Research Article

Perspectives on Instructional Improvement and Quality Mechanisms in Practice Teaching: An Interaction with Head Teachers

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Abstract

This qualitative study identifies the effectiveness of quality assurance practices, policy implications, and barriers to strengthening school-university partnerships and reforming M.Ed. practice teaching. The participation in a participatory interaction program at Kailali Multiple Campus (KMC) was taken up by 10 head teachers who had previously worked with M.Ed.'s interns. Braun and Clarke's (2006) analysis of data from focus groups and reflective prompts, guided by semi-structured protocols on pre-observation conferences, post-lesson debriefs, and rubrics was validated through member checks, summaries, triangulation. Through extended placements, school partnerships, and mentorship, KMC helps students build confidence while addressing the gaps in theory-practice. The head teachers supported structured feedback but identified discrepancies in alignment between schools and trainees, advocating for joint leadership. Nevertheless, coordinated workshops, predetermined lessons, rubrics, and incentives such as time and monetary rewards are all necessary to balance personal development with other demands, including absence debriefing, conventional approaches that employ minimal ICT skills, short placements in six weeks. A practical lab model with collaborative logs, workshops, and collaboration institutionalizes observation, feedback, or planning are essential for developing effective and possible trained teachers. In practice teaching, student teachers again need to have ICT modules and acquire skills to improve digital fluency and engagement for their betterment in the pedagogical and professional development.

Keywords: Educational hub, Enhancement, Capacity Barriers, Professional Development, Practice Teaching

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Introduction

Masters of Education (M.Ed.) students in Nepal's teacher education system get training in practice teaching. They work under school supervision to improve their skills as future teachers. Practice teaching has become a crucial step for improving pre-service teachers' competencies (Adhikari, 2022; Borg & Vertex Consult, 2023). Head teachers' views become the tips for the enhancement of potential teachers, i.e. student teachers from the well programmed and managed practice teaching. Ten head teachers were tasked with researching instructional improvement mechanisms, such as formative feedback and peer observation for teaching during an interaction program held at Kailali Multiple Campus on January 24, 2026. This program has been justified by national priorities outlined in Nepal's School Sector Development Plan (2016-2023), which calls for strengthened instructional leadership to enhance teaching quality (MoEST, 2016). Studies indicate that effective practice teaching is linked to student-centered instructional practices, but gaps remain in school-university partnerships (Shrestha, 2019). There were some open questions for the head teachers to explicate their perspectives.

The work includes some research questions, such as "what are the perspectives of principals on quality mechanisms in M. Ed. Teaching practice?" What barriers impede instructional

movement? How can student teachers become effective and trained during practicum? for explicating head teachers' views? This paper focuses on getting perspectives of head teachers on evolving skills to guide policy and practice of practice teaching package. It is also the baseline to make practice enhanced, well organized, reformed, and academic for teaching and learning of students (Jora, 2022). For the betterment of developing as potential teachers, practice teaching can play a pivotal role to garner the professional skills and career opportunities in the streams of life.

Continuous professional development cycles and other frameworks for improvement in instruction emphasize the use of data-driven feedback and collaborative inquiry (Darling-Hammond et al, 2017). In Dhangadhi, the knowledge of head teachers is essential for tailoring mechanisms to local conditions, such as teacher shortages and multilingual classrooms and providing relevant ideas to the in -service teachers. The interaction program focuses on instructional improvement and quality mechanisms for teaching. Instructor preparation programs in the city of Dhangadhi, Nepal, such as an interaction program with head teachers, can bridge theoretical gaps and enhance instructional improvement.

Similarly, by focusing on the medium of instruction (Jora, 2020a) that can acquire the skills of future teachers and language types of learners in instructing in classes (Jora, 2020b), experienced teachers' concepts assist student teachers and the practice teaching committee in improving the current notions and schemes for developing teachers. School leaders can use collaborative reflection on practice teaching experiences among head teachers to develop instructional strategies that support student learning, classroom management and feedback mechanisms for students in the future. This program contributes to strengthening the practical link between pre–service training and in-school implementation. The cooperative method adheres to instructional leadership principles, which suggest that principals and head teachers use structured observation of students' behavior, feedback, professional dialogue to determine instructional decision-making, and learner autonomy in the class (Jora, 2020c). Student teachers require skills that can foster them for becoming good teachers.

