



TEACHERS WITHOUT FRONTIERS

استان تا حد



1st Edition

Newsletter

Introduction

Teacher's Without Frontiers (TWF) is a program developed to empower teachers, particularly women, in technologically challenged and deprived, remote areas of Pakistan. The initiative is envisioned as a movement and an opportunity for teachers to increase their knowledge, skills and approaches through a wide range of innovative learning opportunities.

The architect of the program calls on the teachers in the week long training as the headhunting task to screen potential teachers who can be groomed as Teacher Leaders. The potential teachers are groomed on an extensive period of time with cutting-edge content derived from global practices in blended learning. Exciting and novel phase engages the trained Teachers in launching the **Teachers'-Initiated Professional Development Program.**

TWF aims to change the mindset of teachers, by instilling a passion in them through fostering the culture of professional development and growth; to primarily enhance and improve the experience of blended learning. Moreover, to support all the latest learning practices, through the use of ICT's and digital literacy.

TWF simply connects the dots by inspiring individuals to contribute in the form of their time and services to the neglected phenomenon – the need to learn to teach. TWF operates on the collaborative model – building strategic partnerships to extend outreach to the under-resourced areas communities of teachers. The program philosophy is underpinned on the principle of the teacher trainees receive information; they then return to their schools and pass that information onto their fellow teachers. The Professional

Development Program (PDP), Learners Resource Centre (LRC) and the e- Learning Management System (LMS), are some of the core elements of TWF.

Learners Resource Centre (LRC) is envisioned as a hub for teaching and learning activities, accessible to public, private and community based teachers with the aims to support knowledge and skill development activities. LRCs are developed in under-served districts of Pakistan to support and encourage teachers as learners to facilitate their knowledge and professional needs. LRCs are established to provide access to rich and relevant learning resources to under resourced teachers in the district. Each LRC houses a Technology Corner, Resource Room, Reading Centre and the Training Room. Most importantly, LRCs provide a sustainable model of mentoring as they extend mentoring and coaching support to the teachers. Learning Management System.



INSIDE

- 1 TWF Introduction
- 2 Message from Baela Raza Jamil
- 3 LRCs across Pakistan - Image Gallery
- 4 Brain Based and PBL
- 5 International collaborations with TWF
- 6 Case studies - Fellows

Introduction

TWF envisions to revitalize the landscape of teacher training and education. As a matter of fact, TWF pitches technology at the core to drive and define teacher training in Pakistan with the opportunities to access the online repository. Broadening the e-learning experience, TWF has developed a dedicated Portal, aptly named as the Learning Chowk (chowk is the Urdu word for a town “square”)signifying a central place for learning which is accessible to everyone.

“ TWF has developed a LMS namely “twffellows.com”, exclusively connecting fellows, super mentors, course instructors, education bloggers and academics. ”

It is designed as a one-stop solution for teachers as continuous learners, trainers, material developers, research scholars and classroom practitioners. In addition to providing the best of local and global learning resources such as the philosophy and ethics of teaching, theories & practices, content, lesson plans, research papers, educational technology etc. the Learning Chowk and LMS also encourages virtual communities, fellows' network of teachers and educationists to exchange ideas and best practices.



Message from Baela Raza Jamil (Trustee and Advisor - ITA)

This initiative is a continuous professional development programme designed to expand the teacher's horizons, skills and approach by way of a wide range of innovative learning opportunities.

“ This is not a time specific project; rather, we intend it to be a social movement, leading up to ownership by the community itself. We are thrilled to see teachers navigate new pedagogies assisted by a range of technologies that connect learners to their learning dynamically. My dream of seeing TWF as a social movement is taking shape and my heart swells with joy to see how far we have come with the trainings. ”

The teachers are now able to use the tools and concepts of blended learning effectively. They are the key to making this project sustainable, by reflecting whatever they've learned onto their students and colleagues. I'm glad to see these inspiring individuals are willing to contribute to this neglected phenomenon, by investing their time and services for the need to learn to teach.

Once the TWF Fellows complete their training of approximately 100 teachers each, as volunteers in their own or adjacent districts. They will begin writing up case studies and impact research pieces. They will go to the teachers they trained, to collect evidence of how the trainings brought about a positive impact and helped overcome the challenges a teacher faces while teaching.



