

Khyber Pakhtunkhwa
Education Sector Plan Support
Programme (KP-ESPSP)
Technical Cooperation Services

Discussion Paper - 2

**Agents of Change –
The Professional Development of
Teachers and Teacher Educators in KP**

April, 2018



Published by

Khyber Pakhtunkhwa - Education Sector Plan
Support Programme (KP-ESPSP)

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April 2018



This project is funded by
the European Union

**Khyber Pakhtunkhwa
Education Sector Plan Support Programme (KP-ESPSP)
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This is the second in a series of four Discussion Papers produced by the KP-ESPSP Programme in early 2018. All of the papers are based on learning derived from the Programme's first 15 months of activity and are intended to stimulate thinking around key areas of the E&SED's work to enhance the provision of education services in the province of KP.

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of the KP-ESPSP Programme and can in no way be taken to reflect the views of the European Union.

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Acronyms

DCTE	Directorate of Curriculum and Teacher Education
DFID	Department for International Development (UK Government)
E&SED	Elementary and Secondary Education Department
EMIS	Education Management Information System
ESP	Education Sector Plan
EU	European Union
iEMIS	Integrated Education Management Information System
KP	Khyber Pakhtunkhwa
KP-ESPSP	Khyber Pakhtunkhwa Education Sector Plan Support Programme (EU-funded)
PITE	Provincial Institute for Teacher Education

Agents of Change – The Professional Development of Teachers and Teacher Educators in KP

Executive Summary

While improving student learning outcomes is a long-term ambition of the KP Education Sector Plan, the way in which this can best be achieved remains to be precisely defined. Part of the reason for this is a lack of clarity about the roles of teachers and teacher educators in achieving this goal. This discussion paper is a contribution to policy thinking about how to articulate the roles of teachers and teacher educators as agents of positive change in KP; how to design systems and professional development programmes to develop the required skills and behaviours; and how to link this to key management functions of DCTE and PITE to make it happen in a consistent and coherent way. This paper examines some of the opportunities and challenges in front of PITE and DCTE in effectively developing, implementing and managing professional development programmes for teachers and teacher educators in Khyber Pakhtunkhwa. It takes account of the work done by E&SED through the EU-funded KP-ESPSP Programme's capacity development initiative and presents recommendations to strengthen the E&SED's management of the teacher education function in KP, with its ultimate objective of improving teaching and learning in the province.

Introduction

Good quality education empowers students to develop their potential by acquiring knowledge, skills and attitudes that enable them to become active citizens and lifelong learners. The role of a teacher (and by extension, the role of a teacher educator) is key to a successful education system, helping to improve student performance and learning outcomes. The 2010 Lisbon Goals¹ name teachers among the foundations of a coherent and prosperous society. A teacher who knows how to inspire and lead change can effectively prepare students for the many challenges ahead of them. Therefore, for teachers to act as agents of change a direct relationship needs to exist between what happens in the classroom, in the school, and within wider society.

Around the world, societies look towards teachers as individuals who can bring about positive and transformative changes in people's lives and lay the foundations for coherent and prosperous societies (Bourn, 2015). The extent to which teaching is viewed in this way in Khyber Pakhtunkhwa (or indeed in Pakistan) is open to debate (as well as further research). Insofar as improved learning outcomes achieved through better teaching is seen as one of the implicit drivers of the KP Education Sector Plan, it remains the case that teachers and teacher educators are not explicitly provided with the skills training and support they need to function as agents of change. This highlights a key question for the Elementary and Secondary Education Department (E&SED) – how does the Department see the role of teachers and teacher educators in the education system and what needs to be done to enable them to carry out their roles fully?

What do we mean when we talk about agents of change?

The development of teachers to behave and act as agents of change in the classroom, in their schools and in the wider community is the responsibility of the institutions that oversee the design and delivery of teachers' professional development programmes. Teachers need to be thoroughly trained by capable and competent teacher educators who provide teachers with the knowledge, skills and tools to enable them to facilitate learning effectively. In KP, the responsibility for teacher education lies with the Directorate for Curriculum and Teacher Education (DCTE) and the Provincial Institute for Teacher Education (PITE).

Teacher educators play a key role in supporting teachers to understand and acquire the key concepts and skills that underpin teaching and learning. Teacher educators also model appropriate approaches to teaching, in terms of the skills, approaches and attitudes to

¹<http://www.europarl.europa.eu/document/activities/cont/201107/20110718ATT24270/20110718ATT24270EN.pdf>

An exploratory study published in 2015 developed a picture of the characteristics attributed to educators as agents of change. These characteristics related to:

- **lifelong learning** (being eager to learn and reflective)
- **mastery** (giving guidance, being accessible, positive, committed, trustful, and self-assured)
- **entrepreneurship** (being innovative and feeling responsible), and
- **collaboration** (being collegial).