Student teachers are sent to schools or colleges for practicing teaching as their internship, but their professional development has not been studied yet. To explore the real beliefs of leading teachers, i.e., head teachers, I got an interest to discover the issue in question. In order to maintain consistency between training content and daily teaching practices in student teachers, interaction programs can incorporate quality mechanisms such as structured observation protocols, demonstration lesson, and joint planning

Learning is the open dimension in which teachers and students maintain their pedagogical aspects to bridge the gaps of information and skills. The quality assurance is supported by head teachers who offer ongoing mentorship, oversee implementation fidelity to standards, and facilitate reflective cycles among trainee teachers, university supervisors, cooperating schools, and type language learning of students (Jora, 2023). Through this integrated model, professional development can be sustained and teaching practices improve in a sustainable manner, underscoring Nepal's dedication to teaching theory as well as practical competence. The program was organized to get ideas of teachers for directing practice teaching in the right stream to explore views of head teachers on instructional improvement and quality mechanism in practice teaching of M.Ed. students.

Literature Review

Head teachers' perspectives on instructional improvement illustrate the impact of school leadership on practice teaching of student teachers. Head teachers and teachers frequently collaborate to establish a common standard of improvement, where instructional improvement is pursued through structured observation, feedback, and collaborative planning. Teachers are the central figures who facilitate students' learning and motivate students for fruitful learning. By creating an environment that supports evidence-based practice, introspection, and continuous

professional growth, instructional leaders position educators as change agents in schools (Robinson, 2011). Head teachers are accountable for creating learning ecosystems that incorporate research into everyday activities in addition to conducting high-quality assessments. This strategy supports practice-oriented methods that foster real, practical improvement, like coaching and lesson-embedded reflection. Head teachers demonstrate this leadership in the context of student teacher practice teaching through direct interactions, such as peer debriefing facilitation, mentor co-planning, targeted feedback, and class observation. By bridging theory and practice, they enable student teachers to hone their abilities in actual classrooms and serve as role models for evidence-based practices that promote long-term professional development. The quality mechanisms for the transition from knowledge to implementation in classroom settings (Kraft und al, 2018) lead the future teachers in the right direction. The serving mechanisms support persons to be teachers in the future to walk in the accurate direction.

The use of goal-setting, data-informed reflection, and feedback loops in practice teaching often establishes a connection between the acquisition of pedagogical skills and their practices.

In addition to formal chances to improve instructional practices through classroom observations and student work, the literature on continuous improvement in teaching emphasizes fast, precise, and actionable feedback (Education evidence syntheses; Snilstveit et al., 2016). Plan-Do-Study-Act (PDSA) and professional learning communities are examples of frameworks that present school-based development as collaborative, iterative processes rather than one-time instruction, allowing instructors to assess, improve, and maintain successful practices over time. Despite obstacles like expense and fidelity, research demonstrates that teaching is transformed more successfully through focused training combined with continuing coaching and lesson-embedded practice. Head instructors facilitate this for student teachers through regular interactions, such as mentoring during practice teaching, leading group assessments of lesson planning and student results, and offering observation feedback throughout PDSA cycles. Student teachers are better equipped to succeed as self-assured, thoughtful future educators thanks to these engagements, which help them maintain and hone pedagogical skills including adaptive instruction and student-centered practices.

Teachers' professional identities and leadership positions in various contexts are critical to the adoption and upkeep of quality systems. According to theories of teacher leadership,when teachers take on instructional tasks, such as planning, initiating, and assessing learning activities, they improve school performance by sharing leadership, encouraging group inquiry, and coordinating practices with research (Lewin, 2019). Head teachers who actively cultivate this leadership in practice teaching create long-lasting changes in instruction through collaborative lesson planning, inquiry-guided feedback sessions, and co-evaluation of student outcomes. Instead of seeing these strategies as demands, student teachers internalize them as part of their developing professional identities (Robinson, 2011). However, long-term success necessitates striking a balance between district expectations, school-based mentorship, university preparation, and contextual limitations (Knight, 2012) in the process of acquiring job skills.

