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Dr. David Sprague

97853

END OF ASSIGNMENT REPORT

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Richard N. Cowell

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PED Program
Teacher Training and Supervision Specialist, NWFP

June 6, 1993

Accomplishments

The activities undertaken and the results obtained in the area of teacher training and supervision in the PED Program in NWFP over the past three years are well documented in the program's annual work plans and mid-year and end-of-year reviews. Therefore, they do not need to be repeated in any detail here.

Briefly, the major activities in this area were: study tours, commodities support for the Curriculum Bureau and GCETs, yearly Master Plans for Teacher Supply and Training, a study of regulations governing the recruitment, training, placement, and transfer of primary teachers, recommendations for changes in these regulations, a Teacher Content Knowledge Study and an action plan to follow this study, contracts for in-service teacher training with AIOU, training for Learning Coordinators, analysis of the PEP II modules, analysis of the Aga Khan Foundation's Field Based Teacher Development Program, a study of the functioning of the Curriculum Bureau with recommendations for change, a study of Bureau and GCET libraries with recommendations for improvements and new materials, a Human Resource Survey, GCET and GCET hostel construction, construction at the Education Extension Center, and development of training materials in general "craft" teaching skills and Effective Teaching Practices.

In no way do I wish to imply that all of these activities were carried out by me alone. While this is true of many of them, the teacher training and supervision section of PED/NWFP was fortunate to have the active participation of Wade Robinson, Mona Habib, Andrea Rugh, Ellen van Kalmthout, Farkhanda Bhatti, and Sadiq Siddiqi, among others; and much of the credit for our accomplishments should go to them.

Unfortunately, only some of our many activities are represented in the Annual Work Plans and various review documents. For instance, in the current fiscal year the following activities not mentioned in the Work Plan were also completed, or at least well begun: in-service training for GCET

instructors and for master trainers, a pilot test of in-service training for primary teachers, a pilot test of training in supervision for selected female head teachers of larger schools, a selection of new teaching aids provided to GCETs, in-service training for PTC trained primary teachers offered through AIOU's NORAD funded PTOC program, in-service training materials in classroom management, participation in the Committee to Strengthen the Curriculum Bureau, and initial planning for the revision of the PTC certificate and the establishment of a new FSc degree in primary education.

Of course, the large amount of time spent on report writing, creating annual work plans and review documents, purpose level monitoring exercises, cooperation with World Bank and other planning teams, participation in conferences, and meetings with a variety of people at all levels also are little recognized in the formal planning and review process.

Given the constraints on our work discussed in the next section, the record of accomplishment described here is one of which I am proud.

Problems and Constraints

As with most programs of educational planning and development, there were serious constraints on our work. The path of such planning and development, like the path of true love "never doth run smooth." Among such constraints were:

1. The quantity and quality of personnel in the Directorate of Primary Education and the Curriculum Bureau/Education Extension Center was far below our expectations and far below the level needed for effective planning and development. This resulted in the need for the PED Program technical assistants to do much too much of the work ourselves. We were able to do some in-service training of Directorate and Bureau staff; but, to put it bluntly, some of these staff members were simply untrainable and others saw little reason to change behavior which had served them well for many years.
2. In addition to the issue of staff quality and quantity, there is also the issue of organization. The Directorate and the Bureau are organized and arranged only to do the routine tasks of staff appointment and transfer and of financial management; and they are insufficiently staffed to do even these tasks well. The Directorate and Bureau are simply not organized to do planning and development, which is what our program asked them to do.

3. The Directorate and Bureau staffs have never been committed to the PED Program. Perhaps they have never understood it. They seem to feel that it is an "outside" program which has something to do with Americans and American money rather than their own program and an integral part of their own work.
4. As we all know, politics and personal relationships intrude into the work of planning and development. Educational decisions are too often made for political, personal, or traditional reasons rather than for educational reasons or for the good of the primary students in the province.
5. Money from the Government of NWFP side has frequently not been forthcoming. Many expenses which were designed to be borne by the government have, instead, had to come from the TATA budget.
6. The evacuation of technical assistants due to the Gulf War, coming as it did one day after the first of the Directorate staff arrived for duty, could not have been more awkwardly timed. While good work was, indeed, done in Washington over the evacuation period, it is not too much to say that the effective starting date of the program, due to both evacuation and the delay of funds from the US, was May 1, 1991 rather than the much earlier "technical" starting date.
7. The Government of NWFP's refusal to follow its own rules for staffing its primary schools results in many schools with many too many teachers for the student enrollment, many schools with many too few teachers for the student enrollment, many "ghost" schools and teachers, and, when combined with an inadequate building program, a great many students sitting in courtyards and under trees. The best teacher training and supervision imaginable cannot be very helpful when one hundred students are crammed elbow to elbow into a tiny room, or when an equal number of students are sitting outside in a rainstorm, or when one teacher is responsible for teaching three or four separate classes at the same time.

Recommendations

I would like to make the following recommendations. Of necessity, they are of different types, different degrees of importance, and different orders of generality.

1. The Director of Primary Education and the Director of the Curriculum Bureau only partially control their own programs and professional lives. Much more work needs to be done

with the Secretary of Education, the Minister of Education, the departments of P and D and Finance, and other key political players and agencies who operate at levels higher than the Directorate and Bureau. Without the active support of people at these levels, the Directorate and Bureau cannot do their jobs.

2. As the World Bank and other donor agencies become increasingly involved in aiding primary education in NWFP, it seems advisable to work out overall philosophies, specific responsibilities and task definitions, and basic educational structures first and then develop particular activities later. It is not worth aiding education in the province if the higher level authorities are only willing to receive money and are not willing to agree on, become involved with, and support programs.
3. Only limited, realistic, and achievable goals should be set for the final year of the PED Program. Many of the constraints outlined above continue to operate, and they will impede new and large scale initiatives.
4. PED Program technical assistants now have rich experience in Pakistan, as well as elsewhere. Distance, busy work schedules, and other factors have prevented sufficient sharing of ideas, procedures, materials, etc. among the NWFP and Balochistan halves of the program. Hopefully, more such sharing can go on during the program's final year.
5. The Curriculum Bureau currently has neither the quantity and quality of staff nor the budget to do more than a small portion of the duties assigned to it. The Bureau should either be abolished and its duties assigned elsewhere (probably a politically unfeasible action) or else it should be considerably strengthened. I favor the latter option.
6. Training at all levels for all educators should be encouraged and continued. Current time, budgets and staffing will allow only so much training to go on, but this training should be planned, implemented, and evaluated to the extent possible.
7. Planning for the new PTC certificate and FSc degree should be completed, and plans should be taken to the action stage. This is a much needed activity which will be highly visible, relatively easy to do, and concerning which there should be minimum controversy.

Hail and Farewell

I would like to take this opportunity to apologize for my shortcomings and to thank my many friends and colleagues in the Directorate, the Bureau, USAID, AED, HIID, and the PED Program for three happy and productive years. It has been a pleasure to work with you, and I wish you all the very best of luck as the program comes to a close. May the last year of PED be its best year, and may we all go on to continuing challenges and happy times!

N.A.

ACTIVITIES IN THE AREA OF TEACHER TRAINING AND SUPERVISION FOR
POSSIBLE INCLUSION IN THE FIFTH ANNUAL WORK PLAN

CONTINUATION OF OLD ACTIVITIES

1. Update the Master Plan for Teacher Supply and Training. The quantitative section of the plan will show teacher requirements and availability with resultant teacher surplus/deficit. Efforts to improve the projection methods will continue, thus allowing for more helpful and accurate information to be generated at the tehsil level. The qualitative section will update and expand present plans for strengthening teacher performance.
2. GCET Instructor Training. Continue the GCET Instructor training already begun with a one week training of all GCET instructors in the vacation period. Additional Generic Teaching Skills and areas of Content Knowledge weakness will form the initial content of this training.
3. In-Service Teacher Training. Expand the pilot test of in-service teacher training to include more teachers. Content to be covered will be further work on Effective Teaching Practices and Generic Teaching Skills, and also content weakness remediation.
4. Head Teacher Training. Expand the pilot test of Head Teacher training to include more Head Teachers. Content to be covered will be further work on Effective Teaching Practices, Generic Teaching Skills, and general supervisory skills, and also content weakness remediation.
5. Learning Coordinator Training. Fill all Learning Coordinator posts currently sanctioned but unfilled, and continue training all Learning Coordinators in a two-week vacation session.
6. AIOU In-Service Teacher Training. Train an additional 1000 unqualified in-service teachers through contract with AIOU.
7. AIOU PTOC Training. Select 1500 in-service PTC qualified primary teachers for participation in the PTOC program. Monitor their progress, and help AIOU to improve this degree.

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8. Teacher Content Knowledge Study Action Plan. Continue with the Teacher Content Knowledge Study Action Plan by creating, testing, and using teacher training units in both pre-service and in-service teacher training.
9. Generic ("Craft") Teaching Skills. Continue the development, testing and use of learning packages focused on basic teaching craft skills. "Activity Learning," "Concept Formation," "Multi-Class Teaching," and "Methods of Teaching Kachi Class" have been identified as likely topics for development. Other topics will emerge with time.
10. Study Tours. Complete all remaining study tours currently planned. Develop a strategy for the use of knowledge and skills gained during tours.
11. Commodities Support. Receive and deliver the present order of authorized commodities to Curriculum Bureau and GCETs, train personnel in the proper use of these commodities, prioritize remaining commodity requests, and use remaining funds to order, deliver, and install highest priority requests.
12. Regulations Governing the Recruitment, Training, Placement, Transfer, and Benefits/Incentives of Primary Teachers. Distribute handbook to all relevant offices and educators, form small teams, as necessary, to develop strategies and institute change concerning those regulations for which the Secretary of Education has authorized change.
13. EMIS Capabilities at the Curriculum Bureau. Complete current plans to install computers at the Bureau and train personnel there to operate an EMIS system meeting the Bureau and GCET needs.
14. Committee to Strengthen the Curriculum Bureau. Continue leadership role in the activities of this committee and in insuring that the recommendations of the committee result in appropriate action.
15. PTC and FSc Degrees in Primary Education. Continue development of preliminary design of new PTC and FSc in Primary Education degrees by finalizing the design, gaining approval for the design, and establishing teams for the creation, testing, installation and evaluation of courses and materials for the new degrees.

CONSTRUCTION ACTIVITIES RELATED TO TEACHER TRAINING WHICH SHOULD BE CONTINUED

16. GCET Construction
17. Hostel Spaces at Female GCETs
18. Staff Quarters at one Female GCET
19. Classrooms, Storage Room and Hall at the Education Extension Center
20. Branch Office of the Curriculum Bureau with Teacher Center

NEW ACTIVITIES TO BE STARTED IN CONNECTION WITH THE QUALITATIVE SECTION OF THE MASTER PLAN FOR TEACHER TRAINING AND THE WORLD BANK FOLLOW-ON LOAN

21. BEd and MEd Degrees in Primary Education. Establish BEd and MEd programs in Primary Education, with appropriate specialties, at Peshawar University and Gomal University.
22. SDEO in Supervision. Develop a job description and service rules for the position of SDEO Supervision for both males and females. Gain approval for sixty-eight such positions, and appoint suitable educators to these posts.
23. AIOU Study. Assist AIOU in conducting a study of the effectiveness of its PTC degree and in taking actions indicated by this study to improve the degree.
24. Teacher Centers. Design Resource Centers and Teacher Centers. Include in the design: goals, functions, procedures, budget, building, staffing, materials and equipment, activities, assessment procedures. Gain approval for design.
25. Mobile Teacher Training. Study the models of mobile teacher training in use in Azad Kashmir and Balochistan to determine if adaptations of these models seem promising for use in remote areas of NWFP. If so, develop specifications for vehicles, program, equipment, and budget.

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26. Newsletter. In cooperation with the Textbook Board, develop and test a proto-type newsletter for primary teachers. Redesign newsletter based on testing, and begin distribution through pay centers.
27. Honesty in Examinations Committee. Institute a committee to examine the issue of dishonesty in GCET examinations. This committee will discuss what procedures have been used in the past to ameliorate this situation, derive lessons from the results of these procedures, create a strategy based on what has succeeded in the past and what has not yet been tried, and implement and assess a range of strategies in this area.
28. Curriculum Bureau Supervisory Teams. Constitute teams drawn from the expanded Bureau staff to make instructional and administrative supervisory visits to all GCETs on a regular basis. Feed back the results of these visits into the programs and procedures of the GCETs.
29. Instructional Supervision Councils. Constitute councils at the tehsil level to plan, conduct and evaluate a continuing program of instructional supervision and, when appropriate, a focused program of in-service teacher training designed to remediate specific weaknesses common to a group of teachers. Once the position of SDEO Supervision is created and filled, these officers will chair the Supervision Councils, and once Resource and Teacher Centers are established, the Councils will operate from these facilities.
30. Improve Quality of PTC Candidates. Design and use a more rational and helpful procedure for assigning candidates to GCETs. Elements of this procedure will include at least: review of the Master Plan to determine where teachers are most needed, review of number and quality of applicants for GCETs, review of status of GCET building program, review of any stipend program in operation, and review of changed policies resulting from the Regulations, Practices, and Incentives Committee's recommendations.
31. Assessment Program for GCET Entrants. Create assessment instruments which will identify that content knowledge covered in the primary curriculum which is known and which is not known by PTC candidates as they enter GCETs.
32. Item Banks and Alternate Forms of Tests. Create item banks to test material covered in the PTC program and alternate forms of tests given in GCET courses in order to help solve the problem of dishonesty while taking examinations. Use results of these tests to help improve the courses offered.

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MASTER PLAN FOR PRIMARY TEACHER TRAINING AND SUPPLY - NWFP

PART I - QUANTITATIVE CONCERNS

INTRODUCTION

The next seventeen pages, as explained in the Technical Note on the first of these pages, describe the number of primary teachers needed in the Northwest Frontier Province in each of the next five years. The calculations presented are based on the government's legal formula for staffing primary schools. These pages form the first part of the Quantitative Section of the Master Plan for Primary Teacher Supply and Training.

The pages following this description form the second part of this section. They describe the yearly increases in teacher supply which are likely to be available in the province.

Tables 11 through 13 at the end of this document present the approximate numbers (total, male, and female) of the surplus or deficit of primary teachers in the province calculated by comparing the government's legal requirements for teachers with their probable availability.

Five-Year Projection of Demand for Primary Teachers in NWFP

Directorate of Primary Education, NWFP

Report prepared by: Mr. Mohammad Fayyaz, Deputy Director, RDE/DPE/NWFP
Mr. Qazi Jafar, Assistant Director, RDE/DPE/NWFP
Mr. Tom LeBlanc, Technical Adviser, EMIS/PED/USAID
Miss Safia Shamim, Data Analyst, EMIS/PED/USAID

Data prepared by: Mr. Amir Asad, System Analyst, EMIS/PED/USAID

Data source: NWFP Primary Education School Census, 1992-93

Report printed on: 22-FEB-93

Technical Note:

There are three tables included in this document. Their development is discussed below.

The law states the following general rules concerning the number of teachers which should be posted in government schools offering primary education in NWFP:

1. There should be two teachers posted in every government school offering primary education.
2. An additional teacher should be posted at a government school where there are an additional 50 primary students enrolled.

For example, there should be 2 teachers posted in a school with 1-149 students; 3 teachers in a school with 150-199 students; 4 teachers in a school with 200-249 students; ad infinitum.

3. Mosque schools are only allowed 1 primary teacher regardless of the number of primary students enrolled since Mosque schools are supposed to be temporary primary schools until a government primary school is built.

Based on the above general rules, we projected the number of new primary teachers who will have to enter the primary education system in order to meet the primary teacher quota prescribed by law.

Table 1 includes the projected demand from 1992-93 to 1997-98 for new primary teachers in NWFP. That is, the number of new primary teachers which should be trained in each year. The numbers in this table are derived from a subtraction of the primary teachers which are actually posted in 1992-93 from the number of primary teachers allowed by law. Numbers in parenthesis indicate that there is a surplus of teachers. In those cases, there is no demand for primary teachers. Numbers not in parenthesis indicate that this number of teachers will be required to meet the primary teacher quota prescribed by law.

Table 2 is the projection of student enrollment. This projection is based on the change in enrollment from 1991-92 to 1992-93 for boys and girls. The annual growth rate used to project enrollment for boys is 9.99%; for girls, it is 12.13%. This table drives the results found in Table 3.

Table 3 is the projection of the total number of teachers allowed by law as based on student enrollment. That is, the first column, "Actual 1992-93," contains the actual number of teachers as recorded in the 1992-93 primary education school census. The second column, "Allowed 1992-93," is a calculated column based on the laws described above. That is, for every school with less than 150 students, 2 teachers were entered. For every school with 150 to 199 students, 3 teachers were entered, etc. Finally all these teachers were added together. The results from Table 3 were used to create Table 1 by subtracting the actual teachers in each school in 1992-93 from the number required by law in the base year and in each subsequent year of the projection. That is, from 1993-94 to 1997-98.

PROVINCIAL SUMMARY

Table 1. Projected Demand for Primary Teachers in NWFP.

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(1,825)	(4,537)	(3,115)	(1,357)	600	2,803
Gender: 2 FEMALE	(1,163)	(528)	211	1,109	2,154	3,351
TOTAL	(6,988)	(5,065)	(2,904)	(248)	2,754	6,154

Table 2. Projected Enrollment of Primary Students in NWFP.

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	1,207,764	1,319,756	1,442,759	1,577,920	1,726,531	1,889,821
Gender: 2 FEMALE	406,814	454,195	507,274	566,797	633,536	708,398
TOTAL	1,614,578	1,773,951	1,950,033	2,144,717	2,360,067	2,598,219

Table 3. Projected Primary Teachers in NWFP.

	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	35,657	29,832	31,120	32,542	34,300	36,257	38,460
Gender: 2 FEMALE	11,978	10,815	11,450	12,189	13,087	14,132	15,329
TOTAL	47,635	40,647	42,570	44,731	47,387	50,389	53,789

Table 1. Projected Demand for Primary Teachers in NWFP.

DISTRICT: 01 ABBOTTABAD

TEHSIL: 1 ABBOTTABAD

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(386)	(307)	(211)	(76)	56	223
Gender: 2 FEMALE	(151)	(95)	(28)	56	146	265
Total	(537)	(402)	(239)	(20)	202	488

DISTRICT: 02 BANNU

TEHSIL: 1 BANNU

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(170)	(143)	(112)	(67)	(16)	35
Gender: 2 FEMALE	(7)	4	18	42	60	88
Total	(177)	(139)	(94)	(25)	44	123

DISTRICT: 03 CHITRAL

TEHSIL: 1 CHITRAL

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(79)	(70)	(64)	(55)	(31)	(24)
Gender: 2 FEMALE	0	4	10	13	22	26
Total	(79)	(66)	(54)	(42)	(9)	2

DISTRICT: 03 CHITRAL

TEHSIL: 2 MASTOOJ

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(73)	(70)	(64)	(52)	(40)	(27)
Gender: 2 FEMALE	5	6	7	9	13	15
Total	(68)	(64)	(57)	(43)	(27)	(12)

DISTRICT: 04 CHARSADDA

TEHSIL: 1 CHARSADDA

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(614)	(556)	(481)	(406)	(304)	(203)
Gender: 2 FEMALE	(167)	(144)	(122)	(97)	(57)	(23)
Total	(781)	(700)	(603)	(503)	(361)	(226)

DISTRICT: 04 CHARSADDA

TEHSIL: 2 TANGI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(211)	(193)	(170)	(143)	(112)	(80)
Gender: 2 FEMALE	(13)	(7)	1	7	17	26
Total	(224)	(200)	(169)	(136)	(95)	(54)

DISTRICT: 05 D.I.KHAN

TEHSIL: 1 D.I.KHAN

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(175)	(148)	(121)	(77)	(35)	17
Gender: 2 FEMALE	(108)	(89)	(61)	(35)	4	40
Total	(283)	(237)	(182)	(112)	(31)	57

DISTRICT: 05 D.I.KHAN

TEHSIL: 2 KULACHI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	11	14	20	24	33	41
Gender: 2 FEMALE	(10)	(8)	(5)	(2)	0	5
Total	1	6	15	22	33	46

Table 1. Projected Demand for Primary Teachers in NWFP.

DISTRICT: 06 DIR

TEHSIL: 1 DIR

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(125)	(114)	(102)	(83)	(63)	(42)
Gender: 2 FEMALE	(24)	(23)	(16)	(15)	(8)	(3)
Total	(149)	(137)	(120)	(98)	(71)	(45)

DISTRICT: 06 DIR

TEHSIL: 2 SAMAR BAGH

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(53)	(46)	(35)	(21)	(8)	7
Gender: 2 FEMALE	0	3	4	7	11	15
Total	(53)	(43)	(31)	(14)	3	22

DISTRICT: 06 DIR

TEHSIL: 3 TIMARGARA

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(306)	(265)	(231)	(183)	(110)	(49)
Gender: 2 FEMALE	(37)	(20)	(2)	26	56	94
Total	(343)	(285)	(233)	(157)	(54)	45

DISTRICT: 06 DIR

TEHSIL: 4 WARI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(185)	(177)	(164)	(150)	(131)	(101)
Gender: 2 FEMALE	(4)	(2)	0	5	7	13
Total	(189)	(179)	(164)	(145)	(124)	(88)

DISTRICT: 07 KARAK

TEHSIL: 1 KARAK

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(139)	(115)	(73)	(32)	12	71
Gender: 2 FEMALE	(54)	(46)	(35)	(21)	(4)	13
Total	(193)	(161)	(108)	(53)	8	84

DISTRICT: 07 KARAK

TEHSIL: 2 KARAK

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(23)	(12)	(4)	11	20	40
Gender: 2 FEMALE	(14)	(11)	(10)	(5)	0	3
Total	(37)	(23)	(14)	6	20	43

DISTRICT: 08 KOHAT

TEHSIL: 1 KOHAT

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(149)	(96)	(44)	15	90	163
Gender: 2 FEMALE	(62)	(33)	0	49	93	156
Total	(211)	(129)	(44)	64	188	319

DISTRICT: 08 KOHAT

TEHSIL: 2 HANGU

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(79)	(57)	(28)	13	46	86
Gender: 2 FEMALE	12	21	31	44	57	74
Total	(67)	(36)	3	57	103	160

Table 1. Projected Demand for Primary Teachers in NWFP.

DISTRICT: 09 KOHISTAN

TEHSIL: 1 DASU

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(2)	(2)	(1)	0	1	3
Gender: 2 FEMALE	8	8	8	8	8	8
Total	6	6	7	8	9	11

DISTRICT: 09 KOHISTAN

TEHSIL: 2 PATTAN

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(17)	(15)	(15)	(14)	(12)	(12)
Gender: 2 FEMALE	3	3	3	3	3	3
Total	(14)	(12)	(12)	(11)	(9)	(9)

DISTRICT: 10 MANSEHRA

TEHSIL: 1 MANSEHRA

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(366)	(291)	(206)	(108)	21	159
Gender: 2 FEMALE	(140)	(110)	(67)	(13)	44	130
Total	(506)	(401)	(273)	(121)	65	289

DISTRICT: 10 MANSEHRA

TEHSIL: 2 BATTAGRAM

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(57)	(51)	(40)	(30)	(20)	(4)
Gender: 2 FEMALE	(13)	(12)	(10)	(9)	(7)	(2)
Total	(70)	(63)	(50)	(39)	(27)	(6)

DISTRICT: 11 MARDAN

TEHSIL: 1 MARDAN

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(150)	(70)	24	140	257	397
Gender: 2 FEMALE	(119)	(78)	(29)	32	98	184
Total	(269)	(148)	(5)	172	355	581

DISTRICT: 11 MARDAN

TEHSIL: 2 TAKHAT BAH

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(77)	(41)	(10)	36	87	142
Gender: 2 FEMALE	(31)	(20)	6	32	68	100
Total	(108)	(61)	(4)	68	155	242

DISTRICT: 12 MALAKAND

TEHSIL: 1 SWAT RANIZAI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(120)	(97)	(71)	(43)	(8)	36
Gender: 2 FEMALE	(5)	12	36	55	87	112
Total	(125)	(85)	(35)	12	79	148

DISTRICT: 12 MALAKAND

TEHSIL: 2 SAMA RANIZAI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(44)	(29)	(6)	23	47	82
Gender: 2 FEMALE	(2)	10	22	39	56	81
Total	(46)	(19)	16	62	103	163

Table 1. Projected Demand for Primary Teachers in NWFP.

**DISTRICT: 13 NOWSHERA
TEHSIL: 1 NOWSHERA**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(533)	(454)	(358)	(263)	(148)	(15)
Gender: 2 FEMALE	(57)	2	60	129	211	300
Total	(590)	(452)	(298)	(134)	63	285

**DISTRICT: 14 PESHAWAR
TEHSIL: 1 PESHAWAR**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(123)	66	245	478	711	993
Gender: 2 FEMALE	(53)	44	144	270	408	559
Total	(176)	110	389	748	1,119	1,552

**DISTRICT: 15 SWAT
TEHSIL: 1 SAIDU SHARIF**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(509)	(383)	(257)	(86)	87	279
Gender: 2 FEMALE	(72)	(30)	31	98	171	258
Total	(581)	(413)	(226)	12	258	537

**DISTRICT: 15 SWAT
TEHSIL: 2 ALPURAI**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(233)	(214)	(197)	(176)	(148)	(108)
Gender: 2 FEMALE	(2)	(1)	0	3	7	12
Total	(235)	(215)	(197)	(173)	(141)	(96)

**DISTRICT: 16 SWABI
TEHSIL: 1 SWABI**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(193)	(134)	(60)	30	111	211
Gender: 2 FEMALE	(3)	44	92	148	217	296
Total	(196)	(90)	32	178	328	507

**DISTRICT: 16 SWABI
TEHSIL: 2 LAHORE**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(68)	(43)	(19)	16	44	85
Gender: 2 FEMALE	(5)	5	17	35	54	73
Total	(73)	(38)	(2)	51	98	158

**DISTRICT: 17 BUNER
TEHSIL: 1 DAGGAR**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(167)	(127)	(72)	(18)	51	118
Gender: 2 FEMALE	65	76	82	96	105	126
Total	(102)	(51)	10	78	156	244

**DISTRICT: 18 HARIPUR
TEHSIL: 1 HARIPUR**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(264)	(192)	(121)	(51)	57	157
Gender: 2 FEMALE	(93)	(38)	23	89	176	266
Total	(357)	(230)	(98)	38	233	423

Table 1. Projected Demand for Primary Teachers in NWFP.**DISTRICT: 19 LAKKI****TEHSIL: 1 LAKKI**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(129)	(98)	(71)	(32)	15	60
Gender: 2 FEMALE	(2)	4	6	10	20	27
Total	(131)	(94)	(65)	(22)	35	87

DISTRICT: 20 TANK**TEHSIL: 1 TANK**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	(17)	(7)	4	23	40	63
Gender: 2 FEMALE	(8)	(7)	(3)	1	6	11
Total	(25)	(14)	1	24	46	74

Table 2. Projected Enrollment of Primary Students in NWFP.

DISTRICT: 01 ABBOTTABAD

TEHSIL: 1 ABBOTTABAD

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	86,861	94,981	103,894	113,699	124,475	136,320
Gender: 2 FEMALE	37,115	41,462	46,329	51,796	57,916	64,790
Total	123,976	136,443	150,223	165,495	182,391	201,110

DISTRICT: 02 BANNU

TEHSIL: 1 BANNU

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	35,755	38,984	42,528	46,413	50,689	55,396
Gender: 2 FEMALE	12,057	13,401	14,911	16,596	18,486	20,612
Total	47,812	52,385	57,439	63,009	69,175	76,008

DISTRICT: 03 CHITRAL

TEHSIL: 1 CHITRAL

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	12,978	14,149	15,429	16,834	18,377	20,081
Gender: 2 FEMALE	3,272	3,642	4,058	4,527	5,050	5,636
Total	16,250	17,791	19,487	21,361	23,427	25,717

DISTRICT: 03 CHITRAL

TEHSIL: 2 MASTOQJ

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	9,937	10,836	11,818	12,900	14,082	15,393
Gender: 2 FEMALE	2,121	2,356	2,621	2,917	3,246	3,618
Total	12,058	13,192	14,439	15,817	17,328	19,011

DISTRICT: 04 CHARSADDA

TEHSIL: 1 CHARSADDA

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	49,833	54,504	59,607	65,226	71,407	78,199
Gender: 2 FEMALE	15,115	16,866	18,832	21,035	23,503	26,269
Total	64,948	71,370	78,439	86,261	94,910	104,468

DISTRICT: 04 CHARSADDA

TEHSIL: 2 TANGI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	17,079	18,672	20,432	22,365	24,490	26,827
Gender: 2 FEMALE	3,931	4,387	4,897	5,472	6,118	6,837
Total	21,010	23,059	25,329	27,837	30,608	33,664

DISTRICT: 05 D.I.KHAN

TEHSIL: 1 D.I.KHAN

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	35,645	38,839	42,332	46,164	50,376	55,006
Gender: 2 FEMALE	15,166	16,890	18,828	21,002	23,432	26,168
Total	50,811	55,729	61,160	67,166	73,808	81,174

DISTRICT: 05 D.I.KHAN

TEHSIL: 2 KULACHI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	6,892	7,487	8,137	8,846	9,626	10,482
Gender: 2 FEMALE	1,935	2,147	2,382	2,646	2,944	3,277
Total	8,827	9,634	10,519	11,492	12,570	13,759

Table 2. Projected Enrollment of Primary Students in NWFP.

