Educator Professional Development: Knowledge Sharing

KIX Stakeholder Event: 15 February

Purpose of this meeting:

- Provide an opportunity for stakeholders supporting teacher professional development in Pakistan to learn more about teacher (and school leadership) professional development research, and informally share their experiences in an effort to scale up best practices to new jurisdictions/school districts.

Proposed Agenda

1. Introductions: Go-around
2. "Designing TPD with ICTs to Support System-Wide Improvement in Teaching" working paper summary presentation, and discussion (teacher professional development)
3. Knowledge and Information Exchange (KIX) Project: School Leaders and inclusive education research study presentation, and discussion (school leader professional development)
4. Overview of KIX project Afghan school leader survey findings
5. Discussion about research, projects and initiatives going on in Pakistan.
6. Next steps.

Participant Introductions

Please share your first and last name, your position, and your organization

and

One new idea you have recently learned about how to improve teacher professional development in your school(s) or communities.

Teacher Professional Development (TPD) Challenges

- Access and quality issues
- Limited opportunities for regular TPD
- A failure of many TPD programs to address teachers' prior professional experiences (World Bank, 2016)
- School monitoring and inspection regimes often inhibit teachers from experimenting in their classrooms and limit practice innovation.
- Misalignment of teacher education curricula, student curricula, promoted pedagogies, and assessment systems.

Teacher Professional Development Research

- core elements of effective TPD:
  - participatory
  - collaborative
- teachers are capable of "critiquing, adapting and developing their professional practice" (Popoval, et al. 2008)
- identify locally-determined pedagogic solutions
- supports teachers to move toward equity in classroom learning.
- is situated, authentic, and practice-based.
- includes opportunities for social learning through peer communities.
- is sustained over time.

TPD and ICT

"ICTs offer tremendous potential to transform pedagogies within TPD as well as expand access to professional development opportunities and to enable professional learning to be truly context-specific to meet teachers' individual and collective professional learning needs."

Questions for Discussion:

1. How does this research relate to your work?
2. What information is new for you?
3. What other information would you add about TPD, and TPD and ICTs?

"Networked Improvement Communities for School Leaders Towards Equity and Inclusion" Research Project

Quick Facts

Project type: Research Project

Donor: Global Partnership for Education

Fund managed by: International Development Research Centre

Duration: 28 months

Start date: May 2021

Completion date: September 2023

The Consortium

Lead:

Foundation for Information Technology Education and Development, Inc. (FIT-ED) www.fit-ed.org

Technical Leads:

The Open University (UK)

Partners:

- Kathmandu University **NEPAL**
- Allama Iqbal Open University **PAKISTAN**
- CW4WAfghan/CWSA **AFGHANISTAN/PAKISTAN**

The research project in a nutshell:

This project develops the capacity of primary school leaders in three GPE countries—Afghanistan, Nepal and Pakistan—to address local access and participation issues for girls and marginalized learner groups.

School leaders are essential change agents—to motivate teachers and communities, to collect evidence, to adapt pedagogy and to create safe, inclusive conditions for all learners.

Afghanistan sub-project in Pakistan

- Originally, the project was designed to be implemented in urban and rural Government schools in Afghanistan.

- After August 2021, the technical lead on the project, Open University, got permission from IDRC to move implementation to Pakistan.

- The sub-project continues to support Afghan school leaders, but in Pakistan.

What is the **goal** of this project?

This project seizes the opportunities afforded by an increasing focus on the value of 'bottom up' change – more decentralized and participatory structures -- to explore **how school leaders can be empowered to address inclusive access and participation in their institutions** and communities through a focus on local constraints, barriers and constructs.
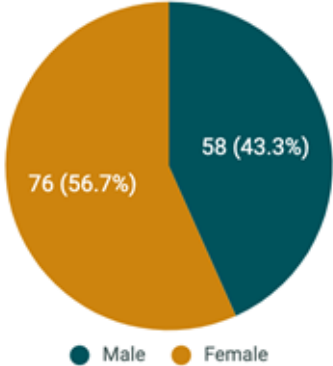
Inclusion Issues Addressed by Project
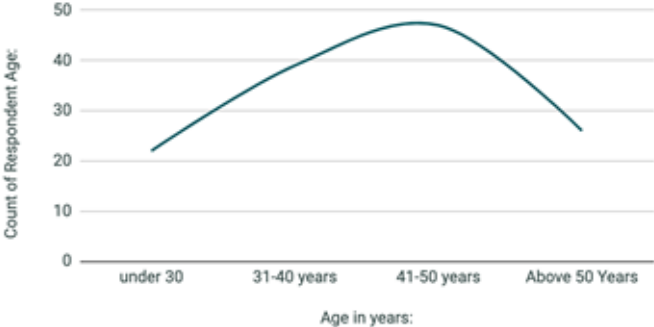
Children with disabilities

