

Continuous Professional Development (CPD) Model For Elementary School Teachers (ESTs)



Institute of Social and Policy Sciences
Informing Policies, Reforming Practices





Background

Extensive research highlights the critical role of teachers in student achievement. A landmark study by Beteille Evans (World Bank) demonstrated that replacing a low-performing teacher with a high-performing one can significantly improve student learning outcomes¹. This finding underscores the powerful influence that teacher effectiveness exerts on student progress. Similarly, Barber and Morshed (2007) emphasize this notion by asserting that the overall quality of an education system is ultimately limited by the quality of its teachers². Effective teachers are, indeed, the cornerstone of a successful educational system.

High-quality elementary education forms the foundation of a robust education system. Therefore, equipping elementary teachers with the necessary knowledge, skills, and ongoing support is crucial for student success. However, Punjab's existing teacher training system may not fully address the evolving needs of educators and students at the elementary level. A well-designed Continuous Professional Development (CPD) Model can address these challenges by providing a structured and ongoing process for professional growth.

Recognising this need, Punjab Education Sector Programme-II (Extended) (PESP-II) comprehensively reviewed elementary teachers' training needs. In collaboration with the Quaid-e-Azam Academy for Educational Development (QAED), they proposed a Model for Continuous Professional Development for Elementary School Teachers (ESTs). The model was piloted in three districts in 2021. Building upon PESP-II's work, this revised version of the CPD Model for Elementary School teachers was developed through further consultations with QAED and the School Education Department (SED). The CPD Model is designed to offer targeted professional development opportunities that address identified teacher knowledge and skills gaps.



¹ Evans, Beteille. 2018. *Successful Teachers, Successful Students*. The World Bank

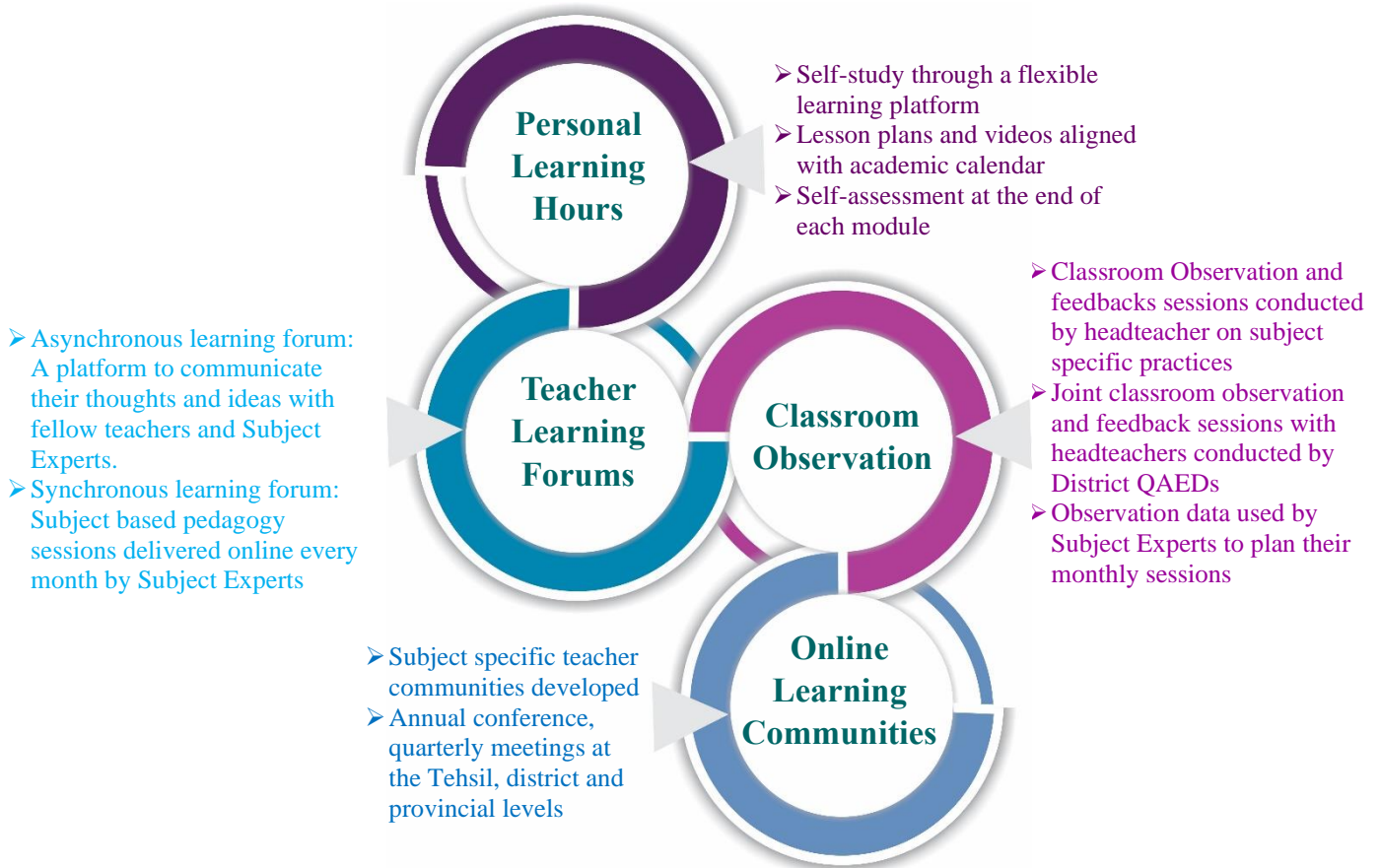
² Barber, Michael and Morshed, Mona. 2007. *How the World's Best-Performing School Systems Come on Top*.





