



**Happy Teachers' Day 2008**

## **Questionnaire**

Please take out 20 minutes of your precious time as teachers & educators on World Teachers Day 2008. Your opinions are important and *your voices must be heard.*

### **"Exploring Spaces & Modalities for Professional Development"**

#### **Preamble & Introduction:**

Idara-e-Taleem-o-Aagahi (ITA) Public Trust salutes 1.5 million teachers of Pakistan, represented almost in equal proportions within the public and non-state sectors. ITA, following its annual tradition, on the occasion of World Teachers Day 2008, in collaboration with UNESCO Pakistan, and its networking alliances seeks to create a platform for issue based social dialogues. These social dialogues with teachers, are designed through evidence collected from a nation-wide survey across multiple delivery education systems. Whilst we all recognize that there is a dire need for a policy framework for teacher education and practice as has also been acknowledged in the draft National Education Policy (2008), there is still no consensus on how this framework will be operationalized. However, this policy framework can only be given shape once the teaching community has fully participated in the process. ITA seeks to perform the role of a catalyst towards this nationwide effort, supported by diverse networks of professional associations/unions; human rights and education bodies and international partners such as UNESCO, Education International, ILO and OXFAM.

Each year, the process adopted by ITA for WTD works along three concurrent strands: viz. a) conducting a survey b) hosting social dialogues across provinces and federal level and c) disseminating recommendations rapidly to policy forums at multiple levels. This questionnaire like the previous years (2005, 2006 and 2007) seeks to solicit very important information from teachers, headteachers and educators working up to the higher Secondary level in Pakistan on critical matters regarding: ***challenges of quality teaching and learning, professional networking possibilities for support to practice and professional status, modalities of linkages and communication options and the potential role of resource centres or cluster level support systems.*** By filling out the questionnaire you will help us and yourselves in repositioning the status of teachers in Pakistan by ensuring that your opinions and voices are heard publicly. This effort towards evidence based policy influence is extremely important to ensure that teachers' status is re-conceptualized in the hearts and the minds of the public. A majority of the teachers in Pakistan continue to struggle to improve skills, their social standing based on competence and delivery, and in turn their economic position on the basis of their enhanced competence. Much more needs to be done on a systematic basis, with well defined publicly agreed standards and systems of operation.

The questionnaire is in three parts :

**Part I:** Personal information and details

**Part II:** Notes on Teachers Networks; role of ICTs in CPD and cluster based resource centers

**Part III:** Questions with options for responses and Open ended questions.

## Part I Personal information

Name			
Gender	Male: <input type="checkbox"/>	Female: <input type="checkbox"/>	
Profession	Teacher <input type="checkbox"/> Headteacher/Principal <input type="checkbox"/> Supervisor/Coordinator/AEO <input type="checkbox"/> Planner/Adviser <input type="checkbox"/> Trainer <input type="checkbox"/>		
Title Designation			
Organization / school associated with	Name Public Sector <input type="checkbox"/> Private Sector <input type="checkbox"/> NFE <input type="checkbox"/> Madaris <input type="checkbox"/>		
Address			
District		Urban <input type="checkbox"/>	Rural <input type="checkbox"/>
Province			
Tel			
Email:			
Website :			

### Teachers Networks: Information Communication Technologies (ICTs) and Cluster Professional Development Centers (CPDCs)

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#### Brief Introductory Notes (5 minutes of rapid reading)

