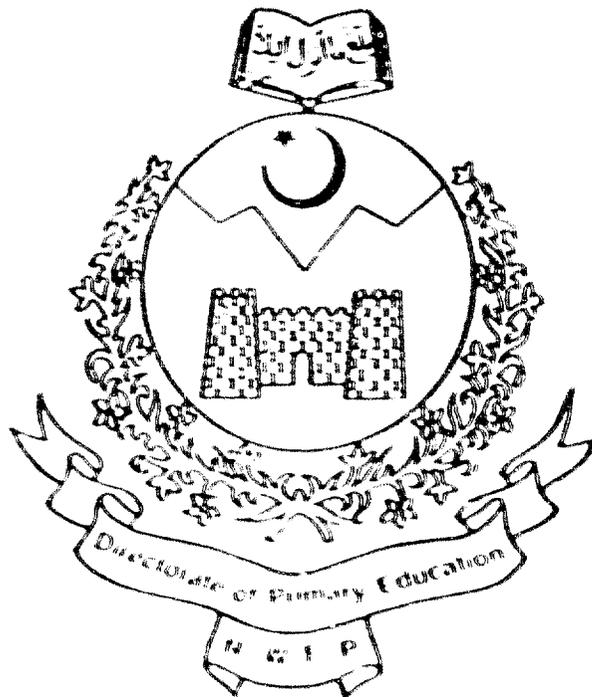


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A COMPREHENSIVE REVIEW AND ACTION PLAN FOR TEACHER TRAINING IN NWFP

Strategic Improvements in Teacher Education in the
Government Colleges of Elementary Teaching (GCET)



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November 19, 1992

A COMPREHENSIVE REVIEW AND ACTION PLAN
FOR STRATEGIC IMPROVEMENTS OF PRIMARY TEACHER TRAINING
IN THE GOVERNMENT COLLEGES OF ELEMENTARY TEACHING (GCET)
NORTHWEST FRONTIER PROVINCE OF PAKISTAN

Executive Summary

There appears to be few areas of greater concern in Education in the Republic of Pakistan, than that of the creation of an exemplary teacher force for the Primary Schools. The source of concern is focused on the Government Colleges of Education (GCET) and the quality of the training programs. Driving forces behind these problems include the continued low literacy rate, the increase in the population to be educated in the Primary Schools, the need to address the participation of women in Primary education, and the desire for quality graduates of the Primary Schools to uplift the entire society.

To accomplish the mission set forth in the **Scope of Work** and the Consultancy there has been an intensive focus on the following:

1. Review of the major documents that have been prepared over the past few years dealing with Primary Teacher Certification and Training in the Republic of Pakistan. The strengths and weaknesses of the PTC program noted in these documents have been carefully examined.

In addition to these major documents (See Annex), there have been several additional studies and review of Teacher Training in the GCET institutions and elsewhere in Pakistan that have added much to the strategic analysis including reports on the Aga Khan Foundation "Field-Based" Training, as well as studies prepared by experts such as Dr. Nick Cowells, Dr. Mona Habib, and Dr. Andrea Rugh of the PED Project who have been working with the Curriculum Bureau. In addition, Mr. Qureshi, of the Curriculum Wing has offered the preliminary draft of the contemplated new Primary Teacher Training curriculum for study.

2. The major treatises and research documents on world-wide activities in teacher training for Primary Schools have in addition been used as comparative screens for analysis in this study.
3. Appropriate officials of the Curriculum Wing, the Curriculum Bureau of the NWFP, the AIOU, and the PED Program as well as educators in the field, at the GCETs, and the Primary Schools, have been interviewed and assisted in the development of appropriate revisions in the organization, content, and methodology of the current PTC programs to overcome the weaknesses found in them.

4. Visitations to GCET both male and female as well as to Primary Schools, both urban and rural, were undertaken to observe the actual operation of the educational programs, the issues that have been part of the research studies, and to talk with the personnel in these institutions in a direct way to better understand the situations and as a result to provide sound advice and recommendations.

These visitations have provided valuable insight into the scope of the "real" programs strengths and weaknesses and of the perceptions of faculties, students, and administrations and to capture their suggestions and ideas.

5. An abbreviated listing of the major **ACTION CONCEPTS** that should be addressed immediately are:

- **ACTION CONCEPT 1 - KEY MASTER TEACHER PROGRAM**
- **ACTION CONCEPT 2 - CHANGING THE METHODOLOGY OF THE GCETS TEACHER TRAINING APPROACH AND CURRICULUM**
- **ACTION CONCEPT 3 - MICROTEACHING**
- **ACTION CONCEPT 4 - ENHANCEMENT AND MOTIVATION OF THE FACULTY OF THE GCETS**

6. And and abbreviated listing of those **POTENTIAL ACTION CONCEPTS** that might be addressed in the immediate future are:

- **POTENTIAL ACTION CONCEPT 1 - CREATING NEW TEXTBOOKS FOR THE GCETS**
- **POTENTIAL ACTION CONCEPT 2 - MULTIGRADE TEACHING DESIGN**
- **POTENTIAL ACTION CONCEPT 3 - CERTIFICATION PROBLEMS AND THE GCETS**
- **POTENTIAL ACTION CENCEPT 4 - TEACHING PRACTICE AND A NEW LABORATORY SCHOOL PROGRAM**
- **POTENTIAL ACTION CONCEPT 5 - NATIONAL AND PROVINCIAL COUNCIL FOR TEACHER TRAINING**
- **POTENTIAL ACTION CONCEPT 6 - INTRODUCING NEW EVALUATION TECHINQUES IN TEACHER TRAINING**

7. A Strategic Analysis has been combined with an Implementation design, and Action Plan for the PTC program to activate steps toward the uplifting and inculcation of the new action approaches at the GCETs.

The Consultant wishes to thank those individuals who have contributed to the results of the study.

The Consultant has spent his professional experience and lifetime in the development of Teacher Education programs and served in most of the capacities related to the public schools from classroom teacher in the Primary grades to Elementary School Administrator, and also as a Laboratory School Director, Professor of Teacher Education, Director of Professional Experiences (Student Teaching and Internship). He has instructed almost every course required of teacher training programs. The possibility that the suggested steps that have evolved through his work in Pakistan may contribute to the enhancement of Teaching and Education for Primary Children in Pakistan is indeed gratifying.

Dr. John Cumming
PED Project, US AID,
Peshawar, Pakistan
November, 1992

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ACKNOWLEDGEMENTS

During the preparation of the Study, many individuals have made a contribution to its development. I want to especially acknowledge the support of PED personnel: Dr. Wade Robinson, Dr. Richard Cowell, Mrs. Farkhanda Akhtar Bhatti, Mr. Saddiq Siddigi, Mrs. Ellen Van Kalmthout, Mr. Riaz Uddin, and Dr. Robyn Bantel. The Curriculum Bureau was most helpful including the Director, Ms. R.A. Bhatti, Mr. Mohammad Hussein, Mr. Farooq Awan, Mr. Sarwar, Mr. Farid, and Ms Malik. The staff at PED assisted with the preparation of the report, Mr. Hayat and Mr. Alam Zeb.

In addition, I want to thank the many administrators, staff and students at the Government Colleges of Elementary Teaching who contributed a great deal to the report results, the DEO offices and staff, and Teachers and Children of the Primary Schools that we were fortunate to visit.

Dr. John Cumming

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RATIONALE OF THE CONSULTANCY
DEALING WITH THE TEACHER TRAINING PROGRAMS
OF THE GOVERNMENT COLLEGES OF ELEMENTARY TEACHING

INTRODUCTION

In the brief period that the Consultant has had in Pakistan, there have been many issues regarding education in the press. A recent honors graduate of a Government Girls College provided the following headline: "Present Education System Needs Revolutionary Changes". She felt that the current program did not meet the demands of a modern age and courses lacked modern methods.

It should be noted that Education quite naturally draws the attention of the entire society as this field has been the living bridge that spans the generations and passes on the accumulated knowledge of the culture and creates as a result new innovations in the process. So it is proper and desirable that such a valuable institution to humanity be the focus of constant attention and review. The complex of Education in the most technological areas has need for such review and consideration on a continuing basis.

Therefore, an analysis of the current Primary Teacher Training programs is a viable and needed approach if this very important part of educational development is to make its contribution to the nation of Pakistan.

REVIEW OF THE RESEARCH

There have been a few extensive studies into the Teacher Training programs for the Primary schools. While these are valuable, it must be recognized that they proceed from very different assumptions and thus the data provided in them is not in most cases comparable, one with the other. The researchers provided however insights at the particular time their reports were done that give us clues as to steps that might be undertaken.

Current data collection through interviews and particularly visitations permit a validation of data in previous studies and thus become an important part of the analysis.

In many cases, the studies are contradictory for the reasons cited above and the background of the particular researcher. However, these studies serve as indicators of the time they were done and suggest as well alternatives to be considered.

In Appendix I, the major studies that have been reviewed are listed with a brief anecdote..

INTERVIEWS AND VISITATIONS

Valuable data was provided by those experts and consultants who have been working in the field of teacher training for the Primary Schools. These consultants are already in the process of preparing alternatives to the present system for consideration.

Interviews with the administration of the Government Colleges of Elementary Teaching have been a major part of the analysis as these leaders have a hand on the steering wheel for the GCETs and therefore any suggestions represent perceptions of possible actions.

Objective visitations gave the consultant new ideas for GCOE programs as well as confirmation of concepts advanced in interviews and the research studies.

ACTION CONCEPTS

The strengths and weaknesses of the Teacher Training programs of the GCETs have been the focus of this study. In addition, it was essential that there be a prioritization of action steps and that only a few be considered for immediate action.

It should be noted that the ACTION CONCEPTS selected are based on a wide range of review as noted above and include the insights of many experts, administrators, teachers and students in the Teacher Training area.

The ACTION CONCEPTS are the views of the consultant that includes information and data from the PED Project, the Curriculum Bureau, the Curriculum Wing and the GCET personnel.

A new Organizational Plan has been proposed, the Content of the Curricula for the GCETs has been addressed, and the Methodology to be undertaken developed.

STRENGTHS AND WEAKNESSES
OF THE GOVERNMENT COLLEGES OF ELEMENTARY TEACHING

The first direction of the Consultancy was to assess the nature of the strengths and weaknesses of the Government Colleges of Elementary Teaching as contained in the major studies related to these institutions.

It must be noted that the studies have in general concentrated upon the deficiencies of the GCETs in order to stimulate the process of renewal which was expected to result therefrom. The strengths of the overall institutions must be interpolated if not mentioned in the studies which will be done.

Further, it was provided in the Consultancy that there would be access however limited, to the the GCETs through visitations, and also by interviews. This provided opportunities to assess the nature of the deficiencies that were recorded in the studies, and to confirm or place in question some of the lacks of the institutions and their activities.

The consultant also reviewed the entire scope of the GCET program that went beyond the major studies based upon an extensive familiarity with training programs in the Third World as well as in the complex institutions of the industrial nations.

At the outset, the consultant resolved that no criticism lodged against the GCETs would be accepted unless it was verifiable and if it made "educational" sense. A comment in one study indicated that GCET faculty members were "lazy". How does one arrive at saying that a person is lazy and make it applicable to organizational system design (OSD). In fact such statements are irrelevant and unnecessary. The measure of production of faculty and students for that matter, is the capability of the supervisor to lead and motivate.

DEFFICIENCIES IN THE GCETs AS NOTED IN THE MAJOR STUDIES AND
VISITATIONS.

To make an assessment meaningful, there will be a review of each of four major studies in terms of specific deficiencies or weaknesses that are mentioned with commentary where it is deemed appropriate and necessary. Commentary by the consultant will be in brackets () in most cases.

Where possible, deficiencies will be grouped into the following general areas:

Management and Organization
Faculty and Students in Teacher Colleges
Courses and Curriculum
Educational Materials and Equipment
Physical Plant

Then the strengths of the GCETs will be noted as they are discussed in the studies with commentary from the consultant based on other research, visitations to the GCETs and interviews. The same areas will be used as shown above.

Finally a summary will be made of the strengths and weaknesses in relation the validity and reliability of the statements in the four major studies and also as the consultant now determines what is the present condition of the GCETs.

The review of the studies will be in order of their publication, beginning with 1988 to 1991. The pagination of some of the comments in the studies is also offered.

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"SURVEY OF TEACHER TRAINING"

The British Council

Produced in 1988, a professional academic group from the British Council with counterparts from the National Bureau of Curriculum and Textbooks, and the Curriculum Research and Development Center of the Government of Pakistan completed the work on this document of 112 pages with 10 annexes. The study is primarily a quantitative analysis but with some qualitative areas and judgements being offered. A purpose of it was "to formulate and cost a plan of assistance by an outside agency to help meet the main deficiencies and problems identified by the survey."

WEAKNESSES OR DEFICIENCIES

1. Management and Organization

- Relatively unco-ordinated management of the system of teacher education despite the elaborate framework established. ...The outcome of this division of education is that no single body or institution is accountable for progress in teacher education.
- Planning for teacher education is weak with no clear targets for teacher supply.
- Supervision of personnel is not adequate by administrators.
- Also mentioned: A systemic problem is whether much can be done to deal with the inadequacies of teacher training, curriculum, and learning materials...through Supervision which is inadequate.
- Quality of leadership in colleges leaves much to be desired. Elementary College principals could indicate no expectations for the development of their institutions. Question also raised whether young leadership is permitted to rise quickly to the top.
- (No linkage outside the college) It is indicative of the lack of any effective coordination mechanism in the field of teacher education which must militate against the development of the education service as a whole. It is further illustrative of the lack of a professional approach to the education of teachers at both the initial level and the further professional development of the workforce once they are in post. (5.28)

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2. Faculty and Students in the Teachers Colleges.