Continuous Professional Development (CPD) Elementary Model

The revised model takes into consideration key attributes of CPD design for ESTs and includes the following four key activities



Personal Learning Hour

Personal learning hour is a self-study and flexible learning platform. Under the mandatory activities of personal learning hour, every teacher will be required to read or view content that includes lesson plans and videos for the entire month. The topics of these lesson plans and videos will be based on the Student Learning Outcomes (SLOs) informed by the academic calendar. The videos will either be purposefully developed or carefully selected from reliable open-source materials by QAED. Video-based content will also be developed on teaching strategies as well.

After the completion of a particular cognitive unit, teachers will be required to complete a self-assessment exercise. Progression to the next cognitive unit will be subject to achieving an 80 % score in the self-assessment exercise.



Teacher Learning Forums

The CPD model is designed to ensure active learning. This will be achieved by the obligatory participation of teachers in the online Teacher Learning Forums. There will be 12-15 teachers in each forum, and they will participate in Synchronous and Asynchronous activities every month managed by QAED Subject Experts.

Teachers will attend two types of forums mentioned below:

Asynchronous Learning Forum

All the teachers will be required to participate in asynchronous learning forums. While working on individual learning tasks during personal learning hour, teachers would need a platform to communicate their thoughts and ideas with fellow teachers. QAED will select Subject Experts of the subject areas i.e., English, Mathematics and Science, from the pool of qualified high school or higher secondary school teachers through a competitive process from the same district. These subject experts will be responsible for ensuring that teachers meaningfully participate in these forums. This forum will also be used to conduct teacher surveys every month. The surveys will be centrally designed by provincial QAED. The results of the survey will be populated for a group of teachers served by QAED Subject Experts who will use these results to design their synchronous training sessions. Quality of participation on these forums will be ensured by training QAED Subject Experts on initiating and managing meaningful discussions for which detailed rubrics will be developed and technology-enabled feedback mechanisms and templates will be prepared.

Synchronous Learning Forum

QAED's Subject Experts will moderate synchronous learning forums every month. The duration of a session moderated by a subject expert will be two to three hours. The forum will provide an opportunity for the moderators to deliver content that meets the specific needs of teachers. At the same time, it will provide an opportunity for the teachers to raise and discuss issues, make comments, offer information, or ask questions from the moderator and each other. The needs will be informed by three sources:

- a) Data on the use of learning applications during personal learning hours will be analysed using a software application, and key patterns in the difficult areas will be identified,
- b) Teacher surveys will be conducted via asynchronous forums, and the results of each group of teachers served by a Subject Expert of QAED will be shared with him/her.
- c) Classroom observation data collected by the headteachers will be consolidated over each group of teachers served by the Subject Expert of QAED and shared with him/her.

They will be trained in online moderation skills.

Every teacher will participate in at least one forum every month. If a teacher teaches more than one subject, he/she will attend forums on all the subject areas that he/she is responsible for teaching at school.