This study is also pertinent to Instructional Leadership Theory. Hallinger and Murphy (1985) described the fundamental concept of Instructional Leadership Theory (ILT) which is based on the belief that a principal or head teacher effectively leads instruction and thus the quality of teaching and student learning improve. It involves three key components namely establishing school goals, managing the instructional program, and fostering a positive school learning climate. Head teachers work closely with student teachers, teachers, students setting and enforcing goals and objectives, observing teachers in action and providing feedback on instruction and managing staff development that improve teaching quality. In practice teaching setting which new teachers need concrete guidance, empirical studies suggest that persistent practice of these principles enhance instructional quality.

Murphy (1990) then extended the theory by suggesting four dimensions; mission and goal setting, management of educational production function, development of an academic learning atmosphere, and the fostering of supportive environment work and that the role of the head teacher being visible and a supplier of resources seems to be the important mechanism for enhancing these outcomes.

Mechanisms that contribute to the quality of instruction such as observation cycles, co-planning and reflection on data will be used to apply into the context of practice teaching so head teachers can bridge theory preparation with practice. Leadership influences not only instructional practice but also enables teachers to lead, to become a co-leader so that improvement in the school sustained. Head teacher's contribution towards improving the quality of teaching and student learning directly is the core concept of Instructional Leadership Theory. Because current studies are beginning to add to the existing framework as well as explore new educational phenomena. Hallinger and Murphy (1985) have the core model of Instructional Leadership which includes three major components-establishing the school mission, managing the instructional program, and the creation of positive school learning climate- and it provides a guide for head teachers on how to lead to improve teaching quality via supervision and feedback (Ralebese, 2025). Though it is challenging but it still has applicable in the post pandemic era, where the principals are prioritizing on data-driven approaches and the collaboration of teachers to enhance the teaching practice.

Methodology

In this qualitative study a participatory intervention program was utilized which was based on focus group discussions and guided reflections with 10 head teachers of public schools of Dhangadhi. The sample was selected purposefully considering the head teachers' supervising experience with the student teachers during practice teaching learning experiences. The study program was of one day comprising ice-breaking session, thematic presentations about teaching improvement (e.g. Rubric for observing lesson, etc.) and breakout group work. For the data collection semi-structured interviews were conducted on mechanisms of quality such as pre-observation conferences and post-observation debriefings.

A six-step thematic analysis was carried out following Braun and Clarke's (2006) steps of familiarization, coding, theme generation, reviewing the themes, defining themes and reporting. Data from audio recording of sessions (with the permission of the respondents), transcription in detail and content analysis of field notes were taken for theme development. For trustworthiness member check of summaries were carried out, triangulation of program notes (Creswell & Poth, 2018) was used, and themes were derived from transcriptions.

Results and Discussion

Kailali Multiple Campus; a Great Platform for Learning and Practicing Teaching Skills

Kailali Multiple Campus is an educational hub that integrates theory with practical application, enabling student teachers to develop essential learning and practicing skills in their real teaching time. In the midst of a busy education system in Nepal’s Far-Western Region, this campus is adept at connecting academic subjects with effective schooling opportunities and offering structured courses that incorporate ICT expertise, practical applications or technology transfer, and classroom management. The company’s collaborative efforts with local schools offer more than six weeks of extended practice teaching, enabling students to explore different classroom environments and receive personalized instruction from experienced mentors. By providing a nurturing environment that fosters the development of student teachers from inexperienced to proficient, this environment not only builds confidence but also addresses common gaps such as resource needs and preparation gaps.

Its forward-thinking approach to teaching demands, particularly in terms of ICT enhancement and participatory development, is what elevates Kailali Multiple Campus. Through the provision of digital resources, labs, and workshops, the campus empowers student teachers to

construct classrooms that are both engaging and adaptable for 21st-century learners. The implementation of strict administrative policies promotes holistic development by ensuring effective monitoring, supervision, and alignment between campus duties and school obligations.

