



**FAME**Education  
Consultants (Pvt.) Limited

# MONITORING REPORT

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# PEELI Monitoring and Impact Assessment Report July - September 2019

Volume - 7  
Year 3 - Quarter 1



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the Monitoring and Impact Assessment of PEELI.*



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## Abbreviations and acronyms

ABLE	Aactivity Based Learning in English
AEO	Assistant Education Officer
CELTA	Certificate in English Language Teaching to Adults
CEO	Chief Executive Officer
CG	Control Group
CPD	Continuous Professional Development
DEA	District Education Authority
DEO	District Education Officer
EET	Expert English Trainer
ELT	English Language Teaching
EMI	English Medium Instruction
EO	Education Officer
ET	Expert Trainer
FAME	Foundation for Advancement in Monitoring and Evaluation
FGD	Focus Group Discussion
GGHS	Government Girls High School
GGHSS	Government Girls Higher Secondary School
GHS	Government High School
GHSS	Government Higher Secondary School
GoPb	Government of Punjab
HT	Head Teacher
IATEFL	International Association for Teachers of English as a Foreign Language
KPI	Key Performance Indicator
LS	Longitudinal Study
M&E	Monitoring and Evaluation
MEA	Monitoring and Evaluation Assistant
MEAL	Monitoring, Evaluation and Learning
MOOCs	Massive Open Online Courses
MS	Mean Score
PEELI	Punjab Education and English Language Initiative
PST	Primary School Teachers
QAED	Quaid-e-Azam Academy for Educational Development
SLO	Student Learning Outcome
SOP	Standard Operating Procedure
TC	Training Consultant
TG	Treatment Group
TiSELT	Training in Secondary English Language Teaching
TKT	Teaching Knowledge Test
TORs	Terms of Reference



## Executive Summary

### 1. Purpose of M&E exercise

The **purpose of the monitoring** by FAME is to:

- Provide evidence based information to assess progress against the pre-defined indicators.
- Support improvements in the delivery of the project in terms of performance, materials used in the multiple training interventions and overall arrangements for organizing its training sessions etc.
- Collect data for assessing mid-term results of PEELI training on teaching behaviour in relation to the baseline.

### 2. Year 3 Quarter 1 activities at a glance and key findings

#### 2.1 Activities accomplished

Following activities were carried out during Year 3 Quarter 1:

1. Quality of PSTs classroom delivery (Impact Assessment Round II)

To assess the impact of PEELI trainings:

- 200 PSTs (Treatment 100 & Control 100) were observed in their real classrooms while teaching Primary classes
- 8 PSTs professional growth was observed periodically.

#### 2.2 Key findings

##### a. Quality of PSTs classroom delivery (Impact Assessment Round II)

The baseline for PEELI impact assessment was established in Impact Assessment Round I and same groups were observed in round II, two groups of PSTs with similar background attributes (school level, locale, region, gender) were identified as treatment and control groups. Each group was comprised of 100 teachers, therefore data were collected from

200 teachers using two checklists for classroom observation: a) Checklist for child centredness; and b) Checklist for professional growth. Class observation on each checklist was taken by two observers independently.

Teachers in the treatment group (TG) are slightly ahead pertaining to teachers' behaviour on all indicators for using child-centred strategies in classroom, in comparison to the control group (CG). The ranges for both the groups are:

**Range of MS for the CG** **1.88 to 2.07**

**Range of MS for the TG** **1.89 to 2.10**

Though the difference between both groups pertaining to teachers' behavior towards child-centredness is very low but it is statistically significant.

Teachers in TG are also ahead in the professional development in comparison to those in CG, on all the five key indicators. The ranges of this difference in both groups are:

**Range of MS for the CG** **1.11 to 1.64**

**Range of MS for the TG** **1.33 to 1.73**

Again this difference between Mean Scores of TG and CG is also statistically significant for all the indicators of teachers' professional growth.



- All the teachers in the TG have achieved the 'understanding level' –teachers know what the professional practice means and why it is important – on all the five performance indicators, as the MS value for every performance indicator is either between 0.5 and 1.4 or above.
- Women teachers in the TG are ahead of men teachers on all the 5 indicators of professional development.
- **In public schools only 32 percent primary school teachers develop lesson plan to deliver lessons in their classrooms.** Among the TG this proportion is higher than CG i.e. 42 percent and 22 percent, respectively. This proportion is higher in women teachers in both groups.

#### b. The PSTs professional growth

A longitudinal study (LS) was initiated in July 2018, with the objective to explore the way PSTs grow/ can grow professionally while engaged in their day to day routines in schools. This is the fifth quarter of LS with focus on seeking 'Recording Lesson', as a probable tool for professional development.

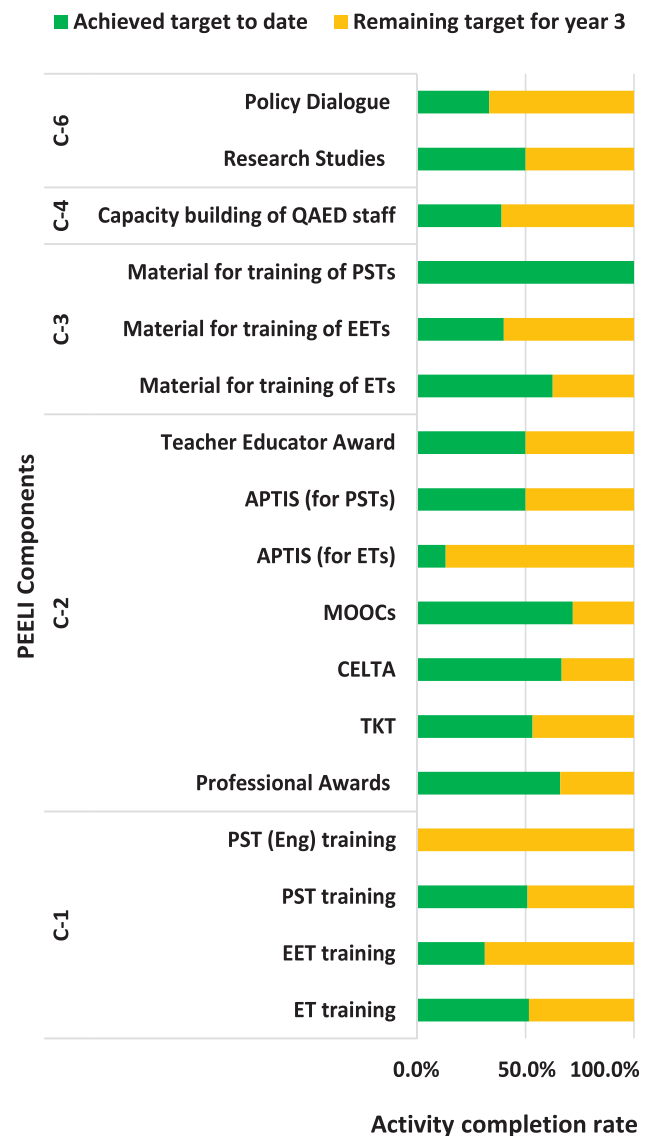
Analysis of their reflective writing of LS participants' reveals, that they are:

- learning from reflective writings by critically analyzing their performance as teachers;
- promoting 'active learning'
- shifting classrooms/ their teaching from 'teacher-centered' to 'child-centered';
- developing good rapport with students and building confidence in them to share their ideas and views;
- experiencing 'lesson recording' as a tool and adapting teaching methodologies accordingly;
- More planned and organized in their teaching and;
- seeking help from internet and online resources.

### 3. PEELI achievements to date against its lifetime targets and therefore for year 3

#### 3.1 PEELI achievements at a glance and therefore for year 3 targets

Following is the status of PEELI achievements to date and remaining tasks for year 3:



### 3.2 Component-wise progress against PEELI lifetime targets

- *quarter by quarter breakdown (Appendix 1)*

#### *Component 1: Professional development courses for Expert Trainers, Expert English Trainers, Primary School Teachers and Head Teachers*

- a. Selection of Expert Trainers and Expert English Trainers (project lifetime target of 900 ETs and 80 EETs)
  - ✓ 1001 ETs selected
  - ✓ 76 EETs selected from the 1001 ETs
- b. Training delivered to ETs and EETs by TCs (project lifetime target of 40 days training for 900 ETs and 30 days training for 80 EETs)
  - ✓ 25 days training held for 802 ETs
  - ✓ 18 days training held for 57 EETs
- c. Training delivered by ETs/EETs to PSTs (project lifetime target of 10 days for 200,000 teachers)
  - ✓ 3-5 day training delivered by ETs to PSTs for 146,948 PSTs
  - ✓ 10-day training delivered by ETs to PSTs for 33,262 PSTs

#### *Component 2: Standards and licensing for Teachers and Teacher Educators (project lifetime target of 150 Professional Awards for ETs, 90 ETs Training for TKT, 18 ETs for CELTA, 400 ETs for MOOCs, 1846 ETs and 184 PSTs for APTIS, 10 ETs for Teacher Educator Award)*

- ✓ Selection of 246 ETs to participate in internationally recognized additional training
- ✓ Professional Award in Teacher Development delivered to 99 ETs
- ✓ 10 days TKT (Teaching Knowledge Test)

preparation training conducted for 48 ETs

- ✓ Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) teaching award granted to 12 ETs
- ✓ Massive Open Online Courses (MOOCs) attended by 151 ETs
- ✓ 246 APTIS tests delivered
- ✓ Teacher Educator Award delivered to 5 ETs

#### *Component 3: Training materials and resources for teachers*

- a. Material for training of ETs (project lifetime target of 40 days)
  - ✓ Course materials produced for the 10-day training of ETs
  - ✓ Course materials produced for the 5-day training of ETs
  - ✓ Course materials produced for the 10-day training of ETs
  - ✓ Course materials produced for the 12-day training of EETs
- b. Material for training of the EETs (project lifetime target of 30 days)
  - ✓ Course materials produced for the 6-day training of EETs
  - ✓ 6-day training of EETs on EFT Familiarization and Micro Teaching
- c. Material for training of PSTs (project lifetime target of 10 days)
  - ✓ Course materials produced for the 5-day training of PSTs (Phase-I)
  - ✓ Course materials produced for 5-day training of PSTs (Phase-II)

#### *Component 4: Institutional capacity building of QAED (Project lifetime target of 41 days training including needs analysis and learning outcome workshops)*

- 10-day material development workshop delivered by an International Consultant
- 5-day QAED staff members needs analysis workshop by an International Consultant
- 1-day learning outcomes/training plan workshop delivered to QAED

#### *Component 5: Monitoring and evaluation*

- ✓ Third party validation - consultant contracted
- ✓ 484 ETs training observed in 36 Districts
- ✓ Feedback gathered from 746 ETs about their training
- ✓ 161 FGDs conducted in 36 districts
- ✓ Feedback gathered from all 59 EETs
- ✓ Feedback gathered from 14,981 PSTs in 36 districts
- ✓ 200 PSTs in-action observed in 10 districts
- ✓ An impact assessment study in progress
- ✓ A longitudinal study in progress

#### *Component 6: Research, policy and insight*

- a. Research studies (Project life target of 6 research studies)
  - ✓ 3 research studies completed
- b. Policy dialogues (Project life target of 6 policy dialogues)
  - ✓ 2 Panel discussions held

## 4. Impact of PEELI observed so far

### Overall

PEELI is systematically enhancing quality of training and support provided to trainers. Therefore, there is a recognizable improvement in the ability of teachers to create child-centered engaging classrooms.

### The competence of ETs

The competence of teacher trainers involved in PEELI is generally on an upward trajectory. It has grown from an aggregated rating of 2.1 to 2.7 on a four-point scale

### PSTs in action

Contrasting the control and the treatment groups of PSTs reveals a difference in their performance. The PSTs involved in the project are performing better than the non-project ones, against all indicators including child-centered teaching and general professional practices.

## 5. Conclusion

Considering achievements of PEELI as mentioned above and in the subsequent section of this report, **inputs vis-à-vis outputs**, in terms of their quality may safely be rated as **‘satisfactory’**.

All the teachers in the treatment group have achieved ‘understanding level’ on all the 5 indicators and women teachers are ahead of men teachers on all indicators except one i.e. managing lesson and this case is reversed in control group, women teachers ahead of men teachers on one indicator i.e. knowing the subject.

Though, treatment group is ahead of control group with regards to their professional growth and child-centred classroom delivery, the difference is very minor. Some factors cannot be ignored while measuring the impact of trainings and performance of treatment group. It was observed at number of events that teachers in treatment group were not invited to attend training in year 2.

Majority of the teachers included in treatment group have less than 5 years teaching experience (more than 5 years i.e. 30 PSTs) and this case is reserved in control group (more than 5 years i.e. 83 PSTs).



**Longitudinal study** is coming up as a value addition in the body of existing knowledge for teacher professional development in areas like Punjab.

FAME has begun to capture a detailed picture of the impact of PEELI work on the professional lives of primary school teachers. In year 3, this picture will be completed.

### Overall concerns

- It was agreed with QAED that PSTs of the treatment group would definitely be part of all trainings under PEELI during year 2, and at the same time PSTs of control group would not be allowed to participate in these trainings, to assess the real impact of PEELI. However, it was observed that a number of teachers in treatment group were not invited to attend the training, on the other hand, few teachers from control group were invited to attend the training.
- It was also decided that teaching kits must be provided to all the PSTs of treatment group but majority of them were not provided with them.
- Lack of post training follow up and support is affecting the PSTs' ability to apply lessons learnt in training in actual classroom situation.

## 6. Way forward

### 6.1 QAED focused

QAED should develop a follow-up mechanism and engage available resources (AEOs) to support the PEELI trained PSTs in implementing learned skills and improve their classroom practices.

QAED Punjab and district QAED staff / Education Officers should be trained to have a follow up session at Tehsil level.

### 6.2 The British Council focused

British Council should work with the School Education Department to develop an effective coordination and communication with other beneficiaries of the project.

A portfolio may be prepared by the PSTs which may be evaluated by British Council and the best portfolios may be awarded some incentive in the form of certificates so that teachers may be motivated.

### 6.3 District Education Authority /Programme Monitoring and Implementation Unit (PMIU)-Punjab Education Sector Reform Programme

Assistant Education Officers (AEOs) and Monitoring and Evaluation Assistants (MEAs) may have a monitoring indicator about the availability of lesson plan material on their visit to schools.





# 1. Introduction and Background

## 1.1 The Punjab Education and English Language Initiative (PEELI)

The education system in Pakistan faces the challenge of providing students with all the key competencies necessary to participate fully in a globalised society. As a contribution to develop these key competencies, the British Council and the Quaid-e-Azam Academy for Educational Development (QAED)<sup>1</sup> have developed a professional development initiative for teachers, teacher trainers and head teachers – PEELI.

PEELI uses a holistic and experiential approach towards teacher education by providing professional development opportunities for these groups, such as formal training (face-to-face), materials development training, conferences and seminars, access to high quality digital and offline resources and other forms of Continuing Professional Development (CPD); **PEELI's ultimate aim** is to contribute to stronger student learning outcomes (SLOs). **PEELI's Theory of Change**<sup>2</sup> is illustrated in Figure 1.