Gender disparities

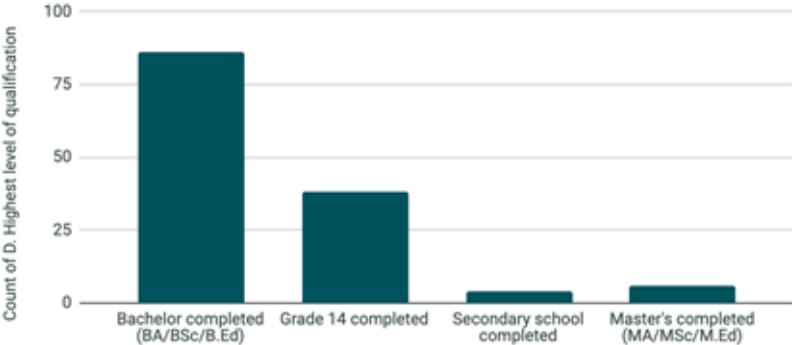# School Leadership Survey

Summary of Respondent Profiles

Respondent Gender:
58 (43.3%)
76 (56.7%)
Male Female

Respondents Age:
Count of Respondent Age:
under 30 | 31-40 years | 41-50 years | Above 50 Years
Age in years:

Respondents highest level of qualification
Count of D. Highest level of qualification
Bachelor completed (BA/BSc/B.Ed) | Grade 14 completed | Secondary school completed | Master's completed (MA/MSc/M.Ed)

Respondents experience as headteacher/ school leader in current school
Count
6-10 years | Less than 5 years | 11-15 years | over 20 years | 16-20 years
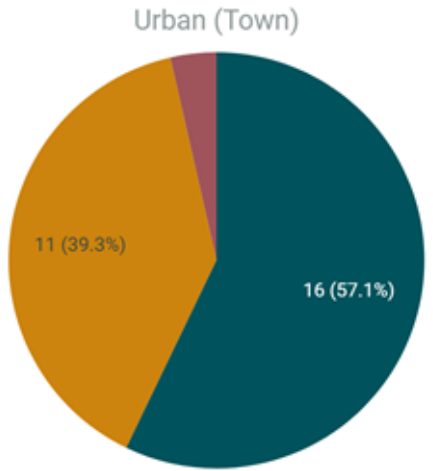How long have you been a school leader in your current school?

Summary of respondents, by type of school

Count of C. Who is your school for?

Unclear at this ti...
0.7%
Only for boys
9.0%
Only for girls
40.3%
For both boys a...
50.0%