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LRCs Across Pakistan



TWF Has trained and active thousand teachers by using many platforms in remote areas of Pakistan. The main objective of TWF Project

- To create inner urge and self-actualization for professional growth by leading them through the avenues to attain professional development, and become independent learning leaders
- To enable the trainees to become lifelong learner by encouraging them to experience wide range of opportunities both online and offline to augment their set of skills
- Teacher's initiated professional development program envisions to make Continuous Professional Development - CPD as an integral and indispensable component of teachers' life by introducing TWF as a social movement

“ The LRC teams are working hard to manage the operational activities in District level like coordination With Govt official to take permission for teachers. Our job is to motivate the heads of Schools for registration of teachers for trainings in their respective areas. No doubt it is noble mission we shall continue it. ”

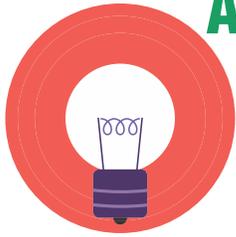
LRC Coordinator List:

Managers:

Khuram Jawad
Muhammad Naveed Aslam
Hussnain Ahmed
Intizar Hussain
Ashfaq Ahmad
Sher Ahmaed

Trainers:

Irum Batool
Kawish Mehboob
Mehboob Ali
Asifa Ghani



A Full Brain Workout-Brain Based Learning

This type of learning is based on how cognitive development affects learning or how the state of the brain affects the intake of information.

Teachers can adopt this in classes, by using special breathing exercises with the children to calm their minds and thoughts. When the work and stress becomes too overwhelming, the teachers can give the students a break, within which they can give a few creative activities to activate the prefrontal areas of their brain. These activities can include drawing things in the air with your hands and having your friends guess what it is or turning one squiggly line into an entire image.

This approach mainly focuses on how the state of the brain/mind can be improved, to promote better and efficient learning. It is important for teachers to be well versed and trained in brain based learning, because once they understand how the brain works or how it reacts to certain stimuli, they'll be able to keep the environment of the class such, that it'll make it easier for the children to learn.

Inculcating the use of technology in their daily lessons. It has been observed that the use of technology caters to the pedagogical skills of the teachers.

Check out more from global practices at:

<http://www.edutopia.org/blogs/beat/brain-based-learning>



“ At TWF, brain based is an essential component of learning. The teachers are trained in this specifically and emboldened to implement this in their classrooms. They are encouraged to engage their students in critical thinking and analytical activities. They are taught to use brain based learning alongside blended learning. ”

Brainy Tips:

[Give timed and well spaced breaks to their students, so as to not tire them mentally and keep their energy levels up.]

Learning Beyond Project Assignments - Project based learning

Project based learning involves, giving children the initiative to do things themselves. Letting children choose the books or curriculum they want. Letting them set the classroom's environment. This motivates them and gives them the initiative to work hard.

The children should be allowed to investigate and analyse things on their own. School work shouldn't be enforced upon them. They should be allowed to set their own study plan and schedule to complete their work. This will build trust, create efficiency and result in hard work. Also, it will teach the child how to be independent in the real world.



“ The teacher's should be told to engage the children in critical thinking. That's the purpose of project based learning. To prepare the children for what they might face in the real world. Since the world is harsh and difficult, the children must have the appropriate analytical and critical skills to survive. They must be able to think for themselves and be able to know the difference between right and wrong. ”

Check out more from global practices at:

<http://www.edutopia.org/project-based-learning>

International Collaborations with TWF

A12 week online course on LMS by **Dr Bernadette Dean** in Canada on

"EDUCATING FOR DEMOCRATIC CITIZENSHIP"

What it inculcates among practising teachers:

- Re-think their roles as teachers/ teacher educators
- Use pedagogical strategies (questioning, cooperative learning, inquiry and discussion) and instructional skills higher order questioning, setting critical challenges, presentation, information communication technology (ICT), to promote learning in their classrooms
- Further develop their technological, pedagogical and content knowledge (TPACK) through planning, teaching and analysing lesson and unit plans

Message from Dr. PETER Carr

Education can greatly improve peoples' lives and Information and Communications Technologies can make good quality education available to people who have not been able to access it before. TWF are working to do this and our team of researchers are excited to work with them. Under the excellent leadership of Baela Raza and with the hard work of Mina Kidwai and Saba Saeed, the TWF team, Fellows and our University of Waterloo researchers are working together to improve and expand education in Pakistan.



