



Teachers' Professional Development for Effective Teaching and Learning Practices

3 December 2015



Proceedings Report

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Acronyms

ADB	Asian Development Bank
ADPEO	Assistant District Primary Education Officer
AUEO	Assistant Upazila Education Officer
BC	British Council
BIED	BRAC Institute of Educational Development
CAMPE	Campaign for Popular Education
CIDA	Canadian International Development Agency
CPD	Continuous Professional Development
CWG	Core Working Group, DPE & EIA
DFAT	Australian Department of Foreign Affairs and Trade
DFID	Department for International Development
DPE	Directorate of Primary Education
DPED	Diploma in Primary Education
EIA	English in Action
GOB	Government of Bangladesh
HT	Head Teacher
I&S	Institutionalisation and Sustainability
ICT	Information and communication technologies
IER	Institute of Education and Research
JICA	Japan International Cooperation Agency
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MEW	Monitoring and Evaluation Wing
MMC	Multi-media Classrooms
NAPE	National Academy for Primary Education
NbSCT	Need-based Sub Cluster Training
NCTB	National Curriculum and Textbook Board
OU	Open University, UK
PEDP III	Primary Education Development Programme III
PMIS	Project Management Information System
PTI	Primary Teachers' Training institute
QWG	Quality Working Group, PEDP III
RME	Research, Monitoring and Evaluation
SbT	Subject-based Training
SDG	Sustainable Development Goals
SDP	Skills Development Project
SMCs	School Management Committees
TED	Teacher Education and Development
TF	Teacher Facilitator
TSN	Teacher Support Network
UCEP	Underprivileged Children's Educational Program
UEO	Upazila Education Office
URC	Upazila Resource Center
URCI	Upazila Resource Center Instructor

Preface

What does effective teacher professional development look like in the post PEDP III era? How can we collectively bring about classroom changes that actually improve student learning? What are the best methods to encourage and support teachers to change their practices, so that classes become effective? These are critical questions moving forward if teaching and learning are going to undergo real change.

This forum gave a new platform for key stakeholders in post PEDP III - representatives from the Government of Bangladesh, development partners, teachers, and civil society and other organisations - an opportunity to share what is being done, how it works, why it works and what difficulties are being faced. There is no single, simple solution and this makes such experience-sharing of different methods and models, backed by evidence of impact, all the more important.

In addition, a key challenge for the Directorate of Primary Education is the sheer size and scale of the primary education sector – reaching teachers and students across 64,000 schools in effective ways. What works at a small scale can give ideas. How can these be adapted to work at large scale to bring change?

I hope that the outcome of the forum – a set of practical evidence-based principles for what works at large scale – can be used as a critical input into the post PEDP III design discussions.

I would like to sincerely thank the Directorate of Primary Education and the Department for International Development of the UK Government for their time and support in making the technical forum stimulating and thought-provoking. We also congratulate and thank the organising team for successfully co-ordinating the technical forum and publishing this report of the proceedings.

Finally, I thank our guests, chairperson, presenters and all participants for making the technical forum a success.

Sue Williamson
Team Leader
English in Action

Highlights

Purpose

Evidence from developing countries has long shown that teachers are critical to the quality of teaching and learning, and that teachers are the critical agents of change. We now have access to a new and growing body of international evidence about what works in motivating and supporting teachers to bring changes to their classrooms, which improve student learning.

The forum critically looked at this evidence, and practical illustrations, to explore the elements of effective teacher development capable of working at large scale, in order to inform the post PEDP III discussions.

Elements of Effective Teacher Development: the International Evidence

Element 1: Informal Teacher Peer Support

What Makes this Element Effective

“Tackling new practices in school”:

Teachers’ conversations move from discussions of theory and/or analysis of current practice to tackling a new approach and coming together regularly to offer moral support and to develop a practical understanding of why things do or don’t work in their classrooms.

“Learning by looking in school”:

Teachers’ support moves from co-learning through talk to co-learning through observation and feedback.

Questions for Post PEDP III

How can teachers be supported and encouraged to try out new practices in school through informal means, such as Teacher Support Network (TSN)?