Type of school

CBE School
0.9%
Private school
17.6%
Public/government s...
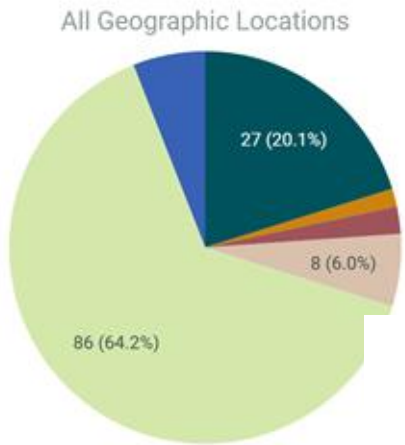81.5%
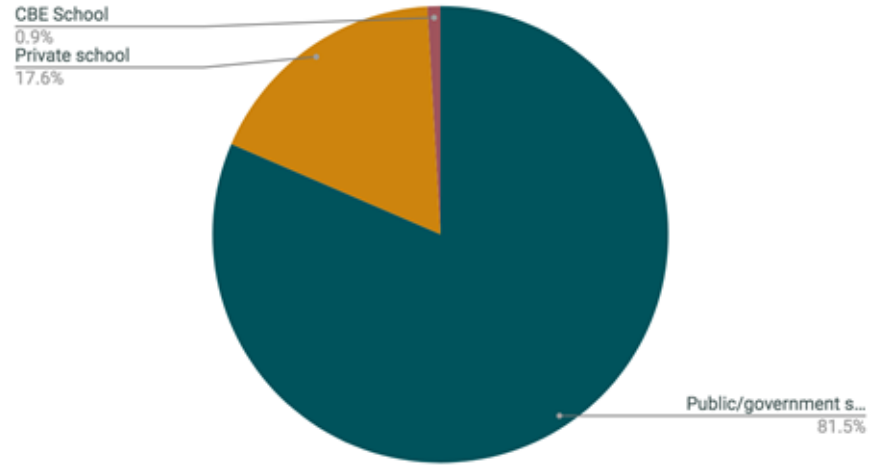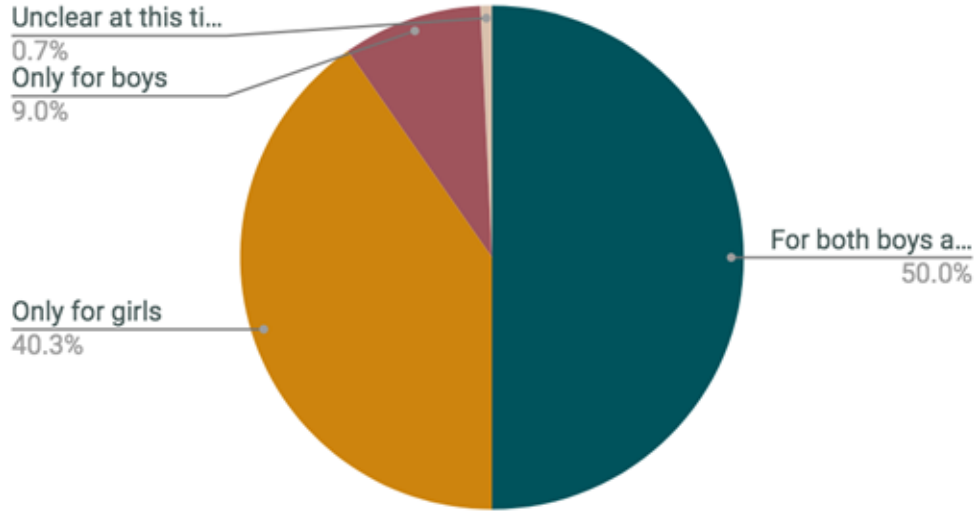
Quantitative Findings

Who has formal responsibility for inclusion at your school?

All Geographic Locations
- 27 (20.1%)
- 8 (6.0%)
- 86 (64.2%)

Cities
- 8 (10.0%)
- 5 (6.3%)
- 58 (72.5%)

Rural
- 3 (11.5%)
- 3 (11.5%)
- 3 (11.5%)
- 17 (65.4%)

Urban (Town)
- 16 (57.1%)
- 11 (39.3%)
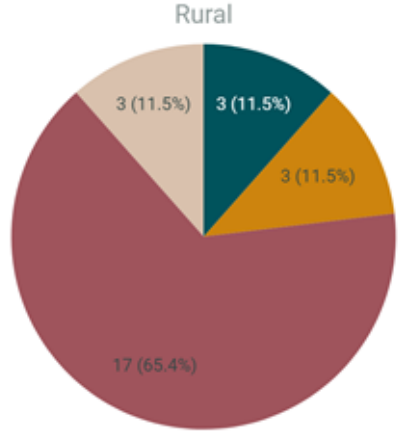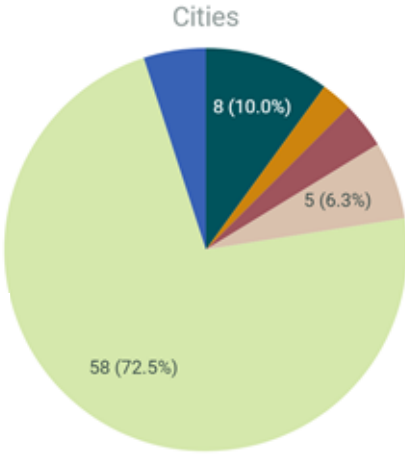
Legend:
- Head teacher
- I do not know
- Local government officials
- No one has such responsibility
- SMC head
- Teachers

21

What inclusion strategies did SL think could be useful in their schools?