DISTRICT: 06 DIR

TEHSIL: 1 DIR

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	20,615	22,441	24,459	26,689	29,132	31,810
Gender: 2 FEMALE	3,143	3,498	3,896	4,342	4,839	5,397
Total	23,758	25,939	28,355	31,031	33,971	37,207

DISTRICT: 06 DIR

TEHSIL: 2 SAMAR BAGH

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	11,174	12,198	13,327	14,566	15,925	17,413
Gender: 2 FEMALE	2,018	2,246	2,507	2,797	3,122	3,488
Total	13,192	14,444	15,834	17,363	19,047	20,901

DISTRICT: 06 DIR

TEHSIL: 3 TIMARGARA

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	39,309	42,932	46,923	51,287	56,094	61,395
Gender: 2 FEMALE	14,045	15,681	17,508	19,556	21,861	24,444
Total	53,354	58,613	64,431	70,843	77,955	85,839

DISTRICT: 06 DIR

TEHSIL: 4 WARI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	16,266	17,753	19,388	21,194	23,183	25,362
Gender: 2 FEMALE	2,233	2,487	2,777	3,098	3,456	3,861
Total	18,499	20,240	22,165	24,292	26,639	29,223

DISTRICT: 07 KARAK

TEHSIL: 1 KARAK

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	30,844	33,705	36,838	40,280	44,071	48,240
Gender: 2 FEMALE	9,208	10,251	11,424	12,734	14,205	15,858
Total	40,052	43,956	48,262	53,014	58,276	64,098

DISTRICT: 07 KARAK

TEHSIL: 2 KARAK

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	8,663	9,473	10,359	11,335	12,412	13,593
Gender: 2 FEMALE	2,010	2,242	2,500	2,793	3,118	3,484
Total	10,673	11,715	12,859	14,128	15,530	17,077

DISTRICT: 08 KOHAT

TEHSIL: 1 KOHAT

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	45,896	50,170	54,859	60,014	65,681	71,909
Gender: 2 FEMALE	18,168	20,303	22,698	25,385	28,395	31,774
Total	64,064	70,473	77,557	85,399	94,076	103,683

DISTRICT: 08 KOHAT

TEHSIL: 2 HANGU

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	21,771	23,793	26,013	28,444	31,129	34,071
Gender: 2 FEMALE	5,705	6,369	7,117	7,927	8,894	9,949
Total	27,476	30,162	33,130	36,401	40,023	44,020

Table 2. Projected Enrollment of Primary Students in NWFP.

DISTRICT: 09 KOHISTAN
TEHSIL: 1 DASU

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	5,506	5,932	6,398	6,904	7,453	8,057
Gender: 2 FEMALE	249	272	298	325	356	391
Total	5,755	6,204	6,696	7,229	7,809	8,448

DISTRICT: 09 KOHISTAN
TEHSIL: 2 PATTAN

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	8,981	9,685	10,452	11,283	12,209	13,219
Gender: 2 FEMALE	349	381	418	459	504	552
Total	9,330	10,066	10,870	11,742	12,713	13,771

DISTRICT: 10 MANSEHRA
TEHSIL: 1 MANSEHRA

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	93,324	101,912	111,329	121,708	133,119	145,686
Gender: 2 FEMALE	28,393	31,673	35,340	39,457	44,075	49,248
Total	121,717	133,585	146,669	161,165	177,194	194,934

DISTRICT: 10 MANSEHRA
TEHSIL: 2 BATTAGRAM

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	15,680	17,010	18,460	20,048	21,793	23,716
Gender: 2 FEMALE	3,366	3,724	4,119	4,566	5,063	5,624
Total	19,046	20,734	22,579	24,614	26,856	29,340

DISTRICT: 11 MARDAN
TEHSIL: 1 MARDAN

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	67,117	73,411	80,336	87,927	96,292	105,459
Gender: 2 FEMALE	24,805	27,721	30,986	34,644	38,756	43,364
Total	91,922	101,132	111,322	122,571	135,048	148,823

DISTRICT: 11 MARDAN
TEHSIL: 2 TAKHAT BAH

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	29,034	31,746	34,725	38,002	41,603	45,561
Gender: 2 FEMALE	12,151	13,571	15,167	16,956	18,961	21,207
Total	41,185	45,317	49,892	54,958	60,564	66,768

DISTRICT: 12 MALAKAND
TEHSIL: 1 SWAT RANIZAI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	20,986	22,932	25,073	27,423	29,998	32,837
Gender: 2 FEMALE	9,494	10,608	11,848	13,237	14,798	16,550
Total	30,480	33,540	36,921	40,660	44,796	49,387

DISTRICT: 12 MALAKAND
TEHSIL: 2 SAMA RANIZAI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	14,594	15,978	17,495	19,163	20,999	23,009
Gender: 2 FEMALE	6,280	7,018	7,847	8,781	9,823	10,989
Total	20,874	22,996	25,342	27,944	30,822	33,998

Table 2. Projected Enrollment of Primary Students in NWFP.

DISTRICT: 13 NOWSHERA

TEHSIL: 1 NOWSHERA

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	61,321	67,069	73,398	80,356	87,996	96,386
Gender: 2 FEMALE	26,793	29,963	33,518	37,503	41,975	46,993
Total	88,114	97,032	106,916	117,859	129,971	143,379

DISTRICT: 14 PESHAWAR

TEHSIL: 1 PESHAWAR

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	120,106	131,576	144,189	158,057	173,285	190,017
Gender: 2 FEMALE	46,315	51,819	57,983	64,896	72,656	81,348
Total	166,421	183,395	202,172	222,953	245,941	271,365

DISTRICT: 15 SWAT

TEHSIL: 1 SAIDU SHARIF

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	94,926	103,929	113,825	124,690	136,645	149,785
Gender: 2 FEMALE	27,415	30,639	34,251	38,308	42,856	47,950
Total	122,341	134,568	148,076	162,998	179,501	197,735

DISTRICT: 15 SWAT

TEHSIL: 2 ALPURA

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	21,252	23,175	25,290	27,628	30,182	33,000
Gender: 2 FEMALE	3,123	3,471	3,863	4,300	4,790	5,339
Total	24,375	26,646	29,153	31,928	34,972	38,339

DISTRICT: 16 SWABI

TEHSIL: 1 SWABI

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	48,954	53,556	58,614	64,164	70,272	76,979
Gender: 2 FEMALE	23,338	26,087	29,172	32,623	36,490	40,835
Total	72,292	79,643	87,786	96,787	106,762	117,814

DISTRICT: 16 SWABI

TEHSIL: 2 LAHORE

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	20,091	21,975	24,039	26,301	28,798	31,528
Gender: 2 FEMALE	6,921	7,735	8,641	9,655	10,796	12,075
Total	27,012	29,710	32,680	35,956	39,594	43,603

DISTRICT: 17 BUNER

TEHSIL: 1 DAGGAR

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	36,218	39,599	43,334	47,433	51,935	56,872
Gender: 2 FEMALE	5,874	6,549	7,312	8,167	9,122	10,197
Total	42,092	46,148	50,646	55,600	61,057	67,069

DISTRICT: 18 HARIPUR

TEHSIL: 1 HARIPUR

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	55,616	50,782	66,476	72,742	79,632	87,194
Gender: 2 FEMALE	26,633	29,787	33,316	37,274	41,725	46,711
Total	82,249	90,569	99,792	110,016	121,357	133,905

Table 2. Projected Enrollment of Primary Students in NWFP.**DISTRICT: 19 LAKKI****TEHSIL: 1 LAKKI**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	30,942	33,746	36,815	40,187	43,902	47,969
Gender: 2 FEMALE	4,984	5,522	6,113	6,780	7,524	8,356
Total	35,926	39,268	42,928	46,967	51,426	56,325

DISTRICT: 20 TANK**TEHSIL: 1 TANK**

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	13,598	14,826	16,168	17,648	19,269	21,050
Gender: 2 FEMALE	3,089	3,427	3,797	4,213	4,681	5,207
Total	16,687	18,253	19,965	21,861	23,950	26,257

Table 3. Projected Primary Teachers in NWFP.

DISTRICT: 01 ABBOTTABAD							
TEHSIL: 1 ABBOTTABAD							
	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	2,194	1,808	1,887	1,983	2,118	2,250	2,417
Gender: 2 FEMALE	983	832	888	955	1,039	1,129	1,248
Total	3,177	2,640	2,775	2,938	3,157	3,379	3,665
DISTRICT: 02 BANNU							
TEHSIL: 1 BANNU							
	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	1,298	1,128	1,155	1,186	1,231	1,282	1,333
Gender: 2 FEMALE	554	547	558	572	596	614	642
Total	1,852	1,675	1,713	1,758	1,827	1,896	1,975
DISTRICT: 03 CHITRAL							
TEHSIL: 1 CHITRAL							
	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	453	374	383	389	398	422	429
Gender: 2 FEMALE	115	115	119	125	128	137	141
Total	568	489	502	514	526	559	570
DISTRICT: 03 CHITRAL							
TEHSIL: 2 MASTOOJ							
	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	366	293	296	302	314	326	339
Gender: 2 FEMALE	83	88	89	90	92	96	98
Total	449	381	385	392	406	422	437
DISTRICT: 04 CHARSADDA							
TEHSIL: 1 CHARSADDA							
	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	1,794	1,180	1,238	1,313	1,388	1,490	1,591
Gender: 2 FEMALE	570	403	426	448	473	513	547
Total	2,364	1,583	1,664	1,761	1,861	2,003	2,138
DISTRICT: 04 CHARSADDA							
TEHSIL: 2 TANGI							
	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	567	356	374	397	424	455	487
Gender: 2 FEMALE	116	103	109	117	123	133	142
Total	683	459	483	514	547	588	629
DISTRICT: 05 D.I.KHAN							
TEHSIL: 1 D.I.KHAN							
	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	1,356	1,181	1,208	1,235	1,279	1,321	1,373
Gender: 2 FEMALE	633	525	544	572	598	637	673
Total	1,989	1,706	1,752	1,807	1,877	1,958	2,046
DISTRICT: 05 D.I.KHAN							
TEHSIL: 2 KULACHI							
	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	326	337	340	346	350	359	367
Gender: 2 FEMALE	105	95	97	100	103	105	110
Total	431	432	437	446	453	464	477

Table 3. Projected Primary Teachers in NWFP.

DISTRICT: 06 DIR							
TEHSIL: 1 DIR							
	Actual	Allowed					
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	783	658	669	681	700	720	741
Gender: 2 FEMALE	148	124	125	130	133	140	145
Total	931	782	794	811	833	860	886
DISTRICT: 06 DIR							
TEHSIL: 2 SAMAR BAGH							
	Actual	Allowed					
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	359	306	313	324	338	351	366
Gender: 2 FEMALE	65	65	68	69	72	76	80
Total	424	371	381	393	410	427	446
DISTRICT: 06 DIR							
TEHSIL: 3 TIMARGARA							
	Actual	Allowed					
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	1,271	965	1,006	1,040	1,088	1,161	1,222
Gender: 2 FEMALE	388	351	368	386	414	444	482
Total	1,659	1,316	1,374	1,426	1,502	1,605	1,704
DISTRICT: 06 DIR							
TEHSIL: 4 WARI							
	Actual	Allowed					
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	598	413	421	434	448	467	497
Gender: 2 FEMALE	76	72	74	76	81	83	89
Total	674	485	495	510	529	550	586
DISTRICT: 07 KARAK							
TEHSIL: 1 KARAK							
	Actual	Allowed					
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	909	770	794	836	877	921	980
Gender: 2 FEMALE	379	325	333	344	358	375	392
Total	1,288	1,095	1,127	1,180	1,235	1,296	1,372
DISTRICT: 07 KARAK							
TEHSIL: 2 KARAK							
	Actual	Allowed					
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	237	214	225	233	248	257	277
Gender: 2 FEMALE	70	56	59	60	65	70	73
Total	307	270	284	293	313	327	350
DISTRICT: 08 KOHAT							
TEHSIL: 1 KOHAT							
	Actual	Allowed					
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	1,193	1,044	1,097	1,149	1,208	1,283	1,356
Gender: 2 FEMALE	483	421	450	483	532	581	639
Total	1,676	1,465	1,547	1,632	1,740	1,864	1,995
DISTRICT: 08 KOHAT							
TEHSIL: 2 HANGU							
	Actual	Allowed					
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	609	530	552	581	622	655	695
Gender: 2 FEMALE	140	152	161	171	184	197	214
Total	749	682	713	752	806	852	909

Table 3. Projected Primary Teachers in NWFP.

DISTRICT: 09 KOHISTAN

TEHSIL: 1 DASU	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	328	326	326	327	328	329	331
Gender: 2 FEMALE	28	36	36	36	36	36	36
Total	356	362	362	363	364	365	367

DISTRICT: 09 KOHISTAN

TEHSIL: 2 PATTAN	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	494	477	479	479	480	482	482
Gender: 2 FEMALE	37	40	40	40	40	40	40
Total	531	517	519	519	520	522	522

DISTRICT: 10 MANSEHRA

TEHSIL: 1 MANSEHRA	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	2,681	2,315	2,390	2,475	2,573	2,702	2,840
Gender: 2 FEMALE	942	802	832	875	929	986	1,072
Total	3,623	3,117	3,222	3,350	3,502	3,688	3,912

DISTRICT: 10 MANSEHRA

TEHSIL: 2 BATTAGRAM	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	756	699	705	716	726	736	752
Gender: 2 FEMALE	220	207	208	210	211	213	218
Total	976	906	913	926	937	949	970

DISTRICT: 11 MARDAN

TEHSIL: 1 MARDAN	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	1,647	1,497	1,577	1,671	1,787	1,904	2,044
Gender: 2 FEMALE	700	581	622	671	732	798	884
Total	2,347	2,078	2,199	2,342	2,519	2,702	2,928

DISTRICT: 11 MARDAN

TEHSIL: 2 TAKHAT BAHU	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	719	642	678	709	755	806	861
Gender: 2 FEMALE	314	283	294	320	346	382	414
Total	1,033	925	972	1,029	1,101	1,188	1,275

DISTRICT: 12 MALAKAND

TEHSIL: 1 SWAT RANIZAI	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	643	523	546	572	600	635	679
Gender: 2 FEMALE	265	260	277	301	320	352	377
Total	908	783	823	873	920	987	1,056

DISTRICT: 12 MALAKAND

TEHSIL: 2 SAMA RANIZAI	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	347	303	318	341	370	394	429
Gender: 2 FEMALE	153	151	163	175	192	209	234
Total	500	454	481	516	562	603	663

Table 3. Projected Primary Teachers in NWFP.

DISTRICT: 13 NOWSHERA

TEHSIL: 1 NOWSHERA	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	1,931	1,398	1,477	1,573	1,668	1,783	1,916
Gender: 2 FEMALE	602	545	604	662	731	813	902
Total	2,533	1,943	2,081	2,235	2,399	2,596	2,818

DISTRICT: 14 PESHAWAR

TEHSIL: 1 PESHAWAR	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	2,559	2,436	2,625	2,804	3,037	3,270	3,552
Gender: 2 FEMALE	1,050	997	1,094	1,194	1,320	1,458	1,609
Total	3,609	3,433	3,719	3,998	4,357	4,728	5,161

DISTRICT: 15 SWAT

TEHSIL: 1 SAIDU SHARIF	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	2,538	2,029	2,155	2,281	2,452	2,625	2,817
Gender: 2 FEMALE	722	650	692	753	820	893	980
Total	3,260	2,679	2,847	3,034	3,272	3,518	3,797

DISTRICT: 15 SWAT

TEHSIL: 2 ALPURAI	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	838	605	624	641	662	690	730
Gender: 2 FEMALE	128	126	127	128	131	135	140
Total	966	731	751	769	793	825	870

DISTRICT: 16 SWABI

TEHSIL: 1 SWABI	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	1,292	1,099	1,158	1,232	1,322	1,403	1,503
Gender: 2 FEMALE	516	513	560	608	664	733	812
Total	1,808	1,612	1,718	1,840	1,986	2,136	2,315

DISTRICT: 16 SWABI

TEHSIL: 2 LAHORE	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	543	475	500	524	559	587	628
Gender: 2 FEMALE	178	173	183	195	213	232	251
Total	721	648	683	719	772	819	879

DISTRICT: 17 BUNER

TEHSIL: 1 DAGGAR	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	996	829	869	924	978	1,047	1,114
Gender: 2 FEMALE	119	184	195	201	215	224	245
Total	1,115	1,013	1,064	1,125	1,193	1,271	1,359

DISTRICT: 18 HARIPUR

TEHSIL: 1 HARIPUR	Actual	Allowed	1993-94	1994-95	1995-96	1996-97	1997-98
	1992-93	1992-93					
Gender: 1 MALE	1,482	1,218	1,290	1,361	1,431	1,539	1,639
Gender: 2 FEMALE	614	521	576	637	703	790	880
Total	2,096	1,739	1,866	1,998	2,134	2,329	2,519

Table 3. Projected Primary Teachers in NWFP.**DISTRICT: 19 LAKKI**

	Actual		Allowed				
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	1,095	966	997	1,024	1,063	1,110	1,155
Gender: 2 FEMALE	303	301	307	309	313	323	330
Total	1,398	1,267	1,304	1,333	1,376	1,433	1,485

DISTRICT: 20 TANK

	Actual		Allowed				
	1992-93	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Gender: 1 MALE	455	438	448	459	478	495	518
Gender: 2 FEMALE	179	171	172	176	180	185	190
Total	634	609	620	635	658	680	708

2. TEACHER SUPPLY

A. Reductions in the Teacher Force

EMIS data indicate that in 1992-1993 there are 47,635 primary teachers (35,657 male and 11,978 female) serving in the government schools of NWFP¹. This stock of primary teachers will be reduced by the following factors: (1) Death, (2) Retirement, (3) Leaving the teaching profession or illness and long term leaves, (4) Transfer out of the province, and (5) Other reasons.

Regarding (4) Transfers, the stock of primary teachers will be decreased by teachers who transfer out of the province and will be increased by teachers transferring into the province. While teacher transfers are frequent, almost all of these transfers occur within the province. Thus the change in the teaching force through transfer can be considered to be negligible at the provincial level. However, when calculations are made at the tehsil and union council levels, this will become a more significant factor.

A survey was made of all SDEO offices to ascertain the figures to use in reducing the teacher stock due to the reasons enumerated above². Figures were provided for both 1990-1991 and 1991-1992. These figures and their averages are presented in Table 4.

¹These figures do not include 6483 Pesh Imams who are paid an honorarium to use their mosque as a school. They may do some teaching, but usually do not.

²There is reason to think that the figures reported may be considerably underestimated. For instance, if a teacher begins service at approximately age 19 and ends service at the normal retirement age of 60, approximately 41 years of service will be the norm for teachers who retire. Hence, approximately 2.44% of the teaching force, or 1162 teachers (870 male and 292 female) can be expected to retire each year. These figures are greatly in excess of those reported by the SDEOs.

TABLE 4

REDUCTION IN TEACHER FORCE

	1990-1991		1991-1992		AVERAGE	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
(1) Death	76	16	49	22	62	19
(2) Retirement	143	46	133	57	138	51
(3) Left Profession or Illness	14	3	22	3	18	3
(5) Other	25	2	24	6	24	4
TOTAL	<u>258</u>	<u>67</u>	<u>228</u>	<u>88</u>	<u>242</u>	<u>77</u>
<u>GRAND TOTAL</u>	325		316		319*	

*discrepancy due to rounding

Given the reductions indicated, the "baseline" 1992-1993 stock of primary teachers was reduced by .7% to 47,316 (35,415 male and 11,901 female) when the 1993-1994 school year began. In subsequent years the percentage of these reductions can be expected to hold roughly constant, although the absolute number of each reduction will increase as the absolute number of teachers rises.

To recognize the probable underestimation of the SDEO figures, this "reduction" factor will be increased to 1% and will be applied to the total projected number of primary teachers as shown in Table 3. This "reduction" factor is reflected below in the Reductions column in Tables 8 through 10.

B. New PTC Graduates

The Primary Teaching Certificate (PTC) degree serves as the initial teaching qualification for primary teachers. This degree is offered in Government Colleges for Elementary Teachers (GCETs). According to statistics kept by the Curriculum Bureau, GCETs in NWFP had the following enrollment for PTC students in 1992-1993.

TABLE 5

GCET ENROLLMENTS - 1992-1993

GCET (MALE)	<u>Enrollment</u>
1. Haripur (Abbottabad)	250
2. Thana (Malakand)	257
3. Barikot (Swat)	155
4. Darosh (Chitral)	80
5. Peshawar (Peshawar)	180
6. Mathra (Peshawar)	165
7. Kohat (Kohat)	246
8. Karak (Karak)	120
9. Ghoriwala (Bannu)	200
10. D.I. Khan (D.I. Khan)	150
11. Gulbahar (Peshawar) In-Service	110
	<hr/>
TOTAL MALE	1913
GCET (FEMALE)	
12. Dargai (Malakand)	125
13. Khawazakhela (Swat)	155
14. Dabgari Gate (Peshawar)	166
15. Kohat (Kohat)	114
16. D.I. Khan (D.I. Khan)	200
17. Mansehra	200
18. Charsadda Road (Peshawar) In-Service	150
	<hr/>
TOTAL FEMALE	1110
	<hr/>
<u>GRAND TOTAL</u>	3023 ³

The two In-Service GCETs, Gulbahar (Male) and Charsadda Road (Female), are currently operating as pre-service colleges and are offering the PTC degree.

The capacity in some GCETs may be greater in terms of usable classroom space; but these are boarding schools, and enrollment is limited by restrictions on available places in hostels. In previous years more students were assigned to several of these GCETs. Thus, technically, capacity may be larger than the above figures indicate. However, most of these colleges are already greatly overcrowded, and it is doubtful if quality education could be offered if more students were enrolled. Thus the present enrollment can be taken as a reasonable approximation of actual capacity.

³GCET graduates for the two previous years were 2372 (1682 male and 690 female) in 1990-1991 and 2239 (1548 male and 691 female) in 1991-1992. These figures will appear in the calculations in Tables 8 through 10 below.

An ambitious GCET building program is now underway in NWFP. This program is being sponsored by the Government of NWFP and by several donor agencies. At this writing (April, 1993) not all details of these several efforts are known. However, there are firm plans to do the following:

Hostels in four female GCETs (Dargai, D.I. Khan, Khawazakhela, and Dabgari Gate) are being increased by 100 places each through the PED budget. Work is now about 75% complete on each of these facilities, and they are scheduled for student occupancy in September, 1993.

A GCET (Male) located in Swabi is being built through the ADP budget and is scheduled to open in September, 1994. Two GCETs are being built through the ADP budget to replace existing GCETs whose current facilities have been deemed inadequate. Each of these two new GCETs will be 100 places larger than the current GCET which it replaces. One of these is a GCET (Male) located at Karak. It is now 90% complete and is scheduled to be ready in September, 1993. The other is a GCET (Female) located at Charsadda Road in Peshawar and scheduled to be ready in September, 1995.

Seven new GCETs will be built using PED Program funds. Colleges at Nowshera (Female), Mardan (Female), and Dir (Male) are now approximately 50% complete and are scheduled to open in September, 1993. Colleges at Karak (Female) and Charsadda (Male) are scheduled to open in September, 1994. Colleges at Mardan (Male) and Manshera (Male) are scheduled to open in September, 1995. In addition to these seven facilities, the PCI of the PED Program authorizes three additional colleges. The locations of these colleges have not yet been determined, and no completion dates have yet been contemplated.

The Pak-German Project will build a GCET (Female) in Charsadda, with opening currently scheduled for September, 1995.

Care must be taken in accepting the above dates. The history of school construction in NWFP shows that delays are frequent and can be lengthy⁴, and some of the above dates may well be optimistic. There is also a good deal of political wrangling over the use of each new improvement. One current plan is to transfer the GCET Gulbahar (Male), both pre-service and in-service institutions, to the new Charsadda Road facility, and move the female college now at that location to Gulbahar. More uncertainties of this sort can be expected.

The GCET building program is further confused by new educational projects coming into the province. The World Bank's Social Action Program (SAP) contains provisions for the rental of facilities for new GCETs. Numbers of institutions to be established by these means range up to 22, are currently

⁴The GCET (Female) which opened in Manshera in September, 1992, took eight years to complete. Furniture and equipment for this institution has still not been provided by the government, and the college is currently operating with a minimum complement of items which are borrowed from other GCETs.

5, and may change further as SAP plans solidify. The Eighth Five Year Plan of the Government of Pakistan suggests that 7 new GCETs be built under its provisions, but the plan has not yet been approved. The Asian Development Bank's new Teacher Training Project was scheduled to begin in January, 1993, but has now been delayed. It contains provisions for training institutions which are of a slightly different type but which would also increase the supply of primary teachers. Further new projects may also appear with time.

New GCETs are constructed to have an enrollment of 200 students. Thus, the building plans already firmly established will add a total of 2400 places to GCET capacity, increasing this capacity by 79.4%. Capacity for male students will increase by 1100 places or 57.5%, and capacity for female students will increase by 1300 places or 117.1%. These places will be added according to the following schedule:

TABLE 6

SCHEDULE OF PLACES TO BE ADDED TO GCETs IN NWFP

		<u>Male</u>	<u>Female</u>	<u>TOTAL</u>
1993	-	300	800	1100
1994	-	400	200	600
1995	-	400	300	700
		-----	-----	-----
TOTAL		1100	1300	2400

It must be remembered that the first graduates of new or expanded colleges will not be ready to teach in primary schools until one year after they begin their training. Therefore, the approximate numbers of qualified GCET graduates who will be ready for posting in April of the following years are given in Table 7 below.

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TABLE 7

APPROXIMATE NUMBER OF GCET GRADUATES AVAILABLE FOR POSTING

	<u>Male</u>	<u>Female</u>	<u>TOTAL</u>
1993 -	1548	691	2239
1994 -	1913	1110	3023
1995 -	2213	1910	4123
1996 -	2613	2110	4723
1997 -	3013	2410	5423

D. Backlog of PTC Teachers

The hiring freeze imposed by the Government of NWFP has now been lifted for some time, and many of the PTC qualified teachers who graduated from GCETs during the time of this freeze have now been hired into the system. A survey of statistics kept in DEO's offices revealed that there are, however, still 1075 qualified teachers (587 male and 488 female) waiting for appointment. Therefore, immediate teacher needs can be reduced by this amount.

3. PRIMARY TEACHER NEEDS

The number of new teachers produced by the system in a given year, when decreased by the 1% reduction calculation and increased by any backlog of teachers trained but not yet employed, represents the change in the number of teachers available for posting at the beginning of the next academic year.

$$\text{Change} = \text{GCET Graduates} - \text{Reductions} + \text{Backlog}$$

When this figure is compared with the number of teachers needed to meet the legal requirements for posting teachers according to the legal formula described above and used to generate Table 1, the surplus or deficit of teachers is expressed.

$$\text{Surplus/Deficit} = \text{Legal Requirement} +/- \text{Change}$$

These calculations produce Tables 8 through 13 below.

An important assumption underlies these tables. This assumption is that only negligible numbers of teachers will transfer to schools located outside their tehsils. Given the closeness of families and the importance of family

support, the difficulties of transportation to and from schools, and the clear preference of all teachers (particularly female teachers) to serve near their traditional family residences, history bears out this assumption. Indeed, almost 100% of the transfer applications which currently choke the offices of DEOs, SDEOs, and other education officials are requests from personnel to transfer closer to home. In addition, it appears that, for political and personal reasons, some teachers are initially appointed to or later transferred to schools near their homes which are already staffed according to the legal formula. Although drawing salaries, such teachers may or may not serve in these schools after their appointments/transfers.

Theoretically, it would be possible to transfer teachers from the many tehsils with an oversupply of teachers to areas where teachers are needed. However, practically this strategy seldom brings satisfactory results. Thus, what at first seems to be a teacher distribution problem continues to be, in fact, a teacher supply problem.

B. Availability - Provincial Level

Tables 8 through 10 below present the predicted availability of trained primary teachers.

TABLE 8

AVAILABILITY OF TRAINED PRIMARY TEACHERS - TOTAL

<u>Year</u>	<u>Graduates</u>	<u>Reductions</u>	<u>Backlog</u>	<u>Availability</u>
1993-1994	2239	426	1075	2888
1994-1995	3023	447		2576
1995-1996	4123	474		3649
1996-1997	4723	504		4219
1997-1998	5423	538		4885

TABLE 9

AVAILABILITY OF TRAINED PRIMARY TEACHERS - MALE

<u>Year</u>	<u>Graduates</u>	<u>Reductions</u>	<u>Backlog</u>	<u>Availability</u>
1993-1994	1548	311	587	1824
1994-1995	1913	325		1588
1995-1996	2213	343		1870
1996-1997	2613	363		2250
1997-1998	3013	385		2628

TABLE 10

AVAILABILITY OF TRAINED PRIMARY TEACHERS - FEMALE

<u>Year</u>	<u>Graduates</u>	<u>Reductions</u>	<u>Backlog</u>	<u>Availability</u>
1993-1994	691	115	488	1064
1994-1995	1110	122		988
1995-1996	1910	131		1779
1996-1997	2110	141		1969
1997-1998	2410	153		2257

C. Surplus/Deficit of Primary Teachers - Provincial Level

Tables 11 through 13 present the predicted surpluses or deficits of trained primary teachers in the Northwest Frontier Province.

TABLE 11

REQUIREMENTS FOR TRAINED PRIMARY TEACHERS - TOTAL

<u>Year</u>	<u>Needed by Law</u>	<u>Availability</u>	<u>Surplus/Deficit</u>
1993-1994	326	2888	+ 2562
1994-1995	894	2576	+ 1682
1995-1996	2115	3649	+ 1534
1996-1997	4016	4219	+ 203
1997-1998	6847	4885	- 1962

TABLE 12

REQUIREMENTS FOR TRAINED PRIMARY TEACHERS - MALE

<u>Year</u>	<u>Needed by Law</u>	<u>Availability</u>	<u>Surplus/Deficit</u>
1993-1994	80	1824	+ 1744
1994-1995	293	1588	+ 1295
1995-1996	809	1870	+ 1061
1996-1997	1766	2250	+ 484
1997-1998	3468	2628	- 840

TABLE 13

REQUIREMENTS FOR TRAINED PRIMARY TEACHERS - FEMALE

<u>Year</u>	<u>Needed by Law</u>	<u>Availability</u>	<u>Surplus/Deficit</u>
1993-1994	246	1064	+ 818
1994-1995	601	988	+ 387
1995-1996	1306	1779	+ 473
1996-1997	2250	1969	- 281
1997-1998	3379	2257	- 1122

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TEACHER TRAINING AND SUPERVISION

OVERALL STRATEGY

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TEACHER TRAINING AND SUPERVISION

OVERALL STRATEGY

I - INTRODUCTION

Both pre-service and in-service teacher training for primary teachers will continue to be offered through the Curriculum Bureau/Education Extension Center¹. In order to do both of these jobs and to do them well, the Bureau will need to be considerably strengthened in both quantity and quality of staff and in budget allocations.

