It is with great pleasure that we launch the first edition of the newsletter “Teachers Voice; the quest for quality” from the joint platform of Plymouth State University and Idara-e-Taleem-o-Aagahi (ITA). The focus will be about sharing research, practice and reflections of PSU alumni from 2004 to 2007. The newsletter will also be a space to acknowledge achievements, ideas and suggestions from alumni to inspire other practitioners. Since 2003 Plymouth State University (PSU) and ITA have been involved in a collaborative program funded by the U.S Department of State, Bureau of Educational and Cultural Affairs to promote quality education, goodwill and inter-cultural understanding between the professionals of United States and Pakistan. To date 80 secondary level educators, teacher trainers and researchers have participated in the program. All of them represent renowned public sector and autonomous education institutions. As many as 10 institutional collaborations have been formalized across the country, predominantly in the public sector.

As part of this programme Plymouth State University (PSU) offered an intensive summer course in July 2007 for 15 Pakistani administrators, academic and professionals on research and monitoring. The skills thus gathered would help track the performance of 65 alumni who had completed the Pakistan Education Leadership Institutes (PELI) 2004-2006. Pakistan has 418,376 secondary level teachers across the country (NEC 2006) At PELI 2007, the Pakistani contingent learnt techniques and methodologies of educational research, design, analysis, evaluation and reporting.

It is only appropriate to acknowledge that none of this would be possible without the concerted efforts of the PSU Pakistani Summer Institute Team in USA, led by Blackman Allen and their counterparts in Pakistan, Beena Raza and Saima Hasrat.

This edition will share early findings of the research which is underway. We feel particularly delighted that almost 98% of the participants returned to their places of work after completion of their training. On the basis of what they learnt at PSU, professional and interpersonal skills, as well as exposure to other cultures, several of them have been promoted and also received performance awards. Well done!

In this first edition, we have some reflective articles from both Pakistan and PSU, research findings, guidelines for lesson planning as well as some useful web links for educators to access global learning sites for new ideas and inspirations. We have also included views of some educators regarding the PSU program and recommendations.

The PSU alumni have demonstrated a remarkable commitment in their efforts in promotion of quality education in Pakistan through teaching and teachers training. We want to tap their voices which may resonate with many other colleagues across the country in the quest for Quality Education For All. We look forward to healthy contributions from our 2004-2007 alumni who are the real stakeholders of this newsletter.
**Improving the Most Deserving**

Blake Allen  
Director, Pakistani Educational Leadership Institute  
Plymouth State University, USA

Plymouth State University's Pakistani project focuses on working with educators from Pakistan's public and private/public education sectors. Funding from the United States Department of State, Bureau of Educational and Cultural Affairs, supports the summer institutes at Plymouth State University, the partnership with Idara-e-Taleem-o-Aagahi, and follow-on activities in Pakistan. Capacity building in Pakistan's education sectors is the primary goal.

Within a framework of issues identified by Pakistan's Ministry of Education, the institute curricula incorporate strategies that link Pakistan's educational goals and American methodologies. During the 2004, 2005, and 2006 institutes, Science, Mathematics, and Educational Leadership and Planning constituted major strands, with Heritage Studies as a sub text. The 2007 institute focused on the development of assessment and evaluation mechanisms to be applied to outcomes from previous institutes.

The Pakistani project encompasses both challenges and opportunities. The challenges incorporate several key questions. How can each cohort's expectations and needs be met most effectively within existing parameters? How can both the groups and the individuals that comprise them have rich and meaningful experiences while in the United States? How can the institute alumni maintain a support system that includes Plymouth State University, the State Department, and one another, after their return to Pakistan? The opportunity to learn from each other Pakistanis and Americans constitutes the core of the project, reflecting the essence of citizen's exchange.

**On the Wings of Imagination**

Rukhsana Qadir  
District Teacher Educator & SST  
Government Girls High School, Sidh, Gujrat

I was seeking an environment where I could use my skills and work whole heartedly for the advancement and well being of my nation. I found the precious cause of TEACHING to fulfill my dreams.

*It is said that a journey can be a source of blessing but now it has been proven that a journey is indeed a first step towards success and the unfolding of dreams into reality.*

In June 2006, on the wings of imagination, I reached America with many expectations and in search of learning the latest teaching techniques for the betterment of my students. I was seeking teaching methodologies that could help me in bringing about a revolutionary change in the teaching profession in Pakistan. I also wanted to enhance the ability and learning experience of students. I was convinced that this opportunity will help me gain the latest knowledge about teaching methods, best practices, and a good understanding of its practical implementation in classrooms. I knew that this will in turn make me more self-assured and a valuable professional.

