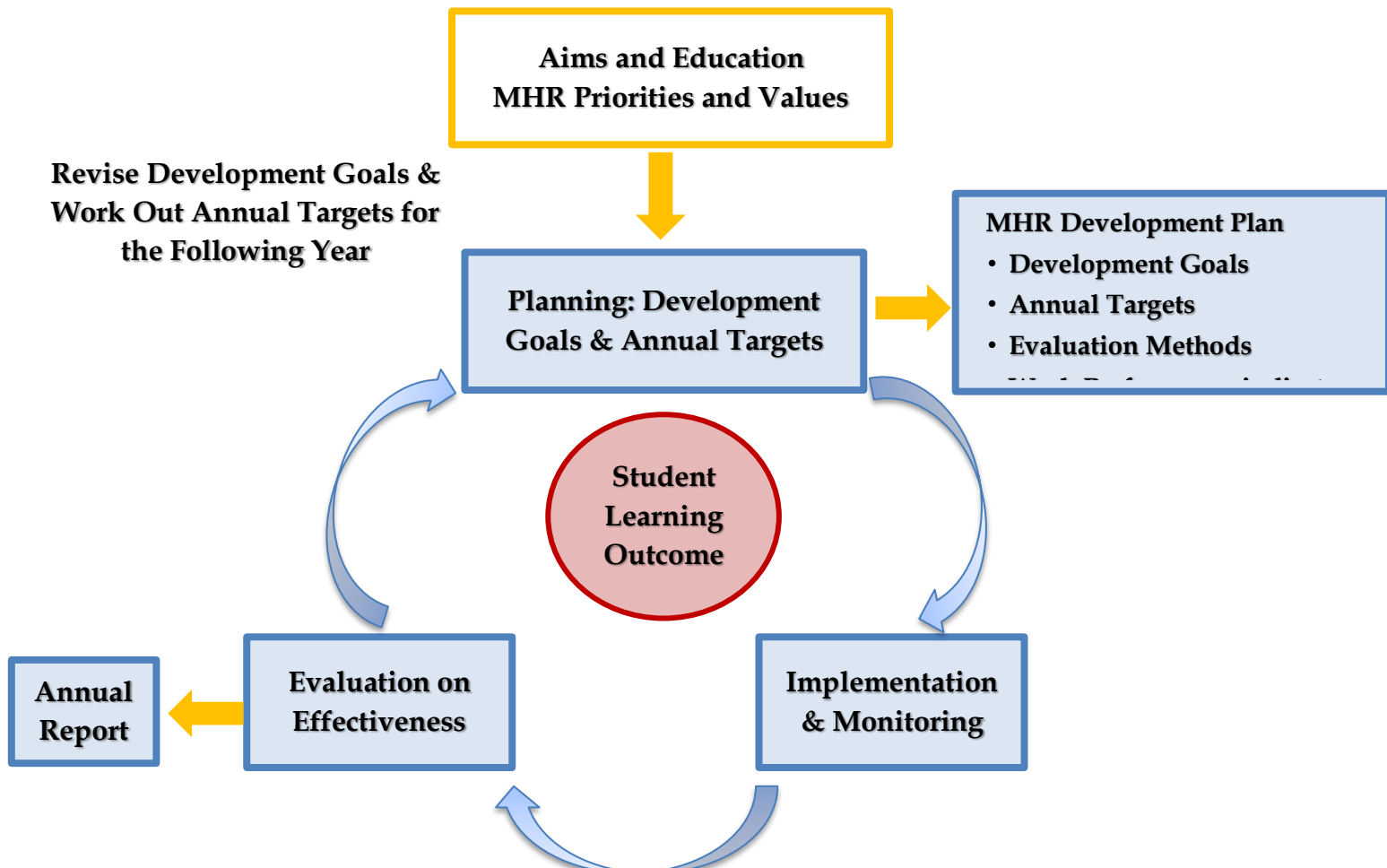
MHR Priorities

- ✓ Better Outcomes
- ✓ Better inspection and regulation
- ✓ Better public involvement
- ✓ Better ways of working

MHR Values

- ✓ Putting learners first
- ✓ Achieving excellence
- ✓ Behaving with integrity
- ✓ Value people's differences

MHR Self-Improvement Cycle



Core Procedure of MHR

1. Group Management and Communication

- Communicate clearly
- Manage group dynamics
- Handle conflicts

2. Subject Competence

- Have specialist knowledge in their own area of teaching
- Apply the specialist didactics in their own area of teaching

In the questionnaire the items were grouped in nine domains headed as follows:

- Personal qualities
- Interpersonal behavior and communication with learners
- Cooperation with the external environment
- Planning and management; Learner access and progress
- Specialist field referred to the teaching/training material
- Monitoring and evaluation
- Didactic and methods field
- Personal and professional development

3. Supporting Learning

- Support informal learning
- Stimulate the active role of learners
- Have a broad repertoire of methods at their disposal
- Make use of the participants' life experience in the teaching activities

4. Efficient Teaching

- Tailor teaching offers for the needs of specific target groups

- Plan teaching offers according with the resources available (time, space, equipment, etc.)

5. Personal Professional Development

- Orientate themselves to the needs of participants
- Make use of their own life experience within the learning environment
- Recognize their own learning needs
- Set their own learning goals
- Be creative
- Be flexible
- Reflect their own professional role
- Evaluate their own practice
- Be self-assured
- Be committed to their own professional development
- Cope with criticism
- See different perspectives

6. Stimulating learning

- Motivate
- Inspire

7. Learning Process Analysis

- Monitor the learning process
- Evaluate the learning outcomes
- Conduct regular formative assessment and learner/lecturer dialogues
- Assess the entry-level of learners

8. Self-competence

- Analyse learning barriers of the learner
- Be authentic
- Proceed in a structured way
- Be open minded

9. Assistance of learners

- Create a safe learning atmosphere
- Enable learners to apply what they have learned
- Be attentive
- encourage learners to take over responsibility for their future learning processes
- Be empathic
- Encouraging collaborative learning among learners
- Provide support to the individual learner
- Listen actively
- Be available/accessible to learners
- Assess the needs of the learner