

Instructions to Complete the Feedback Sheet on National Professional Standards for Teachers in Pakistan

Introduction

The Ministry of Education, with the cooperation of UNESCO and the financial support of USAID, has developed National Professional Standards for Teachers in Pakistan. These standards frame a vision of the qualifications Pakistan expects of its teachers. These expectations need to be of national concern because teachers are at the heart of the nation's effort to assure a better future for all children and youth.

These standards were launched on the 23 of February of 2009 and it is hoped that with them, a wider discussion on teacher quality will emerge and be accompanied by concrete actions dedicated to its improvement.

If the standards have been launched, why get feedback?

Although the National Professional Standards for Teachers in Pakistan have already been launched, much work is still required to assure their presence and use in the classroom. The launched standards have set a framework for our national vision on teacher professional performance, but we still need to plan their operationalization. Therefore, we need feedback that will allow us to:

- Initiate a discussion on the requisites that need to be addressed to bring into action the professional standards.
- Start mobilizing resources to create the conditions required by the educational system in general, and teachers in particular, to come closer to meeting the national standards.

Are these standards written on stone, or are they flexible?

- Standards are not written on stone, but they should not be changed too frequently.
- Standards provide a vision that usually is accomplished in the mid- to long-term. Therefore, before major changes are enacted, a fair chance should have been provided to meet the ones that are already stated.
- Even when we do not change the standards themselves, the strategy on how we will meet them might require periodical and frequent revision based on appropriate monitoring tactics.

What sort of feedback is required?

- Suggestions on ways forward at the operational level.
- A diagnosis on whether current school conditions would allow teachers to meet the standards.
- If the conditions are not appropriate now for all, which benchmarks are realistic?

A benchmark is a specific expectation of achievement that relates to a standard. Maybe teachers can reach a certain benchmark for each standard today, but still require training and other inputs to reach a more complex benchmark.

It is important to note that these standards are national. They are the goal for all Pakistani teachers. However, depending on the circumstances of their context, the benchmark with which they might start could differ. Sometimes, a benchmark can only be achieved when several other benchmarks have been met before.

- What are the conditions that should be priority? Should the priority be physical inputs, or more training, more resources in the classroom or some other condition?

How can you provide feedback?

- Please read the document “National Professional Standards for Teachers in Pakistan”. This document can be downloaded from UNESCO-Pakistan’s webpage (<http://un.org.pk/unesco/>). You can also request for a paper copy from UNESCO Islamabad (Attn. STEP Coordinator+92-51-111-710-745).
- After reading this instructions and the “National Professional Standards for Teachers in Pakistan”, complete the feedback sheet. The feedback sheet can be downloaded from UNESCO-Pakistan’s webpage as a Microsoft Excel file. You can also request for a paper copy from UNESCO.
- The feedback sheet is a matrix. On the rows of the feedback sheet you will find the list of standards and its components. On the columns you will find a number of questions. The questions are intended to be answered for each component of the standards.

Standard 1: Subject matter knowledge.		Standard 1					
Teachers know and understand:		Which requisites are already in place to make this happen?	Which requisites are missing to make this happen?	Should it be benchmarked differently for each province/region?	Are there indicators available to track it?	Do you believe this is a priority?	Other comments
The national curriculum framework.							
The domain, basic concepts, theories, history, structure and process of acquiring knowledge of the subject they are going to teach.							
The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of teaching the discipline.							
The new emerging concepts, theories, researches and latest trend at national and international levels.							
Relationship of that discipline to other content areas.							
Disciplines and its usability in practical life.							
And arithmetic principles to the domain.							

Component of Standard 1

Questions about each of the components of the standards

- Each question meets each component of the standard on a cell. That cell is where you should write your answer. For example, the first available cell is where you would explain what requirements are already in place to assure that teachers know and understand the national curriculum framework. This cell is where the column pertaining to the question “What requisites are already in place to make this happen?” and the line pertaining to “Teachers know and understand the national curriculum framework” meet.

This is the column to write answers for the question “What requisites are already in place to make this happen?”

This is the line where you can answer the questions about “Teachers know and understand the national curriculum framework”.

In this cell you can provide information about the requirements that are already in place to assure that teachers know and understand the national curriculum framework.

Standard 1: Subject matter knowledge.							
Teachers know and understand:		Which requisites are already in place to make this happen?	Which requisites are missing to make this happen?	Should it be benchmarked differently for each subject/grade?	Are there indicators available to track it?	Do you believe this is a priority?	Other comments
The national curriculum framework.							
of acquiring knowledge of the subject they are going to teach.							
and the need for keeping abreast of developments in the discipline.							
latest trend at national and international levels.							
discipline to other content areas.							
The relationship of the subject to other disciplines and its usability in practical life.							
The relationship of reading, writing and arithmetic principles to the domain.							

- Please read the questions every time you intend to answer. The questions can vary for some of the components.

The questions for content and skill related components are:

- ✓ Which requisites are already in place to make this happen?
- ✓ Which requisites are missing to make this happen?
- ✓ Should it be benchmarked differently for each province / region?
- ✓ Are there indicators available to track it?
- ✓ Do you believe this is a priority?
- ✓ Other comments.

The questions for disposition related components are:

- ✓ How developed is this disposition in Pakistan's teachers today?
- ✓ Can benchmarks be drawn for this?
- ✓ Should it be benchmarked differently for each province / region?
- ✓ Are there indicators available to track it?
- ✓ Do you believe this is a priority?
- ✓ Other comments.

