KHYBER PAKHTUNKHWA

Diagnostic Report on

KP's Teacher Induction Programme:

Situation Analysis and a Way Forward

Khyber Pakhtunkhwa

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on

KP's Teacher Induction Programme:
Situation Analysis and a Way Forward

Version 2.0

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List of Abbreviations

ASDEO	Assistant Sub-Divisional Education Officer
B-TAG	Bridging Technical Assistance for Governments
DCTE	Directorate for Curriculum and Teacher Education
DE&SE	Directorate of Elementary and Secondary Education
DPD	Directorate of Professional Development
ECCE	Early Childhood Care and Education
F2F	Face-to-face
FCDO	Foreign, Commonwealth & Development Office
FGD	Focus Group Discussion
GOAL	Girls and Out of School Children – Action for Learning
HEC	Higher Education Commission
ICT	Information and communications technology
I-SAPS	Institute of Social and Policy Sciences
IP	Induction Programme
ISU	Implementation Support Unit
IT	Information technology
KESP	Khyber Pakhtunkhwa Education Sector Programme
KII	Key Informant Interview
KP	Khyber Pakhtunkhwa
KPHCIP	KP Human Capital Investment Project
LitNum	Literacy and Numeracy
LMS	Learning Management System
PM	Project Manager
PST	Primary School Teacher
PTC	Parent Teacher Committee
RPDC	Regional Professional Development Centre
SLP	School Leader Programme
SPST	Senior Primary School Teacher
SQMI	School Quality Management Initiative
SSRC	Standing Service Rules Committee
TA	Technical Assistance
TCK	Teacher Content Knowledge

Executive Summary

Bridging Technical Assistance for Governments (B-TAG), funded by the Foreign, Commonwealth & Development Office (FCDO) of the United Kingdom (UK) Government and managed by the Institute of Social and Policy Sciences (I-SAPS), is working to enhance access to education and improve learning outcomes, especially for girls and marginalised children. As part of the project's objectives relating to enhancing teacher knowledge, skills, and classroom practices, B-TAG programme activities include evaluating the teacher Induction Programme offered to the newly recruited teachers of Khyber Pakhtunkhwa (KP) and making recommendations for strengthening the programme design and delivery. The review looked at relevant documents consulted teachers who had completed the Induction Programme and other stakeholders including the KP Directorate of Elementary & Secondary Education (Directorate), Directorate of Professional Development (DPD), Directorate of Curriculum and Teacher Education (DTCE), Regional Professional Development Centres (RPDC), headteachers (HT), School Leaders (SL), and Assistant Sub-Divisional Education Officers (ASDEOs) to identify gaps in the Induction Programme design and mode of delivery. The review also looked at the roles and responsibilities of the institutions involved in implementing the Induction Programme.

In 2017, the Elementary and Secondary Education Department (E&SED) of the KP government removed the pre-service qualification as an eligibility criterion for teaching posts, creating the need for a robust Induction Programme for new teachers. The programme was designed to improve teachers' pedagogical content knowledge and provide an orientation on E&SED rules, regulations and teacher professional standards. The nine-month-long induction uses a blended approach. Teachers follow instructional videos through a Learning Management System (LMS) and carry out self-assessments. They also visit a centre (located at RPDC) for two days each month to attend moderated Face-to-Face (F2F) sessions, during which they take monthly assessments. At the end of the programme, teachers take a final examination.

The stakeholders, including programme participants, shared positive views about the usefulness and relevance of the Induction Programme. The data collected from teachers provided information about their perceptions on various key aspects of the induction training. The information from teachers, Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) also highlighted several areas for improvement.

Based on the analysis of data and feedback from stakeholders, key recommendations have been presented for the government and future technical assistance programmes to consider. To further improve the teacher Induction Programme, it is recommended to prioritise subject-specific pedagogy, integrate practicum with coaching support, and strengthen classroom observation and feedback practices by SLs with HTs' support. Additionally, the report recommends considering certification for induction training and enhancing the role of the RPDCs to develop and deliver locally tailored programmes that address teachers' specific needs.

I.Introduction

Project Background

Overwhelming evidence indicates that teacher induction programmes play a vital role in promoting the interrelated goals of teacher quality, teacher retention, and student learning, which the government of KP is committed to achieving.[1] In light of this evidence and anticipation of the revised service rules for teachers, in 2017, the KP Education Support Programme (KESP) supported the DCTE and the DPD to introduce an Induction Programme for new teachers[2].

KP Induction Programme Design

The Induction Programme for teachers in KP was launched in 2017. The impetus for introducing this programme came from the realisation that the teachers' content knowledge and teaching competence in KP were below average, as revealed through Teacher Content Knowledge (TCK) tests administered by the DCTE.

To address this situation, the E&SED introduced a technology-enabled Induction Programme for teachers and made it a mandatory requirement for all new primary, middle and secondary teachers entering the system. As of 2023, three iterations of the programme have been completed for nearly 35,000 newly inducted teachers. The programme was initially designed for six months but was extended to nine months from its second iteration.

The Induction Programme has been divided into two thematic areas: Foundation Subjects and Core Subjects. Foundation subjects help teachers build their pedagogical skills, whereas Core subjects focus on helping teachers improve their content knowledge. Currently, two out of the nine months of training are dedicated to foundation subjects, while the rest of the seven months are dedicated to building core subject knowledge.

The contents of the Induction Programme are tailored for subject-specific cadres of primary, middle, and secondary school teachers. In each cadre, the teachers are required to complete a prescribed number of foundation and core subject courses.

The Induction Programme uses a blended learning approach designed to be hosted on Android tablets. The content is delivered through a custom designed LMS that contains curated video content, descriptive material, and self-assessment activities. Teachers who have been provided with smart tablets with the required material upload study on their own using these materials and attempt the self-assessment activities given in the LMS.

The concepts are then reinforced through F2F sessions with trained subject experts. Every two weeks, the teachers visit an Induction Programme centre at an RPDC or a nearby high/higher secondary school for six-hour-long F2F sessions with subject experts. The teachers are required to take subject-wise monthly assessments in these F2F sessions for the requisite course content of that month. Moreover, the teachers are also assigned practicum lessons from core subjects. These lessons are observed and graded by subject experts from RPDCs. The grades of this 'practicum' component count towards the final grade teachers receive at the end of the Induction Programme.

Finally, at the end of the nine-month training, the teachers take a summative examination conducted by the Assistant Director Examination DCTE in all core and foundation subjects. The teachers who attend

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[1] Thompson, M., Paek, P., Goe, L., & Ponte, E. (2005, April). The impact of new teacher induction on teacher practices and student learning. http://www.ets.org/research/dload/AERA_2005_Thompson. pdf.

[2] According to amended Service Rule 2018, pre-service professional qualification was removed as a necessary condition for application for all the teaching posts.

70% or above in the F2F sessions are allowed to take this exam. The teachers participating in the Induction Programme are graded across these four components per the following weightage.

- Attendance in F2F sessions (10%)
- Fortnightly assessments (20%)
- Practicum assignments (30%)
- Final assessment (40%)

Teachers who complete all the components mentioned above are considered to have completed the Induction Programme, and their recruitment is confirmed once they receive a pass in the induction programme.

Purpose of the Review

Operational for the past six years, the Induction Programme for teachers has demonstrated promising results for meeting the needs of the teachers. However, given recent developments, including elections in the province and the upcoming long-term TA under GOAL, a review of the programme aims to provide useful information to the new government to accordingly plan its initiatives for further strengthening the programme and teacher practices and better align with GOAL.

The review examines different components of the Induction Programme, including its design and delivery mode, and identifies issues and challenges in its implementation. Recommendations are made for further improvements and customisation of activities to the existing and emerging needs of teachers. It also provides a way forward to ensure that the programme continues to achieve its desired objectives.

The findings will help tailor support to transform classroom learning and improve the IP, placing teachers' experiences and feedback at the centre of its development. It is expected that the Directorate and other key stakeholders will use the insights from this review study to further improve the Induction Programme and ensure it continues to achieve its desired objectives.

Report Structure

The report is organised into six sections. The first section introduces the B-TAG project, details its design, and explains the rationale for conducting the review. The second section describes the framework of analysis/review in detail, including the technical approach and methodology employed for the review. The third section comprises a desk review of induction programmes conducted at the national and international levels and identifies best practices. The fourth section consolidates findings in alignment with the established review framework. Building upon these findings, the fifth section presents recommendations for improvements in the Induction Programme and outlines a way forward, including the roles and responsibilities of the stakeholders and relevant departments in implementing the recommendations. The sixth section concludes the report, summarising key insights and highlighting the significance of the findings in the broader context.

II. Technical Approach and Methodology

Overall Approach

The technical approach adopted for this report is informed by:

1. Approved Induction Programme Design, which outlines proposed induction *practices* for the province and the *processes* that the DPD, DCTE, and other institutions have adopted for implementing the practices.
2. The approach further considers institutional roles, responsibilities, and mandates to identify the capacity, coordination, and communication influencing the Implementation of the Induction Programme
3. The approach also includes a desk review of all relevant documents, the conduct of Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), consultations with key stakeholders, and visits to RPDCs in selected districts.
4. Lastly, the approach also includes collecting and analysing primary data from the participants (teachers) of the three iterations of the Induction Programme (IP). The data was collected by reaching out to teachers who have undergone the training and recording their feedback through an online survey tool[3].

Desk Review

B-TAG team conducted a desk review of key literature studying the existing materials and mechanisms used for delivering the Induction Programme. The key documents reviewed included the KP government's Teacher Recruitment Policy, the Induction Programme Design Document, the Induction Programme Review conducted by the KESP TA, the KESP Project Closure Report 2022, and the report on the Scheme of Studies for the Induction Programme produced by the DCTE. Based on the desk review, a framework encompassing the following areas to review the induction programme was developed:

1. Induction Programme Design
2. Delivery of the Induction Programme
3. The need for certification of the KP Teachers Induction Programme

The survey targeted teachers who had taken part in any of the three iterations of the IP. Findings from the analysis of data on feedback and perceptions of teachers helped with developing a comprehensive set of recommendations to further strengthen the programme.

Data Collection Instruments

Three data collection tools, i.e., **(i) an Online teacher survey questionnaire** to gather primary data from teachers, **(ii) KIIs**, and **(iii) FGDs,** were developed.