These characteristics can apply to both the classroom and school levels. The extent to which they can be implemented is directly related to the ways in which teachers are trained by teacher educators and managed by education authorities.

(After van der Heijden, Geldens., Beijaard & Popeijus 2015)

learning and teaching. A more dynamic role for teacher educators sees them as developing teachers to become active agents of change.

While examining (and aiming to strengthen) the role of teachers and teacher educators as agents of change, it is important to understand that the nature of the system in which they work controls their ability to bring about change. This has been an important learning point from the EU's Khyber Pakhtunkhwa Education Sector Plan Support Programme's (KP-ESPSP) capacity development initiative in 2017/18. For the purposes of this discussion paper, the focus is on the extent to which the professional development available to teachers and teacher educators in Khyber Pakhtunkhwa enables them to acquire the relevant knowledge and skills to act as agents of change.

The structure of teacher professional development in KP

In KP the responsibility for developing teachers rests with DCTE and PITE, working as attached units of the Elementary and Secondary Education Department. The DCTE is responsible for management and development of curriculum, assessment and pre-service teacher education through the Regional Institutes for Teacher Education (RITEs). PITE's mandate is to plan and implement in-service professional development programmes for teachers, head teachers and education managers across the province. PITE has also developed the training content for new teachers through the newly-introduced induction training programme. Both institutions work to strengthen the quality of teaching in schools through their management of the teacher education function.

The quality of teacher education programmes, of course, can only be as good as the quality of the people offering these programmes. A key requirement, therefore, for teachers to become effective change agents, is that they should be exposed to good quality pre- and in-service training. Such programmes are dependent on having competent and empowered teacher educators to design and implement them.

Context

In Khyber Pakhtunkhwa around 132,500 teachers work in over 27,000 public-sector schools². Those teachers fall under the scope of DCTE and PITE for their professional development. KP's Education Sector Plan (ESP) 2015-20 outlines the need to improve the quality of teaching and teachers in the province. However, in order for PITE (and DCTE) to be able to transform teachers into agents of change, it is important to take note of areas which require strengthening in the current suite of training programmes (the induction programme and other in-service professional development initiatives).

Under the KP-ESPSP Programme, a Needs Assessment Study of PITE was conducted in 2017 to identify key capacity development needs. That study highlighted that PITE (and DCTE) require support to strengthen their work in the following areas: designing training needs assessments; data gathering and analysis, and generation of reports for decision-makers to feed into planning and modification of training programmes; and the development of standards for teacher educators. The absence of a results and monitoring framework was also highlighted – a gap which compromises the management capacity of PITE (and DCTE) to plan and deliver effective professional development training programmes.

KP-ESPSP PITE/DCTE Capacity Development Priority Areas

1. Planning, developing, delivering and evaluating in-service teacher training programmes
2. Designing training needs assessments
3. Robust monitoring of field activities
4. Effective analysis and use of data sets
5. Making PITE an exemplar institution in the use of data for planning and monitoring
6. Development of minimum quality standards for teacher educators

As a result of the needs identified, six capacity development priority areas were identified by teams from E&SED, PITE and the DCTE. Based on these priority areas, an extensive capacity development intervention has been implemented for representatives of those institutions by the KP-ESPSP Programme.

Topic

For teachers and teacher educators to be agents of change, it is essential that they see themselves as the 'agents' rather than merely the 'objects' of change. For this to happen, it is important that policy makers, teacher educators and teachers jointly understand the processes and objectives of change, and that professional development support which promotes their role as agents of change is provided to teacher educators and teachers.

² KP EMIS 2016-17

There is currently no specialist group of teacher educators (cadre) in KP, and faculty members in teacher education institutions (Senior Instructors, Instructors, Subject Specialists and Senior Subject Specialists) are taken from the teaching cadre, with the posts being inter-transferable between schools, district education offices and the E&SED. In addition, PITE and DCTE are dependent on provincial directives for the availability and release of budgets. They are unable to exercise authority for the retention and succession of staff, or to seek funds to support programmes that are felt to be important. This approach has a systemic weakness, limiting the ability of PITE and DCTE to manage a quality teacher education function in the education system.

PITE and DCTE also lack a robust monitoring and evaluation system that can track the quality and effectiveness of training. The tools used by PITE and DCTE are not currently able to capture useful data to track impact assessment and to improve the delivery of training and follow-up in the field.