**1. What are Teachers Networks?:** Teachers networks are created to support teachers' continuous professional development, a platform for sharing experiences, resources, innovations etc. Teachers' voluntarism and motivation is associated with such networks. A few assumptions underline such initiatives; 1) Teachers know the best about their needs, 2) Teachers desire professional development; 3) Teachers have resources to share with other teachers. Teachers Networks are often operating in the form of Professional Associations (subject based or issue based) eg. **APGSTA** - All Pakistan Government School Teachers Associations; **PLTA** - Pakistan Lady Teachers' Association; **PTOC** - Pakistan Teachers Organization's Council ; Headteachers Association Pakistan Teachers Association Network (PTAN) by AKU- IED; the Headteachers Association, SPELT, and the School Improvement Network Pakistan (SINP) etc. In these networks, group identity is reinforced through a common professional concern or interest. Teacher networks are associated with professional groups and focus on professional development. They have a distinct identity, stated objectives, a vision and a mission statement. Networks must have a formal membership. Networks have multiple objectives. These are : network as a support group; a resource group for professionals; networks to stimulate innovations; networks as an advocacy group to promote awareness, influence policies and improve teachers' status, etc. Effective networks remain active with a specific agenda and activity plan. All networks require an appropriate mix of resources, volunteerism and coordination. Some networks work without a membership fee and some with a membership fee to cover costs and be sustained over time. More information on Teachers Networks can be found on these websites: [www.ptan.org](http://www.ptan.org), [www.spelt.org.pk](http://www.spelt.org.pk), [www.itacec.org](http://www.itacec.org)

**2. Information Communication Technologies (ICTs) :** Pakistan has a rapidly expanding communication system both at the level of telephone/mobile usage, radio, television as well as access to computers and internet in our homes, work environment and indeed public places such as internet and PCO kiosks in villages, small towns and cities. How can these emerging and accessible technologies be used more effectively for upgrading professional skills of teachers is an important question to ask and seek answers to. The term information communications technologies refers to wide variety of technologies viz. radio – interactive radio programs; TV- virtual learning virtual university, audio cassettes for English/language teaching; subject based learning or and indeed computers/CD roms and internet. The new (draft) National Education Policy not only endorses ICTs but suggests that IT facilities be provided in all schools from middle level onwards. Since 2001 intensive support has been extended through public private partnerships for multiplying ICT usage through Intel, Microsoft, iEARN, setting up of labs in government schools through private partners and government's own multiple initiatives. The non-state sector too has moved forward on this front aggressively. Often we are told and know that in a large number of public sector schools there is no electricity (NEC 2005/6.). On closer examination it is found that it is often that the village or mohalla does have electricity but it is the school which has not been supplied with electric connections. Some schools are enterprising and get connections by 'hook or through good neighbourly links. So connectivity is often possible in spite of public sector inertia to supply electricity to schools. The vital question to be asked is: Can ICTs be promoted and used creatively for professional development purposes? Can ICTs help link networks of teachers where distance and resources are obstacles for more frequent communication and support?

**3. Cluster Professional Development Centres (CPDCs):** CPDCs or Teachers/Tehsil Resource Centres (TRCs) or District Teachers Support Centres (DTSCs) , School Development Centres (SDCs), Professional Development Centres (PDCs) , Teaching Outposts (TOs), Centre schools, etc are all names given to one or another form of **cluster-based facility** for teachers professional development and support options. These are decentralized facilities which are easily accessible to teachers so that they do not have to move great distances to satisfy a professional need for a mentor/adviser; short trainings; reference materials and access to pedagogic information etc. Often CPDCs or TRCs are used for administrative purposes also such as: filling out vital EMIS information; administrative directives; pay centres called 'centre schools'. In the past TOs and centre schools have functioned quite successfully. TRCs are located in existing schools (High or Middle) where space is available in a cluster. Such schools can be identified for a cluster of primary/middle schools with facilities for training and teaching aides as well as ICT facilities for online professional development options.

TRCs have been in vogue since 2002 in the public sector when they were formalized as an innovative scheme in the Education Sector Action Plan 2002-2006. TRCs were implemented with varying success across Pakistan with formal allocations made for the innovation. The Federal Directorate of Education (FDE) has effective TRCs; as part of provincial initiatives such as the Directorate of Staff Development (DSD) in Punjab for continuous professional development model of in-service training, called the District Training Support Centres (DTSCs), Centre Training Support Centres (CTSCs) etc. In NWFP these are also gaining ground with new strategies for cluster level support to teachers to improve quality of learning and teaching.

Sometimes TRCs act as vital catchments for devolved services promoting professional development irrespective of whether political or administrative system is decentralized or not.

There are concerns about TRCs regarding; their sustainability and support from the government; their adhoc arrangements for coordination and unpredictable allocations of resources for key activities and materials; improper maintenance in the absence of these support systems. However, notwithstanding these concerns the value of TRCs remains a valid one in large education systems requiring a 'decentralized' professional development focus.