The **online teacher survey questionnaire** aimed to capture perceptions of the teachers who successfully completed the first three iterations of the IP. The questions targeted various aspects of the IP, including but not limited to the effectiveness of the training material, the quality of instructional videos, the duration of training sessions, and overall satisfaction with the programme. Additionally, open-ended questions were incorporated to allow respondents to provide qualitative insights and suggestions for improvement.

The tools for **KIIs** and **FGDs** included prompts to help the data collection team conduct interviews and discussions with teachers, HTs, induction programme trainers, SLs, and RPDC and DE&SE focal persons.

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[3] An online survey hosted on the Survey Monkey platform.

Data from teachers provided direct information on how teachers perceived the training programme and its utility. It also provided information on what changes are required to further strengthen the programme and maximise its impact.

KIIs and FGDs were helpful in capturing stakeholder perspectives and insights on the key thematic areas and triangulating the information provided with what has been reported in documents and reports.

Data Collection

After the data collection tools were developed, the B-TAG team visited Peshawar and Kohat in the first week of November 2023 to meet with the stakeholders and collect data. An interactive workshop with focal persons from DPD was also held at Peshawar, where the mechanism and ideas for possible improvement in the Induction Programme were discussed. For the consultations, the respondent samples were selected such that males and females were reasonably represented. Teachers were selected from all three iterations of the Induction Programme.

The data was collected from various sources, including a teacher perception survey, interviews, FGDs, and a review of various reports and documents.[4].

The details of the participants are given in the table below.

Table 1: Participants and Data Collection

S. No.	Date	Venue	Type	Participants
1.	Oct 31, 2023	RPDC Peshawar	FGD	11 RPDC Subject Experts/ Instructors (4 M, 7 F)
2.	Nov 2, 2023	I-SAPS Peshawar	Workshop	DPD focal persons (4 M, 4 F)
3.	Nov 3, 2023	DE&SE Peshawar	FGD	26 Teachers (21 M, 5 F)
4.	Nov 3, 2023	DE&SE Peshawar	FGD	2 Head Teachers (M) 1 ASDEO (M)
5.	Nov 3, 2023	DE&SE Peshawar	KII	Director DE&SE (M) Project Manager Implementation Support Unit (ISU) (M) Manager ECCE (M) Additional Director (M)
6.	Nov 4, 2023	RPDC Kohat	FGD	15 RPDC SEs/Instructors (8 M, 7 F)
7.	Nov 4, 2023	RPDC Kohat	FGD	8 School Leaders (5 M, 3 F)
8.	January 5, 2024	DCTE	KII	Director DCTE
9.	January 5, 2024	DCTE	KII	Education Adviser, KP
10.	March 06 to March 18, 2024	Online	Primary Data	Teachers from iteration 1 (2018-19), 2 (2019-20), and 3 (2022-23)

Data Consolidation and Analysis

For the primary data collected through the online tool, the analysis was conducted to gauge teachers' overall satisfaction with various aspects of the training, including the quality of videos, delivery,

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[4] An online Teacher Perception Survey was conducted between 6th March to 18th March, 2024

content, etc. Further analysis was done to understand the impact of training on teaching practices, skills, knowledge, application, and follow-up support.

The data collected from the KIIs and FGDs was compiled, and a thematic analysis was conducted. This included transcribing the data collected, followed by labelling and collating the data as per the themes that emerged from the discussions. The themes identified were sorted as per the review framework: Induction Programme design, delivery mode of the Induction Programme, and the need for certification of the Induction Programme. The report findings are presented under the framework themes and cover gaps, areas of improvement, recommendations, and ways forward.

Sample Statistics of Survey with Teachers

The sampling procedure employed a snowball sampling method, which facilitated the expansion of the sample size and enabled a comprehensive representation of participants' perspectives across different iterations. The sample size varied across the three iterations of the IP. There were 37 participants from iteration 1, and 275 participants were from iteration 2. The largest cohort of responses was obtained from iteration 3, with 1,251 participants contributing to the evaluation process.

The table below provides summary statistics of the online survey participants, including iteration-wise respondents, designation-wise split, gender-wise breakup, and zone-wise distribution.

Table 2: Iteration-wise Number of Respondents

Iteration	No. of Respondents (Teachers)	Percentage
1st iteration (2018-2019)	37	2%
2nd iteration (2019-2020)	275	18%
3rd iteration (2022-2023)	1,251	80%
Total	**1,563**	**100%**

Table 3: Designation-wise Distribution of Respondents

Designation	No. of Teachers	Percentage
EST	50	3%
PST	987	63%
SST	224	14%
CT	101	6%
PET	56	4%
AT	29	2%
Other	116	7%
Total	**1,563**	**100%**

Table 4: Gender-wise Respondents

Gender	No. of Teachers	Percentage
Female	565	36%
Male	990	63%
Prefer not to say	8	1%
Total	**1,563**	**100%**

Furthermore, regional categorisation was done to get a demographic snapshot of the participants across the province by dividing districts into five zones, ensuring maximised geographic coverage. The zones are mentioned as follows:

- **Zone 1:** (Bajaur, Mohmand, Khyber, Kurram, Orakzai, North Waziristan, South Waziristan)
- **Zone 2:** (Peshawar, Charsadda, Nowshera, Swabi and Mardan)
- **Zone 3:** (Swat, Upper Dir, Lower Dir, Upper Chitral, Lower Chitral, Buner, Battagram, Shangla, Upper Kohistan, Lower Kohistan, Kolai Palas, and Malakand)
- **Zone 4:** (Dera Ismail Khan, Tank, Bannu, Hangu, Lakki Marwat, Kohat, Karak, Torghar)
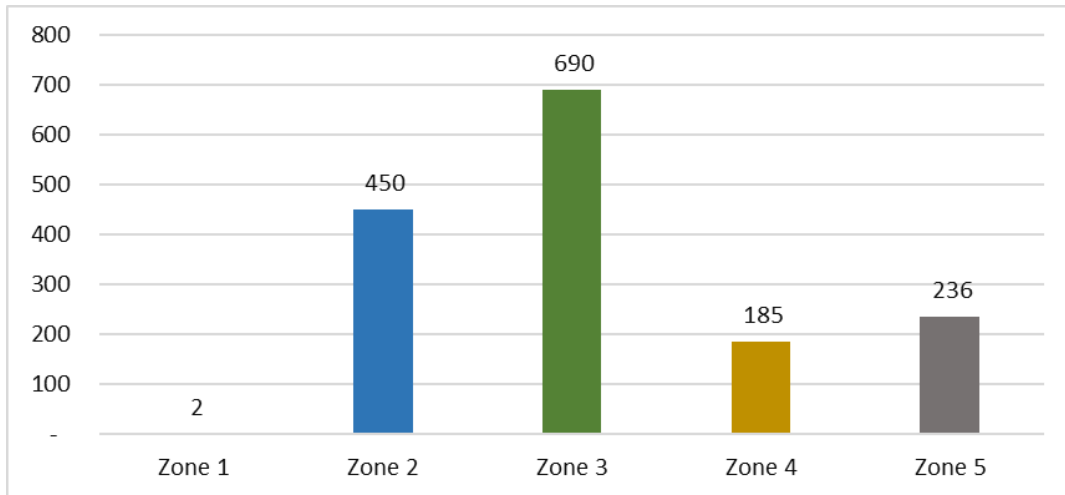- **Zone 5:** (Haripur, Abbottabad, Mansehra)

Figure 1: Residential Zone-wise Distribution of Respondents

As shown in the figure above, a sizeable representation from all four other zones participated in the online survey, except for zone 1.

III. The Evolution of Induction Programme: An Overview

Induction Programme Design

The induction programme was designed in 2017 in response to a policy shift of the government to do away with pre-service qualification as an eligibility criterion for teaching posts. The decision was implemented through an amendment to the rules of service for teachers, which are now called Service Rules 2018. The service rules were approved during a meeting of the Service Rules Standing Committee (SSRC) held on 24 July 2017. Following the meeting, the rules were notified vide notification No. SO (PE)/4-5/SSRC/Meeting/2012/Teacher Cadre 2017. After the approval of amended service rules, successful completion of the Induction Programme became a condition for confirmation of service as a teacher.

The teaching competence and content knowledge of the teachers in KP were below average, as exhibited through survey results administered by the DCTE. The Induction Programme, therefore, focused on improving pedagogical content knowledge in Math, Science and English for primary and middle school teachers and Math, Biology, Chemistry, English, and Physics for secondary school teachers. Specialised content has also been designed for specialised cadres such as Physical Education, Arabic, Qari, Theology and Drawing Teachers. The programme also aims to orient the teachers to the rules, regulations, and professional standards.

Mode of Delivery

Induction training is offered through a blended mode. Teachers are given tablets that have a customised LMS and video course content preloaded on them. Teachers view/study the instructional content individually and attempt self-assessment quizzes at the end of each course segment. They also visit a centre (located at a high school) for two days each month to attend face-to-face (F2F) sessions moderated by RPDC faculty and trained Subject Experts who are high school teachers. During these sessions, the teachers also take monthly online assessments covering the contents studied in the preceding month. Towards the end of the programme, the teachers take a final examination conducted by the DCTE.

The following table shows how the induction training implements the elements of its blended learning.

Table 5: Implementation of Induction Training

Subjects	Mode	Venue/Location	Duration/Frequency
Pedagogy	Face to face & through videos	RPDCs + High School Centres + Home	Two months
Subject content (Un-supervised)	Independent learning through videos & descriptive material on digital tablets	Home	Seven months (Estimated 1-2 hours daily)
Subject Content (Supervised)	Face to Face	RPDCs + High School Centres	Two days in a month
Practicum	Face to Face	RPDCs + High School Centres	1 Day – (Micro teaching)
Assessment	Face to Face (but administered online)	RPDCs + High School Centres	Once in a month (6 times)
Final Exam	Pen and paper	Announced by the DCTE	One time at the end

Induction Programme Iterations

First Iteration

The first iteration of induction training was launched in September 2017. The duration of the programme at the time of the first iteration was six months. 12,384 teachers recruited in 2016-17 completed the first iteration of the training programme, out of which 10,172 met the pass criteria. DPD engaged 1,335 Subject Experts in 550 centres. During the first iteration, 1015 videos, 255 articles and 174 self-assessment items were developed across English, Math and Science for Primary, Elementary and Secondary levels.