**PEELI's main objective** on the path to achieve stronger SLOs, is improving the quality of primary

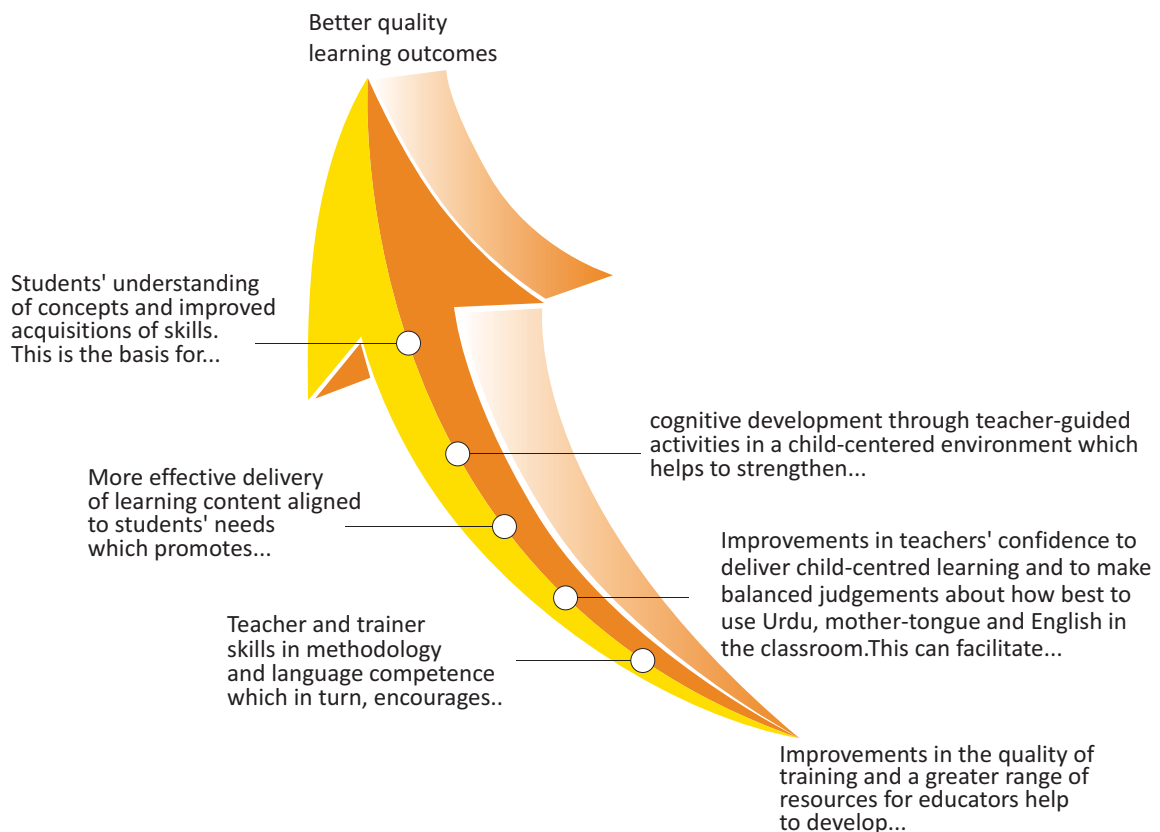


Figure 1. PEELI Theory of Change

<sup>1</sup> Earlier it was known as DSD- Directorate of Staff Development

<sup>2</sup> British Council (2018). Punjab Education and English Language Initiative: End of Year 1 Report - July 2017 to

June 2018 (Implementation Phase) retrieve on 21<sup>st</sup> August 21, 2018 from [https://www.britishcouncil.pk/sites/default/files/peeli\\_report\\_draft\\_14\\_for\\_web.pdf](https://www.britishcouncil.pk/sites/default/files/peeli_report_draft_14_for_web.pdf)

school teaching. It seeks to do this by equipping teachers with the skills and knowledge they require to adopt a child-centred, activity-based approach and to make appropriate choices about the language of classroom instruction (Urdu/mother tongue and English). This helps to ensure that students' cognitive and linguistic abilities develop hand-in-hand, leading to improved learning outcomes – a pre-requisite for better life chances.

### **PEELI has six key components:**

#### **Component 1- Training:**

Develop and deliver professional development courses for Expert Trainers (ETs), Expert English Trainers (EETs), Primary School Teachers (PSTs), and Head Teachers (HTs)

#### **Component 2- Licensing:**

Introduce standards and licensing for Teachers and Teacher Educators

#### **Component 3- Content and Materials:**

Developing training materials and resources for teachers and trainers

#### **Component 4- Institutional Capacity Building:**

Enable QAED to become a centre of excellence and able to deploy world class resources (materials development)

#### **Component 5- Monitoring and Evaluation:**

Provide key stakeholders with reliable and impartial information about the performance and impact of the PEELI

#### **Component 6- Policy and Research:**

Engage all key stakeholders in the evidence based that informs policy and best practice in the areas of continuing professional development for teachers and public sector primary level medium of instruction.

**By 2020, PEELI aims** to have helped an estimated 250,000 primary school teachers,

head teachers, and teacher trainers to reach their potential and develop the knowledge and skills required to deliver world class teaching in Punjab.

## **1.2 PEELI Academic Plan**

British Council has initiated the PEELI project in 2017 for professional development of Primary School Teachers (PSTs). Though, it is sequential in attaining its outcomes but an 'Academic Plan for PEELI Activities' (Appendix 1) is developed which works as roadmap to lead towards future continuous academic success. There are number of activities which are ongoing and rest of them are in queue for achieving PEELI outcomes. This academic plan includes detail of activities for professional development of PSTs, ETs, TCs EETs and AEOs. As detail of activities is following:

- 1. PSTs professional Development-** The trainings for PSTs largely includes face to face training sessions of 5 days every year until the project accomplishment. They are facilitated with MOOCs and Teaching Kits for their professional development which robustly links with students' learning. Detail of activities attached in Appendix 2.
- 2. ETs Professional Development-** They have enormous chances to excel as expert trainer and avail opportunities for their professional development. All the activities for their professional development including Professional Awards, TKT and CELTA are available to them as per their performance. See Appendix 3 for more details.
- 3. TCs Professional Development-** From their induction to now, they are provided with professional online courses, face to face trainings and mentoring courses etc. to train ETs and for professional development activities. Find details in Appendix 4.

4. **AEOs Professional Development-** Training for them is important to evaluate the project by assessing the quality of teaching in result of PEELI training while following the PSTs real classrooms. Attachment is available as Appendix 5.

### 1.3 FAME Education's Role

FAME Education, for two years assignment ending in December 2019, has the overall goal of independently assessing the impact and success against the Key Performance Indicators (KPIs) for each of the six components of PEELI.

FAME Education started its work in December 2017.

The **purpose of the monitoring** by FAME is therefore to:

- Provide evidence based information to assess progress against the pre-defined indicators.
- Support improvements in the delivery of the project in terms of performance, materials used in the multiple training interventions and overall arrangements for organising its training sessions etc.
- Develop a baseline for measuring the impact of PEELI's training on teaching behaviour at closure of the project.

With an educational intervention for a large-scale teacher professional development

programme, such as PEELI, it is crucial that any adjustments should be made during the implementation phase as and when required, on regular basis.

### 1.4 This Report

This report deals with FAME Education's interventions during July through September, 2019. It focuses on:

1. Assessment of the achievements of PEELI in each of its six key outputs /components;
2. Impact Assessment (Round II) of PEELI on PSTs in action through an experimental design from 11<sup>th</sup> to 28<sup>th</sup> September, 2019
3. Fifth round of Longitudinal Study

The information presented in the report is about:

- a) Numerical achievements of PEELI under its 6 components, to date;
- b) Comparative analysis of PSTs treatment and control groups to assess the impact of PEELI training on PSTs classroom delivery; and
- c) Fifth quarter activities of Longitudinal Study participants (8 PSTs) in two districts.

The ultimate purpose of this report is to give recommendations, on the basis of data collected to facilitate implementation of PEELI.



## 2. Monitoring and Assessment Methodology

### 2.1 Data Sources

The report is based on both primary and secondary sources of data. The primary sources are comprised of:

- a) Observations of PSTs (treatment and control group) classroom teaching in their respective schools

The secondary sources of data are databases of British Council and QAED Punjab, for professional development activities.

For systematic data collection, the instruments (Checklists) were developed and/or modified by FAME Education for quantitative and qualitative data sets. The instruments were formally approved by British Council before being used for data collection. Key objectives and major characteristics of each of the instrument are presented below:

#### 2.1.1 Classroom observation of PSTs for PEELI training impact assessment

The independent variables for the impact assessment were 'general pedagogical skills' and 'child centered approaches' with reference to the PEELI training, while the dependent variable was 'teaching and learning of activities' in primary classes. Two checklists were developed to observe PSTs-in-action: a) Checklist for measuring professional development stage; and b) child centredness.

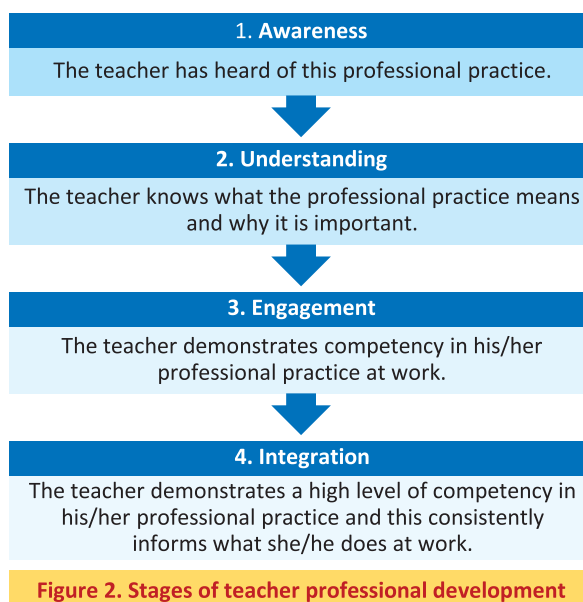
The detail of these two checklists is given below:

##### 2.1.1.1 Checklist for professional development stages

Key objective of PSTs-in-action observation schedule was to assess the impact of PEELI training on PSTs classroom behaviour based on

teachers' professional development stages<sup>3</sup> on the four levels of development namely: Awareness, Understanding, Engagement and Integration. Brief description of each of the level has been given in Figure 4.

The PSTs observation checklist for professional development stages comprised of five key teacher professional practices and 21 attributes (Appendix 7). Each attribute was to be observed by monitors to decide which level of the development stages, teachers have reached. To facilitate the monitors, rubrics for each of the four levels and five key performance indicators were developed for each attribute.



##### 2.1.1.2 Checklist for child-centredness

Another observation schedule was developed for taking reading of child-centred practice based on the construct, 'PSTs' changed behavior as result of PEELI training' towards child-centredness in their teaching. The checklist was comprised of the same key professional practices as those of ETs.

<sup>3</sup> British Council (NA) Continuing Professional Development (CPD) Framework for teachers. Retrieved on 24<sup>th</sup> March, 2018, from

[www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers\\_WEB.PDF](http://www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers_WEB.PDF)



Therefore, this checklist was also comprised of four key teacher professional practices indicators and 28 attributes (Appendix 8). Each indicator was observed by two monitors independently on a 3-point rating scale to notice the evidence i.e. 'yes', 'to some extent' and 'no'.

### 2.1.2 Formal and informal discussion/observation of PSTs

The longitudinal study aims to explore the ways in which professional growth occurs among teacher communities working in primary schools. Formal/informal discussions and observations based on the indicators of reflective practices, were used. Key indicators for reflective practices are attached as Appendix 9.

## 2.2 Sampling design

Given below is the detail of sample and tools used for various activities:

### For Impact assessment: PSTs in-action (September 2019)

1. A total 200 (100 in treatment group and 100 in control group) teachers were

included in the sample. The sample distribution for various strata along with criteria for teachers' selection in the sample and controlling extraneous variables is given in Appendix 10. Distribution of teachers selected in sample with regard to different strata is given in Appendix 10.

2. Both the checklists: one for professional development stages and the other for child-centeredness were used to observe the classroom behaviour of teachers.

### For longitudinal study

The participants of the study, eight in number were selected from two districts – Kasur and Lahore. For a balanced representation and judicial comparison of their professional growth, following parameters were used for selection of the participants: a) Gender; b) Locale; c) Length of experience (new<sup>4</sup> and experienced<sup>5</sup>); and d) Designation (teacher and head teachers).

## 2.3 Data collection process

Twenty four persons were deputed for observation and other forms of data collection.

Activity	Target population	Sampling unit	Sample	Data collection tool
PSTs-in-action – Impact Assessment of PEELI training (September, 2019)	PSTs	Teacher's classroom session	200 (100 treatment and 100 control) <sup>6</sup> classrooms	2 Checklists: a) professional development stages; and b) child centeredness
Longitudinal Study	PSTs	Formal and informal evidences	8 (4 from Lahore and 4 from Kasur)	In-depth individual interviews

**Table 1 Sample distribution of respondents by their role and participation**

<sup>4</sup> Those teachers who have less than 3 years of experience, were considered as 'new teachers'.

<sup>5</sup> Those teachers who have 5 or more years of experience, were considered as 'experienced teachers'

<sup>6</sup> For both the groups, both the checklists were used for classroom observation.



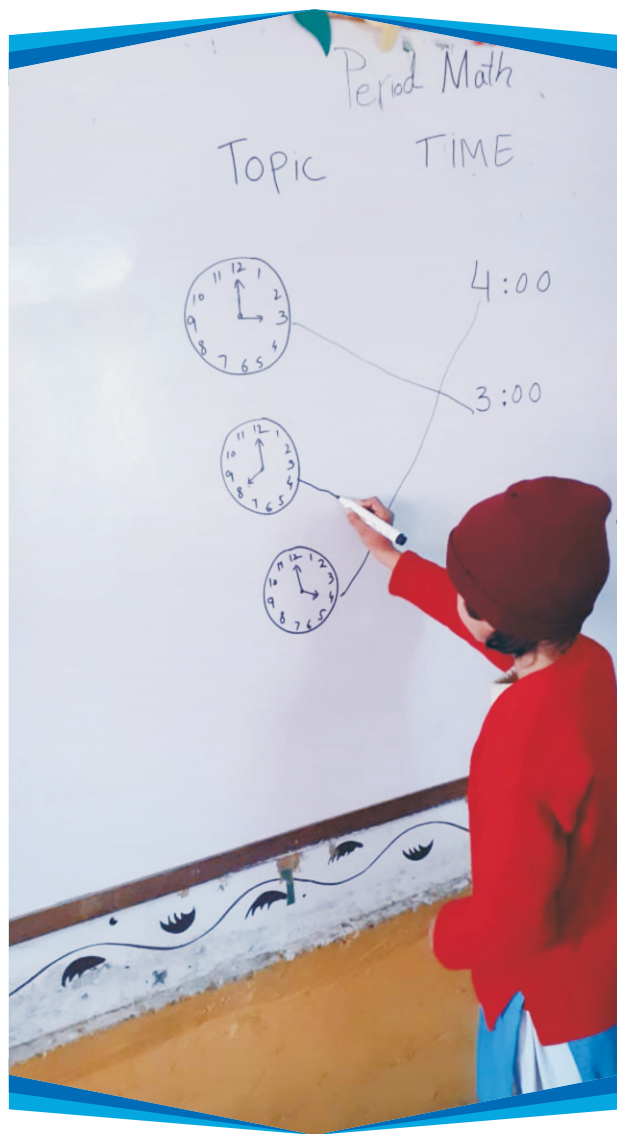
These enumerators were selected on the basis of their participation in trainings organized by FAME and delivered by British Council on about standardization process.

For longitudinal study two teachers (PSTs) were assigned to a researcher for collection of a variety of evidences. Another team comprising of 4 researchers along with Team Lead and Deputy Team Lead were engaged for collection of evidences and their analysis.

During the whole exercise of data collection,

compliance to British Council and FAME Education policies pertaining to Child Protection and Data Protection was ensured.

For PST-in action, each observation was recorded by two observers independently on both the checklists. Afterwards, they put their independent observations on a checklist to derive any results. For minimizing possible biases in the observation and bring more objectivity in the data collection, a team of 10 observers was deployed for all the 200 observations.



## 3. Analysis and Results

### A. PEELI accomplishments to date

Results presented in this section are based on secondary data provided by the British Council/PEELI and QAED Punjab, and primary data collected by FAME Education from the field.

#### 3.1 Key outputs to date

PEELI has planned for key outputs against its 6 components. The overall performance of PEELI by component, to date, is given below:

##### Component 1- Training

A trainer is the key to effective delivery of training, therefore, PEELI is investing heavily to engage qualified and energetic trainers. The trainers who could motivate PSTs to learn eagerly and practice teaching in the classroom. For professional development of trainers and teachers, PEELI has achieved the following:

##### a. Selection of ETs and EETs

###### ✓ ETs selection

Overall 1001 (373 women and 630 men) ETs, including EETs were selected for imparting training to PSTs

###### ✓ EETs selection

Originally, 80 EETs were to be selected from the 1001 ETs. However, due to lower than expected turnout during the selection process, 76 EETs<sup>7</sup> were selected.