How can the status of TSN be raised, so that teachers have the opportunity for joint planning, observation and feedback?

Element 2: More Formal Professional Development aligned with Teachers’ Needs, applied in Context with Follow-Up Support

What Makes this Element Effective

“Sustained collaboration”:

Teacher development moves from one-off trainings to sustained collaboration with teacher educators and structured peer support.

“School-based practice and reflection”:

Teacher development moves from higher level content knowledge and/or theories about teaching to learning explicitly placed in the context of their school and classroom through workplace learning and reflective practice.

“Experiencing different ways of teaching”:

Teacher educators move from talking about teaching to modelling active, participatory, social learning – so that teachers experience these as learners themselves and also see what such teaching and learning looks like in the contexts of their classrooms.

Questions for Post PEDP III

How do we move from one-off topics at each meeting to sustained focus on a specific need over a period of one year or more?

Do we need any more block trainings?

How can more than one teacher from each school participate in teacher development activities?

How can Needs based Sub Cluster Meetings support and enable teachers’ practical learning in school and focus on which approaches work, for whom, in which contexts?

How can we retrain and re-orientate teacher educators to understand, model and teach the promoted practices?

How can we revise the traditional ‘master’ role of teacher educators?

Element 3: Support from Head Teachers

What Makes this Element Effective

“Valuing collaborative learning”:

School culture moves from administrative and hierarchical to a culture that encourages and values collaborative learning and classroom change.

Questions for Post PEDP III

How can we support school leaders to model openness and working together to solve problems?

How can we help Head Teachers to develop the understanding and support of parents and the school community to classroom changes?

Element 4: Alignment of Forms of Assessment with the Curriculum

What Makes this Element Effective

“Testing what is important to learning”:

The education system moves from high-stakes examinations encouraging teacher directed methods to alignment of national student assessment with policy intent of curriculum and teacher development

Questions for Post PEDP III

What forms of assessment will support, encourage and empower learners to take more responsibility for their learning and raise standards?

Element 5: Innovative Use of Mobile Learning and Digital Resources

What Makes this Element Effective

“Curriculum and pedagogic imperative”:

The driver for educational technology moves from an ICT imperative to a specific curriculum focus and a pedagogy stance (e.g. communicative language learning).

Questions for Post PEDP III

How can we ensure that ICT in Education focuses on specific subjects and teaching techniques?

“Resources in teachers’ hands”:

Resources moves from manuals in the hands of teacher educators to digital resources on teachers’ mobile devices, so there is no dilution of messages by an intermediary.

How can we ensure that teachers are able to access the digital resources anywhere and anytime (inside and outside their classrooms)?

Practical Illustrations

In practice, these elements are intertwined, and all link to the Teacher Education and Development Plan. What is critical is how these work together. An engine might be an analogy – ‘in order for it to work, not only are the right parts needed, but they need to fit together properly’.

Practical illustrations showcased include:

BRAC – Head Teachers, as well as Assistant Teachers, are programme participants, so they understand and can effectively support the changes promoted by the programme.

British Council – English classrooms are connected within and outside Bangladesh to support communicative English language learning and off-line videos support teacher professional development.

DPE – Formative assessment in English is being introduced, so that assessing students’ learning and understanding becomes part of normal classroom routine.

EIA – Pair of teachers in a school try out new activities in their classroom, supported by informal in-school meetings and regular out of-school support meetings in local clusters facilitated by experienced teachers. Teacher Facilitator videos show how to model active, participatory learning during these teacher professional development meetings.

JICA – Lesson study encourages teacher-led observation and feedback. Head Teachers are supported to create time for teachers’ collaborative learning. Video dramas show teachers how professional development through mentoring works.

Shikon – Lesson facilitators model new ways of teaching and learning, which teachers then attempt themselves.

Head Teacher – “What helps is materials for the classroom and the Head Teacher and Assistant Teachers talking”.

Forum Message

What we need is for new classroom activities, supported by instantly accessible teacher development and classroom resources, to be tried and discussed by teachers, on a regular basis over a period of years, both informally in school and more formally in out-of-school networks, with those supporting and monitoring teachers changing their own attitudes and using the good practices themselves.