As a result, preservice students' teaching techniques and strategies are improved, and their ability to be involved actively in the Nepali education system grows. Thus, the practicum model used at the school can serve as an example for others to develop teachers that are flexible, confident, and professionally competent (Adhikari, 2023). The participants P1, P9, and P10 present their views as:

> *Kailali Multiple Campus is doing great for students and student teachers. It is an educational hub for students' learning and practicing skills. Students are given skill based and techniques to deal with lifelong schemes. Student teachers of KMC are cooperative and collaborative in terms of practice teaching.*

Kailali Multiple Campus (KMC) is a highly successful educational institution, excelling in providing skill-based training and practical experience tailored for lifelong learning schemes to both regular students and student teachers. KMC's strengths are reflected in the data, which highlight its provision of hands-on skill development, including innovative teaching methods, ICT integration, and effective classroom management, to equip students with lasting skills for professional and personal advancement. Student teachers experience a positive atmosphere through the development of an environment that fosters theory-based practice and helps them overcome prior obstacles such as confidence shortening practices. KMC's regional location is at the forefront of this interpretation, which highlights its role in establishing collaborative school partnerships, extended placements, and targeted workshops, ultimately elevating teaching excellence and equipping graduates for Nepal's changing educational landscape.

Student teachers in KMC demonstrate co-operation and collaboration during practice teaching by taking an active role on school settings and peer-learning. Through their willingness to share responsibilities, co-plan lessons, and support classmates in sharing tasks, they can enhance the campus impact and turn placements into mutually beneficial experiences rather than isolated work. This collective mindset helps to break down traditional barriers, encourage the use of modern ICT and create a community of reflective professionals. The data indicates that KMC is not only a great platform, but also demonstrates its role in improving the system through cooperative student teachers who encourage innovation, enhance school supervision, and establish benchmarks for teacher education excellence across other institutions.

Leadership in Feedback Mechanisms in Practice Teaching

Structured feedback was deemed essential to instructional improvement by head teachers. One participant pointed out that they use checklists to ensure clarity and engagement during M.Ed. students' weekly lessons (Field Notes, 2026). This is consistent with the evidence that principal-led feedback increases teacher efficacy (Grissom & Loeb, 2011). Nevertheless, follow-up was uneven, with only 40% documenting incremental improvements. Embedded in this promising structure, distributed leadership emerged through the sharing of observation duties. Regarding this, the participant P1 says that:

> *Though student teachers teach in the schools, their teaching activities and classroom teaching seem to go together and need to be connected each other. There needs to good monitoring and supervision. School administration also requires being responsible for student teachers' development and participatory.*

P1 highlights that since there needs to be the link between school-based teaching activities for student teachers and their formal training in the classrooms, these should be closely monitored, supervised and involve administration of the schools as well because this will lead to their professional development. To promote the seamless development of those skills, these student teachers' activities in schools must be closely coordinated with their work at the university

(Usip & Ukala, 2025); research has shown that effective supervision helps to link theory and practice through ongoing feedback and mentorship. Identifying supervision and monitoring as a necessity. It is in this regard that Karabakhlo could give some extra effort with regards to Teacher Training Practice (TTP), where effective guidance during TTP ensures a better classroom management and instructional delivery respectively, studies from Usip & Ukala (2025) have confirmed, that often observations do generative contributions towards quality education outcomes. Participatory development is a responsibility of school administrators. This is consistent with research that indicates leadership in supervision supports teachers' professional development, reflective practices and student participation through systematic provision of support (Eugenio, 2025). The data shows a gap between what student teachers do in schools and what actually happens when they teach. It seems like these two things aren't connected enough. What student teachers plan in their training might not work well in a real classroom while practice teaching. Right now, supervision isn't good enough; meaning feedback and guidance aren't always there. School leaders should help student teachers grow, so there needs to be better teamwork between training programs and schools. This involves student teachers, mentors, supervisors, principals, administrators, and the colleges that run teacher training.

To close this gap, we need a system that makes sure classroom teaching is closely tied to what student teachers are learning. This could mean planning lessons together, thinking about what went well or badly, and linking student teaching tasks to important skills. Good supervision needs clear roles, watching often, giving feedback regularly, and using standard ways to measure teaching and how it's done in the classroom. School leaders need to be in charge of helping student teachers get better, which could mean assigning mentors, setting aside time for watching, and adding student-teaching goals to school plans. It's important that teacher training programs and schools work together. Talking often, training mentors together, and using the same way to grade can help make sure things are steady and good. In this work, I tried to get the ideas of head teachers for establishing practice teaching as an important mode of acquiring instructional professional skills. In the same line, feedback is the central aspect for improving the skills and schemes of future teachers.