##### b. Training delivered to ETs and EETs by TCs (training consultants). The project lifetime target is:

- 40 days training for 900 ETs
- 30 days training for 80 EETs

##### ✓ 10-day training<sup>8</sup> for 1001 ETs. See below for training schedule:

- 508 ETs from 24<sup>th</sup> July to 4<sup>th</sup> August, 2017
- 251 ETs from 16<sup>th</sup> to 27<sup>th</sup> October, 2017
- 246 ETs from 30<sup>th</sup> October to 10<sup>th</sup> November, 2017

##### ✓ 5-day training for 1001 ETs as per following detail:

- 549 ETs<sup>9</sup> from 26<sup>th</sup> February to 2<sup>nd</sup> March 2018
- 452 ETs (185 women and 267 men) from 3<sup>rd</sup> to 7<sup>th</sup> April, 2018

##### ✓ 10-day training for 802 ETs as per following detail:

- 406 ETs (147 women and 259 men) from 19<sup>th</sup> to 30<sup>th</sup> November, 2018
- 396 ETs (128 women and 268 men) from 3<sup>rd</sup> to 13<sup>th</sup> December, 2018

##### Out of 40 days, 25 days training of ETs training has been delivered, to date.

- ✓ 12 days training for 64 EETs (18 Women and 46 men) from 28<sup>th</sup> May to 9<sup>th</sup> June, 2018
- ✓ 6 days training for 57 EETs (13 Women and 44 men) from 3<sup>rd</sup> to 8<sup>th</sup> September, 2018

##### Out of 20 days, 18 days training of EETs has been delivered, to date.

- c. Training delivered by ETs/EETs to PSTs. The project lifetime target is of 15 days for 250,000 teachers.

<sup>7</sup> British Council has data of 63 EETs only. The data shown to FAME was not gender segregated.

<sup>8</sup> Detail of the training was not available to FAME.

<sup>9</sup> FAME was neither informed about the training nor was the detail of the training shared with it.

- ✓ 3 days training delivered by ETs to PSTs for 67,000 teachers<sup>10</sup>
- ✓ 5 days training delivered by ETs to PSTs for 28,422 teacher from 26<sup>th</sup> to 30<sup>th</sup> December, 2017
- ✓ 3 days training delivered by ETs to PSTs for 10,706 teachers from 26<sup>th</sup> to 28<sup>th</sup> March, 2018
- ✓ 2 days training delivered by ETs to PSTs for 29,530 teacher (inducted in 2017) on 22<sup>nd</sup> and 23<sup>rd</sup> June, 2018
- ✓ 2-days training delivered by ETs to PSTs for 10,176 teachers (inducted in 2018) on 30<sup>th</sup> and 31<sup>st</sup> July 2018
- ✓ 5 days training delivered by ETs to PSTs for 1,114 teachers<sup>11</sup> (newly inducted in 2018) from 26<sup>th</sup> September to 1<sup>st</sup> October, 2018
- ✓ 5 days training delivered by ETs to PSTs for 47,051 teachers in two batches from 11<sup>th</sup> to 15<sup>th</sup> and 25<sup>th</sup> to 29<sup>th</sup> March, 2019 respectively
- ✓ 5 days training delivered by ETs to PSTs for 33,262 teachers in two batches from 8<sup>th</sup> to 12<sup>th</sup> and 22<sup>th</sup> to 26<sup>th</sup> April, 2019 respectively
- ✓ APTIS tests was delivered<sup>12</sup> to 246 (100 women and 146 men) ETs.
- ✓ 10 days training for TKT (teaching knowledge test) preparation was delivered for 27 (10 women and 17 men) ETs from 16<sup>th</sup> to 27<sup>th</sup> April, 2018.
- ✓ 10 days training for TKT (teaching knowledge test) preparation was delivered for 21 (10 women and 11 men) ETs from 31<sup>st</sup> December, 2018 to 12<sup>th</sup> January, 2019.
- ✓ The Professional Award in Teacher Development was delivered for 99 ETs.
- ✓ Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) teaching award was given to 6 ETs (3 women and 3 men).
- ✓ Massive Open Online Courses (MOOCs) attended by 151 ETs.
- ✓ Teacher Educator Award was given to 5 ETs on 5<sup>th</sup> December, 2018 in Lahore

### Component 2- Licensing

It is challenging to promote high quality teaching in every primary school classroom in Punjab by: a) ensuring that every teacher is doing what the best teachers do; and b) raising the status of teaching as an advanced, knowledge-based profession. In this regard, PEELI in its Component 2, is working with ETs, and developing standards for teachers and trainers. So far, PEELI has achieved following in the said component (2):

- a. Selection of 246 ETs to participate in internationally recognized additional training

<sup>10</sup> Detail of the training is not yet available to FAME as it was neither ready with the British Council nor with QAED Punjab. It was verbally informed by British Council that the training was delivered in 3 batches of 3-day duration each.

### Component 3- Content and Materials

Training materials are developed for effective training delivery, especially for large scale training programmes, like PEELI, for contributing in maintaining standards of the training across the districts. Similarly, teaching resources become necessary for ensuring the standardisation of classroom delivery for large scale school system, like government schools in Punjab. So far, PEELI has produced course materials for the:

<sup>11</sup> This training was conducted only in 4 districts: Attock, Chakwal, Rawalpindi and Sialkot.

<sup>12</sup> According to British Council, out of 246, only 177 attended the training.

- ✓ 10 days training of ETs
- ✓ 5 days training of ETs
- ✓ 12 days training of EETs
- ✓ 6 days training of EETs
- ✓ 5 days training of PSTs
- ✓ 10 days training of ETs in November 2018
- ✓ 6 days training of EETs on EFT Familiarisation & Micro Teaching

#### Component 4- Institutional Capacity Building

For ensuring sustainability of its inputs, PEELI planned to develop capacity of QAED Punjab and its allied institutions. Under the component 4, PEELI has accomplished the following:

- ✓ 10 days materials development workshop was delivered from 1<sup>st</sup> to 14<sup>th</sup> March, 2018 at PC Hotel Lahore.
- ✓ 05 days training needs analysis from 10<sup>th</sup> to 14<sup>th</sup> September 2018 at QAED Punjab
- ✓ 01 day follow-up workshop on QAED need analysis report

#### Component 5- Monitoring and evaluation

In order to determine the extent to which PEELI is on track and to make necessary rectifications through impartial informed decisions pertaining to operations management and service delivery, an arrangement/ agreement with a third party – FAME Education was made. The organization is also evaluating the extent to which the project is achieving the desired impact. Progress to date in this component includes:

- ✓ Third party validation consultant contracted.

- ✓ First M&E intervention (assessing quality of PSTs' training) completed from 26<sup>th</sup> to 30<sup>th</sup> December, 2017.
- ✓ Second M&E intervention (assessing quality of training of newly inducted PSTs) completed from 26<sup>th</sup> to 28<sup>th</sup> March, 2018.
- ✓ Third M&E intervention (assessing quality of ETs training) completed from 3<sup>rd</sup> to 7<sup>th</sup> April, 2018.
- ✓ Fourth M&E intervention (assessing quality of ETs training for preparation of TKT) completed from 16<sup>th</sup> to 28<sup>th</sup> April, 2018.
- ✓ Fifth M&E intervention (Impact Assessment-phase 1) completed from 12<sup>th</sup> to 16<sup>th</sup> May, 2018.
- ✓ Sixth M&E intervention (assessing quality of EETs training) completed from 28<sup>th</sup> May to 9<sup>th</sup> June, 2018.
- ✓ Seventh M&E intervention (Audit<sup>13</sup> of British Council against outputs under all the 6 components of PEELI till 20<sup>th</sup> June, 2018) completed from 8<sup>th</sup> to 20<sup>th</sup> June, 2018.
- ✓ Eighth M&E intervention (assessing quality of training of PSTs inducted in 2017) completed from 22<sup>nd</sup> to 23<sup>rd</sup> June, 2018.
- ✓ Ninth M&E intervention (assessing quality of training of PSTs inducted in 2018) completed from 30<sup>th</sup> to 31<sup>st</sup> July, 2018.
- ✓ Tenth M&E intervention (assessing quality of training of EETs) completed from 3<sup>rd</sup> to 8<sup>th</sup> September, 2018.

<sup>13</sup> The scope of the audit was to validate the PEELI outputs, in terms of: a) their availability with British Council and/or QAED; and b) availability of accurate data of events

organized under the six outputs, and individuals' directly benefited from these outputs. The audit did not meant for the validation of quality and relevance of the PEELI outputs.



- ✓ Eleventh M&E intervention (Impact Assessment-phase 2) completed from 3<sup>rd</sup> to 22<sup>nd</sup> September, 2018.
- ✓ Twelfth M&E intervention (longitudinal study- quarter 1).
- ✓ Thirteen M&E intervention (assessing quality of training of newly PSTs inducted in 2018) completed from 26<sup>th</sup> September to 1<sup>st</sup> October, 2018.
- ✓ Fourteen M&E intervention (assessing quality of ETs training) completed from 19<sup>th</sup> to 30<sup>th</sup> November, 2018.
- ✓ Fifteen M&E intervention (assessing quality of ETs training) completed from 3<sup>rd</sup> to 13<sup>th</sup> December, 2018.
- ✓ Sixteenth M&E intervention (longitudinal study- quarter 2).
- ✓ Seventeenth M&E intervention (assessing quality of ETs training for preparation of TKT) completed from 31<sup>st</sup> December, 2018 to 12<sup>th</sup> January, 2019.
- ✓ Eighteenth M&E intervention (assessing quality of PSTs' training) completed from 11<sup>th</sup> to 15<sup>th</sup> March, 2019.
- ✓ Nineteenth M&E intervention (assessing quality of PSTs' training) completed from 25<sup>th</sup> to 29<sup>th</sup> March, 2019.
- ✓ Twentieth M&E intervention (longitudinal study- quarter 3).
- ✓ Twenty first M&E intervention (assessing quality of PSTs' training) completed from 8<sup>th</sup> to 12<sup>th</sup> April, 2019.

- ✓ Twenty second M&E intervention (assessing quality of PSTs' training) completed from 22<sup>nd</sup> to 26<sup>th</sup> April, 2019.
- ✓ Twenty third M&E intervention (longitudinal study- quarter 4).
- ✓ Twenty fourth M&E intervention (Impact assessment Round II) completed from 11<sup>th</sup> to 28<sup>th</sup> September, 2019.
- ✓ Twenty fifth M&E intervention (longitudinal study-quarter 5)

### Component 6- Policy and Research

Research, policy and insight combine research depth with applied and real-world experience. PEELI planned to bring ground-level realities including subject knowledge and substance to its training and technical assistance. The achievements of PEELI concerning this output include:

- ✓ A panel discussion was held on 15<sup>th</sup> March, 2018 at British Council Lahore.
- ✓ Report of research study on progress by GoPb in English Medium Instructions (EMI) has been submitted to British Council.
- ✓ Report of research into continuing professional development (CPD) options for primary school teachers (PSTs) at school and local level has been submitted to British Council.
- ✓ Report of research into digital accessibility and IT literacy of school teachers has been submitted to British Council.
- ✓ A one-day Research and Awards Day was organised on 5<sup>th</sup> December 2018 at Avari Hotel, Lahore.



### 3.2 The PEELI achievements vs its lifetime targets and therefore for year 3

Table 2 provides component and task-wise detail of PEELI achievements to-date against its lifetime targets, and remaining tasks for year 3.

Component number	Component title	Tasks	Remaining targets			Proportionate of achieved target to date
			Partially <sup>14</sup> remaining target	Remaining target for everyone	Total remaining target for year 3	
Component 1	Professional development courses for Expert Trainers, Expert English Trainers, Primary School Teachers and Head Teachers	ET training	10.89%	37.50%	48.4%	51.6%
		EET training	28.75%	40.00%	68.8%	31.3%
		PST training	48.98%		49.0%	51.0%
		PST (Eng) training	0	0	100.0%	0.0%
Component 2	Standards and licensing for Teachers and Teacher Educators	Professional Awards	0	34.00%	34.0%	66.0%
		TKT	0	46.67%	46.7%	53.3%
		CELTA	0	33.33%	33.3%	66.7%
		MOOCs	0	28.25%	28.3%	71.8%
		APTIS (for ETs)	0	86.67%	86.7%	13.3%
		APTIS (for PSTs)	0	50.00%	50.0%	50.0%
		Teacher Educator Award	0	50.00%	50.0%	50.0%
Component 3	Training materials and resources for teachers	Material for training of ETs	0	37.50%	37.5%	62.5%
		Material for training of EETs	0	60.00%	60.0%	40.0%
		Material for training of PSTs	0	0.00%	0.0%	100.0%
Component 4	Institutional capacity building of QAED	Capacity building of QAED staff	0	60.98%	39.0%	61.0%
Component 5	Monitoring and evaluation	Assess progress of PEELI	100% M&E of training events and audit of PEELI outputs			
		Support in delivery of the project	Offer evidence-based suggestions to informed PEELI planning process through quarterly reports and participate in events			
		Develop a baseline	Baseline for impact assessment completed			
Component 6	Research, policy and insight	Research Studies	0	50.00%	50.0%	50.0%
		Policy Dialogue	0	66.67%	66.7%	33.3%
Overall					48.8%	51.2%

**Table 2 PEELI achievement vs lifetime targets and remaining targets for year 3**

Overall PEELI has achieved almost 50 percent of its lifetime targets at the end of year 2. The major contributing factors in this slow phase, are cancelation and/or delay in implementation of the training events.

<sup>14</sup> For example, persons who missed out/not attended any of the trainings

### 3.3 The PEELI academic plan

The PEELI academic plan is highly commendable and self-explanatory document. The Plan provides detail of interventions for personnel engaged in training interventions, i.e. PSTs, ETs, EETs, TCs and AEOs. It gives detail of professional development activities (Appendix 2, 3, 4 and 5) for PSTs, ETs, EETs and AEOs, along with the mode of professional development events: school based, face to face, on-line professional development opportunities and certification. It also provides status of interventions, i.e., ongoing and planned for year 3. In addition, mode and content of professional development initiatives with their intended outcomes have been given in the plan which portrays clarity on the part of the British Council and cohesion in the project. All these information has made the plan an engaging reading for all concerned.

### B- Effectiveness of PEELI interventions

The following analysis is based on the primary data gathered from the M&E interventions implemented during this quarter and from PEELI implementing partners – British Council and QAED Punjab. The section is presented in line with the introduction of interventions.

### 3.4 PSTs in action (Impact Assessment Round II – 11<sup>th</sup> to 28<sup>th</sup> September, 2019)

Teachers are one of the key elements in any school and effective teaching is one of the key propellers for the school improvement. QAED Punjab and British Council are investing on teachers' professional development to sharpen their skills for better learning outcomes of the students in Punjab. This section presents data collected for comparing PSTs professional growth with respect to baseline to monitor the impact of QAED Punjab and British Council interventions under PEELI, at classroom delivery level.

Success could be measured in several ways. One of the most conventional and scientific approach used in this regard is pure experimental research design. Two different sets of PSTs from the same background in terms of school level, locale and gender, were divided into treatment and control groups. Two hundred<sup>15</sup> teachers in each group were included in the sample. Data were collected from both the groups through using two checklists: a) for Child Centredness in the teaching; and b) for professional development growth of the teachers.

Each of the checklists contains observations by two observers, independently. Hence, for analysis average of the assigned score to each attribute by both the observers was used. The following sections present quantitative evidences derived from the data analyses.

#### 3.4.1 Availability of lesson plan

Lesson planning is a significant element of teaching-learning process. It is fundamental for effective classroom practice, and for which British Council has been advocating for through its professional development interventions under PEELI.

<sup>15</sup> 100 who have attended the training –treatment group, and 100 who have not – the control group)

In both the observation schedules, a question was asked about the availability of lesson plan with teachers for the subject/session she/he was delivering. The result is:

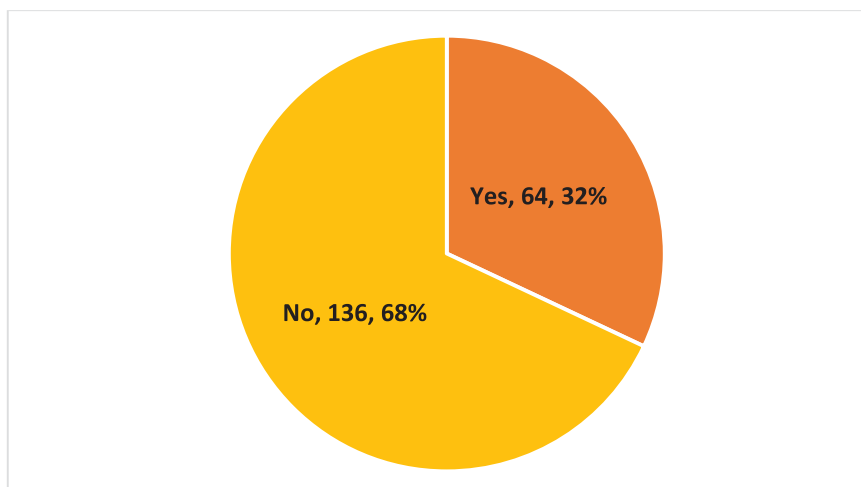


Figure 3. Availability of lesson plan

Research has established that lesson planning is at the heart of being an effective teacher. Good lesson planning is essential to the process of teaching and learning. It is part of the concern that a large proportion (68 percent, Figure 3) of the teachers even after attending trainings under PEELI, did not have plan for the lessons, they delivered during the observations.