1. Introduction

1.1 Technical Forum Rationale

New sector-wide programmes are currently being planned for the primary and secondary education sectors. With the support of the Government of Bangladesh and DFID, EIA is organising a technical forum series to inform these sector-wide plans. The first of the series focuses on teacher professional development and learning in the primary education sector.

The rationale for the forum is to promote dialogue around the characteristics of effective teacher development programmes that contribute to changes in classroom practices and improved quality and equity of teaching and learning in schools. The discussion will be informed by evidence from EIA and other programmes in Bangladesh, as well as the wider international evidence base, much of the latter provided by DFID systematic reviews.

The objective is to collectively establish practical, evidence-based principles for effective and affordable teacher development programmes, in order to influence the design of the new national teacher education programmes.

1.2 Technical Forum Programme

This technical forum, ‘Teachers’ Professional Development for Effective Teaching and Learning Practices’, was held on Thursday, 3rd December 2015 at the Multi-Purpose Hall, DPE, Mirpur, Dhaka-1216.

The programme consisted of guest and chairperson speeches, a review of the international evidence on best practices in teacher professional development, an overview of PEDP III TED activities, teachers’ perspectives, sharing experiences, and a final session on consolidating learning towards ‘A Way Forward’.

The programme for the technical forum is at Appendix 1.

Participants received briefing notes on ‘Teachers Matter - International Evidence’ and ‘EIA Schools - Body of Evidence’.

1.3 Technical Forum Participants

There were over 60 participants at the technical forum, with representatives from the Government of Bangladesh, development partners, teachers, and civil society and other organisations.

The guests and chairperson were:

- Chief Guest: **Mr. Md. Alamgir**, Director General, Directorate of Primary Education (DPE)
- Guest of Honor: **Dr. Md. Abu Hena Mostafa Kamal**, ndc, Additional Director General, DPE
- Special Guest: **Dr. Carolyn Sunners**, Team Leader, Human Development Team, DFID
- Chairperson: **Mr. Md. Siddiqur Rahman**, Project Director, EIA, Project Management Unit, DPE

A list of participants is at Appendix 2.

2. Speeches, Presentations and Discussion

2.1. Setting the Context

Dr. Carolyn Sunners, Team Leader, Human Development Team, DFID

As we embark on post PEDP III, this is a great opportunity to bring together policy makers, practitioners, researchers and teachers to explore how teacher professional development works and contributes to effective learning. Inspiring teachers are the most critical input to student learning, and this is why teacher professional development is at the heart of PEDP III.

Digital contents are being introduced, but are they achieving what we want in the classroom – a change in the basics of the classroom to child-centred, interactive, participatory pedagogy. School-based teacher professional development is critical in this.

DFID has commissioned systematic reviews of the international research, and we need to evaluate carefully this international evidence base and that from Bangladesh to inform post PEDP III.

2.2. Purpose of the Forum

Mr. Fazlur Rahman Bhuiyan, Director, Programme, DPE

Since 2011, PEDP III has been in progress, with trainings in 42 areas. The MDGs for primary have been achieved and SDG goals are now being worked at, where the emphasis is on the quality of education. Teachers are very important, as they are in the classroom with students.

What are the ingredients of quality teacher training? The calibre of trainers and training materials is important; but, most important, is whether teachers apply learnings in their classrooms. So far, after 5 years, there has been very slow progress. Therefore, what are the motivating factors for teachers to introduce classroom change? What are the gaps against targeted results? Do we need to do more or in different ways? What have been the barriers / challenges?

Research and learning from other countries is very important. As we stand almost at end of the PEDP III period, we need to identify progress and new ways forward in order to plan for post PEDP III. This forum provides an opportunity to do this.

2.3. Speech Chief Guest

Mr. Md. Alamgir, Director General, DPE

The objective of today's forum is to explore how effective teacher professional development can be achieved. We do 42 trainings and logistical supports, but there is only very little improvement and not to the desired level. Are there too many trainings? Is it like an unskilled doctor, who applies medicines based on symptoms, not root cause; whereas an experienced doctor applies 1 or 2 relevant medicines and we become well?