With the Pakistani project having been funded by the State Department since 2003, the strengths are based on the continued expansion of communication and collaboration between the different entities in Pakistan and the United States. Feedback from ITA and institute alumni is an essential part of the learning process that underlies the project and is integrated into PSU's ongoing strategic planning.

Each cohort has its own special identity based on group and individual interactions. Professional contributions and personal experiences in the classroom, on the campus, and in the local communities also add to the rich mosaic that has created a “Little Pakistan” in Plymouth the last four summers. Every July encapsulates snapshots of memories: road shows, spontaneous singing, cultural nights, formal closing ceremonies and so many more most importantly, all the endless conversations and shared dialogues that link Plymouth and Pakistan in meaningful ways.

The project has given Plymouth State University an extraordinary opportunity to work with remarkable Pakistani educators who are contributing to their country's educational capacity building. The way forward entails continuing and expanding linkages that have developed through the State Department's support of Plymouth State University’s Pakistani project, partnership with Idara-e-Taleem-o-Aagahi, and eighty Plymouth State University Pakistani alumni.

I have learnt a great deal during my short course at the PSU and grown tremendously through the confidence and knowledge that I gained in modern teaching techniques, attitudes and a different way of approaching pedagogy by valuing environment and local contexts. I spent a memorable time with Blake, Dr. Mary Ann, Cindy and Dr. Salman. I admire their attitude and spirit of collaborative working, time management and commitment to their profession. If I start to count my learning there, I can honestly say that it a trip where I have lost nothing but gained a lot. Every step was a learning milestone: from the classroom to the dining hall, from Blake's house to President's tea, from Dr Mary Ann's to Candy's house, from New York to Niagara Falls and from Dr Salman's home to the Heritage Hall and not to forget, the trips to Wall Mart! Every step of mine was a learning opportunity, imbibing a culture of learning and living.

Now I am working as a successful teacher, trainer and mentor. I was selected as a District Teacher Educator (DTE) from my district to support continuous professional development for a cluster of teachers. I am trying to make a difference in society through teaching and mentoring. I am implementing what I learnt at PSU and more, and have observed that now, I am teaching more effectively than before. My teaching has helped develop learning skills in students and especially in schools where there are little
facilities. I work in a rural community called Sidh in Gujrat district, which is a remote area but regardless of the lack of facilities, our school is showing good performance.

According to our commitment with PSU of transforming knowledge, I have been involved in teachers training with a focus on concepts clarity through activity based learning, classroom management and capacity building of teachers and so far the number of my trainees is 399. I have the spirit to transfer my knowledge and positive experiences to many more.

Now when I compare my expectations and skills gained, I realize that my achievements are much more than what I was expecting before going to PSU. I think that if I miss anything then it is the immense affection of the PSU community and their company. I miss that a whole lot.

Checking where we are
Early findings of research and evaluation of the PSU participants 2004 to 2006 of Pakistani Educators leadership Institute, Plymouth State University, USA

Two survey tools were sent out to the 2007 PSU Alumni to track the 65 Alumni who participated in the Summer Institutes from 2004 to 2006. These were a questionnaire and an Observation Checklist. The questionnaire titled PELI Participant Survey comprised three sections; i) Personal Profile of PSU Alumni, ii) Experiences of the PSU training program and iii) Evaluation of Post Training Activities to gauge the performance of PSU Alumni 2004-2006. Each group of 2007 Research Alumni were allocated their portion of the 65 target PSU alumni (2004-06) across provinces and districts for the survey, observations and interviews. Early findings are reported in the tables below.

Profile of Pakistani PSU Alumni 2004-2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>2005</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>2006</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>54</td>
</tr>
</tbody>
</table>

Table 2:

<table>
<thead>
<tr>
<th>Total Respondents</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>45 (83.3%)</td>
<td>9 (16.7%)</td>
</tr>
<tr>
<td>Location</td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>13 (24.1%)</td>
<td>41 (75.9%)</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>14 (25.9%)</td>
<td>40 (74.1%)</td>
<td></td>
</tr>
</tbody>
</table>

Out of a total 65 alumni, 54 responded. Of these 40 were females and 14 males. As per the design of PELI more women were given the opportunity of attending the Summer Institute at PSU. The Visa process also seemed to ensure a reverse discrimination in the post 9/11 scenario! Public sector representation was 83% compared to 17% from the non-state sector and 76% of the participants were from urban localities.