The further analysis of data concerning the availability of lesson plan is presented in Figure 4

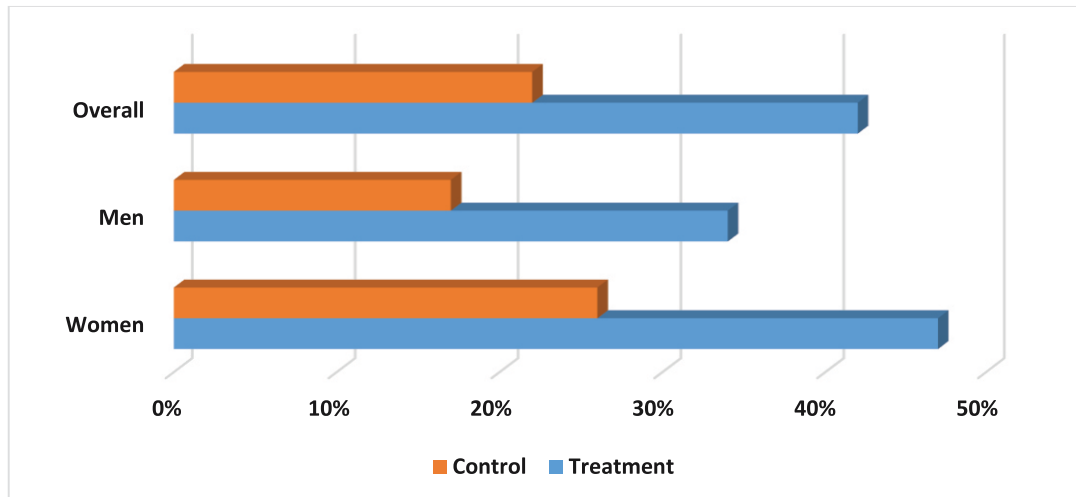
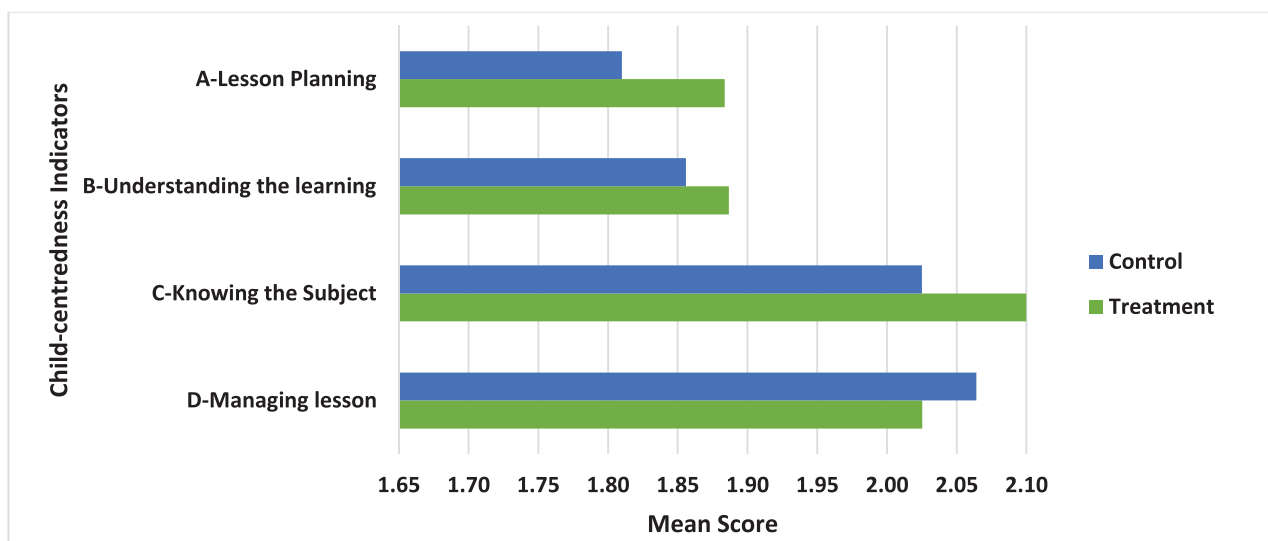


Figure 4. Availability of lesson plan by gender and by group

Figure 4 reveals that while delivering sessions in the class 42 percent of the PSTs had lesson plan in the treatment group, whereas this proportion in control group is 22 percent. This ratio is higher in women teachers in the treatment and control group. This suggests that at this stage, PEELI interventions are more effective for female teachers. However, the analysis may be viewed as exploratory and findings may be interpreted with caution, before mentioning any reason behind this phenomenon.

### 3.4.2 Teachers' behaviour towards Child-centredness

Child-centred teachers engage in an “active learning” process, which is also a core target of the British Council interventions under PEELI. In order to assess the child centredness (one of the constructs of the study) in the classroom, an observation schedule was developed on 28 attributes against four key indicators: a) Planning of activities, b) Understanding learners, c) Command over subject knowledge, and d) Managing the lesson. All the indicators were observed on a three point rating scale i.e. ‘yes’, ‘to some extent’ and ‘no’; and the score assigned them was 3, 2 and 1 respectively. Mean Score<sup>16</sup> (MS) for each indicator and attribute was calculated and is presented for the treatment and control groups against in Figure 5.



**Figure 5. Comparison of treatment and control groups by 4 key attributes of child centredness**

Figure 5 discloses that teachers in the Treatment Group were ahead in using child-centred strategies in comparison to the Control Group. Nonetheless, it is also evident from the data that teachers in government schools were lacking in the activities planning skills for a child-centred class, as overall MS is less than 1.9 for the indicator. For rest of the three indicators, teachers in both groups were using ‘to some extent’ child-centred approaches.

For further analysis to examine whether the difference in MS score is significant or not, the statistical procedure known as independent sample t-test was used. The results are presented in Table 3.

Indicators	Group	N	Mean	Mean Difference	SD	T	Df	P
A-Lesson Planning	Treatment	100	1.88	0.074	0.446	1.284	198	0.089
	Control	100	1.81		0.360			
B-Understanding the learning	Treatment	100	1.89	0.031	0.529	0.448	198	0.084
	Control	100	1.86		0.440			
C-Knowing the Subject	Treatment	100	2.10	0.075	0.527	1.043	198	0.254
	Control	100	2.03		0.489			
D-Managing lesson	Treatment	100	2.03	-0.039	0.489	-0.582	198	0.988
	Control	100	2.06		0.452			
E-Child centeredness	Treatment	100	2.07	0.045	0.489	0.666	198	0.530
	Control	100	2.03		0.467			

**Table 3 Comparison of child-Centredness among the treatment and control groups**

<sup>16</sup> The interpretation of MS between 1.0 and 1.4 shows **No**; similarly MS between 1.5 and 2.4, and 2.5 and 3.0, show **To Some Extent**, and **Yes** respectively.

For all indicators, there is significant difference between the treatment and control group teachers' behaviour in classroom pertaining to child centredness, for all the indicators, as p-value is greater than 0.05. It further indicates that the differences between condition means was not due to chance. Therefore, it leads to the conclusion that PEELI interventions are creating positive impact on classroom delivery for making it child-centric.

Analysis of data for the overall three attributes for assessing classroom delivery/lesson plan shows the following results

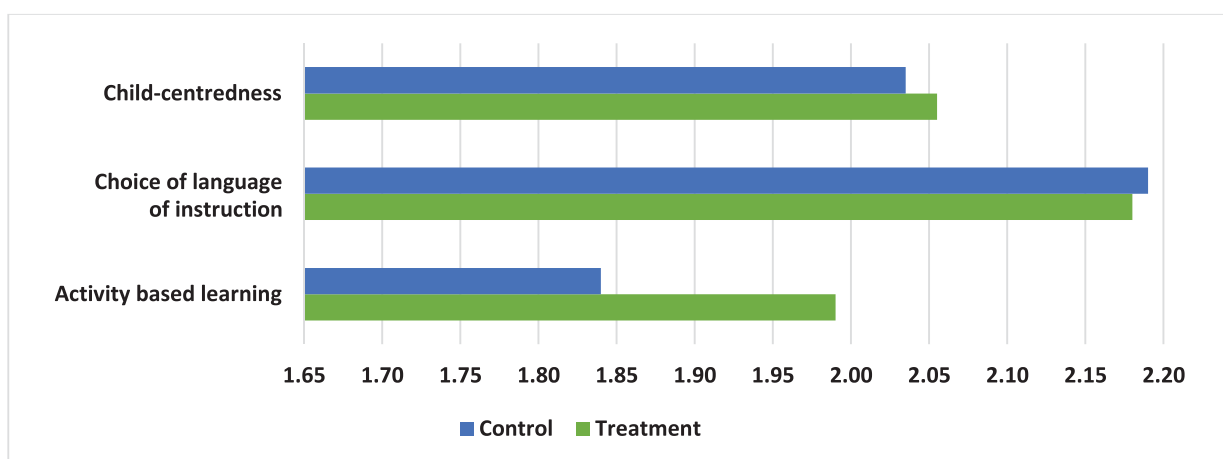


Figure 6. Comparison of treatment and control groups by overall quality of lesson delivery

The figure discloses that the classrooms of treatment group teachers are more child-centred as compared to their counterparts control group and they are promoting activity-based learning in their classrooms. It is evident from data that control group is ahead to treatment group in choosing appropriate language for instructions. For studying the gender dimension of phenomenon, data were further explored and the results of it are presented in Table 4.

Indicator	Treatment		Control	
	Women	Men	Women	Men
A- Planning lesson (No. of statements= 14)	1.97	1.77	1.76	1.85
B- Understanding the learner (No. of statements= 6)	1.92	1.81	1.85	1.90
C- Knowing the subject (No. of statements= 2)	2.15	1.98	2.02	2.07
D- Managing lesson (No. of statements= 6)	2.08	2.06	1.95	2.07

Table 4 Comparison of treatment and control groups concerning child-centredness by gender

In treatment group women teachers are ahead of men teachers in making classrooms more child-centred on all indicators. Whereas, in control group the situation is reverse men teachers' classrooms were more child-centred in comparison to their counterparts on all indicators.

### 3.4.3 Gauging teacher's professional development stage

The British Council's Continuing Professional Development (CPD) Framework<sup>17</sup> for teachers is for the teachers of all subjects. It enables teachers to understand and plan their own professional development. PEELI training is also based on the CPD framework. The framework has provided four stages of development:

- a) **Awareness**            The teacher has heard of this professional practice;
- b) **Understanding**      The teacher knows what the professional practice means and why it's important;
- c) **Engagement**        The teacher demonstrates competency in this professional practice at work; and
- d) **Integration**         The teacher demonstrates a high level of competency in this professional practice and this consistently informs what she/he does at work.

To observe teacher behaviour based on teacher development level in professional development stages; score assigned to these levels is 0, 1, 2, and 3 respectively for each of the 21 attributes and 5 key indicators. Mean Score<sup>18</sup> (MS) was calculated for each indicator and attribute. The overall performance of teachers in both the groups in the form of MS, is given in Figure 7.

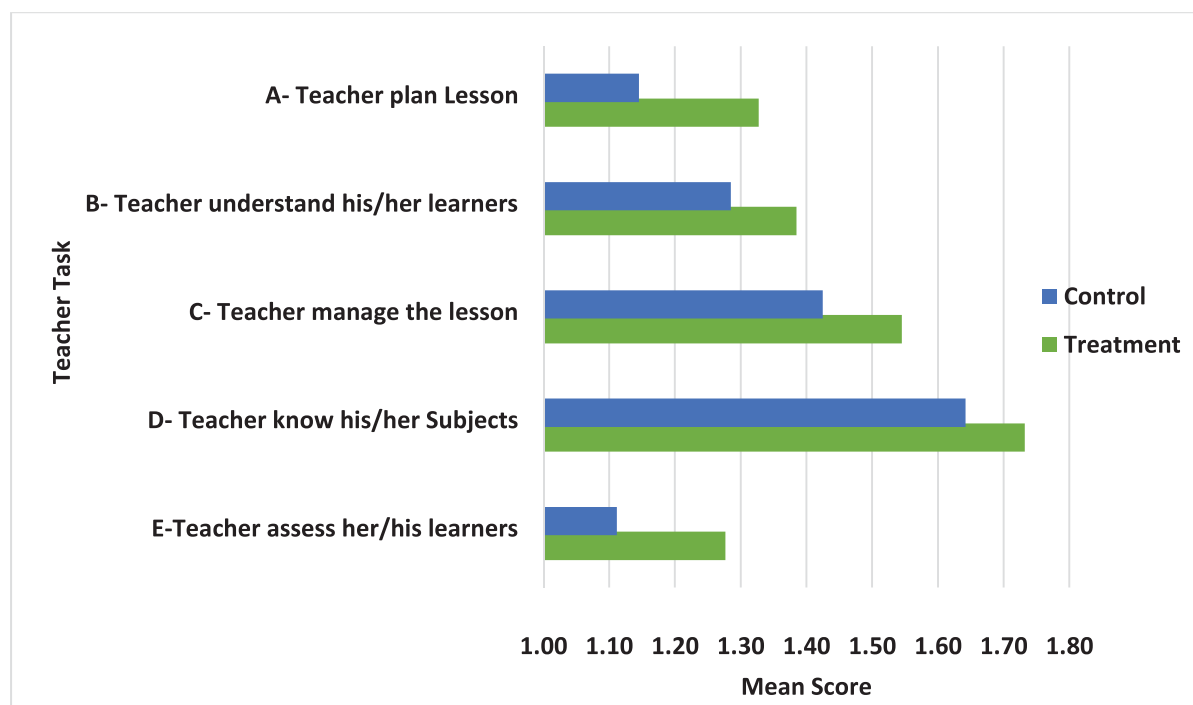


Figure 7. Comparison of treatment and control groups by professional development stages of teachers

<sup>17</sup> British Council (NA) Continuing Professional Development (CPD) Framework for teachers. Retrieved on 24<sup>th</sup> March, 2018, from [www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers\\_WEB.PDF](http://www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers_WEB.PDF)

<sup>18</sup> The score assigned to the professional development levels is 1, 2, 3 and 4 respectively. The interpretation of MS between 0.0 and 0.4 shows **Awareness level**; similarly MS between 0.5 and 1.4, 1.5 and 2.4, and 2.5 and 3.0, show **Understanding level**, **Engagement level**, and **Integration level** respectively.

All the teachers in the treatment group have achieved the 'understanding level', on all the five performance indicators, as Figure 7 indicates that the MS value for every performance indicator for the treatment is either between 0.5 and 1.4 or above. Furthermore, it is encouraging to note that teachers in the treatment group are ahead in the professional development, in comparison to those in the control group on all the five key indicators. The figure also discloses that teachers in the both groups are better at their subject knowledge and managing lesson than the other attributes.

For further analysis to see whether the difference in the MS of the groups, is significant or not, again independent sample t-test was used. The results are presented in Table 5.

Indicators	Group	N	Mean	Mean Difference	SD	t	Df	p
A- Planning lesson	Treatment	100	1.33	0.18	0.618	2.210	198	0.069
	Control	100	1.15		0.547			
B- Understanding the learner	Treatment	100	1.39	0.10	0.670	1.119	198	0.110
	Control	100	1.29		0.591			
C- Managing lesson	Treatment	100	1.55	0.12	0.560	1.598	198	0.371
	Control	100	1.43		0.501			
D- Knowing the subject	Treatment	100	1.73	0.09	0.562	1.251	198	0.065
	Control	100	1.64		0.450			
E- Assessing learner	Treatment	100	1.28	0.17	0.525	2.148	198	0.279
	Control	100	1.11		0.561			

**Table 5 Comparative analysis of Professional Development Levels by group**

Table 5 reveals that teachers in experimental group performed better on all the indicators, though the difference is very narrow. Furthermore, the difference among the groups is statistically significant for all the indicators as value for p value for every indicator is higher than 0.05.