Teachers are receiving training, but not applying in their classrooms. Only a few teachers take this step, and only then are classes active and do students learn. Motivation is a big factor in this. We need to focus today on how teachers can be motivated to introduce and continue good practices in their classrooms.

2.4. Speech Chairperson

Mr. Md. Siddiquir Rahman, Project Director, EIA, PMU

Bangladesh has one of the largest primary education sectors in the world, which is bigger than many nations' whole population. All participants at this forum have a stake in raising the quality of our education system. We look forward to a day-long stimulating discussion, which strengthens honesty and openness across sector actors and contributes to finding a better solution for post PEDP III.

Thanks were expressed to the Director General, Additional Director General and Directors of DPE, DFID and all participants.

2.5. Best Practices in Teacher Professional Development - International Evidence

Mr. Tom Power, The Open University, UK

Why Teacher Development?

- Educational quality cannot be improved, without improving teachers' classroom practices.
- Teachers can be critical agents of change... ..but how?
- Limited research evidence exists to inform teacher development policy or practice...
- ...but some themes are emerging.
- These draw from DFID Reviews of Evidence from Low-to-Middle Income Countries; in particular, the DFID review on 'Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries' (Westbrook et al., 2013) and 'Educational Technology Topic Guide' (Power et al., 2014).
- These also draw on wider reviews of evidence on teacher education; in particular, 'Teacher Professional Development in Teaching & Teacher Education over Ten Years' (Avaolos, B. 2011) and 'The Contribution of Research to Teachers' Professional Learning and Development' (Cordingley, P. 2013).
- From these, 5 key findings emerge as to the characteristics of effective teacher professional development.

1. Teacher Peer Support

- This includes formal and non-formal mechanisms, in and beyond school.
- It focuses upon practice in classrooms and schools.
- It allows sharing of resources, practices and development of 'practical theories'.
- *"The power of teacher co-learning emerges very strongly."*
- *"Providing practical and emotional support through shared risk-taking."*
- *"Focusing upon why things do or do not work in different contexts."*

2. Teacher Development

- This provides support over a period of time.
- It emphasises practice in school or class context.
- It models lessons and learning.
- It reframes teacher and teacher educator roles.
- *"What most vividly stands out... is the extent to which we have moved away from traditional patterns of INSET."*
- *"Prolonged interventions are more effective than shorter ones."*
- *"If teachers have not seen or experienced a different way of teaching, they cannot be expected to implement it themselves, alone, in their classroom."*

3. Support from Head Teachers

- Good support from the school, head teacher and community for new methods of teaching was cited as facilitating implementation in several studies.
- If parents, school management committee members and the wider community do not understand or support changes that teachers are attempting to introduce, at best, teachers may miss out on a potential source of support and encouragement; at worst, teachers may encounter active resistance and discouragement.

4. Alignment of Forms of Assessment with the Curriculum

- Where there was alignment between curriculum and continuous assessment, this was seen to improve learning outcomes.
- Where teacher professional development programmes neglect curriculum demands, teachers were less likely to use the promoted pedagogies.
- National student assessment practices should align with the policy intent of the curriculum, and teacher development programmes should meet teachers' needs to teach and assess effectively in relation to both.

5. Innovative Use of Mobile Learning and Digital Resources

- Positive outcomes for education technology initiatives are only seen in the context of teacher development programmes, which have characteristics 1 to 4 above.
- The most positive examples used mobile learning for teachers and offline resources for continuous professional development and class use.
- *"Combinations of tools [digital technologies] for learning and reflective experiences serve the purpose [of teacher professional development] in a better way."*

2.6. PEDP III TED activities

Dr. Mahfuzul Islam, Deputy Director, Training, DPE

Teacher Education and Development (TED) plan

- This is GoB initiative for enhancing skills and competencies of primary teachers under PEDP III.
- The 'National Plan and Strategy for Primary Teacher Education and Development (TED)' – a five year plan - has been formulated.
- Ten areas were identified as part of the in-service programme in the TED plan, amongst which many are being gradually implemented and scaled up in a phased manner.