For the purpose of the survey, general "strategies" included:

- helping teachers to learn new ways of engaging with all children (gender-responsive pedagogy to include girls and boys), children with physical disabilities (for example, a child who has low vision needs to sit close to the front of the class, or child in a wheelchair needs to be able to get through classroom doorways) and children with learning disabilities (for example, a child who is slow learning new concepts) or children with mental health challenges (for example a child who is anxious or depressed, and finds it hard to participate in class)

- improving attendance - for example, targeting children with physical disabilities, working children, or girls in your community who will be married at a young age

- welcoming all parents/ community members to your school - to support identifying and accessing all children in your community

How important are these inclusion strategies to you as a school leader?

Rate 1-4 Where 1 is the most important and 4 is the least important

How important are these inclusion issues to you as a school leader?
Rate 1-4 Where 1 is the Most Important and 4 Is the Least Important
Where SMC is More Than 50% Female

How important are these inclusion issues to you as a school leader?
Rate 1-4 Where 1 is the Most Important and 4 Is the Least Important
Where SMC is Less Than 50% Female
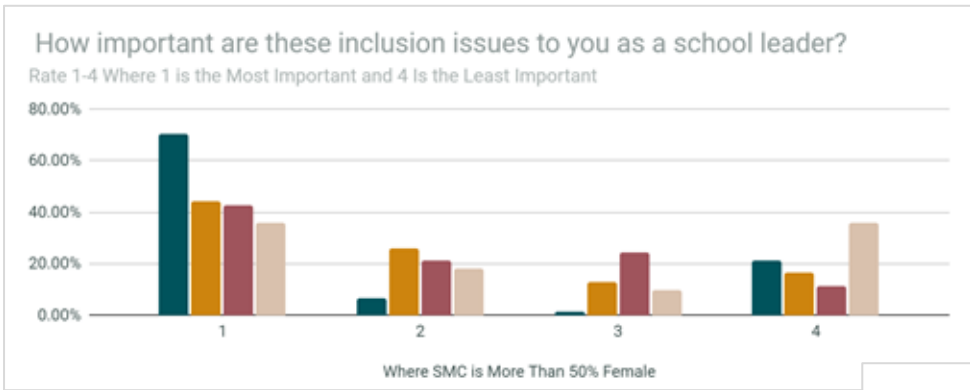
- Changing teaching methods so that all children can participate in learning
- Improving the attendance of specific groups of children for whom attendance is lower?
- Welcoming all parents / community members to your school (language etc)
- There are no inclusion issues in my school

23
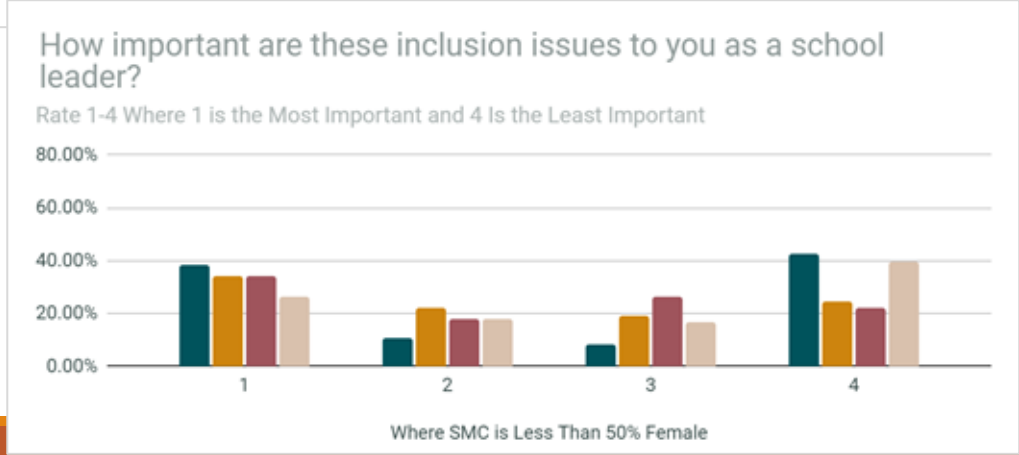
Qualitative Findings

A. Leadership and Attitude Summary

- School leaders are generally focused on equality, meaning they encourage teachers to use the same behaviour with all students.