Professional Development Alignment during Practice Teaching

Individuals remarked on the inconsistency between university curricula and school realities. M. Ed. students have a fondness for theory, but encounter difficulties in dealing with different types of students. Student teachers are intended to develop themselves professionally.

To address the significant theoretical-practice gap in teacher training, M.Ed. programs must align with professional development standards. Through the integration of PD sessions with classroom realities, teachers acquire tools to apply theoretical knowledge directly, such as through joint workshops where university faculty work alongside school mentors. These endeavors not only enhance instructional methods but also boost confidence, as trainees witness modeled behaviors in real-world scenarios. Finally, aligned PD converts intangible knowledge into concrete abilities, increasing retention and effectiveness across diverse educational settings."

The alignment of M.Ed. practices should involve the use of structured mechanisms, such as co-planned lesson observations and shared debriefs, to ensure that both theory and practice are reinforced by feedback loops. In these sessions, formal rubrics are used to provide objective benchmarks, while policy incentives like allocated time slots or stipends help overcome common resource hindrances. Similar programs have demonstrated evidence of its effectiveness in reducing dropout rates and improving teaching quality, making it a cornerstone of sustained professional development.

Kailali Multiple Campus is doing better in the context of developing student teachers as potential teachers. Darling-Hammond et al. (2017) emphasize that good professional development happens when people learn by actively doing things in real situations. Student teachers need clear responsibilities

and feedback while they're practicing (LibreTexts, 2024). To shed this, the participant teacher P3 views:

> *Student teachers teach at schools and complete their duty of practice teaching. The campus needs to focus on student teachers' duties and responsibility during their stay at schools. For professional development, they require to dedicate them in real teaching processes. College has to concentrate on discipline related activities.*

The records underscore a clean delineation of roles during scholar teachers' school placements: they actively train and satisfy practice coaching responsibilities, marking a important section of experiential gaining knowledge of. However, it highlights a gap in oversight, emphasizing that the campus (teacher schooling group) has to prioritize monitoring pupil instructors' duties and duties even as at faculties. This suggests modern-day supervision may be inconsistent, potentially leading to unguided exercise that fails to build essential abilities.

For sustained expert improvement, the facts advocate shifting focus towards area-associated sports led by means of the college, such as problem-precise pedagogy, curriculum alignment, and behavioral control strategies. This positions the university as liable for deepening content information and disciplinary rigor, complementing the college's role in practical software. Together, these insights reveal a twin-music model: colleges provide the actual-international lab for coaching obligations, while the campus ensures accountability and specialized increase. Powerful implementation calls for collaborative protocols, like joint duty logs and subject-targeted workshops, to integrate these factors seamlessly and elevate student teachers' readiness for unbiased exercise. Student teachers can make their plans to teach students in the semester system (Jora, &Joshi, 2025). The semester system which operates in Nepal permits student teachers to create their lesson plans through strategic development because they need to combine two different teaching approaches which will help them create effective student learning experiences that yield measurable educational results. The integrated method creates a connection between theoretical knowledge and practical skills which helps educators develop teachers who can handle various classroom situations. Educational institutions that focus on collaborative partnerships will achieve fundamental transformations in teacher training programs preparing their graduates to succeed in autonomous professional positions while working.

Resource and Capacity Barriers for Student teachers

The two principal obstacles which student teachers faced in schools because of their excessive workload involved time limitations and insufficient teaching resources. The current situation reflects how resource shortages during practice teaching sessions hinder educational advancement within the region (Carney & Bista, 2013). M.Ed. programs use weekly observations to develop skills which receive better feedback through formalized rubrics that supply uniform usable information. The professional development (PD) process needs to establish better connections between academic knowledge and practical work through joint workshops which combine these two elements for more effective educational outcomes. The absence of debrief time creates a barrier to progress which makes it essential to establish policy incentives that include designated times for reflection and funding resources which will aid student teachers in their professional development.