Needs-based Sub Cluster Training (NbSCT)

- This is a decentralised and bottom up approach, based on teachers' needs.
- It is a 1-day event, organised quarterly in the school premises, and facilitated by AUEO and an experienced teacher.
- All teachers are included in NbSCT.
- Emerging impact on teachers' and students' learning includes improved classroom management.

Subject-based Training (SbT)

- Subject-based Training (SbT) is part of the 'Continuous Professional Development (CPD)' programme.
- It aims to promote 'pedagogical skills and content knowledge development'.
- It is a 6-day training, once for each subject during the lifetime of PEDP III, implemented through Master Trainers and Teacher Trainers.
- 227,250 teachers have taken part, and it will cover all teachers by the end of PEDP III.

Diploma in Primary Education (DPED)

- This is an 18-month foundation training programme for all primary school teachers.
- It promotes participatory and interactive learning, focusing on teachers' role as facilitator of learning, reflective practice for professional development and learner-centered activities.
- It is currently being implemented in 36 PTIs and, from January 2016, in 50 PTIs.
- 11,982 teachers have completed the DPED programme.

Head Teacher Leadership Programme

- This is a 21-day 'one-off' training in workshop mode combined with school-based work.
- Contents include teacher support and mentoring, leadership for educational change, community involvement, school management, academic leadership, inclusive education, gender equity, mentoring and evaluation, reflective, effective leadership.
- 63,979 Head Teachers have received this training.
- There is an emerging role of Head Teachers in teachers' professional development leading to effective school and classroom management.

ICT in Education

- Multi-media classrooms (MMCs) have been introduced and digital contents developed.
- 21,630 teachers have been trained.

Teacher Support Network (TSN)

- School-based lesson study, through fortnightly meetings at school, is being newly introduced in PEDP III.
- 5 teachers from each model school, 5 teachers from adjacent school of each model school, all URICs, UEO and AUEOs from related cluster and PTI Superintendents are currently involved.
- 15,180 teachers have been trained to date.
- It links with NbSCT and SbT.

Further Programmatic Scope for Focusing on Quality at Scale

- Introducing 'peer support' structures in schools.
- Initiating 'follow up' support for teachers' professional development.
- Supporting on-going teacher professional development through technology.
- Linking teacher development and teacher educators' capacity building activities.

2.7. Teachers' Perspective

Primary Teachers

The Head Teacher has 2 roles. Government trainings help with the administrative role. TSN and EIA promote peer support in school, which helps with the academic role. Change needs the support of the community and guardians, and so we encourage guardians to come into the classes, as promoted by TSN and EIA.

There are many difficulties in class. There are many trainings to help, where the main aim is to ensure student learning outcomes. In our classroom, we ensure students participate with us. For example, EIA gives games, mathematics training gives riddles. Then we assess achievement by asking questions and reviewing writing. However, we cannot keep all the trainings in our mind. Micro-teaching is really helpful. NbSCT is also effective, as it enable a closer connection with our officers, and the repetition and reinforcement of learnings through NbSCT is very helpful.

What really helps is materials for the classroom, and the Head Teacher and Assistant Teachers talking.

2.8. Speech Guest of Honour

Dr. Md. Abu Hena Mostafa Kamal, ndc, Additional Director General, DPE

We want action in the classroom, and have heard today about initiatives which are creating a culture for this change. When we visit schools, we can see if change is taking place and whether students are learning. We need to build on the successful initiatives and the national and international evidence base, as we progress towards post PEDP III.

Heartiest thanks were expressed to all guests, chairperson and participants.

3. Showcases of Examples of Good Practice

1. Shikhon by Save the Children

Shikhon is a Non-Formal Primary intervention started in 2007, which runs single teacher and single classroom based schools and follows the national curriculum. Most of the teachers in Shikhon are SSC pass and few of them have HSC and graduation.