DPD procured 15,000 tablets for teachers at approximately PKR 450 million. These tablets were also used for the second iteration as well.

Second Iteration

The second iteration was launched in November 2019. The duration of training was extended from six to nine months. DCTE revised the programme design based on the process and output level data collected by M&E, as well as feedback from stakeholders and participants of the first iteration. Five foundation courses were also introduced to improve teachers' pedagogical skills to be delivered F2F during summer or winter break for two consecutive months. The Assessment regime was also strengthened, and the weightage assigned to each component was revised. The monthly assessment was given 10 %, assignments another 10 %, microteaching practicum was given 20 %, and the final exam had a weightage of 60 %.

11,596 teachers completed the second iteration of IP. DPD established 496 training centres across the province, curated 2,134 videos, and developed 246 session plans, 1889 self-assessments and 1,440 online monthly assessment items.

Third Iteration

The third iteration started in April 2022. DCTE revised the scheme of studies in response to the Single National Curriculum. Monthly assignments were excluded. The final examination was given 70% weightage, and the monthly test and practicum were given 15 % each. The eligibility criteria for the final examination were 70 % attendance in F2F sessions. 9,514 teachers successfully completed the third iteration of IP.

Fourth Iteration

Teachers recruited in 2021 from settled districts and all teachers recruited to date in the Newly Merged Districts will be trained through the fourth iteration of the programme starting from September 2024, subject to the availability of funds at E&SED.

Scheme of Studies by DCTE

The DTCE develops the scheme of studies for the Induction programme. The scheme is designed to support teachers who come with no professional training and experience by refining their content knowledge and developing essential pedagogical skills. DCTE revises the scheme of studies before every iteration of the Induction Programme, informed by the lessons learned from previous iterations and consultations with the stakeholders.

The latest iteration of induction training has been divided into two thematic areas, i.e. Foundation Subjects and Core Subjects. Foundation subjects deal with helping teachers build their pedagogical skills, whereas Core subjects focus on helping teachers improve their content knowledge. All the newly recruited teachers are required to complete the prescribed number of courses as per the table below:

Table 6: Induction Programme Content

Teachers Cadre	Core subjects	Foundation subjects
Primary	English Mathematics Science Islamiyat	Curriculum and Instruction Education Psychology Classroom Management and Assessment Classroom Assessment and Management Information Communication Technology (ICT)
Elementary	English Mathematics Science Islamiyat	Curriculum and Instruction Education Psychology Classroom Management and Assessment School Organisation Information Communication Technology (ICT)
Secondary	For Secondary School Teacher (SST) Science: Mathematics Physics Chemistry Biology For SST General: English General Science General Mathematics	Curriculum and Instruction Education Psychology Classroom Management and Assessment School Organisation Information Communication Technology (ICT)
Drawing Master	English Mathematics Drawing and Arts	Curriculum and Instruction Education Psychology Classroom Management and Assessment School Organisation Information Communication Technology (ICT)
Physical Education Teacher (PET)	English General Science Health and Physical Education	Curriculum and Instruction Education Psychology Classroom Management and Assessment School Organisation Information Communication Technology (ICT)
Arabic Teacher (AT)	Teaching of the Quran Arabic Urdu	Curriculum and Instruction Education Psychology Classroom Management and Assessment School Organisation Information Communication Technology (ICT)
Theology Teacher (TT)	Teaching of the Quran Arabic Urdu	Curriculum and Instruction Education Psychology Classroom Management and Assessment School Organisation Information Communication Technology (ICT)
Qari	Teaching of Quran Arabic Qirrat of Quran	Curriculum and Instruction Education Psychology Classroom Management and Assessment School Organisation Information Communication Technology (ICT)

Assessment design is based on the following:

- Self-assessment activities
- Monthly assessment
- Practicum

- Final Exam

Monthly Assessment: Subject-wise, monthly assessments are conducted in core subjects by each RPDC through built-in online/offline assessments in the LMS. Attendance is marked based on monthly assessment.

Practicum: The practicum is conducted by observing trainee teachers in the lessons assigned to them in the core subjects. The faculty members of RPDCs observe and mark these lessons, and the award list is submitted to the DCTE.

Final Examination: At the conclusion of 9 months of training, a final examination will be conducted by the DTCE in all core and foundation subjects. Candidates with 70 % attendance in F2F sessions are allowed in the final examination.

The Induction Programme Review - KESP

The first iteration of the programme was reviewed by the KESP TA. The review analysed three main aspects of the programme:

i. Viability of technology
ii. Usefulness of F2F sessions
iii. Impact of training videos and programmes

The KESP survey based its findings on a teacher perception survey, monitoring visits to induction training centres, FGDs with 144 participants and data gathered by the LMS.

Viability of Technology: According to the data gathered from the LMS, 100% of participants watched the videos. 87% of teachers thought the LMS was easy to use, 9% were somewhat satisfied, and 4 % did not find the LMS user-friendly. 88% of teachers thought that the videos improved their content knowledge. 9% said the videos were somewhat useful, and 3 % did not find videos useful at all.

Usefulness of F2F Sessions: 87 % of the teachers responded that the F2F session helped improve their content knowledge. PSTs responded more favourably compared to secondary teachers (92% vs 76%). 90 % PSTs and 70 % SSTs reported that they learnt new teaching strategies during the F2F sessions. 95% of participants felt the Subject Experts conducting sessions had sound content knowledge. 90% of the teachers felt that the sessions were interactive, and they were encouraged to ask questions.

Impact of training videos and programme: A pre-and post-assessment was conducted with a representative sample of 1500 teachers, which showed that teachers' pedagogical content knowledge increased because of the induction training. The mean score at the primary level increased from 30% in the pre-test to 47% in the post-test and 33% in the pre-test to 47.2% in the post-test at the secondary level.
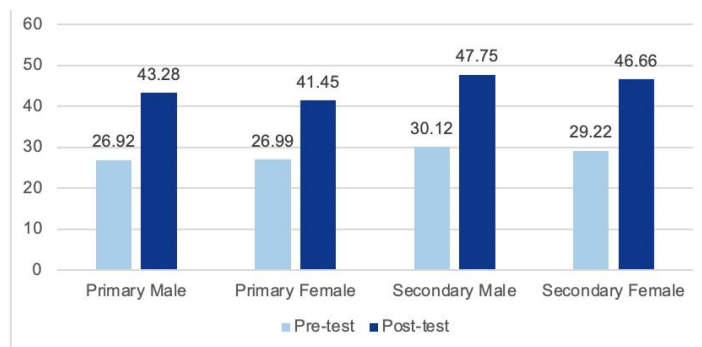

Figure 2: Teacher Performance in Percentage by Gender and School Level

IV. Analysis and Findings

Survey Findings

The analysis yielded findings covering the overall satisfaction level, as well as opinions regarding improving the quality, duration, applicability, usefulness, and arrangements for training under the Induction Programme. The analysis further highlighted trends/changes in perceptions of teachers from Iteration-1 to Iteration-2 and Iteration-3.

Teachers were asked to report on how relevant they found the overall training under the programme. The responses show that most of the participants found the training relevant (or extremely relevant). Iteration-wise analysis shows that no significant variation was observed across iterations, with 64% of teachers from iteration 1 reporting it to be relevant (including extremely relevant), 62% from iteration 2, and 69% from iteration 3.
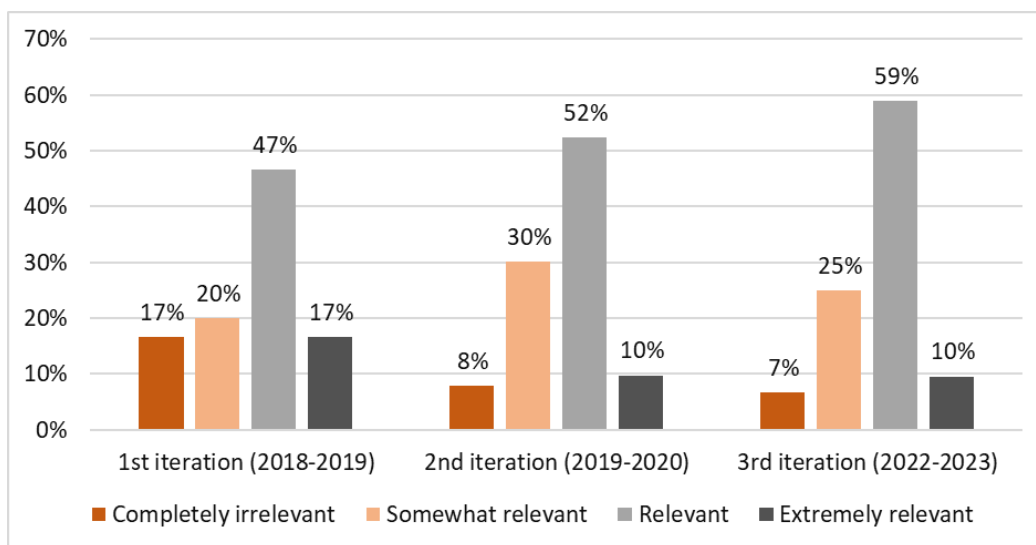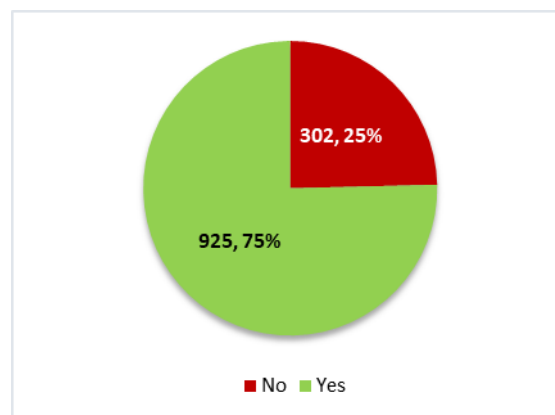

Figure 3: Teachers' Perceptions about the Relevancy of the Induction Programme

The respondents were then asked if they were satisfied with the quality of the videos in the programme. The responses reveal that, overall, 75% of the teachers were satisfied with the quality of the videos.