- Make use of data on class participation, attendance and achievement to make decisions and provide feedback to teachers.

- Less-resourced schools view teachers as their greatest assets.

- HTs and principals take initiative to improve the learning environment (adding a library, gardens and plants, fixing infrastructure, field trips).

B. Values Summary

- Most respondents have a sound understanding that inclusive education means the right to education for all, without discrimination based on gender, ethnicity, location, income, ability, etc.

- There is a focus on feelings of shame and fitting in as important reasons to be inclusive and help all students succeed.

- The role of parents in children's success is recognized by most

C. Knowledge and ICT Summary

● School leaders may refer to books or the internet, especially YouTube for research and reference

● May also connect with senior educators and peers to discuss inclusion issues

● Some make use of WhatsApp groups to stay in touch with teachers and the SMC

D. Behaviour and Actions Summary

- Many HTs identify working with parents as an effective strategy for improving school performance and attendance.

- Principals will not hesitate to personally address truancy or bullying if the opportunity comes up.

- Several schools offer extra enrichment classes for children who are falling behind or who have learning difficulties

- Teachers often use strategies such as pairing stronger learners with children who need more support, or small group instruction.

- Private schools or well-resourced urban schools offer funds to support low-income students with uniforms and stationery.

- Focus is on helping students to fit in.

High Level Findings from Survey

- SL are invested in helping all children in their communities access school
- Many SL have not had targeted professional development about inclusion
- SL need to have a deeper understanding about what inclusive education means
- SL need to learn about strategies that can be localized to their schools

Questions/Discussion:

How does this study relate to school leaders in your jurisdiction?

a. Do school leaders have agency?
b. Do school leaders understand inclusion issues?
c. Do school leaders attempt to address inclusion challenges? How?
d. Do school leaders learn online about inclusion?

Findings influence the interventions:

- Based on the SL research, the Afghan team was <u>validated</u> in their assumptions that SLs want to learn more about inclusive practices.

- Information gathered from the survey/interviews were used to <u>design the 8 section course</u>, including using examples and quotes from the research findings.

- Information about how SL can <u>learn online</u> has impacted the overall intervention including SL needing some digital literacy skills, designing the course on our platform, ensuring the course is easily accessible to SL on their tablets.

Methodology

Networked Improvement Approach

"Improvement science" framework

Networked Improvement Communities (NICs)

Plan, Do, Study, Act (PDSA) cycles

NICs and PDSA cycles are complemented through Open Courses

Knowledge sharing across the 3 countries & partners

What are "networked improvement communities"?

NICs are a powerful collaboration approach to:
- solving a problem or practice
- introducing new initiatives
- revising existing practices in education.

NICs go beyond meetings or "professional learning communities":