Shikhon teachers are provided with foundation training for readiness and grade level training before starting any new grade. These trainings are facilitated by regional trainers. The trainings contain 40% of knowledge and 60% of skill based contents. The skill based contents are aimed to train the teachers on how to follow the resource books and lesson plans. All the trainings are assessed and the assessment reports are shared with the implementation manager. Through this assessment the teachers are graded and their training need is identified.

Crucially, there are Learning Facilitators who work as supervisors to the teachers and observe 2 schools every day and demonstrate classes to the teachers.

2. Lesson Study (Teacher Support Network) by JICA

The Lesson Study approach was initiated under the PEDP-III from 2011 and has 3 stages:

- i. Plan: Teachers in a school will develop a lesson plan together and share their opinion and improve the plan.
- ii. Do: One teacher will demonstrate the class in front of colleagues, and the colleagues will observe the lesson and fill in a Rubric in order to frame their feedback.
- iii. See: The colleagues will discuss and analyse the lesson through filled in Rubric in order to improve the conducted lesson.

Since 2012 altogether around 123,000 teachers and officials have been oriented with the Lesson Study model. For the first two years, Teacher Support Network through Lesson Study (TSN) was a day-long training program. However, considering the suggestions made by the participants, Training Division, DPE designed a Three -Day training for TSN. In 2014-15, the participants received 3 day training on TSN.

A Plan-Do-See poster and a Drama video named 'Rupantor Katha 2' based on the theme of Lesson Study. has been distributed in schools and field level offices.

JICA has done situational analysis of the intervention and from the analysis they identified some challenges. The most crucial challenge is making time to practice Lesson study process. Space should be made in class routine to implement the Lesson Study Process at school level. Secondly, there is a nationwide field level 'Outfit' for mentoring and monitoring the teaching learning activity and teachers' continuous professional development as well but this structure is not functioning well. Strong mentoring support is very essential for the effective process towards Teachers' Professional Development.

3. Directorate of Primary Education - M&E

DPE-M&E presented "Supporting Teachers' Professional Development through Classroom Monitoring and Feedback". Teachers' professional development is very important for enhancing of quality education as well as changing classroom practices. DPE-M&E is looking at tools for classroom observation and supportive feedback that can bring positive changes in the schools. The capacity of the teacher has a great influence on pupils' learning and particularly, their ability to engage pupils in the learning process. DPE-M&E is focusing on these issues and considering all situations. Currently DPE- M&E has planned to develop a tool together with EIA and will pilot the tool in order to see how it might help to bring changes inside classrooms.

4. BRAC-IED

BRAC-IED has been closely working with GoB for providing short courses for the professional development of teachers and GoB officials. The courses were on 'How the HTs and AUEOs Can Make Schools Work for 6 days', and 'Pre-Primary Education' for the ADPEOs, PTIs, URC Instructors for 5 days.

Under this project, BIED also provided materials with videos. After the courses teachers were using lesson-plans regularly and conducting activity based teaching-learning. BIED observed pair-work, group-work, Q/A sessions for giving motivational feedback. Students were positively engaged in learning and participated in class discussions/ activities and took leadership roles. Lesson plans with learning outcomes were written in detail by the teachers, low-cost and no cost materials were developed and classroom seating arrangements changed after BIED training. Head Teachers used BIED action plan and changed their leadership styles. Communities and SMCs were also engaged to bring ownership and provide resources.

5. English in Action

EIA is school-based. Teachers learn by carrying out new classroom activities, guided by teacher development videos that show and explain the activities. Teachers recognise that the videos show teachers, students and schools similar to their own; the activities are relevant to their needs and practical in their context. Teachers also have classroom audio for use with students. All EIA activities and materials relate to the national curriculum and textbooks and have been refined over several years. All teachers have the materials available on their mobile phones, so there is no dilution of the programme's core messages by some intermediary coming between them and the development materials.

The teachers are supported by a partner teacher in their own school. Head teachers also encourage their teachers to work through the activities together in school and monitor how teachers are getting on. Local Teacher Facilitators lead local teacher development meetings helping teachers to work through the activities and share their experiences together.

6. British Council - Connecting Schools

This programme tries to develop connection between schools in Bangladesh and schools in UK. The programme wants to develop the capacity of the teachers and the students of these schools.