The KP-ESPSP Programme's capacity development initiative has focused on improving the capacity and capability of PITE and DCTE to plan and deliver effective teacher training programmes, with the longer-term goal of strengthening the role of teachers and teacher educators as agents of change. The first six months of implementation have identified a number of emerging findings which will benefit from further research and discussion to positively influence the management of the teacher education function in KP. These include:

1. *Developing quality standards for teacher educators:*

The 2017 Needs Assessment Study of PITE identified the need to develop and implement minimum quality standards for teacher educators in KP. The KP-ESPSP Programme has been supporting the E&SED in developing draft standards to codify and professionalise their practice and clearly articulate their role in promoting quality teaching and learning across the province. The standards will provide a management tool against which behaviours, attitudes, knowledge, skills and impact can be identified and assessed for both new and existing teachers. This makes KP the first province in Pakistan to develop quality standards for teacher educators.

2. *PITE's use of data for planning and management of teacher training programmes:*

PITE's teacher training programmes are currently not informed by rigorous data-driven evidence. This hampers the ability of PITE to provide appropriate learning opportunities to teachers. As a result, many teachers in the province remain untrained or partially trained and unable to deliver quality education to their students. Under KP-ESPSP, training has focused on building the capacity of PITE and DCTE to use education datasets and undertake analysis to inform their management of teacher

education. This has initiated a process, which PITE and DCTE can strengthen further, which identifies these institutions as exemplars in the use of data to design, implement and monitor teacher education programmes.

3. *Building linkages between training materials, approaches and effective training:*

The existing training materials used by PITE and DCTE require revision, along with the training approach adopted. This is because neither effectively develops the skills and abilities of teachers to operationalise their role as agents of change in schools. The KP-ESPSP Programme facilitated the review of the existing training planning process and practices in materials development in partnership with PITE and DCTE. This has enabled a sharper focus on the link between content and training methodology in core areas (including ECCE, leadership and management, Science, Mathematics and English).

On-going work needs to concentrate on finalising the review of materials and training content and aligning these with the draft standards for teacher educators. At the same time, the E&SED needs to align this work with the existing standards for teachers (developed in 2015) so that the system is internally consistent and coherent.

KP-ESPSP Capacity Development Training Workshops
 Selected training workshops conducted to strengthen teacher training in KP:

- Strengthening planning and management skills
- Team building, communications skills and conflict management
- Financial management
- Rules and regulations related to finance and procurement
- Effective delivery of training of trainers and training of teachers
- M&E roles and responsibility and M&E planning
- Data collections methods, analysis and reporting
- Construction of tools for monitoring and TNA
- Developing quality standards for teacher educators

4. *Effective monitoring and evaluation:*

PITE and DCTE currently lack a rigorous monitoring system that can capture the effectiveness and impact of training. Consequently, it is hard for these institutions to know precisely what is being taught in classrooms, in what way and with what results. The KP-ESPSP Programme has facilitated a process with PITE to develop a coherent M&E plan, which has the potential to develop into a formal mechanism following piloting and revision.

Opportunities & Challenges

The KP-ESPSP capacity development initiative has provided an opportunity to the E&SED, PITE and DCTE to strengthen the effective delivery of professional development programmes for teachers in KP. This initiative is still at an early stage and more detailed work remains to be done, particularly in the articulation of precisely what roles teachers and teacher educators are to play and how best to go about establishing a system to deliver this. The opportunities and some of the associated challenges in this regard are listed in the table below:

Topic	Opportunities	Challenges
<p>Development of quality standards for teacher educators</p>	<p>The development of minimum quality standards for teacher educators will help to professionalise the teacher education function, facilitate the management of teacher education, and ensure that a consistent quality of professional development opportunities is rolled out for teachers in the province, and that teacher educators are able to effectively model the role of agents of change for teachers.</p>	<p>Finalising the standards and creating awareness and understanding of their function is a crucial area of work going forward.</p> <p>Recruitment, posting and succession of individuals who fulfil the requirements for teacher educators will be challenging, as individuals may not be identified immediately, and therefore the process of filling all positions will need to be phased in gradually.</p>
<p>Aligning standards for teachers and teacher educators</p>	<p>Linked and aligned standards for teachers and teacher educators will make it possible for DCTE and PITE to clearly articulate the roles of these two groups of professionals in relation to positive changes and transformations in classroom teaching, school level management and delivery of results.</p> <p>This has the potential to drive policy decisions about teacher education and strengthen the implementation of associated areas of the ESP.</p>	<p>Further work is required to finalise the teacher educator standards and then to pilot them. It is possible that resistance will be faced in implementing them, though a comprehensive approach to creating awareness and understanding of the standards and their role in professionalising the role of teacher educators should help to mitigate the risks. Similar resistance to systematising the roles of teachers may be faced. Establishing a strong link to technical support (pre-and in-service training and mentoring) to achieve those roles will be needed.</p>