- Teacher's colleges suffer severe staffing problems in terms of relevant experience of their staff. Also mentioned, inappropriate appointments, limited inservice staff development, lack of specialized training opportunities, lack of a well-defined career structure, limited professional development.
- Limited opportunities for staff to contribute to the sector.
- Chronic shortages of specialist qualified teachers.
- Many comments from staff that they themselves had little time to do their job properly and that the teacher education period should be extended by at least a further three months. (5.26)
- The absence of any involvement by the colleges in curriculum development and evaluation, in research, in access to study leave or link schemes with colleges and universities...was noted. (5.28)

3. Course Work and Curriculum

- Weaknesses in some school syllabuses affect the quality of teacher education.
- Inadequate period of time (240 days) available for effective teacher education.
- Major weaknesses exist in the organization and execution of teaching practice.
- The examination system is too formal, leading to stereotyped teaching and learning.
- Curricula in "professional studies" need drastic revision.
- Innovations...are largely divorced from teacher's colleges.
- Limited involvement of college staff in text-book writing and college curriculum development.
- Teacher educators largely excluded from school curriculum development.
- Also mentioned: In many countries it is the teachers who form curriculum and syllabus committees or who engage in textbook writing workshops. ...Pakistan's system on the other hand ensures that teachers are passive recipients of other people's ideas
- ...lecturers tended to operate from the prescribed syllabus relatively unsupported by appropriate resources.

- There is no emphasis on the interaction that exists between the child and its environment. The result is that the courses do not appear to consider the pedagogical implications of contemporary knowledge about child development and individual differences.

- Nowhere in the curriculum is there any attention to developing teacher trainees' strategies for dealing with large classes or how to organize multi-grade teaching. (5.22)

- The content of the course appears to be heavily theoretical with little evidence of the use of simulations, micro-teaching, or practical activities related to the craft of teaching. (5.23)

- ...that the time allocated to this component (practice teaching) is too brief...There was no evidence that the teaching practice was integrated with the theoretical components of the course. (5.24)

- In the teachers colleges, teaching practice seemed to be regarded as an ineffective chore, often arranged with oversize groups. The reasons for this: unimaginative planning, poor management, and didactic teaching as the norm. Certainly, teaching practice did not provide a productive link encouraging co-operation between schools and colleges. (5.42)

4. Educational Materials and Equipment

- Consumable items and materials are not available.

- Basic equipment is absent from many teacher's colleges.

- Textbooks were frequently poorly produced and dealt in the sketchiest of terms with the issues under consideration...the system whereby textbooks are written, produced and made available is clearly breaking down. (5.35)

- The education system as a whole is chronically under-resourced. This is apparent in teacher education...only 60% of its budget was spent. In the same period, the university sector overspent its allocation to the extent of 112% (5.31)

- Whilst "resource rooms" were frequently displayed with pride, ...there was no evidence that the use of even the most basic of A-V equipment was widespread. Frequently such resources were not available. (5.34)

5. Physical Plant

- The result of underfunding is evident in the physical appearance of many colleges and in facilities which are to be found in them. (5.31)

- Elementary colleges were under-equipped...Teaching rooms were often inadequate. Science laboratories existed but were inadequate in terms of space...(5.32)

- Physical resources in general did not seem to have been planned to meet the professional needs of teachers in training. Frequently, classrooms and laboratories were under-utilized and in a poor state of maintenance thus indicating a low level of support. (5.33)

STRENGTHS OR EFFICIENCIES

1. Management and Organization.

- There is an elaborated structure already in existence for the management and development of teacher education at the Provincial and the Federal levels (3.1)

- Centers of excellence, model schools, curriculum innovations and non-governmental initiatives frequently offer good examples of modern, effective schooling which could be generalized throughout the system. (Annex 4, 6.0)

2. Faculty and Students in the Teachers Colleges

- There is generally no severe shortage of qualified candidates for admission to teacher education; recruitment of rural women is however often problematic (Annex 6)

- Many of the personnel engaged in teacher education both at the colleges and in the administration impressed the team with their commitment and enthusiasm.

3. Courses and Curriculum

- Curricula are often expressed in rigorous, interesting and demanding terms, requiring teachers and learners to go far beyond routine rote learning (6.0)

4 Educational Materials and Equipment

- The consultants saw many examples of good, locally made low-cost teaching apparatus being used in the teachers colleges.

5. Physical Plant (see 1 above)

The British Council team completed a fine quantitative study, based on a very limited amount of team activity (6 weeks). Because of the need to cross-check data, etc. not enough time was allotted for such an ambitious work.

One comment included in the volume states that a member of the team made 52 visits in 2 1/2 weeks! This indicates what must have been a very rushed visitation schedule.

There are many interesting and viable points made in the study. However one for which there appeared to be no data dealt with the perception that "curricula are often expressed in rigorous, interesting and demanding terms." The source mentioned in the text could not be located.

If one is using as a standard, a teacher education system in the British Isles, there would indeed be a host of criticisms that might be leveled at the Government Colleges of Elementary Teaching.

This is not to criticize the British Council Survey overly but merely to note that it is very easy to interpret activities in lands foreign to our own as somewhat suspect and not up to the "standards" we believe in.

Adjusting our perceptions however, to the reality of the context within which the GCETs must operate, it changes the analysis if we look at the manner in which the GCETs are coping with the realia of the culture.

As an Educational as well as a Cultural specialist then, your analysts (the preparer of this report) observations would not be as sweeping perhaps as that of the British Council.

We must credit the British Council Report with an excellent job of identifying areas in which improvements would be most desirable:

- In Management, the lack of cohesion between educational agencies resulting in a lack of accountability.

- For Faculty, the lack of relevant experience and career structure.

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- In Curriculum, no emphasis on the need for the interaction of children with the environment; the passiveness of teachers, and the poor organization of teaching practice.

- For Educational Materials and Equipment, the basic equipment is often lacking and even where available no use of such equipment; textbooks being poorly produced and lacking relevant content.

- Physical Plant, very poorly maintained, and lack of use of classrooms and laboratories.

OR MONEY WASTED?

This report was prepared by Donald P. Warwick and Fernando Reimers of the Harvard Institute for International Development as part of the Bridges Research Report Series in the Fall, of 1990. The purposes of the report were find answers to the following questions: Does the amount of a teacher's formal education influence the achievement of his or her students? Does adding certification to formal education improve the quality of teaching or the achievement of a teacher's students? Why does certification either make a difference or no difference for teaching practices and pupil achievement?

The researchers in this study seemed to confuse the "Certification" of teachers with the "Teacher Training" process or at least were not precise in its use. Certification is merely the licensure of an individual to teach. Applicants may come from many routes to a Certificate.

Further, they suggested that the answers to their three questions would provide information for a decision in educational policy in Pakistan: should the present system of teacher certification be continued more or less as it is, be changed, or be abolished? Again, do they mean abolish the certification process or the termination of the Government Colleges of Elementary Teaching.

Their answer might be interpreted that they want the so-called professional education courses terminated as a result of their study. They did not address the present Quality of the present professional course work nor the fact that it needs change rather than complete abandonment.

They are extremely critical of the GCETs. For example: "Teacher certification (sic) programs are plagued with problems. They suffer from dingy and littered buildings, politically appointed and unmotivated students, instructors who would rather be working elsewhere, an abstract and theoretical curriculum, teaching based almost entirely on lectures, cheating on examinations, weak leadership within the programs, and a failure by the bureaus in charge to pay attention to what is happening." To categorize the instructors (all of them) as wanting to be elsewhere is hardly a scientific judgement.

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In addition, much of the report does not deal with their original premise and questions. Having completed their survey, and relying on data produced by Nauman (STUDY 2) they make unsubstantiated judgements. Also, they answer the question of the ineffectiveness of "teacher certification" programs by stating answers at variance with their premise, e.g. "The answer lies in the initial quality of the trainees, the capability and commitment of the principals and instructors, the curricula espoused and followed during training, the teaching methods used by instructors, the behavior of trainees during examinations, the reality and symbolism of the buildings that house certification programs, and failures in leadership within the programs and the provincial offices responsible for their success." What are we to understand by the "reality and symbolism of the buildings"? What is meant by the "failures in leadership within the programs"?

This report will be analyzed by using structural categories:

Management and Organization
Faculty and Students in GCETs
Courses and Curriculum
Educational Materials and Equipment
Physical Plant

1. Management and Organization

- Many principals and instructors in certification programs think that they were given their present positions as a punishment for some wrongdoing. (16)

- Administrators use the colleges as a dumping ground for unpromotable teachers or unsuccessful school heads. This process undermines the reputation of the certification process and the morale of their teaching staff, who feel second-rate. (16)

- Teacher training colleges also show a total disregard for the professional development of their faculty. They do not encourage principals and instructors to improve their knowledge of teacher training or educational research through such means as seminars at universities.

2. Faculty and Students in GCETs

- Most primary school teachers would have chosen another job had one been available. ...it does mean that trainees entering certification programs are often less motivated to learn than candidates in other professions, such as medicine. (12)

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- The typical candidate does not show a strong desire to polish his or her teaching skills.

- Political appointments bring in candidates of dubious ability and questionable commitment to teaching. (13)

- During interviews education officials often criticized the academic ability of candidates for teacher training. (14)

- Graduates of matriculation (Grade 10) ranking in the second or third division make up the largest single group of trainees. In the two colleges observed in NWFP this level of education left candidates with a weak base in all subjects.

- In sum, many candidates for teacher training enter certification programs because they can find no better job, through political connections or both. (15)

- A remarkable feature of the staff responsible for certifying Pakistan's future primary school teachers is that few, if any have ever taught in a primary school. (16)

- The provinces throw teaching staff into a professional abyss from which it is hard to escape. As a result they feel alienated, isolated, and scorned. (18)

- At the men's college frequent absences and breaks by the instructors caused confusion and disturbance in the classes. Instructors had one class before and after the break and were expected to remain at the college all day. Some of them resented this policy and skipped one class to get part of the day off. (22)

- During recess at least a third of the trainees left the college, so that classes after recess were taken very lightly.

3. Courses and Curriculum

- The curricula used in teacher certification programs ... cover abstract and theoretical material more concerned with broad principles than with application to the immediate problems of teaching.

- Whatever the quality of the official curriculum, instructors ignore its guidelines in allocating time to classes. In two colleges they decided that, though this emphasis was not mentioned by the curriculum, courses should build up trainees' knowledge in the subjects covered by Class (Grade) 5. (19)

- Faculty recognized that many trainees entered the certification program without enough knowledge to be adequate teachers of mathematics, science, and other primary school

subjects.

- Teachers seem to feel that they could cover the science curriculum perfectly well in their lectures, and that experiments were unnecessary. In science as in other fields they emphasized concepts and theories rather than practical demonstrations. (20)

- Students learn two main lessons: teachers should talk and students should listen. (21) Trainees so internalize these lessons that they put them to work immediately when they are assigned to schools. They lecture and expect their students to listen.

- Dictated notes had little to do with the official curriculum or the textbooks for the courses. The main source was guides and notes the instructors had kept from their own time in the certification programs.

- Cheating is common on internal examinations. Instructors were not anxious to catch cheating trainees because it created an issue. When they did they gave very light penalties. (24)

4. Educational Materials and Equipment

- The official PTC curriculum encourages teaching in laboratories to develop scientific thinking, and proposes experiments on air pressure, magnets, and light. When they were built most training colleges had laboratories and equipment to permit such experiments. (20)

- In four colleges the science laboratories were not being used for teaching. In one the equipment gathered dust on tables in an abandoned classroom. In three others it was locked in cabinets so that it was neither used nor stolen. (20)

- All of the colleges observed had libraries, but only one allowed students to take out books. Officials in the others said that if the books circulated students would lose or steal them. The one that permitted students to check out books charged a security fee.

- Most instructors believe that supplementary readings are not necessary in their courses.

5. Physical Plant

- The buildings within which teacher certification takes place serve as housing for training programs and symbols of their value.

- The buildings themselves may not directly affect the motivation of the faculty or the quality of the instruction they

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give, but they send signals about how much the instructors, the students, and the certification process (sic) are worth. (25)

- Colleges showed wide variations in the quality of their buildings. (female training college) the buildings are neat and well-maintained, good repair, clean, and in good physical order. This college seemed well-managed and serious in tone. (male college) The college buildings were poorly maintained and the corridors littered with unused furniture. No one seemed concerned. The college also had a room full of science equipment covered with dust and a library in which books were tightly locked into cases. (26) Many empty rooms were filled with extra furniture and broken toilet fittings. The walls and floors were soiled and electric wiring was hanging from the ceiling.

- The condition of the buildings show staff, students and visitors the low priority Pakistan places on teacher training.

SUMMARY

Much of the commentary and basis for this report comes from the study of Nauman and so the criticisms tend to be reiterations of the former statements. Many of the criticisms do not reflect any desire to solve problems or give direction to what should be done in education. Many of the items of course do place justified suggestions for revision and change.

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STUDY 4

PRE-SERVICE AND IN-SERVICE TEACHER TRAINING

IN NWFP

An Organizational Study and Status Report

Dr. Richard N. Cowell, PED Teacher Training and Supervision Specialist, NWFP, prepared this study in August of 1991 and thus it is the most recent comprehensive report on the Government Colleges of Elementary Teaching and the Pre-Service training of teachers for the Primary Schools of the North West Frontier Province.

This is focused and deals directly and effectively with the issues and possible solutions offering different options that might be attempted in program change. In addition it represents somewhat of a "summative" evaluation of the other studies and reports of the past.

There organizational screen used with the other studies will also be used with this report to record STRENGTHS AND WEAKNESSES of the Government Colleges of Elementary Teaching.

Management and Organization
Faculty and Students in the GCETs
Courses and Curriculum
Educational Materials and Equipment
Physical Plant

WEAKNESSES AND DEFICIENCIES

1. Management and Organization

- The pre-service and in-service program for primary teacher training does not serve the needs of NWFP. It is deficient in both its quantitative and qualitative aspects. (20)

- The World estimates that it costs 25 times as much to educate a person for the nine months of a PTC degree as it does to educate this person for all the ten years of primary, middle and secondary education.

- A study done by the Bridges project shows that a year of PTC training does not increase the achievement of their students whereas teachers with academic training beyond the matric are able to do so.

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- The Curriculum Bureau does not produce any curriculum as such and provides only organizational and administrative functions for its teacher training activities.

- The GCETs train inadequate quantities of teachers and there are no good mechanisms to distribute the graduates.

- No institution has a clear description of its functions or enthusiasm for improving its performance.

- No institution is properly supervised.

- Control remains centralized and far from the locations of GCETs. (21)

- Connections between pre-service and in-service training remain weak, as do connections among training, supervision, curriculum design and materials development.

- No Master Plan which outlines pre-service and in-service programs (29)

- No clear statement of purposes and duties of the teacher training segment of the CB/EEC.

- No career ladder is available for CB/EEC staff.

- Current lack of incentives and motivation means staff has no reason to want to do a good job.

- The budget for communication and transportation is inadequate given the removed location of the CB/EEC. (31)

2. Faculty and Students in the GCETs

- Children in remote areas and female children are not well served.