The absence of debriefs is a significant obstacle to the effectiveness of M.Ed. programs, as it restricts trainees from engaging in reflective practice due to resource and capacity constraints. Due to busy schedules, teaching duties and administrative responsibilities make it difficult to provide structured feedback sessions that bridge the gap between theory and practice. Additional challenges in resource-limited settings, such as those in Nepal, include inadequate funding for professional development workshops and limited access to faculty mentorship, leading to skill gaps and high rates of attrition. To reduce these barriers, policy incentives such as allocated debrief time slots and stipend for mentors can prioritize capacity building without

straining existing resources. Joint university-school partnerships and the establishment of rubrics to facilitate effective feedback have been successful in addressing time constraints through programs. In this respect, the participant teacher P6 presents views as:

> *Student teachers lack preparation and full of confidence in the classroom teaching and learning. They go in classes without preparation for classroom procedures. For more development, they face resource barriers and challenges. More than that, student teachers go in classes traditionally.*

The student teachers provide their actual responses which demonstrate their critical readiness gaps because they lack essential preparation and face low confidence levels while depending on traditional teaching methods which impede effective learning. The students arrive to class without proper classroom procedures which leads to their anxiety and results in their delivery of unsatisfactory teaching. Their self-perception as "full of confidence" demonstrates their tendency toward overconfidence which hides their actual weaknesses. The combination of this mindset and her choice to stay within her home country prevents her from achieving her maximum potential (Jora, 2026). The shortage of resources together with poor mentoring and training deficiencies creates obstacles which prevent organizations from using efficient teaching methods that modern learners need while driving innovation. The study results show education systems face systemic problems which require teacher education programs to use pre-placement simulations and procedural training with extensive resource support in order to develop actual professional competencies and genuine self-assurance and student-centered teaching methods which respond to student needs.Enhancement of Student Teachers towards ICT in Classes and Increasing the Duration of Practice Teaching

Student teachers need to develop essential digital competencies according to this method. The program includes two modules which teach students how to use interactive whiteboards and educational apps such as Kahoot and Google Classroom and data-driven platforms. The program provides students with classroom simulations which help them develop their confidence while working through various limitations and technological obstacles. Campus and school partnerships need to establish resource equity through device sharing and software subsidies and ICT mentoring resources while developing educational approaches that assess how ICT usage affects student participation and academic performance (Nepal Ministry of Education, 2024). Student teachers can use ICT for personalized instruction by transitioning from traditional teaching to blended models; ongoing professional development is crucial, as are policy advocacy and assessment rubrics that encourage creativity rather than rigid testing.

To counteract the negative effects of short placements that often leave new students unprepared, increasing the duration of practice teaching offers a novel approach to enhance student teachers' classroom immersion, skill mastery, and professional confidence. Progressive phases such as initial observation, guided co-teaching and independent lessons, as well as reflective debriefs allow the student to adjust from a regular 4–6-week schedule to more flexible classroom management practices like diverse learners' needs and lesson pivots over time. A prolonged period allows for improved mentor relationships, iterative feedback cycles, and exposure to diverse environments (such as multiple classes or subjects), while addressing resource limitations through sustained school-campus partnerships for ICT integration and material support.

The evidence from extended programs indicates better retention rates, teaching effectiveness, and a decrease in early-career burnout; effective implementation requires precise scheduling guidelines with flexible benefits packages and assessment metrics tied to extended competencies. The participant P7 and P8 state in this regard as:

> *Student teachers are not so much confident in the usage of ICT in classes. ICT use is the demand of time and they can teach students in the modern ways and can make their students familiar with technology friendly environment in classes.*

> *Alongside, student teachers teach only for 6 weeks which is not sufficient for their well grasping of teaching and learning skills.*

This data reveals a significant level of uncertainty among student teachers regarding the use of ICT in their teaching, despite its relevance in creating tech-savvy, engaging learning environments. Lack of proficiency in using tools such as digital projectors, learning management systems and interactive apps means they are unable to teach with creativity or prepare students for the 21st-century world of technology. The absence of pre-service training, resource limitations, and hands-on practice has resulted in a dependence on traditional methods that do not foster 21st-century skills. The conclusion here is that there is a pressing need for targeted interventions, such as mandatory ICT workshops like Skype and Face-to-Face coaching, peer modeling sessions, and scaffold implementation during placements, to enhance self-efficacy and ensure that teaching matches contemporary demands.

Furthermore, the six-week practice duration is insufficient for student teachers to adopt core teaching and learning techniques such as classroom management, lesson differentiation, and reflective adaptation. Shorter exposures provide superficial understanding, leaving little opportunity for experimentation, mentor feedback loops, or exposure to different situations, leading to cycles of confidence and rote learning. The suggestion was made to include more placements, along with ICT-focused modules, to facilitate better skill development and technology integration. Collectively, these findings promote a revised teacher education system that emphasizes extended, digital learning to produce flexible, self-reliant learners ready for changing classroom environments.