- Please, always write your answers in the appropriate cell.
- You can also add additional comments on the ways we can move forward. There is a space specifically for this purpose at the end of the feedback sheet. Please write all the comments you see fit, but make sure they are inside the box.

Which things you believe were not considered and should be added?

Please add any additional comment you see fit.

Make sure your comments are inside this box. You can find it at the end of the feedback sheet.

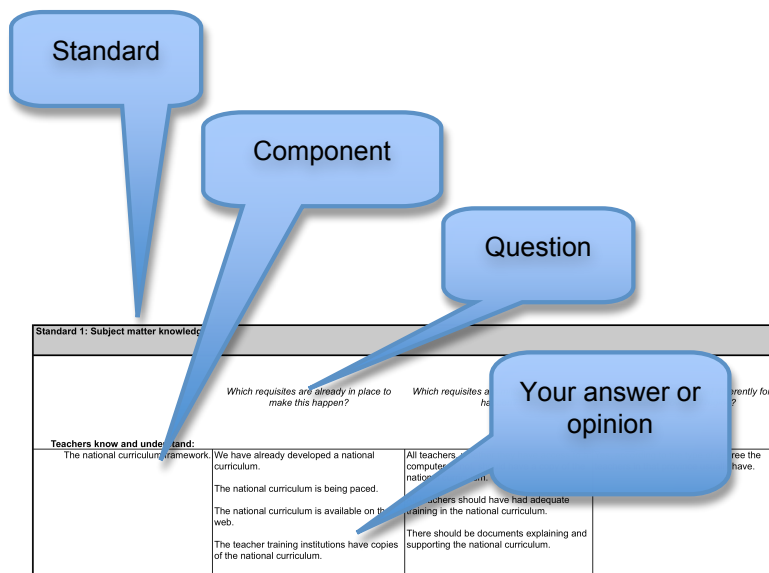
- If you are working on **paper copies**, please send them to the following address no later than the 20th of April of 2009:

Attn. STEP Coordinator
Rf. Professional Teacher Standards Feedback
UNESCO Pakistan
House # 17, Street 8, F7/3
Islamabad

- If you are working on **electronic formats**, please save your file and send it to the following e-mail no later than the 25th of April of 2009:
teachereducation@un.org.pk
- Below you will find a brief example of the responses given to one of the components. Feel free to study it, but do not let it influence your own answers.

Example of feedback to the National Professional Standards for Teachers in Pakistan:

- This examples looks at the first component of the first standard. Standards number 1 is Subject Matter Knowledge. Its first component is “Teachers know and understand the national curriculum framework”.



- Below you will find the answers for the three first questions given by a hypothetical person for one component of a standard. The “call-outs” explain the reasoning of this person to provide the answer. This should not affect the answer you choose.

Standard 1: Subject matter knowledge.			
	<i>Which requisites are already in place to make this happen?</i>	<i>Which requisites are missing to make this happen?</i>	<i>Should it be benchmarked differently for each province / region?</i>
Teachers know and understand:			
The national curriculum framework.	We have already developed a national curriculum. The national curriculum is being paced. The national curriculum is available on the web. The teacher training institutions have copies of the national curriculum.	All teachers, whether they have access to a computer or not, should have a copy of the national curriculum. All teachers should have had adequate training in the national curriculum. There should be documents explaining and supporting the national curriculum.	Yes, according to the type of degree the teachers in that province usually have.

This person lists here the requisites that are necessary to assure that teachers know and understand the curriculum framework.

This person believes that the framework should have been validated and made available. This has already been accomplished to a limited extent. Therefore, the person informs us of where it has been accomplished.

However, not all requisites have been met. As mentioned in the previous column, this person believes the curriculum framework should be validated and made available. This was done to a certain extent by posting it on the web and by providing a copy to teaching training institutions.

But this is not enough. All teachers should have a copy of the framework and also documents that help them understand it.

This person understands that this standard is an ambitious one. And this person also knows that teachers who have had their training at university might have an easier time understanding the framework. Therefore, for a transitional phase benchmarking differently might be necessary. However, the **STANDARD REMAINS THE SAME FOR ALL THE PAKISTANI TEACHERS.**

- Below you will find the second part of the previous example. It presents the answers for the three remaining questions of the same component that was analyzed before. The “call-outs” explain the reasoning of this person to provide the answer. This should not affect the answer you choose.

Standard 1: Subject matter knowledge.			
	Are there indicators available to track it?	Do you believe this is a priority?	Other comments
Teachers know and understand: The national curriculum framework.	No, there are no indicators for this today.	Yes, all teachers should know and understand the curriculum to assure that all students are learning it.	I think it is urgent to have in the classroom materials and text-books that support the national curriculum. This standards should be measured periodically with tests.

This person has no knowledge of indicators to monitor the knowledge and understanding that teachers have of the curriculum framework.

Here the person is asked if it should be a priority for the government to make sure that all teachers know and understand the curriculum framework. When providing an answer, be sure to choose carefully. All standards are important, but a priority scheme must be established. It is not possible to do all things simultaneously. Thus, those that are a priority should come first. In this case, it is quite important to make sure as soon as possible that all teachers understand the curriculum framework so that a transformation can begin to occur.

Note the responses this person has given to the other columns. This person believes that making sure that teachers understand the curriculum framework is crucial, but also recognized that there are no indicators, support materials and that not all teachers have a copy of the document.

Therefore, in the section for additional observation, this person comment that it is urgent to have materials in the classroom and that a test must be developed to monitor the standard.

THANK YOU FOR YOUR CONTRIBUTIONS