Table 3 below highlights responses on the Professional Skills dimension of PSU alumni 2004 to 2006. This response covers 7 different skills that comprise the “Professional” dimension, viz. Skills of: Communication, Time management, Presentation, Lesson planning, Evaluation, Mentoring and Leadership.

Table 3: Professional Skills Accomplished at PSU 2004-2006

<table>
<thead>
<tr>
<th>Professional Skills</th>
<th>No</th>
<th>To some extent</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>3.7%</td>
<td>20.4%</td>
<td>75.9%</td>
</tr>
<tr>
<td>Time management skills</td>
<td>1.9%</td>
<td>35.5%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Presentation skills</td>
<td>1.9%</td>
<td>22.2%</td>
<td>75.9%</td>
</tr>
<tr>
<td>Lesson planning skills</td>
<td>18.7%</td>
<td>37.0%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Evaluation skills</td>
<td>13.0%</td>
<td>38.9%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Mentoring skills</td>
<td>16.7%</td>
<td>35.5%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>7.4%</td>
<td>27.8%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Total</td>
<td>9%</td>
<td>31%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Whilst 9% responded in the negative, the majority or 60% have responded affirmatively and 31% were somewhat satisfied with the outcomes.

Table 4: Number of Participants who Conducted Trainings

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants who have been involved in conducting trainings</td>
<td>41</td>
</tr>
<tr>
<td>Not been involved in trainings</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
</tr>
</tbody>
</table>

Out of 54 respondents, 41 alumni have been actively involved in disseminating their skills and attitudes through extensive trainings. They have conducted 119 trainings in the country covering 114,448 trainees! This is a significant contribution of the 41 alumni 2004 to 2006 approximating ITA's vision and expectation from the collaboration with PSU of “teachers without frontiers”.

Recommendations from Alumni:

The alumni offered candid suggestions and recommendations for future PSU summer institutes. A majority of the alumni recommended that, i) the duration of the training should be extended from one to at least three months and ii) the training contents should be more aligned to the curriculum/standards of assessment in Pakistan.

We will continue to share research findings in the next few editions of the newsletter.
Voices of 2007 Alumni

The greatest strength of the program was the teaching styles of the teacher. A participatory and interactive approach of teaching was adopted rather then a one way teaching method.

I would like to congratulate the people involved in conducting this unique and fruitful program which on the one hand helps us improve the educational system in Pakistan and on the other hand it is beneficial for understanding and appreciating our cultures and will strengthen relationships.

The focus of the training program was of great importance. Research plays significant role in an educator’s life so this program was a good learning opportunity for all the participants.

Institutional partners 2004 to 2007

- Department of Education, Punjab
- Directorate of Staff Development (DSD), Lahore
- Institute of Education and Research Department, Punjab University, Lahore
- University of Education, Lahore
- Government College of Elementary Training (GCET), Multan
- Sanjan Nagar Public Education Trust (SNPET), Lahore
- Allama Iqbal Open University, Islamabad
- Federal Directorate of Education (FDE), Islamabad
- Federal College of Education, Islamabad
- Department of Education, Sindh
- Sindh Education Foundation (SEF)
- Department of Education, Balochistan
- Department of Education, AJK
- Kashmir Education Foundation (KEF)

Weblinks

Lesson plans & teaching strategies
www.csun.edu/~hc.edu013/plans.html

Teaching methods and techniques
www.trinity.wa.edu.au/lduffyrc/teaching/methods.htm

Educational website for teachers
www.cameron.rutgers.edu/~wood/edwebsites.htm

Subject area web resources
www.mhhe.com/sosscience/education/methods/resources.html

Teaching tips and course planning
www.usp.edu/teaching/tips/planning.shtml

A website for the developing language teacher
www.developingteachers.com/tips/paststep79.htm

Smart teaching tips
www.smartteaching.org/PDF%20Files/Tips7.pdf

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Tel: 051-9218959

Seasons Greetings &
Happy New Year

Ardor for Education and Development
These guidelines inspired by experiences of a South Asian educator/practitioner will help teachers grasp core areas for holistic lesson planning. A lesson plan may extend to 3-4 periods or 1-3 weeks.