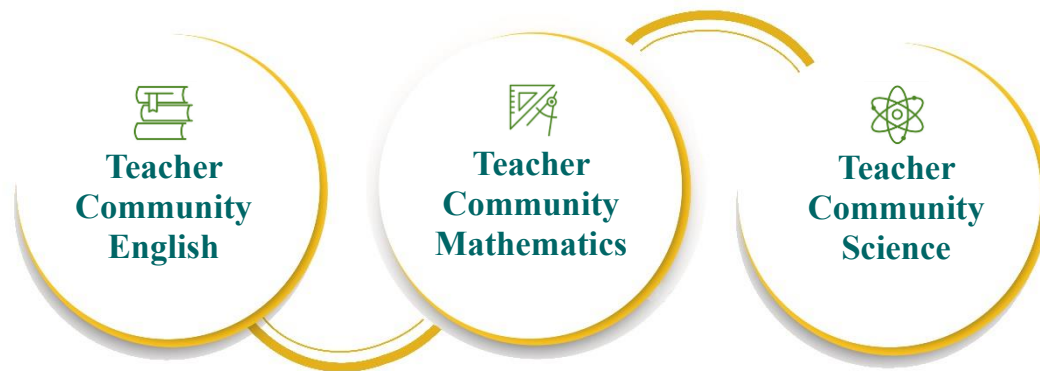
Classroom Observation

The head of every middle school will be responsible for conducting one observation of every teacher every month. This will be done using the classroom observation tool developed specifically for Elementary School Teachers (ESTs). The observation data will be analyzed by Subject Experts to inform the training needs of teachers. It will also be used to give regular feedback to the teachers on their teaching skills by heads of school. Heads of schools will be given intensive training to conduct observation and provide feedback.

District QAED officials will visit schools and conduct joint classroom observations with the headteachers using the same observation tool. Both observers will match their scores and district QAED officials will provide feedback to the school heads on their observations of the class. The observation data will also be used to inform the training of teachers.

Professional Learning Communities

The following three subject-based professional communities will be introduced:



Subject-Based Professional Communities

Asynchronous learning forums will contribute towards development of these communities. To strengthen these communities, QAED will arrange annual conferences and quarterly meetings at the Tehsil, district, and provincial levels. The communities will be primarily used to foster and promote a culture of professional development in the province. Some of the activities could be action research, sharing of instructional and support materials, promote original work of teachers and bridge the gap between theory and practice, organize workshops, seminar and conferences, to name a few. QAED could also work to establish linkages of its teacher forums with other national and international association.

Roles and Responsibilities

SED / QAED	<ul style="list-style-type: none"> • Overall management and QA of the programme • Development and QA of materials • Capacity building of District QAED staff • Management of subject based professional communities • Uploading and dissemination of self-study modules through TMS
District QAED	<ul style="list-style-type: none"> • Management of personal learning hour and interactive learning forum • Selection, training and mentoring of Subject Experts • Training and mentoring of headteachers • Joint classroom observation and feedback sessions with headteachers
Subject Experts	<ul style="list-style-type: none"> • Attend capacity building/training activities conducted by QAED • Moderate asynchronous learning forums • Use classroom observation data, personal learning hour data and asynchronous learning forum data to inform online session with a group of 20 teachers and deliver through synchronous learning forum – once a month
Headteachers	<ul style="list-style-type: none"> • Attend capacity building/training activities conducted by QAED • Provide academic leadership to teachers • Conduct classroom observation and feedback – each teacher at least once a month • Ensure that teachers complete self-study modules and participate in interactive learning forums
Teachers	<ul style="list-style-type: none"> • Complete self-study modules every month within the given time frame • Participate in interactive learning forum once a month with their Subject Expert • Attend any other CPD activities under the policy and as per the schedules issued from time to time.



Implementation Plan

Below is a list of key outputs of the pilot intervention 2024

1. Testing of the operational and technological modalities of revised CPD framework for Elementary School Teachers completed in two districts of Punjab: Nankana sb (280 middle schools), and Sheikhpura (180 middle schools).
2. Customised Training Management System (TMS) for the delivery of content developed.
3. Training content developed for the training of headteachers, district QAED staff, subject experts, and teachers.
4. 460 headteachers and district QAED staff from two districts trained on effective coaching, classroom observation and giving constructive feedback skills.
5. 90 subject experts selected and trained on subject based pedagogy and managing online learning forums for teachers in English, Mathematics and Science
6. 1380 elementary school teachers trained on content knowledge and pedagogical skills for teaching of Mathematics, English and Science.
7. Lesson plans and videos developed on SLOs of Mathematics, English and Science for Grade 6 aligned with the academic calendar for the entire duration of the pilot.
8. Videos on pedagogical skills of Mathematics, English and Science developed for teachers.
9. Classroom observations conducted by headteachers and district QAED staff and data used to inform the planning and delivery of monthly online learning forums for teachers by Subject Experts.
10. 1380 elementary school teachers trained on content knowledge and pedagogical skills for teaching of English, Mathematics and Science through the self-study modules on TMS and monthly online learning forums planned and delivered by subject experts informed by data on teachers' progress, discussion forums and classroom observations.
11. Professional learning communities for Mathematics, English and Science established in 2 districts with support at the provincial level.

The results from the pilot will be used to develop recommendations for improvement and inform scale-up plan.





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