Achievement: Teachers from both Bangladesh and UK can communicate with each other using internet and can share their challenges in the classroom, which ultimately helps the students in the classroom. Teachers also have the opportunity to go to the UK to gather experience on classroom teaching. The schools, who are participating in the programme, can also apply for international school awards.

Challenges:

- i. Frequent visits of the Bangladeshi teachers to UK are difficult to manage.
- ii. Sometimes it is difficult to get support from the UK teachers.

British Council is trying to connect the local Bangladeshi teachers with each other, rather than with the British teachers, as the management and monitoring are often difficult.

7. CAMPE - Joint Initiatives of Community and Teachers for Improving Quality in Primary Education

The programme has attempted to involve the community to enhance the capacity of the school to ensure quality education. To involve the community the programme has developed a Community Watch Group, which involves the local elites like the District Commissioner, Local Chairman. CAMPE gives support to both the Community Watch Group to monitor the activity of the school, and to the selected schools to mitigate their regular challenges through ongoing consultation with experts. As the programme is taken on by the schools, additional materials that are needed for good teaching and learning are developed by the teachers and students with the support of the community.

Challenges:

- i. The community does not always allow the programme to work in the ways planned.
- ii. People's traditional mind set can be a big challenge to new ideas.

8. UCEP - Thematic Reading Circle

UCEP has initiated teachers' self-development programme by developing the Thematic Reading Circle. The topic of the reading circle includes pedagogy and teachers' areas of self-interest. After a certain period there is a competition arranged by UCEP for interested teachers to share what they are learning. At present there are 30 teachers all over the country who are taking part in the programme.

Challenge:

UCEP wants the teachers to work in pairs or groups, but the teachers stay far from each other, and in different regions making it difficult to meet regularly.

4. Consolidating Learning - 'Way Forward'

As set out in the Technical Forum Highlights, a number of themes emerged:

- 1) Placing in-school classroom activities at the centre of teachers' learning:**
 - Inside classroom activities and support is considered crucial.
- 2) Showing and supporting new techniques through mobile learning and AV materials:**
 - Showing new techniques through videos enables teachers' learning by looking and providing AV teaching aids supports in-school classroom activities.
- 3) Changing school culture:**
 - Head teachers need to create space, openness and motivation for teachers to share in school and to engage the community in promoting and supporting active learning in school.
- 4) Creating effective teacher and school networks to support and encourage new practices:**
 - Upazila teacher and school networks are needed for local problem solving, as time and space is made for follow up support.
- 5) Supporting effective feedback and mentoring:**
 - Much emphasis is given to lesson observations, which depend largely on the quality of feedback and mentoring given. It is therefore vital to develop supportive and effective feedback and mentoring at all levels.
- 6) Developing different mind sets and ways of working for local level officers and teacher educators:**
 - Active, participatory, social learning needs to be modelled, so that teachers experience these as learners themselves and also see what such teaching and learning looks like in the contexts of their classrooms.
- 7) Empowering local level officers:**
 - Local level officers need to become agents for change, leading and reviewing teacher professional development in their District or Upazila within decentralised structures.
- 8) Improving monitoring:**
 - Monitoring needs improving at all levels, so that what works and what does not is much better understood.
- 9) Reforming assessment and competences:**
 - Testing what is important to learning is critical, along with alignment of teacher professional development, skills, competences, curriculum and assessment.
- 10) Ensuring coherent and rationalised teacher development plan:**
 - A single comprehensive and coherent plan is required, which rationalises and links teacher professional development initiatives in ways that are understood by teachers and all.

The Technical Forum Highlights then sets out 'Questions for Post PEDP III' to inform the current planning and which can be addressed further in the next Technical Forum being planned for February / March 2016.