Figure 4: Overall Satisfaction with the Quality of Videos
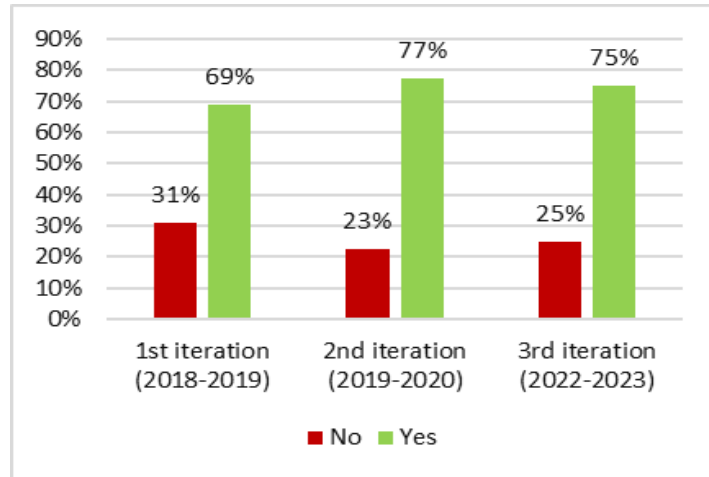
Figure 5: Iteration-wise Satisfaction with the Quality of Videos

Further analysis reveals that the proportion of teachers satisfied with the quality of videos increased from iteration 1 to iteration 2 and 3. The proportion increased from 69% of teachers in iteration 1 to 77% and 75% in iteration 2 and 3, respectively.

However, the above analysis indicates that a significant proportion, i.e., around 25% of the total respondents, are dissatisfied with the quality of videos in the training programme. This highlights the need for further evaluation to identify potential areas for improvement. The respondents who reported being dissatisfied with the quality of videos were asked to indicate the aspects to which they would want to see improvements.
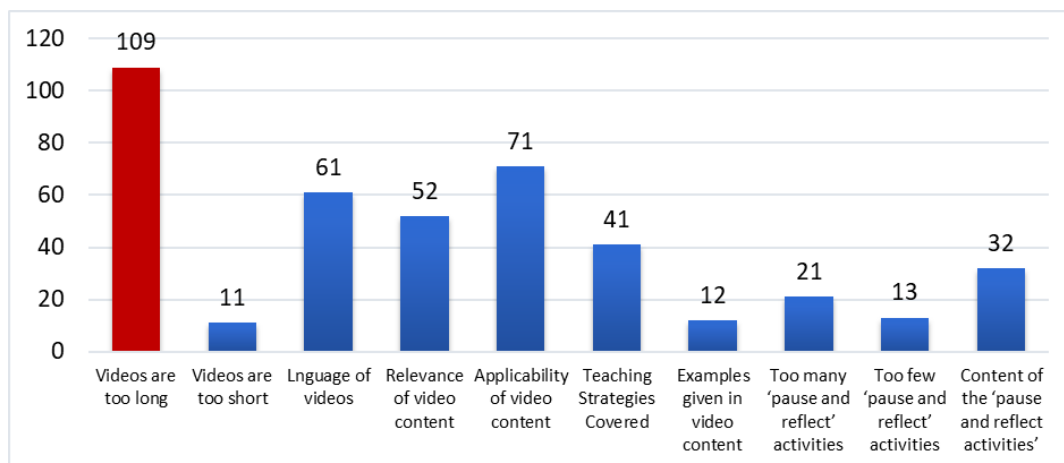
Figure 6: Which Aspects Need Improvement (by those who are not satisfied)

The evaluation shows that most of the teachers felt that the length of the videos was too long. The second and third most common issues flagged were the applicability of videos and the language used in the video.

After a section on the digitised content, the respondents were asked a set of questions on F2F training modality covering their overall and aspect wise satisfaction levels.
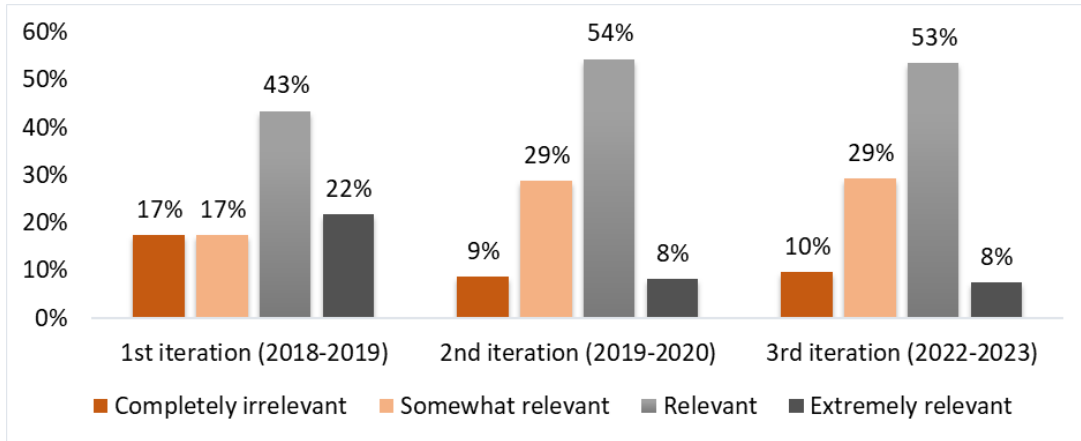
Figure 7: Iteration-wise satisfaction with F2F training

Like the responses on overall satisfaction, the majority of the teachers are satisfied with the F2F training with minor variation across iterations (comparing 'relevant' and 'extremely relevant' clubbed against those finding it not relevant or somewhat relevant).

The respondents were then asked about different aspects of the F2F trainings and if they were satisfied with them. The analysis shows that the highest incidents of dissatisfaction were reported on the logistical and infrastructural arrangements for the f2f sessions.
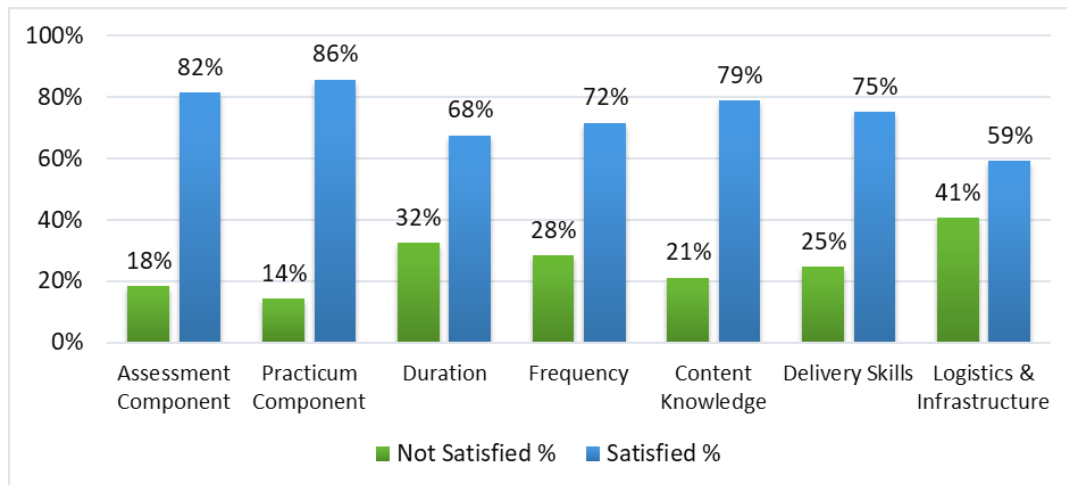
Figure 8: Satisfaction with different aspects of 2f training

Further exploration of the data reveals that the majority (55%) of those who were not satisfied with the logistics and infrastructure of F2F training were unhappy with the distance that they had to travel to the training centre.
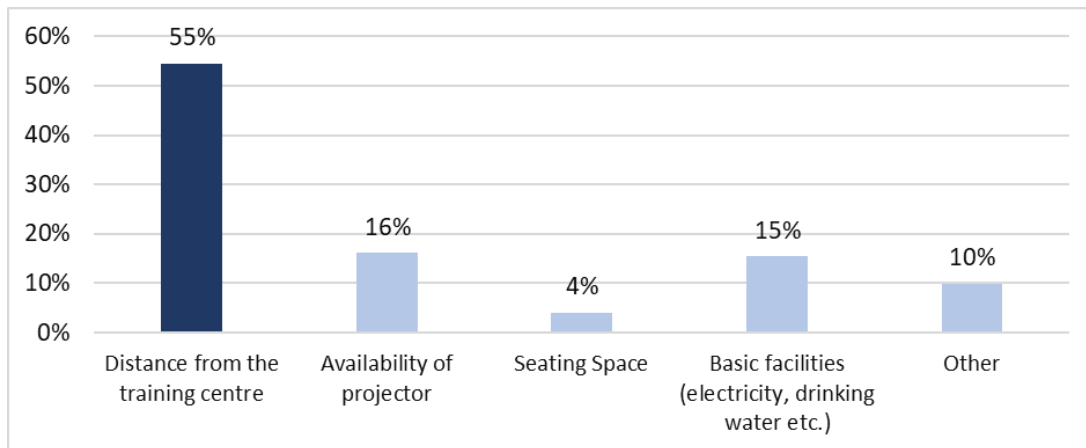
Figure 9: Improvement required in logistics and infrastructure.

Towards the end of the survey, the respondents were asked if they were given any follow-up support after their training. They were also asked to share the impact of the Induction Programme in bringing positive change in their teaching skills, knowledge, confidence, and management. They were also asked if they were implementing the knowledge gained from the training in their classrooms.