- The staff at all institutions is usually underutilized and often somewhat dispirited.

- Faculty need to be selected who are more appropriate to the duties to be performed.

- Appointment needs to be part of a career ladder to a GCET.

- Faculty members of GCETs need in-service training and regular supervision.

- Student intake based on merit only should be instituted.

3. Courses and Curriculum

- The training given by all institutions is mechanical and repetitiv in nature and not generally of high quality.
- Instructional techniques using rote memory predominate at the expense of active methods which emphasize activities, higher level thinking skills, and affective concerns.
- Courses given fit into no overall plan or design.
- There is no needs assessment for courses to be given.
- The evaluation of courses given is lacking.
- The curriculum needs to be less theoretical and abstract.
- Textbooks and teachikng materials need updating

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4. Educational Materials and Equipment

- The library and A-V holdings are inadequate and largely unused. (30)

5. Physical Plant

- Physical facilities are poor.
- More hostel and classroom space is required. (32)
- Condition of buildings is very poor.
- Use of Libraries should be demonstrated for faculty as for laboratories.
- Teacher Resource Centers and In-Service Training Centers should be attached to the GCETs as previously recommended.

STRENGTHS AND EFFICIENCIES

Because of the positive nature of this report, it is supportive in tone and emphasis. The idea of building upon the foundations of the past is not discarded in the options that are available for consideration.

SUMMARY

The development of plans for future development of the pre-service

programs and the GCETs is a highlight of this report. This builds on positive aspects of development that should engender real support from all possible participants.

Relating this to Teacher Training Group is another welcome concept.

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SUMMATIVE STATEMENT ON THE
REPORTS THAT HAVE BEEN REVIEWED

1. MANAGEMENT AND ORGANIZATION

There is a general theme that permeates the four studies that have been examined for this statement. The theme is that there is lacking a general concept of the principles of Total Quality Management in which the idea of interaction and sharing of power exists that relate to the PTC program and the GCETs through the Curriculum Bureau.

It is more evident that a NEW ORGANIZATION should be established in the North West Frontier Province to act as a catalyst for other Provinces to follow in the field of Primary Education. A Design for this has been provided at the end of this study.

With adequate funding available to launch this concept at present (that relates most closely to that suggested by Cowell), there is a clear invitation to meet the crucial demands from many quarters most efficiently and effectively.

2. FACULTY AND STUDENTS OF THE GCETS.

There is a clarion call from all sides that faculty development is a priority. This must be accomplished within the context of salary schedules, fixed-step advancement, present staff. A Career Development Ladder will be recommended in this area which differentiates between faculty in terms of salary and tenure and a new faculty review program that evaluates the teaching activities of the staff.

A Supervisory classification will be part of this Ladder that will be a key to the uplifting of faculty capabilities.

3. COURSES AND CURRICULUM

In this area, much more than basic concepts is required. There should be an in-service program for Faculty based on COMPETENCY BASED TEACHER TRAINING. The faculty in turn would then be equipped to provide for this approach to teacher trainee development.

Attention is directed to Appendix 2 for this concept.

The next stage would be the preparation by in-service of the

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Faculty in OUTCOME BASED TEACHER EDUCATION which is client centered.

Attention is directed to Appendix 3 for this concept.

4. EDUCATIONAL MATERIALS AND EQUIPMENT

Without doubt there is ample agreement that the current educational materials in use in the GCETs and the Primary Schools is totally inadequate.

Textbooks must be brought into line with those used in many other countries that are attractive and interesting to college and primary students alike.

A CURRICULUM LIBRARY has been advocated in ACTION CONCEPT 5 for each GCET that will have available all of the current Primary as well as Middle School Textbooks for the use of the Faculty and the Teacher Trainees. Also, this should be made available for use of teachers in the Primary schools who want to come and see what they might want to adopt. Here will be stored also, supplementary teaching materials, video cassettes, etc.

The MICROTEACHING concept is advocated strongly in ACTION CONCEPT 3 for each of the GCETs. This can be used to improve Faculty Teaching skills as well as to use in the training of the teacher trainees.

5. PHYSICAL PLANT

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The deplorable condition of so-called "Science Laboratories" should be corrected immediately. There are a waste of space at present and are a most unfortunate advertisement for lack of activity at the GCETs. A simple cleanup would be of tremendous help. But only if the Science Instructor is asked directly to begin the presentation of Science experiments in these facilities.

There is no reason whatsoever that these Science Laboratories are in such dreadful state since there is personnel assigned to teach in this area. And Science cannot be taught out of a textbook.

Materials to conduct experiments which are basic to Primary Education should be provided immediately out of an emergency budget for this purpose.

Also, the Library situation is in the same state as the Science Laboratory. Libraries are now serving no good purpose in the GCETs. The materials are locked away so that they will not be stolen by the students. (Is there no one who can check materials at the door of the Library). There must be a Library period for all students during the week. (What is the function of the Library Professional on the Staff).

"PRIMARY TEACHING CERTIFICATE PROGRAM

IN N-W-F-P (A STUDY)"

This study by Huma Nauman, completed in May, 1990 is comprised of 97 pages and 32 Appendices containing 159 pages. It was prepared as part of the BRIDGES studies in Education.

This account weighs quite heavily on searching out any deficiencies which might exist in the Government Colleges of Education. For scientific analysis, it is clouded by an extreme aversion to overt statements. For example, in regard to Education in Pakistan in the prologue we find: "Malpractices such as favoritism, nepotism, corruption, and hypocrisy which are gnawing away the foundations of the society are deeply rooted in the educational system as well. Low motivation, unqualified personnel, lack of accountability, lip service to noble values and objectives, permeate the culture. Everything is a saleable commodity: certificates and degrees are sold, high grades are sold, supervisors are sold, evaluators are sold."

It becomes difficult to sort out what the question is that is being examined and what the answer is to the question being asked. However, there is no question about the obvious sincerity of the author of the study and feeling that "change" must be effected if education is to improve in the GCETs.

There are five basic categories in regard to the GCETs that will be used to group the Strengths and Weaknesses noted in this study:

Management and Organization
Faculty and Students in the GCETs
Courses and Curriculum
Educational Materials and Equipment
Physical Plant

1, Management and Organization

- The Elementary College and attached school are two independent units and very expensive to maintain. They do not provide an ideal learning environment. They should be merged into a training unit. The faculty of the training unit should run the primary school with trainees actually teaching and administering. (90)

- The Bureau of Curriculum Development does not supervise the quality of education in elementary colleges. (68) There is no officer whose main task is supervising the quality of education in Elementary Colleges.

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- Material inputs are there but are not being used efficiently. The Bureau has money. The money is not being spent in adequate amounts. Spending money involves difficult procedures.

- There is no accountability. No one asks whether the work is done or not. (69) In this whole hierarchy, there is no monitor, no guide, no supervisor, no coordinator. Each post is conveniently isolated.

- The principals of elementary colleges do not supervise the quality of education in their own units. They do not teach courses. The instructors report to them in the morning. (70)

2. Faculty and Students in the GCETs

- The faculty have no roots in primary education...The instructors (of the GCETs) are selected from among the Headmasters/Headmistresses of secondary schools.

- A look at the biodata of the instructors (GCETs) confirms that none of them (of two Colleges) has ever taught in a Primary School. (18)

- The instructors have no experience or training for running the programme according to the action oriented approach envisaged by the curriculum developers. (19)

- There is no training or supervision of instructors. No one in a supervisory capacity ever monitors the classroom behavior of instructors. (19)

- The performance of the male instructors is inferior to the performance of the female instructors. (The women have a more appropriate background and higher morale) (20)

- The quota system creates a controversial situation. (Chief Ministers quota, 25 %; Teachers Quota, 10%; Handicapped Quota, 10%; Army/Minorities Quota, 5%). (22)

- Sifarish (influence) brings the most incompetent candidates into the system. The source of sifarish is political and virtually no power lies with the selection committee to refuse admission to anyone coming through the politicians. (Fifty percent of appointments is on merit; fifty percent on quotas) (23)

3. Courses and Curriculum

- The curriculum design favors theoretical understanding at the expense of practical skills. (24)

- Teacher trainees spent 17% of their time on teaching practice. They spend 83% of their time on learning from books and taking written examinations. (26)

- The curriculum places 17% emphasis on practical abilities against 83% emphasis on written abilities. (27)
- The allocation of marks proves that according to curriculum design, theory is five times more important than practice. (27)
- By advocating the teaching of subject matter 75% of the time, the curriculum developers are ignoring what should be the major objective of the program: Developing effective teachers. (27)
- The curriculum is ambitious and unrealistic. There are several factors why the objectives of the curriculum remain unfulfilled. The most important factor is the inadequate knowledge of a trainee. The curriculum is too advanced for the trainees in general. (p. 28) (Note: the statement directly above conflicts with this statement. First the GCETs are offering 75% of time in subject matter, and then Second we find that the trainees have inadequate knowledge). (28)
- Lesson planning by teacher trainees is not taught properly and instructors do not give guidance (40).
- Instructors have no experience in modern lesson planning.
- Teacher trainees have no knowledge of the logical progression in learning. They use illustrations that are not related to the text. (42)
- Teacher trainees cannot develop independent creative thinking. This is an impossible goal as the methods of the instructors (are not creative). In many sessions, there was never an engaging dialogue between class members. They do not share experiences through group discussions (49)
- The examination practices have made the evaluation system a complete farce. (81) (Cheating, bribing, collusion, etc.)

4. Educational Materials and Equipment

- Quality of the textbooks suffers because too many agencies are involved in the preparation of the texts. (29)
- The textbooks for the PTC curriculum have been written by panels of experts organized by the textbook boards of the four provinces under the supervision of the curriculum developers, Curriculum Wing, Ministry of Education. (29)

- Textbooks (in general): a lot of overlapping material exists which could be combined; the books do not carry any illustrations of actual experiences, case studies or research done in Pakistan; they are dull and uninteresting commentaries of principles, methods and prescriptions; elevated language, high objectives, philosophical dimensions remove the text from the immediate reality of a teacher trainee. (31)

- The use of teaching aids, crayons, water colors, art paper, chalkboard, bulletin boards, flannel board, globes, maps, charts, models, improvised science and mathematics equipment; textbooks and supplementary reading material, dictionaries, encyclopedias; National teaching kit, film strips, transparencies, along with accessories such as overhead projector, cassette recorder: They may exist but are seldom used in the elementary colleges. Instructors use chalkboard only. (44)

- Teacher trainees are discouraged from borrowing library books and in some cases there are no library periods.

- There is no Library Security Fund to take care of replacement of books if they are lost. (45)

- The equipment in the laboratories has not been used for years. The laboratory is an expensive appendage to the system. In the present curriculum it has no utility (46)

- The vague limitless concept of a library and lab is an expensive liability. A prescribed list of reference books and equipment would be provided in each training unit. The trainees will need textbooks from Class I - X. (91)

5. Physical Plant

- The Science Laboratory and the Equipment in it has not been used in years. (46) (Apparently no instructors were observed using the laboratory)

STRENGTHS OR EFFICIENCIES

There were few strengths that were described in this study.

- It was noted that the Degrees of the Faculty of the GCETs are most usually in a Bachelor of Education degree.

- Female instructors are cultured, younger, enthusiastic, interested and are better teachers than males that were observed.

SUMMARY

This report had some excellent suggestions that resulted from an intimate knowledge of the culture and languages in Pakistan. However, there was almost a sense of betrayal by the educational system because it did not epitomize and carry out a fine program, And as a result much of the force of the work was diluted by an animosity for the failures of the society and the system of education for not correcting or avoiding these failures.

III

A COMPREHENSIVE REVIEW AND ACTION PLAN FOR TEACHER TRAINING IN THE GOVERNMENT COLLEGES OF ELEMENTARY TEACHING NORTHWEST FRONTIER PROVINCE, PAKISTAN

THE ACTION CONCEPTS

The objective of the consultancy is provide an implementation plan that will suggest immediate and direct steps to accomplish the purposes found through the strategic analysis of the Primary Teacher Certificate program of the Government Colleges of Elementary Teaching.

A very detailed strategic analysis of the significant research now available on teacher training, and the PTC program led to a few dozen possible areas that might be the concern of a plan of action. The need to prioritize the observations became obvious. The selection of a few of the most important areas for positive steps was not without difficulty.

In this screening, much advice was sought from key personnel of the Curriculum Bureau as well as other authorities in the field, members of the PED team, the Curriculum Wing, and others.

Visitations were made to the GCETs, male and female, as well as to the Primary Schools to better understand the issues and to provide a solid base for recommendations.

It was decided upon early that no recommendation would be made that lacked the potential for immediate action and possible success with a minimum of financial contribution, observance of the political and academic realities in any steps to be taken, attention to the need for positive approaches, and the possibilities for further steps that might grow out of those initiated immediately.

THE PTC PROGRAM AND THE TEACHER TRAINING COLLEGES

A review of the old curricula for the PRC program, and well as the proposed "new" curricula was accomplished and both positive attributes and negative aspects were noted. In any case, whatever the written program, it was felt that it would not guarantee success or failure because it serves only as a guide and there is no strict application of certification guidelines.

Another observation was that one area that had significant potential to alter the nature of the PTC activity was to review the qualifications of the current PTC faculty. Most of the research studies indicated that a major deficiency of the GCET units was that the faculty currently teaching had little if any experience in Primary level teaching.

Current research around the world suggests that Primary programs must focus on the child, and individualization of instruction. Outcome focused education and Competency based teaching provides additional focus that needs attention in the work of the GCETs.

Practice teaching with interaction with children and practical application in the methodology is another issue that has been cited as a very important requirement to be added to the PTC program. Also, practice teaching should occur in a "real" environment. That is lessons taught should fit into the ongoing work of the Laboratory School and the Classroom Teacher should become a supervisor as well.

ACTION CONCEPTS

With these items in mind and the need for direct implementation, the following ACTION CONCEPTS (1, 2, 3, 4, and 5) were those considered for the study.

--ACTION CONCEPT 1 - KEY MASTER TEACHER PROGRAM

A KEY MASTER TRAINER/TEACHER GROUP must be established to implement the required changes in the GCETE curriculum that will emphasize QUALITY programming and modern "Outcome Based" education focused on the child. The design of the KMT will be noted later, but it will be formed to provide leadership through a series of continuing Inservice workshops in modern curricula for GCET faculty.

