

**Professional Standards for Teachers in Pakistan**

**Proposed Ten Professional standards for teachers in Pakistan**

- ✓ I. Subject matter knowledge
- ✓ II. Human growth and development
- ✓ III. Knowledge of Islamic values
- ✓ IV. Instructional planning and strategies
- ✓ V. Assessment
- VI. Learning environment
- VII. Communication
- VIII. Collaboration and partnerships
- IX. Professional Development & Code of Conduct
- X. ICT Knowledge and cognition

**Standard-1: Subject Matter Knowledge**

Teachers understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the National Curriculum/ Content Standards, and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students..

**PERFORMANCE AND SKILLS**

Teachers apply:

- Multiple paths to acquisition, comprehension and application of knowledge.
- Subject specific instructional/ pedagogical strategies.
- Learning theories to accommodate differences in student intelligence, perception, cognitive style and achievement levels.

**Standard-2: Human Growth and Development**

Teachers understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

**PERFORMANCE AND SKILLS**

Teachers engage in activities to:

- Promote the development of critical and creative thinking, problem-solving and

1-2-3-4-5-6-7-8-9.

decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline.

- Make effective use of multiple representations and explanations of disciplinary concepts and link them to students' prior learning.
- Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.
- Foster cooperation and collaboration for collective problem solving.
- Develop and demonstrate skills to use instructional technologies.

Standard-3: Knowledge of Islamic Ethical Values/Social Life Skills

**Teacher understands the Islamic Ethical values and practices in the light of Quran / Sunna and other religious contexts.**

#### **PERFORMANCE AND SKILLS**

Teachers engage in activities to:

- create a learning community in which individuals and their opinions are respected.
- signify Islamic/Ethical values, and provide guidelines to clarify their use in internal and external discourses.
- practice Islamic teachings in classroom and school to prevent the misunderstandings that can lead to the mischaracterization and even demonization of Islam and other faiths.
- use knowledge of Islam taking into account issues of social class, gender, race, ethnicity, language, age and special needs.
- create a safe and secure learning environment.

Standard-4: Instructional Planning and Strategies

**Teachers understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, curriculum goals, and employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners.**

#### **PERFORMANCE AND SKILLS**

Teachers engage in activities to:

- Identify and design instruction appropriate to students' stage of development,



learning styles, strengths and needs.

- Plan instruction based on knowledge of classroom, school and community culture.
- Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
- Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals.
- Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives.
- Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice and
- Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

Standard-5: Assessment

**Teachers assess student learning using multiple assessment strategies and interpret results to evaluate and promote student achievement and to modify instruction in order to foster the continuous development of students.**

#### **PERFORMANCE AND SKILLS**

Teachers engage in activities to:

- Develop and use teacher made tests for continuous internal evaluation of student performance
- Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
- Provide students with constructive feedback on their learning and encourage them to use data and self-assessment strategies to monitor their progress toward achieving personal goals.
- Accurately document and report assessment data and ongoing student

achievement to parents and professional staff.

- Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.
- Help students engage in objective self assessment.
- Develop and use objective assessment tools to measure student progress.

Standard-6: Learning Environment

**Teachers create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and selfmotivation.**

### **PERFORMANCE AND SKILLS**

Teachers engage in activities to:

- Develop and share classroom management and discipline plan.
- Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently.
- Create a cooperative classroom climate for all students, by practicing effective listening and group facilitation skills.
- Create a positive classroom climate which is socially, emotionally and physically safe.
- Establish and maintain appropriate standards of competitive behavior.
- Use instructional time effectively.
- Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

Standard-7: Communication and Advocacy

**Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents.**

### **PERFORMANCE AND SKILLS**

Teachers engage in activities to:

- Communicate clearly in Local Language/Urdu/ English using appropriate oral and written expressions.



- Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking.
- Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.
- Foster accurate reporting and sharing of facts, opinions and beliefs.
- Design and use student report cards

Standard-8: Collaboration and Partnerships

**Teachers build relationships with parents, guardians, families and professional organizations in the community to support student learning.**

#### **PERFORMANCE AND SKILLS**

Teachers engage in activities to:

- Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences.
- Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing.
- Institute parent/family involvement practices that support meaningful communication, parenting skills to strengthen the teaching and learning environment of the school.
- Cultivate Knowledge of the surrounding community to enrich lessons and projects of study.
- Link schools with business, industry and community agencies.

Standard-9: Continuous Professional Development and Code of Conduct

**Teachers participate as active, responsible members of the professional community, engage in reflective practices, pursuing opportunities to grow professionally and establish collegial relationships to enhance the teaching and learning process. They subscribe to a professional code of conduct.**

#### **9-c PERFORMANCE AND SKILLS**

Teachers engage in activities to:

- Use reflective practice and the Professional Development Standards to set goals

for their professional development plans.

- Learn through professional education organizations.
- Make the entire school a productive learning climate through participation in collegial activities.
- Seek advice of others and draw on action research to improve teaching practice.
- Uphold ethical behaviors in teaching, learning and assessment.

Standard-10: Proficient Use of Information Communication

Technologies

**Teachers are able to use instructional and information communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.**

#### **Performances and Skills**

Teachers engage in activities to:

- Incorporate up to date information in lesson plans.
- Use diverse databases to supplement textbooks.
- Develop teacher made tests, assignments and their assessment through computers.
- Develop internet based collaborative study projects among students at different locations.

### **8. Standards based Quality Undergraduate Teacher Education**

#### **Programs**

While transitional measures for improving the quality of pre- and in-service teacher preparation are necessary in the short run, real improvement in the educational system demands a fundamental, standards-based restructuring of programs to prepare elementary teachers for grades 1-8, specialist teachers for grades 6-10 and intermediate college teachers for grades 11-12. In addition postgraduate programs for preparing educational leaders (head teachers, school administrators at district level and policy planners at provincial levels) are to be developed with active involvement of Universities and their Faculties of Education.

HEC has developed a 124-136 credit hours BS Education (4 years) program as a part of an overall initiative to improve the quality of undergraduate teacher education

according to recognized International Standards.

The following modified version for elementary (Grades 1-8) and secondary (6-10) teachers can be based on the proposed professional standards. They can lead to the development and incorporation of courses and instructional modules, in the 4-years degree program to be offered in University departments of education, affiliated Post-Graduate Colleges, GCTEs and Institutes of Education and Research.

The graduates of these programs may be granted salary and benefits of BPS 14. A system of incentives needs to be offered to non-degreed primary school teachers including tuition support and salary increments to encourage them to complete the 4-years degree program.

The following table provides a suggested BS Education program for preparing elementary and secondary school teachers at the initial level. The courses and modules listed in the table can be developed in detail to meet the proposed national professional standards. These programs can be offered through provincial Colleges of Elementary Education, Departments of Education in Post- Graduate affiliated Colleges and University Departments of Education. Given the numbers of new beginning teachers needed to achieve the goal of universal primary and secondary education by 2015 all provinces are encouraged to establish standards based teacher education programs in their GCEEs, RIEs and University Departments of Education.