- they use an improvement science approach (PDSA) to work towards a common goal
- help educators evaluate possible options based on their deep level of experience and educator know-how.
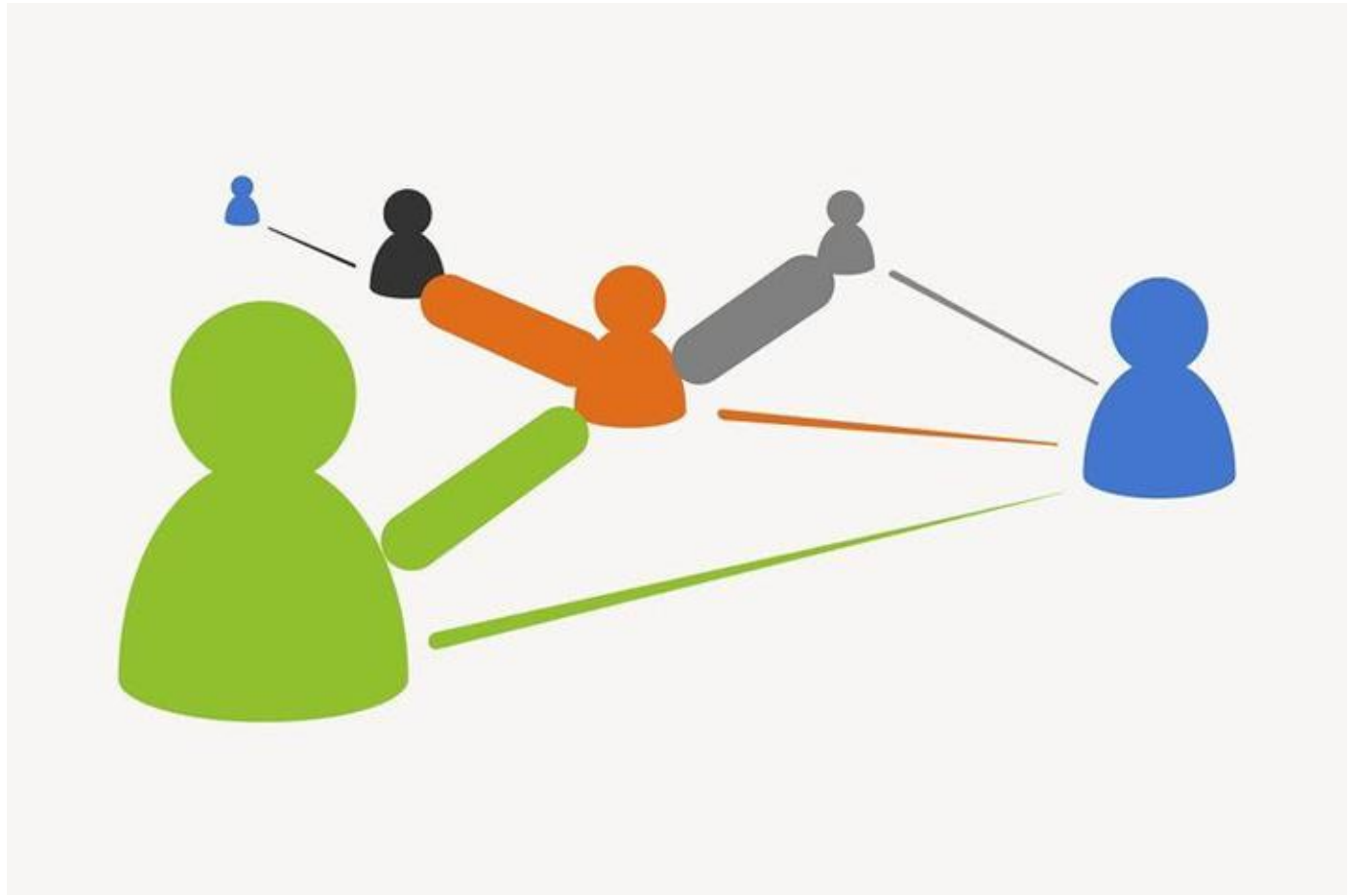
Current phase:
Researching Scaling Methodology in Field

- Development of the NIC platform and localization of data collection tools, per country – linguistic, cultural and policy localization plus development testing with selected schools
- Selection of the study district/s and 30 school leaders per country
- District Inception Meeting and preparatory training events
- Open course delivery and NIC implementation in study district
- Data collection and data cleaning

Open Course Overview:

Developed in English and translated to Farsi and Pashto

Available online and free

Pilot and administer with 30 Afghan School Leaders (School Principal and Head Teachers)

Learning Course Content (8 sections) with additional Resources

Learning with Performing Assignments

Open Course Overview:

Coaching and Mentorship during the course

Course Completion Certificate for those who meet criteria to complete the course

Using course contents in NICs discussion and school improvement

Three research stages: prior to course, midpoint and endpoint

Continued connection?

1. Are stakeholders interested in meeting together again?
2. What format (virtual, blended)?
3. Length of meeting?
4. Location ?
5. Next meeting?

We welcome you to:

1. Stay connected x 3 meetings
   a. Convene in April or May to discuss midline findings
   b. Convene in August to discuss endline findings
2. Visit our NICs, meet our school leaders
3. Take our distance education course(s)
4. Share our research design through your networks
5. Consider scaling elements of this design.