Appendix 1: Programme

3 December 2015

Welcome: Ms. Sue Williamson, Team Leader, English in Action

Chief Guest: Mr. Md. Alamgir, Director General, Directorate of Primary Education (DPE)

Guest of Honor: Dr. Md. Abu Hena Mostafa Kamal, ndc, Additional Director General, DPE

Special Guest: Dr. Carolyn Sunners, Team Leader, Human Development Team, DFID

Chairperson: Mr. Md. Siddiqur Rahman, Project Director, EIA, Project Management Unit, DPE

a.m.		Registration
	9.00 - 9.30	English in Action - Project Management Unit
		Inaugural Session
	9.30 - 9.35	Welcome Note Ms. Sue Williamson, Team Leader, EIA
	9.35 - 9.45	Setting the context Dr. Carolyn Sunners, Team Leader, Human Development Team, DFID
	9.45 - 9.55	Purpose of the Forum Mr. Fazlur Rahman Bhuiyan, Director, Programme, DPE
	9.55 - 10.15	Speech Chief Guest Mr. Md. Alamgir, Director General, Directorate of Primary Education, DPE
	10.15 - 10.20	Speech Chairperson Mr. Md. Siddiqur Rahman, Project Director, EIA, PMU
	10.20 - 10.40	Tea Break
		Session One
	10.40 - 11.30	Best Practices in Teacher Professional Development - International Evidence Mr. Tom Power, The Open University, UK
		Session Two
	11.30 - 11.55	PEDP III TED activities Dr. Mahfuzul Islam, Deputy Director, Training, DPE
p.m.	11.55 - 12.15	Teachers' Perspective: Primary Teachers
		Session Three
	12.15 - 1.00	Sharing Experiences
	1.00 - 2.00	Lunch Break
		Plenary & Closing Session
	2.00 - 3.00	Consolidating Learning - 'Way Forward' Mr. Tom Power, The Open University, UK
	3.00 - 3.15	Speech Guest of Honour Dr. Md. Abu Hena Mostafa Kamal, ndc, Additional Director General, DPE
	3.15 - 3.30	Conclusion

Appendix 2: Participants

Directorate of Primary Education	Mr. Md. Alamgir, Dr. Md. Abu Hena Mostofa Kamal, ndc, Shams Uddin Ahmmed, Sanjoy Kumar Chowdhury, Md. Azizul Hoque, Md. Fazlur Rahman Bhuiyan, Md. Anwarul Haque, Saber Hossain, Fazle Siddique Md. Yahya, Md. Mezaul Islam, Dr. Mahfuzul Islam, Humayun Kabir, Md. Saidur Rahman, Mahfuja Khatun, Dr. AKM Khairul Alam;
PTI – B’Baria	AKM Mozibar Rahman, Md. Mofijur Rahman;
Teachers, Demra	Shahnaj Shimla, Ferdousi Sultana;
World Bank	Kashfee Ahmed;
UNICEF	Shamim Ahmed;
JICA	Kazuaki Hashimoto, Mostafa Kamal Pasha;
BRAC IED	Janntun Naim, Anisa Haque;
CIDA	Ali Md. Shahiduzzaman, Hafsa Rahman;
Save the Children	M. Habibur Rahman, Talat Mahmud;
CAMPE	Tapon Kumar Das, Mehdy Hasan;
DFAT	Nigar Meher, Tom Nettleton;
DFID	Carolyn Sunners, Fahmida Shabnam, Golam Kibria;
UCEP	Zaki Hasan, Morsheda Pervin;
Plan International	Md. Monirul Islam;
British Council	Gaynor Evans, Masuda Khatoon, Hossne Ara;
ADB	Jamal Mahmood, Ebadur Rahman;
Open University, UK	Tom Power, Claire Hedges, Rama Mathew; Malcolm Griffiths;
PMU-EIA, DPE	Md. Siddiqur Rahman, Shamima Sultana;
Mott MacDonald	Mourie Nishad;
English in Action	Sue Williamson, Kirsten Zindel, Mahbub Leelen, Zahir Bin Siddique, Sharmistha Das, Zakera Rahman, Mijanur Rahman, Rubayet Mollika, Rehnuma Akter, Sudeb Kumar Biswas, Md. Shajedur Rahman, Md. Ashraf Siddique, Nazmul Alam, Archana Saha, Saifur Rahman, Faysal Abbas;