

5 Oct 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)

IER, FCE, UoE & GCETs

Ministry of Education/UNESCO

In districts

Rahim Yar Khan, Multan, Muzzafargarh, Chiniot, Lahore

Sheikhupura, Faisalabad, Rawalpindi, Karachi and

Islamabad Capital Territory





Build the future:
invest
in teachers now



Over 600 participants – student teachers, teachers, educators and experts engaged in social dialogues with interactive readings of National Professional Standards, copies of which were generously provided by the Ministry of Education & UNESCO in Urdu and English. For each standard recommendations for implementation were made by the participants. Whilst work is still in progress some of these are shared below for policy makers:

RECOMMENDATIONS ON NATIONAL PROFESSIONAL STANDARDS: (several districts combined)

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

Standard 1 (Subject Matter Knowledge)

- Awareness of standards, curriculum framework is important
- For the implementation of this standard there is urgent need of subject based training- high priority to PTC teachers
- National curriculum should be disseminated in all schools /public widely
- Massive training for implementing national curriculum standards/approaches
- Lack of qualified and trained teachers in rural areas
- Orientation to all teachers about standards is imperative
- There must be a bridge program i.e. between PTC and CT leading to B.Ed
- Teachers performance testing tools to be made so that teachers subject knowledge is assessed and improved
- National standards must be the part of pre-service teacher training
- 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 , this 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).
- 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
- Group work is a good workable solution of crowded classrooms
- Learning is a 2 way process. Teacher should focus on class environment as a participatory environment – needs sensitization to gender issues
- Poor infrastructure – a hindrance for the implementation of NPS
- Equal opportunities should be provided to all students- gender/minorities/inclusive education
- Teachers do not utilize or engage with a child's mind and emotions.
- Mostly teaches adopt cramming methods for teaching, it should be changed with modern 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- banning abuse
- Awareness of rights and responsibilities, citizenship...
- Criteria for teachers incentives should be linked with standards
- Humanity comes first...respect and awareness of other religions
- Teachers must be secular and not exclusive
- Teachers as Role Models
- 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 shared with parents in a positive way

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
- Special concentration on rural areas for improving language skills
- Increase number of teachers at school and college levels
- One of the participants shared that there is no English teacher in Pattoki
- Need to learn the process of language learning
- It is very difficult for PTC teachers to teach in English
- Intensive teachers' refresher courses
- All standards are very useful but teachers should be trained in this standard thoroughly and this is a major concern. ITA or any other organization should arrange trainings for professional growth of the teachers (Spoken English)

General comments

- Ambitious for developing countries
- Hands on minds-on practical in science subjects
- Teachers should accept the need and importance of English language and should learn and then teach students