The results from responses recorded indicate that 44% of the teachers reported that they did not receive any kind of follow-up support. This is surprising, especially because in KP there is a monthly Professional Development Day (PDD) held for teachers. The PDD is specially held to provide professional support to all teachers. This finding implies that a large segment of teachers does not perceive the PDD as a follow-up professional support.
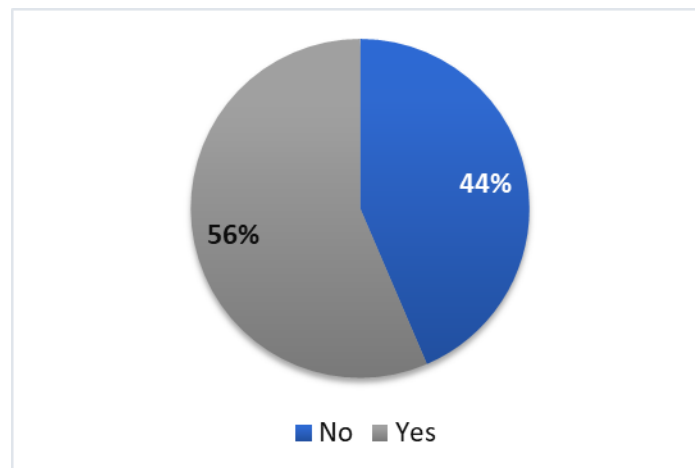
Figure 10: Do Teachers Get Follow-up Support?

The responses to the questions related to the impact of the programme and whether the teachers are implementing the knowledge that they gained from training show encouraging trends.

81% of the respondents, combined from three iterations, reported that they were implementing the knowledge that they gained from the Induction Programme, highlighting the benefit and applicability of the training.
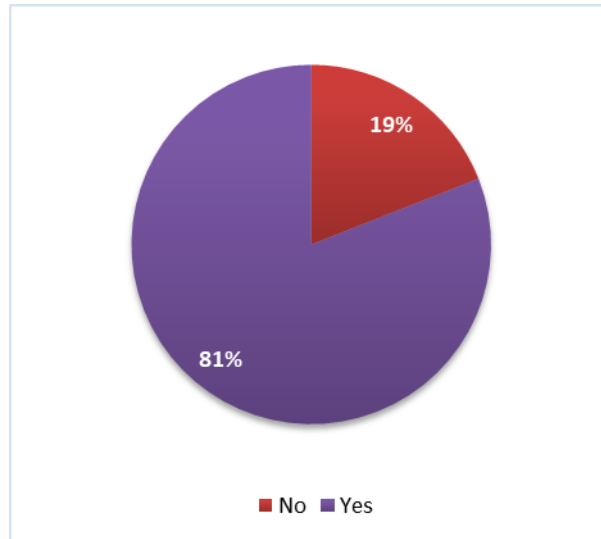
Figure 11: Implementation of gained knowledge.

The majority of the participants reported improvements in different aspects due to induction training:

- 87% of teachers reported that the programme helped them to improve their teaching skills,
- 84% of teachers reported improvement in their content knowledge,
- 86% of teachers felt more confident teaching in the class, and
- 85% of teachers reported that training improved their classroom management skills.
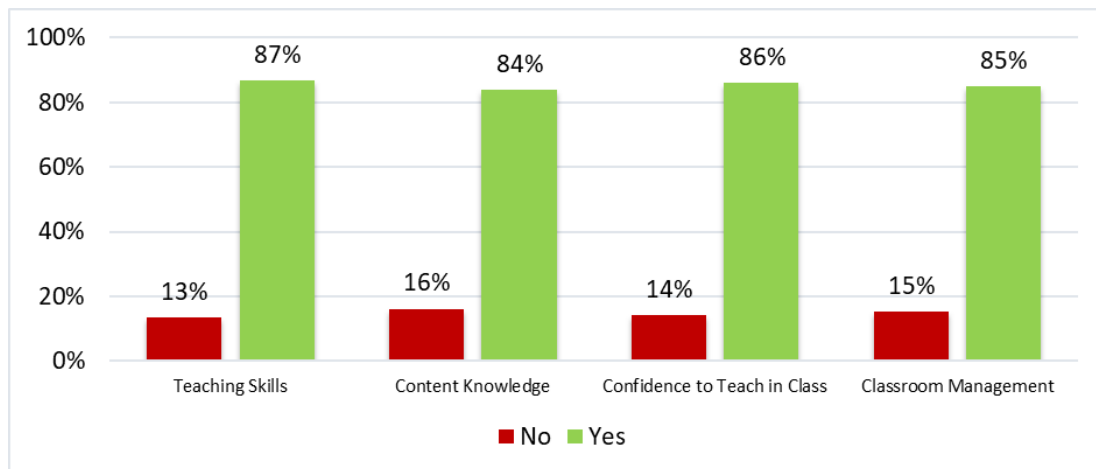
Figure 12: Improvements reported by participants.

Desk Review Findings

The following sections cover detailed analysis and findings based on the KIIs, FGDs, and desk review of documents mentioned in section III above. The analysis and findings have been organised into three distinct sections in alignment with the review framework given below.

Induction Programme Design

Opinions of the respondents were sought about the relevance of the design of the programme to the current context in which they operate. Key points as expressed by them have been summarised below:

i. Relevance of contents

As discussed in section III, the latest iteration of the Induction Programme has been divided into two thematic areas, i.e. foundation subjects and core subjects. Foundation subjects deal with helping teachers build their pedagogical skills whereas Core subjects focus on improving teachers' content knowledge.

Overall, the respondents appreciated the pedagogical component of the Induction Programme and acknowledged that the skills and strategies introduced during the training helped teachers in effectively delivering lessons to their students. Several teachers also pointed out the benefits of having senior teachers as peers in the Induction Programme, from whom the newly inducted teachers can learn the techniques of effective teaching.

As noted earlier, the existing programme design focuses more on subject content knowledge than pedagogical skills, which is in line with the needs identified through teacher assessment (TCK and TCS) results. Since the inception of this programme, many teachers have been inducted under the revised service rules. Most of these teachers already hold postgraduate degrees in their respective subjects, while some even hold PhDs. The respondents in our consultations also reiterated that the newly inducted teachers have sound core subject knowledge; however, they lack adequate skills in teaching. This underscores the need to revise the programme design that appropriately responds to the evolving needs of the teachers.

In addition to the above, several teachers, as well as HTs, SLs, and ASDEOs, recommended the addition of content to motivate teachers to inculcate a higher sense of pride, ownership, and responsibility for their profession. This may include courses on developing confidence, leadership and growth mindset, dealing with setbacks and failures, defining goals and achieving them, among others.

The participants suggested the inclusion of the following areas to the foundation contents of the programme for increased relevance and effectiveness:

o **Early Childhood Care and Education (ECCE):** The participants suggested that over the past few years, the Directorate has increased its focus on ECCE. The government is investing heavily in ECCE infrastructure. The government also desires to train PSTs to improve teaching in children's early years. The induction programme in its present form does not help teachers develop teaching skills in the early years. The participants strongly suggested including a skill-based ECCE training programme in induction training for PSTs.
The content of such a programme will include orientation on National Curriculum of ECE, significance of socio-emotional, physical and cognitive development of children, play-based and project-based learning, parental and community mobilisation in ECCE among others.

o **Parent Teacher Councils (PTC):** The present PTCs have been instrumental in preparing school development plans and showing resilience and quick response in the face of natural disasters like floods. PTCs have become a vital part of the overall scheme of education service delivery in KP. Their authority to spend money has been revised to Rs. three million, with the possibility of taking that up to Rs. five million. It is, therefore, important to work closely with PTCs and partner with them to improve education service delivery. The participants suggested that it would be extremely beneficial to include contents in the induction course, which would help the newly inducted teachers to work closely with the parent community. The respondents reinforced the importance of working with PTCs and proposed to include a training module in the induction programme on effectively working with PTCs.

- o **Emphasis on improved teaching of Foundational Literacy Numeracy skills:** Continued low student[5] achievement in foundational literacy numeracy over time warrants an approach where all the teachers are trained to effectively teach basic skills. The government seeks to include teaching of foundational literacy numeracy as a compulsory component of the Induction course. The need to train teachers in foundational literacy numeracy skills was unanimously supported by the respondents.

ii. Quality of Digital Content

As mentioned above, the Induction Programme makes use of training videos to deliver content directly to the teachers, which the teachers access in their own time through tablets. Though the participants appreciated the convenience, consistent learning material/content quality, and the minimal reliance on supervision to deliver content through digital mode, they also pointed out a few deficiencies in the quality of digital content.

One deficiency identified during the consultation was that a considerable number of videos used in the modules were taken from foreign sources, making them less relatable to local teachers. Teachers not only found foreign contexts unfamiliar but also faced language barriers, making it difficult to grasp the intended concepts. These videos featured foreign educators implementing strategies in the classrooms, showcasing scenarios unfamiliar to our local educators who struggle with huge class sizes, issues with infrastructure and facilities and low-resource settings. The physical layout showcased in the videos differed significantly, causing a disconnect between the video content and the daily experiences of our teachers.

The participants suggested that the videos should be locally developed so that they are more relatable and relevant to the teachers.

While 94% of teachers thought the length of the F2F session was sufficient, FGDs reveal that the F2F session was not long enough to allow subject experts to cover the entirety of the session plan (including a recap of the previous fortnightly session, delivering the planned sessions, engaging teachers in discussions, providing feedback on assignments and conducting the fortnightly assessment). Teachers in the FGDs reported that the F2F sessions were heavily focused on content and that not enough time was devoted to building teaching skills.

iii. Effectiveness of Practicum

Practicum is conducted through lesson observation of trainee teachers as per the lessons assigned to them in the core subjects. These lessons are observed and marked by the faculty members of RPDCs, and the award list is submitted to the DCTE. Hence, the present mode of practicum consists of F2F micro-teaching sessions, which were termed effective to some extent but offered no connection to teachers teaching in classrooms and reflecting on their practices.

Our consultations suggest that the participants are unable to replicate what they learned from the induction training in real-life classrooms merely through the training from videos and F2F sessions. They stressed that a vital component for them to consolidate their learning should be practising what they have learned during the F2F sessions. This may be achieved by having the teachers self-reflect on their practices during classroom teaching and present their findings to their peers and the subject expert, allowing for an interactive opportunity for peer learning and guidance from the trainer.