Supervision of primary teachers will continue to be organized through the Directorate of Primary Education. This supervision will be offered through the combined efforts of appropriate ASDEOs, Learning Coordinators (LCs), Headteachers in larger schools, and teachers in remote areas hired to do selected supervision.

These efforts will be supported by the regular ADP budget and by both financial and technical assistance provided by foreign donors. Details of training and supervision to be offered are described in Parts II, III, and IV of this document.

¹Primary teachers currently receive eleven years of preparation: ten years of academic schooling at the primary and secondary levels and, after receiving their Matric degree, one year of professional training. In the developed world and in many places in the developing world, this quantity of training is now considered inadequate. Given the number of new primary teachers which will be needed and the size of the pool of more highly educated people from which to draw teachers, Pakistan will not be in a position in the near future to add significantly to the present quantity of training offered, other than to redesign the professional degree, as is described below. However, Pakistan must look toward and begin to plan for the time when primary teachers are more highly trained than they are at present. The Institutes for Educational Research (IERS) or other university units, currently existing or to be created, would be the likely sites for such expanded training.

Committee to Strengthen the Curriculum Bureau

After almost two years of reports, planning, and background work by committees and individuals, a committee with representation from the Curriculum Bureau/Education Extension Center, the Directorate of Primary Education, the Directorate of Secondary Education, the Textbook Board, and the Secretary of Education's Office began meeting in February, 1993. This committee is chaired by the Director of the Bureau and has technical assistance provided by the PED Program. It has a clear charge from the Secretary of Education to develop the specific details of plans and procedures needed to strengthen the Bureau so that the Bureau can effectively perform the tasks assigned to it.

The committee has divided its work into four parts. These consist of detailed specifications of:

1. The tasks and duties to be assigned to the Bureau.
2. The staff necessary to accomplish these duties.
3. The training this staff will need in order accomplish the duties assigned to it.
4. The motivation and incentives needed to attract and retain highly qualified and energetic staff members.

Decisions in these areas will be supported with details of specific requests for new personnel and budget allocations. The development of effective pre-service and in-service programs will be dependent on this newly strengthened and adequately staffed and financed Curriculum Bureau/Education Extension Center. A preliminary report of a sub-committee was presented to the Secretary of Education in March, 1993. The next meeting of the full committee is scheduled for April, 1993.

II - PRE-SERVICE TEACHER TRAINING

The pre-service qualification for primary teachers is the Primary Teaching Certificate (PTC). Four studies of PTC training and of the Government Colleges for Elementary Teachers (GCETs) which offer the PTC have recently been conducted. These studies are:

1. Cowell, Richard, Pre-Service and In-Service Teacher Training in NWFP, Directorate of Primary Education, NWFP, 1991.
2. Nauman, Huma, Primary Teaching Certificate Program in NWFP, Project BRIDGES, Harvard University, 1990.
3. Smith, R.L, et. al., Survey of Teacher Training, Federal Ministry of Education and The British Council, 1988.

4. Warwick, Donald, Huma Nauman and Fernando Reimers, Teacher Certification: Value Added or Money Wasted?, Project BRIDGES, Harvard University, 1991.

These studies are in agreement in describing at least twelve problems and needs. These may be summarized as follows:

(1) Weak Curriculum

The PTC curriculum is adequately designed; but when instructors translate it into lessons for students, these lessons become abstract, theoretical, and disconnected to the realities of classroom teaching. The curriculum pays inadequate attention to such critical topics as teaching several classes at the same time, teaching pre-school age children, using the environment as a teaching resource, responding to individual student differences, fostering critical thinking, problem solving and decision making skills, assessing student progress, and instructing students who do not understand the teacher's language. In addition, this curriculum has no mechanism to assess entering students' content knowledge and to remediate weaknesses found through this assessment.

(2) Inappropriate Instructional Methodology

Although activities are suggested in the PTC curriculum, teaching techniques in GCETs are formalistic and traditional. They rely almost totally on rote memory. Typically, GCET teachers give lectures or dictate notes, which are often outdated and/or contain inaccuracies. Students are encouraged to be passive recipients of knowledge and to do little thinking for themselves.

(3) Undertrained Instructors

Although holders of B.A. and B.Ed. degrees, GCET instructors have not been trained specifically in the techniques and content of primary teacher training. Few of them have had experience in primary education. As typical products of the system they are now a part of, they are unused to critical thinking, analysis, problem solving or other expressions of creativity or mental flexibility. They see education and instruction as consisting of information to be memorized. Many would prefer to be instructors or administrators in secondary schools. Motivation, morale, and enthusiasm are low. In-service training for GCET instructors has taken place on a sporadic basis at AEPAM, MUST and elsewhere; but this training is ad hoc rather than part of a planned, sequenced program designed to fill gaps in knowledge and skills or to meet needs which have been identified in a systematic way.

(4) Inadequacy of Textbooks

Textbooks for the PTC courses are published by the Textbook Board. Some educators find them to be awkwardly organized, too short, and too abstract and theoretical to be maximally useful.

(5) Lack of Supplementary Materials

Adequate supplementary materials are in short supply in GCETs. Those that do exist often go unused or are inappropriately used.

(6) Unrealistic Practice Teaching

Time devoted to practice teaching is sufficient in length in both the nine month and three month versions of the PTC. However, it is poorly organized, supervised and evaluated; and, crucially, student teachers teach too few practice lessons and teach these lessons under unrealistic conditions.

(7) Inadequate Assessment Procedures

Examinations test the trainees' ability to reproduce memorized information. Corruption of examiners and cheating on examinations, both of which are common, undermine the legitimacy of the examination system and of the training as a whole.

(8) Inadequate Physical Facilities

GCET buildings are frequently old, overcrowded, and in disrepair. The same is often true for GCET hostels.

(9) Attendance

Teacher and student absenteeism is high, especially in the three month condensed course. Teachers and students do not spend sufficient "time on task."

(10) Length of the Program

The PTC degree is now offered in nine month (regular) and three month (condensed) versions. Despite the fact that nine months of training is a world-wide standard, some educators feel that this amount of time is too short to provide adequate professional training, given the characteristics and needs of incoming students.

(11) Undertrained Leadership

Teacher training programs lack internal and external leadership. GCET principals see themselves as administrators rather than as educational leaders, and they do not attempt to upgrade their instructors. The Bureau of Curriculum Development, which controls the GCETs, is too understaffed, underfinanced, and undertrained to provide effective instructional supervision and support to these institutions.

(12) Poor Quality of Students Entering the Profession

Trainees frequently choose teaching because no other desirable jobs are open to them. Their motivation to learn is often weak. Many enter PTC programs under a quota system or through political or personal influence, either of which makes their commitment to a teaching career suspect. In addition, too few females are enrolled to meet provincial needs for women teachers.

Three of these issues (#1 Curriculum, #6 Practice Teaching, and #10 Length) are addressed in the plans to amplify and replace the current PTC Certificate. These plans, still in draft form and currently awaiting further development, can be summarized as follows:

The objectives of the new PTC Certificate Program are:

1. To insure that primary teachers understand and can use the basic skills they need to be successful instructors.
2. To insure that teachers have adequate content knowledge and pedagogical theory to offer the primary curriculum effectively.
3. To provide beginning qualifications for a career ladder which will enable superior primary teachers to be remunerated on the basis of their qualifications or to undertake positions in primary education beyond the classroom.
4. To enhance the professional status of the primary education sector.

The proposed new program is divided into seven sections. The four academic sections will be offered in the GCETs. The three practical sections will take place in the primary schools to which the teachers are assigned.

Section I will comprise an entire academic year of 42 weeks. Twelve and one half weeks (30%) will be devoted to a review of the content covered in core subjects of the primary curriculum (languages, science, mathematics, and social studies). Special attention will be paid to content areas where pre-testing of incoming students or the PED Program's Teacher Content Knowledge Study reveal weaknesses. Eight and one half weeks (20%) will be devoted to a study of the primary curriculum, its scope and sequence, the interrelations among the topics it covers, lesson planning, textbooks in current use, and supplementing the textbooks with creative instructional materials (maps,

alphabet charts, number lines, math tables, classroom libraries, etc.) - either government provided or teacher made. Twelve and one half weeks (30%) will be devoted to mastering the basic "craft skills" of teaching. Eight and one half weeks (20%) will be devoted to a carefully organized and rigorous practice teaching experience in which candidates, under supervision, put into practice what they have learned in the other three parts.

At the end of Section I successful candidates will be awarded the "PTC-Provisional" certificate, and they will be eligible for placement as regular teachers in primary schools. Section II will consist of a full academic year of teaching, during which they will receive a program of clinical supervision from both GCET instructors and Learning Coordinators.

Section III will comprise ten weeks in a GCET during a summer or a winter vacation period. Four weeks (40%) will be devoted to the study of a content area specialty. Two weeks (20%) will be devoted to a further study of basic teaching "craft skills," adding depth and refinement to skills acquired in Section I and practiced in the field. Three weeks (30%) will be devoted to a study of educational theory (see details below). One week (10%) will be devoted to designing and learning to conduct a small problem solving study. The intent of this study is to help teachers to reflect on their teaching and to view themselves as problem solvers capable of taking action to improve their professional performance. Each candidate will choose a problem encountered in his or her own teaching and will devise ways to overcome it and to report on the results.

At the end of Section III successful candidates will be awarded the "PTC-Professional" certificate. They may proceed further to Sections IV and VI in subsequent vacation periods, however they need not pursue these sections in consecutive vacations. During the regular academic year they will return to their normal teaching posts. Thus, Section IV is a second year of regular teaching under clinical supervision by GCET instructors and/or LCs. During this year the candidates will complete their problem solving study described above.

Section V will be ten weeks in length. Five weeks (50%) will be devoted to further study of educational theory. Two weeks (20%) will be devoted to a further study of additional Generic Teaching Skills. Three weeks (30%) will be devoted to an introduction to small scale action research. This will be a continuation of the problem solving studies begun in Section III and conducted in Section IV. Its focus will continue to be practical in nature: to foster reflective and analytical thinking about professional practice and to encourage teachers to view themselves as active educational problem solvers who do not need to accept the status quo uncritically. It will cover what this type of study consists of, why such studies are done, and how they are best done in the context of primary education in Pakistan. This three week period will be devoted to the careful design of an action research project appropriate for each candidate. All necessary materials for the project will be prepared; and, if feasible, the study will begin. The study will be completed during Section VI, the next academic year, and its results returned to the Curriculum Bureau for evaluation.

At the end of Section V successful candidates will be awarded the "FSc in Primary Education-Preliminary" degree and will continue on to Section VI, their third and final year of primary teaching under clinical supervision.

Section VII will also consist of ten weeks of study at a GCET. Two weeks (20%) will be devoted to further study of the candidate's chosen content area specialty. Two weeks (20%) will be devoted to updating the candidate in innovations in curriculum, materials, and instructional methods. Four weeks (40%) will be devoted to further study of educational theory. Two weeks (20%) will be devoted to a review and analysis of the small scale action research projects conducted in Section VI.

At the completion of Section VII candidates whom the Curriculum Bureau judges to be successful will receive the "FSc in Primary Education" degree.

Twelve weeks of this seventy-two week academic program will be devoted to a study of Educational Theory. This study will contain twelve courses² divided into five areas, as follows:

- A. Child Growth and Development and Child Learning Theory
 - 1. Who young children are and how they learn (Part I) - Section III
 - 2. The stages and patterns of growth and development in normal children, ages 0 through 12 - Section III
 - 3. Who young children are and how they learn (Part II), how child growth and development helps determine how children learn - Section V

- B. Ethics and Professionalism in Primary Education
 - 4. The role and duties of primary teachers - Section III
 - 5. Professional and ethical conduct for primary educators - Section V

- C. The Organization of Primary Education
 - 6. The structure, functions, and management of primary education at the national, provincial, district and tehsil levels - Section V
 - 7. The structure, functions, and management of primary education at the level of the individual school, including the functions and roles of students, parents, teachers, headteachers, ASDEOs, and LCs - Section V

- D. The History and Philosophy of Primary Education
 - 8. The history of primary education, with emphasis on the history of primary education in Pakistan - Section VII
 - 9. The philosophy of primary education, with emphasis on the Islamic philosophy of primary education in Pakistan - Section VII

²Course titles are approximate and are only meant to suggest possible course content

10. Current issues and problems in Pakistani primary education - Section V

E. Curriculum and Instruction

11. Description and analysis of the process of curriculum and educational materials development - Section VII
12. Description and analysis of the teaching/learning process, teaching methodologies, and supervision methodologies - Section VII

Assuming six working days per week and approximately five and a half hours of instruction per day during the three vacation sessions, there will be approximately 33 hours per course allotted to the Educational Theory Area.

This proposed PTC/FSc program will be trial tested in one Female and one Male GCET for a full academic year. It will be revised on the basis on this test and tried again. This testing and revision procedure will be repeated until authorities in the Curriculum Bureau and the Directorate of Primary Education are satisfied that it is ready for use in all GCETs.

Motivation to obtain each step in the proposed PTC/FSc sequence will be greatly increased if appropriate progress up the Basic Pay Scale can be attached to these steps.

The proposed program is summarized in Table 1.

TABLE 1

<u>Area</u>	<u>Section I</u>	<u>Section II</u>	<u>Section III</u>	<u>Section IV</u>	<u>Section V</u>	<u>Section VI</u>	<u>Section VII</u>	<u>TOTAL</u>
Content Review & Specialization	12.5 weeks (30%)	Full academic year	4 weeks (40%)	Full academic year		Full academic year	2 weeks (20%)	18.5 weeks (25%)
Primary Curriculum and Textbooks	8.5 weeks (20%)	of teaching under clinical		of teaching under clinical		of teaching under clinical	2 weeks (20%)	10.5 weeks (15%)
Basic Teaching Skills	12.5 weeks (30%)	super- vision	2 weeks (20%)	super- vision	2 weeks (20%)	super- vision		16.5 weeks (23%)
Practice Teaching	8.5 weeks (20%)							8.5 weeks (12%)
Educational Theory			3 weeks (30%)		5 weeks (50%)		4 weeks (40%)	12 weeks (17%)
Practical Research			1 week (10%)		3 weeks (30%)		2 weeks (20%)	6 weeks (8%)
TOTAL	42 WEEKS	42 WEEKS	10 WEEKS	42 WEEKS	10 WEEKS	42 WEEKS	10 WEEKS	72 WEEKS OF STUDY
	PTC - Provisional		PTC - Professional		FSc in Primary Education - Preliminary		FSc in Primary Education	

The plan for strengthening the other nine weaknesses of current pre-service primary teacher training, as described above, are as follows:

(2) Inappropriate Instructional Methodology

(3) Undertrained Instructors

Improvement in instructional methodology in both pre-service and in-service teacher training will be based on training in two areas. These are:

A. The eleven Effective Teaching Practices as revealed in the AEPAM/Bridges study conducted by Rugh, Farooq and Malik²:

1. Setting a framework for the lesson
2. Revision (review) of relevant past learning
3. Presenting content in small, logically connected, sequential steps
4. Student practice guided by the teacher
5. Independent student practice
6. Giving, correcting and returning homework
7. Using varied materials and teaching techniques
8. Spending school time on learning
9. Giving students clear, frequent and honest feedback
10. Creating an orderly environment and clear rules for behavior
11. Building student confidence and the ability to learn independently

B. Generic (General or "craft") Teaching Skills, for example:

1. Motivating students to learn
2. Treating students as individuals
3. Teaching students independent thinking and higher level thinking skills
4. Effective classroom management
5. Teaching more than one class at the same time
6. Teaching pre-school or kachi classes
7. Teaching problem solving techniques
8. Teaching methods of concept formation
9. Providing active learning experiences

Instructors in the GCETs will receive training in these areas, starting in the summer of 1993. The purpose of this training will be two-fold:

1. The GCET instructors will teach their PTC students to use these practices and skills while teaching primary students.

²Rugh, Andrea, R.A. Farooq and Ahmed Nawaz Malik, "Teaching Practices to Increase Student Achievement: Evidence from Pakistan," Bridges Research Report Series No. 8, Harvard Institute for International Development, 1991.

2. The GCET instructors themselves will use these practices and skills as they teach their PTC students.³

In addition to the weaknesses in instructional methodology which the training program outlined here is designed to help overcome, PED's Teacher Content Knowledge Study has revealed that many teachers lack content knowledge of various kinds in Urdu, Science and Mathematics. A program of remediation in content knowledge will be developed. It will be based on the results of this Teacher Content Knowledge Study and on the results of pre-tests in content knowledge which will be administered to incoming GCET students. This program will consist of course units to be developed at the Instructional Materials Development Center (IMDC) of the PED Program. These units will cover the core subjects and will also include instruction in Pushto and English⁴. Pushto is an authorized language of classroom instruction in Pushto speaking areas of the province, yet many teachers who speak Pushto have great difficulty in reading and writing it. English instruction will be coordinated with and will utilize the Interactive Radio Instruction (IRI) program for both primary teachers and students now being developed at the IMDC. Materials will incorporate the Effective Teaching Practices described above, and will be trial tested in selected GCETs before being released for general use in pre-service and in-service programs.

One or two week training, depending on the topic(s) to be covered, will be offered by the Bureau/Center each summer and will be required of all GCET instructors. Among probable topics for this training are:

1. Techniques of clinical supervision required in the new PTC/FSc degree programs.
2. New IMDC, PCRCP, and Pak-German textbooks, teacher's guides, and supplementary materials.
3. Proper use of commodities supplied through the PED Program's commodities support activity.
4. The Interactive Radio Instruction Program in English.
5. Methods and procedures of evaluation, as developed by the new federal and provincial evaluation units.
6. Orientation to and use of information generated by the computerization of data collected by the Bureau/Extension Center/GCETs.
7. Supervision procedures and materials, in-service training programs, and the relationship among pre-service training, in-service training, and supervision.
8. Orientation to the "Community Model Schools" of the ABD Girls Primary Education Project, the new training facilities of the ABD Teacher Training Project, and other innovations in the training

³#5 and #6 in the generic or general list will be exceptions, as GCET instructors are not required to teach different classes or levels of students at the same time, nor do they teach pre-school or kachi classes.

⁴Positions for instructors in Pushto and English have recently been added to the staffs of the GCETs.

area.

9. New "general" and teaching "craft" skills, as they are identified and developed.

Specific topics for further training will be chosen on the basis of the evaluation of the previous training and the results of supervisory visits to the GCETs by the Bureau staff and the GCET principals (see below).

The new pre-service teacher training program, as described above, which leads to an expanded and strengthened PTC certificate and to the FSc in Primary Education degree will be extended to higher degrees. Agreement by the University of Peshawar and Gomal University will be sought to create and offer BEd and MEd degrees in Primary Education so that a true career ladder in primary education exists and so that the Bureau/Extension Center, the GCETs, and the Directorate of Primary Education can be staffed with personnel who have had appropriate training and experience in primary education. Specialties within the BEd and MEd degrees in Primary Education will include: Curriculum and Instructional Materials, Instructional Methodology, Management and Administration, Teacher Training and Supervision, Testing and Measurement, EMIS, and possibly others. Technical assistance in designing these degrees and in designing appropriate courses and materials for them will be provided by the PED Program and the new World Bank loan.

The Secretary of Education has already given certain directives in the area of recruitment of Bureau and GCET staff. In order to appoint and retain properly qualified and motivated personnel, the Committee on Strengthening the Curriculum Bureau described above will specify the cadres from which new staff will come, the prerequisite experiences they must have before joining, and the training they will receive after appointment. Two of the key considerations in this area are the possibility of creating a separate cadre for Curriculum Bureau/Education Extension Center and GCET staff and the number of new staff who can be direct hires as opposed to transfers from inside the system who are moved regardless of motivation, experience, training, or aptitude. These considerations involve political as well as educational issues.

(4) Inadequacy of Textbooks

(5) Lack of Supplementary Materials

A committee with membership drawn from the Bureau, the GCETs, the Textbook Board and the Directorate of Primary Education will be formed. Technical assistance will be provided to this committee by the PED Program through the new World Bank loan. This committee will review:

1. The textbooks and supplementary materials currently in use and being developed for classes Kachi through 5.
2. The textbooks currently in use in GCETs.
3. The plans and course outlines for the new expanded PTC certificate and FSc degree.

4. The PED Program's Teacher Content Knowledge Study.
5. The Effective Teaching Practices and General Teaching Skills described above.

It will be the duty of this committee, when augmented by appropriate personnel from the Textbook Board, to develop instructional material for the new PTC and FSc in Primary Education.

- (7) Inadequate Assessment Procedures
- (9) Attendance

The committee described in the previous section, in cooperation with the new federal and provincial testing units (the Northwest Education Assessment Program (NEAP) in NWFP), will also have the responsibility for developing appropriate assessment measures and materials for the new PTC and FSc in Primary Education.

The issue of corruption and cheating on examinations is cultural/societal, and, as it pervades the entire educational system, goes well beyond the reform of pre-service education for primary teachers. To some extent, the issue may be insoluble; but at the GCET level at least the following activities can be undertaken:

1. Form a committee on "Honesty in Examinations" drawn from appropriate educational bodies, including the Bureau.
2. Meet to admit that the problem exists, that it is serious, and that it must be ameliorated to the extent possible.
3. List and discuss the major abuses that exist.
4. Specify what has been attempted in the past, both in GCETs and in other educational institutions, to overcome each abuse.
5. Discuss what has succeeded and what has failed regarding these attempts and the probable reasons for success and failure, and try to derive some "what works and what doesn't work" lessons from these attempts.
6. Based on these lessons, brainstorm possible strategies which seem worth trying.
7. Decide which institutions will try which strategies and when.
8. Meet to discuss results of these trials, and continue the process.

In addition, the assessment procedure can be markedly improved and the cheating problem greatly lessened if the new federal and provincial testing units develop item pools for alternate versions of criterion referenced tests for use in the PTC/FSc and other programs. When these replace the current

practice of using only uniform "essay" tests which require little other than rote memory for correct answers, students will not know which version of a test they are required to take until they receive the test, as different versions can be used for each testing period, and various versions can be used at the same time in a single testing period.

A program of diagnostic testing will be developed to assess the content knowledge weaknesses of students entering the PTC program. Instruction can then be directed to student weaknesses; and, to some extent, students can be tested on an individual basis on material used in remediating these weaknesses. With more frequent testing during the PTC year, the "make or break" nature of the current final examination will be reduced, and the temptation of the weaker students to cheat will be lessened.

(8) Inadequate Physical Facilities

An ambitious GCET building program is now underway in NWFP. This program is being sponsored by the Government of NWFP and by several donor agencies. Not all details of these several efforts are known. However, there are firm plans to do the following:

Hostels in four female GCETs (Dargai, D.I. Khan, Khawazakhelā, and Dabgari Gate) are being increased by 100 places each through the PED budget. Work is now about 75% complete on each of these facilities, and they are scheduled for student occupancy in September, 1993.

A GCET (Male) located in Swabi is being built through the ADP budget and is scheduled to open in September, 1994. Two GCETs are being built through the ADP budget to replace existing GCETs whose current facilities have been deemed inadequate. Each of these two new GCETs will be 100 places larger than the current GCET which it replaces. One of these is a GCET (Male) located at Karak. It is now 90% complete and is scheduled to be ready in September, 1993. The other is a GCET (Female) located at Charsadda Road in Peshawar and scheduled to be ready in September, 1995.

Seven new GCETs will be built using PED Program funds. Colleges at Nowshera (Female), Mardan (Female), and Dir (Male) are now approximately 50% complete and are scheduled to open in September, 1993. Colleges at Karak (Female) and Charsadda (Male) are scheduled to open in September, 1994. Colleges at Mardan (Male) and Manshera (Male) are scheduled to open in September, 1995. In addition to these seven facilities, the PCI of the PED Program authorizes three additional colleges. The locations of these colleges have not yet been determined, and no completion dates have yet been contemplated.

The Pak-German Project will build a GCET (Female) in Charsadda, with opening currently scheduled for September, 1995.

Care must be taken in accepting the above dates. The history of school construction in NWFP shows that delays are frequent and can be lengthy, and some of the above dates may well be optimistic. There is also a good deal of

political wrangling over the use of many of the new improvements, once they near completion.

The GCET building program is further confused by new educational projects coming into the province. The World Bank's Social Action Program (SAP) contains provisions for the rental of facilities for new GCETs. Numbers of institutions to be established by these means range up to 22, are currently 5, and may change further as SAP plans solidify. The Eighth Five Year Plan of the Government of Pakistan suggests that 7 new GCETs be built under its provisions, but the plan has not yet been approved. The Asian Development Bank's new Teacher Training Project was scheduled to begin in January, 1993, but has now been delayed. It contains provisions for training institutions which are of a slightly different type but which would also increase the supply of primary teachers. Further new projects may also appear with time.

These plans for new GCET construction will ameliorate the present situation considerably. In addition to these plans, appropriate Bureau personnel will pay an inspection visit to each GCET to determine what can be done to better the present physical facilities. These visits should not be punitive in nature, but should be cooperative efforts between visitors and GCET staff to decide on no cost and low cost actions which would improve the physical situation of each institution. Among the actions which should be considered:

1. Discarding, through auction or other appropriate methods, broken and unused furniture and equipment.
2. Redistributing serviceable but currently unused equipment to other GCETs where it is needed.
3. A clean-up campaign to make cleaner and neater all areas of the college.
4. A schedule by which these clean-up activities can be continued on a regular basis.
5. Planting new flowers and gardens.
6. Updating the recent physical facilities survey on a regular basis and assuring that this survey reaches the appropriate authority in the Bureau.

(11) Undertrained Leadership

The Committee on Strengthening the Curriculum Bureau will consider the mandate of the Bureau to provide leadership to and supervision of the GCETs. It will endeavor to provide the quantity and quality of staff for this task. Specific leadership training will be provided to appropriate Bureau and GCET personnel. This process will begin with the PED Program study tours for the Bureau and will continue with courses offered by the proposed Institute for Educational Management (see below) and appropriate training experiences

provided by the World Bank loan and other donors.

A schedule of supervisory visits by trained Bureau/Center staff designed to provide both administrative and instructional supervision (see Part IV below) to GCETs will be established and followed. The reports from these visits will be used to help determine future training needs of GCET administrators and instructors. These visits can be undertaken by the same committee described above which will examine physical facilities improvement at the GCETs. It has long been the mandate of the Bureau to provide supervision to GCETs; but due to lack of staff, time, training, and budget this has seldom been done in a satisfactory manner. Instructional supervision, in particular, has been lacking.

An Institute for Educational Management will be established. Appropriate training in administration, management, planning, and research will be given in this new institute in short course and academic year formats to personnel who have management responsibilities throughout the primary education system. The institute will be an independent entity with strong links to the Curriculum Bureau and the Directorate of Primary Education to insure cooperation and coordination in establishing training needs and in designing training courses and materials. A link into the university system will be established so that course credits from this institute can be transferred, when appropriate, to new BEd and MEd in Primary Education degree programs. To a large extent, this new institute will take over the training functions of the Management Unit for Statistics and Training (MUST).

Principals of GCETs will be required to take appropriate courses at the Institute for Educational Management. Topics in the purposes and techniques of supervision will be included in these courses. With proper training, principals can form supervisory teams with the Curriculum Bureau staff who will visit GCETs on a regular basis as described above, and together these officials will be in charge of instructional improvement in the GCETs.

The most successful and dynamic of the GCET instructors will be organized into subject matter teams in each core subject area. Each team will give help and guidance in content knowledge, instructional materials, and teaching methods to new or less successful instructors with that content specialty.

(.?) Poor Quality of Students Entering the Profession

This problem appears to be growing less serious. As population pressure increases and as other job options grow fewer, more and better qualified candidates seek enrollment in the GCETs. The revised Master Plan for Teacher Supply and Training prepared by the PED Program indicates the approximate numbers of male and female primary teachers needed in each tehsil and projects this need over a five year period. Where the number of desirable applicants is less than the need for teachers, a social marketing campaign will be undertaken to attempt to attract suitable people into the profession. This will be a cooperative effort with UNICEF, which has recently expressed its intention to begin such a program for females.

The Study of Regulations Regarding Recruitment, Placement and Transfer, Benefits and Incentives, and Training for Primary Teachers has now been completed, and recommendations derived from the study will soon be presented to the Secretary of Education. These recommendations are designed to place qualified teachers in the right places and in the right numbers. PED Program efforts to provide stipends to females from areas where there is a deficit of primary teachers will continue, where they are proving successful.

III - IN-SERVICE TEACHER TRAINING

In-service training for primary teachers will be divided into three types. These are:

1. A reorganized and improved program of direct instructional supervision in each teacher's own classroom.
2. A program of in-service workshops and short orientation courses.
3. PTC and PTOC programs offered through AIOU.

The first of these three types of training is described below in Part IV of this document.

The second of these types will be organized under the Education Extension Center which is part of the Curriculum Bureau. The Center has had the mandate to conduct this type of training for a long time; but limitations in staff, budget and planning capacity have prevented it from carrying out this mandate successfully. The Committee on the Strengthening of the Curriculum Bureau, discussed above in the introduction to this document, will increase the quantity and quality of Center staff to enable it to offer successful in-service workshops and orientation courses for primary teachers. However, the Center staff cannot realistically be expanded sufficiently to offer in-service training to all the primary teachers in the province. For this purpose, the corps of LCs, ASDEOs (Supervision), ADEOs (Supervision), and the new SDEOs (Supervision) will be used, as described below. Thus these courses will be a cooperative effort between the Curriculum Bureau/Education Extension Center and the Directorate of Primary Education.