Indicator and gender-wise analysis of the data is given in Table 6

Indicators	Group			
	Treatment		Control	
	Women	Men	Women	Men
A. How well does the teacher plan lessons? (No. of statements= 4)	1.43	1.18	1.12	1.17
B. How well does the teacher understand her/his learners? (No. of statements= 2)	1.42	1.34	1.26	1.31
C. How well does the teacher manage the lesson? (No. of statements= 4)	1.59	1.48	1.36	1.49
D. How well does the teacher know her/his subject? (No. of statements= 5)	1.80	1.64	1.65	1.63
E. How well does the teacher assess her/his learners? (No. of statements= 6)	1.26	1.30	1.08	1.15

**Table 6 Comparison of treatment and control groups with regards to professional development stages of teachers by indicator and by gender**

Table 6 shows that PEELI training appears to benefit teachers for all the five key attributes. Women teachers are ahead of men teachers in treatment group on all the indicators (A, B, C & D) except one (E).



### 3.4.4 Other observations

During classroom observations, enumerators also observed the following actions in the observed classes:

#### For treatment group

- Teachers were frequently using warmer activities to keep learners active.
- Teachers in treatment group have better understanding of learners and level of their understanding.
- Majority of the teachers were confident and have good understanding of subject and content knowledge.
- Classrooms were more child-centred with activity based learning and teaching.
- Teachers encourage students by providing them constructive feedback.

#### For control group

- Teachers have command over subject but unable to understand learners level of understanding.
- Teacher was providing destructive feedback to students.
- Majority of the classrooms were conventional with passive learners.
- Teacher was using English language throughout the class and students were not understanding the concept of topic.
- Experienced teachers were more active than novice teachers in engaging learners in learning.





### 3.4.5 Concern and issues pertaining the researcher participants of impact assessment.

Though the Impact assessment Round II was completed successfully in 10 districts of Punjab but following concerns are necessary to be mentioned in the report.

**Replacements:** 19 teachers were replaced in 'Treatment Group' and 27 in 'Control Group' because of following reasons:

- Promotion of teachers from PSTs to SSTs and they were posted in high schools.
- Resigning of PSTs
- Retirement of teachers (very senior PSTs)
- Transfer of teachers i.e. DG Khan to Vehari
- Long leave of teachers (especially in case of female teachers)
- Teachers in 'Control Group' attended PEELI training and could not be considered in treatment group.

**Training:** It was observed at number of events that teachers in 'Treatment Group' didn't attend second round of training after their first training. Therefore, they had only completed 5 days training.

- Training in 2018: 11 PSTs attended training in 2018 but not in 2019
- Training in 2017: 16 PSTs attended training in Dec, 2018 and didn't attend training after that.

**Provision of Teaching Kits:** It was observed and asked from PSTs in treatment group whether have they received teaching kit or not. Unfortunately, majority of them didn't receive the kit; and only those received who attended training in batch I (11-15 Mar, 2019) when teaching kits were distributed in 19 selected districts of Punjab.

### 3.5 The PSTs professional growth [Longitudinal Study (Quarter 5: July to Sep, 2019)]

The basic objectives of observational longitudinal study are to: a) explore and investigate how professional growth occurs among teacher communities working in primary schools; b) gather and report evidence of professional growth of teachers by engaging them in reflective writings after interacting with colleagues and students and b) make submissions to stakeholders, policy makers (SED), academic and course coordinators (QAED), programme managers and academic advisors (British Council) to design evidence-based policies and action plans for teacher professional development in Punjab.

For the study eight (8) participants were selected from two districts – Kasur and Lahore. For a balanced representation and to compare the teachers' growth, the selection of the participants was based on the following parameters: a) Gender; b) Locale; c) Length of experience (new and experienced); and d) Designation (teacher and head teachers).

#### 3.5.1 Focus and process of the study

In this study, focus of observations is to see changes in skills, knowledge and behavior or attitudes, and feelings over the time not stats but 8 stories around professional growth of selected teachers. Moreover, to realize improvement in teachers' behaviors pertaining to following foci of PEELI trainings:

- General pedagogical skills (classroom management, lesson planning, etc.)
- Appropriate use of language in classroom (English, Urdu, local language)
- Child centered classroom
- Activity-based teaching

A team of 6 researchers is assigned to work with the selected 8 PSTs. The study, spread over two years is comprised of 8 cycles, that is, each cycle is of 3-months. The team of researchers maintains contact with teachers both formally (on quarterly basis) by paying personal visits to their schools (on monthly basis), and informally (through telephone/email) to observe and analyze the evidence of their professional growth. The evidence includes:

- a) **Self-reflection** on teacher's classroom practices, areas to develop, new techniques she/he tried and learner reactions to these techniques;
- b) Self-reflection on any **action research** the teacher has undertaken;
- c) Lesson plans and feedback from **observations** the teacher will be undergone;
- d) Notes of teacher's **discussions with her/his fellow teachers** on various issues pertaining to teaching and learning materials; observations of other teachers teaching;
- e) Interaction with the **head teacher** and support she/he may provide in helping the teacher to get developed professionally; and
- f) Reactions to **professional development activities** the teacher will take part in.

### 3.5.2 Overall progress in the study

Following has been accomplished so far:

- ✓ Training of the field researchers with technical input from British Council
- ✓ Informed consent of all the (8) participants
- ✓ Profiling of selected participants of study
- ✓ Three formal interactions with all study participants
- ✓ Conduction of 3 workshops for all study participants
- ✓ Provision of teaching kits to all study participants

### 3.5.3 Status of this quarter (i.e. Quarter 5 of the study)

All participants of the study were frequently contacted telephonically, in addition polite reminders were sent for submission of their reflective writings. However, it was difficult to get hold of them and retrieve required information (reflections) due to summer vacation (Jun 03 – Aug. 15, 2019) in the schools. The participants have started recording their teaching classes and lessons and reflecting upon their teaching to identify the areas they need to improve as a teacher, for engaging students in learning process effectively.

#### 3.5.3.1 Focus of this quarter

The focus of this quarter was to engage longitudinal study participants in 'recording of lesson' and writing reflection about their own teaching as a technique for professional growth and development. The purpose of involving teachers in this exercise was 'to observe themselves teaching in real classroom' from the perspective of students and peer or colleagues. It provided ample opportunity to the teachers to critically analyze their teaching techniques, classroom management and interaction with the students, and identify their strengths and areas for improvement. A guiding tool for recording lesson is annexed as Appendix 11.

#### 3.5.3.2 Research team meetings

During this quarter research team meetings were held to deliberate and discuss the following:

- a. Future strategy to interact with the participants
- b. Progress of the participants in quarter 5 along with the complete year 1.

- c. Progress of the participants 'lesson recording' and related concerns'
- d. Reflective writings (self, peer observation, learner feedback and lesson recording) of the study participants
- e. Workshop about reflective writings (self, peer observation, learners feedback and lesson recording) for all the participants

### 3.5.3.3 Workshop for the study participants

In this quarter of the study, the participants were engaged in recording of their classroom teaching or lessons in addition to gathering feedback, from learners, and reflecting upon their teaching on regular basis. They were asked to record their lesson, watch them critically and to identify their teaching strengths and areas which they need to be improved for making their practice as teachers more effective. Seeking students' and peers' feedback would enable them to crosscheck their self-reflection and analyze from others' perspectives.

Keeping in view the quality and frequency of reflective writings of the study participants, a one-day workshop was organized and conducted in their home towns, deviating from original understanding, to interact with them in their schools. The basic purpose was to provide them with uniform instructions to develop common understanding of the assigned task, and a forum to share experiences so far with fellow participants. Hence, the workshop focused upon was to:

1. review of quarter 5 activity and its progress
2. viewing of 'Recorded Lesson'
3. Hands- and minds- on practice to reflect upon 'watched classroom teaching videos' of participants
4. Discussion/concerns/suggestions

The foci of completed quarters of longitudinal study were discussed in detail to refresh reflective writing with the assistance of

participants to enable them to analyzing their development over the time. In short, their one-year long journey of engagement in school based professional development.

#### Issues highlighted were:

1. Administrative responsibilities and involvement in assessment and evaluation related tasks instead of teaching (in the case of designated head),
2. Involvement in Literacy and Numeracy Drive (LND) and updating of school data for MEA and officers' visits due to which classroom teaching affects significantly.
3. Shortage of classroom in all the schools, shared classrooms (two different grade levels sit in one room)
4. Small sized classroom (lack of space for teachers' and students' movement)
5. The enigma of medium of instruction (English or Urdu) and textbooks printed in Urdu & English
6. Fixed furniture in classrooms – restricts group formation of students for activity-based teaching

A participant added:

I am transferred from Primary to High School. In my new school I changed seating arrangement of students in the class. The students liked it and enjoyed group work, however, one of the senior teachers reacted instantaneously and advised not to rearrange the furniture because it creates disturbance.

7. Peer observation is a good and easily accessible tool for professional development but there are certain serious apprehensions about professional standing of 'peer' to play the role of mentor and provide productive feedback after making classroom observations.

Almost all participants were of the opinion, “classroom observations of our peers revealed that reading topics given in the text books is the most prevalent methods of teaching. It confuses us and becomes difficult for us, ‘what to observe’ and how to reflect about it.”

#### **3.5.3.4 Interaction with the study participants**

It was planned that all the (8) study participants will be contacted fortnightly. Though, the half of the time of trimester was spent in summer vacation but apart from informal interactions and follow-ups, they were contacted 10 times in this trimester. The purpose of frequent interactions was to keep them on board during summer vacation and to help them gauge their professional growth by analyzing previous reflections. The key question asked from the participants are given in Appendix 12

#### **3.5.4 Analysis of participants reflections**

##### **KREW-1**

Reflective writings helped her in improving her skills as a teacher. She was of the opinion that now she had developed the ability to identify her deficiencies as a teacher and try to address them by making her lesson plans carefully. Activities are identified and planned keeping in mind students’ level of understanding and needs and of course to maximize student engagement. She did invite peers to her class and was receptive to the ideas and suggestions given by them. Similarly, she tried to replicate teaching methodologies which she thought were making a difference in her peer’s classes. She described,

Peer observation helped me in removing my teaching deficiencies which were pointed out by peers. I learnt from my peers while observing their lessons and when they provided me feedback after

observing my class. I revised teaching methodologies as per their feedback and tried out in my classroom. It was mutual learning experience as they adopted activities from my lesson and implemented in their classes.

She continued,

Though, it is a journey of my own professional growth but it has impacted a lot on my students’ learning also. Now many students are more concerned about their studies and learning, their level of motivation has increased, they have gained confidence, share their ideas freely and their attendance has increased over the time.

##### **KRNWT-2**

This subject of the study has come a long way and exhibited tremendous improvement in her teaching, teaching style and building rapport with the learners besides creating ‘maker space’ in her classroom. She has developed ability to reflect upon her methodology of teaching prior to involvement in the longitudinal study and explains,

Before engagement in longitudinal study, I was unable to engage my students in learning process more effectively because my way of teaching was conventional, students used to listen and note that they have understood whether or not they were unable to answer the questions asked by me at the end of the lesson.

She helped students to be vocal in the class and gained confidence of sharing their ideas. She invited and encouraged them to speak in the class without worrying about being correct and incorrect. She was successful as now students question, discuss and deliberate about topics and lessons they study in the class. They make cheerful noise and giggle freely acknowledging



the joy of learning and fun they have while learning with their teacher. Students involvement was possible only due to reflective writing about her planning lessons and teaching in classroom. According to her, *"I started provoking my students by saying speak and communicate it does not matter if it is right or wrong....and it helped in developing their confidence."*

She learnt new ways of teaching by reflecting upon what she was doing in her class and identified areas that could be improved as a teacher and teaching. Once areas were identified, there was urge to perform better, therefore all possible options were explored, and besides talking to colleagues she started exploring online resources, i.e., motivational activities, warmers and activities to make learning interesting and fun for students. As she puts,

Longitudinal Study introduced new ways to me to improve my teaching. When I reflect upon my teaching, it enables me to know about weak areas of my teaching and find ways to make my teaching more interesting. I started to surf internet for new and interesting warmers and other activities to attain maximum engagement of my students.

She invited fellow teachers in her class and got their feedback and reflected upon what was being suggested. It is evident from her reflections that she exhibited positive attitude towards their input because she tried to address the same in her lessons. On the other hand, the peers played the role of a 'critical friend'. They appreciated her lessons and efforts to incorporate feedback besides encouraging keeping up the hard work, however, made certain pertinent recommendations too. For example, while teaching a lesson about 'resemblance between parents and children', the students participated actively in discussions reflecting that they were grasping the concept. According to the study participant,

...though the expression of my students reflected that they had understood the lesson properly, my peer suggested me to do an activity involving 'writing' a note in their notebooks explaining their views about the topic. I will include such activities in my upcoming lessons.

Another colleague who observed the lessons gave positive remarks and encouraged her to continue hard work to enhance her abilities as a professional further. She writes,

She used good words...no doubt students were fully engaged in enjoyable tool and activities. They learn well while playing or competing with each other .... all ingredients were present in my lesson. She encouraged me to enhance my ability by continuing my work.

According to the reflective log of this participant 'peer observation' turned out to be a useful intervention for professional development of PSTs as it opened new horizons of learning and assessing students, i.e., 'questioning' and 'assessing' students during the lesson. Besides addressing strengths of the teacher, the peer suggested,

Do not ask question, 'have you understood,' just ask any question related to the lesson, for example, to write answer in their note books, or to write response on the board. In this way you can check their understanding. The students will always respond (to a verbal question) that they have understood, so this is not the way to assess them.

Learners' feedback, it seemed to be the most demanding intervention as a tool for teacher development. Like rest of the participants she also has focussed upon what could enhance students' understanding rather her own professional practices. The focus remained how to address student learning by changing teaching methodologies. For all the study participants this issue persisted as none of them



could follow it and gain feedback in its real essence. This needs to be looked into carefully. Video recording and keeping a log was the most lived experience of the participants. The participant successfully analyzed her lesson and identified strengths and weaknesses. Additionally, set the goals for future action which is heartening. Students were engaged in hands-, minds- and life on experience. The energy of the class was at its peak as everyone was sharing their lived and observed experiences. The teacher used examples from daily lives of students.... focused their attention by mentioning 'salads', 'tea' and 'biryani' was not only mouthwatering but persuasive and provocative to dig out their observations and share in a science class. It was fun learning as students were introduced to new terms in science of separating mixtures, i.e., 'filtration' and 'decantation.'

As she writes;

Watching of my own recorded lesson enabled me to understand my learners and my teaching methodologies from learners' perspective. I noticed that overall my lesson was good but I started my teaching without brainstorming and relating topic with their previous knowledge. My lesson was outstanding as the start of the lesson was very interesting, as I showed two processes of separating mixture and then started the discussion. We talked about mixtures first and then separation of these mixtures. The way I was questioning about different mixtures was good. Performing activities was well along with discussion and elaboration. It would have been useful if I had asked them to give examples of some other mixtures ...in this way they could be engaged in thinking process more.

She did manage to identify certain areas she would like to improve as a teacher.

I faced some management issues like classroom, and time management, and spent more time on discussion. I noticed in the video that I was speaking more than students; it was teacher talk and sometimes in discussion and quoting examples I was de-tracked and time was wasted. In addition, I did not invite students to give examples; therefore, class, time and lesson were poorly managed. I did not pay equal attention to all students may be due to activities or my involvement with the active students as a result student sitting in the back of the class were not attentive. Furthermore, I noticed that some students were without notebooks, to which I need to pay attention in future.

She did set certain goals for future action, for example, now she knows she needs to be loud enough and active enough to make her presence for the whole class, so that no one is left neglected. She would like to be accessible to whole class including back benchers so that neither discipline nor learning of anyone is compromised. She would learn to be focused in responding to questions and queries of students and try not to derail from the topic under discussion. Moreover, issue of teacher talk shall be addressed by inviting examples from the learners and activities and hands-on tasks shall be planned one day ahead of teaching in real classroom.

### KUNMT-3

According to him *"Since, I am comparatively new in the teaching profession and strongly believe that no matter how demanding the work conditions are, new opportunities should be availed to grow professionally"*.