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[5] According to grade 2 assessment results, held in 2017 and 2018, only 39% and 41% students respectively achieved more than 50% score in math and in the same years only 27% and 28% students achieved more than 50% in English.

iv. Assessments

Assessments take centre stage in the Induction programme. Two types of assessments, i.e., the formative and summative, have been included in the programme. The formative assessments have been carefully embedded after the completion of a cognitive learning unit across all the tablet-based courses to help the learner have an enriching and deep learning experience. Summative assessments are conducted every month and at the end of the course. Subject-wise monthly assessments are conducted through an online assessment application. Only Multiple-Choice Questions are used for the monthly assessments. The final exam is conducted using traditional methods, such as pen and paper. A wide range of question types, such as multiple choice, Constructed Response Questions (CRQs) and Extended Response Questions (ERQs). Several teachers remarked that the assessments conducted during F2F sessions did not suitably reflect what they had learned from the training. They proposed that the monthly assessments in F2F sessions may be replaced with the practicum component. This underscores the need for the DCTE to take a fresh view of the purpose and design of assessments being used in the programme.

Delivery Mode

As stated previously, the Induction Programme implements a blended education. The course materials are disseminated via a customised LMS that comprises self-evaluation tasks, instructional videos, and curated video materials. Teachers independently examine these materials via the LMS installed on their tablets. Teachers participate in two distinct varieties of in-person sessions. They successfully complete all foundation courses in two months through a series of in-person sessions that are scheduled in succession. Furthermore, they participate in biweekly sessions held at specifically designated centres in tandem with the digital content. Six-hour F2F sessions are conducted at RPDCs or a nearby high or higher secondary school under the guidance of expert instructors. It is important to acknowledge that the proposed delivery mechanism of the induction programme was determined based on the organisational structure in place prior to the establishment of DPD as a directorate. The participants shared their viewpoints regarding the way in which the induction programme was conducted in consideration of the revised DPD structure. A summary of the analysis and findings is provided below:

i. Frequency of F2F sessions

As noted in the programme design above, new teachers watch video content and attempt self-assessments at home before meeting every two weeks at a training centre for F2F sessions. During the consultations, while most participants appreciated the usefulness of this approach of blended learning, they strongly emphasised the need for the conduct of more F2F sessions. The teachers felt that meeting in person allows for opportunities for peer learning as well as guided training that videos cannot provide.

Under the present design of the Induction Programme, the total number of contact days between teachers and trainers is 18 only. Each F2F session is 6 hours long, bringing the total contact hours to 108. This is not enough time to cover all the content of the Induction Programme curriculum efficiently.

ii. Distance from Training Centres

Another point of concern that was raised during the consultation was the lack of training centres in inaccessible proximity for most teachers. Teachers pointed out that it is difficult to travel to and from an RPDC camp for every F2F session due to its distance from their schools and homes. This challenge is particularly pronounced for female teachers. The consultation participants pointed out that several high schools in their own districts were adequately equipped to hold F2F sessions but that they weren't utilised for the Induction Programme training.

iii. Trainers' Quality

The F2F sessions of the Induction Programme are delivered by Subject Experts. These Subject Experts are high school teachers. They are selected based on a specific criterion, which includes a minimum of 10 years of teaching experience and minimum Masters level qualification in the relevant subject. For

example, if a mathematics expert is required to have an MSc in mathematics and a science expert needs to have an MSc in Chemistry and a professional qualification such as B Ed or M Ed. The Subject Experts are also asked to make a presentation to a panel of selectors. A transparent merit list is developed, and the Subject Experts are selected based on the criteria mentioned above.

The DPD is responsible for the development of training content and delivering the training to these Subject Experts, equipping them with knowledge and skills to effectively deliver F2F sessions for the teachers. The DPD prepares these trainers through a cascade model. Training manuals are developed by the DPD at primary and secondary levels. Lead Master Trainers are given a 5-day training and cascade the training to master trainers who then train the Subject Experts selected by the DPD. The Subject Experts are given refresher training before every iteration of IP. However, there is no mechanism in place for the CPD of these Subject Experts, MTs or Lead MTs, which continues to be a consistent quality risk.

The participants pointed out variations in the trainers' capability of delivering the training. Some teachers complained that trainers simply read through their training material and do not engage teachers in discussion. In addition, the objectives of the training were not clearly communicated before each training session. The consultation participants noted that one reason for these limitations is that many session facilitators are required, and the quality of some of them gets compromised despite best efforts to hire quality trainers by the DPD and RPDCs. The situation is aggravated by the fact that there are delays in the payment of the trainers and there are practically no incentives to motivate them.

iv. Training Infrastructure

Participants reported inadequate Teaching-Learning Materials in training centres, including absence of touch screens and projectors, which are essential for effective delivery of training content. Trainers and teachers use mobile phones which reduces the efficiency of the training delivery.

In addition, the number of teachers attending each F2F session can be as high as 90. The designated training centres are not equipped to cater to so many teachers simultaneously. This results in limited personalized attention and interaction opportunities and reduced engagement of participants, which likely affects the overall quality of teacher training and learning.

Some participants pointed out that the videos aren't properly rendered on the portal, and teachers often must locate and download the videos externally and share them with each other through mediums like WhatsApp. This introduces inefficiencies in the process and makes it difficult for teachers to watch the videos.

v. Role of RPDCs in the Induction Programme

In the existing Induction Programme design, the role of RPDCs is limited to delivery and monitoring of F2F sessions. RPDCs have no role in the design of the programme, scheduling the F2F sessions, and evaluation of the programme to inform improvements. Furthermore, it was reported that the RPDC subject experts who are experienced in conducting teacher training are frequently transferred out of RPDCs, while teachers from high and higher secondary schools who are not experienced in conducting training are transferred into RPDCs, often resulting in significant loss of capacity of RPDCs to maintain a high quality in teacher training. Regarding capacity issues, it was observed that RPDCs have varying capacities, with not enough subject experts and insufficient IT infrastructure in most of them.

Need for the certification of the Induction Programme.

The current Induction programme is not aligned with career progression, or any incentives, and offers no recognition as such for the teachers. All participants unanimously expressed the need for certification and recognition of the Induction Programme to make the experience more meaningful. For teachers, positive reinforcement and acknowledgement would significantly contribute to developing intrinsic motivation to complete the programme successfully.

Teachers also expressed that although professional qualification is no longer an eligibility criterion for recruitment, it is a necessary condition for promotion to the next grade. While they go through an intensive nine-month programme, the programme should align with qualification pathways by creating partnerships with higher education departments and universities for necessary certification so that they could claim waivers for the subjects at the time of admission in different universities for their desired degree programmes.

V. Recommendations and Way Forward

The challenges and gaps in the Induction Programme identified by our analysis have been stated in the previous sections. The section below provides recommendations for the upgradation and improvement of the programme.

1. **Induction Programme content responding to the needs of the teachers:** Based on our findings and analysis, it is recommended that the programme content should be reviewed and revised to prioritise subject-based pedagogy focusing on techniques for teaching mathematics, English, and science as standalone subjects rather than general pedagogical skills. In addition, the programme should address the specific needs of teachers by including topics such as ECCE, foundational literacy and numeracy, and multigrade teaching. This approach will ensure that teachers are better equipped to deliver subject-specific content effectively. The content should also focus on building teacher motivation and incorporate training on essential competencies such as problem-solving, leadership, collaboration, and peer mentoring, where teachers can support each other's growth and development. This will enhance teachers' professional skills.

   As for the digital content, training videos should be developed based on local context and real classroom scenarios, making them relatable and contextually relevant for teachers. The duration of training videos should not be too long to lose the attention of participants, and practical examples should be included to demonstrate the application of covered topics. Using local languages or simplifying the language in videos can improve accessibility and understanding.

2. **Mandatory practicum component:** Teachers should be given ample opportunities to deliver presentations in each F2F session by selecting a topic from their respective subject. SLs and HTs should provide feedback to teachers through classroom observations and coach and mentor them while they are teaching their classes. The feedback can further be discussed with trainers during F2F sessions. To further enhance teaching skills, teachers should maintain self-reflection journals to document their experiences and progress. This practical, hands-on approach will help teachers gain confidence and proficiency in their teaching methods.

3. **Planning and Communication regarding Induction Programme:** Ensuring that the objectives of each training session are clearly communicated to teachers is crucial. A structured checklist for planning induction training should be developed, including essential steps such as defining clear objectives, selecting appropriate content, and outlining expected outcomes. Teachers should be well-informed and prepared for the training before it starts. This will ensure that the teachers recognise the value of the induction programme and will leverage it effectively for their professional growth.

4. **Effective delivery of the Induction Programme:** The number of days for F2F sessions should be increased from one day to three days every fortnight. Each session should be 6 hours long, bringing the total number of contact hours between trainers and teachers to 324 hours. Extending the duration of F2F sessions ensures comprehensive coverage of training content and allows for deeper engagement with the material. This will help E&SED move forward with the discussion regarding the certification of the Induction Programme. Training sessions should be organised locally so that teachers can attend with minimal travel, improving attendance and participation to limit cost implications and ensure ease of access.

5. Addressing issues with the **digital infrastructure** is crucial for the blended training mode to be effective. The digital portal must seamlessly play training videos to avoid interruptions. A

discussion forum should be added to the digital portal to encourage peer learning and provide asynchronous support. DPD's and RPDCs' subject experts can moderate discussions and offer professional support through this platform. The discussion forum will also provide a space for teachers to network, share experiences, and seek advice, fostering a collaborative learning environment.

6. **Enhanced role of RPDCs in Induction Programme design and delivery:** The RPDCs' role in induction training should be strengthened. RPDCs should be involved in designing, delivering, and monitoring the programme and utilising their subject experts to develop foundation courses. While the development and conduct of summative assessments within the induction programme remains the responsibility of the DCTE under its given mandate, the RPDCs should be included in preparing an item bank for monthly and final assessments under the induction training. RPDCs should also be responsible for scheduling the F2F session days, thereby easing the logistical challenges, ensuring more flexible training schedules and making it easier for teachers to attend the sessions. In the long run, RPDCs capacity should be built and strengthened to design and deliver the programme responding to the diverse needs of the teachers.

7. **Certification of the Induction Programme:** Recognising and rewarding teachers' efforts through certification can significantly boost teacher motivation. It is recommended that E&SED should initiate discussions with reputable universities, such as the University of Peshawar, to introduce certification for the Induction Programme recognised by the HEC. Additionally, the department should engage in discussions with the HEC, particularly the National Academy of Higher Education (NAHE). The certification will validate the training and encourage teachers to complete the programme successfully.