“Equalizing Professional Development & Learning through Technologies in Pakistan”

Case of Teachers Without Frontiers

A postgraduate course conducted at University of Waterloo, under the supervision of the eminent Professor Dr. Peter Carr, to carry out an international research, in collaboration with TWF.

“**The Strategic Management of Technology**” is for the final two years of degree studies. As part of the course, 31 Master students will work in teams on a real world problem that is faced by TWF.

This project advises on the most viable technology solutions and prepare proposals for the use of information technology to support Teachers Without Frontiers' objectives in Phase 2 of their project. It has developed proposals for appropriate technologies and plans for their implementation by TWF.

The research was conducted in 3 groups; the categories of which are as follows:

Group 1: Understanding the needs of teachers by creating their existing working scenarios; then developing proposals on use of technology in the future

Group 2: Technology research and selection of appropriate technologies for use in Pakistan

Group 3: Technology Cost, Funding and Implementation

The overall research aims were to forecast and strategize a framework for sustainable plans with options for the implementation of most viable technologies for TWF. A total of 29 students and 31 TWF Fellows from across all districts are

participants of this research. Moreover, LRC coordinators and TWF Trainers were actively engaged in this unique opportunity and have demonstrated keen interest in contributing to first ever international research on TWF.

The proceedings of this collaborative initiative between ITA and University of Waterloo is facilitated by Mina Kidwai and Saba Saeed, as the fellows and students exchange ideas, and information through questionnaires, responses, in person Skype

“This research has served two critical purposes. Firstly, It has enabled the students to know beyond their presumptions, and made them aware of the many realities of education sector in Pakistan. In an age of smartphones, not having an email address is shocking! But it has convinced us all of the hard work and diligence with which our teachers are invested towards blended learning. This research has also empowered our fellows and Coordinators with the ability to express their voices on an international forum. They have never had such an opportunity and it has opened doors to many other avenues for our Fellows!”

The project deliverables and research outcomes are in the video link as follows:
<https://www.youtube.com/watch?v=BnsxxGON1YQ&feature=youtu.be>

Case of technological intervention

“ I want to appreciate the TWF team who informed me completely about the benefits of using blended learning in my teaching methodologies. ”

After this training, I came back to my district here, and conducted a session on blended learning at the Government Boys Middle School, Akram Colony, Hub-Lasbela, Balochistan (Cycle III with teachers). In the session, we created Gmail accounts for 14 teachers and connected them to PIFRA website (<http://www.pifra.gov.pk/>) through which financial matters are easily resolved.

Now, the teachers are able to receive their pay slips via Gmail account every month, and will continue to receive it for future payments. Before this, they used to go to Utthal Head office for pay slips every month and used to spend 200 rupees for their slips.

Now these teachers will InshAllah receive their slips in Gmail accounts, at their homes, without having to spend a single rupee!”

**TWF Fellow's Name:
Abdul Mannan**

**Professional Title:
JST Teacher, Lasbella (Balochistan)**



Hear from our fellows:

Abdul Shakoor: (Khairpur)

"I gave my students tablets, mobile phones and computers to aid them with their project based learning. The technology not only motivated the children, but also allowed me to provide information more effectively. I think all the technological equipment is bringing about a major transformation in the education system, by gradually changing and improving it".

Naresh Kumar: (Sukkur)

"I'm mainly interested in the philosophy of teaching and thus try to make the environment as learning friendly as possible. I engage the students in creative learning processes and further try to develop their interest by making them watch videos and listen to audios. The response to this teaching method has been extremely positive. The teachers, parents and students all request, that once a week every class should have an audio-visual session".

Saif Ur Rehman: (Kasur)

'The area of interest for me is brain based learning. Keeping that in mind, I made sure to give the students timed breaks and critical thinking exercises to energise their brains and thinking capabilities. I believe that the use of technology saves a lot of time while teaching and the blended learning effect with technology allows for rapid learning among the students.

Shabir Ahmed: (Swat)

'According to my area of interest in project based learning, I made the students work together in discovering the measurements of the school's garden. I took the help of videos for teaching lower grades and they seemed to enjoy that a lot. They developed an even greater interest in the subject being taught, due to the use of technology. IT was already my field, but nonetheless the TWF trainings helped to polish my skills.'

Azra Tabasum: (Sukkur)

'I feel that technology makes teaching easier and more collaborative. The students definitely take an interest in their work and are encouraged to fulfill their responsibilities effectively. To teach I made the use of the internet, newspapers and books. Whilst also using websites such as 'The web portal', suggested by TWF.'