The content of these courses will consist of the Effective Teaching Practices and the General Teaching Skills as described above in Part II dealing with pre-service training. Other content will be added later as it is identified and developed. Possible content would include:

1. New textbook, teacher's guide and supplementary materials and their use.
2. Methods and materials as used in new programs, such as the Interactive Radio Instruction Program in English.

3. Techniques for assessing student achievement.
4. Techniques for using the physical and social environment around the school.
5. Ways of helping the Learning Coordinators involve the parents and the community in school affairs.
6. Reading and writing in Pushto for teachers in Pushto medium schools.
7. Remediation of content knowledge deficiencies.
8. Information relevant to teaching revealed in the problem solving studies which form part of Sections III, IV and VII of the new FSc in Primary Education degree (see above).

Content offered in these courses will be based on an assessment of teacher needs. These needs will be revealed through the reports of Learning Coordinators, the work of the new SDEOs (Supervision) and Supervision Councils (see Part IV below), and the findings of the problem solving studies of students completing their FSc in Primary Education degrees.

The 1992-1993 School Census of the Directorate of Primary Education reveals that there are currently 45,664 primary teachers in NWFP. This number will surely grow in the future in order to meet expanding enrollment in primary schools. For gross planning purposes, the figure of 50,000 teachers, all of whom need inservice training, can be used.

If these 50,000 teachers are divided into groups of 35 teachers each, the result is 1428 training groups. If these groups are trained over a five year period, 286 groups will need to be trained each year. If these groups are given one week of in-service training each and three such one week sessions can be organized in each summer vacation period (winter vacation in hilly areas) for each set of trainers, then 95 sets of trainers will need to be provided. If each set of trainers consists of three persons, then 285 trainers will need to be provided during each vacation period.

The PED Program's Teacher Content Knowledge Study reveals that the knowledge of the content to be taught in Class 5 Math, Science and Urdu is weak in the sample of teachers tested. It is reasonable to assume that content knowledge in other areas and at other class levels is weak also. It is not realistic to expect an in-service program to provide training in all content areas at all class levels. This is the job of the Directorates of Primary and Secondary Education. Nevertheless, a program of in-service training for primary teachers directed at the areas of greatest weakness can be mounted if financial resources are adequate. The length of the program will depend on such resources.

There are currently 599 Learning Coordinators appointed and 172 sanctioned LC posts unfilled. When all LC positions are filled, 771 LCs will be available. There are currently 156 ASDEOs (Supervision) appointed and 13

sanctioned ASDEO (Supervision) posts unfilled. When all ASDEO (Supervision) positions are filled, 169 ASDEOs will be available. There are currently 20 ADEOs (Supervision) appointed and 13 sanctioned ADEO posts unfilled. When all ADEO (Supervision) positions are filled, 33 ADEOs will be available. This forms a pool of 973 supervisors from which the required 285 in-service trainers can be drawn. One of the senior people would be the leader of each training team. All of these supervisors will have received training in the Effective Teaching Practices and the General Teaching Skills. Thus, there will be no need for extended "master training" before in-service training for primary teachers can begin in these areas. Content knowledge will, however, require such "master training." Trainers for these content courses can be drawn from the remaining LCs, ASDEOs, and ADEOs, as the pool is sufficiently large. Selected instructors from GCETs can be utilized as well, if appropriate.

The third of the three types of in-service training for primary teachers mentioned above will be offered through Allama Iqbal Open University (AIOU).

Approximately one third of the province's 45,664 primary teachers are currently untrained - that is, without their PTC Certificates. Over the last two academic years the Directorate of Primary Education has contracted with AIOU to train approximately 2500 teachers without PTCs through AIOU's distance PTC program. This program will continue as long as untrained primary teachers can be found in close enough proximity to each other to allow them to attend the small group sessions required in the program. This proves to be a special hardship for female teachers who lack transportation and mobility.

The current AIOU PTC degree is similar to the PTC degree offered in the GCETs, and it suffers from the same weaknesses. When the new PTC program, as outlined above, is fully developed by the Curriculum Bureau, it will also provide the structure and content for the AIOU version of the degree. Any modifications necessitated by AIOU's distance learning format will be incorporated, if appropriate. In addition, a study will be undertaken to determine how well the AIOU degree prepares female candidates. If it is not successful in this regard, other means for providing qualified female teachers, such as mobile training units, will be considered.

The present three month condensed PTC course which has been offered through the Curriculum Bureau in summer and winter vacation periods will be abandoned. Considerable effort was made in the last two years to strengthen this course. Unfortunately, this effort was not successful. Both instructor and teacher commitment to the program remains low, attendance of both is irregular, and the Bureau does not have the staff to monitor the program adequately. Although no formal evaluation of the condensed PTC course has been undertaken, subjective evidence from all concerned indicates that there is not enough value in the course to maintain it. If abandoning this course is not feasible for political reasons, it will be reduced in size each year until the number of teachers trained by this method is insignificant. Most untrained teachers prefer the easier path to the PTC offered by the condensed course to the more demanding version of this certificate provided by AIOU. Thus, it is proving more and more difficult for the Directorate to recruit the number of teachers necessary to fulfill the AIOU contracts.

Selected primary teachers with PTCs will receive in-service training through the new Primary Teachers Orientation Course (PTOC) given by AIOU and funded by the Norwegian government. This course will train approximately 5250 in-service teachers from 1993 to 1997. Preference will be given to female teachers under 45 years old and teaching in rural or far-flung areas. The content of this program will be a treatment in more depth of topics covered in the present PTC degree.

In addition to the above, a cooperative effort will be mounted drawing on the resources of both the Directorate of Primary Education and the Textbook Board to distribute a one page "newsletter" to all primary teachers through their representative who goes to the pay stations to collect their monthly salary. This newsletter will contain a series of practical and self-explanatory teaching hints, "how to do it" suggestions, directions for simple no cost teacher made materials, announcements from the Directorate, and other materials designed to be of direct practical use to the teacher in his or her classroom. This will be tested on a pilot basis, as the approach is a new one, the average primary teacher is not used to improving teaching skills by this means, and the motivation to read professional materials, even short, simple, and helpful ones, is not presumed to be great.

IV - SUPERVISION OF PRIMARY TEACHERS

For supervision to be effective, four different supervisory functions must be fulfilled. In order to describe them, a distinction must first be made between Administrative and Instructional supervision. Administrative supervision focuses on the organization and functioning of the school. Its purpose is to help the school run in an orderly and productive fashion and to make wise use of limited resources. In contrast, instructional supervision focuses on supporting individual teachers in their daily work and on improving their professional skills and abilities.

Administrative supervision consists of two functions: Data Collection and Communication. Instructional supervision also consists of two functions: Evaluation and Support. These four functions can be described as follows:

(1) Data Collection

In order to plan and conduct effective education, it is necessary to have certain kinds of data about students; teachers; principals; the school and its facilities, equipment, and materials; and the community where the school is located. The EMIS system now being developed by the Directorate of Primary Education and the Curriculum Bureau will collect these data in a systematic manner and on a regular basis.

(2) Communication

Effective schools cannot exist in isolation. They must communicate with central or regional authorities in order to state problems and have them solved, send and receive information, transmit data, receive directives, share achievements, exchange ideas, and so on. A reliable two-way communications link between any individual school and the authorities to whom the officials at this school report is necessary for the smooth functioning of the school.

(3) Evaluation

The attributes of good teaching and of poor teaching must be clearly specified. The performance of teachers must be measured against these specifications. Good teachers must be praised and encouraged and their skills improved further. Poor teachers must be helped to perform better. If they are unable to do this, they should be encouraged to enter another profession. Any educational system has teachers who can be judged as excellent, good, adequate, poor or hopeless. This determination is the evaluative function of supervision.

(4) Support

Teachers need to be nurtured and supported. They need to be helped to understand how their teaching skills can be improved. In order to be successful, this support function may take considerable time and effort. There is no one right way to accomplish this function. Ingenuity and flexibility are needed and success is never guaranteed. Supervisors must know how to listen and observe carefully, demonstrate skills clearly, offer appropriate incentives, judge reactions and understanding accurately, sympathize, explain, stimulate, persuade, and praise.

It is not realistic to assign both the evaluation function and the support function of instructional supervision to the same person. If a teacher describes a problem to a certain supervisor and the two begin to work together to solve this problem, and then at some point this same supervisor becomes an evaluator and penalizes the teacher for having this particular problem, then the teacher will stop coming to this supervisor for help, mutual trust will disappear, and the support function of the supervisor will be negated.

In terms of supervisory activities, the structure of District and Sub-Divisional Education Offices will remain the same. Learning Coordinators will continue to report to ASDEOs. LCs will perform supervisory functions (1) Data Collection and (4) Support. In addition, they will be in charge of community relations - that is, helping parents and community members join in relevant school endeavors and helping school and community mutually support each other's activities; and they will also help analyze the in-service needs of the primary teachers whom they supervise and help arrange for in-service training for these teachers in the Teacher Centers described below. They will

be assigned no duties other than these. It is tempting to underestimate the time needed for good instructional supervision. This temptation must be resisted. If LCs are seen simply as "extra bodies" to whom a large number of diverse tasks can be given because there are no other obvious people in DEO and SDEO offices readily available to do these tasks, then the effectiveness of LCs as supervisors will be destroyed. ASDEOs will perform supervisory functions (2) Communication and (3) Evaluation. Ideally, LCs will supervise no more than 32 teachers. Because their supervisory duties are less time consuming, ASDEOs can be assigned as many as 100 teachers to supervise.

Three innovations in the supervisory structure are planned. These are:

1. Teacher Centers

Two types of Teacher Centers are suggested. These are:

Type 1 - Resource Centers

A six room center, called a "Resource Center" to distinguish it from the Type 2 "Teacher Center" below, will be established at or near each GCET. Where feasible, they will house the SDEO (Supervision)'s office. A prototype of this kind of center, the planning for which will begin soon, will also be built as part of the Curriculum Bureau office in Peshawar. The Resource Centers will be fully equipped with a variety of instructional materials, audio-visual aids, a professional library, basic science equipment, video recording and playback equipment, etc. Space in the centers will be flexible, with some folding walls so that large groups of teachers can meet together for training and other purposes. One room will be a work room where teachers can make supplementary teaching materials.

Mobile teacher training vans may be needed to help deliver in-service training to teachers in rural and remote areas. As plans to appoint teachers to such areas, especially female teachers, with only eighth class pass qualifications have recently been approved by the Secretary of Education and passed on the Minister of Education for final approval, the need for in-service training will surely grow. Mobile vans are expensive to buy, stock, and operate, so a study of the experience with versions of mobile teacher training used in Azad Kashmir and Balochistan will be undertaken. If this study shows that such training is likely be worth the expense involved, a mobile teacher training program will be created and will be based at these Resource Centers.

Because Resource Centers will be close to and associated with the GCETs, they will be the locus of outreach work in primary schools by the GCET instructors who will help give clinical supervision to teachers in Sections II, IV, and VI of their PTC/FSc years and who will visit primary schools to assess the effectiveness of the training they have given at the GCETs and to plan changes based on these assessments.

Type 2 - Teacher Centers

A three room center, called a "Teacher Center," will be established at a

primary school in each tehsil headquarters. Where feasible, they will house appropriate ASDEO and LC offices. They will serve the same functions as the Resource Centers, but on a smaller scale. They will be equipped with the same type but fewer of the instructional materials and other educational resources that the Resource Centers contain. Thirty-four Teacher Centers will not be enough to serve all primary teachers effectively, as distances from schools to the nearest Teacher Center will be too great for some teachers to manage. However, by placing the centers at tehsil headquarters, they will serve the maximum number of teachers for the present. If these Teacher Centers prove effective, they will be established in one or more other parts of selected tehsils, perhaps at teacher pay centers, as needs warrant and funds permit.

The purpose of these two types of centers is to provide (1) active programs, organized by the GCET instructors, the SDEOs (Supervision), the ASDEOs and the LCs for the further training of in-service teachers, and (2) collections of instructional materials for use in this training and for later use by the teachers.

Development of both types of centers will be coordinated with the Asian Development Bank (ADB) Girls Primary Education Project and Teacher Training Project, both of which will develop institutions which are somewhat similar to the centers proposed here.

2. SDEOs (Supervision)

In order to strengthen the entire supervisory system, a plan to establish a new position of SDEO (Supervision) in each of the thirty-four tehsils will be studied. It will be the duty of this officer to oversee and coordinate all supervisory activities in his or her tehsil and to coordinate with the Bureau of Curriculum Development in organizing and carrying out in-service training for primary teachers. He or she will help coordinate the efforts of the LCs. He or she will also establish and chair an Instructional Supervision Council to plan, conduct and evaluate a continuing program of instructional supervision and, when appropriate, small and focused in-service teacher training workshops to be conducted at the Resource Centers and Teacher Centers. This SDEO will report to the ADEO (Academic) in the District Education Office.

3. Headteachers and Supervisory Teachers

"Effective Schooling" studies frequently point out the importance of the principal's leadership role. A number of countries have had success in strengthening schools by assigning various supervisory tasks to principals, who are "on the spot" in the schools. There is good evidence that close, continuous and consistent internal supervision of teachers is the most effective means of improving their performance. LCs, however, with their large supervisory loads and their difficulties with transportation, can seldom provide this type of supervision. Instead, they often conduct brief and perfunctory supervisory visits only.

To help provide the type of close, continuous and consistent internal supervision which is required, the headteachers of the 2088 primary schools in the province with a teaching staff of five or more will be trained in the Support function of supervision described above. In addition, in selected schools in remote and difficult to reach areas, an additional teacher will be appointed and assigned part-time teaching and part-time supervisory responsibilities. These headteachers and supervisory teachers will work with the LCs to form a supervisory team and will take over most of the supervisory duties in their schools. This will reduce the supervisory loads of the LCs considerably (at present 15,801 teachers or 39% of the total of 45,664 primary teachers in the province work in schools with five or more teachers) and will allow them to concentrate on easier to reach schools which do not have headteachers and special teachers trained in supervision.

The training needs in supervision are as follows. The second round of LC training is taking place in the spring of 1993. Its content will focus on the Effective Teaching Practices and Generic Teaching Skills described above and on ways to increase positive school-community interaction. As major behavior changes are required of the LCs and these changes will only occur over time and with practice, it is reasonable to expect that all LCs will need training each year for the foreseeable future. Topics in this yearly training will be similar to those listed above on pages 11-12. The LC training in the spring of 1993 will be followed by training for selected Headteachers of the larger schools. This should also happen on a yearly basis. Training for Supervisory Teachers will need to wait for their appointment, and necessary approvals for new types of positions are usually a lengthy process. This will also be true for the establishment and appointment of SDEOs (Supervision). ADEOs/ASDEOs (Supervision) will need to be trained in the support function so that they can support the LCs, who report to them. But their own duties will involve administrative rather than instructional supervision, which will require little new training, as these duties are already largely familiar to them. All officers in the DEO and SDEO offices will receive training in their new functions when their new job descriptions are prepared and approved.

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IV - ACTIVITIES AND TIMELINES

PART I - INTRODUCTION

Activity

- A. Committee to Strengthen the Curriculum Bureau
1. Complete committee deliberations
 2. Give final recommendations to Secretary of Education
 3. Gain final approval for recommendations
 4. Institute changes approved

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1. Complete committee deliberations	—						
2. Give final recommendations to Secretary of Education	—						
3. Gain final approval for recommendations	—						
4. Institute changes approved	—						

PART II - PRE-SERVICE TEACHER TRAINING

- B. Development of PTC/FSc in Primary Education Degrees
1. Develop draft plan for new degrees
 2. Gain approval for draft plan
 3. Design new degrees
 4. Develop procedures and materials for new degrees
 5. Choose pilot sites for trial testing
 6. Conduct trial tests
 7. Evaluate trial tests
 8. Redesign the design, procedures, and materials based on trial tests
 9. Repeat process until new programs are functioning in all GCETs
- C. Development of Training Program for GCET Instructors
1. Develop materials
 2. Make logistical arrangements
 3. Deliver training
 4. Evaluate training
 5. Plan new training based on evaluation and supervisory visits from Bureau

1. Develop draft plan for new degrees	—						
2. Gain approval for draft plan	—						
3. Design new degrees	—						
4. Develop procedures and materials for new degrees	—						
5. Choose pilot sites for trial testing	—						
6. Conduct trial tests	—						
7. Evaluate trial tests	—						
8. Redesign the design, procedures, and materials based on trial tests	—						
9. Repeat process until new programs are functioning in all GCETs	—						
1. Develop materials	—						
2. Make logistical arrangements	—						
3. Deliver training	—						
4. Evaluate training	—						
5. Plan new training based on evaluation and supervisory visits from Bureau	—						

- D. Improving Content Knowledge
 - 1. Develop course materials
 - 2. Trial test course materials
 - 3. Revise course materials
 - 4. Institute courses in pro-service programs
 - 5. Institute courses in in-service programs
 - 6. Revise as necessary

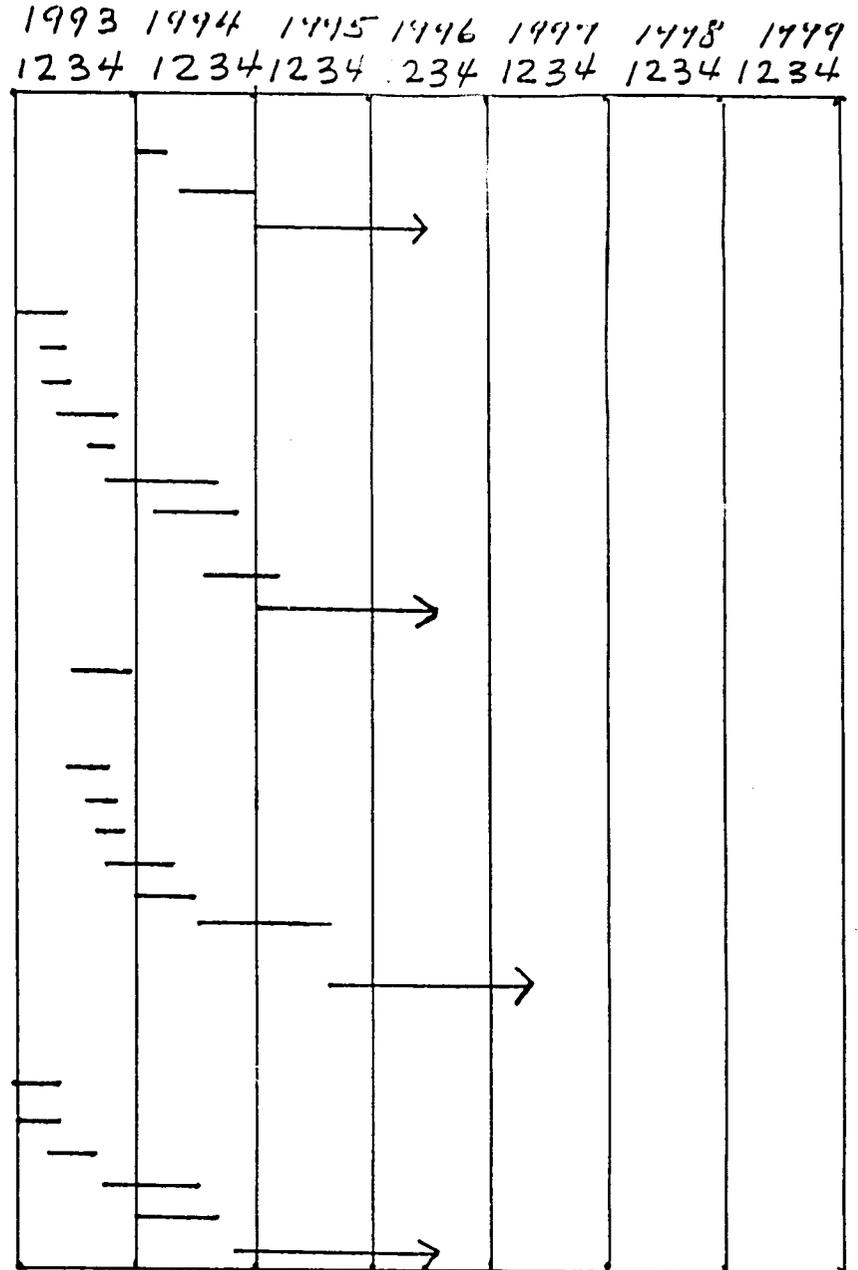
- E. Development of Item Banks and Alternate Tests
 - 1. Develop banks of appropriate test items
 - 2. Develop alternative versions of tests
 - 3. Train educators in the methods of administering these tests and using their results
 - 4. Use tests
 - 5. Revise tests and procedures, as necessary

- F. Assessment of Entering GCET Students
 - 1. Develop appropriate content tests and, if desired, other tests
 - 2. Train educators in the methods of administering these tests and using their results
 - 3. Use tests
 - 4. Revise tests and procedures, as necessary

- G. Provide Adequate GCET Physical Facilities
 - 1. Examine the Master Plan for Teacher Supply and Training and other relevant documents for data on the quantity and location of teacher needs
 - 2. Plan appropriate construction/rental of GCET facilities
 - 3. Construct or rent facilities
 - 4. Review plans for teacher needs and construction/rental on a yearly basis
 - 5. Update GCET physical facilities survey yearly
 - 6. Develop low/cost - no/cost physical facilities procedures

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1. Develop course materials	—																											
2. Trial test course materials																												
3. Revise course materials																												
4. Institute courses in pro-service programs																												
5. Institute courses in in-service programs																												
6. Revise as necessary																												
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4. Use tests																												
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5. Update GCET physical facilities survey yearly																												
6. Develop low/cost - no/cost physical facilities procedures																												

7. Constitute teams to visit GCETs and recommend improvements
 8. Make improvements
 9. Continue visits and improvements yearly
- H. Development of BEd and MEd in Primary Education Degrees
1. Develop final draft plans for new degrees
 2. Gain approval for draft plans
 3. Design new degrees
 4. Develop procedures and materials for new degrees
 5. Choose sites and arrange logistics for trial testing
 6. Conduct trial tests
 7. Evaluate trial tests
 8. Redesign the design, procedures and materials based on the trial tests
 9. Repeat process until programs are functioning properly
 10. Design career ladder for primary education based on new PTC, FSc, BEd, and MEd degrees
- I. Committee on Teaching Materials for PTC/FSc Degrees
1. Gain approval for committee
 2. Constitute committee
 3. Review plans and needs for new degrees
 4. Produce prototype materials
 5. Produce assessment measures and materials
 6. Trial test assessment measures and materials
 7. Continue until new assessment measures and materials are approved and in general use
- J. Honesty in Examinations Committee
1. Gain approval for committee
 2. Establish committee
 3. Committee addresses problems and creates action plan
 4. Carry out action plan
 5. Assess results
 6. Redesign and proceed



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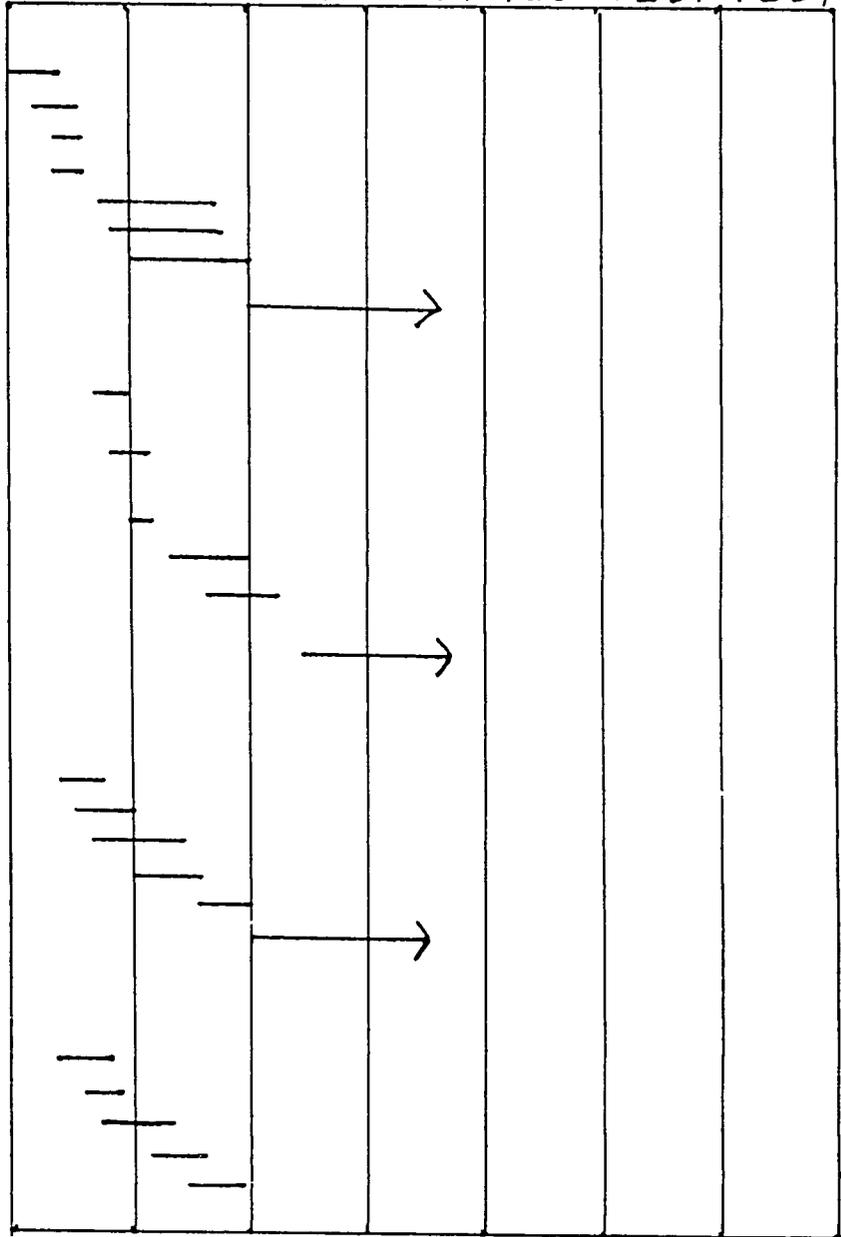
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- K. Curriculum Bureau Supervisory Team
 1. Define team duties
 2. Reconstitute team
 3. Establish visiting schedule
 4. Develop proformas and other materials
 5. Conduct supervisory visits
 6. Make reports, including recommendations
 7. Take necessary actions
 8. Repeat the cycle

- L. Subject Matter Supervision in GCETs
 1. Constitute subject matter supervision teams
 2. Train subject matter supervision teams in appropriate procedures and materials
 3. Set up schedules for training subject matter specialists
 4. Conduct training
 5. Assess results
 6. Replan training based on results, conduct new training, and continue process

- M. Leadership Training (including GCET Principals)
 1. Review training needs as identified by Committee to Strengthen Bureau
 2. Arrange needed training
 3. Conduct needed training
 4. Evaluate training
 5. Plan new training based on evaluation
 6. Continue cycle

- N. Management Training Institute
 1. Develop plan for Institute - purposes, duties, programs, personnel, etc.
 2. Gain approval for plan
 3. Design programs, procedures, materials, etc.
 4. Trial test programs, procedures, materials, etc.
 5. Evaluate trial test



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- 6. Redesign based on evaluation
- 7. Repeat process until all programs are functioning well
- 8. Establish links with universities

- O. Improving Quality of Pre-Service Candidates
 - 1. Review Master Plan to determine where teachers are most needed
 - 2. Review number and quality of applicants applying for GCET placement
 - 3. Review building program for GCETs
 - 4. Review success of PED stipend program for attracting females
 - 5. Review results of Regulations, Practices, and Incentives Committee
 - 6. Assign places to candidates
 - 7. Review and replan yearly

	1993				1994				1995				1996				1997				1998				1999							
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5. Continue cycle

R. Study of AIOU Effectiveness

1. Design study in cooperation with AIOU
2. Conduct study
3. Publish and evaluate results of study
4. In cooperation with AIOU revise programs and institute new programs based on the results of the study

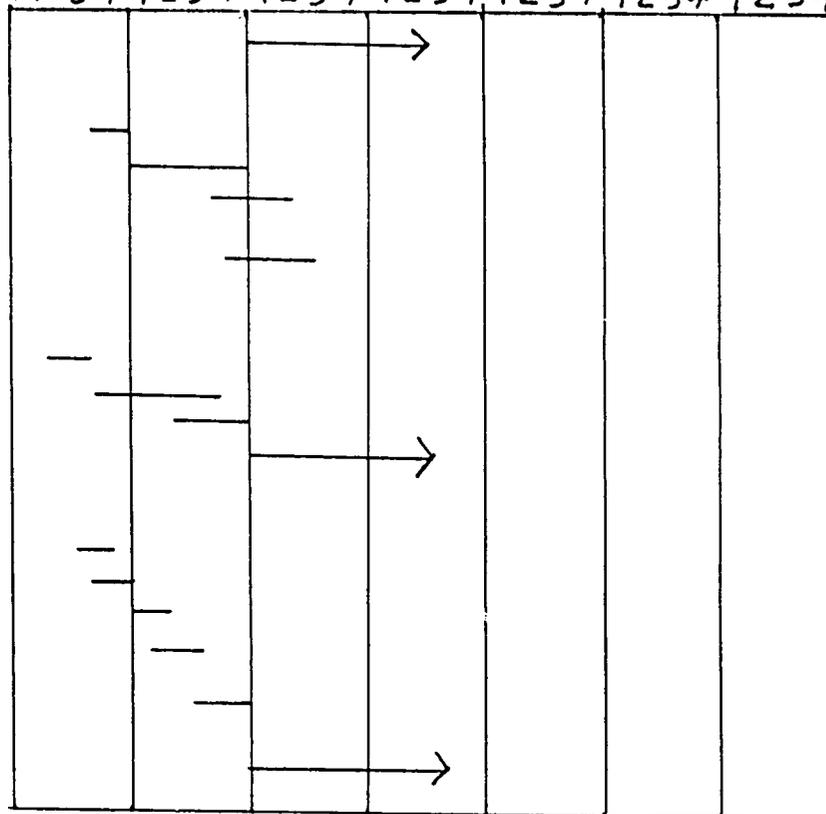
S. AIOU PTOC Training

1. Recruit candidates
2. Deliver training
3. Cooperative with AIOU in improving training
4. Continue cycle

T. Newsletter

1. Gain approval for newsletter
2. Produce prototype newsletter
3. Distribute prototype
4. Evaluate prototype
5. Replan newsletter based on evaluation, and distribute with wider circulation
6. Continue until regular production and distribution is established