VI.   Conclusion

The recommendations proposed in this report serve as a roadmap for refining the Induction Programme. By prioritising subject-based pedagogy, enhancing the practicum component, increasing face-to-face session frequency, incorporating a digital portal discussion forum, addressing digital infrastructure issues, optimising duration & strengthening the content of videos, and formally recognising the successful completion of the programme by teachers, we aim to strengthen the programme's effectiveness. The recommendations also include increasing the mandate of RPDC so that it has a more significant role to play in the programme's design, delivery, and monitoring. The proposed refinements to the programme's structure align with international best practices, ensuring that the learning experiences are more attuned to the evolving needs of the educational landscape. The long-term objective is to create a dynamic and responsive educational ecosystem that aligns with the broader objectives of the Government of Khyber Pakhtunkhwa.

The Directorate and other key stakeholders must consider these recommendations, using the insights gained from this review to propel the Induction Programme towards continuous improvement. As we envision the long-term impact of this study feeding into the broader goals of the GOAL Technical Assistance, the collaborative efforts between B-TAG, the FCDO, and local authorities become integral to fostering sustained advancements in teacher quality and student outcomes in Khyber Pakhtunkhwa. This study serves as a cornerstone for a future-oriented, responsive, and effective educational framework.

ANNEXURES

Annexure 1: FGDs

Bridging Technical Assistance for Governments

Teacher Induction Programme Evaluation

Guide for FGD moderators

Begin each focus group discussion with a concise overview of the ongoing Induction Programme for teachers. Inform participants of the primary objectives of the evaluation, which aims to identify areas for improvement in the design and delivery of the Induction Programme.

During the interview, encourage participants to delve into their experiences and perspectives on the current Induction Programme, focusing on its strengths and areas that may require refinement. The aim is to gather valuable feedback to shape strategic improvements that align with international best practices and contribute to the continual enhancement of teacher training in Khyber Pakhtunkhwa.

The participants' candid reflections and input in this discussion will play a crucial role in shaping the future trajectory of the Induction Programme for teachers.

Use the following questions as prompts for the discussion with each group of respondents.

RPDC Subject Experts/Instructors

1. What role can RPDCs play in conducting IP? Is it possible for districts to conduct their own IPs? What are the challenges, costs, and possibilities of doing this?
2. What are the issues and challenges in implementing IP and conducting F2F sessions?
3. Do you feel adequately trained to interact with and support teachers in their learning?
4. Do you feel adequately trained to conduct F2F sessions in the IP?
5. How do you support teachers through F2F sessions? What other mechanisms are in place for you to support new teachers?
6. Do teachers show an interest in the IP? Do they watch the videos? Are teachers engaged in F2F sessions?
7. Do the teachers engage among themselves?
8. Are F2F sessions effective in responding to teachers' needs? How are teachers' needs determined?
9. Are the logistics and infrastructure of F2F session venues - such as internet availability, presentations contents, availability of projector, seating space, and water - satisfactory?
10. Are you able to conduct assessments effectively?
11. What are areas of improvement in IP content and delivery?
12. Do you have ongoing support mechanism?
13. Do you give feedback to teachers? Does your training equip you to give meaningful feedback?
14. What are the challenges and difficulties you face in conducting successful IPs?

Teachers

1. How do you implement the IP material in your classes? Have your teaching practices improved as a result of IP?
2. Do you feel confident and motivated as a result of IP?
3. Do you feel your content knowledge and pedagogical skills have improved?
4. Are your students more engaged as a result of Induction Programme?
5. Are IP videos informative and useful?
6. Is the quality of IP videos to your liking? What are their good and bad points?
7. Are F2F sessions helpful in understanding the IP content?

8. Are your queries addressed in the F2F sessions?
9. Is the frequency of F2F sessions appropriate?
10. Are the logistics and infrastructure of F2F session venues - such as internet availability, presentations contents, availability of projector, seating space, and water - satisfactory?
11. Do you feel that the assessments are useful and help in your learning? How can they be used for improving IP content and delivery?
12. Do you have an ongoing support mechanism? Are there any formal/informal peer collaboration platforms?
13. Have you formed professional networks as a result of IP?
14. What are limitations and areas of improvement for the IP?
15. Are there appropriate mechanisms where you receive feedback on your implementation of IPs?

Headteachers

1. Do teachers' content knowledge and pedagogical skills show improvement as a result of IP?
2. How can IP be improved? What are its strengths and weaknesses as seen in teachers' performance?
3. Does the school provide support mechanism to teachers taking IP? How can schools facilitate teachers successfully complete IP and implement learnings from it?
4. Do you have avenues to provide feedback to IP and suggest recommendations?
5. Is there a feedback loop that informs continued support to newly inducted teachers and improvements in IP delivery and content?

Annexure 2: KII

Respondents: DE&SE Focal Persons

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Bridging Technical Assistance for Governments
Teacher Induction Programme Evaluation

</div>

Respondent Name: _____

Organisation: _____

Designation: _____

Guide for interviewers

Part 1: Introduction

Help the participant understand how the interview will work and why their feedback is valuable.

1. Introduce yourself/ the team.

2. Explain the purpose of this interview and why their input is valued.

3. Get to know the participant. Ask them to briefly tell you about their role at DE&SE and how long they have been working in this role.

4. Make them feel comfortable and ask their permission before commencing interview.

Part 2: Questions for data collection

1. What are the challenges in the implementation of IP?
2. What are the academic challenges IP aim to resolve?
3. What mechanisms are employed to monitor if the challenges are being addressed?
4. What are operational challenges of implementing IP
5. What are the risks in implementing IP?
6. Can RPDC be delegated to conduct IPs? What are the challenges, costs, and possibilities of doing this?

Annexure 3: Online Teacher Survey

Data Collection Tools for Teacher Induction Programme (IP)

<u>Instructions for participants:</u>

Exploring perceptions of newly recruited teachers on the Teacher Induction Programme (IP)

We would like to invite you to participate in a research project commissioned by Bridging Technical Assistance to the Government (BTAG) of Khyber Pakhtunkhwa with the support of the Directorate of Professional Development (DPD) and the Directorate of Curriculum and Teacher Education (DCTE). The research study aims to explore teachers' perceptions about the teacher Induction Programme (IP).

Your views are greatly valued and will help to improve the design and delivery of the IP.

What will I be asked to do?

You will be asked to complete a short survey which will ask you about your experiences about IP. The survey will last approximately 10 minutes. The first part of the survey will ask for some information about you. The main part of the survey will ask for your experiences about IP and suggestions for improvements to its design and delivery.

Do I have to take part?

Participation in this study is entirely voluntary. If you do decide to take part and later change your mind, you can withdraw at any time during data collection. You do not have to give a reason. Should you withdraw, any information that you have provided up until that point will be deleted.

What will happen to the information that I provide?

All data provided by participants will be anonymised and any quotes from the data will not be attributed to specific individuals. You are not obliged to answer any questions in the survey that you do not wish to answer.

The researchers can be contacted at the email addresses listed below should you have any further questions:

Rabia Aslam (raslam@i-saps.org)

Bilal Ahmad (bahmad@i-saps.org)

Personal data will be stored securely and will only be available to the researchers.

Before beginning the survey, please confirm that:

- I have read and understood the information provided about the research

- I understand that my participation is voluntary and that I am free to withdraw from the research at any time and without giving reason

- I understand that my anonymity will be protected within this research

- I agree to participate in this research

Name _____

Designation:

    a. PST
    b. EST
    c. SST
    d. Any other. Please specify _____

Which iteration of the Induction Programme do you belong to?

    a. 1st iteration (2018-2019)
    b. 2nd iteration (2019-2020)
    c. 3rd iteration (2022-2023)

Design of the Programme

1. Is content of the IP relevant to your overall needs?
    a. Rate the level of relevance by selecting one of the options below:
        i. Completely irrelevant
        ii. Somewhat relevant
        iii. Relevant
        iv. Extremely relevant
    b. How can this programme be made more relevant to your needs?

        _____

    c. What topics would you like to add to the IP to make it more relevant?
        _____
        _____
        _____

2. Are you satisfied with the quality of the videos?
   Yes/No
    a. If yes, which aspect(s) of the videos do you like the most? Select all that may apply.
        i. Duration of the videos
        ii. Language of the videos
        iii. Relevance of the video content
        iv. Applicability of the video content
        v. Teaching strategies covered in the video
        vi. Examples given in the videos
        vii. Pause and reflect activity
        viii. Any other. Please specify
        _____

    b. If no, which aspect(s) of the videos need to be improved? Select all that may apply.
        i. Duration of the videos
            1. Videos are too long
            2. Videos are too short
        ii. Language of the videos
        iii. Relevance of the video content
        iv. Applicability of the video content
        v. Teaching strategies covered in the video
        vi. Examples given in the videos

  vii. Pause and reflect activity
    1. Too many 'pause and reflect' activities
    2. Too few 'pause and reflect' activities
    3. Content of the 'pause and reflect activities' need improvement
  viii. Any other. Please specify
    _____

3. Are you satisfied with the content of face to face (F2F) sessions?
  a. Rate the level of satisfaction by selecting one of the options below:
    i. Completely unsatisfied
    ii. Somewhat satisfied
    iii. Satisfied
    iv. Extremely satisfied
  b. Would you like to add more topics to the F2F sessions?
  Yes/No
    i. If yes, which topics would you like to add to the F2F sessions?
    _____

4. Are you satisfied with the assessment component of IP?
Yes/No
  a. If no, suggest improvement.
    _____

5. Are you satisfied with the practicum component of IP?
Yes/No
  a. If no, suggest improvement.
_____

6. After completion of the IP, do you get any follow-up support?
Yes/No

  a. If yes, which of the following provide that support?
    i. Headteachers
    ii. Fellow or senior teachers
    iii. School leaders
    iv. ASDEOs
    v. Any other. Please specify
    _____

Delivery of the programme

1. Can you access the videos through portal without difficulty?
Yes/No
  a. If no, what sort of difficulty do you face?
    _____

2. Are you satisfied with the duration of F2F sessions?
Yes/No
  a. If no, what do you prefer?
    i. Longer F2F sessions
    ii. Shorter F2F sessions

3. Are you satisfied with the frequency of F2F sessions?
   Yes/No
       a. If no, what do you prefer?
           i. More F2F sessions
           ii. Less F2F sessions

