



CPD: Continuous Learning, Continuous Improvement

Being someone who always gives his 110 per cent, it was disheartening when my efforts did not transform into desirable results for my students". This is what Amanullah Khattak, a primary school teacher from Kohat with 20 years of experience, had to say about his experience in the classroom. It is precisely this situation that the Khyber Pakhtunkhwa Education Sector Programme (KESP) sought to address when it revitalised the Continuous Professional Development Programme (CPD) in 2017.

In 2016, KESP assessed the existing CPD programme and discovered that only 19% of schools kept a record of Teacher Group Meetings (TGMs), highlighting the need for reforms in the training regime. In 2017, KESP revamped the programme in collaboration with the Directorate of Curriculum and Teacher Education (DCTE) and the Department of Professional Development (DPD) by assisting them in establishing a dedicated CPD unit. This unit was tasked with generating and modifying training content, selecting the best possible experts to conduct the training, and maintaining a monitoring regime throughout the year. In recalibrating the programme, KESP recommended fundamental changes to transform CPD into a comprehensive and effective teacher training programme. These recommendations, which were implemented successfully, include the replacement of TGM with Professional Development Days (PDDs), where trainers and teachers meet monthly to focus on pedagogical areas needing improvement. Other key changes have been the creation of a training schedule which aligns with the academic calendar and using student assessment data – utilising system-level assessment averages – as the base upon which training is built and designed. These changes have allowed student needs to be embedded within the training cycle, increasing its effectiveness. The results achieved by the improved programme have

been impressive. A comparative study conducted by KESP of Grade 5 students from CPD-treated schools against Grade 5 students of non-CPD-treated schools found a 6% mean score difference in favour of CPD schools (45% vs 39%). Similarly, typical Grade 5 assessment scores increased from 25% in 2017-18 to 50% in 2019-20. Furthermore, since 2018, the percentage of teachers attending CPD has improved from 92.8% to 96.5%, and the Elementary and Secondary Education Department (E&SED) has firmly established annual investment in the programme. The reinvigorated CPD model currently benefits 81,000 (14,452 male and 9,246 female) teachers in 23,698 schools. In the future, to be responsive to the global trends in EdTech, the E&SED is geared to develop systems to enhance the CPD further. Moreover, the CPD Portal may be vertically integrated with the Integrated Education Management Information System to supplement the monitoring regime. Digital content may also be produced to introduce blended learning models to improve programme effectiveness. While there are still improvements to be made, the revamping of CPD in KP has been a major success. As the teacher from Kohat, Amanullah Khattak, now says, "The CPD model has revitalised my views on pedagogy. I now realise that tools, practices and skillsets are available to transform our children's future and that their progress is directly linked to my development as a professional teacher."

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