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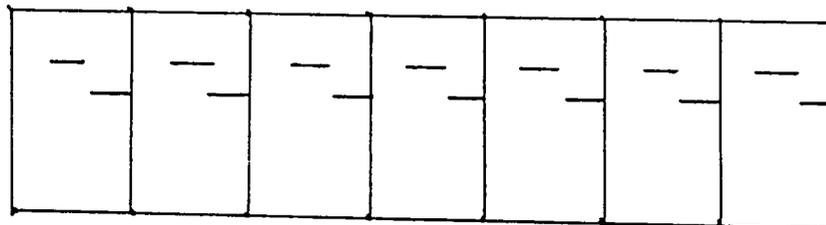


PART IV - SUPERVISION

Activity

U. Learning Coordinator Training

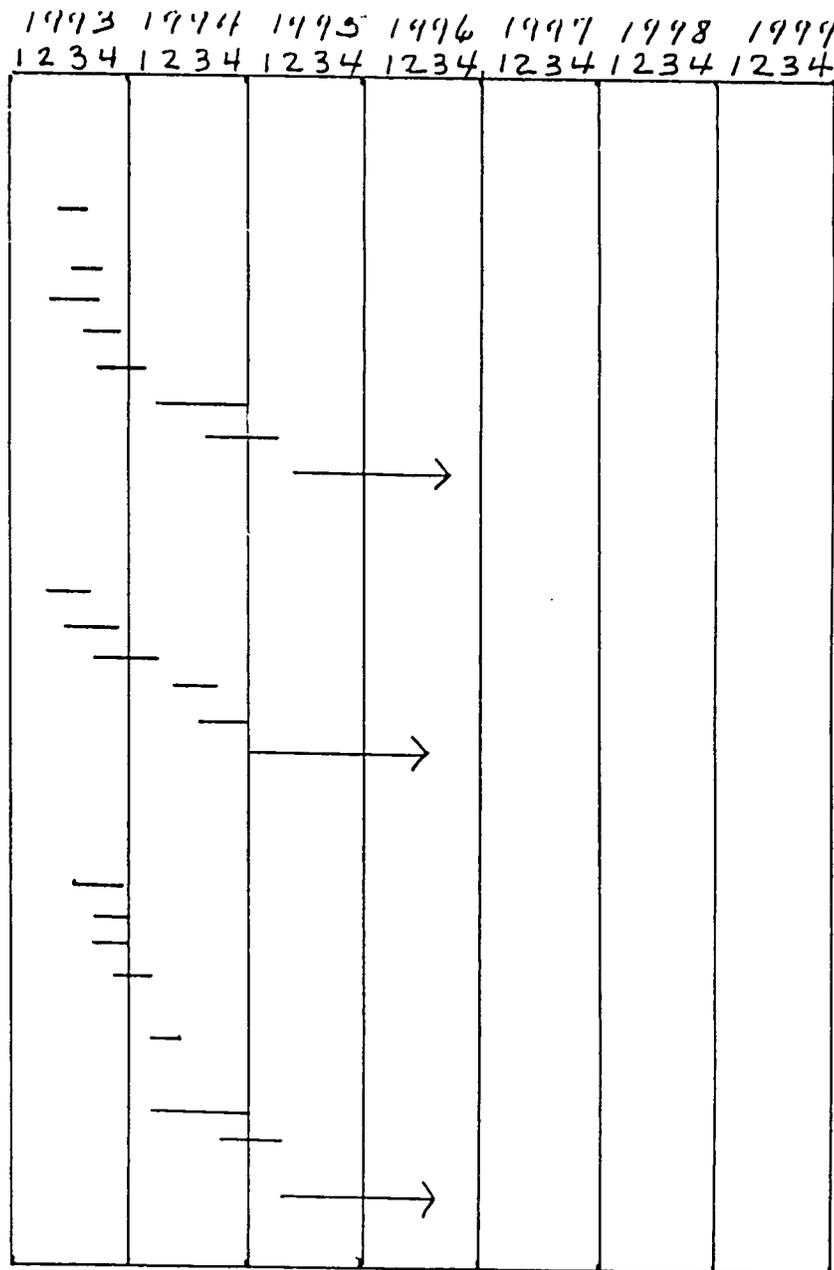
1. Continue to deliver LC training on a yearly basis
2. Evaluate and replan training on a yearly basis



- V. Improving Performance of ADEO (Academic), SDEO (Supervision) and ASDEO (Supervision)
 1. Study feasibility of creating SDEO (Supervision) position
 2. If desired, gain approval for SDEO (Supervision) position
 3. Create new job descriptions for all positions
 4. Approve new job descriptions
 5. Plan training based on job descriptions
 6. Deliver training
 7. Evaluate training
 8. Retrain, based on evaluation, as necessary

- W. Training for Headteachers and Supervisory Teachers
 1. Train headteachers of larger schools with LC training procedures and materials
 2. Gain approval for supervisory teachers
 3. Appoint supervisory teachers
 4. Begin yearly training of supervisory teachers
 5. Evaluate all training
 6. Replan, and continue training

- X. Resource and Teacher Centers
 1. In cooperation with ADB, plan details, procedures, duties and staffing of centers
 2. Budget all aspects of centers
 3. Gain approval for new staff
 4. Appoint new staff
 5. Establish one Resource Center and two Teacher Centers on a pilot basis
 6. Monitor and evaluate first year's performance of these centers
 7. Redesign on basis of evaluation
 8. Expand number of centers until all tehsils and GCETs are covered



DETERMINING THE NUMBERS OF PRIMARY TEACHERS NEEDED IN NWFP

After repeated attempts at determining the numbers of primary teachers which will be needed in NWFP in the future, it is apparent that this is a more difficult exercise than was originally anticipated. A brief discussion of some of the problems inherent in this exercise follows.

There are at least three different approaches to determining these future teacher needs. They may be called (1) the Enrollment Method, (2) the Legal Teacher:Student Ratio Method, and (3) the Number of Classrooms Method. When each of these methods is tried, various problems emerge, as described below.

One problem which is common to all three methods is the accuracy of the data available. PED's EMIS unit and others have pointed out that the EMIS data, while a clear improvement on the data provided by MUST, may still contain errors. The size of these errors is impossible to determine at this point, but it does appear that ghost schools and teachers may have been included and that existing teachers and schools may have been omitted. This is hardly surprising in the beginning years of an undertaking as large as a census of some 17,000 schools, 48,000 teachers, and 1.6 million students. Nevertheless, this problem alone is enough to throw into some degree of question any predictions about teacher needs which are based on these data.

A description of the three methods and the problems inherent in each is as follows.

(1) Enrollment Method

In this method yearly targets for primary student enrollment are established, the current teacher stock is increased and decreased by certain factors, a desirable or acceptable teacher:student ratio is determined, the number of teachers required by this ratio is calculated by dividing the enrollment by the ratio, and the resultant figures are compared to the teachers available - thus producing the surplus or deficit of teachers.

Problems which arise when using this method are:

- A. Enrollment targets are not clear. The government of NWFP and the various donor agencies may have different targets and may use these target in making their various projections. When different targets are used, very different versions of teacher needs may result.

- B. Desirable or realistic teacher:student ratios are not easily agreed upon. The GONWFP has used both 1:35 and 1:50 in various planning exercises. The ADB used 1:40 for its planning. Those who advocate activity learning involving the frequent use of varied teaching materials argue that low ratios are necessary for the success of this type of learning. A small change in the teacher:student ratio used for planning results in a large change in the number of teachers needed.
- C. Unless the teacher:student ratio agreed upon is extremely low, there will always be some schools in remote and far-flung areas where there will not be enough students enrolled to satisfy the ratio. This suggests that different ratios be used in areas of differing population densities.

(2) Legal Teacher:Student Ratio Method

Government of NWFP regulations state that no school, whatever its enrollment, shall have fewer than two teachers. A third teacher is sanctioned when the enrollment reaches 150 students, a fourth when enrollment is 200, a fifth at 250, etc. Whatever the enrollment, mosque schools are allowed only one teacher. In this method, student enrollments are estimated either through targets, as above, or by projecting from enrollment growth rates in previous years, and the legal teacher:student ratios are applied to get the number of teachers required. Teacher availability is calculated as above, and requirements are compared to availability to determine surpluses and deficits in teacher numbers.

Problems which arise when using this method are:

- A. In fact, the legally stipulated teacher:student ratios are ignored. There are a great many schools with a great many more teachers than are legally allowed and also a great many schools with a great many fewer teachers than regulations require. This anomaly results from the considerable political and personal interference in teacher appointments and transfers and from the great reluctance of teachers, particularly female teachers, to take up posts which are beyond reasonable travel distance from their homes.
- B. When future enrollments are determined by projecting from past enrollment growth, figures are suspect because there are now only two years of EMIS data to work with, the first year's data was collected in such a way that problems with accuracy may have occurred, and a number of areas seem to have a substantial decline in primary enrollments rather than an increase - even though this decline has no face validity.

- C. The legal rule of a two teacher minimum, no matter what the enrollment, makes little sense given the large number of very low enrollment primary schools.

(3) Number of Classrooms Method

The Government of NWFP and several donor agencies have ambitious primary school building programs. In this method, the increase in the number of classrooms due to building new schools or adding classrooms to existing schools is added to the number of currently existing classrooms. A teacher is presumed to be needed for each classroom, and thus teacher requirements are determined. Teacher availability is determined as described above; and, again, teacher surpluses and deficits are calculated by comparing requirements with availability.

Problems which arise when using this method are:

- A. A great many students are currently not in classrooms at all but in "unsheltered" areas on the school grounds. They also need teachers.
- B. A great many teachers teach more than one class. To the extent these classes are housed in separate rooms, the one teacher per classroom formula will not be accurate.
- C. School construction programs are notorious for falling behind schedule, and it is impossible to predict with any accuracy when new classrooms will be built and supplied with sufficient furniture and equipment to accomodate students.
- D. Classrooms which are too decrepit for student safety, used for storage, taken over by the donor of the land on which the school is built, or otherwise diverted from educational uses will not require teachers. Unfortunately, impressionistic evidence indicates that the number of such classrooms may be large.
- E. Some classrooms (or teaching areas) contain over one hundred students. This method of determining teacher needs does not take into account the ineffectiveness of grossly overcrowded classrooms.

Nick Cowell
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file: METHODS.61

HUMAN BEINGS - ALIKE AND DIFFERENT

All human beings are alike in certain ways. For example, we all have:

- two legs
- ten fingers
- one head
- hair on our heads
- one nose
- two eyes
- one heart
- the ability to breathe
- the need to eat

A person may have lost a finger or an eye in an accident or a man may have gone bald as he has gotten older, but these people began life with fingers, eyes and hair like the rest of us.

The list above contains only physical characteristics. Can you think of some other physical characteristics which all human beings share? If so, list them.

Not every characteristic which human beings share is a physical characteristic. We also share:

- the ability to think
- the ability to communicate through language
- the five senses of touch, smell, taste, sight and hearing
- the ability to feel emotions
- the desire to learn
- the need to receive respect and affection

Can you think of other things which are not physical and which all human beings share? If so, list them.

Of course, there are some things which all human beings do not share; that is, some ways in which people are unlike rather than alike. Among these are:

- We are not all of the same size and shape.
- We are not all of the same height and weight.
- We do not all have the same color eyes.
- We do not all have the same number of hairs on our heads.
- We have different shapes and lengths of noses.

- We have different thicknesses and lengths of finger nails.

Again, these are all differences in physical characteristics. Can you think of other such physical differences. If so, list them.

Are there differences in human characteristics which are not physical? Yes. Here are examples:

- Some people can think more quickly or more accurately than other people.
- Some people can speak and understand one language, other people can speak and understand another language.
- Some people can hear higher pitched sounds or see objects farther away than other people.
- Some people may feel or express one emotion strongly, while others feel or express this emotion very little.
- Some people may enjoy eating a certain kind of food and other people may prefer other foods.
- Some people may be good at learning science and maths, while others may want to learn languages and social studies.

What other non-physical ways can you think of in which human beings differ? List some of them.

I think you will agree that in some ways all human beings are alike, but in other ways they differ. Sometimes they differ a little and sometimes they differ a lot. But no two human beings are exactly alike.

Are your mother and father exactly alike? Are any two of your children exactly alike? Are all of your cousins exactly alike? Of course not! We know that people are not alike, and we don't expect them to be alike.

We know that human beings have

different physical characteristics,
different intelligence,
different needs,
different desires,
different ambitions,
different feelings and emotions,
different skills and abilities,
different tasks and duties,
different thoughts and ideas.

INDIVIDUAL DIFFERENCES AMONG PRIMARY STUDENTS

As handout #1 has shown, in some ways human beings are different and in some ways they are alike. We know this very well. In our daily behavior we act as if this was so. That is, we seldom treat any two people exactly alike.

Do we treat our mother and our sister's daughter alike? No.
 Do we treat a Pesh Imam and a kebab seller alike? No.
 Do we treat a policeman and a mali alike? No.
 Do we treat our servant and our boss alike? No.
 Do we treat a 70 year man and a 6 year old class 1 student alike? No.

But in school we teachers tend to forget that people are not alike. We usually treat our students as if all of them are exactly alike. We ask them to

DO THE SAME THINGS
 IN THE SAME WAY
 WITH THE SAME MATERIALS
 AT THE SAME TIME, AND

WE EXPECT THE SAME RESULTS FROM ALL STUDENTS.

Why do we do this when we know very well that all people are different? Some possible reasons for our teaching behavior are:

- We were treated this way when we were students.
- We are used to treating students in this way.
- We have too many students to treat them each as individuals.
- We have such limited types and amounts of instructional materials that we have little choice in the matter.
- There is not enough physical space in our classrooms, we have no room to give anything but single large-group lessons.
- This is the best method in multi-class situations where the teacher's attention is already divided.
- We are busy at home, and we don't have time to plan individualized lessons or activities.
- We are a little bit lazy - it's easier to treat students this way.
- We have never been taught ways to treat students any differently.
- We are rewarded by our supervisors for treating students this way.

Can you think of other reasons why we usually treat all students alike? If so, list them.

Do you think that it is a good idea to treat all students alike? Why or why not? This is an important question. Please give your reasons as fully and completely as possible.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Can you remember times when you treated all of your students alike? Can you remember times when you treated some of your students differently from your other students? Think:
 - A. What caused you to treat them differently?
 - B. Did they learn more because they were treated differently?
- (2) Think of some characteristics that all of your own students share. These can be either physical or non-physical characteristics.
- (3) Think of each one of your students. Think of what makes him or her unusual or different from the other students.
- (4) Can you think of ways in which certain of your students think, learn, or act differently from your other students.
- (5) Do you have some students who always seem to do well, no matter what day it is or what subject they are studying? Why do you think these certain students always seem to do well?
- (6) Likewise, do you have some student who always seem to do poorly, no matter what the content or activities of your lesson are? Can you explain why this is so?
- (7) Do any of your students have particular talents or abilities? Do any have particular needs?

TREATING STUDENTS AS SEPARATE INDIVIDUALS
TEACHING STUDENTS AS SEPARATE INDIVIDUALS

How did you answer the question at the end of handout #2?

Most experienced teachers and educational researchers feel that each student should be treated differently from every other student because every student is different from other students in a large variety of ways.

In this case, "treated differently" means "taught differently." Most experienced educators say that because students have different abilities, needs, and desires and have differences in the other characteristics listed in handout #1, therefore they cannot efficiently and effectively learn

THE SAME THINGS
IN THE SAME WAY
WITH THE SAME MATERIALS
AT THE SAME TIME, AND
WITH THE SAME RESULTS.

This idea of teaching students differently is often called "individualizing instruction." It is an important idea because it is something we teachers can do to help our students learn more and more easily.

Unfortunately, individualizing instruction is not always easy to accomplish. Some of the reasons for this difficulty are given in handout #2. However, we must overcome as many of these difficulties as we can and find ways to begin to teach our students not as a single mass of people who are totally alike, but rather as separate and unique individuals who learn in different ways.

How could this be done in your classroom?

How do you think treating your students as individuals can help them to learn more and better?

GROUPING STUDENTS FOR INSTRUCTION

We teachers usually have a large amount of curriculum content to be covered and large numbers of students crowded into very small classroom spaces. This situation makes true individualization of instruction difficult. But one thing which we can all do is to group students in various ways for learning activities. This is not always as good as teaching students individually, but it is realistic given the conditions we face and it is much better than teaching all of our students as a single huge whole-class group.

"Grouping students" simply means "dividing a whole class into some number of smaller groups of students for the purpose of instruction."

If only two or three groups are used, this is easier for the teacher, but may still result in groups of fairly large size with little individualization.

When many groups are used, this may be more difficult for the teacher to plan and manage, but it more closely approximates individualized instruction for the students.

The correct number of groups to use will depend on several factors:

- The total number of students to be taught,
- The amount of space available for group work,
- The time available for teacher planning and organizing,
- The number of instructional materials available,

and, most importantly,

- The learning objectives and the purpose of the lesson.

There are a number of different ways to group students. Remember that VARIETY is the seventh Effective Teaching Practice, and one way to achieve variety is to vary the ways students are grouped. Some of these ways are:

1. By ability. Put the smartest students together in one group, the next smartest together in another group, and so on.
2. For leadership. Spread the smartest students out among all groups so that each group will have a natural leader.

3. By accomplishment. Put those who have done the best on the last lesson or most closely related lesson together in one group.
4. By interest. Put those students who share special interests or abilities together.
5. By behavior. Put those students who are disruptive together, or, conversely, spread such students out in different groups.
6. By friendship. Let students who are particularly friendly with each other work together.
7. For diversity. Group students who usually don't interact with each other together so that they will get to know each other.
8. By age or maturity. If you teach in a multi-class situation or if you have a wide age range in a single class, put students of the same age or maturity level together.
9. For variety. Using the opposite principle from the last one above, group students in order to have as large a range in ages as possible.
10. At random. Group students arbitrarily, according to no particular pattern or reason.

Can you think of other ways in which you can group students? If so, list them.

However you choose to group students for a particular lesson, remember that careful planning of what you want each group to accomplish is necessary. Sometimes you will have the same goals and objectives for each group. Sometimes the goals and objectives will be different for each of the groups.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Many teachers group students for instruction, at least some of the time. Have you ever grouped your students for instruction? Do you think that this helped them learn more or better?
- (2) As you plan your next lessons, think of times or activities when grouping students will help them learn.
- (3) Ten different ways to group students are given in Handout #4. Can you think of other ways that might work for you and your students?
- (4) Try each way of grouping students at least twice during the next several weeks. Which seem to work best? Why? Ask your students their opinions about which ways of grouping help them learn more.
- (5) Which group size works the best for you and your students? Experiment with using a few large groups and with using more groups which are smaller. Which helps the students learn the most? Remember that when you group students for a lesson, not all the groups have to be the same size.
- (6) Can you think of other ways of "individualizing" instruction for your students. If so, try them.

EXERCISES TO HELP YOU PRACTICE THE SKILLS YOU HAVE LEARNED

- A. A student in your class says, "I like to work in small groups, but I don't like those girls you have put me with. They just don't think and act like I do and they're mean to me. I don't like it. I don't want to work with them any more!" How do you reply to her?
- B. A boy in the back of the room is paying no attention. When you ask him after class what the problem is, he says that science is boring, that he doesn't like it, that it's not useful, and he asks that the class study something else which is more interesting. What do you say to him?
- C. A student says, "Please slow down, you're going too fast. I almost understand what you are saying, and then you move on to something else. So I really don't learn very much. Please help me." What can you do to help him?
- D. "I don't like groups. I like to work alone," says one of your smartest students. What do you reply to her?
- E. Make up another situation like the four above which illustrates treating individual students or groups of students differently. What would you do if this situation happened in your classroom?

file: INDDIFFS.651

FACTS AND OPINIONS

What is the difference between a fact and an opinion?

A fact is something that everyone agrees is true.

An opinion is what someone thinks or how someone feels.

A fact is not an opinion. Facts and opinions are different things.

An opinion may be based on facts or it may not be based on facts. Either way, it is not the same as a fact. An opinion doesn't have anything to do with being true or not being true, except as an expression of one person's thoughts or feelings.

Here are some facts:

1. Islamabad is the capital of Pakistan.
2. $2 + 3 + 1 = 6$
3. Water is a compound of the elements hydrogen and oxygen.
4. "Do'a" is a poem written by Allama Mohammad Iqbal.
5. A crow is a kind of bird.
6. A circle is a closed figure.
7. Pakistan became an independent country on August 14, 1947.
8. "Khailna" is a verb in the Urdu language.

Can you add some more facts of your own to this list? Are you sure that they are facts? Will everyone agree that they are true?

Here is an opinion:

1. Red flowers are prettier than yellow flowers.

Why is this statement an opinion and not a fact? This is because

some people might agree with the statement, and some people might not agree with it. Their agreement depends on their opinion. There is no correct answer as to which is the prettier color for flowers, red or yellow. Some people may think that one is prettier, some people may think that the other is prettier, some people may think that they are equally pretty, and some people may think that both are very ugly. The answer is not an agreed upon fact. The answer is completely a matter of personal opinion.

Here is another opinion:

2. The lion is the fiercest animal on earth.

Some people may believe that this is true. Other people may say that the tiger or the elephant is the fiercest animal. Still others may think that a lion and a water buffalo are equally fierce. Some other people might have an opinion that many of us would consider strange - they might think that the mouse or the mosquito is the fiercest animal. The truth is that we do not really know which is the fiercest animal. Each person may have his or her opinion on this question, but these are all opinions, not facts.

And here is a third opinion:

3. The capital of Pakistan should not have been moved from Karachi to Islamabad.

Perhaps there are some reasons that the capital should have remained in Karachi. Can you think of any? Perhaps there are some reasons that the capital should have been moved to Islamabad. Can you think of any? Where do you, personally, think the capital of the country should be? Whatever you think, remember that this is an opinion, not a fact. Two equally smart people may agree on the answer to this question, or they may not agree. If they do not agree, it is because they have different opinions.

Here are some more opinions:

4. Imran Khan is a better cricketer than Javed Miandad.
5. Saddam Hussein should not have invaded Kuwait in 1990.
6. Mangoes taste very good.
7. It is fun to ride in a car.
3. It is time for a change of government in Pakistan.

Can you add some more opinions to this list? Are you sure that they are opinions and not facts?

Determine which of the following are facts and which are opinions (tick the right answer):

- A. Jansher Khan and Jehangir Khan are both Pakistani squash players. FACT _____ OPINION _____
- B. Jansher Khan is a better squash player than Jehangir Khan. FACT _____ OPINION _____
- C. The Pashto language is the most beautiful language in the world. FACT _____ OPINION _____
- D. The Pashto language is one of several languages spoken in Pakistan. FACT _____ OPINION _____
- E. Pashto is a difficult language to learn. FACT _____ OPINION _____
- F. Men are smarter than women. FACT _____ OPINION _____
- G. Elephants are bigger than mice. FACT _____ OPINION _____
- H. Rupees are the currency used in Pakistan. FACT _____ OPINION _____
- I. Goods in the stores cost too much in Pakistan. FACT _____ OPINION _____
- J. Bargaining to establish the price of something is common in Pakistan. FACT _____ OPINION _____

Do you understand the difference between a fact and an opinion now? Do you think that you could explain this difference to a friend? Do you think that you could write some more statements which are facts and some more statements which are opinions? Try it!

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Explain the difference between a fact and an opinion to your students.
- (2) Give your students examples of both facts and opinions.
- (3) Give your students various statements, some of which are facts and some of which are opinions. Ask them to identify which are the facts and which the opinions.
- (4) Ask your students to tell you in their own words the difference between a fact and an opinion.
- (5) Ask your students to look at the pages of the last lesson they studied or the next lesson they are about to study in their textbook and give you some facts and some opinions which they find on these pages. (However, note that our textbooks contain few opinions for your students to find.)
- (6) Ask your students to make up short lists of facts and opinions and then to ask each other to identify which are the facts and which are the opinions.
- (7) After you have taught a lesson, ask the students what are some of the facts they have just learned and what are some of the opinions which they have just learned.

THE IMPORTANCE OF OPINIONS IN LEARNING

Why is it important for a teacher to know the difference between a fact and an opinion?

We teachers already know a lot about facts. The textbooks we use are full of them. We often ask students to memorize facts which are in the textbooks or facts which we put on the chalkboard. But we seldom ask students what their opinions about these facts are.

If we ask students to memorize many facts, they will probably forget most of them in a few years, or even in a few months. How many facts can you remember from your studies in class 2?, in class 5?, or in class 8? If you are typical of most people, you probably remember very few. If this is true, it may not be important to tell students to memorize a lot of facts, because these memorized facts will be forgotten quite soon.

Another reason that facts are not particularly important is that they can be looked up in books or other reference sources if they are needed.

If it is not so important to teach students facts, what should we teach them?

TWO OF THE THINGS THAT WE SHOULD TEACH STUDENTS ARE:

- 1) TO FORM OPINIONS BASED ON FACTS, AND
- 2) TO EXPRESS THESE OPINIONS.

We teachers don't ask students their opinions about the facts we have taught them. Why is this? Whatever the reason, it is important that we change our habits and ask them not just what they know, but also what they think about what they know. That is, we should ask them about their opinions.

Look at fact #5 in the first list in Handout #1. It says, "A crow is a kind of bird." Suppose your students are studying about birds. They can memorize that a crow is a kind of bird; but this information, once memorized, is not likely to be particularly useful or helpful to them. Once they know that a crow is a kind of bird, you should ask them something about their opinions. Some possible questions to ask are:

- Do you know the names of other kinds of birds? What are they?

- Which birds do you like best, and why?
- Can birds be helpful to people? How? Do you think crows help people or not? Why?
- If there were no crows in the world, would that make a difference to people or not? Why?
- Would you like to be a crow? Why? or Why not?
- What would you do if you were a crow? Why would you do this instead of something else?

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Before you start to teach a lesson, note down a few places in the textbook or in your lesson plan where you can ask students what their opinions are. Concentrate on the parts of the lesson which you think are most important.
- (2) Use this list to ask your students their opinions regarding selected aspects of the lesson. Sometimes ask individual students, sometimes ask groups of students, sometimes ask the whole class.
- (3) Have students ask each other what their opinions are regarding something they have learned.
- (4) Have students compare their opinions on a statement or topic. Encourage them to find out how many agree and how many disagree with each opinion.
- (5) If you are teaching an older primary class, ask the students to write their opinions concerning something they have learned.
- (6) For homework, have students ask their parents or family members what their opinions are regarding something the students have learned.

OPEN ENDED QUESTIONS AND CLOSED ENDED QUESTIONS

Do you know the difference between an open ended question and a closed ended question?

The difference is simple.

- A closed ended question has one and only one answer which is correct. This answer is usually a fact.
- An open ended question has no one single correct answer. There may be two or more than two answers which are correct. Sometimes almost all answers may be equally correct. The answer to this type of question is usually a matter of a person's opinion.

Here are some examples of closed ended questions:

1. Which city is the capital of Pakistan?

Note that there is only one correct answer: "Islamabad". Any answer other than Islamabad is not correct. The name of our capital is not an opinion. It is an established, recognized, agreed upon fact.

2. $2 + 3 + 1 = ?$

Again, note that there is only one correct answer, in this case "6". "5," "7" or any answer other than "6" is wrong.

3. Water is a compound of which two chemical elements?

How many correct answers are there to this question?

4. Who wrote the poem "Do'a"?
5. What is a crow?
6. Is a circle a closed figure?
7. On what date did Pakistan become an independent country?
8. "Khailna" is what part of speech in which language?

Does this list seem familiar? Compare it with the first list in Handout #1. Note that the answer to each one of these questions is a fact.

Here are some examples of open ended questions. Perhaps they will also seem familiar.

1. Are red flowers prettier than yellow flowers?

Is there a single correct answer to this question? Is the answer to this question a fact?

2. What is the fiercest animal on earth?

Might two people who are equally smart disagree on the correct answer to this question?

3. Should the capital of Pakistan have been moved from Karachi to Islamabad?

4. Which is the better cricketer, Imran Khan or Javed Miandad?

5. Should Saddam Hussein have invaded Kuwait in 1990?

6. How do mangoes taste?

7. What is it like to ride in a car?

8. Is it time to change the government in Pakistan?

This is the same list as the second list in Handout #1. Note that the answers to these questions are not facts, they are all opinions.

Note that it is possible to have an open ended question which is answered with facts, not opinions. For example, the question: "What are the names of some cities and towns in the Northwest Frontier Province of Pakistan?" could be answered any number of correct names, such as "Haripur," "Drosh," "Tank," "Hassan Abdal," etc. A question like, "Why did India and Pakistan fight each other in 1971?" could have a variety of answers, some of which are factual and some of which might be opinions.

To answer a closed ended question, a student has to repeat something that he or she has memorized. To answer most open ended questions, a student has to think and to express an opinion. Memorization is only part of learning. For learning to be complete, students must think and must express opinions. We teachers must help them to do this. If we don't, we are not really helping them to learn.

Here is another familiar list. Which of the following are closed ended questions and which are open ended questions?