--ACTION CONCEPT 2 - THE NEW METHODOLOGY FOR THE GCETS

Changing the current approach and implementation of THE NEW METHODOLOGY in the GCETs, requires that the KMT be selected from the finest teachers in the GCETs including the administrators and possibly outstanding faculty. Once the KMT have been identified in the regions of the NWFP, they will be provided with a Training Seminar under the guidance of PED and the Curriculum Bureau. This will inculcate the Programs now available including the Generic Teaching Skills, and the Teaching Practices approach (PED Program) There will be a prioritization of presentations by the KMT in each area so that the best GCETs will have an opportunity at an early date to work with the new methods.

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--ACTION CONCEPT 3 - MICROTEACHING PROGRAM

MICROTEACHING UNITS FOR ALL GCETS must be provided to implement this technology that has potential for great impact on the QUALITY of instruction in the GCETS. These units are inexpensive and easy to operate. They are an excellent tool for the improvement of METHODOLOGY in the GCETS. A suggested procedure and timeline is noted below.

--ACTION CONCEPT 4 - ENHANCEMENT AND MOTIVATION OF FACULTY OF THE GOVERNMENT COLLEGES OF ELEMENTARY TEACHING

One of the consistent issues in deliberations with the Faculty and administration of the GCETS was that of the very poor status and value of a position with these institutions. The same views were reiterated in all of the studies that were reviewed for this consultancy. A suggested plan for improving the status of GCET Faculty is proposed.

--ACTION CONCEPT 5 - CURRICULUM LIBRARY FOR EVERY GCET

In order to provide for a reservoir of educational materials and resources for the Teacher Trainees and the Faculty of the GCETS, it is proposed that all GCETS be provided immediately with a CURRICULUM LIBRARY.

POTENTIAL ACTION CONCEPTS

In the examination of the major research studies on the GCETS there were many suggested changes in the system. Those for attention now have been indicated above (Action Concepts 1, 2, 3, 4 and 5). The POTENTIAL ACTION CONCEPTS should be pursued as well in the immediate future. The prioritization is not as fixed as the first five.

--POTENTIAL ACTION CONCEPT 1 - NEW TEXTBOOKS FOR THE GCETS

The methodology of the GCETS should be revised so that there is a definite and clear INTEGRATION between the teaching of Theory and the teaching of Methods. To provide quality methods instruction that is child-centered and Outcome Based, all texts in use should be revised for the GCETS. This action should impact on the current revision of the PTC Curriculum of the Curriculum Wing.

--POTENTIAL ACTION CONCEPT 2 - MULTIGRADE TEACHING PROGRAMS

Multigrade teaching practices and skills must be imparted to the teacher trainees. At present, a high percentage of the Primary Schools have 2 teachers. This means that each of these teachers will be teaching 2 or 3 grades at one time. There are precise and easily learned techniques for dealing with this type of instruction. The quality of teaching need not suffer and in fact may be enhanced through the interaction of the students and the teachers. A suggested procedure and timeline is noted below.

--POTENTIAL ACTION CONCEPT 3 - CERTIFICATIN PROBLEMS AND THE GCETS

The current hiatus between short-term and long-term training programs needs to be resolved. There is a serious situation that appears to be developing. Graduates of the long-term programs in the GCETs feel that their Certificate is being devalued by allowing students in only three months to receive the same Certificate as well as salary increments that they do. This needs attention to promote equity for all participants in the GCET programs.

--POTENTIAL ACTION CONCEPT 4 - TEACHING PRACTICE AND THE NEW LABORATORY SCHOOL APPROACH

Practice Teaching requires changes in the organization of the program that would be facilitated by the designation of nearby Primary institutions as Labaoratory Schools affiliated with the particular GCET. To accomplish this, a Faculty Member at the GCET should be placed in charge of the Practice Teaching and the assignments of college student teachers to the Primary Schools at the new Laboratory School, all faculty would be assigned the student teachers and would be involved in assisting in their supervision. A Student Teaching Handbook should be prepared as well detailing policies and procedures for the Classroom Teacher Supervisor as well as the Practice Teacher.

--POTENTIAL ACTION CONCEPT 5 - NATIONAL AND PROVINCIAL COUNCILS FOR TEACHER EDUCATION

The need for a concerted effort in the arena of Strategic Planning and Policy Development at the National and Provincial Government level is very clear. There is a mulitiplicity of agencies that have an involvement in the production of teachers. Unfortunately, while the intentions are good for most of the programs, this variety of activity subverts any standardization of criteria for teacher licensure. A NATIONAL COUNCIL FOR TEACHER EDUCATION and a PROVINCIAL COUNCIL FOR TEACHER EDUCATION would provide venues for the creation of Certification regulations and the proper auditing of these requirements.

--POTENTIAL ACTION CONCEPT 6 - INTRODUCING NEW EVALUATION
TECHNIQUES IN TEACHER TRAINING

The most publicized defect of the present educational system for the training of teachers is that of testing and examinations. The reason for this is the absolute concentration of final or summative examinations upon which the total work of the student teacher is placed. This evaluation system is flawed because of allegations of cheating, the distribution of answers, and the devaluating of the complete program through the actions of a few. There should be introduced a complete range of evaluation criteria that will distribute the impact over a long period of time and involve course work grades, student teaching grades, and portfolios of activities developed by the student teachers. These might be termed "formative" evaluation levels. All aspects of the evaluation system should be subject to repetition if desired by the student and approved by the Faculty of the GCETs. The Provincial Certification License should be the determinant of placement in a teaching position.

STRATEGIC ANALYSIS AND ACTION CONCEPT STEPS

Each of the concepts proposed above will be presented in graphic style so that there is;

First, a Statement of Facts on the Action Concept

Second, an Analysis of the Facts concerning the Action Concept

Third, Specific Action Steps will be presented

Each discussion will highlight a timeline for the activity, estimated expense to the Curriculum Bureau and other agencies, and the alterations that will be required in the current system.

The ACTION CONCEPTS will be prioritized in the order that they are presented, i.e. Number 1 will be considered to have the highest priority and the most likelihood of implementation.

ACTION CONCEPT I

KEY MASTER TEACHER PROGRAM

A Medium to Induce Change in the Government
Colleges of Elementary Teaching

1. FACTS

Immediate steps must be taken to revise the current programs of the Government Colleges of Education that prepare teachers for the Primary Schools of the nation. There is a felt need for this. Research studies indicate that steps must be taken. Interviews and visitations to the GCET lend possibilities to the initiation of the process of change.

To accomplish this beginning, the most direct and efficient approach is to involve the current administration and faculties of the GCOEs in the process of change and innovation. These are the persons who have spent their careers in this field and who if given the opportunities and incentives can assist in the implementation of improvements in the programs.

The criticisms of the current programs include among others:

1. Modern methods of instruction are not taught to the teacher trainees.
2. Modern methods of instruction are not used by Faculty of the GCETs in the presentations to Teacher Trainees.
3. The Curriculum for Teacher Trainers and the GCET is not appropriate and flexible.
4. The Textbooks emphasize theory and lack modern methods. In addition they are unattractive and graphically poor in preparation.
5. GCET faculty and students have not been involved in the preparation of Curricula for the GCETs.
6. GCET faculty and students have not been involved in the development of textbooks for the GCET program.
7. The Student Teaching or "Teaching Practice" component fails to provide students with the tools they need to teach.
8. The Interaction of Faculty and Teacher Trainees is poor and does not create positive attitudes and achievement.

9. Library and Science Laboratory programs and use are poor and need urgent attention.

10. Provision for modern Educational Materials and Equipment is lacking in the GCETs.

2. ANALYSIS

Because of a lack of organizational change, the GCETs are beset with programs that are inappropriate to the times. In studies of Organizational System Design, such as has been accomplished in the present consultancy, there is a point when it is necessary to alter the goals of an organization to meet the challenges being faced by the organization.

For example, the modus operandi of Teacher Education is methodology. The teacher must assess the needs of the students and use the proper methods to teach the children. As noted above, it is one of the most often cited criticisms of the GCET programs. To change the methods being used, it is essential that effective training be used so that faculty can employ these new concepts. This approach is true for most of the major criticisms listed above.

3. ACTION STEPS

(1) A KEY MASTER TEACHER program will be started immediately to implement change in the methodology, techniques and skills of the faculty and Teacher Trainees.

(2) The KEY MASTER TRAINERS will be appointed first. These experts from the PED program and the Curriculum Bureau will instruct the KEY MASTERS TEACHERS in a seminar which will emphasize modern methodology and interaction strategies between GCET faculty and students.

Further, the KEY MASTER TRAINERS will need to impart for the KMTs the procedures for organization and presentation of the program materials for the administration and faculties of the GCETs.

Therefore, a plan and a schedule for the KMTeacher activities must be laid in terms of teaching time required to present the new methodologies as well as appropriate evaluation. Assuming that there would be two KMT teams, of four members each, it will be necessary to interpolate the number of initial and followup sessions required.

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(3) Eight KEY MASTER TEACHERS, four for each team, will be selected initially from the Curriculum Bureau, and administrators or outstanding instructors of the GCETs to attend the KMT seminar.

The selection of these individuals with the assistance of the Curriculum Bureau should be able to provide leadership in the further instruction of the administrators and faculties of the GCETs.

(4) Two KEY MASTER TEACHER TEAMS will provide for the instruction of the approximate 200 administrators and faculty of the GCETs. This will be accomplished in groups of 50, so that each team will be responsible for two groups. The KMT program will be presented in four different GCET locations in the Province that will be chosen to maximize attendance from each area.

(5) The KEY MASTER TRAINER curriculum and materials package will be prepared directly from the already available Generic Teaching Skills of Cowell and Effective Teaching Practices of Rugh.

(6) SCHEDULE OF THE KEY MASTER TRAINER AND KEY MASTER TEACHER PROGRAMS. Phase I

5 December 1992 Planning Meeting, PED Offices Peshawar
Participants: Dr. N. Cowell; Mrs. F. Bahtti;
Ms. Bahte; Mr. F. Awan

Curriculum for KMT Seminar established.
Eight Key Master Teachers selected and
Appointed

7 December 1992 Notices sent to Eight Key Master Teachers of
Appointment including Seminar schedule.

21, 22 Dec. 1992 KEY MASTER TRAINERS present Seminar for
KEY MASTER TEACHERS.
Location: Curriculum Bureau, Abbotabad

4,5 Jan. 1993 KEY MASTER TEACHER TEAM 1, (Group 1) Workshop
Location: GCET,

11,12 Jan. 1993 KEY MASTER TEACHER TEAM 2, (Group 1) Workshop
Location: GCET,

18,19 Jan. 1993 KEY MASTER TEACHER TEAM 1, (Group 2) Workshop
Location: GCET,

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25,26 Jan. 1993 KEY MASTER TEACHER TEAM 2, (Group 2) Workshop
Location, GCET,

1 February 1993 EVALUATION AND PLANNING SESSION, Key Master
Trainers, and Key Master Teachers.
Location, PED Offices, Peshawar

. INVITATION AND MEETING AGENDA FOR SECRETARY
OF EDUCATION: Key Master Teacher Program and
Appointment of Provincial Council for Teacher
Training

Schedule Notes:

- a. At each of the Key Master Teacher Team presentations, one member of the KEY MASTER TRAINER group will be in attendance to backstop all programs. In addition, evaluation of the programs should be conducted formally by the KMTrainer in attendance and given to the group.
- b. Each Workshop will contain a segment devoted to the innovative concepts of participants that they may be using in their programs already.

(7) REPORT TO SECRETARY OF EDUCATION

15 February 1993 Report on Key Master Teacher Program.

Discussion of the potential and need for
the PROVINCIAL COUNCIL ON TEACHER TRAINING.

Securing Approval, appointment of Members,
and Dates for meeting.

(8) CONFERENCE, PHASE II

In order to increase the utilization and participation rate in the QUALITY emphasis on Modern Methodology, it will be imperative to continue the effort to maximize the potential for change.

A Summer Session Conference of all faculty of the GCETs would be an excellent medium at which this approach could be highlighted in terms of the results of Workshops and continued expansion of the program.

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(9) SCHEDULE FOR FALL SEMESTER of Key Master Teacher Workshops.
PHASE III

September 1993	Planning Meeting, Peshawar, PED Offices Participants: Dr. N. Cowell, Mrs. F. Batti Ms. Bahti, Mr. F. Awan
	Review of the results of the initial workshops Determination of Changes and preparation of Curriculum Appointment of Key Master Teachers and setting the dates for Fall Semester Workshops
September 1993	Notices sent to Eight Key Master Teachers including Workshop Schedules.
October, 1993	KEY MASTER TRAINERS present Seminar for KEY MASTER TEACHERS. Location: Curriculum Bureau, Abbotabad
November, 1993	KEY MASTER TEACHER TEAMS hold Workshop Sessions (4)
December, 1993	EVALUATION AND PLANNING SESSION
	CONFERENCE, PHASE III, Summer Session, 1994

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ACTION CONCEPT 2

THE NEW METHODOLOGY FOR THE GCETS

THE INTEGRATIVE CURRICULUM

A Strategic Plan to Change the Methodology
of the Teacher Training Curriculum
of The GCETS

1. FACTS

Methodology in the Teacher Training curricula of the Government Colleges of Elementary Teaching is based on an antiquated approach. It was originally used in ancient times by the Greeks. The idea of rote memorization flourished until just recently worldwide when the research began to alter curriculum approaches during the last two decades.

Extensive research found that the extinction rate of memorization was so rapid that in short periods of days or weeks it was almost completely lost except for a few fragments of knowledge.

The focus of Teacher education has thus changed from purely memorization/examination to interaction/practice/competency-based performance or the INTEGRATIVE CURRICULUM. The more concrete the activity in acquiring knowledge the more permanent is the retention has been demonstrated in present research. Another way to view the new approaches may be characterized as OUTCOME-BASED teacher education, that is the teacher must prove capabilities in practice if they are to be accepted by the profession. Further the emphasis has been on TOTAL QUALITY EDUCATION which is "client" oriented. (See Appendices II and III)

An interesting example of this was the Aga Khan Foundation experiment in Teacher Training in northern Pakistan. Here, one finds interaction between the Faculty Instructor and the Practice Teachers at a high level. The Practice Teachers are immersed in practical activity continuously in the classroom so as to learn the necessary tools for communicating with the children effectively. As a result, the Competencies of the Practice Teachers are substantial and they are able to perform at a high standard. The Outcomes of this Educational approach are excellent for the particular circumstances in these rural schools.