**Questions with options for responses and Open ended questions on Teachers Networks, ICTs and Cluster Based Resource Centers** (15 minutes)

## 1. Teachers Networks

**Q1 - Are you aware of any existing teachers or head teachers networks?**

- |          |                              |                             |
|----------|------------------------------|-----------------------------|
| District | <input type="checkbox"/> yes | <input type="checkbox"/> No |
| Province | <input type="checkbox"/> yes | <input type="checkbox"/> No |
| National | <input type="checkbox"/> yes | <input type="checkbox"/> No |

**Q2 - If so, kindly write down their exact names/official titles and if you are a member of one the month/year of membership**

**Title of Network:** \_\_\_\_\_ **Membership date:** mm-yy (eg.08-92 /August 1992)

Name 1: \_\_\_\_\_

Name 2: \_\_\_\_\_

Name 3: \_\_\_\_\_

(For additional list please fill at the back of this questionnaire or on a separate sheet of paper)

**Q 3 - Reason for the membership/s**

(Please tick ✓ as appropriate; more than one reasons can be ticked)

- a)  Professional status enhancement.
- b)  Support for skills – raising content and pedagogical knowledge in subject areas
- c)  Support for making of teaching aides, sharing reference materials and resources.
- d)  Social support group of like-minded people –sharing innovations, experiences & challenges
- e)  Provide inputs to curriculum development
- f)  Support for formulating policies
- g)  Participate in regional / national or international conferences / seminars / workshops etc.
- h)  Support group for raising demands of teachers/rights of teachers
- i)  All of the above
- j)  Others. Please specify

**Q4 - What are the facilities provided by the network/s?**

- |                                                            |                              |                             |
|------------------------------------------------------------|------------------------------|-----------------------------|
| • Teacher Training/professional development opportunities. | <input type="checkbox"/> yes | <input type="checkbox"/> No |
| • Meetings for specific causes and issues                  | <input type="checkbox"/> yes | <input type="checkbox"/> No |
| • Awareness campaigns                                      | <input type="checkbox"/> yes | <input type="checkbox"/> No |
| • Participation in policy dialogues                        | <input type="checkbox"/> yes | <input type="checkbox"/> No |
| • Professional development thru workshops and seminars     | <input type="checkbox"/> yes | <input type="checkbox"/> No |
| • Providing practical inputs to:                           |                              |                             |
| • Curriculum                                               | <input type="checkbox"/> yes | <input type="checkbox"/> No |

- Textbooks  yes  No
- Support for:
  - Material development  yes  No
  - Lesson Plans  yes  No
  - Activities/Workbooks  yes  No
  - Teaching Aids  yes  No
  - Field Tours  yes  No
  - Action Research  yes  No
  - Surveys  yes  No

**Q5 - Which networks are successful and why? List specific reasons, at least 5.**

(pl. tick ✓ and number in order of importance – 1-5 scale e.g. 5-most important and 1-least important)

**Name of the Network:** \_\_\_\_\_

**Reasons:**

- \_\_\_\_\_ Formal Membership
- \_\_\_\_\_ With membership dues
- \_\_\_\_\_ Full time coordination through a designated coordinator
- \_\_\_\_\_ Located in a specific institution
- \_\_\_\_\_ Dedicated Resources for activities:     \_\_\_ **Material**   \_\_\_ **Human**   \_\_\_ **Both**
- \_\_\_\_\_ Formally recognized by the government and/or other associations
- \_\_\_\_\_ Multiple set of activities and services for professional growth
- \_\_\_\_\_ Organized set of activities for a : \_\_\_ **Year**   \_\_\_ **Quarter**   \_\_\_ **Six monthly**
- \_\_\_\_\_ Regular communication with members
- \_\_\_\_\_ Newsletter and other printed resources shared with members
- \_\_\_\_\_ Annual meeting for making important decisions on key directions, leadership and management of network

Any more (please list)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Q6- What are the hurdles in efficiency and effectiveness of networks ?**

(Please tick ✓ as appropriate; more than one hurdle can be ticked)