Writing reflection after classroom teaching, peer observations, learners' feedback and observing my own "recorded lesson" was a unique and new experience for me. Being a

teacher, I benefitted a lot from this exercise and now somehow after teaching any topic, I recapitulate what was taught, how it was taught, what was good and what can/ should be improved. (An account from reflective writings of the participant)

Reflecting upon his video tapped lesson, the participant identified that he misses upon and deviated from what was planned for the class. It could be due to two reasons either he forgot due to energy that prevailed in the class as the lesson was delivered in the morning or anxiety of being recorded. Therefore, he plunged into teaching, however, students were engaged in recalling previous knowledge and then new topic was introduced. He has internalized the fact that teaching learning process is flexible and plans are revised/ altered (intentionally or unintentionally) as per situation of the class and kind of energy students possess. He involved the whole class in the activity while teaching 'prepositions' and students were fully engaged. He developed good rapport with the students and engaged them well in brain storming. In addition, he involved students in group activities and gave examples from real life which made learning fun for them.

According to him,

I forgot to use warmer in the class and started my lecture. In my view warmers are used when class is passive and students are lethargic. I feel a great change in myself since the time I am engaged in LS. I want to say over here that students were not introduced to the topic directly. They were provided with previous knowledge plan first and then introduced the topic.

The participant did put in extra effort and searched activities in teachers' guide and online resources and planned according to the needs of his class. Since appropriateness and relevance of activities was given due importance, he did not face difficulty in executing these in classroom. Though, he regretted not to 'crack'

jokes in class for engaging students, simultaneously, realized that it was not such a big shortcoming. In his opinion, *"I did not crack a single joke while delivering my lecture...cracking jokes is not important but a teacher can entertain the class with the help of well-planned activities and get their maximum attention."* The teacher is also well aware of importance of 'self-management' while dealing with classroom and maintaining learning environment, he continues,

I kept my face smiling most of the time and this thing helped me a lot to make myself patient despite difficulties. The students were responded with smiling face all the time and appreciated whenever a question was raised.... this behaviour helped me to a lot to remove their anxiety. The students have carte blanche to say anything relevant to the lecture and this sort of practice build up their level of confidence.

According to the participant, *"I maintained eye contact with the students, used verbal and non-verbal body languages, i.e., gestures and signals etc., made me accessible to students as and when needed despite the small size of the classroom."*

The participant, at the same time identified certain areas for improvement as a teacher. The analysis of recorded lesson exhibits that teacher talking time was more and students were not as vocal as they should have been. He did make eye contact with students but not with all of them and at times instructions were not clear. He correctly pinpoints that approaching students during pair and group work not only enables teacher to know their level of engagement but also how well instructions are/ were understood and followed by the students. In other words, it is kind of one's own assessment of giving instructions to students. In addition, he is indulging into continuous assessment of learners by making an effort to observe them keenly during activity time. Furthermore, he needs to (as per his reflection):

- improve his English language skills, classroom vocabulary and ability to communicate with students in classroom,
- give clear instructions to students for group and pair work,
- approach all students while they are engaged in group and pair activities,
- maintain eye contact with all students,
- remain focussed and try not to deviate from topic under discussion,
- use of visual aids (flash cards, pictures) to assist student learning.

The feedback by the peers was very useful for the teacher. The peers appreciated his efforts to teach well in the class however, suggested him to be simple, easy, clear and precise while giving instructions to students making announcements in the class. They felt that students were confused while listening to his instructions during the class.

#### KUEMH-4

The participant was replaced as Mr. Muhammd Illyas (the prior study participant) who proceeded on pre-mature retirement and left the department. Profile of the new participant is given in Appendix 13.

#### LRNWT-5

The participant developed an interest in planning lessons, activity-based teaching, and child centered approach to teaching and managing class, lesson and herself. After making successful attempts to engage students in hands-on exercises she started exploring on-line resources for introducing new concepts and ideas, student involvement and assessment.

She describes her journey,

After engaging in longitudinal study, I adopted activity-based teaching to engage my learners in learning process. I started to surf internet to seek new activities according to subjects and level to enhance students' learning and engagement,

it helped in enhancing engagement level of weak students who are now active.

She continues,

I used to come to class without planning and promoted conventional way of teaching to some extent but this study helped me think about my own teaching what I have done well and where I have to put in less effort that I couldn't get students' full attention. Now, I come to my class with proper planning, prepare attractive AV aids as per topic and I plan activities one day ahead of teaching certain topic. It helped me in managing my time and discipline effectively. When I prepare my lesson before going to class, it removes my own confusion and ambiguities related to lesson if I have any.

She faces many issues in her school but the most important is lack of classrooms, as a result two grade levels share one room. On the top of it the strength of the classes is large; therefore, classroom management is a big issue. The participant due to her keen interest in her profession and love for her students has set certain rules to be followed by everyone in the class. The large sized issue of the class is addressed by dividing them in small groups and by assigning group leaders. Since locality is such that certain students are demanding and need extra attention, hence, they are seated in front rows and put in mix ability groups.

According to her,

It was difficult to implement activities in multi grade classroom with large number of students, to handle the classroom management issues I have set out classroom rules and norms and every student has to follow which helps in reducing management and discipline issues. And problem of large number of students has decreased by dividing them in groups and every group has a leader which helps others in doing

work as well as weak students are always encouraged to sit at front benches.

She enjoyed peer observation and learnt from this intervention due to her openness to accepting suggestions and recommendations. She started developing lesson plans in small portions and introduced these step by step in the class. The participant explains,

Peer observation helps me to incorporate some positive things in my teaching, I learn from peer that when we appreciate our students, it increases their motivation level and ultimately enhance learning. I learnt from my peer how to introduce writing among students, I engaged them to make small sentences on their own and this activity helped them in sharing their ideas and views in the class. I learnt from my peers that students must be taught as per their level and topic must be divided in simpler parts to the maximum benefit of the students. Activities and hands-on practice are not teaching but development of the concept (after students are done with activities).

She reflected upon her recorded lesson and learnt that not everything was well. She identified her weaknesses more than strengths, she learnt her lesson was not interesting; therefore, she needs to work on it. She needed to improve her vocabulary both in English and Urdu if she wants to communicate effectively in classroom.

According to her reflection upon her lesson,

I managed to engage students in the class very well but at time I felt that I was short of words to help students understand the concept. I need practice to raise relevant questions in the class and also to appreciate students upon their participation in class discussion. I need to improve my skills to engage students in group and whole class discussion.

## LREMT-6

The participant has written almost all his reflective journals in “Urdu” and has been very expressive. He has been very appreciative of LS right from the beginning though he did take some time to internalize the whole idea. As he developed understanding of the probable support for professional development in immediate school environment, he did not hesitate to give it a try. He was found to be ready to take initiative and follow it thoroughly in classroom. According to his reflective log,

The study has introduced many tools and techniques which are helpful to grow professionally as a teacher. Though, AV aids and other kinds of activities were being implemented and students were taught with different methods but I had never focused on my professional growth and improvement which relates to students learning the most. Writing reflection provides me with an opportunity to learn from my mistakes, make improvements in the next lesson and not to repeat the same mistakes again.

He tested and tried little things in his class and learnt big lessons, for example, how greeting students while entering the class, calling them by their names energizes them and makes them feel important and happy. Similarly gaining students’ attention and introducing lesson in an interesting way enhances their eagerness to indulge into learning process. Furthermore, exploring student’s ideas and prior knowledge about any topic helps a teacher to introduce his lesson and create an environment conducive to learning, which helps in developing new concepts and ideas.

He benefitted from the peer observations too, he listened to the feedback provided by the peer and followed their recommendations and adopted activities which they were using in their classrooms. He writes,



I had never experienced peer observation in my service as a teacher and I was totally unaware about the ways which my peers use to teach students. The longitudinal study introduced this technique, for me peer observation is a two-pronged process which enabled (me) to learn from my peers and at the same time their feedback improved my teaching. I have adopted many activities from my peers and have changed many ways of teaching while focusing upon my peer's feedback.

He found getting student feedback for improvement was useful. It was a unique idea for him, previously he had not inquired students whether or not they had understood the concept or idea he taught in the class. Now he had to seek students' feedback to improve his performance as a teacher. ...this was unlikely. Anyhow he did inquire students after teaching a 'comprehension' lesson. They appreciated the way he taught the lesson and were of the opinion, *"Sir, you spelled each and every word besides explaining their meanings, which helped us to understand the paragraph and we could answer the question easily."* *"So, the students gave me confidence and told me that my way of teaching was good..."* writes the teacher.

Similarly, in response to my question about how did they find my method of teaching a lesson about "mianaravi" (i.e. moderate), students appreciated the use of examples from everyday life, they said, 'we liked it, now we will talk to everyone politely, neither we will be very loud nor too low'. In other words, they were becoming my mentors by telling me what to follow while teaching in classroom.

He observed his recorded lesson and wrote reflection. He engaged students in hands-on and mind-on experiences in the class and explained with the help of real objects. He engaged students in group activities and whole class activities successfully and helped them grasped the understanding.

He reflected well upon his lesson and identified his short comings or areas of improvement. He rightly identified that engaging students in more board activities, could/ would had improved their understanding. He needs to improve his class, lesson and time management skills because while engaging students in group activities class got out of control and became noisy. According to him, *"in the next lesson I will identify group leaders for each group and materials shall be distributed with their assistance. In this way I will not only be able to keep the class in order and help students learn to take responsibility and work together."*

### LUNMT-7

The participant expresses his experience being a part of longitudinal study, as

I have improved a lot as a teacher, for instance I developed the ability to adapt teaching methodologies, and developed positive attitude towards students therefore developed good rapport with students which enhanced their learning and of course my expertise as a teacher.

The participant while reflecting upon his routines of keeping writing logs getting ready for teaching and classroom routines, termed it to be a useful exercise in a variety of ways; for example, to identify his strengths as a teacher and areas that needed improvement; to understand whether or not students were getting to the point that he tried to make; and to learn about their interests and engagement in different stages of classroom teaching.

The over a yearlong association has enabled the participant to realize significance of pre planning and lesson planning; defining objective, identifying relevant activities to achieve attainment targets and managing teaching and class simultaneously. According to him,

Before this, I used to teach without planning, i.e., without objectives of the lesson, experiences for concept development and management plan



to engage students' learning. My management skills have improved to a great extent, now I change my teaching strategies, classroom activities keeping in view students' needs and responses and manage lesson and class accordingly. In addition, I treat them with respect; I encourage them to share their ideas and appreciate their participation. As a result, our bonding is getting stronger so is their interest in learning.

Highlighting his experience of peer observation, he was of the view that it turned out to be a wonderful professional development opportunity. The beauty of the intervention was its reciprocity,

Peer observation and feedback facilitated my learning as a teacher, I learnt from peers in my work place without any hassle simultaneously peers who observed my teaching helped to address deficiencies in my teaching learnt about different classroom management techniques, i.e., to control the class and to create environment conducive for learning.

According to him, the most exciting was seeking learners' feedback, i.e., students' reflection about the lessons taught and their learning experiences. For example, how they found the lesson and how well they learnt the concepts taught in the class. It helped me in gaining insight in my own abilities to plan lessons and teach in the class accordingly.

Reflection about 'Recorded' lesson: The participant though wrote 2-3 reflections after observing his recorded lesson but did so objectively; he managed to analyse his

way.....so overall it was a good experience for me as well as for my students ..... so these are very helpful and make me a better teacher in future.

#### LUEWH-8

The participant is of the opinion that she has learnt about her strengths and areas of improvement after being a part of LS. It is a

great breakthrough for her as she is to retire in few years and she has realized that she could improve her teaching. She expressed in her reflective writing,

Before selecting in longitudinal study, I was not aware about mistakes which I used to make and repeat, though have extensive experience as a teacher and about to retire in next few years. I felt change in myself after engaging in the study because when I write reflection it helps me to know about the deficit weak areas of my teaching.

She found her observation as a useful way to learn from one's colleagues and their expertise. According to her,

Is a peer observation being an effective tool which provided opportunity to learn from peers and get feedback about our own teaching? As a head teacher, I had experience to observe my fellow teachers and provided them with feedback about their deficiencies but never tried to learn from them. Now, I take peer observation with different angle for my own professional growth and invite my peers to observe my lesson and their feedback helps me in improving as a teacher.

Here again the intervention of 'learners' feedback' was not grasped by the participant. She did gather student feedback but it is ambiguous. She described that it was common practice that students were taught and never ask to provide feedback about teacher's teaching to help teacher to plan accordingly and remove weak areas. Now when students provide feedback about lesson and teaching it helps in enhancing effectiveness of learning process.

She is appreciative of the video recording technique for professional development but did not experience it well. She approves it useful because teacher watches her own teaching and tries to overcome the less interested/effective things.

## 4. Conclusion and way forward

FAME Education as a third party, used standardised set of mutually agreed instruments, protocols and procedures for monitoring and assessing quality of PEELI interventions and validating the initiative's outputs, along with establishing baseline for its impact assessment. The data gathered through quantitative tools were augmented by qualitative information/ input collected through the focus groups, semi-structured interviews, and informal discussions with the primary beneficiaries (trainees) of the professional development opportunities organized under the initiative. The secondary sources for the data were The British Council and QAED data-bases.

Based on the analysis of the data, a summary of findings is given below along with certain recommendations to enhance effectiveness of PEELI further.

### 4.1 Key findings

#### About the PEELI academic plan

PEELI team has produced an Academic Plan for the initiative that delineates well, mode of the interventions – school based, face to face, on-line professional development opportunities certification and conferences, etc. – for all stakeholders including in-and out-side school staff. The plan also informs about the content of professional development interventions vis-à-vis intended outcomes that brings clarity for all implementing partners.

#### About the PEELI impact

Findings from the impact assessment provided evidence that there are some interesting examples of good practice among PSTs in different schools.

1. **Planning lessons:** It was observed that only 42 percent of the PSTs had lesson plan in the treatment group, whereas this proportion in

control group was 22 percent. This ratio is higher in women teachers in the treatment and control group. This suggests that at this stage, PEELI interventions are more effective for female teachers.

2. **Child-centred classroom:** Teachers in the Treatment Group were ahead in using child-centred strategies in comparison to the Control Group. Nonetheless, the teachers in government schools were lacking in the activities planning skills for a child-centred class, as overall Mean Score is less than 1.9 for these indicators. For rest of the two indicators (Knowing the Subject and Managing lesson), teachers in both groups were using 'to some extent' child-centred approaches.

Furthermore, women teachers in treatment group are ahead of men teachers in making classrooms more child-centred on all indicators. Whereas, in control group the situation is reverse men teachers' classrooms were more child-centred in comparison to their counterparts on all indicators.

3. **Professional growth:** All the teachers in the treatment group have achieved the 'understanding level', on all the five performance indicators, as the Mean Score value for every performance indicator for the treatment is either between 0.5 and 1.4 or above.

Furthermore, it is encouraging to note that teachers in the treatment group are ahead in the professional development, in comparison to those in the control group on all the indicators. The difference among the groups is statistically significant for all the indicators.

4. **Longitudinal study** data informs that reflective writings are helping the participants in improving their skills as a teacher. Now they feel they could identify

their deficiencies as a teacher and try to address them by making their lesson plans carefully. They are identifying activities keeping in mind students' level of understanding and for maximizing student engagement. They have started inviting peers to their class and are receptive to the ideas and suggestions given by them.

### Challenges to PEELI

1. The **issue of communication and coordination** gap among British Council, SED and DEA cropped up again and again. Though list of PSTs in control group and experimental group was provided on number of occasions, PSTs in the control group were invited for the training and they attended the trainings. Owing to this situation, replacement of teachers in the control group was become inevitable.
2. **Incomplete treatment** was provided to the PSTs in treatment group on two parts: a) teaching kits were not provided to all the teachers in the group; b) and all the teachers in the group were not invited to the second round of the training.
3. **Transfer/promotion of Longitudinal Study participants:** So far three (out of 8) LS participants have been replaced to various reasons. Out of the two were at initial stage, but the third has replaced in this quarter. These replacements may affect the overall results of the study.

## 4.2 Way Forward

Following aspects were identified for prompt attention before the next round of trainings under PEELI.

### 4.2.1 Concerning to the training of ETs

**Trainees' follow-up and post training support:** Training in isolation yields least impact. Special efforts need to be placed to prepare a mechanism to dovetail performance and

shortcomings of each trainee in trainings for his/her sequent development. Therefore, a follow-up mechanism should be evolved for the trainees, to know if they are actually practicing the knowledge and skills learnt during the trainings. In almost every discussion, ETs were of the opinion that they are neither evaluated nor followed-up after the training. They had the same observation for their trainees i.e. PSTs.

