

5<sup>Oct</sup> World Teachers' Day  
Pakistan 2009

World Teachers Day 2009  
Implementing  
National Professional Standards  
for Teachers in Pakistan  
Challenges for Quality EFA



Organized by:

Idara-e-Taleem-o-Aagahi

in collaboration with

Oxfam, Dubai Cares,

Pakistan Coalition for Education (PCE)

In districts

Rahim Yar Khan, Multan, Muzzafargarh, Chiniot, Lahore  
Sheikhupura, Faisalabad, Rawalpindi, Karachi,  
Charsadda and Islamabad Capital Territory





*Build the future:*  
**invest**  
*in teachers now*



## **National Professional Standards Declared as a Milestone for improving the Status of Teachers in Pakistan – Some recommendations to consider**

Teachers think that the National Professional Standards (NPS) are truly a milestone in upgrading the status of teachers in Pakistan. The challenge however lies in proper implementation which can only happen through wide ranging partnerships of academia, training institutions, public sector, private sector, media and civil society organizations. This was the consensus of over 500 student-teachers, teachers, educators and national experts who actively engaged in a series of social dialogues across Pakistan from October 5- 27, 2009.

The focus of World Teachers' Day 2009 was on the recently finalized 10 National Professional Standards (NPS) for teachers and professional educators by the Ministry of Education. The title of the social dialogues for World Teachers Day 2009, was "Implementing National Professional Standards for Teachers in Pakistan - Challenges for Quality EFA". The dialogues were held through interactive readings of National Professional Standards, one by one with formal discussions and recommendations for each standard to expedite implementation through several partners.

*Idara-e-Taleem-o-Aaghi (ITA)* in collaboration with Dubai Cares/ OXFAM and Pakistan Coalition for Education and many partner institutions celebrated World Teachers' Day on October, 5<sup>th</sup> 2009 starting from Rahim Yar Khan districts. The dialogues were held in many districts of Punjab and selected districts of Sindh, NWFP, Balochistan & Islamabad Capital Territory from October 5, to 27, 2009 co-hosted by ITA's partner organizations. The WTD dialogues have been technically facilitated by ITA teams in particular by Baela Raza Jamil,

Over 500 copies of NPS were generously provided by the Ministry of Education & UNESCO in Urdu and English. Whilst work is still in progress some of these are shared below for policy makers and teacher training **institutions at pre service and in-service levels.**

### **The ten National Professional Standards are:**

1. Subject matter knowledge
2. Human Growth & Development
3. Knowledge of Islamic Values/ Social Life Skills
4. Instructional planning & strategies
5. Assessment
6. Learning environment
7. Effective communication and proficient use of information communication technologies
8. Collaboration and partnerships
9. Continuous professional development & code of conduct
10. Teaching of English as second/foreign language (ESL/EFL)

For details go to : [www.itacec.org](http://www.itacec.org)

## **RECOMMENDATIONS ON NATIONAL PROFESSIONAL STANDARDS:**

Following recommendations were shared by the teachers for effective implementation of national professional standards:

### **Standard 1 (Subject Matter Knowledge)**

- Rapid dissemination of standards, National Curriculum 2006 s important
- For the implementation of this standard there is an urgent need of subject based training with high priority to poorly educated PTC teachers
- Massive training is needed for implementing national curriculum standards/approaches
- Support to lack of qualified and trained teachers in rural areas
- There must be a bridge program i.e. between PTC and CT leading to B.Ed
- **National standards must be the part of pre-service teacher training**
- Teachers performance testing tools to be made so that teachers subject knowledge is assessed and improved
- Teachers incentives- professional ethics /code as part of criteria
- Positive messages through media- and role of media in propagating NPS
- As private sector system is working with follow up support after trainings , the same intensive approach should be incorporated at govt. level

### **Standard 2 (Human Growth & Development)**

- Govt. should monitor the number of students in classes in each school.and there should be set standards for pupil teacher ratio (even 40:1 is too high). Where the PTR is high group work is a good workable solution
- Teachers to be imparted life skills trainings, to empathise with student's mental and psychological development
- Teachers' training to focus on learners' cognitive patterns and psychology and more emphasis on Educational Psychology in pre /in-service trainings
- Learning is a 2 way process. Teacher should focus on class environment as a participatory environment – needs sensitization to gender issues
- Poor infrastructure – needs urgent attention as it is a hindrance for the implementation of NPS
- Equal opportunities should be provided to all students- gender/minorities/inclusive education
- Mostly teaches adopt cramming methods for teaching, this should be changed with interactive constructivist teaching methods