2. ANALYSIS

Major research studies of the Teacher Training curricula within the Government Colleges of Elementary Teaching indicate that the present methods employed require immediate change. These studies are listed in Appendix I,

These new approaches can be utilized by any Faculty member and any GCET with a sustained effort to take the necessary steps as will be suggested below.

It must be noted further, that there is much understanding by the Administrators and Faculty of the GCETs of the need for a revitalization of the curricula and also the desire to provide teachers for the Primary Schools that will perform at a high level.

The first vehicle in the change process will be the utilization of the KEY MASTER TEACHER Inservice Program of the GCETs. The initial emphasis will be the Generic Skills emphasis upon which can be built the development of interactive Competency-Based and Outcome focused Teacher Training in an Integrative Curriculum. The additional presentation of new styles of curricula will be part of the follow-on PHASES of Outcome-Based Teacher Education.

3. ACTION STEPS

(1) There will be use immediately of the KEY MASTER TEACHER venue beginning in December, 1992, when planning for the GCET Inservice activities will occur (5 December 1992).

(2) Then, a series of inservice programs will begin to involve all of the Faculty Members of the NWFP CCETs. The INITIAL EMPHASIS will be GENERIC TEACHING SKILLS. Faculty will have the opportunity to view these Concepts in the Workshops that will be provided. And their will also be sessions of demonstration in these Workshops with children from the Primary Schools

(3) PHASE II will be a Summer 1993 Conference for all faculty of the GCETs and will include GENERIC TEACHING SKILLS and their use following the workshops. The next Curriculum change will be introduced: INTEGRATION OF THEORY AND METHOD. This will highlight for Faculty the latest research in curriculum and techniques that will show the need for simultaneous use of theory and practice in an Integrative Curriculum.

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(4) PHASE III will be a second series of KEY MASTER TEACHER WORKSHOPS during the Fall of 1993. The curriculum focus for this Phase will be COMPETENCY BASED TEACHER EDUCATION. The new competencies of GCET Faculty will be strengthened in the field of interactive methods in a statement of the necessary competencies for an individual to be a Teacher in the Primary Schools.

(5) PHASE IV will be a major Summer 1994 Conference for Faculty of the GCETs dealing with OUTCOME BASED TEACHER EDUCATION AND QUALITY in the GCETs. This will bring together Faculty, Administrators, and Provincial Education Officials to review the utilization of the new techniques in the program initiated in Jan, 1993 Workshops.

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ACTION CONCEPT 3

MICROTEACHING

An Approach to Provide a Significant Tool In
Student Teacher Development in the GCETs

1. FACTS

Microteaching is the most valuable instrument of modern technology that has impacted on the Teacher development process. Its initial use was hampered by equipment that was unwieldy and cumbersome and too expensive for practical purposes.

Now the perfection of the equipment is at hand so that "palm sized" camcorders can enter the classroom to record the interaction between the student and the teacher.

It has valuable curricular uses as well for the recording of valuable student achievement, projects, lessons, and other aspects of the school program for presentation to parents, and the community in general.

This device will complement the initiatives in the change in the GCET curriculum and approaches including the KEY MASTER TEACHER workshops and the incorporation of new METHODOOLOGY in the CCET programs.

Training and use of this technology is simple and direct. No elaborate setups are required and it can be used both inside a classroom, on field trips or lessons that are presented outside the school building.

2. ANALYSIS

MICROTEACHING will assist greatly in the utilization of the interactive approach to Teacher Training that will be exemplified in the KEY MASTER TEACHER workshops, GENERIC TEACHING SKILLS, COMPETENCY FOCUSED TEACHER EDUCATION, and OUTCOME-BASED TEACHER TRAINING.

It can enhance the entire trend toward interaction between Faculty and Student Teachers. The Faculty Members can now rely on a tool that will substantiate the work of the student effectively. In addition, the Faculty Member can contribute to his own effectiveness in the GCET classroom by making videocassettes of

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his own teaching presentations and interaction with the students.

Thus we have a win-win addition to the effort to upgrade the overall success of the GCETs.

3. ACTION STEPS

(1) PURCHASE. Immediate steps need to be taken to prepare an Official Request for the following equipment items for all of the GCETs in the Province:

- 1 Camcorder, recording on a standard (Pakistan) cassette..
- 1 Recorder, record/play of standard cassettes (Pak).
- 1 Video Monitor, 13 inch, with connecting cords (Pak).
- 50 Cassettes, normal play
- 1 Tripod, Video
- 1 Stand, mobile, with attached extension cord
- 1 Microphone, desk stand, detachable, medium quality
- 1 Set of Equipment Maintenance Materials

(2) TRAINING.

A Faculty member should be designated as the Microteaching Teacher. to care for the Equipment and Schedule its use. This would be most appropriately, the Faculty member presenting Methodology or supervising Practice Teaching.

Training consists of two types:

- (a) Training in the use of the Equipment and its proper operation and maintenance.
- (b) Training in the Techniques of Microteaching.

The Training in the use of the Equipment should be accomplished in one hour. A competent individual(s) should go to each of the GCETs and work with the designated Microteaching Teacher.

Part of this process initially will be to set up the Microteaching equipment with the Microteaching Faculty member.

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Proper maintenance techniques should be stressed. For example, the Recorder requires that the recording heads be cleaned frequently. This is a simple process.

(3) TECHNIQUES OF THE MICROTEACHING PROCESS.

Various strategies may be devised for the use of Microteaching in the Teacher Training process. The Techniques mentioned below can easily be modified or enhanced as conditions permit.

- Step 1. A Micro Schedule is prepared so that Students in a course or in Practice Teaching, or for their own benefit can use the equipment. A faculty member may want to video a Micro assignment of his students so that they understand what method works best for the particular Subject.
- Step 2. The Classroom is designated for the videotaping. There could be a classroom dedicated to Microteaching but this is not necessary as the equipment setup will all be on one AV cart that is mobile.
- Step 3. Primary Children to teach may be brought in from a Laboratory School (nearby). The number could be four to six. Or role playing by College Students can be used if children are not available.
- Step 4. The Supervising Faculty member, and the College Student (or College Students) is asked to teach a Concept using a Technique that will test an ability or skill.
- Step 5. Practice Lesson 1. (5 minutes)
The College student teaches the lesson and is videotaped and observed by the Supervising Faculty member.
- Step 6. Critique 1. (5 minutes)
The Supervising Faculty member and the College student review the lesson together watching the Video Monitor. The Faculty Member advises the student on the good points of the teaching and indicates steps that might be improved.
- Step 7. Practice Lesson 2. (5 minutes)
The College student reteaches the same lesson taught previously and is videotaped again. The purpose of this lesson will be to use the proper techniques recommended by the Supervising teacher.
- Step 8. Critique 2. (10 Minutes)
The Supervising Faculty member and the College student watch the second lesson to see if there is improvement in the teaching presentation. The Faculty member provides

the student with a written evaluation. In addition, the cassette may be retained if the student would like to view it again later.

VII

ACTION CONCEPT 4

ENHANCEMENT AND MOTIVATION OF THE FACULTY OF THE GOVERNMENT COLLEGES OF ELEMENTARY TEACHING

1. FACTS

One of the consistent issues that arose in deliberations with the staff and administration of the GCETs was that of the very poor status and value of a position with these institutions. The views were reiterated in all of the studies that were reviewed for this consultancy.

It is axiomatic that if an individual is not satisfied with his or her position, for whatever reason, that optimum performance is most difficult to come by. Research has demonstrated that if the person has a good self-image and is confident, almost any obstacle can be overcome.

The teaching environment as well in the GCETS does not tend to build the self-image of the staff member. Class enrollments tend to be very high in proportion to the nature of the classes that are presented. And if enrollment projections are accurate, the class/teacher ratio is bound to climb.

Teacher Education classes because of their emphasis on methodology means that appropriate opportunities need to be available for all of the class members to apply the methodology as well as to interact with the Staff. With a class enrollment of 60, there are very clear limitations on the kinds of activities that are required to turn out first-class teachers for the Primary Schools.

Modern methodology is oriented towards the student in the college classroom much as should be the class in the Primary School. We cannot demand that Student Teachers become fine Primary Teachers if they are trained in an "austere" and "rigid" approach. This happens when the enrollment in the College classes is too high or the Professor is not properly trained and motivated.

The seriousness of the lack of motivators and in fact the downgrading of faculty in the GCETs is a very real part of the entire scope of charges and criticisms of the teachers in these institutions.

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2. ANALYSIS

It is unfortunate that the planners and the critics as well of the GCETs do not pay more attention to the characteristics desired and the benefits that are available to Staff in the Government Colleges of Elementary Teaching.

The correlation between loss of status, lack of benefits, low income, lack of inservice training and budget to provide for it, lack of appropriate experience, all substantiate what results in terms of Student Teachers teaching activities in the Primary Schools. And then there are other items affecting the program such as lack of good and substantial textbooks, overcrowding of the classes, inadequate educational equipment, and resources.

In order to change the present "System" it is essential that attention be given to providing for new basic motivators for the Faculty of the Colleges and to provide them opportunities to update their skills and techniques so that their self-image and confidence is enhanced.

Appropriate budget must be established to create necessary change for the Faculty of the GCETs. Small increments of support in several areas are desirable. The salary of the Staff must be given a special increase, a "Progress" contribution on a monthly basis. Inservice programs should be budgeted for on a REGULAR basis so that all Faculty will have opportunities to upgrade their skills. Special pay should be provided for a Summer appointment, and this should be separated from regular year as is true in the public schools. The number of credit hours of teaching should be limited, i.e. so many credits should be applied to each class offered with an upper limit of 3 to four classes, and thus if the classes become overloaded (there should be a enrollment "cap" of each), new Faculty must be employed at the expense of the Government. Study-tour Leaves for professional development should be encouraged and funds provided for this purpose.

Related to the Faculty issues, is that of selection and recruitment. The practice of having to "accept" anyone who wishes or who is "seconded" to the GCETs because they are unwanted in another institution must be stopped. Because an individual is at a Class 17 level, does not mean that they are acceptable to the Faculty of the GCET. Would this be acceptable practice in the College of Physics; the College of Engineering, or the College of Medicine? The decision must rest with the Principal of the GCET. There can be no Quality enhancement of Faculty of the GCETs if there is an "open" door for anyone who is not qualified.

Faculty positions must have a JOB DESCRIPTION that spells out exactly what is required for new staffing at the GCETs.

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3. ACTION PLAN

(1) Support should be asked for the Upgrading Inservice program of the GCETs in connection with the Key Master Teacher activity (See ACTION CONCEPTS 1 and 2 above). This should come from the U.S. AID, the Asian Development Bank or the World Bank because of the interest of these agencies in the uplifting of education in Pakistan.

Funding should be provided for the complete sequence of workshops during the academic year and a major GCET conference each summer for a two year period, as indicated in the plans discussed above. The inservice program should be on a regular basis thereafter.

This will provide Faculty of the GCETS will new and special capabilities in upgrading the schools and will be a strong argument for salary enhancement.

(2) A request for the Secretary of Education for the Province and to other appropriate officials for a high level conference to discuss the issues related in this ACTION CONCEPT 4. This would include representatives of PED, the Director and Staff of the Curriculum Bureau, and selected Administrators and Staff of the GCETs.

The schedule for this meeting should be as quickly as possible or on 1 February 1993 as recommended in AC 1.

A report can be given to the Secretary on the new developments in upgrading (Key Master Teacher) program.

Then, the issue of the serious problems of Enhancement and Motivation of staff in the GCETs should be presented. Budgetary needs for the addition of an Increment for faculty of 1000 R per month at the discretion of the Director of the Curriculum Bureau should be presented and request made for allocations at the earliest possible date.

The Secretary and Government Officials must be informed about present Motivation and Low Status problems for Faculty of the GCETs and how a salary increment is absolutely necessary, citing the fact that there is a direct loss of benefits when individuals come to the GCETs from the High School

The Secretary should be informed that there is a direct correlation between optimum conditions for teaching and the Quality of the employment that can be offered now at the GCETs. This is causing many problems for the administration, attention to teaching, image of the Faculty professionally and with the public, and the desirability to secure top level candidates.

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The issue of Faculty Load and GCET enrollment should be given to the Secretary. No doubt should be left in the mind of the Secretary that if "modern methods" are desired and if the children of the nation are to accept roles in the 21st Century that will produce a strong Pakistan, than staffing of the GCETs must be increased on the basis of calculations of the Director of the Curriculum Bureau.

(3) A STRATEGIC PLAN based on organizational system design (OSD) or other basic approach, should be developed by the Curriculum Bureau in cooperation with the PED program that will incorporate all aspects of institutional development that can be presented to the Government.

This STRATEGIC PLAN will provide a clear picture of the specific goals that will be achieved by the Upgrading of Faculty through Workshops and Seminars, of the value of a special salary increment for the Faculty, of the need to restrict unqualified candidates becoming Faculty at the GCETs, of new Textbooks being provided for Faculty using ideas now available to the Curriculum Bureau, and of the need for new Educational Equipment and Resources.

(4) PROVINCIAL BUREAU OF COLLEGES OF ELEMENTARY TEACHING AND CURRICULUM should be considered as a new designation replacing the present "Curriculum Bureau". The "Curriculum Bureau" name is now not appropriate to the mission of this office. Redesignation should be asked as soon as possible of the Secretary of Education.

This would be part of the movement to enhance the status of those who are now on the Faculty of the GCETs and well as the Staff of the present "Curriculum Bureau."

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POTENTIAL ACTION CONCEPT 1

CREATING NEW TEXTBOOKS FOR THE GCETS

1. FACTS.

One of the major drawbacks towards improving the Curriculum of the GCETS is the antiquated and unappealing Textbooks that are used in the Teacher Colleges. These volumes are created without the involvement of Administrators and Faculty as well as Students of the GCETS. And they represent an essentially rote memorization approach to instruction.

The texts are unimaginative, and have very few graphics. They lack as well any color or color combinations that might draw the attention and use.

The most fatal flaw of all is the lack of INTEGRATION of Theory and Method in these volumes.

Changing the curriculum and the use of newer methods and techniques will be hopeless, unless either the Textbooks currently in use are discarded or changes in them is implemented immediately (within a year or two).