### 4.2.2 Concerning to the impact of training and professional growth of PSTs

**PSTs' follow-up and post training support:** Post training follow-ups are considered essential to support teachers in implementing the training in schools. Therefore, QAED should develop a follow-up mechanism and engage available resources (Assistant Education Officers-AEOs) to support the PEELI trained PSTs in implementing learned skills and improve their classroom practices. In this regard, QAED Punjab and district QAED staff / Education Officers should be trained to have a follow up session at Tehsil level.

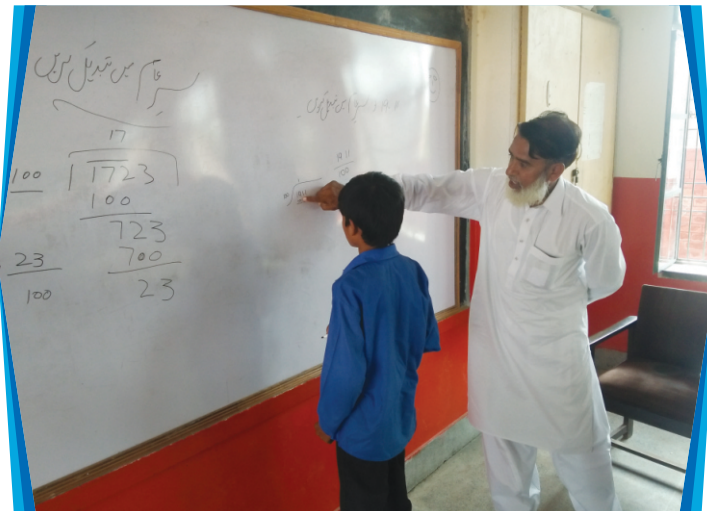
Furthermore, AEOs and Monitoring and Evaluation Assistants (MEAs) may have a monitoring indicator about the availability of lesson plan material on their visit to schools.

**Non-monetary Incentive for PSTs':** British Council should work with the School Education Department (SED) to develop an effective coordination and communication with other beneficiaries of the project.

### Provision of complete treatment to

**experimental group:** For true comparability and hence to see the impact of PEELI, the PST in treatment group should not be missed out from any intervention under PEELI.





The background features a complex geometric design. A large, dark blue shape with rounded corners and a white border occupies the left and center. To its right, a white 'X' shape is formed by two intersecting diagonal lines. The background is composed of various shades of blue and white, creating a modern, abstract aesthetic.

# APPENDICES



## Appendix 1. Year 3 Quarter 1 Report: PEELI in figures Year

### PEELI in figures



#### Training (Component-1)

	Year 1	Year 2	Year 3				Achievement to date	Project Lifetime Target
		Q1	Q1	Q2	Q3	Q4		
ET training	<b>1001</b> ETs attended 15 days training	<b>802</b> ETs attended 10 days training	Not Planned				25 days training for <b>802</b> ETs	40 days training for <b>900</b> ETs
EET training	<b>64</b> EETs attended 12 days training	<b>57</b> EETs attended 6 days training	Not Planned				18 days training for <b>57</b> EETs	20 days training for <b>80</b> EETs
PST training	<b>135,658</b> PSTs attended 3-5 days training	<b>11,290</b> PSTs attended 2-5 days training <b>80,313</b> PSTs attended 5 days training	Not Planned				3-5 days training for <b>150,000</b> PSTs 10 days training for <b>33,262</b> PSTs	10 days training for <b>200,000</b> PSTs <sup>19</sup>
PST (Eng) training	Not Planned	Not Planned	Not Planned				<b>0</b>	60 hours for <b>400</b> PSTs



#### Licencing (Component-2)

	Year 1	Year 2	Year 3				Achievement to date	Project Lifetime Target
			Q1	Q2	Q3	Q4		
Professional Awards	<b>44</b> ETs	<b>55</b> ETs	Not Planned				<b>99</b> ETs	<b>150</b> ETs
TKT	<b>27</b> ETs attended 10 days training	<b>21</b> ETs attended 10 days training	Not Planned				10 days training for <b>48</b> EETs	10 days training for <b>90</b> EETs
CELTA	<b>6</b> ETs	<b>6</b> ETs	Not Planned				<b>12</b> ETs	<b>18</b> ETs
MOOCs	<b>0</b> ETs	<b>287</b> ETs	Not Planned				<b>287</b> ETs	<b>400</b> ETs
APTIS	<b>246</b> ETs	Planned for <b>1508</b> ETs but not delivered it	Not Planned				<b>246</b> ETs	<b>1846</b> ETs <sup>20</sup>
	Not Planned	<b>92</b> PSTs	Not Planned				<b>92</b> PSTs	<b>184</b> PSTs
Teacher Educator Award	Not Planned	<b>5</b> ETs	Not Planned				<b>5</b> ETs	<b>10</b> ETs <sup>21</sup>



#### Material Development (Component-3)

	Year 1	Year 2	Year 3				Achievement to Date	Project target
			Q1	Q2	Q3	Q4		
	<ul style="list-style-type: none"> <li>✓ 10 days training of ETs</li> <li>✓ 5 days training of ETs</li> <li>✓ 12 days training of EETs</li> <li>✓ 6 days training of EETs</li> <li>✓ 5 days training of PSTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ 10 days training of ETs in November 18</li> <li>✓ 6 days training of EETs on EFT Familiarisation &amp; Micro Teaching</li> <li>✓ 5 days materials for PSTs</li> <li>✓ Two 60 hours courses for PSTs (ENG)</li> <li>✓ School based CPD material</li> </ul>	Not Planned				10 training manuals developed along with and their allied material	5 days training of ETs 30 days training of ETs 10 days training of PSTs

<sup>19</sup> It was decided in the PEELI Steering Committee meeting at SED dated 6<sup>th</sup> Aug, 2019.

<sup>20</sup> The revised target was communicated by the British Council during a meeting held on August 23, 2019 at FAME Office.

<sup>21</sup> Ibid






### Institutional Capacity Building (Component-4)

Year 1	Year 2	Year 3				Achievement to Date	Project life time target
		Q1	Q2	Q3	Q4		
10-day QAED staff members materials development workshop delivered by an International Consultant	5-day QAED staff members needs analysis by an International Consultant. Needs Analysis Report delivered follow up workshop scheduled. 1-day follow-up workshop on need analysis report.	Not Planned				<ul style="list-style-type: none"> <li>1 Capacity building workshops</li> <li>1 needs analysis consultancy</li> <li>1 follow-up workshop on need analysis report</li> </ul>	<ul style="list-style-type: none"> <li>41 days training including needs analysis and learning outcome workshops</li> </ul>

### Monitoring and Evaluation (Component-5)

Year 1	Year 2	Year 3				Achievement to Date
		Q1	Q2	Q3	Q4	
<b>293</b> ETs observed in 30 out of total 36 districts of Punjab while delivering training to PSTs	<b>193</b> Ets observed in 26 districts of Punjab while delivering training to PSTs	Not Planned				<b>484</b> ETs observed in all 36 Districts
Not Planned	<b>746</b> Feedback gathered from all ETs about their training	Not Planned				Feedback gathered from all <b>746</b> ETs about their training
<b>7</b> FGDs conducted with ETs receiving training at 4 centres	<b>13</b> FGDs conducted with ETs receiving training at 7 centres	Not Planned				<b>20</b> FGDs in 7 districts
Not Planned	Feedback gathered from all <b>21</b> ETs about their TKT training	Not Planned				Feedback gathered from all <b>21</b> ETs about their TKT training
<b>1</b> FGD conducted with ETs receiving TKT training at QAED Punjab	<b>1</b> FGD conducted with ETs receiving TKT	Not Planned				<b>2</b> FGDs conducted with ETs receiving TKT training at QAED Punjab
Feedback gathered from all <b>59</b> EETs about their training at 2 centres	Feedback gathered from all <b>55</b> EETs about their training at 2 centres	Not Planned				Feedback gathered from all <b>59</b> EETs
<b>2</b> FGDs conducted with EETs	<b>2</b> FGDs conducted with EETs	Not Planned				<b>4</b> FGDs conducted with EETs
Feedback gathered from <b>8,563</b> PSTs in 30 districts of Punjab	Feedback gathered from <b>6,418</b> PSTs in 26 districts of Punjab	Not Planned				Feedback gathered from <b>14,981</b> PSTs in 36 districts
<b>97</b> FGDs conducted with 721 PSTs, receiving training in 30 districts	<b>64</b> FGDs conducted with 57 PSTs, receiving training in 26 districts					<b>161</b> FGDs conducted with 1,134 PSTs in 36 districts
<b>52</b> PSTs in action observed in 4 districts	<b>148</b> PSTs in action observed in 8 districts	<b>200</b> PSTs in action observed in 10 districts				<b>200</b> PSTs in action observed in 10 districts
Not Planned	<b>8</b> PSTs professional growth was observed periodically	<b>8</b> PSTs professional growth was observed periodically				

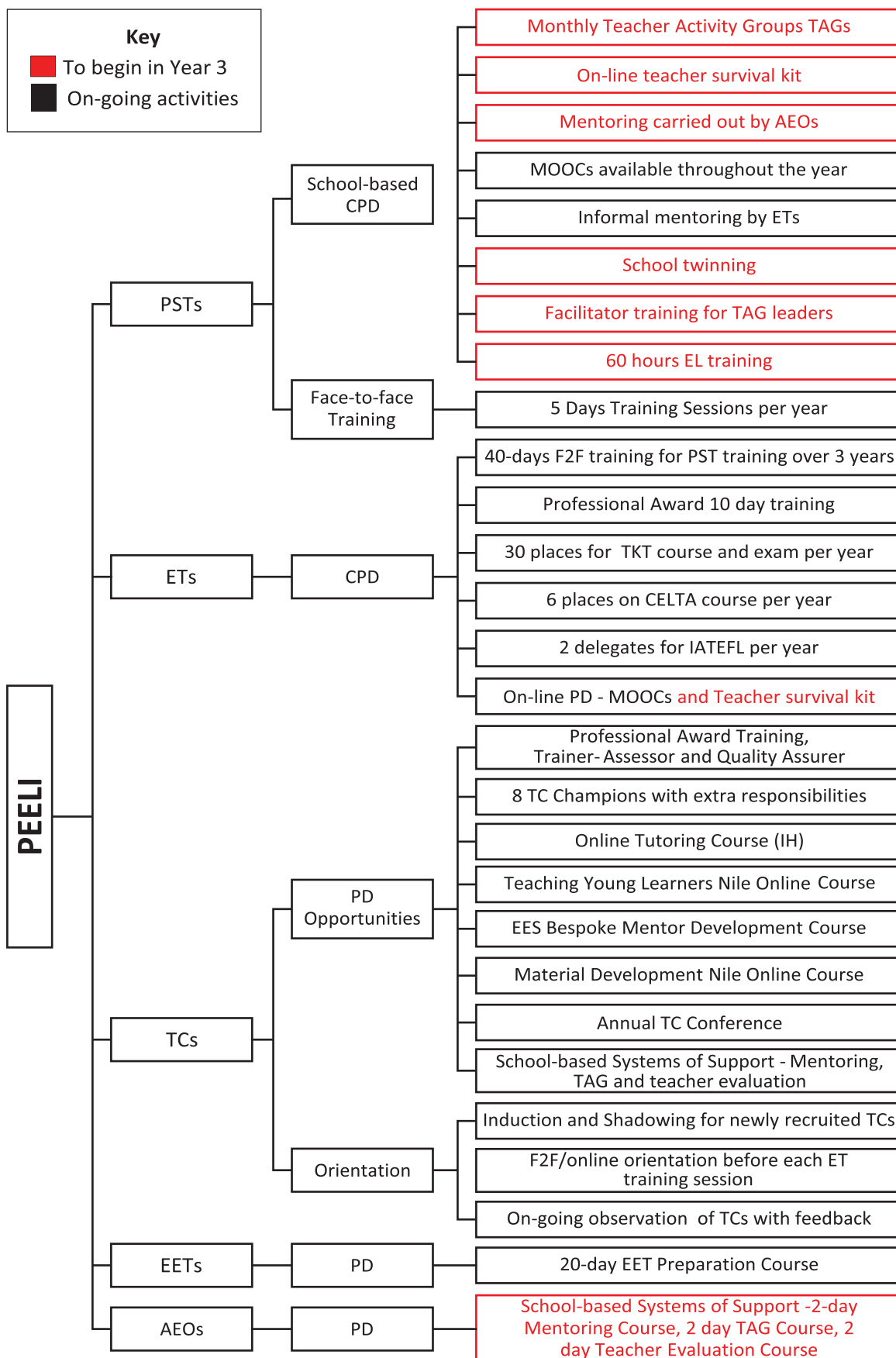
## Research and Policy (Component-6)

	Year 1	Year 2	Year 3				Achievement to Date	Project lifetime Target
			Q1	Q2	Q3	Q4		
 <b>Research studies</b> 3 Research studies commissioned		 Progress by the Govt of Punjab in <b>English-Medium Instruction (EMI)</b>  School-based <b>Continuing Professional Development (CPD)</b> <b>CPD in Punjab IT Literacy and Digital Access</b> of teachers in Punjab  Dissemination of findings from all the 3 research studies, in a daylong event in Lahore	Not Planned				3 Research Studies	6 Researches <sup>22</sup>
 <b>Policy Dialogues</b> Perspectives on Continuing Professional Development (CPD) for Teachers		Perspectives on Continuing Professional Development (CPD) for Teachers	Not Planned				2 Policy Dialogue	6 Policy Dialogues/ research dissemination events

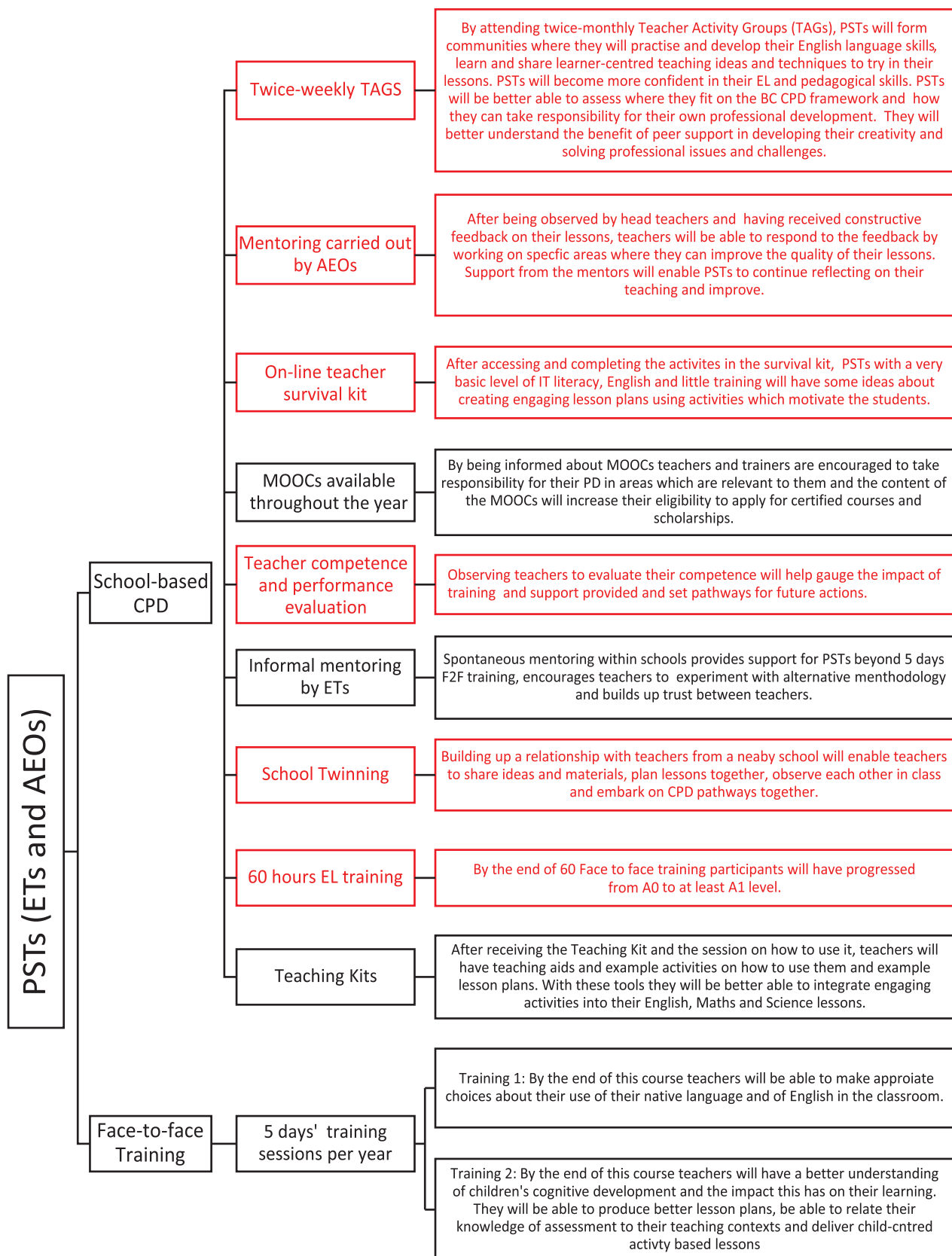


<sup>22</sup> The revised target was communicated by British Council during a meeting held on August 23, 2019 at FAME Office