<p>Integrated databases and their use</p>	<p>The E&SED is in the process of combining all the education-related databases in use (the integrated EMIS [iEMIS] initiative) and providing access to this integrated system for E&SED staff and institutions. The availability of this system will help PITE and DCTE to plan, deliver and monitor their teacher training programmes (based on the needs of teachers) in a more strategic way.</p>	<p>PITE and DCTE teams require further professional strengthening in the use of datasets to plan teacher training activities. After the integrated database is developed, PITE and DCTE teams will require training to develop skills in using this system to identify priority training areas and plan the teacher training programmes in line with identified needs.</p>
<p>Monitoring and evaluation</p>	<p>PITE currently does not have a reliable mechanism to monitor and track its training programmes. With the new draft M&E plan and tools available to PITE (and DCTE), the opportunity exists to identify the effectiveness and impact of its teacher training programmes and to produce updated and appropriate training programmes linked to agreed teacher- and teacher educator minimum quality standards.</p> <p>This will enable a clearer articulation and understanding of what it means for a teacher or teacher educator to be seen as an agent of change in the education system.</p>	<p>The capacity of the M&E units in PITE and DCTE require on-going development. This should focus on developing skills in M&E planning, tool design and analysis of data.</p> <p>In addition, the strategic management of the teacher education function needs to be prioritised as an area for capacity development. This will enable DCTE and PITE to more clearly outline and deliver a system that has clear goals and ambitions for teacher educators and teachers, which, in turn, will strengthen the ability of the E&SED to implement and monitor the role of teacher education in relation to the wider goals of the ESP.</p>

Recommendations

To facilitate management processes which can lead to teachers and teacher educators acting as agents of change (and provide quality professional development opportunities to them), the following system-level actions are recommended for serious consideration by E&SED:

1. *Clarify the policy implications for the design of the teacher education function:*

This will involve examination of the following questions:

- How training programmes can cultivate a shared sense of purpose, e.g. teachers' and teacher educators' perceptions of themselves as agents of change

- How to align and fine-tune the scope of teacher and teacher educator competence to include ‘systems thinking’: classrooms, schools, communities, and linkages between district and provincial activity
- How to build capacity and skills to create a positive environment in which teacher educators and teachers can work and implement their learning, and
- How to develop a strong system of management and an environment that supports professional reflection and makes adjustments based on evidence.

2. *Identifying and developing a pool of teacher educators:*

KP needs a regularised pool of teacher educators to be created and managed in line with the emerging minimum quality standards. Transfers and postings for teacher educators would then be made from within this pool. This will mean that the right mix of expertise is available and retained in the system, and that all PITE and DCTE teacher educators fulfil the minimum standards for teacher educators. This will provide stronger management oversight of the teacher education function and develop greater professionalisation over time.

3. *Vertical coordination between the districts and DCTE/PITE:*

One of the more significant gaps in the current management system of teacher training programmes is that PITE and DCTE have no jurisdiction to monitor what happens at classroom level, as teachers are accountable to the districts (to assess lesson delivery and student performance). This compromises the management oversight of training programmes and means that monitoring of training impact is very difficult to achieve. The absence of the district authorities from planning and implementation of PITE’s Continuous Professional Development programme, for example, is counterproductive to its effectiveness. Districts should be brought on board at the planning stage so that they can develop ownership of and responsibility for all such initiatives. This would enable a more consistent and coherent management of the teacher education system at provincial and district level; strengthen joined-up thinking about the aims of the system and what it is trying to achieve (and how); and enhance accountability. A well-designed vertical coordination mechanism between PITE and DCTE and the district authorities would provide a good example of how to implement wider system change consistent with the ideas outlined in school effectiveness and school improvement frameworks (currently being piloted by the E&SED with technical support funded by DFID).

4. *Knowledge management:*

The knowledge management capacities of PITE and DCTE need to be strengthened regarding effective analyses of their programmes; impact assessment; identifying the lessons learnt and designing improvement plans, and dissemination of findings to all stakeholders at provincial, district and school levels. A strengthened knowledge

management system would also improve the ability of PITE and DCTE to identify the desired change in teacher and teacher educator behaviours (to enable them to act as agents of change) and to monitor the extent to which this happens in practice. In order to do so, research priorities for PITE and DCTE need to be identified and agreed through consultation with key stakeholders and a knowledge management culture needs to be established in all the teacher education institutions of the province.

These recommendations prioritise the development of effective systems for teacher education in the province. Focusing on developing the capacity of individuals alone will not bring about the kind of institutionalised change that is required to see teacher educators and teachers perform as well-informed, well-trained and confident agents of change across the education system in KP.

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This project is funded by
the European Union

Implemented by:
giz International
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