- A. Are both Jansher Khan and Jehangir Khan Pakistani squash players? CLOSED ENDED _____ OPEN ENDED _____
- B. Who is the better squash player, Jansher Khan or Jehangir Khan? CLOSED ENDED _____ OPEN ENDED _____
- C. Which language is the most beautiful language in the world? CLOSED ENDED _____ OPEN ENDED _____
- D. Is the Pashto language one of several languages spoken in Pakistan? CLOSED ENDED _____ OPEN ENDED _____
- E. Is Pashto a difficult language to learn? CLOSED ENDED _____ OPEN ENDED _____
- F. Who are smarter, men or women? CLOSED ENDED _____ OPEN ENDED _____
- G. Which are bigger elephants or mice? CLOSED ENDED _____ OPEN ENDED _____
- H. What is the name of the currency used in Pakistan? CLOSED ENDED _____ OPEN ENDED _____
- I. Do goods in the stores cost too much in Pakistan? CLOSED ENDED _____ OPEN ENDED _____
- J. Is bargaining to establish the price of something common in Pakistan? CLOSED ENDED _____ OPEN ENDED _____

Let's do this exercise again in a different way. Here is a short excerpt from page 57 of the Teacher's Guide (Part I) of new curriculum materials in Pushto which the Instructional Materials Development Cell of the Directorate of Primary Education is trial testing:

Haroon and Huma went to school each day. One day they saw a poor boy near their school who was selling necklaces made of red flowers. Haroon asked him, "Why don't you go to school?" He answered, "I want to go to school, but the problem is that I don't have enough money to buy the required textbooks." That evening Haroon told his father about this boy. His father bought books and told him to give these books to that boy so that the boy can go to school.

This excerpt is used to help teach students a certain sound in the Pushto language, but we can use it for a different purpose. Can you tell which of the following are closed ended questions requiring factual answers and which are open ended questions where the student must express an opinion?

- K. What was the boy selling?
CLOSED ENDED _____ OPEN ENDED _____
- L. Do you think that the boy was telling the truth?
CLOSED ENDED _____ OPEN ENDED _____
- M. Why was the boy unable to go to school?
CLOSED ENDED _____ OPEN ENDED _____
- N. Would it have been better if Haroon and Huma's father had just given the boy some money instead of buying him books?
CLOSED ENDED _____ OPEN ENDED _____

Make more closed ended and open ended questions from this excerpt.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Explain to your students what a question is.
- (2) Choose something you have just taught and ask your students questions about this topic in order to illustrate what you mean by "a question." (Remember to praise them when they answer well!)
- (3) Have your students think up questions about what they have recently learned, and have them ask each other these questions.
- (4) Carefully explain to your students the difference between an closed ended question and an open ended question.
- (5) Before you start to teach a lesson, think of some closed ended questions and some open ended questions pertaining to the lesson and write them down.
- (6) Use this list by asking the students the questions you have written down.
- (7) Once students understand the difference between these two types of questions, have them make of questions of each type to ask each other, using content they have just learned.
- (8) For homework, have students think up closed and open ended questions to ask their family members.

THE POWER OF THE QUESTION "WHY?"

A very direct and simple way to ask students to express their opinions is to ask them the question, "why"? This is particularly true after a student gives a "Yes" or a "No" answer. Look at the first question in the list of open ended questions in Handout #3:

1. Are red flowers prettier than yellow flowers?

If a student says "No," he is expressing his opinion, but his opinion does not tell you a very much about his thinking or reasoning. To understand his thinking and reasoning, the teacher can ask him the question, "why"? If he responds, "Because red is an angry looking color and I like yellow because it reminds me of things like melons and bananas and pears which I enjoy eating," then we know why he has answered "No". He has explained the reason for his answer. Maybe the other students agree with his opinion, or maybe they do not; but at least they understand why his opinion is as it is.

Look at the second question on this list:

2. What is the fiercest animal on earth?

As above, if a student answers "the lion," we know her opinion but we don't know the reasons for it. If the teacher asks her, "Why"? then we know her reasons. She may say, "The lion can beat any other animal in a fight, it has the strongest teeth and the sharpest claws." Other students may or may not agree. One might say, "The elephant is bigger than a lion. If an elephant speared a lion with its tusks or stepped on it, it would die. Therefore, the elephant is the fiercest animal." Yet another might add, "A man is a kind of animal. If he shot the strongest lion in the world with a gun, it would die. I think human beings are the fiercest animals."

Notice the list of questions used at the end of Handout #2.

- Do you know the names of other kinds of birds? What are they?

This is a factual question. The student may list other birds, or she may not.

- Which birds do you like best, and why?

This is a question of opinion. Asking the student why he likes other birds best will enable him to explain his opinion.

Notice the use of the question "why?" in the other questions at the end of Handout #2:

- Can birds be helpful to people? How? Do you think crows help people or not? Why?
- If there were no crows in the world, would that make a difference to people or not? Why?
- Would you like to be a crow? Why? or Why not?
- What would you do if you were a crow? Why would you do this instead of something else?

Do you remember the excerpt about Haroon, Huma and their father at the end of the last handout? Notice what happens when the question "why?" is put at the end of the two open ended questions we asked there:

- Do you think that the boy was telling the truth? Why or why not?
- Would it have been better if Haroon and Huma's father had just given the boy some money instead of buying him books?

Notice that by asking "why?" we require the students to think about their answers and to explain and justify the conclusions they have reached.

You also created open ended questions for this exercise. What happens when you put the question "why?" after the questions you created?

Do you see the power of the question "Why? It helps students go beyond the memorization and repetition of facts and helps them to think on their own, to analyze and reason, and to express their opinions. These are all important parts of learning. IF WE TEACHERS DO NOT HELP STUDENTS TO DO THESE THINGS, WE ARE NOT REALLY HELPING THEM LEARN.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) As you prepare your next lessons, note some places where you want to ask your students their opinions.
- (2) When you ask your students for their opinions, follow their answers to the more important topics with the question "why?" Praise them when they give complete, interesting, or imaginative reasons.
- (3) As you prepare your next lessons, note some places where you want to ask your students open ended questions.
- (4) After they answer these questions, follow some of the more important or complete answers with the question "why?"
- (5) Give your students the opportunity to ask you for your opinion on important topics. After you express your opinion, encourage them to ask you why you think as you do.

HIGHER LEVEL THINKING SKILLS

Let's review what we have learned. Now that we have mastered the ideas in the last four handouts we know that:

- 1) "Facts" and "opinions" are not the same.
- 2) Memorizing and repeating facts is an important part of learning, but is only one part of learning.
- 3) Asking students their opinions about what they have learned is NOT something "extra" or "optional" but is an important part of learning itself.
- 4) Asking students open ended questions is a way to find out their opinions and to require them to think on their own.
- 5) Asking the question "WHY" forces students to go beyond stating facts. It forces them to think about the information they have acquired and to state their opinions about this information.

Thinking about information acquired is an important part of learning, but it is a part that we often ignore when we teach students. How can we help students to think about what they have learned?

A famous educator named Benjamin Bloom has helped us to do this by dividing thinking into six categories. These categories are:

1. KNOWLEDGE

Knowledge means remembering facts and information.

2. COMPREHENSION

Comprehension means understanding the meaning of facts and information.

3. APPLICATION

Application means using what is learned in a new situation.

4. ANALYSIS

Analysis means dividing information into the various parts

which compose it and examining or using these parts.

5. SYNTHESIS

Synthesis means putting information together in a new way to make a new whole.

6. EVALUATION

Evaluation means judging the value or accuracy of information or ideas.

The differences among these six categories of thinking may best be illustrated by looking at an excerpt from a textbook that some of you may be using in your classrooms. The following excerpt is from page 22 of the Class 3 Urdu textbook published by the Textbook Board, NWFP.

TAMERLANE AND THE ANT

Once upon a time, Tamerlane and his army attacked a city. He attacked this city many times but could not succeed, and finally he became discouraged. One day he was sitting by the side of a pond worrying about this problem, and he saw an ant floating in the pond. The ant tried hard to swim to the bank and to get out of the pond, but it could not do so.

At last the ant reached the bank, climbed a little up the wall, and fell back into the pond where it resumed struggling. This ant was very determined and kept on trying. It climbed up the bank many times, and each time fell back down. On several occasions it climbed as far as the top edge of the bank, but still it fell back.

Some of Tamerlane's courtiers were with him as he looked at this scene. They tried to comfort Tamerlane when they saw that he was worried. But he was distracted and paid them little attention. He wanted to see if the tiny ant would succeed in its efforts.

As Tamerlane watched, he saw that the ant did not lose heart but continued to try; and at last it succeeded in climbing up and over the bank of the pond. Tamerlane's face then brightened with pleasure and his worry left him. This greatly surprised the courtiers. As they looked at their king, they wondered how this sudden change could have happened.

Tamerlane told his courtiers, "The ant's repeated failures discouraged me, and I lost heart. But by

continuing to watch this ant, I discovered the secret of success." This incident encouraged Tamerlane and his companions, and they again attacked the city with full force and conquered it.

Now, by using information from this excerpt, let's generate questions and activities at all six of the thinking levels described by Mr. Bloom. Here are some possibilities:

KNOWLEDGE

1. What is the name of the man who is the main character in this story?
2. What was this man looking at in the pond?

COMPREHENSION

3. Tell in your own words what you think Tamerlane learned.
4. How is it possible for a powerful man to learn something of value from a small and weak insect?

APPLICATION

5. Tell a story which gives the same message or moral as this story gives.
6. How would you use the lesson of this story in your own life?

ANALYSIS

7. Tell the most important parts of this story in the order in which they occurred.
8. In what way were Tamerlane's actions the same as the ant's actions?

SYNTHESIS

9. Tell a story which gives the same message or moral in a different way.
10. What might a different ending to this story be?

EVALUATION

11. If you were the ant, how would you feel about the ending of this story?
12. Who would you rather be, Tamerlane or the ant? Why?

Reread the definitions of each of Bloom's six thinking levels which are given above. Do you understand how each question or activity just listed fits the definition of the thinking level under which it appears? Using either the story of Tamerlane and the Ant or some other excerpt from a textbook, think of other questions or activities which fit into all six of Bloom's thinking levels.

The first two of Benjamin Bloom's categories which we have illustrated above (Knowledge and Comprehension) are often called "Lower Level Thinking Skills." The second four of these categories (Application, Analysis, Synthesis, and Evaluation) are often called "Higher Level Thinking Skills."

Do we teach our students higher level thinking skills? Not usually! Why is this?

We normally ask our students to memorize facts and information and then to repeat these facts and items of information to us - either orally, or in written form, or on a test. When we do this, we are helping our students to use the first thinking category of "Knowledge." But a student can repeat without understanding. So when we ask students for the repetition of memorized facts and information, we may not be helping them to reach even the second category of "Comprehension," much less the higher level thinking categories of "Application," "Analysis," "Synthesis," and "Evaluation."

How many problems do you face in a normal day which can be solved by knowing memorized information? Probably not many! How many problems do you meet which require you to think about and use the information which you know? How many of these problems require you to

- examine details?
- determine needs?
- distinguish among options and clarify alternatives?
- imagine consequences and predict the results of possible solutions?
- make decisions and propose courses of action?
- explain or justify choices?
- evaluate results?
- replan what you do based on the results of what you have done?

Probably most situations you face require one or more of the skills in this list. This means that we must teach our students these skills. As we have learned, these types of skills are called higher level thinking skills. STUDENTS DO NOT LEARN THEM BY MEMORIZING AND REPEATING FACTS AND INFORMATION.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) When you prepare questions to ask your students, see if you can think of at least one or two questions in as many of Bloom's six categories as possible. Try for all six! This may seem like a difficult task, but go ahead and try it. You may be able to succeed more easily than you think.
- (2) Think of an activity to assign your students in which they have to make a decision. Remember that decision making is a higher level thinking skill. For example, if they are studying Pushto in class 1, ask them to decide if Huma and Haroon's father did the right thing. (See Handout #3). Or, if they are studying Urdu in class 3, ask them to decide if Tamerlane used his time wisely by watching a little ant for so long.
- (3) Think of as many ways as possible to help your students to think rather than just to memorize and repeat.

EXERCISES TO HELP YOU PRACTICE THE SKILLS YOU HAVE LEARNED

- A. You ask a student a question and she answers. You praise her answer and ask her why she answered as she did. She says, "I don't know." What do you say to her?
- B. You give a test to your class. A student gets all the questions which require repetition of memorized material correct and all the questions which require the use of higher level thinking skills incorrect. What do you do to help him?
- C. You are using open ended questions to ask students about their opinions. One girl seems to be paying no attention. When you ask her what is the matter, she says, "I don't like to think, it's too hard. Let's just memorize." What do you tell her?
- D. Your students demonstrate through high grades on tests and through their classroom responses that they have mastered the material you have taught. But when you ask them to use this material in solving problems and making decisions, most of them fail. What do you do?
- E. Make up another situation like the four above which illustrates some aspect of teaching students to think as well as to memorize. What would you do if this situation happened in your classroom?

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HUMAN BEINGS - ALIKE AND DIFFERENT

All human beings are alike in certain ways. For example, we all have:

- two legs
- ten fingers
- one head
- hair on our heads
- one nose
- two eyes
- one heart
- the ability to breathe
- the need to eat

A person may have lost a finger or an eye in an accident or a man may have gone bald as he has gotten older, but these people began life with fingers, eyes and hair like the rest of us.

The list above contains only physical characteristics. Can you think of some other physical characteristics which all human beings share? If so, list them.

Not every characteristic which human beings share is a physical characteristic. We also share:

- the ability to think
- the ability to communicate through language
- the five senses of touch, smell, taste, sight and hearing
- the ability to feel emotions
- the desire to learn
- the need to receive respect and affection

Can you think of other things which are not physical and which all human beings share? If so, list them.

Of course, there are some things which all human beings do not share; that is, some ways in which people are unlike rather than alike. Among these are:

- We are not all of the same size and shape.
- We are not all of the same height and weight.
- We do not all have the same color eyes.
- We do not all have the same number of hairs on our heads.
- We have different shapes and lengths of noses.

- We have different thicknesses and lengths of finger nails.

Again, these are all differences in physical characteristics. Can you think of other such physical differences. If so, list them.

Are there differences in human characteristics which are not physical? Yes. Here are examples:

- Some people can think more quickly or more accurately than other people.
- Some people can speak and understand one language, other people can speak and understand another language.
- Some people can hear higher pitched sounds or see objects farther away than other people.
- Some people may feel or express one emotion strongly, while others feel or express this emotion very little.
- Some people may enjoy eating a certain kind of food and other people may prefer other foods.
- Some people may be good at learning science and maths, while others may want to learn languages and social studies.

What other non-physical ways can you think of in which human beings differ? List some of them.

I think you will agree that in some ways all human beings are alike, but in other ways they differ. Sometimes they differ a little and sometimes they differ a lot. But no two human beings are exactly alike.

Are your mother and father exactly alike? Are any two of your children exactly alike? Are all of your cousins exactly alike? Of course not! We know that people are not alike, and we don't expect them to be alike.

We know that human beings have

different physical characteristics,
different intelligence,
different needs,
different desires,
different ambitions,
different feelings and emotions,
different skills and abilities,
different tasks and duties,
different thoughts and ideas.

INDIVIDUAL DIFFERENCES AMONG PRIMARY STUDENTS

As handout #1 has shown, in some ways human beings are different and in some ways they are alike. We know this very well. In our daily behavior we act as if this was so. That is, we seldom treat any two people exactly alike.

Do we treat our mother and our sister's daughter alike? No.
 Do we treat a Pesh Imam and a kebab seller alike? No.
 Do we treat a policeman and a mali alike? No.
 Do we treat our servant and our boss alike? No.
 Do we treat a 70 year man and a 6 year old class 1 student alike? No.

But in school we teachers tend to forget that people are not alike. We usually treat our students as if all of them are exactly alike. We ask them to

DO THE SAME THINGS
 IN THE SAME WAY
 WITH THE SAME MATERIALS
 AT THE SAME TIME, AND

WE EXPECT THE SAME RESULTS FROM ALL STUDENTS.

Why do we do this when we know very well that all people are different? Some possible reasons for our teaching behavior are:

- We were treated this way when we were students.
- We are used to treating students in this way.
- We have too many students to treat them each as individuals.
- We have such limited types and amounts of instructional materials that we have little choice in the matter.
- There is not enough physical space in our classrooms, we have no room to give anything but single large-group lessons.
- This is the best method in multi-class situations where the teacher's attention is already divided.
- We are busy at home, and we don't have time to plan individualized lessons or activities.
- We are a little bit lazy - it's easier to treat students this way.
- We have never been taught ways to treat students any differently.
- We are rewarded by our supervisors for treating students this way.

Can you think of other reasons why we usually treat all students alike? If so, list them.

Do you think that it is a good idea to treat all students alike? Why or why not? This is an important question. Please give your reasons as fully and completely as possible.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Can you remember times when you treated all of your students alike? Can you remember times when you treated some of your students differently from your other students? Think:
 - A. What caused you to treat them differently?
 - B. Did they learn more because they were treated differently?
- (2) Think of some characteristics that all of your own students share. These can be either physical or non-physical characteristics.
- (3) Think of each one of your students. Think of what makes him or her unusual or different from the other students.
- (4) Can you think of ways in which certain of your students think, learn, or act differently from your other students.
- (5) Do you have some students who always seem to do well, no matter what day it is or what subject they are studying? Why do you think these certain students always seem to do well?
- (6) Likewise, do you have some student who always seem to do poorly, no matter what the content or activities of your lesson are? Can you explain why this is so?
- (7) Do any of your students have particular talents or abilities? Do any have particular needs?

TREATING STUDENTS AS SEPARATE INDIVIDUALS
TEACHING STUDENTS AS SEPARATE INDIVIDUALS

How did you answer the question at the end of handout #2?

Most experienced teachers and educational researchers feel that each student should be treated differently from every other student because every student is different from other students in a large variety of ways.

In this case, "treated differently" means "taught differently." Most experienced educators say that because students have different abilities, needs, and desires and have differences in the other characteristics listed in handout #1, therefore they cannot efficiently and effectively learn

THE SAME THINGS
IN THE SAME WAY
WITH THE SAME MATERIALS
AT THE SAME TIME, AND
WITH THE SAME RESULTS.

This idea of teaching students differently is often called "individualizing instruction." It is an important idea because it is something we teachers can do to help our students learn more and more easily.

Unfortunately, individualizing instruction is not always easy to accomplish. Some of the reasons for this difficulty are given in handout #2. However, we must overcome as many of these difficulties as we can and find ways to begin to teach our students not as a single mass of people who are totally alike, but rather as separate and unique individuals who learn in different ways.

How could this be done in your classroom?

How do you think treating your students as individuals can help them to learn more and better?

GROUPING STUDENTS FOR INSTRUCTION

We teachers usually have a large amount of curriculum content to be covered and large numbers of students crowded into very small classroom spaces. This situation makes true individualization of instruction difficult. But one thing which we can all do is to group students in various ways for learning activities. This is not always as good as teaching students individually, but it is realistic given the conditions we face and it is much better than teaching all of our students as a single huge whole-class group.

"Grouping students" simply means "dividing a whole class into some number of smaller groups of students for the purpose of instruction."

If only two or three groups are used, this is easier for the teacher, but may still result in groups of fairly large size with little individualization.

When many groups are used, this may be more difficult for the teacher to plan and manage, but it more closely approximates individualized instruction for the students.

The correct number of groups to use will depend on several factors:

- The total number of students to be taught,
- The amount of space available for group work,
- The time available for teacher planning and organizing,
- The number of instructional materials available,

and, most importantly,

- The learning objectives and the purpose of the lesson.

There are a number of different ways to group students. Remember that VARIETY is the seventh Effective Teaching Practice, and one way to achieve variety is to vary the ways students are grouped. Some of these ways are:

1. By ability. Put the smartest students together in one group, the next smartest together in another group, and so on.
2. For leadership. Spread the smartest students out among all groups so that each group will have a natural leader.

3. By accomplishment. Put those who have done the best on the last lesson or most closely related lesson together in one group.
4. By interest. Put those students who share special interests or abilities together.
5. By behavior. Put those students who are disruptive together, or, conversely, spread such students out in different groups.
6. By friendship. Let students who are particularly friendly with each other work together.
7. For diversity. Group students who usually don't interact with each other together so that they will get to know each other.
8. By age or maturity. If you teach in a multi-class situation or if you have a wide age range in a single class, put students of the same age or maturity level together.
9. For variety. Using the opposite principle from the last one above, group students in order to have as large a range in ages as possible.
10. At random. Group students arbitrarily, according to no particular pattern or reason.

Can you think of other ways in which you can group students? If so, list them.

However you choose to group students for a particular lesson, remember that careful planning of what you want each group to accomplish is necessary. Sometimes you will have the same goals and objectives for each group. Sometimes the goals and objectives will be different for each of the groups.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Many teachers group students for instruction, at least some of the time. Have you ever grouped your students for instruction? Do you think that this helped them learn more or better?
- (2) As you plan your next lessons, think of times or activities when grouping students will help them learn.
- (3) Ten different ways to group students are given in Handout #4. Can you think of other ways that might work for you and your students?
- (4) Try each way of grouping students at least twice during the next several weeks. Which seem to work best? Why? Ask your students their opinions about which ways of grouping help them learn more.
- (5) Which group size works the best for you and your students? Experiment with using a few large groups and with using more groups which are smaller. Which helps the students learn the most? Remember that when you group students for a lesson, not all the groups have to be the same size.
- (6) Can you think of other ways of "individualizing" instruction for your students. If so, try them.

EXERCISES TO HELP YOU PRACTICE THE SKILLS YOU HAVE LEARNED

- A. A student in your class says, "I like to work in small groups, but I don't like those girls you have put me with. They just don't think and act like I do and they're mean to me. I don't like it. I don't want to work with them any more!" How do you reply to her?
- B. A boy in the back of the room is paying no attention. When you ask him after class what the problem is, he says that science is boring, that he doesn't like it, that it's not useful, and he asks that the class study something else which is more interesting. What do you say to him?
- C. A student says, "Please slow down, you're going too fast. I almost understand what you are saying, and then you move on to something else. So I really don't learn very much. Please help me." What can you do to help him?
- D. "I don't like groups. I like to work alone," says one of your smartest students. What do you reply to her?
- E. Make up another situation like the four above which illustrates treating individual students or groups of students differently. What would you do if this situation happened in your classroom?

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MOTIVATION

Think of yourself. Imagine that you have a task to do. It is a somewhat difficult task and you would prefer to do something else - perhaps drink tea and talk to your friends, or watch the latest drama on television. Still, the task must be done, and you are the one who must do it.

There are two people who can help you with this task. You go to the first one and she says, with a frown,

"What a simple task! Do it, do it immediately, and do it well! I will tolerate no slackness and no mistakes! I am your superior, and if you do not do this task properly, I will make sure that you are punished, and this punishment may be severe. It will be very unpleasant for you. So get busy right now, and don't come back here to bother me until you are finished and the task is done perfectly!"

Then you go to the second person, and she says, with a smile,

"This is, indeed, a difficult task. But if we work on it together, and try patiently to do our best, I'm sure that we will succeed. Now, try to accomplish the first part of this task in the following way, and if you have any difficulties, I will help you. Remember that, even though I'm busy, I'm here to give you support and to make sure that you do not fail! I'm sure you can do it, and by working on it together, we can make this task go faster and more pleasantly."

- Which of these two people makes you want to begin the task the most?
- Which one gives you the most confidence that you can succeed?
- Which one will help you enjoy doing the task the most?
- Which one would you rather work with on the next task that you will have to do?

These questions can all be shortened or summed up with this question:

- Which one of these persons motivates you to do the task the most? Why this person and not the other person? This is an important question, so please give a specific and detailed

answer.

One of the main things we teachers do is assign tasks to students. All day long we are asking students to do tasks quickly and well. As soon as they finish one task, we usually give them another. If the two people whose behavior has just been described on the last page are teachers, and you are a student

- Which teacher do you think is the best teacher? Why?
- In which classroom would you rather be? Why?
- Which teacher's students do you think will learn the most? the fastest? with the most pleasure? Why?

and, a final question

- Which one of these teachers would you rather be? Why?

REVISION

You have probably already received some training in the eleven Effective Teaching Practices. Remember that the second of these effective practices is Revision or Review. Now let's use that practice and revise what we have learned about the topic of Motivation during the Effective Teaching Practices training.

The first thing we learned in this training is that giving "feedback" to students helps to motivate them. The following points about feedback were made in Effective Teaching Practices Handout #4:

"Feedback" means telling students how well or how poorly they are doing in their school work. Without feedback, students do not know where their performance is already adequate and where it falls short. Students need to be told honestly and directly how they are progressing in their work and how they can improve. This may take time, thought and effort. Giving feedback is not easy, so sometimes teachers prefer not to do it. When this happens, they are not helping their students as they can and should.

Some different ways of giving feedback to students are given in the Effective Teaching Practices Handout #8. These are:

1. Circulate to all students equally to answer questions and check progress,
2. One day go to the brightest students, the next day to the slowest, and the next day to those of middle ability,
3. Go to students in the order in which they raise their hands to ask for help,
4. Concentrate on the students who have had the most trouble with the last lesson,
5. Go down each row of students and give feedback to them in order,
6. Some days give extensive feedback to a few students, other days give small amounts of feedback to many students,
7. Assign the task of helping students who have not yet mastered the material to students who have already mastered the material,

8. When students can read, give them some feedback in written form and some feedback in verbal form.

The last of the eleven Effective Teaching Practices is Confidence Building. Let's revise what Effective Teaching Practices Handout #15 says about this topic:

Confident people are not only better learners, they are also more successful and productive citizens after their school years are finished. Students should receive praise when they do well or when they try hard - this is part of "feedback." Teachers should expect success from all students and project the attitude that all students can succeed if they try. This should be done in all lessons and can be done both directly and indirectly. Students, like all people, need their confidence strengthened. Sometimes teachers forget to do this. When they do so, they are not teaching as well as they should.

This revision should give you certain ideas about motivation. Give your answers and the reasons for your answers to the following questions:

- Which student do you think will be more motivated to learn: the student who receives frequent feedback or the student who receives little or no feedback?
- Which student do you think will be more motivated to learn: the confident student or the student who lacks confidence?
- Which student do you think will learn most and best: the motivated student or the student who lacks motivation?

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Think about any ways which you use to motivate your students. Do you use any motivational techniques? What are they? How well do you think that they work?
- (2) Ask your students if they have any favorite ways to learn. Find out if there are any teaching techniques or methods which you use that your students feel motivate them to learn. If there are, think of ways that you can use these techniques more frequently.
- (3) Think of ways you use to give your students feedback on their progress. Which ways do you think work best? Ask your students which ways they like best. Can you use these ways more frequently?
- (4) Handout #2 gives you eight ways to give feedback to students. During the next several weeks, try each one at least twice. Decide which you think helps your students the most.
- (5) Ask your students which ways of receiving feedback they like the best. Try to use these ways more frequently.
- (6) Tell all of your students directly that:
 - (a) You think that they are capable and intelligent.
 - (b) You think that they can learn well if they try.
 - (c) You will help them succeed in their learning.
- (7) Can you think of other ways not mentioned in the first two handouts which you can use to give feedback to your students? To increase their confidence? If so, use them!

INCREASING MOTIVATION

As you have probably learned from the last two handouts, the word "motivate" means "to create the wish in someone to do something." Therefore, "motivation" means "the wish to do something." If I say, "I am motivated to climb that mountain," this means that I have the wish to climb it, that climbing it is something which I really want to do.

Name some things which you are motivated to do. Name some things which you are not motivated to do.

- Which things do you think you will do first? Why?
- Which things do you think you will do best? Why?

Motivation is important in education. The student who is motivated to learn will learn more than the student who is not motivated to learn. The teacher who is motivated to teach well will teach better than the teacher who lacks motivation or does not care whether he teaches well or not.

What are some things which we teachers can do to increase the motivation of our students? To help answer this question read the following statements showing pairs of teaching behaviors which have an effect on students' motivation to learn. Think about each statement carefully.

1. A. A teacher smiles at the students.
B. A teacher frowns at the students.
2. A. A student makes a mistake and the teacher pats the student gently on the shoulder and says, "That's almost right, you can do it, try again."
B. A student makes a mistake and the teacher gets out a stick and uses it to hit the student hard on the hand.
3. A. A teacher tells a student to memorize and repeat the important information written in a paragraph in a textbook.
B. A teacher asks a student to use the information in a paragraph in a textbook and to express his thoughts and opinions about this information.
4. A. A teacher tells her students to sit very quietly and to make no noise.

- B. A teacher encourages her students to interact with each other in a disciplined but lively fashion.
5. A. A teacher does not give her class any information about how well they are progressing in their school work.
B. A teacher gives her students frequent and honest information about how they are doing in their work.
6. A. A teacher keeps his classroom neat, clean, and orderly.
B. A teacher keeps his classroom messy, dirty, and disorganized.
7. A. A teacher always teaches the whole class at once and treats all students as if they were the same.
B. A teacher groups students in various ways and tries to treat them as if they had differing abilities, wishes, and needs.
8. A. A teacher tries to use different ways to motivate her students to learn.
B. A teacher considers the students' desire to learn to be completely the students' own business.
9. A. A teacher tries to encourage the students to learn.
B. A teacher tries to frighten the students into learning.
10. A. A teacher thinks that it is most important to reward good behavior.
B. A teacher thinks that it is most important to punish bad behavior.
11. A. A teacher asks only closed ended questions.
B. A teacher asks both open and closed ended questions.
12. A. A teacher encourages all students to be alike and to think and do the same things.
B. A teacher encourages all students to be creative and to think independently and with imagination.
13. A. A teacher projects the attitude that many of his students are not smart, are not trying to learn, and may never learn.
B. A teacher projects the attitude that all of his students are smart and can learn well if they try to do so.
14. A. A teacher teaches all subjects in the same way all of the time.
B. A teacher uses different methods and different materials at different times.