It would be helpful if for example Teacher Training Textbooks from around the world that have implemented changes in their programs would be acquired and viewed for ideas. For example, a Teacher Training Text from the University of Wisconsin in Social Studies or Science contains at the minimum the following:

(1) Each chapter of the text (new every two years or three) will have examples of content drawn from actual teaching situations. The pages are filled with colorful illustrations, charts, graphs, helpful hints for teachers in the classroom, resource materials listings, anecdotal commentary from teachers and children, and theory and suggested methods as well.

(2) Covers are substantial so that the text can be taken by the student if desired to the schools where graduates teach and used for some years. Or, if desired they can be used again by the next group of college students enrolled in Teacher Education.

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(3) Mathematics and Science Texts are updated with current research in the field. To provide insight into research, an Instructor Handbook is provided which includes: Teaching suggestions for the various topics in the books, Resource materials and suggestions on how to use them, Lesson Plans that would be appropriate for the different topics.

(4) Test Banks are provided for the College Faculty with the Textbook that give comprehensive test banks of many questions with the answers and what part of the text they are applicable to. These are generally Objective Tests so that even if the tests are taken it is almost impossible to memorize a Test Bank of hundreds of questions and answers.

2. ANALYSIS

There is no reason why the Teachers Colleges in Pakistan and the NWFP cannot lead in this regard, nor why College Students in the Province do not have access to Textbooks that are vital tools for instruction.

It would be possible for the Province to secure the publication rights to various texts in Teacher Education programs and then to modify them to fit the curriculum here in Pakistan.

The NWFP might act on this ACTION CONCEPT 4 and create a needed change in the Textbooks in the nation.

3 ACTION STEPS

(1) Decide initially on one subject for which Teacher Trainers believe change would be most desirable in, and then proceed to carry out a plan of change.

(2) Ask the Textbook Board to establish a Special Teacher Education Textbook Committee with representation by members of the Curriculum Wing, the Curriculum Bureau, the Administration and Faculty of the GCETs as well as the College Students of the GCETs and Representatives of the Primary Schools Department.

(3) With the Guidance of the Textbook Board, representatives will select an area that will be changed by the implementation of new approaches to Teacher Education.

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(4) Selected Textbooks and Related Materials for one subject might be considered on a worldwide basis. The one selected would then form a basis for review and innovation in the Teacher Training program.

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POTENTIAL ACTION CONCEPT 2
MULTIGRADE TEACHING CURRICULUM AND METHODS
FOR THE TEACHERS COLLEGES

1. FACTS

MULTIGRADE TEACHING AND SCHOOLS are not an unusual event around the world. There remain thousands of such institutions in the United States for example, where the Consultant taught. This is particularly true of the Primary grade level in the rural areas of the nation. including Alaska.

MULTIGRADE TEACHING requires a more intensive preparation on the part of the classroom teacher particularly in the area of Lesson Planning and organization of the school program.

Teachers in a MULTIGRADE SCHOOL must be innovative and creative if the children are to gain academically, but such schools have proven to be examples of outstanding student achievement.

Having two or three grades together under one teacher can in fact be an excellent chance for intragrade instruction, peer group teaching, and cross-grade instruction by students.

2. ANALYSIS

MULTIGRADE INSTRUCTION approaches can be secured for example in the United States by corresponding with the Department of Education, of the United States Government in Washington or with the Departments of Education (or Public Instruction) in the State Capitals.

Materials secured would of course have to be adapted to fit into the particular framework of the NWFP schools. But the innovative and creative ideas in these programs can be used as well in Pakistan.

This Course is being added to the Curriculum being planned by the Curriculum Wing of the Ministry of Education of Pakistan for the Teacher Training institutions of Primary Education.

The participation of Administrators, and Faculty of the GCETs, the Curriculum Bureau and the Primary Schools in the deliberations of the Curriculum Wing in this area is recommended highly.

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For a true "Multigrade Classroom" to function, considerable resource materials should be provided for the teachers in the two teacher schools. This means a committment from the government to expand the budget for this purpose. Students in the GCETs must be taught the techniques of utilizing the resources that they are provided in 2 teacher schools as statistics indicate that a high percentage of these schools will employ them. But they must also be taught much more. That is how to improvise using whatever the environment provides.

ACTION STEPS

(1) Creation of a Special Curriculum Committee with representation from all levels of Teacher Education and the rural Primary Two Teacher Schools is recommended.

(2) The rural schools and there mode of instruction in several countries including the United States would be most helpful in securng new ideas for organization and implementation of these schools.

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POTENTIAL ACTION CONCEPT 3

CERTIFICATION OF PRIMARY GRADE TEACHERS

1. FACTS.

There is a basic conflict currently between two programs of Teacher Training, the "Short-Term" or Summer Session program of three months and the "Long-Term" Academic Year program of 9 months.

Graduates of both programs are placed on the same salary step. This in essence discriminates against those students who take a Long-Term program as they must committ significantly higher expenses to take the program for no more pay than those who take the 3 month experience.

This was implemented to take care of the needs of many teachers who have had no teacher training and were permitted to take teaching positions in the Primary Schools. While this met immediate needs for teachers in the Primary Schools, it was in contravention of the assumption that "trained teachers" maintain a standard which has been established. This should not be based on expediency but should be based on the coordinated attempt to uplift the QUALITY of education provided for the children of the Nation. As a regular practice, therefore the use of untrained teachers is a questinable tactic for the overall progress of the educational system.

This approach also tends to disenfranchise the Long-Term graduates in securing employment. As the GCETs gear up for the shortage of qualified teachers, it would appear that any individual who has taken a subject area would take jobs that might well be taken by graduates of the GCETs. This should not be allowed to happen.

These are the greviances of the Students enrolled in the Long-Term programs.

But there is another deliterious side of the "Short-Term" program at the GCETs that is not readily apparent. Simply stated, there is no "Room" for the Short-Term programs in the GCETs.

To handle a large number of NEW STUDENTS during the Summer period of three months means that there will be an overlap between the "9 Month" program which is actually "10 Months" in some cases due to examinations.

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There is literally no way that the new students can reasonably be accommodated in the GCETs. For example, there is no additional staff allocation, and no hostel space in which to place the students.

And the pay for this increased service by the GCET Staff is almost non-existent as a very small sum is divided among the entire staff. Summer course assignments should be paid for on an overload basis.

2. ANALYSIS

There is an immediate need for attention to this matter as both the students enrolled in the Teachers Colleges as well as the Administrations and Faculty have what appears to be justified complaints.

The CREDIBILITY OF THE CERTIFICATE OBTAINED BY THE LONG-TERM STUDENTS IS THREATENED AS WELL AS THE GOVERNMENT COLLEGES OF TEACHING.

This is not permitted in most educational systems as Certification must not be "bent" by such arrangements otherwise the Long-Term programs are cheapened. There is the old adage that bad money drives out the good and it would appear to have potential for taking place in the Teacher Training programs of the NWFP.

In essence this also threatens the GCET System built at considerable expense and effort by the nation. This also creates for the Primary Schools a haphazard staffing scheme.

3. ACTION STEPS

(1) A differential must be provided between the 3 month and the 9 month Teacher Training programs in terms of Certification. The three month program could be classified as PROBATIONARY until the teacher has secured an additional five years of experience.

(2) In addition, the 3 month graduate would receive only a half step in pay to provide for the differences in preparation for the five year probationary period.

(3) Provision for additional faculty at the GCETs must be made as well if the 3 month activity is to be continued and a reasonable amount of pay should be allotted in the budget.

(4) Graduates of the Long-Term program should have preference to any position that opens in one of the schools over the employment of an untrained candidate. This regulation would tend to standardize the Certification process.

(5) Graduates of the Long-Term program should have rights to appointment as the Head Teacher in a Primary School if no other candidates are available other than untrained personnel.

POTENTIAL ACTION CONCEPT 4

NEW LABORATORY SCHOOL CONCEPT AND TEACHING
PRACTICE**BEST AVAILABLE COPY**

1. FACTS.

Teaching Practice (as it is called in Pakistan) or Practice Teaching is a most significant part of the Teacher Training program. Here is where is determined whether the competencies that have been part of the Teacher Training program have come into being in the work of the student teacher. In the atmosphere of the classroom in a "real" school environment is tested the capability of a student teacher to communicate effectively with the children. This most ideally takes place with a normal classroom environment with a full complement of children so that the student teacher knows what to expect and how to present the subject matter that must be learned by the children. The Supervision of the Cooperating Teacher (the normal classroom teacher) is then brought into play. The Student Teachers teach subjects that follow exactly the Lesson Plans of the Cooperating Teacher so that the responsibility of the CT is transferred to the ST for the lesson. It should be noted that in most cases a small Honorarium (or salary) is paid to the Cooperating Teacher for this professional assistance. Also, these individuals come with the recommendation of the Principal and other professionals that they are competent to supervise a student teacher.

In current Practice Teaching programs related to the GCETs, the normal practice is somewhat different. The student teachers go as a group of 15 or more candidates to the school. Here they take over the school programs and teach a series of lessons unrelated directly to what has been taught. In most cases, the actual classroom teachers are released to have tea or otherwise occupy themselves.

2. ANALYSIS.

Applying the "Cooperating Teacher" concept to the GCET program would make necessary an organizational model somewhat different than the one now used by GCETs. There would be the necessary selection and appointments of CTs and the provision of an Honorarium for their work.

The location of the Cooperating Schools would also be a factor. Establishing "Laboratory Schools", in which some or all of the teachers are employed by the GCETs might stretch current budgets that already are not sufficient.

An alternative might be the designation of a Primary Elementary School (or Schools) as a cooperating "Laboratory School". To recompense the LS for its participation, teacher training courses could be offered at the GCETs without charge if attendance was at the College, or the Primary teachers might be given access to the Library at the College.

Such a School could also provide students from the School to come to the GCET to participate in the classes of the College in methods.

And Student Teachers could be assigned for their student teaching experience to one Cooperating Teacher although the student teachers might work with other teachers as well.

The designation of "Laboratory School" status would provide for an aspect of professionalism beyond the normal for the school. And to organize the assignments would require the appointment of one of the Faculty at the GCET as "Director of Teacher Practice".

3. ACTION STEPS

(1) The Administration of the GCETs system and the Administration of the Primary School system will meet to discuss the New Teacher Practice program. Approval will be given to a limited number of "Laboratory School" designations. These will be schools that are in close proximity to the GCET.

(2) A Test Program should be tried by one or two GCETs with the approval of the Administrations of both systems.

(3) A "Director of Teaching Practice" should be designated at the Test Program GCET. This would likely be a current Faculty member who is teaching a Teacher Training course.

(4) The Director will meet with the Head Teacher and Teachers of the designated "Laboratory School". He or She will explain the new program of practice teaching: One student teacher (or perhaps two) will be assigned to a Cooperating Teacher. The CT will be responsible for the teaching activities of the Practice Teacher. Also, the CT will prepare an evaluation of the PT for the Director at the end of the Practice Teaching Program.

(5) Expansion of the new approach to Teaching Practice and the Laboratory School to all GCETs will be arranged.

POTENTIAL ACTION CONCEPT 5
NATIONAL AND PROVINCIAL COUNCILS FOR
TEACHER EDUCATION

1. FACTS.

The present system of divided authority and responsibilities for Teacher Education in the nation of Pakistan are extracting a high cost. This is particularly noticeable in the proliferation of components of Education that operated almost totally without reference to the other agencies that are involved.

Each of the agencies related to Education in Pakistan undoubtedly is doing good work based on important objectives to the particular group but the interfacing of these components or agencies into an organized interlocking system should be of urgent concern.

All of the major studies on Education in Pakistan mention the hiatus which exists between the agencies involved in teaching the children of the nation.

The reason for the hiatus in Teacher Training particularly is that the "power" boundaries established in the current structure of Education prevent any meaningful crossover or joint support of valuable initiatives.

This is no criticism of any individual agency naturally because there is little that can be done to join these agencies together if the "power" or authority structure is not joined together in a common purpose.

2. ANALYSIS.

To fully exploit the tremendous costs being expended to improve the educational systems, there must be a **coordinating agency** that will bring together official representatives (those individuals who can implement change) to what will be called the **NATIONAL COUNCIL FOR TEACHER EDUCATION**.

This would be under immediate direction of the Minister of Education who would appoint a National Director of Teacher Education and establish a National Council for Teacher Education.

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Representation on this NCTE should be from all of the major Government (and Private) Agencies that impact on the education of the children in the Primary Schools, Middle Schools and High Schools of the Nation.

Representatives should be chosen who would have or have been given administrative authority to act for their agency.

Each Province will in the same manner appoint a **PROVINCIAL COUNCIL FOR TEACHER EDUCATION**, with representation on the same basis as the national council.

3. ACTION STEPS

(1) The Minister of Education will appoint a special Director of Teacher Education and establish a National Council for Teacher Education. The goals of the NCTE would be determined by the representatives of those serving on Council consistent with the overall purpose to integrate the activities of teacher education on a Provincial and a National basis.

(2) National thrusts in Teacher Education and assessments of needs will be channeled through the **NATIONAL COUNCIL FOR TEACHER EDUCATION** and agencies would share in the operation of these programs.

(3) An International Agency could be involved if it is desired or determined that recommendations should come from an outside source in regard to applications of directives of Provincial or National Councils of Teacher Education.

(4) At the meeting scheduled with the Secretary of Education during February 1993 by the KMT activity, this proposal could be presented. (See Action Concept 1).

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POTENTIAL ACTION CONCEPT 6

PROFESSIONALIZATION OF THE FACULTY IN THE
GOVERNMENT COLLEGES OF ELEMENTARY TEACHING**BEST AVAILABLE COPY**

1. FACTS.

Professionalization of the Faculty in the Government Colleges of Elementary Teaching would provide a stimulous to the efforts to upgrade the Primary Schools of the Nation and the Province.

The output QUALITY of student graduates of the GCETs depends a great deal upon the efforts of the staff of these institutions.

Depending upon the incentives and motivators, both professional and monetary, that are available for the GCET Faculties, the Staff interests and involvements will be determined. The expectations that somehow teachers should teach without meaningful pay, ended with the age of Socrates.

In addition, Faculty must have experience in the field in which they are teaching. A first rate lawyer cannot in most cases learn his profession by just reading a book. All Professionals require experience in the profession on a practical, applied basis if they are to be able to communicate effectively to students in the Profession.

In most cases, the present Staff of the GCETs do not have this requisite experience in Primary Education. There is an immediate lack of credibility for Faculty in the GCET as a result.