Muhammad Tahir Qureshi: (Bahawalpur)

'TWF helped me understand how to use technology and how to successfully implement it in the classroom. Thus, ever since the TWF training I've been using tablets, LCD's and flash mobiles in class. The young children very interested and loved using the tablets and flash mobiles for project based learning.'

Abdul Shakoor Chang: (Khairpur)

'It's my opinion, that technology improves the learning capacity of a child and fosters a creative learning environment. It is particularly helpful in improving one's English skills. Since the TWF trainings, I've been using tablets and mobile phones in the classroom and computers and the internet in the private centre.'

Abdul Aziz Joyo: (Sukkur)

'TWF did a marvelous job in my career. Before the trainings, I was unaware of many things like PBL, blended learning and ICT, but now I can use my skills freely. After becoming a TWF fellow, so many parents, visited the school, to see what change or innovation had come about, that the children were taking so much interest in their studies.'

Ahmed Naveed Khan: (Lasbela)

'I believe having internet access in a classroom is critical. It allows for effective teaching and sharing of knowledge. It improves the environment of the class by making it more participative and enhances the learning experience a student, when the methods and skills are mixed with or used alongside with technology.'

Zahoor Ahmed: (Swat)

'I think the best thing about the TWF trainings is, the techniques they teach are quite implementable. I use smartphones, learning apps and mind-mapping to make the subject as attractive and interesting as possible. Also, according to my area of interest in blended learning, I implement and conduct my plans, through brainstorming activities.'

Muhammad Ayub: (Swat)

'According to my area of interest in project based learning, I arranged groups and assigned projects to the children, to complete in a specified period of time. The activity they enjoyed the most was mind mapping. I've noticed, technology eases the

Hear from our fellows:

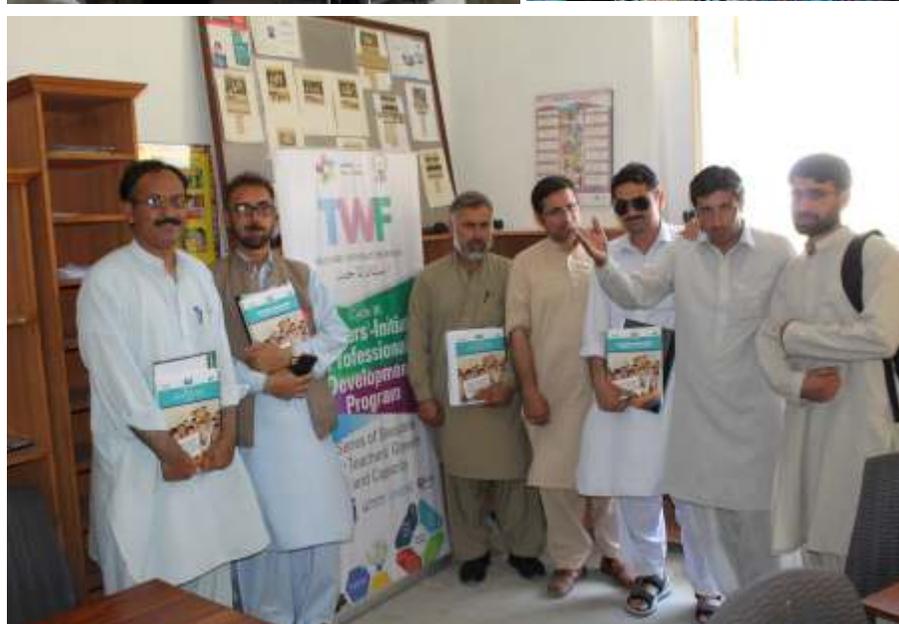
way for the teachers. It develops such an interest in the students, that they give the teacher their undivided attention, throughout the lesson.'

Afsheen Naz: (Karachi)

'I greatly believe in using ICT and technology in the classroom. I feel that it makes the environment more active than passive. Since I use laptops and tablets for google forms and powerpoint presentations for getting the message across, I believe in implementing practical rather than theoretical work.'

Khurshed Khan: (Peshawar)

'My area of interest has always been project based learning and according to that I keep assigning my students with projects in which they can participate actively. I made my students use Khan Academy and noticed it improved their math skills and grades. I'm really grateful to TWF for giving me the pedagogical skills and technological knowhow which helps me on a daily basis in the classroom.'





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