- \_\_\_\_\_ Lack of full time or dedicated coordinator /coordination
- \_\_\_\_\_ No formal membership
- \_\_\_\_\_ No formal communication systems
- \_\_\_\_\_ Lack of resource planning or mobilization
- \_\_\_\_\_ Ad hoc or unplanned activities...
- \_\_\_\_\_ No formal mechanism for program directions and management of network

Any Other (please list) -

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 2. Information Communication Technologies

- Q7. Are ICTs viable for ongoing professional development?  yes  No
- Q8. Have you ever used ICTs for accessing tools for teaching  yes  No
- Q9. If **yes** through which form of ICT?
- Radio – interactive radio programs  yes  No
  - TV- virtual learning / virtual university,  yes  No
  - Audio cassettes for English teaching; subject based learning  yes  No
  - Computers/CD Roms  yes  No
  - Internet  yes  No

**Q10. If any of the above, how often have you used this media in the past 3 months**  
(please ✓ tick and circle ○ the appropriate ICT medium)

- |                      |                                |                             |                             |                                             |
|----------------------|--------------------------------|-----------------------------|-----------------------------|---------------------------------------------|
| <b>1-4 times</b>     | <input type="checkbox"/> Radio | <input type="checkbox"/> TV | <input type="checkbox"/> AC | <input type="checkbox"/> Computers/Internet |
| <b>4-8 times</b>     | <input type="checkbox"/> Radio | <input type="checkbox"/> TV | <input type="checkbox"/> AC | <input type="checkbox"/> Computers/Internet |
| <b>9-16 times</b>    | <input type="checkbox"/> Radio | <input type="checkbox"/> TV | <input type="checkbox"/> AC | <input type="checkbox"/> Computers/Internet |
| <b>20 plus times</b> | <input type="checkbox"/> Radio | <input type="checkbox"/> TV | <input type="checkbox"/> AC | <input type="checkbox"/> Computers/Internet |

**Q11. Are ICTs available and accessible to you as a teacher or an administrator or trainer?** (Please tick ✓ as appropriate; more than one option can be ticked)

- At your Institution – School or training institution
- At Home
- At a public facility in your mohalla or village

**Q12. What sort of professional tools or forums can be accessed through ICTs across the country?** (Please tick ✓ as appropriate; more than one option can be ticked)

- National Curriculum Frameworks and scheme of studies
- Competencies for each subject by class level
- Unit Plans
- Lesson Plans
- Activities for interactive learning
- Best practices &/ideas in subject areas from around the world
- Best practices &/ideas in subject areas around Pakistan only
- Quality Item pools for tests and examinations
- Core education /pedagogic definitions for teachers/trainers and educators
- Researches on specific themes/subjects
- Knowledge pools and comparative practices in education
- Online discussion groups and forums (Blogs) with other teachers.
- Online forum to be a part of an influence group for policy recommendations to policy makers
- Online application procedures for in-service or professional up-gradation of qualifications and professional development programs in the country, region and internationally
- Online courses for professional development

**Q13. What type of support teachers would require for mediation to access ICTs?**  
(Kindly tick & circle option on scale 1-5: 5 = highest and 1= lowest)

Access to:

- Facilities in the schools /institutions where teachers are working 1 - 2 - 3 - 4 - 5
- Facilities in a cluster facilities center. 1 - 2 - 3 - 4 - 5
- Facilities at home or anywhere at any times. 1 - 2 - 3 - 4 - 5
- A personalized fully owned facility through a subsidized system of payments. 1 - 2 - 3 - 4 - 5

### **3. Cluster Professional Development Centres (CPDCs) or Teachers Resource Centres (TRCs)**

**Q14. Do you have the experience of working at the cluster level for professional improvement?**  yes  No

**Q15- How would you define a geographical cluster from the point of view of professional development options?**

A cluster centre which is in a : \_\_\_\_3 km radius \_\_\_\_5 km radius \_\_\_\_10 km radius

**Q 16- What facilities would you like in a cluster facility for professional development?**

(Please tick ✓at least 5)