<table>
<thead>
<tr>
<th>S#</th>
<th>Key Points for Creating a Good Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Concept</strong> &lt;br&gt;➢ Have a firm grasp about the core concepts and your objective: what do you want to teach?  &lt;br&gt;➢ Be aware of the class/grade level of the students the lesson plan is meant for.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Duration of Lesson</strong> &lt;br&gt;➢ Record a time estimate for the lesson plan to be implemented to ensure good time management</td>
</tr>
<tr>
<td>3</td>
<td><strong>Curriculum Tips</strong> &lt;br&gt;➢ Once you have the topic you can define it and determine what content, sources of reference, teaching methods and tools would best be suited for this particular lesson</td>
</tr>
<tr>
<td>4</td>
<td><strong>Learning Objective</strong> &lt;br&gt;➢ Include all the elements of the learning process in your lesson plan so that students should not only gain familiarity with the topic but should be able to demonstrate a thorough understanding and ability to comprehend, apply and explain</td>
</tr>
<tr>
<td>5</td>
<td><strong>Anticipatory or Cutting Edge Teaching Technique (a way to lead into the less plan)</strong> &lt;br&gt;➢ Apply different types of learning styles that bring different types of concrete experiences for students and develop the interest into learning of the lesson to be taught; this will make learning exciting or engaging for students and keep their attention</td>
</tr>
<tr>
<td>6</td>
<td><strong>Material Requirements</strong> &lt;br&gt;➢ A Teacher should write in her/his lesson plan exactly what materials she/he is going to use. Be specific and practical, making sure that you have everything you or your colleagues would need.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Procedure</strong> &lt;br&gt;➢ Write step-by-step procedures that will be performed to reach the learning outcomes in students. This does not imply all aspects of the teacher’s lesson, but rather the relevant lesson milestones/targets the teacher needs to reach</td>
</tr>
<tr>
<td>8</td>
<td><strong>Review exercise/Worksheets for Independent Practice</strong> &lt;br&gt;➢ Students could be given time to do some review and practical worksheets without group or teacher intervention, so as to learn how to apply the concepts gained in the class</td>
</tr>
<tr>
<td>9</td>
<td><strong>Individual Differences</strong> &lt;br&gt;➢ Some room should also be made for students who take longer time to learn as compared to students who are faster. Thus, every lesson plan will have to have activities for students with different requirements and capacity. This is best achieved with specific adaptations for students, taking account of individual differences</td>
</tr>
<tr>
<td>10</td>
<td><strong>“Connections”</strong> &lt;br&gt;➢ This part of the lesson plan deals with how the plan can be integrated and linked with other subjects or fields of study. Students learn about the various levels of a concept much easier if they are able to relate it to other areas of knowledge e.g. Understanding earthquakes &amp; writing about an experience with earthquakes (Connections: Science, Environment and Language/expression/personal feelings)</td>
</tr>
<tr>
<td>11</td>
<td><strong>Assessment Evaluation</strong> &lt;br&gt;➢ Write your assessment evaluation plan: The key to developing assessment is to ensure that the evaluation reflects all key learning objectives of a lesson or topic &amp; learning steps covered with students</td>
</tr>
<tr>
<td>12</td>
<td><strong>Expected Learning Goals or Evaluation</strong> &lt;br&gt;➢ Individual Outcome – Enhancing existing knowledge of subject area  &lt;br&gt;➢ Societal Outcome – Application to real life situations will enhance skills as responsible and capable citizens  &lt;br&gt;➢ Spiritual Outcome– New experiences provoke interest and excitement in learning</td>
</tr>
<tr>
<td>13</td>
<td><strong>Resources</strong> &lt;br&gt;➢ Even though textbooks are the most accurate resources, don’t discount supplementary texts (books, articles) and the web or the media if available for another look at how things can be explained</td>
</tr>
</tbody>
</table>

And so, following these simple guidelines will help structure your approach to lesson planning, and hopefully will help you develop thoughtful and useful lesson plans that could be a resource for anyone wishing to teach the subject.

### مقدمه

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d3

#### 2 - کیک ہو چکا؟


d3

#### 3 - ضیافت مہارت


d3

#### 4 - غذائی مرغیہ


d3

#### 5 - طرز تیاری کیتی ہو چکا کیک


d3

#### 6 - ترمیم مادہ


d3

#### 7 - طرز تیاری کی اول


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#### 8 - ترمیم کی اول


d3

#### 9 - معاونت سیاسی


d3

#### 10 - روایت


d3

#### 11 - جاں؟


d3

#### 12 - م questões مثبت کی تغییر


d3

#### 13 - تخلیق


d3

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**درجہ مشہوری**

الغزی، افزاوجی، نورمال، سبز

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**منبع:** Kapoor, A (2007), Transforming School Empowering Children, SAGE publication http://www.lessonplanspage.com/WriteLessonPlan.htm