2. ANALYSIS.

At present, there is no requirement that Staff in the GCETs have experience teaching in the Primary Schools. There is no career path that provides these individuals with opportunities to serve in Primary Schools and then to become faculty at the GCETs. Such a transition is most difficult.

There are ways to remedy this problem. One would be that propective candidates for positions in the GCETs would be required to have a minimum of 2 years of experience in Primary School Teaching by visitations on a regular scheduled basis.

The qualifications for Staff appointments to the Faculties of the GCETs should include the provision of professional training in the GCET itself plus scheduled observations in the Primary School.

3. ACTION STEPS

(1) An Inservice Program for all GCET faculty should be established that would provide experience in the Primary Schools on a Practice Teaching basis so that they would be able to meet new regulations for such service. All course work in the GCET program should be made available to all present staff and be required.

(2) Fully qualified Staff in the Professionalization Program for GCETs should be given a special or additional step on the salary ladder to compensate for the additional expertise.

(3) If outside funding is required for this activity, an appropriate proposal should be prepared for an International Agency to assist with the upgrading of the Faculty of the GCETs.

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ORGANIZATIONAL PLAN
CONTENT OF THE PROGRAM
AND METHODOGY

1. ORGANIZATIONAL PLAN

A basic Organizational Chart has been attached to this document that will include elements found in other studies, particularly that of Cowell.

There will be created a Directorate of Primary Education for the Province. Under the administration of a Director, there would be six Bureaus: Supervision and Testing, Primary Schools, Government Colleges of Teacher Education, Curriculum Development, Educational Materials, and Elementary Extension.

The Director would have an Assistant Director for Finance and Budget, and an Assisstant Director for Personnel.

The major Goal of the Directorate would be to promote and enhance the Primary Education programs in the Province and the interaction of and administrative control of the operating Bureaus.

A new concept would be the addition of a coordinating Bureau of Supervision and Examinations. These areas are extreme problems at present in education and require the appointment of personnel to provide these capabilities. Supervision of the GCETs is essential if they are to be built into quality programs. Control of Examinations not only in the GCETs is extremely important to preserve the credibility of these institutions. Staffing should include a Bureau Director and sufficient staff to carry out the functions of the Bureau.

2 CONTENT OF THE PTC PROGRAM

A sample Curriculum for the Government Colleges of Elementary Teaching is attached with a listing of the Course Requirements.

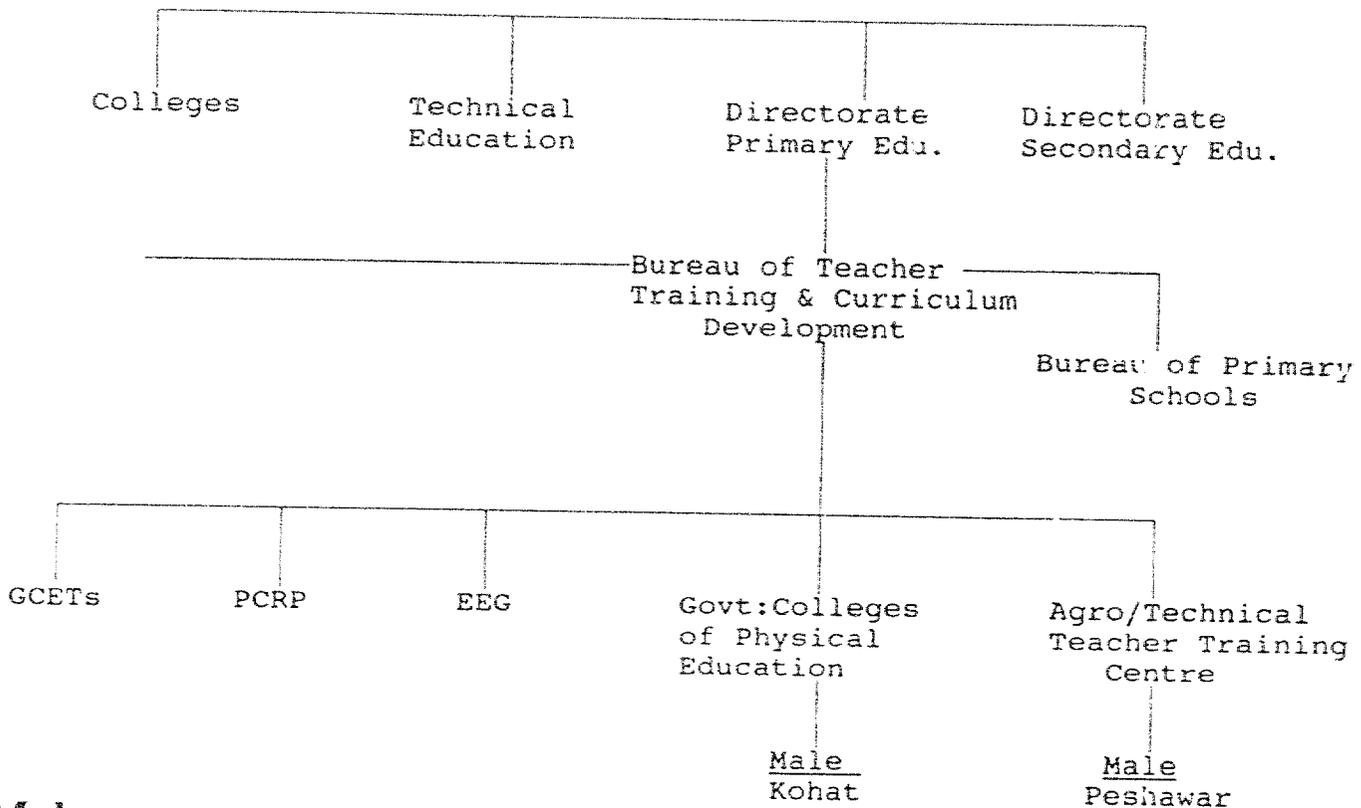
Reference should be made also to Appendix II, Competency Based Education as this would be a key element in dramatic change in the application of professional education for the GCETs.

This material should be made available to the KEY MASTER TEACHER workshops and conferences that have been proposed in ACTION CONCEPT 1 and 2.

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Bureau of Teaching Training and Curriculum Development

Secretary of Education



Male

- | | | | |
|-----|-------------|---|--------------|
| 1. | Haripur | - | (Abbottabad) |
| 2. | Thana | - | (Malakand) |
| 3. | Barrikot | - | (Swat) |
| 4. | Darosh | - | (Chitral) |
| 5. | Mathra | - | (Peshawar) |
| 6. | Kohat | - | |
| 7. | Karak | - | |
| 8. | Ghori Khela | - | (Bannu) |
| 9. | D.I.Khan | - | |
| 10. | Gulbahar | - | (Peshawar) |
| 11. | In-Service | - | (Peshawar) |

Female

- | | | | |
|----|----------------|---|------------|
| 1. | Dargai | - | (Malakand) |
| 2. | Khawaza Khela | | (Swat) |
| 3. | Dabgari Gate | | (Peshawar) |
| 4. | Kohat | | |
| 5. | D.I.Khan | | |
| 6. | Mansehra | | |
| 7. | Charsadda Road | | (Peshawar) |

In-Service (Peshawar)

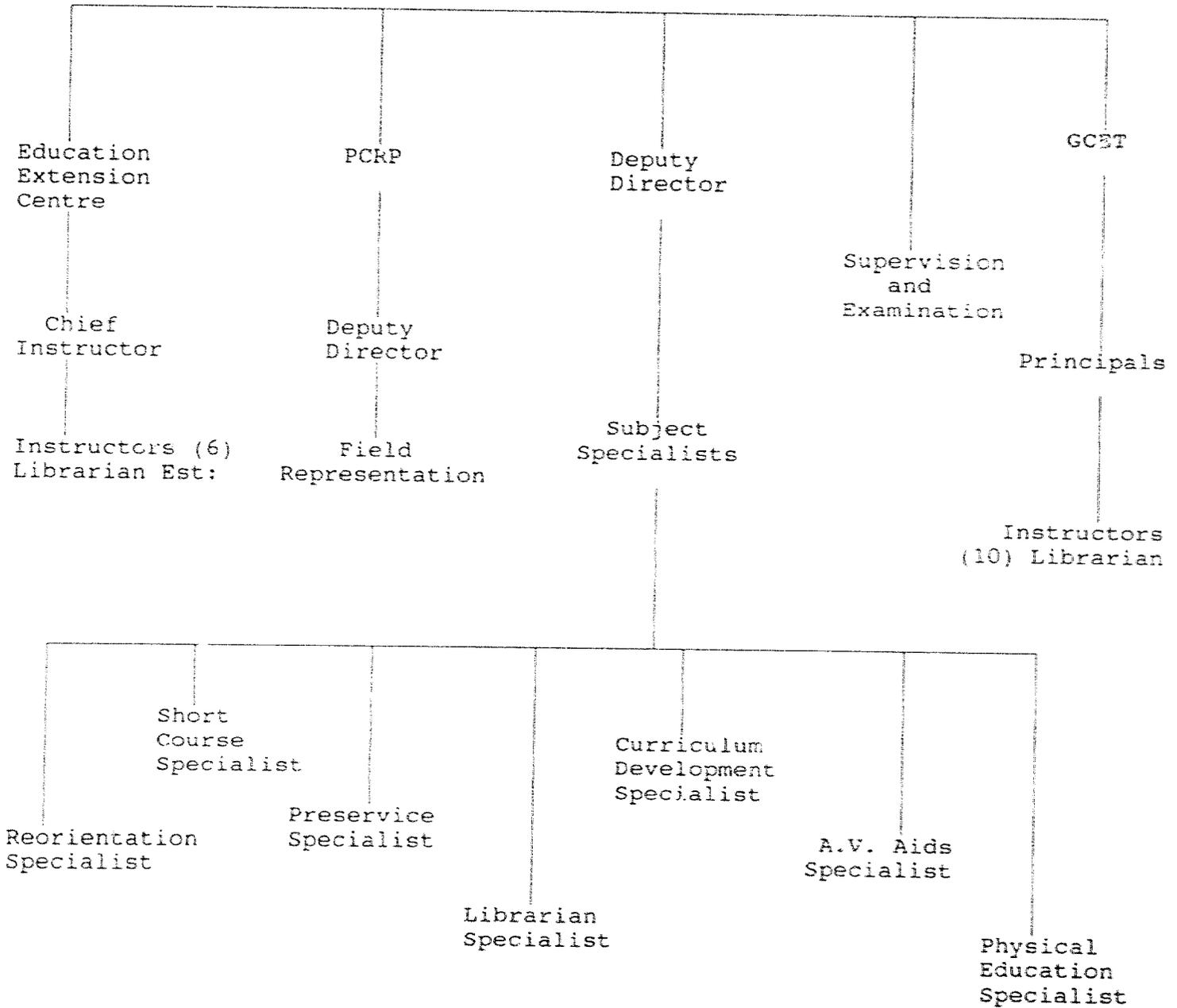
In addition to the GCETs listed here, in the next four year male GCETs will be constructed at Swabi, Charsadda, and Dir; female GCETs will be constructed at Mansehra, Nowshera, Mardan, and Charsadda; currently operating GCETs at Karak (male) and Charsadda Road/Peshawar (female) will be enlarged; and hostels will be enlarged at four female GCETs: Dargai, Khawazakhela, D.I.Khan, and Dabgari Gate.

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Bureau of Teaching Training and Curriculum Development

Curriculum Bureau

Director



3. METHODOLOGY

The emphasis in this program is action and interaction. There can be no more courses with theory only as this system IMPLIES that observable activities must be created to determine the competency and growth of the teacher trainees at all points in the program.

COMPETENCY BASED TEACHER EDUCATION will change the entire focus of the approach to course work in the GCETs. Faculty will become guides for the students in exploring their potential and acquiring teaching skills for the Primary Classes.

For example, in ACTION CONCEPT 3, a MICROTEACHING program will be established. Students in all of the professional courses will be using this new technology along with the Faculty member in charge of the course to activity demonstrate skills in the particular subject matter area or activity.

In Appendix III, it has been suggested that OUTCOME BASED TEACHER EDUCATION might be a consideration for the programs in the GCETs. This is a more complex approach that might be considered after the COMPETENCY BASED program is successfully operating. OBTE concentrates on the client of education, i.e. the child and pupil in the classroom and out in an effort to uplift the life of the individual.

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SAMPLE COURSE WORK REQUIRED FOR THE GCETS PROGRAM

- TED 1 Introduction to Education
- TED 2 Educational Psychology
- TED 3 Child Growth and Development
- TED 4 Basic Teaching Skills
- TED 5 Reading and Language Development
- TED 6 Children/s Literature
- TED 7 Logo and Problem Solving (Computers)
- TED 8 Elementary Language Arts Methods
- TED 9 Elementary Reading Methods
- TED 10 Elementary Science Methods
- TED 11 Elementary Math Methods
- TED 12 Elementary Social Studies Methods
- TED 13 Teaching Practice
- TED 14 Principles and Practices of Mainstreaming

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SUMMARY

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The Change Process requires the support of Leadership if it is to be possible. Direct steps for change are crucial in the top five Action Concepts presented, and the remainder are very important.

A few factors are suggested below as guidelines for action:

1. Approaches to dealing with Teacher Education vary from the concrete to the ephemeral. In reviewing most of the major reports on Teacher Training in the Government Colleges of Elementary Teaching, there were examples at both ends of the spectrum of achievability.

2. The process of Research continues and evolves in even the most advanced programs of Teacher Education. In the State of Wisconsin in the United States, there exists one of the largest University systems in the world with very complex programs undergirding the Teacher Education programs. The per capita support for the Universities is highest in the nation. Yet the process of determining how and where to improve Education continues.

3. The **ACTION CONCEPTS** should be implemented without delay, particularly 1 (Key Master Teacher Program), 2 (The New Methodology for the GCETs), 3 (Microteaching), 4 (Motivation of Faculty) and 5. (Curriculum Library).

The development of a new PTC Teacher Education Curriculum is being undertaken at the National Level and will be in place for several years. If there is to be an impact on this Curriculum, it is important that action occur now.

4. The **ACTION CONCEPTS** contain approaches that would complement and add much to the National Teacher Education effort. During the organization and implementation of the **KEY MASTER TEACHER** program, Officials from the Curriculum Wing should be asked for their review and support of the KMT effort and attendance at both a Planning Meeting of the Key Master Trainers, and one of the scheduled KMT programs for GCET Faculty.