- A training room for professional development.
- A resource room in same location with reference materials and manuals.
- Possibility for making teaching aides and seeking assistance for making them.
- A facility where teaching problems can be discussed with a mentor or colleague.
- A facility with simple technologies like & lowest price for services (tick as appropriate):  
**ICTs:**  internet,  photocopier;  binder,  scanner,  
 Printer black and white,  Printer color,  CD writer,
- Soft boards with sample exhibits on theme based subjects ... model soft boards
- Newspapers & Few Professional Journals
- An Ideas or best practice softboard for teachers to share ideas on teaching and learning
- Any other \_\_\_\_\_

**Q17- What kind of resources would teachers like to be available at such a facility to help them with their classroom practice and professional growth?**

(Please tick ✓as appropriate; more than one option can be ticked)

- National Curriculum Frameworks and scheme of studies.
- Competencies for each subject by class level.
- Unit Plans.
- Lesson Plans.
- Activities for interactive learning.
- Best practices &/ideas in subject areas from around Pakistan and / the world.
- Quality question/quizzes and item pools for tests and examinations.
- Core education /pedagogic definitions for teachers/trainers and educators.
- Research on specific themes/subjects.
- Participate in thematic discussion groups with other teachers on a fortnightly basis.
- Have mentors on rotational basis for specific areas of specialization.
- Be a part of an influence group for policy recommendations to policy makers.

- Celebrate World Teachers Day; EFA Week and Literacy Days with cluster teachers, finalize recommendations and send to policy makers.
- Access information about options and application procedures for in-service or professional up-gradation of qualifications and professional development programs in the country, region and internationally.

**Q18. Should the local area private sector (non-elite school) teachers access the public sector cluster facilities?**  Yes  No

**Q19. If yes, how can these school teachers access public sector facilities?**

(Please tick ✓ as appropriate; more than one option can be ticked)

- Become a member with a small fee which can be used for its maintenance and consumables.
- Pay for services and technologies on a slightly higher rate than government teachers.
- Pay nominally for cluster based trainings.
- Education Foundations can hire facility on nominal charges for its trainings at cluster levels.
- Any other \_\_\_\_\_

## Part III-B

### Open Ended Questions

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#### Teachers Networks

- **What is the potential of these networks for supporting continuous professional development?**

- \_\_\_\_\_

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- **What are the minimum resources required for sustaining live networks in the public sector and /or the private sector?**

- \_\_\_\_\_

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- **Are teachers networks just an idea and an unrealistic ideal or is it a successful practical concept .For believing either position, give reasons**

- \_\_\_\_\_

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**Information Communication Technologies**

Are ICTs viable for continuous professional Development?

If ICTs are (or made) accessible to you, what is their utility or efficacy? Please be brief and crisp.

Give three recommendations on promotion of ICTs for professional development (whether you are in government or non-state /private school) based on your experience.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Cluster Professional Development Centers (CPDCs)/ Teachers Resource Centers (TRCs)**

If you have any experience with TRCs please share its positive and negative features.

\_\_\_\_\_  
\_\_\_\_\_

What advice would you give for making TRCs successful? Restrict to 3-4 priority ideas only.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Thank you for your precious time for filling out this important questionnaire. Kindly note that the information provided will be useful in the social dialogues which will be held from October 7 to 21<sup>st</sup>, 2008 throughout the country.

*Teachers Matter for Quality Education (WTD 2008)*

### Box 3: Teachers' Roles are Changing

Teachers are now expected to have much broader roles, taking into account the individual development of children and young people, the management of learning processes in the classroom, the development of the entire school as a "learning community" and connections with the local community and the wider world. Some examples of areas of broadened teacher responsibility are as follows.

#### *At the individual student level*

- Initiating and managing learning processes
- Responding effectively to the learning needs of individual learners
- Integrating formative and summative assessment

#### *At the classroom level*

- Teaching in multi-cultural classrooms
- New cross-curricular emphases
- Integrating students with special needs

#### *At the school level*

- Working and planning in teams
- Evaluation and systematic improvement planning
- ICT use in teaching and administration
- Management and shared leadership

#### *At the level of parents and the wider community*

- Providing professional advice to parents
- Building community partnerships for learning

**Website** Project documents, including individual country reports, can be found in the OECD Teacher Policy website:

<http://www.oecd.org/edu/teacherpolicy>