15. A. A teacher gives the students an opportunity to practice the skills they have learned and to use the knowledge they have learned.
B. A teacher moves on to the next topic as soon as he has finished a lesson.
16. A. A teacher praises students when they perform well.
B. A teacher ignores students when they perform well.

Now that you have read and thought about these sixteen pairs of statements, answer the following questions:

- Which teaching behavior in each pair of teaching behaviors do you think will motivate students the most? Why?
- Which teaching behavior in each pair do you think represents the best teaching? Why?
- Which behavior in each pair is the most typical of Pakistani primary teachers? Why?

A final question: How can you motivate the students whom you teach so that they will learn more and better? List some ways here.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Handout #3 gives a large number of ways to motivate your students. In the next several weeks make sure that you try each one of them several times. These ways are:
 - (a) Smile at your students.
 - (b) Tell a student who makes a mistake that he can succeed if you explain the mistake to him and if he then tries again.
 - (c) Have students interact with each other in a controlled but lively fashion.
 - (d) Tell students directly and honestly where they are succeeding and where they are failing.
 - (e) Make sure that learning activities and the classroom itself are orderly and well organized.
 - (f) Group students in various ways for learning.
 - (g) Use encouragement rather than fear when interacting with students.
 - (i) Reward good behavior and achievement with praise.
 - (j) Ask open ended questions and ask the students to express their opinions.
 - (k) Ask students to think as well as to memorize.
 - (l) Use variety in your teaching methods.
 - (m) Give students the opportunity to practice the skills and to use the knowledge which they have learned.

- (2) Think of other ways you can use to motivate your students. Try each one. How well did it work? Keep on using the successful ones. Some things you can try:
 - (a) Use a happy, pleasant voice when you teach.
 - (b) Put a smiling face, a star, or some other symbol on good papers when you return them to students.
 - (c) Post good papers on the wall of your classroom.
 - (d) Save some good papers to show to parents so that they will know how well their children are doing.

FEAR IN THE CLASSROOM

Think of a time when you were afraid.

- Was this a pleasant experience for you? Why or why not?
- Did the fear you felt at this time help you do what you wanted to do? Why or why not?

If you are a typical person, you have answered both of these questions with a "No." Most people do not like to be afraid. Fear is an unhappy, difficult, and unpleasant experience for them. In fact, most people will make a big effort in order to avoid fear.

Do you think that making people afraid is a good way to motivate them? Return to handout #1. On the first page of this handout the behavior of two different people is described. The behavior of the first woman is designed to create fear in the person to whom she is talking. The behavior of the second woman is exactly the opposite - it is designed to promote confidence and security in the person to whom she is talking.

After these two behaviors were described, you were asked a series of questions. The final question was: Which one of these persons motivates you to do the assigned task the most? How did you answer this question? Do you still agree with the answer you gave?

In handout #3 you were asked to consider pairs of teaching behaviors. Among these pairs were:

- 2. A. A student makes a mistake and the teacher pats the student gently on the shoulder and says, "That's almost right, you can do it, try again."
- B. A student makes a mistake and the teacher gets out a stick and uses it to hit the student hard on the hand.

and

- 9. A. A teacher tries to encourage the students to learn.
- B. A teacher tries to frighten the students into learning.

and

12/8

10. A. A teacher thinks that it is most important to reward good behavior.
- B. A teacher thinks that it is most important to punish bad behavior.

Notice that the first or A. behavior in each of these pairs focuses on supporting the person asking for help and building confidence in this person. The second or B. behavior focuses on making the person afraid.

It is important to note that fear is a good motivator ONLY OVER THE SHORT TERM. By threatening a person with punishment or pain, that person may do what you want for a short while, but he will do so only in order to avoid the punishment or pain. This person will not want to do what you require. This person will not gain confidence in himself, nor will he gain confidence in you. This person will not usually enjoy the task you have assigned and will not usually be motivated to do other things which you want him to do. And this person will be angry with you for making him afraid. If you are a teacher and the person involved is a student, he is not likely to want to learn from you, and he will not usually be a happy, productive and successful student.

If you want happy, productive and successful students over the long term, YOU WILL BE VERY UNWISE TO USE FEAR AS A MOTIVATOR. It will not work, and you will fail as a teacher.

Some educators have quoted a well known English saying, "Spare the Rod and Spoil the Child." as an excuse to hit students and thereby to make them afraid and temporarily obedient. It is important to understand that this saying DOES NOT mean that children must be hit with a rod in order to learn. Rather, this saying means that students need firm but supportive discipline, clear and realistic rules for their behavior which they can understand, and a careful explanation of what is and is not appropriate for them to do. Without these things, they will become confused, they will experiment with unhelpful behaviors to see what happens; and, if they are allowed to get away with these unhelpful behaviors, they will become spoiled. The Rod in this saying is not a stick to hit children with, it is sensible discipline and clear rules. Those are what is needed in order for the child not to be spoiled.

Would you like someone to hit you with a stick? Would hitting you with a stick make you learn faster or better? Would it make you happy? Why do you think some teachers use a stick to beat their students? If you are one of those teachers who use a stick to punish children, please realize that you are not a good teacher.

Here is a final summary and review:

Remember that primary students are just like you are. They are like all other human beings. In order to learn, there are six things which they need, and one thing which they do not need. These are:

- They need to be motivated to learn.
- They need to be told how well they are doing.
- They need to feel confident and to feel that they have the ability to succeed if they try.
- They need to receive praise when they do well or when they try hard.
- They need to work in a pleasant, happy and orderly environment.
- They need to be taught by teachers who are supportive, consistent, and fair.

and

- They DO NOT need to be hit, threatened, or made to feel afraid in any way.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Think: Do you use fear in your classroom in order to make students behave? If so, stop doing this.
- (2) Instead of using fear, make sure that in the next several weeks you do each of the following several times:
 - (a) Praise good student behaviors.
 - (b) Praise good student performances.
 - (c) Tell students very clearly and very completely the rules for learning and behavior which you expect them to follow.
 - (d) Enforce these rules fairly and consistently at all times and with all students.
 - (e) Tell students that you know they can learn if they try their best to do so.
 - (f) Be pleasant and happy with the students.
- (3) Think of other ways you can motivate students without using fear. Try these ways. How well did they work?
- (4) Do you have a stick you use to hit students in order to make them behave well? IF SO, THROW THE STICK AWAY!

EXERCISES TO HELP YOU PRACTICE THE SKILLS YOU HAVE LEARNED

- A. A student is looking out the window instead of at his textbook. What will you do to get him on task?
- B. A student says that he did not complete his math homework because he did not understand it and didn't want to do it. What should you do to help him?
- C. A student fails to do any homework for five days and begins to disrupt the other students in class. What will you tell him?
- D. A student comes to you after school and says, "I am leaving school. I don't like to learn anymore and don't want to return to this classroom." How can you help her to change her mind and stay in school?
- E. Make up another situation like the four above which illustrate lack of motivation. What would you do if this situation happened in your classroom?

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MOTIVATION

Think of yourself. Imagine that you have a task to do. It is a somewhat difficult task and you would prefer to do something else - perhaps drink tea and talk to your friends, or watch the latest drama on television. Still, the task must be done, and you are the one who must do it.

There are two people who can help you with this task. You go to the first one and she says, with a frown,

"What a simple task! Do it, do it immediately, and do it well! I will tolerate no slackness and no mistakes! I am your superior, and if you do not do this task properly, I will make sure that you are punished, and this punishment may be severe. It will be very unpleasant for you. So get busy right now, and don't come back here to bother me until you are finished and the task is done perfectly!"

Then you go to the second person, and she says, with a smile,

"This is, indeed, a difficult task. But if we work on it together, and try patiently to do our best, I'm sure that we will succeed. Now, try to accomplish the first part of this task in the following way, and if you have any difficulties, I will help you. Remember that, even though I'm busy, I'm here to give you support and to make sure that you do not fail! I'm sure you can do it, and by working on it together, we can make this task go faster and more pleasantly."

- Which of these two people makes you want to begin the task the most?
- Which one gives you the most confidence that you can succeed?
- Which one will help you enjoy doing the task the most?
- Which one would you rather work with on the next task that you will have to do?

These questions can all be shortened or summed up with this question:

- Which one of these persons motivates you to do the task the most? Why this person and not the other person? This is an important question, so please give a specific and detailed

answer.

One of the main things we teachers do is assign tasks to students. All day long we are asking students to do tasks quickly and well. As soon as they finish one task, we usually give them another. If the two people whose behavior has just been described on the last page are teachers, and you are a student

- Which teacher do you think is the best teacher? Why?
- In which classroom would you rather be? Why?
- Which teacher's students do you think will learn the most? the fastest? with the most pleasure? Why?

and, a final question

- Which one of these teachers would you rather be? Why?

REVISION

You have probably already received some training in the eleven Effective Teaching Practices. Remember that the second of these effective practices is Revision or Review. Now let's use that practice and revise what we have learned about the topic of Motivation during the Effective Teaching Practices training.

The first thing we learned in this training is that giving "feedback" to students helps to motivate them. The following points about feedback were made in Effective Teaching Practices Handout #4:

"Feedback" means telling students how well or how poorly they are doing in their school work. Without feedback, students do not know where their performance is already adequate and where it falls short. Students need to be told honestly and directly how they are progressing in their work and how they can improve. This may take time, thought and effort. Giving feedback is not easy, so sometimes teachers prefer not to do it. When this happens, they are not helping their students as they can and should.

Some different ways of giving feedback to students are given in the Effective Teaching Practices Handout #8. These are:

1. Circulate to all students equally to answer questions and check progress,
2. One day go to the brightest students, the next day to the slowest, and the next day to those of middle ability,
3. Go to students in the order in which they raise their hands to ask for help,
4. Concentrate on the students who have had the most trouble with the last lesson,
5. Go down each row of students and give feedback to them in order,
6. Some days give extensive feedback to a few students, other days give small amounts of feedback to many students,
7. Assign the task of helping students who have not yet mastered the material to students who have already mastered the material,

8. When students can read, give them some feedback in written form and some feedback in verbal form.

The last of the eleven Effective Teaching Practices is Confidence Building. Let's revise what Effective Teaching Practices Handout #15 says about this topic:

Confident people are not only better learners, they are also more successful and productive citizens after their school years are finished. Students should receive praise when they do well or when they try hard - this is part of "feedback." Teachers should expect success from all students and project the attitude that all students can succeed if they try. This should be done in all lessons and can be done both directly and indirectly. Students, like all people, need their confidence strengthened. Sometimes teachers forget to do this. When they do so, they are not teaching as well as they should.

This revision should give you certain ideas about motivation. Give your answers and the reasons for your answers to the following questions:

- Which student do you think will be more motivated to learn: the student who receives frequent feedback or the student who receives little or no feedback?
- Which student do you think will be more motivated to learn: the confident student or the student who lacks confidence?
- Which student do you think will learn most and best: the motivated student or the student who lacks motivation?

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Think about any ways which you use to motivate your students. Do you use any motivational techniques? What are they? How well do you think that they work?
- (2) Ask your students if they have any favorite ways to learn. Find out if there are any teaching techniques or methods which you use that your students feel motivate them to learn. If there are, think of ways that you can use these techniques more frequently.
- (3) Think of ways you use to give your students feedback on their progress. Which ways do you think work best? Ask your students which ways they like best. Can you use these ways more frequently?
- (4) Handout #2 gives you eight ways to give feedback to students. During the next several weeks, try each one at least twice. Decide which you think helps your students the most.
- (5) Ask your students which ways of receiving feedback they like the best. Try to use these ways more frequently.
- (6) Tell all of your students directly that:
 - (a) You think that they are capable and intelligent.
 - (b) You think that they can learn well if they try.
 - (c) You will help them succeed in their learning.
- (7) Can you think of other ways not mentioned in the first two handouts which you can use to give feedback to your students? To increase their confidence? If so, use them!

INCREASING MOTIVATION

As you have probably learned from the last two handouts, the word "motivate" means "to create the wish in someone to do something." Therefore, "motivation" means "the wish to do something." If I say, "I am motivated to climb that mountain," this means that I have the wish to climb it, that climbing it is something which I really want to do.

Name some things which you are motivated to do. Name some things which you are not motivated to do.

- Which things do you think you will do first? Why?
- Which things do you think you will do best? Why?

Motivation is important in education. The student who is motivated to learn will learn more than the student who is not motivated to learn. The teacher who is motivated to teach well will teach better than the teacher who lacks motivation or does not care whether he teaches well or not.

What are some things which we teachers can do to increase the motivation of our students? To help answer this question read the following statements showing pairs of teaching behaviors which have an effect on students' motivation to learn. Think about each statement carefully.

1. A. A teacher smiles at the students.
B. A teacher frowns at the students.
2. A. A student makes a mistake and the teacher pats the student gently on the shoulder and says, "That's almost right, you can do it, try again."
B. A student makes a mistake and the teacher gets out a stick and uses it to hit the student hard on the hand.
3. A. A teacher tells a student to memorize and repeat the important information written in a paragraph in a textbook.
B. A teacher asks a student to use the information in a paragraph in a textbook and to express his thoughts and opinions about this information.
4. A. A teacher tells her students to sit very quietly and to make no noise.

- B. A teacher encourages her students to interact with each other in a disciplined but lively fashion.
5. A. A teacher does not give her class any information about how well they are progressing in their school work.
B. A teacher gives her students frequent and honest information about how they are doing in their work.
6. A. A teacher keeps his classroom neat, clean, and orderly.
B. A teacher keeps his classroom messy, dirty, and disorganized.
7. A. A teacher always teaches the whole class at once and treats all students as if they were the same.
B. A teacher groups students in various ways and tries to treat them as if they had differing abilities, wishes, and needs.
8. A. A teacher tries to use different ways to motivate her students to learn.
B. A teacher considers the students' desire to learn to be completely the students' own business.
9. A. A teacher tries to encourage the students to learn.
B. A teacher tries to frighten the students into learning.
10. A. A teacher thinks that it is most important to reward good behavior.
B. A teacher thinks that it is most important to punish bad behavior.
11. A. A teacher asks only closed ended questions.
B. A teacher asks both open and closed ended questions.
12. A. A teacher encourages all students to be alike and to think and do the same things.
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13. A. A teacher projects the attitude that many of his students are not smart, are not trying to learn, and may never learn.
B. A teacher projects the attitude that all of his students are smart and can learn well if they try to do so.
14. A. A teacher teaches all subjects in the same way all of the time.
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15. A. A teacher gives the students an opportunity to practice the skills they have learned and to use the knowledge they have learned.
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16. A. A teacher praises students when they perform well.
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Now that you have read and thought about these sixteen pairs of statements, answer the following questions:

- Which teaching behavior in each pair of teaching behaviors do you think will motivate students the most? Why?
- Which teaching behavior in each pair do you think represents the best teaching? Why?
- Which behavior in each pair is the most typical of Pakistani primary teachers? Why?

A final question: How can you motivate the students whom you teach so that they will learn more and better? List some ways here.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

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 - (a) Smile at your students.
 - (b) Tell a student who makes a mistake that he can succeed if you explain the mistake to him and if he then tries again.
 - (c) Have students interact with each other in a controlled but lively fashion.
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 - (e) Make sure that learning activities and the classroom itself are orderly and well organized.
 - (f) Group students in various ways for learning.
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- (2) Think of other ways you can use to motivate your students. Try each one. How well did it work? Keep on using the successful ones. Some things you can try:
 - (a) Use a happy, pleasant voice when you teach.
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FEAR IN THE CLASSROOM

Think of a time when you were afraid.

- Was this a pleasant experience for you? Why or why not?
- Did the fear you felt at this time help you do what you wanted to do? Why or why not?

If you are a typical person, you have answered both of these questions with a "No." Most people do not like to be afraid. Fear is an unhappy, difficult, and unpleasant experience for them. In fact, most people will make a big effort in order to avoid fear.

Do you think that making people afraid is a good way to motivate them? Return to handout #1. On the first page of this handout the behavior of two different people is described. The behavior of the first woman is designed to create fear in the person to whom she is talking. The behavior of the second woman is exactly the opposite - it is designed to promote confidence and security in the person to whom she is talking.

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Notice that the first or A. behavior in each of these pairs focuses on supporting the person asking for help and building confidence in this person. The second or B. behavior focuses on making the person afraid.

It is important to note that fear is a good motivator ONLY OVER THE SHORT TERM. By threatening a person with punishment or pain, that person may do what you want for a short while, but he will do so only in order to avoid the punishment or pain. This person will not want to do what you require. This person will not gain confidence in himself, nor will he gain confidence in you. This person will not usually enjoy the task you have assigned and will not usually be motivated to do other things which you want him to do. And this person will be angry with you for making him afraid. If you are a teacher and the person involved is a student, he is not likely to want to learn from you, and he will not usually be a happy, productive and successful student.

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Would you like someone to hit you with a stick? Would hitting you with a stick make you learn faster or better? Would it make you happy? Why do you think some teachers use a stick to beat their students? If you are one of those teachers who use a stick to punish children, please realize that you are not a good teacher.

Here is a final summary and review:

Remember that primary students are just like you are. They are like all other human beings. In order to learn, there are six things which they need, and one thing which they do not need. These are:

- They need to be motivated to learn.
- They need to be told how well they are doing.
- They need to feel confident and to feel that they have the ability to succeed if they try.
- They need to receive praise when they do well or when they try hard.
- They need to work in a pleasant, happy and orderly environment.
- They need to be taught by teachers who are supportive, consistent, and fair.

and

- They DO NOT need to be hit, threatened, or made to feel afraid in any way.

WHAT YOU SHOULD DO IN YOUR CLASSROOM NEXT WEEK

- (1) Think: Do you use fear in your classroom in order to make students behave? If so, stop doing this.
- (2) Instead of using fear, make sure that in the next several weeks you do each of the following several times:
 - (a) Praise good student behaviors.
 - (b) Praise good student performances.
 - (c) Tell students very clearly and very completely the rules for learning and behavior which you expect them to follow.
 - (d) Enforce these rules fairly and consistently at all times and with all students.
 - (e) Tell students that you know they can learn if they try their best to do so.
 - (f) Be pleasant and happy with the students.
- (3) Think of other ways you can motivate students without using fear. Try these ways. How well did they work?
- (4) Do you have a stick you use to hit students in order to make them behave well? IF SO, THROW THE STICK AWAY!

EXERCISES TO HELP YOU PRACTICE THE SKILLS YOU HAVE LEARNED

- A. A student is looking out the window instead of at his textbook. What will you do to get him on task?
- B. A student says that he did not complete his math homework because he did not understand it and didn't want to do it. What should you do to help him?
- C. A student fails to do any homework for five days and begins to disrupt the other students in class. What will you tell him?
- D. A student comes to you after school and says, "I am leaving school. I don't like to learn anymore and don't want to return to this classroom." How can you help her to change her mind and stay in school?
- E. Make up another situation like the four above which illustrate lack of motivation. What would you do if this situation happened in your classroom?

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We are going to learn about Effective Teaching Practices. Before we begin, we have to know the meaning of these three words: (1) Effective, (2) Teaching, and (3) Practices. Fortunately, this is not difficult.

First, what is a "teaching practice"?

A "teaching practice" is anything that a teacher does while he or she is teaching. It is a teaching action or behavior. Here are some examples of teaching practices:

1. A teacher tells his students to copy information from the blackboard.
2. A teacher stops the class and walks out of the room.
3. A teacher forms groups of students and gives each group an assignment to do.
4. A teacher gives a math test to the class.
5. A teacher hits a student with a stick when the student misbehaves.

Can you describe some other teaching practices? This should be easy - because a teaching practice is any behavior, activity or action that a teacher does while teaching. List three or four teaching practices which you use.

Here are two questions which are a little more difficult to answer:

- (1) What does the word "effective" mean?
- (2) What is the difference between an "effective" teaching practice and a teaching practice which is not "effective"?

What are your answers to these two questions?

HANDOUT NO. 2

The word "effective" means "producing the desired result." Consider this example: I want a donkey to move, but he won't move. I have to think of a way to make him move. I decide to hold some food out in front of him. The donkey sees the food and moves toward it. The method I have chosen is "effective." That is, it produces the result I want by making the donkey move.

Here is another example. I am sad and I want to become happy. I decide that watching a television program will make me happy. But the program which is being broadcast is about a young girl whose father dies from a painful illness. This program makes me even sadder than I was before. Was the method I chose to try to make myself feel better effective? Did it produce the wanted result? Why or why not?

So the word "effective" means that something "works in the way we desire it to work."

Thus, an Effective Teaching Practice is a "successful" teaching practice. It is one which produces the effect we teachers want.

But what do we teachers want when we teach?

Normally, we want our students to:

- Learn more, or
- Learn more quickly, or
- Learn more easily, or
- Learn with more pleasure.

Sometimes we may want all of these when we teach.

Think of the best teacher you ever had. Which teacher did you have who helped you learn the most, the fastest, the most easily, and the most pleurably? Do you have this teacher in mind? Why was he or she effective? List those things which this teacher did which made him or her your most effective teacher. Remember, describe this teacher's behaviors and actions.

There are different ways to be a successful and effective teacher. No two good teachers are exactly alike. Unfortunately, there is no group of teaching behaviors which guarantees success.

When other teachers have listed the teaching behaviors used by their own best teachers, here are some of the behaviors they have mentioned:

- Asks students questions
- Listens carefully to student answers and comments on these answers
- Rewards and praises students when they do well
- Is patient and helpful when students make mistakes
- Gives frequent feedback to students on their performance
- Encourages students to express their own ideas
- Accepts a range of different ideas so long as they are relevant, realistic and sensible
- Uses variety in instructional methodology
- Gives clear and complete directions
- Gives students a chance to practice and use what they have learned
- Draws examples from the local environment and the immediate world of the students
- Provides activities as well as rote learning
- Uses teaching aids when it is appropriate to do so and when they are available
- Groups students and tries to treat them as individuals
- Expects students to do well, and communicates this expectation to them
- Starts and ends classes on time
- Is at school when he/she is supposed to be there
- Sets high but reasonable expectations for student learning
- Sets realistic rules for student behavior
- Enforces fairly and consistently all rules which have been established
- Maintains an orderly environment for learning
- Does not use physical punishment, and uses punishment of any kind only rarely
- Smiles at students and is a friendly person
- Likes to teach and is enthusiastic about learning

This list is not complete. You may have described other equally helpful and effective behaviors which do not appear here. But I think you will agree that if a teacher did all of the things on this list, he or she would be an effective teacher.

HANDOUT NO. 4

Fortunately, there is a research study which helps us understand the teaching practices which some Pakistani primary teachers use in order to be effective and successful teachers.

This study is called "The Effective Teaching Practices Study" and was carried out in Pakistan in 1988-1989 by the Academy for Educational Planning and Management in Islamabad. Dr. Andrea Rugh was the principal researcher. She was assisted by Mr. R.A. Farooq and Mr. Ahmed Nawaz Malik, staff members at the Academy.

They conducted the study in 32 schools (8 in each province of Pakistan) where 63 teachers were observed as they taught 265 lessons. "Effectiveness" and "Ineffectiveness" were determined by asking selected ASDEOs to divide the teachers they supervised into those they thought were more effective and those they thought were less effective. In addition, the students in these teachers' classes were given tests in math, science and Urdu created by the PEP II Project. Teachers whom the ASDEOs rated as more effective were almost the same teachers as the teachers whose students did well on the PEP II tests.

After these "effective" and "ineffective" teachers were identified, the researchers studied both groups. They discovered the teaching behaviors which the effective teachers used but which the ineffective teachers did not use. There were eleven of these behaviors used by the effective teachers, and those are the eleven "Effective Teaching Practices" which you will be studying next.

The findings of this research study agree with other studies conducted in other countries. However, it is important to understand that all of this study was conducted entirely in Pakistan. Therefore, it does not present foreign or "outside" ideas but rather reports on what Pakistani teachers do when they are successful.

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EFFECTIVE TEACHING PRACTICE NUMBER 1

A. What is this Effective Teaching Practice?

EFFECTIVE TEACHERS PREPARE THEIR STUDENTS FOR THE
LESSON THEY ARE ABOUT TO TEACH

B. Why is this Effective Teaching Practice important?

Students need your help in getting ready for a new lesson. They need to be given a framework, an organization, or a structure into which they can fit what they are about to learn. You need to help them focus their attention and prepare their minds for learning.

C. How do you do this Effective Teaching Practice?

There are three ways you can use to do this Effective Teaching Practice. These are:

- 1) Give your students a brief clear statement of the objectives of the lesson.
- 2) Tell your students the main topics of the lesson and the most important points or ideas within each of these topics.
- 3) Tell your students the methods and materials they will use in studying the lesson.

Let's look at each one of these three ways in turn.

1) Giving students the objectives.

Students have a better chance of learning if they know beforehand what it is that they are supposed to learn. This gives them a target that they can understand and aim for. It may also help them if they know why they should learn this new material.

You should present the lesson objectives to your students in as clear and as simple a way as possible. If there are many objectives, it is best to present only the most important ones.

After you state the objectives, you should ask the students if these objectives are clear and comprehensible. If they are not clear, you should restate the objectives in a different way until all the students understand them. One way to check for understanding is to ask the students to repeat the objectives back to you in their own words.

2) Giving students key topics

Students will benefit from knowing beforehand the key ideas and information that you are going to present to them. When you briefly tell your students the most important points they are about to learn, you are giving an introduction and "setting the stage" for what is to come. It also helps the students to know what is important to remember and think about when you teach the new information and skills.

3) Telling students about methods and materials

Students can be prepared to receive a new lesson by telling them the methods or instructional techniques you are going to use in presenting this lesson. They should also be told which materials you will use and how these materials will be used. When students are prepared in this way, they do not have to guess (or worry about) what is coming next, and they can concentrate on the content of your lesson.

You can introduce variety into your lessons by using each of these three ways at different times. In general, use only one of them for each lesson. You should not take too much time with this first Effective Teaching Practice, and you should keep what you say clear and simple. Too much introductory information at the beginning of the lesson may confuse the students. This is not a time to be fancy.

D. What happens when you do not use this Effective Teaching Practice?

When you do not use this Effective Teaching Practice your students may get confused. They may not know what to expect during your lesson. They may not know what is important in the lesson. And they may have difficulty understanding, remembering, and using what you are about to teach.

E. An exercise for you to do.

1. Choose a lesson which you will teach sometime soon. Think of the objectives you hope to achieve when you teach this lesson. Plan a clear and brief way to tell your students what these objectives are.
2. Choose a second lesson you will teach soon. Decide what are the most important ideas, topics, or items of information which you intend to present in this lesson. Plan a clear and brief way to tell your students what these are.
3. Choose a third lesson you will teach soon. Decide what materials you will use when you teach this lesson and what methods you will use in teaching it. Plan a clear and brief way to describe these materials and methods to your students.

EFFECTIVE TEACHING PRACTICE NUMBER 2

A. What is this Effective Teaching Practice?

EFFECTIVE TEACHERS GIVE THEIR STUDENTS A BRIEF REVISION (REVIEW) OF THE MATERIAL THE STUDENTS HAVE ALREADY LEARNED WHICH IS RELEVANT TO THE LESSON

B. Why is this Effective Teaching Practice important?

Your students will have a better chance of learning if they can connect the new material they are about to learn to knowledge which they already have. You may need to remind them of what this knowledge is, and you may need to tell them how the old knowledge is relevant to or connected with the new knowledge you are about to teach them.

C. How do you do this Effective Teaching Practice?

Some ways you can use to help students revise previously learned material are:

- Tell the students the review information.
- Write this information on the blackboard.
- Have the students look at the review information in their textbooks.
- Read aloud the information from the textbooks.
- Have a student read aloud the information from the textbooks.
- Ask the students to recall information that they think is relevant to the objective(s) or main ideas which you have just stated (Effective Teaching Practice #1).
- Present some previously learned information and ask what its relevance to the objective(s) is.

Often, you cannot review all the information (including skills, attitudes, etc.) which is potentially relevant to the objectives of your new lesson. You should choose only those items which are the most important and most directly relevant to what you are about to teach. You should not make the review section of any lesson too lengthy, or you may not have sufficient time to present the new material.

D. What happens when you do not use this Effective Teaching Practice?

When you do not use this Effective Teaching Practice your students will learn new material in isolation. They may have difficulty in connecting new and old material together. They may not see the relationship between what they already know and what they are about to learn. Thus they may miss some of the relevance and meaning of the new material.

E. An exercise for you to do.

Return to Section E. of the last handout (Handout #5). Pick two of the lessons you chose in this exercise for which you thought up ways to prepare students using Effective Teaching Practice No. 1. Look back in the textbook and find material which is important for the understanding of the new lesson which you plan to teach. Decide what of this material it is most important for the students to revise. Decide how you will instruct them to revise this material.

EFFECTIVE TEACHING PRACTICE NUMBER 3

A. What is this Effective Teaching Practice?

EFFECTIVE TEACHERS PRESENT NEW MATERIAL TO STUDENTS IN SMALL, LOGICAL, SEQUENTIAL STEPS

B. Why is this Effective Teaching Practice important?

Your students will have a better chance of learning if they are not overwhelmed by too much knowledge at one time. It is often difficult for young minds to keep information organized. You have had a chance to think about the new information in a lesson before you teach it. This may make you feel that, because this information is well organized in your own mind, it will automatically be well organized in the students' minds. This is not usually the case.

Your students need time to think about, "digest," and use new information and skills. This process is aided by presenting new information and skills in small amounts and short, manageable steps. Information is more manageable when it consists of only one or two main ideas per segment and when each step is connected in some logical way to the information which is presented before and after. The logic of these connections may be clear in your mind, but careful organization and explanation is usually necessary before this logic is equally clear in your students' minds.

When presenting information, you should stop frequently to ask your students if they have understood it and to see if they have questions or comments.

C. How do you do this Effective Teaching Practice?

When you present information to your students, do three things:

- (1) Divide the information into small amounts, and present each of these small amounts separately.
- (2) Present these small amounts of information in a logical order.

- (3) Tell your students how each of these small amounts of information are connected to or are related to each other.