### **Standard 3 (Knowledge of Islamic Values/ Social Life Skills)**

- In the national curriculum citizenship should be addressed and religion based biases should be avoided
- Violence free atmosphere in classrooms is important banning all kinds of abuse

- Awareness of rights and responsibilities, citizenship...
- Humanity comes first...respect and awareness of other religions
- Teachers must be secular and not exclusive
- Teachers as Role Models to be encouraged
- Impact of Globalization on values
- Celebration of different events for all communities –celebrating diversity

#### **Standard 4 (Instructional planning & strategies)**

- Intensive trainings programs using modeling as a primary approach
- Teachers needs to learn to set objectives and then follow a proper strategy
- Knowledge of current affairs & present global world environment
- Use effective teaching methods, strategies and techniques
- Add more practical work in teachers professional courses
- Right approach..... Child Centered
- Use of Mobiles by teachers in classroom must not be allowed

#### **Standard 5 (Assessment)**

- Short term assessment tools for the classrooms should be given to the teachers and trained as well.
- Results should be shared with the students (and stakeholders.. )
- Display of assessment results in classrooms and schools
- Students positive assessment for improvement not punishment/finger pointing
- Assessment for character building and tarbiyat
- Govt. should ensure support for proper assessments
- Rote memorization to be replaced with better assessment tools
- The Student learning Objectives SLOs must be shared with parents and students.

#### **Standard 6 (Learning environment)**

- Strengthening creativity through reading habits
- Friendly environment in classrooms with focus on disadvantaged, girls
- Positive teachers' behavior for better learning
- Children should not be labeled and put down
- Improved enabling infrastructure
- The role of a teacher in classroom to be of a facilitator

#### **Standard 7 (Effective communication and proficient use of information communication technologies)**

- Integration of ICT/Technologies in teaching different subjects
- Using expanded learning environment local context and ICTs
- Preparation of appropriate software for practice on computers
- Research oriented teaching :use of ICTs in promoting research
- Computers should be provided in schools along with computer teacher

- Minimum one computer should be provided in each primary schools and trainings as well on ICT.
- For using all technical tools, the training and follow up is necessary

### **Standard 8 (Collaboration & Participation)**

- Skills needed by teachers/educators for collaboration and partnership
- Required resources must be mobilized for such programs by the Govt
- Parents Day should be celebrated at the end of each month or 3 months
- Teacher parents meeting must be in practice on monthly bases and on the other hand on broader level community and higher officials must be interacted to solve the issues
- In government schools community mobilization process should be adopted by education department with many site based trainings/support.

### **Standard 9 (Continuous professional development & code of conduct)**

- There is need of continuous trainings of teachers
- Follow up is necessary after training.
- There must be such environment in school where Teachers can share their problems in teaching and can take help of each other
- PTC teachers should improve their qualification otherwise replaced

### **Standard 10 (Teaching of English as second/foreign language (ESL/EFL)**

- Local context need to be considered for all languages
- Teachers should accept the need and importance of English language and should learn and then teach students
- Special concentration on rural areas for improving English language skills
- Increase number of teachers at school and college levels for English teaching and shortage of English teachers even in Colleges for more than a decade such as a Pattoki must be immediately addressed.
- Need to learn the process and art of Foreign language learning
- It is very difficult for PTC teachers to teach in English, support must be extended.
- Intensive teachers' refresher courses
- All standards are very useful but teachers should be trained in this standard of EFL thoroughly and urgently. ITA or any other organization should arrange trainings for professional growth of the teachers (Spoken English)

### **General comments**

- Ambitious plan for developing and conflict ridden countries
- Criteria for teachers incentives should be linked with their knowledge and practice of professional standards
- Hands on, minds-on practical approach in science and language subjects
- Can be implemented effectively through wide ranging partnerships of academia, training institutions, public sector, private sector, media and civil society organizations.