Discussion, Recommendations, and Conclusion

Discussion

The interaction program at Kailali Multiple Campus (KMC) which occurred on 24 January 2026 brought together 10 head teachers from resource-constrained schools in Kailali District, Nepal to demonstrate essential M.Ed. practice teaching principles which operate under the national teacher education framework. KMC serves as an ideal demonstration center for school-university partnership experimentation. The participants praised the program because it offered extended internship durations which exceeded the usual six-week period and it provided practical skills training for both ICT and classroom management and it used collaborative teaching methods that helped students connect theoretical knowledge with actual teaching practice. The strengths of the program match Darling-Hammond et al.'s (2017) framework for effective teacher preparation which requires teachers to complete extensive fieldwork while receiving mentorship to develop their teaching skills.

Head teachers supported the development of structured feedback tools which contained checklists and peer observations for the purpose of improving teaching standards. The Nepalese School Sector Development Plan from 2016 to 2023 establishes evidence-based supervision as the main focus for multilingual under-resourced settings. The new mechanisms create opportunities for self-reflection which allow teachers to break away from traditional memorization techniques that dominate schools with insufficient staff and the possible teachers to be enhanced professionally.

Barriers still get in the way, even with some progress. Student teachers don’t spend enough time in schools. Many don’t feel confident with ICT. There aren’t enough materials. The debriefing process falls short, and there’s no reliable follow-up. Shrestha (2019) saw the same issues when studying partnerships between schools and universities in Nepal. Head teachers are supposed to play a key role, especially in places with lots of language diversity and limited resources, but they just aren’t getting the support or training they need. Old-fashioned teaching methods still dominate. If things are going to change, local practices need to line up with more innovative approaches. Alongside, it seems to extend student teaching placements, build ICT and microteaching into the core training, and make post-placement follow-up a normal thing. Head teachers need stronger training, and a national program could really boost their effectiveness helping set better

standards for teacher education in Nepal. Thus, collaborative models like KMC shows some real promise. But for them to last, and for practice teaching to actually work in Nepal's complex school landscape, the system itself needs some serious attention.

Recommendations

We need to increase teaching duration in phased progression (observation up to independent teaching) with compulsory ICT modules including tools such as Google Classroom and rubrics for technology integration to enhance instructional quality. Construct weekly structured observations, pre/post-lesson debriefs, and data-driven feedback cycles as part of joint university-school protocols to fill head teacher positions, with financial assistance and time slots available for addressing resource constraints. Strengthen KMC-like models by offering national policy incentives for integrating theory with local realities through collaborative PD workshops, multilingual strategies, peer mentoring networks, and digital resource sharing. In order to ensure sustainable teacher performance, head teachers conduct pre- and post-examination research on the effectiveness of M.Ed. interns and their confidence levels through specific feedback. Additionally, they explore how time and resources are interfering with quality control.

Conclusion

On January 24, 2026, Kailali Multiple Campus brought head teachers together for an interaction program that put their essential role front and center. They're the ones who can turn M.Ed. practice teaching into something real and practical, even when resources are tight in Nepal. At KMC, you see a partnership approach in action: extended placements for student teachers, focused ICT training, and regular, thoughtful feedback all help new educators become confident and adaptable, especially in the kind of multilingual classrooms common here.

There's a clear path for bigger, systemic changes, too. Using structured feedback based on rubrics helps teachers grow more confident. Longer practice teaching stints give trainees a chance to really find their footing. Joint professional development workshops break down walls between universities and schools. When both sides collaborate—creating debriefing protocols together and providing real incentives—schools can foster a new generation of ICT-savvy teachers ready for any classroom. These moves don't just sound good on paper; they actually boost teaching quality, student learning, and fairness across the board, especially in places like Kailali that have often been left behind. At the heart of this, head teacher interaction programs spark the kind of instructional reform that finally bridges the gap between theory and practice, while making sure quality is more than just a buzzword. There's a lot left to learn, though. Future research needs to track the long-term impact of these programs through longitudinal studies, so Nepal's teacher education policy keeps moving forward, grounded in real evidence.

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