4. Are you satisfied with the content knowledge of Subject Experts during F2F sessions?
   Yes/No

5. Are you satisfied with the delivery skills of Subject Experts during F2F sessions?
   Yes/No

       a. If yes, which aspect(s) of the session delivery did you like the most? Select all that
         may apply.
           i. Presentation Skills
           ii. Time Management
           iii. Questioning Skills
           iv. Effective management of training activities such as group work etc.
           v. Teaching strategies shared
           vi. Use of everyday examples
           vii. Effective use of videos
           viii. Effective engagement of participants
           ix. Encouragement to apply learnings in classrooms
           x. Feedback on assignments and assessment conduct
           xi. Any other. Please specify
             _____

       b. If no, which aspect(s) of session delivery do you think need improvement? Select all
         that may apply.
           i. Presentation Skills
           ii. Time Management
           iii. Questioning Skills
           iv. Effective management of training activities such as group work etc.
           v. Teaching strategies shared
           vi. Use of everyday examples
           vii. Effective use of videos
           viii. Effective engagement of participants
           ix. Encouragement to apply learnings in classrooms
           x. Feedback on assignments and assessment conduct
           xi. Any other. Please specify
             _____

6. Are you satisfied with the logistics and infrastructure of F2F sessions venue?
   Y/N

       a. If no, which aspect(s) do you think need improvement?
           i. Distance from the training centre
           ii. Availability of projector
           iii. Seating Space
           iv. Basic facilities (electricity, drinking water etc.)
           v. Any other. Please specify
             _____

Impact of the programme

1. Has IP helped you in improving your teaching skills?
   Yes/No

2. Has IP helped you in improving your content knowledge?
   Yes/No

3. Has your confidence to teach in class improved as a result of IP?
   Yes/No

4. Have your classroom management skills improved as a result of IP?
   Yes/No

5. Are you implementing the learning that you acquired through IP in your classroom teaching?
   Yes/No
   a. If yes, please give examples of which particular skill or strategy or topic are you applying or you have applied.
   _____

6. Have you formed professional networks as a result of IP?
   Yes/No

   b. If yes, how are those professional networks managed?
   i. Face to face meetings
   ii. Online meetings
   iii. Social media groups (Facebook, WhatsApp etc.)
   iv. Any other. Please specify

7. Please state any three items that you learned through IP.
   a. _____
   b. _____
   c. _____

Annexure 4: Attendance Sheets

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REGISTRATION SHEET
GOAL BTAG

IP& CPD — FGD w/ RPDC — Kohat Nov 4 '23   (Male)

S.N	Name	Designation	Organization	Contact #	E-mail Address	Signature
1.	Shahid Minhas	Sr. Instructor	RPDC(M) Kohat	0333-4487658	shahidminhas@gmail.com	*sig*
2.	Abdul Hakeem	Sr.Instru	RPDC(M)	03469225223	abdul.hakeem (Prmatal)@gmail	*sig*
3.	Insha Ullah Khan	Instructor	RPDC(M)	03449865762	inshaullahkhan.ss@gmail.com	Insha
4.	Akbar Saeed	Principal	RPDC(M)	03459800842	akbarsaeed.KTK@gmail.com	*sig*
5.	Liaqat Ali Shah	Instructor	RPDC(M)	0336-9346091	liaqat@uop.edu.PK	*sig*
6.	Ishtiaq Shah	Sr DM	RPDC M KT	03339609966	ishtiaqrule@gmail.com	*sig*
7.	Zahid Iqbal	Sr.Instruc	RPDM Kt	03339714791	Zahid41227@gmail.com	Zahid
8.	Khalil Khan	Qari	RPDCM KT	03348668558	rpdcmkohat@gmail.com	Kh.S
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REGISTRATION SHEET
GOAL BTAG

FGD w/ School Leaders — Kohat Nov 4 '23

S.N	Name	Designation	Organization	Contact #	E-mail Address	Signature
1.	Shahab-ud-din	School Leader	KPESE Kohat	0342-4535155	shahabktk2125@gmail	*sig*
2.	Waqas Zahid	"	"	0334-8961401	waqas.zahid133@gmail.com	*sig*
3.	Umar Khan	School Leader	KPESED - Kohat	0333-5068118	Umer6120@gmail.com	Umar Kh
4.	Nisar Zahid	School Leader	KPESED KH	03347659076	Nisarzahid1994@gmail.com	Amir
5.	MUHAMMAD BILAL	School Leader	KPESED, Kohat	0332-1583770	SUPERBBIOCHEMIST@gmail.com	M.Bilal
6.	MARYA ZAHRA	School Leader	KPESED Kohat	0336-5454704	maryabanjash256@gmail	*sig*
7.	Ujala	CPD facilitator	KPESED Kohat	0332-9560917	Ujalaughir37@gmail.com	ujala
8.	Fareeha Bebi	CPD Facilitator	KPESE Kohat	0345-5569966	fishahkashif786@gmail.	Fa
9.	Tayyaba Arshid	SST(M/P) CPD Facilitator	KPESE Kohat	0333-4742903	tayyabarashid@gmail.	*sig*
10.	Sadaf Nazir	School Leader	KPESED, Kohat	0331-5630607		Sadaf
11.	Iram Parveen	School Leader	KPESED-Kohat	0314-9400562	iramktk1001@gmail.com	*sig*
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REGISTRATION SHEET
GOAL BTAG

Teacher Induction Program — FGID / teachers — 3 Nov '23

S.N	Name	Designation	Organization	Contact #	E-mail Address	Signature
1.	Amran Khan	PST	GPS Akhoonabad	03139501323	imrankhang1o1@gmail.com	
2.	Haroon Iqbal	SPST	G.P.S Tehangirpura	0312-9112212	haroonigbal85@gmail	Haroon
3.	Asif	PST	Gr.P.S Beri Bagh	0347-9909889	muhammadasif@arif.ive	
4.	Naveed Khan	PST	G.P.S Aahari Pura	03149152492	naveedkhan5337@gmail.com	
5.	Asghar khan	PST	GP.S Wazir Bagh	0316-8030445	asghanub123@gmail.co	
6.	Akhter Ali	PST	GPS Wahid Garhi	0313-8840045	Ksamis17@gmail.com	
7.	Abdul Jabbar	PST	G.P.S Rome magul	0314-9119280	abduljabar777aj@gmail.com	
8.	Muhammad Tahir	PST	G.P.S AzamAbad	030-9548868	tahir9914@gmail.com	
9.	AYAZ	PST	G.P.S shaikhabad	0312-8868646	ayazkhan88686460	
10.	RAZI ULLAH	PST	G.P.S No:3 Notha dadeen	0332-9191262	raziullah180@gmail.com	Rg.ullah
11.	Muhammad Ishaq	PST	G.P.S Darmangi	0311-9008254	Ishaq.awan7722@gmail.c	
12.	Mian Asif ullah	PST	G.P.S qaman bkri	03369859996	mianasifullPh pst 1995@gmail.com	
13.	Shah Hassan	PST	G.P.S Khudadad Park	0333-9003062	itsshah72@gmail.com	

REGISTRATION SHEET
GOAL BTAG

IP& CPD — FGID w/ RPDC — Kohat Nov 4'23   (Female)

S.N	Name	Designation	Organization	Contact #	E-mail Address	Signature
1.	Ghazala Naeem	CIPE	RPDC(F)	0332-9779466		
2.	Iram Saidal	Instructor	RPDC(F)KU	0335-1948908	iramasimshah@gmail.cm	
3.	Shumaila Noor	Instructor	RPDC(F)kohat	0333-9631855	shumailanoor 372@gmail.com	
4.	Samina Nizam	Instructor	RPDC(F),Kohat	0333-9619949	Hassan KTK 579@gmail.com	Sami
5.	Riffat Bibi	"	"	0333 96.31582	boegull2016@gmail.com	
6.	Khadija Bibi	DM	"	0334-1762962	shahragkhajul@gmail.com	
7.	Nusrat Parveen	Senior Instructor	"	03449396897		Nusrat
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REGISTRATION SHEET
GOAL BTAG

Teacher Induction Program - FGD w/ head teachers - 3 Nov'23

S.N	Name	Designation	Organization	Contact #	E-mail Address	Signature
1.	Kashif Haider	PST	GPS Choli Bala	03139197034	Kashifhaider9976@gmail	
2.	Ishtiaq Ahmad	PST	GPS Choli Bala	0315 9451498	ahmad12021985@g	
3.	Muhammad Saleem	ASDEO	Takhtabad	0300-5967729	adeowriter@gmail c	
4.	SHAKIRULLAH	HPST	GPS Haji Ghani Karli	03152224342		
5.	Mohammad Riaz	HPST	GPSM/F Jhatkol	03109544370	Muhammad.Riaz@7	
6.	MUZAMMIL khan	PST	GPS Gharifatak	03152910844	mklan2560@gmail.com	
7.	Saqib Javed	PST	GPS M/F	0317-8999266	mesaqibjaved@gmail	
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REGISTRATION SHEET
GOAL BTAG

Teacher Induction Program - FGD with teachers - 3 Nov'23

S.N	Name	Designation	Organization	Contact #	E-mail Address	Signature
1.	FAQEER HUSSAIN	SPST	GPS Bazeed Khana	0334-9059091	Faqeer410@gmail.com	
2.	Arsalan Qureshi	PST	GPS No-1 Zaryab	0322-9107690	arsalanqureshi511@gm	
3.	Irfan Ullah	SPST	GPS No2 Garhi Shahu	0345 9425455	irfann4556@gmail.com	
4.	Fayaz khan	SPST	GPS Karlaras	0346 9711646	fayazkhanpst1984@	
5.	Alia Saleem	PST	GGBS Wahid Garhi	0345-4029200		A.Saleem
6.	Shaista Siraj	PST	GT G.P.S Pajaggi	0336-5254393		Shaista
7.	Shama	PST	GiG.P.S Toda	0314-9915707		Shama
8.	Uzma	PST	GiGiPS Mera Mashtarika Nahqi	0328 5319645	Khanfayahmed35@gmail.com	Uzma
9.	Nabeela Naseer	SPST	GGPS Pala kaley	0317852 4796	Nabeela@gmail.com	Nw
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Annexure 4: Photographs from the Consultations