



Khyber Pakhtunkhwa Teacher Education Strategy 2013-2018

at a Glance

Introduction

As the Government of Khyber Pakhtunkhwa places the quality of education as one of its top development priorities, it recognizes the importance and impact of quality teachers. The Department of Elementary and Secondary Education's (E & SE) vision for teacher education states "achieving excellence in elementary and secondary teacher education by producing sound and value-oriented teachers for quality education in the province." In order to continue strengthening both pre-service and in-service teacher education opportunities, in 2011 the Government of Khyber Pakhtunkhwa, with the support of the USAID Teacher Education Project developed policy reforms and a five-year teacher education strategy for the province.

Teacher Education Strategy 2013-2018

Realizing the importance of teacher education in providing quality education for children and youth, the Government of Khyber Pakhtunkhwa has developed the Teacher Education Strategy (TES) 2013-2018, in order to revamp the whole teacher education system. The Department of Elementary and Secondary Education constituted a taskforce for the TES 2013-2018, comprising of key education officials including the Additional Secretary of Education, the Director of Directorate of Curriculum and Teacher Education, Director of Provincial Institute for Teacher Education, Director of Education Sector Reform Unit and the Chief Planning Officer of Education.

The TES 2013-2018 has been created through a collaborative and consultative process. The strategic plan builds upon an analysis of the current situation of education in Khyber Pakhtunkhwa, it identifies challenges and opportunities within teacher education and provides a clear and feasible action plan for meeting reform priorities. The TES 2013-2018 will serve as a planning and change management tool for the implementation of the new Associate Degree in Education (ADE) and Bachelor of Education-Honors (B.Ed. Hons.) programs, amend teacher recruitment and service rules, strengthen continuous professional development opportunities and improve the teacher management system. In addition, the Khyber Pakhtunkhwa strategic planning taskforce identified the following key policy reforms aimed at enhancing both pre-service and in-service teacher education.

Policy Reforms

Reform 1: Upgrade Teachers' Pre-service Professional Qualifications



In order to continue providing quality education for students, it is imperative to review the existing teacher preparation programs. As current teaching pedagogies are outdated, are unable to meet the national standards and are devoid of coping with the needs of today's students, there is an urgent need to improve the teaching practices of current and future teachers.

Reform 2: Upgrade Teachers' In-service Professional Qualifications



It is vital to provide professional development and degree-upgrading programs for practicing teachers who hold a Primary Teaching Certificate (PTC), Certificate in Teaching (CT), or Diploma in Education (DIE) so that they improve their skills and stay apace with educational advancements.

Reform 3: Restructure Institutions and Make Quality Improvements in Teacher Education Institutions and the Apex Institute



To support students in the new ADE and B.Ed. (Hons.) programs, it is necessary to equip the TEIs with essential learning resources, especially in light of the National Professional Standards of Teaching and also to upgrade the current teaching and learning facilities.

Reform 4: Plan for Enhancing Existing Capacity to Meet Teacher Demand



To address teacher shortage and demand for additional teachers in the future there is need to conduct a quantitative projection to predict population growth and school pupil enrolment.

Reform 5: Ensure the Induction of Graduates Meeting the Minimum Standards of the New TE Qualifications



In order to ascertain that qualified teachers are deployed to schools after graduation, it is necessary to ensure that the revised teacher recruitment rules are in place.

Reform 6: Establish a Quality Assurance Coordination System and Mechanism



As all Regional Institutes for Teacher Education (RITEs) have introduced the ADE program and will be implementing the B.Ed. (Hons.) program, they will need on-going academic support.



Strategies

- 1.1. Introduce a two-year Associate Degree in Education and B.Ed. (Hons.) Elementary degree in all teacher education institutions (TEIs)
- 1.2. Introduce the B.Ed. (Hons.) in TEIs.
- 1.3. Award scholarships to student-teachers for advanced learning opportunities
- 1.4. Organize awareness campaigns for the general public and prospective students to enroll in the new programs



Strategies

- 2.1. Develop bridging courses for PTC/CT/DIE- qualified teachers to obtain the ADE
- 2.2. Develop new courses for Drawing Master and Physical Education teachers, similar to the ADE
- 2.3. Organize targeted and need-based in-service teacher training for upgrading practicing teachers' qualifications



Strategies

- 3.1. Strengthen the library and provide computer and science laboratories and relevant learning and teaching materials and equipment for TEIs
- 3.2. Ensure proper infrastructure for TEIs and the apex institution
- 3.3. Restructure sanctioned posts for TEIs and the apex institution



Strategies

- 4.1. Use the Simulated Projection Model to forecast the annual teacher demand between 2012 and 2018
- 4.2. Approve sanctioned posts based on projections



Strategies

- 5.1. Implement the revised Teacher Recruitment Rules
- 5.2. Give preference to ADE and B.Ed. (Hons.) graduates in recruitment
- 5.3. Rationalize and create new positions for elementary teachers in appropriate grades



Strategies

- 6.1. Establish coordination and communication mechanisms among stakeholders including universities, apex institutions and other partners
- 6.2. Establish Quality Assurance Unit(s) in the DCTE and PITE with full-time staff
- 6.3. Promote research-based studies on various aspects of teacher education in Pakistan
- 6.4. Develop and implement a monitoring system for TEI quality assurance
- 6.5. Develop teacher education management information system (E MIS) including data regarding instructors, student-teachers, teacher selection for in-service training to be integrated with EMIS

Reform 7: Restructure Teacher Educator Service Rules

There is no separate cadre for teacher educators and they can be transferred or replaced at any time. Thus, it is imperative to analyze current recruitment rules and the feasibility of establishing a separate cadre of teacher educators based on the degree programs.

Strategies

- 7.1. Develop a framework for a teacher educator cadre
- 7.2. Create a performance-based evaluation and promotion system for teacher educators

Reform 8: Allocate Additional Development Funds to TEIs and the Apex Institution

In order to continue improving its institutions in the coming years, TEIs and apex institution will require a development budget.

Strategies

- 8.1. Develop the capacity of TEIs and apex institution staff in management functions including budgeting and PC-I development

- 8.2. Allocate additional funds within the development budget to TEIs and apex institution based on their needs

Reform 9: Implement Continuous Professional Development Programs (CPDPs) for Teacher Educators and Managers

Quality teachers are as essential for quality education, as quality teacher educators. CPDPs for teacher educators would comprise of in-house training, peer-to-peer learning, outsourced training, free access to ICT and global online learning opportunities.

Strategies

- 9.1. Develop and implement CPD programs for teacher educators and managers in RITEs/PITE/DCTE

- 9.2. Plan regular exchange programs and facilitate in finding scholarships for TEI staff for advanced learning

Reform 10: Establish a Provincial Institution for Implementing a Teacher Licensing and Certification System

A number of institutions award teacher education certificates and degrees, so it is vital to ensure quality across the board by introducing and enforcing teacher educations standards.

Strategies

- 10.1. Develop a teacher education certification plan and framework
- 10.2. Devise an institutional framework for teaching licensing and certification system

- 10.3. Establish and make a teacher licensing and certification functional