Some ideas to keep in mind when presenting information are:

- Be brief.
- Use simple, direct language and a vocabulary of words which your students can understand.
- Pause frequently in your presentation for questions or comments.
- Question your students to see if they have understood the material presented.
- Make summary statements at frequent intervals.
- When key points are made, ask students to repeat them in their own words to insure that the points have been understood.
- Help your students use or practice the information or skills that have been taught. (See the next three handouts)
- When possible, divide the separate segments of information you are teaching with questions, brief activities, directions, or other clear indications that one segment is finished and another is about to start.
- Do not always present information in the same way. (See handout #11)
- When possible, use examples which help illustrate new material.
- When possible, use humor and imagination in your presentations.

D. What happens when you do not use this Effective Teaching Practice?

When you do not use this Effective Teaching Practice you overwhelm your students with too much information. When they try to deal with too much information at one time, they cannot keep it organized, they cannot relate it to information they already have, and they become confused. Confused students do not usually learn well or quickly.

E. An exercise for you to do.

Take one of the lessons you chose for section E. in the last two handouts or take a new lesson you are about to teach, and do the following six steps:

- (1) Decide on what information you are going to teach.
- (2) Divide this information into small segments.
- (3) Put these segments in the order in which you are going to teach them.

- (4) Decide on how you will inform your students of where one segment ends and the next begins.
- (5) Decide on what the logical connections among the various segments are.
- (6) Decide on how you will tell your students what these logical connections are.

EFFECTIVE TEACHING PRACTICE NUMBER 4

A. What is this Effective Teaching Practice?

EFFECTIVE TEACHERS PROVIDE AN OPPORTUNITY FOR THEIR STUDENTS TO USE NEW KNOWLEDGE AND PRACTICE NEW SKILLS WHILE GUIDED BY THE TEACHER

B. Why is this Effective Teaching Practice important?

"Practice" is the process of repeating a skill or a way of using information more than one time. It is doing something over and over again. Certain skills are not fully mastered until they are tried many times. Indeed, such practice is not an "extra" exercise. Rather, it is part of the learning process itself. Without practice, many things are not truly learned and cannot be used effectively.

When practice is unsuccessful, you should tell the student why it is unsuccessful. You should guide practice to insure that it is being properly done and to answer your students' questions which arise as they practice. For simple skills, a few practice tries may be enough to ensure mastery of the skill. For complex skills, many tries may be required. Some students will require more practice than others in order to master the same skill. The number of tries needed will depend on a student's interest in the subject, need to master it, basic intellectual ability, and other such factors.

C. How do you do this Effective Teaching Practice?

As part of your planning for a lesson, think about how your students can use the knowledge and practice the skills you are about to teach them. Once you have presented the new material in your lesson, give your students an opportunity to use the knowledge and practice the skills which they have just learned. As they do this, circulate among them to see if they are succeeding in their practice. Praise them when they are, and correct them when they are not. "Guided practice" simply means helping them improve as they practice.

Some important ideas for successful guided practice are:

- Give clear and complete directions for the practice task

- assigned.
- Be active but as unobtrusive as possible in helping students.
 - Try to help as many students as possible in the time allotted.
 - When possible, make quick notes on the problems and progress of the students you are guiding. Use these notes for further lesson planning.
 - Praise students for the good efforts they make.
 - Comment to the whole group on mistakes that all or most students are making.

Try to vary the ways in which you guide your students, for example:

- Circulate to all students equally to answer questions and check progress.
- One day go to the brightest students, the next day to the slowest, and the next day to those of middle ability.
- Go to students in the order in which they raise their hands to ask for help.
- Concentrate on the students who seemed to have the most trouble with the last lesson.
- Go down each row of students in order.
- Some days spend a lot of time with a few students, other days spend a small amount of time with many students.
- Assign quick learning students the task of helping other students who have not yet mastered the material.

D. What happens when you do not use this Effective Teaching Practice?

When you do not use this Effective Teaching Practice you prevent your students from learning fully and completely. Remember that practice is not just an "extra" activity to do if there is time remaining in a lesson. Rather, it is an important part of the lesson itself because it is an important part of learning itself. When you do not guide the practice, your students do not know when they are succeeding and when they are failing. So practice alone is not enough. This practice must be guided by you, the teacher.

E. An exercise for you to do.

Choose one of the lessons you are about to teach. After you have decided on the content you are going to teach, think of specific ways that your students can use the knowledge they will learn in this lesson and specific ways they can practice the skills they will learn. Also, decide how you will guide their practice. Use one of the ways mentioned above, or choose some other way which is more appropriate for this lesson.

EFFECTIVE TEACHING PRACTICE NUMBER 5

A. What is this Effective Teaching Practice?

AN EFFECTIVE TEACHER PROVIDES AN OPPORTUNITY FOR STUDENTS TO CONTINUE TO USE NEW KNOWLEDGE AND PRACTICE NEW SKILLS INDEPENDENTLY OF THE TEACHER

B. Why is this Effective Teaching Practice important?

Students learn better if they can continue the practice started during Guided Practice sessions with more practice which is on their own. They must practice on their own in order to assure themselves that they can successfully manage independently of you, the teacher.

C. How do you do this Effective Teaching Practice?

Independent practice does NOT mean that you pay no attention to your students while they practice. It does NOT mean putting a student in charge of the class while you leave the classroom or the class area outside the building in order to drink tea, talk to friends, go home, or engage in some other non-teaching activity. Independent practice functions well only when you are present and carefully observing the class. During independent practice, you should respond to the requests of individual students for help. Tell your students clearly how you want them to indicate to you that they need help - by raising their hands, by asking another student for information, by coming directly to you, or whatever.

Guided practice flows naturally into independent practice. The main difference between them is that in guided practice you check with each student, look at the work they are doing, and seek out the students who need help. In independent practice, it is the student who seeks you out for help. But in both types of practice you are present and attentive, in order to help the students as needed.

D. What happens when you do not use this Effective Teaching Practice?

When you do not use this Effective Teaching Practice your students will not learn to become independent of you. If they cannot succeed in their work without you there to help them when they have a problem, what will they do when they leave school and find that there is no adult nearby to give them assistance? Students are fully successful only when they can work on their own with minimum guidance from teachers or other adults.

E. An exercise for you to do.

In Section E. of the last handout (Handout #8) you did an exercise in which you decided on ways to give your students guided practice. You thought of specific ways for your students to use the knowledge they just learned and specific ways to practice the skills they just learned. Now, using this same lesson, think of additional ways that they can practice during a short independent practice period. If you cannot think of new ways, then divide the ways you thought of before into two parts - one part to be used in guided practice and the other part to be used in independent practice.

EFFECTIVE TEACHING PRACTICE NUMBER 6

A. What is this Effective Teaching Practice?

AN EFFECTIVE TEACHER PROVIDES HOMEWORK WHICH GIVES THE STUDENTS FURTHER PRACTICE AND WHICH IS CORRECTED BY THE TEACHER AND RETURNED TO THEM.

B. Why is this Effective Teaching Practice important?

Giving homework is important because it provides your students with additional opportunities to use information and to practice skills which they may not yet have fully mastered. It gives your students confidence that they can use the information or perform the skill adequately without help from you or from other students.

C. How do you do this Effective Teaching Practice?

There are four steps in this Effective Teaching Practice. In order to do the practice correctly, you cannot omit any of the steps. These steps are:

1. Give a clear homework assignment. Your students must know exactly what it is that they are supposed to do.
2. Collect and correct the homework. If you cannot correct every homework assignment, correct the most important ones.
3. Return all corrected homework to your students.
4. Have your students review the corrections you have made and put all corrections on their papers or in their notebooks.

Note that this practice and the last two practices (that is, "#4 Guided Practice," "#5 Independent Practice," and "#6 Homework") are directly connected to each other and are all part of the same general activity. That is, the intent of each one is to give your students the opportunity to use the knowledge and to practice the skills which you have just taught them. These three Effective Teaching Practices differ only in the amount of help the students receive while they complete the activity.

It is not usually feasible to give a homework assignment for every lesson. You should give homework only for the most

important lessons or for lessons for which, through the guided and independent practice segments, you learn that your students have not yet mastered the materials you have taught.

There are many types of homework that you can give. Any homework assignment in which the students are using the information and skills you taught during the class period is potentially a good assignment. A few of the many possible homework assignments are:

- Talk to parents or neighbors about new information learned and tell the class what the opinions of the parents or neighbors are.
- Show parents or friends a new skill learned and tell the class what the opinions of the parents or friends are.
- Describe how the information or skill can be used in daily life.
- Solve problems which require the use of knowledge or skills learned.
- Draw a picture which relates to or illustrates information learned.
- Prepare a summary (written or oral) of some aspect of the information learned.
- Describe how new information learned relates to some older information previously learned - in the same subject or in other subjects.
- Read the next section of the textbook to prepare for the next day's lesson.
- Prepare a list of questions related to the lesson learned to which you would like to know the answers.
- Take a practice test on some of the material recently covered in class.

D. What happens when you do not use this Effective Teaching Practice?

When you do not use the first step stated on the last page, your students lose the chance for further practice. As we said before, practice is not an extra activity but is an important part of learning itself. Also, when you do not give clear and complete directions for homework, the students may become confused and may not know what it is that they are supposed to do.

When you do not use the second step, your students do not know if they have succeeded in their task or not. They will assume that the task is not important if you do not show any interest in it. Correcting homework takes your time, but this is time well spent in terms of increasing student achievement.

When you do not use the third step, you may have learned which students have and have not mastered the material you

taught, but your students will not know this. They will not receive any "feedback" on their performance.

When you do not use the fourth step, your students will not have a convenient way to remember the feedback which you have given them. They will have no record of their progress.

E. Exercises for you to do.

- (1) By now it is clear that this Effective Practice is simply a continuation of the previous two Effective Practices. As you plan a lesson, add to your planning additional ways for your students to practice using the information and skills you will teach. These additional ways will be the homework assignment for the lesson.
- (2) The list of possible homework assignments given on the last page is not complete. What other types of homework assignment can you add to this list?

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EFFECTIVE TEACHING PRACTICE NUMBER 7

A. What is this Effective Teaching Practice?

EFFECTIVE TEACHERS USE A VARIETY OF DIFFERENT TEACHING TECHNIQUES

B. Why is this Effective Teaching Practice Important?

All people, including both children and adults, get bored when they hear and do the same thing day after day. Constant repetition of content and teaching techniques makes your students lose interest in their classwork. Their minds wander and they stop paying attention. In order to be stimulated, alert, and lively, they need an assortment of ideas and activities which are new and different.

Variety is often not used in classrooms because it is easier for a teacher to find one method which is comfortable and then use this method over and over again. This takes less time, thought, and energy than planning and using different teaching techniques. But spending time in planning for variety of various kinds in your lessons will help your students learn more and learn more easily.

C. How do you do this Effective Teaching Practice?

You have thought about the issue of variety in the Preparation (handout #5), Review (handout #6), Guided Practice (handout #8), and Homework (handout #10) sections of this training. What are some other things which you can vary? Some possibilities are:

- The way you greet your students when you start the day.
- How you assess the progress of your students.
- The length of your lessons or the various parts of your lessons.
- The type of teaching aids you use.
- The type of activities you assign.
- How you use the Teaching Kit, if your school has one.
- How you use the pictures in the textbook.

- What you put on the walls of your classroom and how you use this material for instruction.
- The way you group students for instruction.
- The type of rewards you give them when they do well or try hard.
- The way you encourage them.

D. What happens when you do not use this Effective Teaching Practice?

When you do not use this Effective Teaching Practice your students get bored. They stop listening to you. They lose interest in learning. They begin to learn much less than they are capable of learning.

E. Exercises for you to do.

- (1) Think of the last few lessons you taught. Did you teach them all in exactly the same way, or were there differences in the instructional techniques which you used? If you taught these lessons again tomorrow, would you teach them in the same way again? Think of some ways that you could add variety to them.
- (2) What is the next lesson you will teach? How can you follow the Effective Teaching Practices you have studied so far and also use some of the ideas for variety which you thought of in the exercise (1) just above.
- (3) Review the portions of handouts #5, #6, #8, #10 which are concerned with introducing variety into lessons. Can you add new ways of doing this to the ideas given in these handouts?
- (4) Review the list in section C. of this handout. Can you add other ideas for including variety in your lessons to this list? If so, write them at the end of the list.
- (5) Remember the good teacher you thought about in handout #2. How did this teacher provide variety? Think of some other good teachers you had when you were a student. Can you think of some unusual techniques which they used in varying their lessons? Can you use these techniques yourself?

EFFECTIVE TEACHING PRACTICE NUMBER 8

A. What is this Effective Teaching Practice?

TIME DURING THE SCHOOL DAY IS USED BY EFFECTIVE TEACHERS FOR THE PURPOSE OF INSTRUCTION RATHER THAN FOR ADMINISTRATIVE OR NON-ACADEMIC TASKS

B. Why is this Effective Teaching Practice Important?

The more time students spend learning, the more they are likely to learn. This means that class time should not be wasted but should be focused on teaching and learning. This is just common sense. Which student do you think is likely to know more about subtraction, good nutrition, or the story of Pakistan's independence: the student who studies these topics for one hour or the student who studies them for two hours? Students need to be kept busy with their studies, not with activities which are not educational.

C. How do you do this Effective Teaching Practice?

Good teachers are at school when they are supposed to be there and are working hard teaching their students during all of this time.

Less good teachers are sometimes lazy. They often arrive late to school and leave early from school. Sometimes they do not arrive at school at all. They frequently take leave from school (either authorized or unauthorized). They may also leave their classes during the school day, either leaving the classes with little or nothing to do or else asking a student to be in charge. Such student "monitors" can seldom do more than lead the students in rote memorization or choral response exercises.

You may have family or community responsibilities, second jobs, or other duties which take time away from your teaching. However, if you wish to be a successful teacher, non-job related activities should be scheduled as much as possible for times outside of school hours.

D. What happens when you do not use this Effective Teaching Practice?

When you do not use this Effective Teaching Practice, your students do not have the time they need in order to cover the whole curriculum. When time for learning is too short, then lessons are crowded together, your students must rush through their studies, and learning is difficult. True learning takes time, particularly for the practice sessions and activities which are an important part of this learning. Make sure that your students have the time they need in order to learn.

E. Exercises for you to do.

- (1) Think of the family duties and other responsibilities which you have. Will any of these prevent you from arriving at school on time or require you to leave school early? If so, try to schedule them at other times of the day.
- (2) Think of times you have left your classroom when you were at school. For what reasons did you do this? Are these adequate reasons? Think of ways you can avoid doing this in the future.

EFFECTIVE TEACHING PRACTICE NUMBER 9

A. What is this Effective Teaching Practice?

EFFECTIVE TEACHERS GIVE STUDENTS FREQUENT FEEDBACK ON THEIR PERFORMANCE

B. Why is this Effective Teaching Practice Important?

Giving "feedback" means telling students honestly, clearly and directly how well or how poorly they are doing in their school work. Feedback is a kind of informal and quick assessment of a student's progress. It is important because you and the students both need to know when they have achieved the learning objectives and when they have not achieved them. If these objectives are already achieved, then you can begin a new lesson. There is no reason to waste time teaching the students something they already know. However, if the objectives are not yet achieved, then a new presentation of the material or more practice or both may be needed.

C. How do you do this Effective Teaching Practice?

You give feedback by:

- (1) Asking your students questions during your presentations and telling them when their answers are correct or incorrect.
- (2) Circulating among your students during guided practice sessions and commenting on the quality of their work.
- (3) Responding to students when requested during independent practice.
- (4) Correcting their homework and the work they do in class carefully and returning it to them.
- (5) Using any quiet moment before or after school or between lessons to discuss progress with one or more students.

Some things to remember about feedback:

- Feedback is best when it is frequent.
- When feedback is honest, this means that sometimes it must be negative. But remember that negative feedback can be given with a smile and with the attitude that the student can succeed with patience and effort.
- Feedback can be oral or, for students who can read, written.
- Feedback can be given to only one student or it can be given to many students at the same time if all of these students are making the same type of mistake.
- Sometimes your smartest students can help you by reviewing the work of other students and giving them feedback.
- In order to give feedback, some teachers use symbols (a smiling face for good work, a frowning face for poor work) or hand signals (thumbs up for good work, thumbs down for poor work).
- Put some the best papers from an assignment up on the wall of your classroom. This gives feedback to the authors of these papers and provides a model of quality for other students.
- Remember Effective Teaching Practice #7 (Variety). Try to vary the time and method of giving feedback to your students.

D. What happens when you do not use this Effective Teaching Practice?

Without feedback, students do not know how to improve their performance because they do not know where their performance is already adequate and where it falls short. Giving feedback takes time, thought, and effort, and is not always easy, so sometimes teachers prefer not to do it. This is a mistake.

E. An exercise for you to do.

- (1) Think of the next lesson which you are going to teach. Decide at which points in the lesson you can give feedback to your students.
- (2) Think of moments in most days when you are free (right before school starts or right after it ends, just before or after lunch, just before or after break time, walking to or

from school, etc.). How can some of these moments be used for giving feedback to students?

EFFECTIVE TEACHING PRACTICE NUMBER 10

A. What is this Effective Teaching Practice?

EFFECTIVE TEACHERS (1) CREATE AN ORDERLY ENVIRONMENT FOR LEARNING AND (2) ESTABLISH CLEAR RULES FOR STUDENT BEHAVIOR

B. Why is this Effective Teaching Practice Important?

When things are messy and confused (whether these "things" are ideas, procedures, or physical items in a classroom), it is more difficult to learn efficiently and effectively. A neat, clean and well arranged environment supports learning best. Both you and your students should cooperate in keeping the classrooms and all items in the classrooms well organized and orderly.

Part of an orderly environment is a set of rules for student conduct which are sensible, clear, and well understood by all. You must explain your rules clearly and completely, and you must question the students carefully to insure that all rules are well and fully understood. You must enforce all rules and must enforce them fairly and consistently. When class rules are concerned, all students must be treated alike. Punishment should be given rarely, and physical punishment should never be used.

C. How do you do this Effective Teaching Practice?

- Start the year with a clean, neat and orderly classroom. Explain to your students that this type of classroom helps them to learn better.
- Discuss keeping the classroom clean and orderly with your students. Establish a list of jobs which need to be done (washing the blackboard, sweeping the floor, cleaning the windows, arranging the furniture, etc.). Assign these jobs to yourself and your students on a rotating basis, making sure that the work is shared as equally as possible.
- Check regularly to insure that assigned tasks are done.

- Tell your students clearly and completely about the rules for their behavior in the classroom. Make sure your rules are fair and just.
- Ask them to state these rules in their own words to insure that they understand them.
- Tell your students clearly and completely what will happen if they do not obey these rules.
- If a rule is not obeyed, make sure that you take whatever action you have said you will take.
- Enforce the rules equally and fairly for all students.

D. What happens when you do not use this Effective Teaching Practice?

When students are confused by their environment and unsure of how they are expected to behave, they will not usually be comfortable, nor will they usually learn well. In this respect, students are like all other people.

E. Exercises for you to do.

- (1) Look around your classroom. Do you see anything that is broken or useless? If so, get your Headteacher's permission to throw it away or store it elsewhere. Do not take up space which can be used for learning with useless items.
- (2) Continue to look around your classroom (or outdoor area). Do you see anything which is dirty or disorganized? Can you and your students put this right? If so, do so. If not, explain the problem to your Headteacher and Learning Coordinator.
- (3) Review your methods of keeping your classroom or teaching area neat and clean. Follow the steps outlined above in revising them, if necessary.
- (4) Review your rules for student behavior. Follow the steps outlined above in revising them, if necessary.

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EFFECTIVE TEACHING PRACTICE NUMBER 11

A. What is this Effective Teaching Practice?

EFFECTIVE TEACHERS (1) BUILD STUDENT CONFIDENCE AND
(2) HELP STUDENTS LEARN INDEPENDENTLY

B. Why is this Effective Teaching Practice Important?

An active teacher is essential in the stages of presentation of new material and guided practice. However, the teacher must not hover over the students in the stage of independent practice and at other times when students are working on their own. To do so is to destroy the students' initiative and independence. If students are always tied to the teacher and cannot progress without the teacher's help, they will not be effective learners. At some point they will leave school, and then there will not be a teacher present to help them. Students will become dependent on you if you guide their every move. This is one of the reasons why independent practice is one of the effective teaching behaviors.

When students can perform on their own, their confidence grows. Confident people are not only better learners, they are also more successful and productive citizens after their school years are finished. Students will need initiative and independence once they are in the world beyond the school, and the development of these traits is part of your job as a teacher. You should praise students when they do well or when they try hard (part of "feedback" discussed in Handout #13), and you should expect success from all students and project the attitude that all students can succeed if they try. This should be done in all lessons and can be done both directly and indirectly. Students, like all people, need their confidence strengthened. If you forget to do this, then you are not teaching as well as you should.

C. How do you do this Effective Teaching Practice?

Both by your words and by your actions, project the attitude to your students that each and every one of them is an intelligent and valuable person and a good student. Let them

know that you have confidence in them as learners; and that if they try hard, you will help them learn.

D. What happens when you do not use this Effective Teaching Practice?

When you do not use this Effective Teaching Practice your students stay dependent on you and your presence. They do not become mature as learners. When they lack confidence in their ability to learn, when they feel that it is possible or probable that they will not learn, then it is highly likely that, indeed, they will not learn.

E. An exercise for you to do.

Think of the last lesson you taught. Did you praise any of your students for doing well or for trying hard? Think of the next lesson you will teach. Can you plan the lesson in such a way that you can pause for moments of praise, encouragement, and confidence building?

If you have further thoughts or questions on this topic, reread the General Teaching Skills handouts on "Motivation." They discuss confidence building in more detail.

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You have now learned all of the eleven Effective Teaching Practices. Well done!

Notice that these practices can be used for any subject area (Urdu, mathematics, social studies, etc.). Notice, also, that they can be used for any class level (Kachi, class 2, class 5, secondary classes, university classes, etc.). Effective teachers use these eleven practices for almost every lesson they teach. While the use of any one of these eleven practices will make you a more effective teacher, these practices produce the best results when you use all eleven of them together.

Let's look at a short sample of teaching behavior. Below is a description of a teacher in action. Read this description and decide:

- (1) Which of the eleven Effective Teaching Practices Mrs. Fatimah used and which she did not use.
- (2) What advise you would give Mrs. Fatimah in order to help her improve her teaching performance.

Sample of Teaching #1

Mrs. Fatimah is the class 3 teacher. She has arrived in her classroom several minutes before the first period of the day begins. She has used this time to read over the lesson she plans to teach and write the important parts of it on the blackboard. She covers the blackboard with a cloth and greets the students as they come in.

"Hello, class," she says. "Welcome back. I'm glad to see you and I'm looking forward to some good work today. I'm sure you all will do well on a new topic I have for you. Please take out your textbooks, and turn to page 21."

"Last week," she continues, "we talked about the difference between living things and things that had no life. We called them 'animate' and 'inanimate' objects, as you may recall; but those are big words and you don't need to remember them right now. Who can remember some of the differences between them which we learned?"

Mrs. Fatimah calls on various students as they raise their hands and calls on some who have not raised their hands. She praises correct answers, asks students if they agree when incorrect answers are given, and corrects some of the statements herself. She ends by saying, "Well done. Now, today we are going to try to identify some of the different kinds of animate or living beings. We will try to get at least seven different kinds. Who can think of one kind?"

No hands are raised. "Well, think of the outsides of living things you know. What are some of the differences among these outsides?" she asks. "Do any of your families raise any animals?"

"We have a donkey," says one student from the back of the room.

"Very good. And what is its skin like?" asks Mrs. Fatimah, "is it the same as ours?"

"No," answer many students at once. The teacher asks them what the differences between a donkey and a person are, and moves on to animals with fur, with scales, with feathers, and to other categories. She ends by saying, "That's already five kinds of animate beings. I asked you to open your books to page 21. Read that page and see if you can find at least two other categories. What are they?"

As soon as the students have read the page, hands begin going up and she elicits answers from several students, praising good replies. Finally, she takes the cloth off of the blackboard and says to the students,

"Here are some of the categories we have just been talking about. Copy them down in your notebooks. We will review them tomorrow. And now sit still while I go outside and teach the students in class 2. You can read the next pages in the textbook, if you want."

The teacher leaves, and the students sit and chat with each other. One or two read the textbook, seemingly without enthusiasm.

ETP/EXAMPLES

HANDOUT NO. 17

In the last handout you were asked two questions:

- (1) Which of the eleven Effective Teaching Practices did Mrs. Fatimah use and which she did not use?
- (2) What advise you would give Mrs. Fatimah in order to help her improve her teaching performance?

What were your answers to these questions?

Let's consider each Effective Teaching Practice (ETP) in order:

- ETP # 1 (Providing a framework) - YES, STATED OBJECTIVE CLEARLY
- ETP # 2 (Revision) - YES
- ETP # 3 (Presentation in short, sequential steps) - YES
- ETP # 4 (Guided practice) - NO
- ETP # 5 (Independent practice) - NO
- ETP # 6 (Homework, corrected and returned) - NO, NEITHER GIVEN
NOR RETURNED
- ETP # 7 (Variety) - NO INFORMATION
- ETP # 8 (Time on task) - YES
- ETP # 9 (Feedback) - YES
- ETP #10 (Orderly environment, clear behavior rules) - NO
INFORMATION
- ETP #11 (Building independence and confidence) - YES

Mrs. Fatimah did a number of other things for which she should be praised. Among these are:

- Arriving before the class begins and preparing her lesson
- Covering the blackboard so that its contents will not distract the students
- Greeting the class warmly
- Questioning the students and eliciting information from them rather than telling them information
- Prompting them with further questions when they did not respond
- Using the blackboard to provide summary information

However, the problem with the lesson is that it finishes poorly when she leaves the room suddenly without giving practice exercises or adequate directions to the students. This creates uncertainty and causes the students to lose learning time.

What advice would you give to Mrs. Fatimah in order to help her improve her teaching performance? There is no one correct

answer to this question, but one possibility might be the following:

You should praise Mrs. Fatimah for the many things she did well. You should review Effective Teaching Practices #4, #5, and #6 with her to see if she omitted practice exercises because she did not know what they were, because she did not understand the need for them, or because she did not choose to use them. You should help her to see how their use would improve her students' learning. Part of her problem may be that she is teaching in a multi-class situation. You should discuss techniques for handling more than one class at a time with her.

Here is a second short sample of teaching behavior. Again, read this description and decide:

- (1) Which of the eleven Effective Teaching Practices Mr. Abdul used and which he did not use.
- (2) What advise you would give Mr. Abdul in order to help him improve his teaching performance.

Sample of Teaching #2

Mr. Abdul, the class 3 teacher, has arrived at his primary school 20 minutes late. He stops to talk for a few minutes to a neighbor who lives next to the school, and he waves through the window at another teacher before entering his classroom.

"Quiet, quiet! That's quite enough noise!" he shouts at the students as he strides quickly to his small desk and takes the science textbook out of the drawer.

"Take out your books, class," he continues in a loud, gruff tone, "and turn to page 24. Let's stop wasting time and get to work." Most of the class has books, and they take them out quickly and wait silently while Mr. Abdul, frowning continuously, spends several minutes turning pages and reading to himself.

"Now, read until I tell you to stop," Mr. Abdul says suddenly, pointing to the first student in the first row. After this student has read a few sentences, he points to the next student, who continues. Going down each row pointing at students in turn, he spends the next 10 minutes listening to the students read out loud. He makes no comments as they read and does not seem to be paying much attention to their performance. At one point, he gazes idly out of the window at students in the school yard. After about one third of his class has read, he stops suddenly, saying, "That's enough of that. Take out your notebooks. Quickly."

Mr. Abdul then writes the next section of the text on the small blackboard in the front of the room while the students fidget and wait. "Now, I want you all to write this down in your notebooks and memorize the important parts. All of this will be on a test later on. When you have finished writing this down, I want Ali here," he points to a tall boy sitting near him, "to have each

one of you read this whole passage from the blackboard out loud."

Mr. Abdul than leaves the room as the students begin to squint at the almost illegible blackboard and do their best to copy the passage. After a while Ali starts the children reading the passage aloud. However, after a few of them have read in mechanical "sing song" voices which reveal little interest in or comprehension of the material they are reading, some of the boys in the back of the room lose interest in the activity and begin to scuffle with each other. Soon all reading has stopped, Ali has sat down, and Mr. Abdul has not returned.

ETP/EXAMPLES

HANDOUT NO. 19

Mr. Abdul has taught an inadequate version of a standard or traditional lesson. It is standard because it asks the students to read, copy and memorize but does not ask them to do anything else.

Again, let's consider each Effective Teaching Practice (ETP) in order:

- ETP # 1 (Providing a framework) - NO
- ETP # 2 (Revision) - NO
- ETP # 3 (Presentation in short, sequential steps) - NO
- ETP # 4 (Guided practice) - NO
- ETP # 5 (Independent practice) - NO
- ETP # 6 (Homework, corrected and returned) - NO
- ETP # 7 (Variety) - NO INFORMATION
- ETP # 8 (Time on task) - NO
- ETP # 9 (Feedback) - NO
- ETP #10 (Orderly environment, clear behavior rules) - NO INFORMATION
- ETP #11 (Building independence and confidence) - NO

Among the other deficiencies of Mr. Abdul's lesson are the following:

- He arrives late
- He is gruff and unresponsive with the students
- He is unprepared
- He causes the students to lose learning time while he prepares himself
- He leaves the class before the instruction is finished and does not return
- He asks no questions of the students and does not check to see if they are learning

In helping Mr. Abdul to improve his teaching performance, you should carefully review all eleven Effective Teaching Practices with him, asking him questions to make sure he understands what their importance in a lesson is and how to accomplish each one. It would be a good idea to ask Mr. Abdul to state them in his own words. You might ask Mr. Abdul what he will be teaching the next day and discuss with him the ways in which he can use all of the effective practices in tomorrow's lessons. He will probably need considerable help in taking his job seriously and in trying to do it well.

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