WHAT IS EFFECTIVE TEACHING ?

Recently a study known as the "Effective Teaching Practices Study" was done by Pakistan's Academy for Educational Planning and Management (AEPAM) and Harvard University's BRIDGES Project. The researchers were Dr. Andrea Rugh, R.A. Farooq and Ahmed Nawaz Malik. In this study the techniques used by teachers of primary students who achieved well on tests developed by the World Bank PEP II Project were compared with the techniques used by teachers whose students achieved poorly on these tests. The results confirmed the findings of studies done by Dr. Barak Rosenshine in his research on a similar topic called "explicit teaching." What did the effective Pakistani primary teachers do to help their students learn? The AEPAM/BRIDGES study showed that:

1) Structure

STUDENTS LEARN MORE WHEN they are prepared for a new lesson. They need to have an overview or structure to focus their attention on the content to be learned. At the start of each lesson either (1) Give students a clear statement of the objective(s) of the lesson, or (2) Tell students the main topics of the lesson and the main ideas within these topics, or (3) Tell students the methods and materials they will use in studying the lesson.

2) Revision

STUDENTS LEARN MORE WHEN they connect the new material they are going to learn to the knowledge they already have. Remind them of what this prior knowledge is, and tell them how this prior knowledge is relevant to or connected with the new knowledge they are about to learn.

3) Step-by-Step Presentation

STUDENTS LEARN MORE WHEN they are not overwhelmed by too much knowledge at one time. They need to have time to think about and use new information and skills. Present new information and skills in small amounts. Show students how these small amounts are connected to each other in a logical sequence, and help them understand these connections.



4) Guided Practice

STUDENTS LEARN MORE WHEN they use the knowledge and practice the skills which they have just learned. Indeed, practice is part of the learning process itself. Teachers should guide the practice to insure that it is properly done and to answer student questions which arise as they practice.

5) Independent Practice

STUDENTS LEARN MORE WHEN they follow the Guided Practice with more practice which is on their own. Students must practice on their own in order to demonstrate that they can successfully manage independently of the teacher.

6) Homework

STUDENTS LEARN MORE WHEN they practice further by doing homework. A homework assignment is more effective if it is corrected by the teacher and returned to the students so that both they and the teacher can see what is already mastered and what needs to be practiced more. Students should then correct their own papers.

7) Variety

STUDENTS LEARN MORE WHEN there is variety in how lessons are taught. Bored when they do the same type of work day after day. Constant repetition techniques makes students stop paying attention and lose interest in learning. Students energetic and alert, give them an assortment of ideas and activities which are varied and different. This means more active learning and less memorization.

8) Time on Task

STUDENTS LEARN MORE WHEN they spend time on their studies rather than on activities which are not educational. The more time students use in learning, the more they will learn. Teachers and students should be at school when they are supposed to be there, and class time should not be wasted with non-instructional tasks.



9. Feedback to Students

STUDENTS LEARN MORE WHEN they are told honestly, directly, and frequently how they are progressing and how they can improve. Feedback is a kind of informal and preliminary evaluation. Without feedback, students do not know how to better their performance because they do not know where their performance is already adequate and where it fails.

10. Orderly Environment and Clear Rules for Behavior

STUDENTS LEARN MORE WHEN they are in a neat, clean and well arranged environment. An orderly environment includes rules for student conduct which are sensible, understood, and consistently and fairly enforced. Punishment should be given. Physical punishment should never be used. When students are confused, disorganized and are unsure how to behave, they will not learn well.

11. Confidence Building and Independent Learning

STUDENTS LEARN MORE WHEN they are independent and confident. If students cannot progress without the teacher's help, they will be ineffective learners. When they leave school there will not be a teacher to help them. If students can perform on their own, their confidence grows. Confident people are better learners and are more successful and productive citizens. Teachers should expect success from all students and believe that all students can succeed if they try.

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DIRECTORATE OF PRIMARY EDUCATION, NWFP

A P P E N D I X I

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A P P E N D I X I
M A J O R S T U D I E S A N A L Y Z E D

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British Council, **Survey of Teacher Training**, Overseas Development Administration, 1988, 112 pp. with 10 Annexes.

The study is primarily a quantitative study but some qualitative judgements were offered as well. One purpose was to formulate and cost a plan of assistance by an outside agency to help meet the main deficiencies and problems identified by the survey.

Huma Nauman, **Primary Teaching Certificate Program in N-W-F-P**, Bridges Studies in Education, May, 1990, 97 pp. 32 Appendices containing 159 pp.

This account weighs quite heavily on searching out any deficiencies that might exist in the Government Colleges of Education. There is no question about the obvious sincerity of the author who feels that change must be effected education is to improve in the GCETs.

Donald P. Warwick and Fernando Reimers, **Teacher Certification: Value Added or Money Wasted?**, Harvard Institute for International Development, Bridges Research Report Series, Fall, 1990, 34 pp.

The basis of their statistical study was to evaluate the teacher trainee program of the GCETs. Their conclusion was that it did not make any educational difference in the results of childrens learning in the Primary School. Both graduates and non-graduates of the GCET program were compared.

Dr. Richard N. Cowell, **Pre-Service and In-Service Teacher Training in NWFP**, PED Teacher Training and Supervision Specialist, August, 1991, 33 pp.

This is a study that deals directly and effectively with the issues and possible solutions. It offers also, different options that might be attempted to bring about program changes. In addition, it represents a "summative" statement on what the previous studies dealt with in their analyses.

A P P E N D I X I I
C O M P E T E N C Y - B A S E D
T E A C H E R E D U C A T I O N

COMPETENCY BASED TEACHER EDUCATION

As part of the new Methodology mentioned in ACTION CONCEPTS 1 and 2, the Department of Education at the University of Wisconsin - Superior has pioneered Competency Based Teacher Education for sometime with excellent results. It is incorporated in the possible new programming for the NWFP and the GCETs because such a program can be easily created for the Pakistan culture. Many of the Concepts are somewhat generic and others quite novel.

OVERVIEW OF AN ILLUSTRATIVE TEACHER EDUCATION PROGRAM

"Competency Based" means that the learning expectations for the students within courses and across the programs are explicitly stated and students are evaluated against those expectations. Following are the master competencies for the Elementary Education Major. These competencies represent those knowledges and behaviors which are associated with effective and efficient teaching. These competencies also serve as the guiding framework for the competencies developed within specific Teacher Education Courses.

MAJOR COMPETENCIES

ELEMENTARY EDUCATION MAJOR

1. The elementary school teacher understands and translates into action basic principles of learning and child development.
2. The elementary school teacher, as an active, seeking learner continually engages in experiences which promote personal and professional growth.
3. The elementary school teacher demonstrates skills in observation and reflective analysis, and the ability to plan and implement activities based on these observations and analyses.
4. The elementary school teacher exercises his/her responsibility as a professional decision-maker and makes instructional decisions based on the best interests of the child.
5. The elementary school teacher demonstrates the ability to integrate the various content and process areas of the curriculum into a problem-based, process-oriented, personalized learning program.

6. The elementary school teacher plans and implements a personalized, comprehensive language arts program which will develop children's competencies in speaking, listening, writing and reading.
7. The elementary school teacher plans and implements a personalized, comprehensive mathematics program which will develop children's competence in computation, mathematical concepts, and functional use of numbers in real life situations.
8. The elementary school teacher plans and implements a personalized, comprehensive social studies program which will develop children's appreciation of cultural divergence, awareness of careers and of social issues, and competence in using strategies and concepts for dealing with these issues.
9. The elementary school teacher plans and implements a personalized, comprehensive science program which will develop children's competence in learning through observation, experimentation, analysis, and the formation of generalizations.
10. The elementary school teacher plans and implements an instructional program to develop in children an appreciation of art, literature, and music, as well as basic competencies in these areas.

GOALS OF EARLY FIELD EXPERIENCES (School visits, Microteaching)

As part of the elementary education major, students will experience much contact with elementary level students. These Early Field Experiences provide the stimulus, opportunity, and direction to synthesize the knowledge, skills, and affective competencies of the future educator. The Early Field Experiences are designed to:

Systematically develop and integrate appropriate knowledges, skills, and attitudes thus enabling the future teacher to provide instruction that is focused, stimulative and responsive to student needs.

OVERALL PROGRAM GOALS

The following goals provide direction to all professional education programs with the intent that students experience opportunities to demonstrate:

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I. KNOWLEDGE OF:

- a. Subject matter competencies
- b. Human growth and development
- c. Principles of learning
- d. Professional roles
- e. Purposes of schooling in a democracy

II. SKILL IN:

- a. Planning, development and evaluation of curriculum
- b. Planning, conducting and evaluating instruction
- c. Evaluation of students
- d. Classroom management and organization
- e. Human relations
- f. Communications
- g. Subject area instructional competencies
- h. Meeting needs of special youth (including those at risk)

III. ATTITUDES AND BEHAVIORS THAT REFLECT:

- a. An appreciation of human worth
- b. The importance of education
- c. Dependability
- d. Responsibility and initiative
- e. Enthusiasm for teaching
- f. Constructive self-evaluation and ability to receive criticism

(University of Wisconsin - Superior, Department of Teacher Education, 1992)

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A P P E N D I X I I I
O U T C O M E B A S E D T E A C H E R E D U C A T I O N
S T A N D A R D S F O R T H E E L E M E N T A R Y
L E V E L

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OUTCOME BASED TEACHER EDUCATION
STANDARDS FOR THE ELEMENTARY LEVEL

This approach to Teacher Education is the most recent and significant change in the field developed on a National level in the United States (June, 1992). It has the potential for use in almost any system of Teacher Training as the goals are basic and flexible. For the N.W.F.P. and the GCITs it would be an exciting addition to the present focus of standardized curriculum offerings.

The attempt is to look at the actual classroom performance of the student teacher and the effect of the teaching on the child. This is mentioned as part of ACTION CONCEPT 2 and the new Key Master Teacher workshops.

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Outcome Based Standards

The focus is on what the beginning teacher should be able to do, think, and feel; not on what the prospective teacher should study.

Underlying Assumptions of Outcome Based Standards

- Outcomes are demonstrations of learning, not the names of teaching specializations, college course content, concepts, programs, or themes;
- Learning demonstrations occur in settings, and settings add their own conditions and challenges to the demonstrations
- Outcomes are culminating demonstrations of significant components of the beginning teaching role on-the-job in a public school classroom;
- Exit outcomes are the ultimate culminating outcomes in a curricular design and professional preparation delivery process.

Outcomes are role performances derived from job analyses of beginning teachers and expected of prospective teachers completing state approved teacher education programs. The impact of the outcomes is that teacher development is verified in public school contexts and settings prior to initial certification by the state certification agency.

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Total Quality Education

The Outcome Based model is also based on the work that is being done related to total quality, a client driven approach to improvement.

Applied in education, total quality means organizing and targeting all resources on activities that increase client satisfaction. In this context, total quality means ongoing improvement involving everyone, including but not limited to parents, students, teachers, principals, administrators, school board members, and teacher educators.

Portfolios as Comprehensive Assessment Devices of Students Enrolled in Teacher Education Programs

The use of such a measurement strategy would allow the gathering of multiple measures throughout the Teacher Education preparation program of the student. Such evidence would provide verification of skills as well as verification of ability to make applications with various types of students and in various settings.

The contents of Portfolios can be:

- Research - a compilation of research findings and best practices related to the Outcome area
- Video - a series of video illustrations of the Outcome area
- Lessons - example lesson and management plans used by the teacher to guide activities in the Outcome area
- Assessments - example assessment instruments and processes, and approaches to documenting some aspect of the Outcome
- Resources - people, processes and products used to demonstrate the Outcome

ELEMENTARY LEVEL OUTCOME BASED STANDARDS

(For purposes of the study, focus was on the Standards' "Teacher Requirement")

STANDARD 1.0 - READINESS FOR SCHOOL

The beginning elementary level teacher during planning, delivery, and analysis activities translates and aligns classroom expectations, climate, and instructional practices with children's stages of readiness and developmental characteristics.

STANDARD 2.0 - STUDENT DEVELOPMENT

The beginning elementary level teacher during planning, delivery, and analysis, considers, accommodates, and integrates the physical, social, emotional, cognitive, and linguistic developmental characteristics of elementary students.

STANDARD 3.0 - CURRICULUM

The beginning elementary level teacher in the certificated teaching assignment analyzes and organizes into daily, weekly, monthly, and yearly teaching units developmentally appropriate, culturally sensitive, basic and higher order, challenging, and integrated subject matter including, but not limited to, reading and language arts, mathematics, science, humanities, history, geography, and healthy lifestyles.

STANDARD 4.0 - INSTRUCTION

The beginning elementary level teacher elicits through effective teaching strategies, materials, and/or equipment the learning levels expected of students by the local school district in developmentally appropriate, culturally sensitive, basic and higher order, challenging and integrated subject matter, including but not limited to, reading and language arts, mathematics, science, humanities, history, geography, and healthy lifestyles.

STANDARD 5.0 - ASSESSMENT

The beginning elementary level teacher during planning, delivery, and analysis activities develops assessments and interprets, applies, and reports the results of pre-kindergarten experiences and levels of functioning and classroom, district, state, and national assessments that measure readiness for school and the implementation of the school curriculum and its standards of performance for the teaching assignment.

STANDARD 6.0 - SCHOOL IMPROVEMENT

The beginning elementary level teacher as a collaborating participant identifies, interprets, generates, and measures student readiness for school, group, and individual developmental data, school improvement solutions, and progress.

STANDARD 7.0 - HOME, SCHOOL AND COMMUNITY

The beginning elementary level teacher through home-school-community partnerships, plans and contributes in providing social and emotional support to parents, exchanging information with them, improving and encouraging parent-child dialogue, and nurturing family involvement in children's education at home and in school.

STANDARD 8.0 - TECHNOLOGY

The beginning elementary level teacher during planning, delivery, and analysis activities correlates, integrates, and applies computer-supported learning and management systems in classroom teaching.

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STANDARD 9.0 - SUPPORT SERVICES

The beginning elementary teacher during planning, delivery, and analysis activities recognizes needs and refers students and their families to available in-school and community support service agencies.

STANDARD 10 - RESOURCE MANAGEMENT

The beginning elementary level teacher during planning, delivery, and analysis activities, plans, schedules, and manages roles, objectives, phases, and milestones of teaching assignments in the public schools.

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