## Appendix 2. PEELI Academic Plan

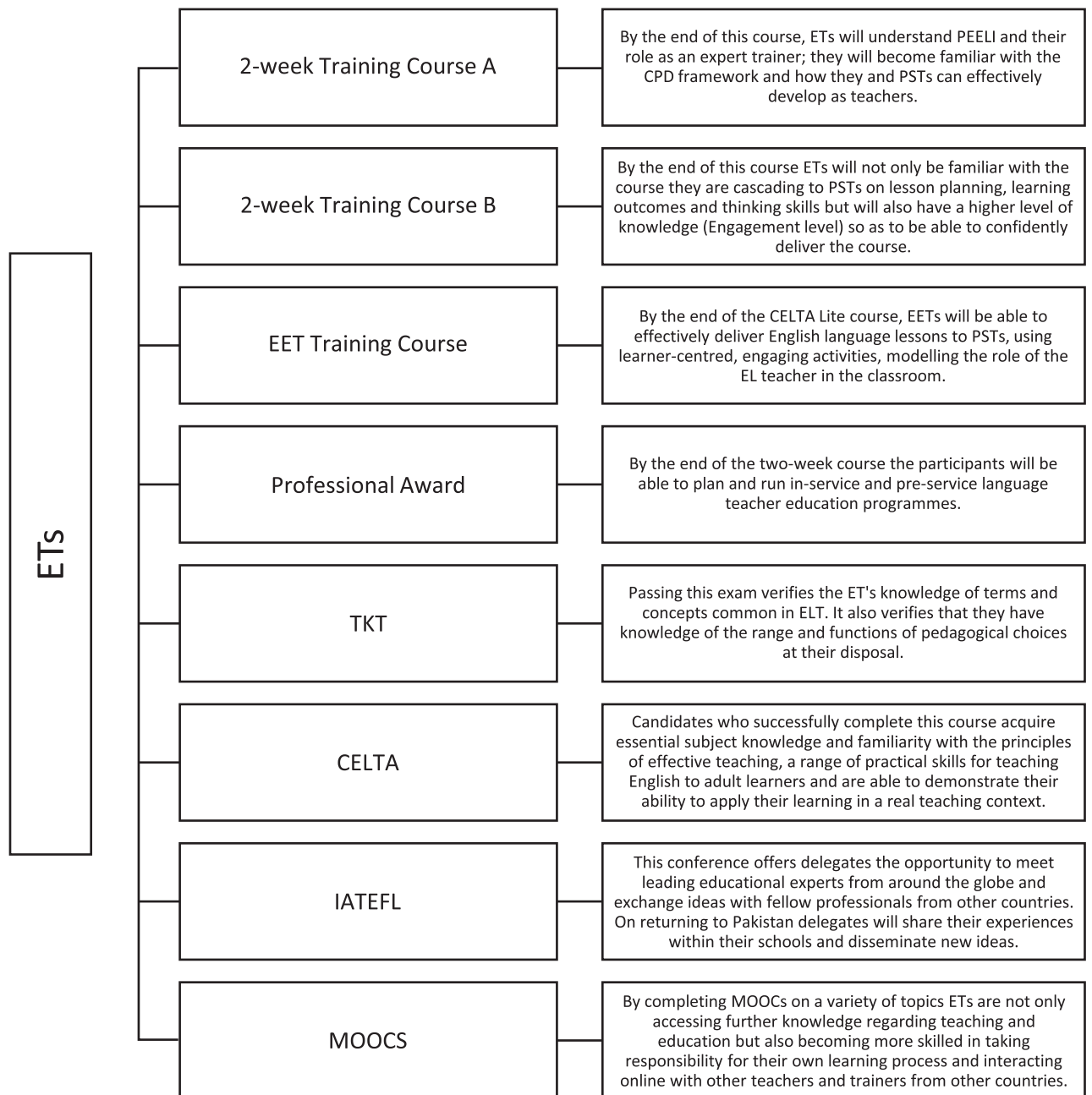


## Appendix 3. Activities for PSTs Professional Development

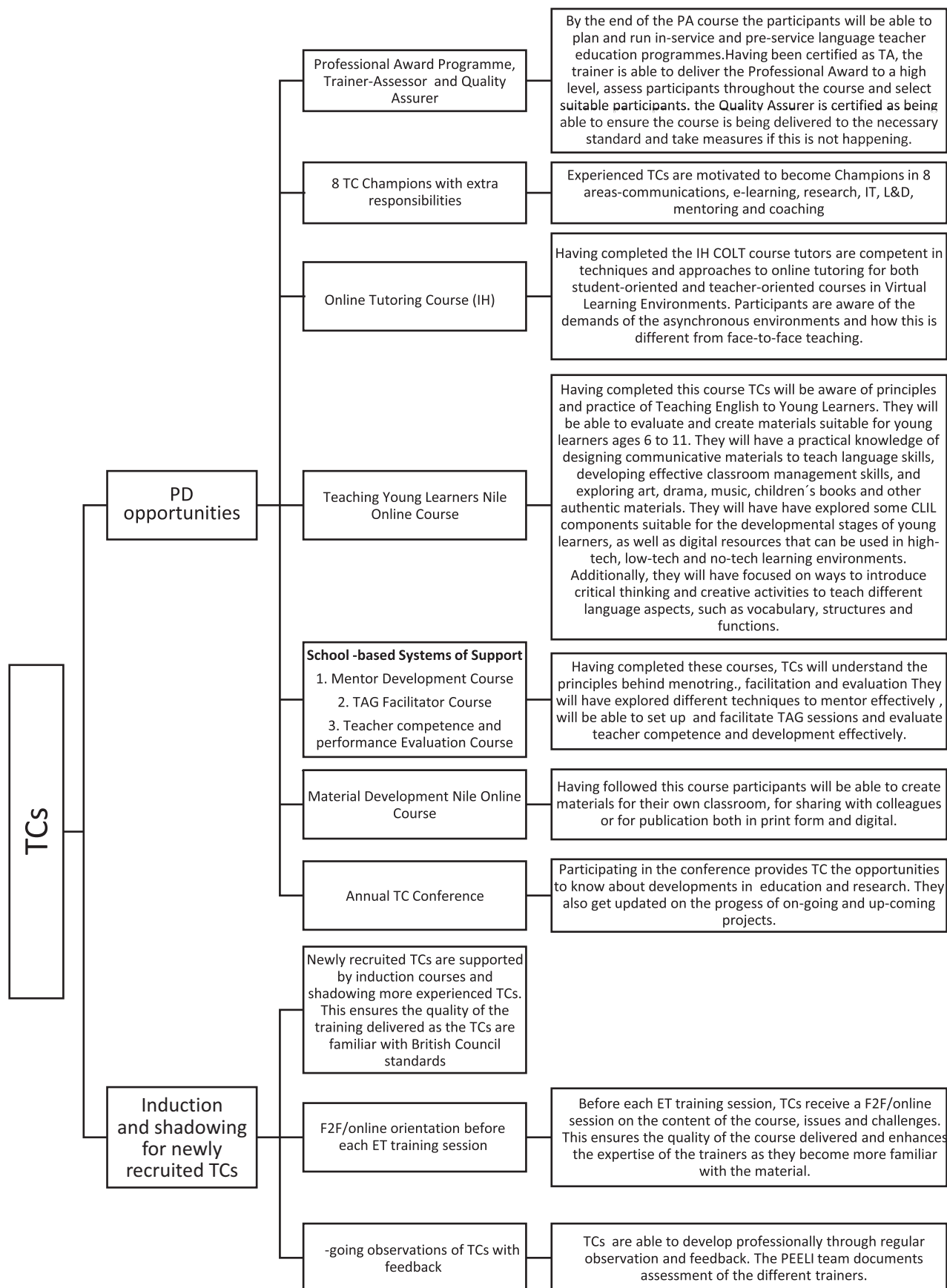




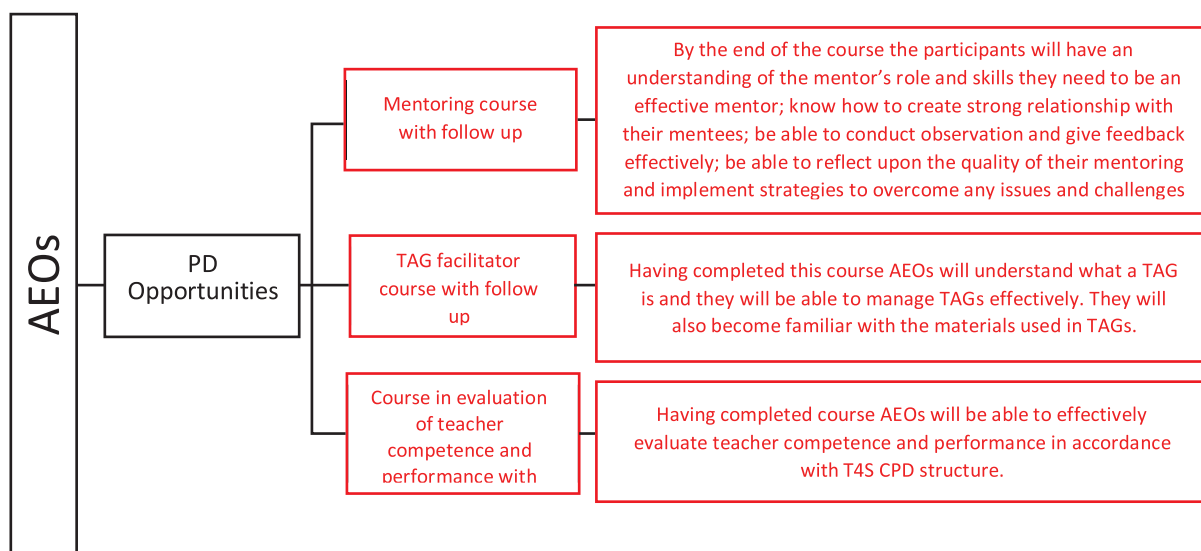
## Appendix 4. Activities for ETs Professional Development



## Appendix 5. Activities for TCs Professional Development



## Appendix 6. Activities for AEOs Professional Development





## Appendix 7. Key performance indicators and attributes to ascertain teacher professional development

Performance Indicator	Attributes
<b>A. How well does the teacher plan lessons?</b>	1. Clarity in stated learning outcome
	2. The extent to which learning outcomes are specific to the needs of the group
	3. Comprehensiveness of the plan to guide the lesson
	4. Extent of tasks selection in the plan
<b>B. How well does the teacher understand her/his learners?</b>	5. Use of pedagogical strategies to meet the needs of individual learners and the group as a whole
	6. Use of strategies to motivate and engage the learners.
<b>C. How well does the teacher manage the lesson?</b>	7. Managing learning environment
	8. Ensuring full participation of learners
	9. Effective use of outcome assessment in learning
	10. Maintaining positive learning environment
<b>D. How well does the teacher know her/his subject?</b>	11. Accuracy of information presented
	12. Clarity in communicating information
	13. Relevance of supporting examples with the presented information.
	14. Drawing supporting examples from current theory and practice
	15. Correct use of terminology
<b>E. How well does the teacher assess her/his learners?</b>	16. Range of using appropriate pedagogical strategies to assess learning
	17. Level of coherence and appropriateness of frame of reference to evaluate learning
	18. Use of analysis of mistakes to inform feedback and future learning outcomes.
	19. Consistency in recording evaluation for providing feedback to learners
	20. Provision of constructive feedback
	21. Level of encouragement for self and peer assessment

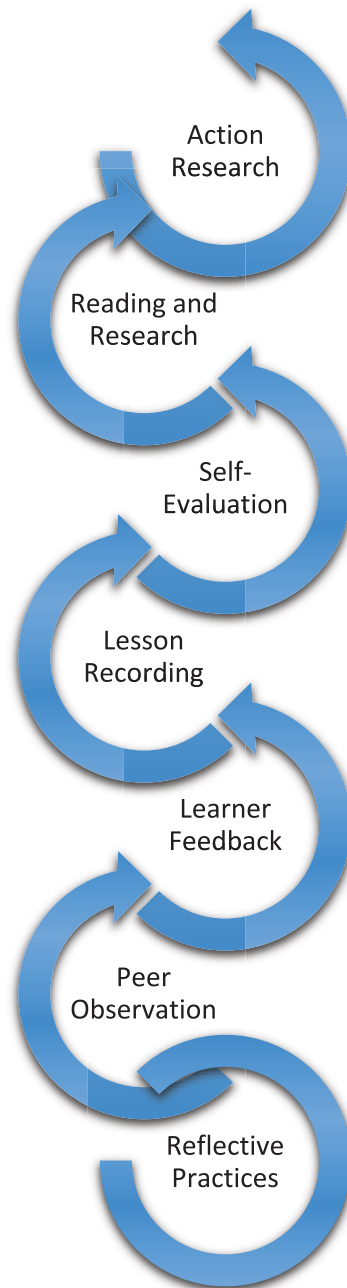


## Appendix 8. Key performance indicators and attributes to assess child-centredness practices

Performance Indicator	Attributes
<b>A. Planning lesson</b>	1. The teacher plans her/his lesson taking into account an understanding of how children learn.
	2. The teacher selects learning outcomes that are not overly complex or too many in number.
	3. The teacher plans sufficient time for recycling.
	4. The teacher selects learning outcomes for the subject classroom that focus on the subject, not on English, i.e. Maths lessons are about learning Maths not learning English.
	5. The teacher selects materials which are of interest to children and are of a length and complexity that reflect a child's attention span and stage of cognitive development.
	6. For the subject classroom, teacher gives tasks that facilitate understanding of prescribed materials in English.
	7. The teacher selects tasks that are not overly complex or too many in number.
	8. The teacher selects tasks that needs shorter attention spans.
	9. The teacher selects tasks which favour discovery learning rather than rote learning.
	10. The teacher selects tasks that are informed by a 'learning is fun' approach, such as games etc.
	11. The teacher selects tasks that reflect real world tasks undertaken by children.
	12. The teacher plans interaction types that focus more on learners talking than on the teacher talking; pair work is a feature of the lesson.
	13. The teacher plans for sufficient changes of focus and opportunities to move around.
	14. The teacher offers opportunities for children to exercise some choice over their learning.
<b>B. Understanding the learner</b>	15. The teacher encourages the learners to develop their own learning strategies (e.g. recording vocabulary, using dictionaries).
	16. The teacher monitors and helps learners to stay on task.
	17. The teacher provides feedback on performance and progress in line with a child's emotional development.
	18. Routines and positive discipline are a feature of lessons.
	19. The teacher routinely checks instructions and concepts.
<b>C. Knowing the subject</b>	20. The teacher accommodates different learner styles and preferences.
	21. Information/explanations are presented in line with a child's world view.
<b>D. Managing lesson</b>	22. Information/explanations are presented in line with a child's cognitive stage of development.
	23. In the subject classroom, the teacher deliberately chooses to use English as the medium of instruction when this does not hinder learning.
	24. In the subject classroom, the teacher encourages learners to demonstrate understanding or competence in relation to subject content not their English ability.
	25. In the subject classroom, the teacher assesses learners on their understanding or competence in relation to subject content not on their English ability.
	26. The teacher grades her language to promote learning.
	27. Examples of English classroom language are in evidence.
	28. The Teacher creates opportunities for every student to engage with the learning process.



## Appendix 9. Key indicators of reflective practices and their relationship



## Appendix 10. Parameters for the selection of PSTs for treatment and control groups

### 1. School Profile

- Region (Northern, Central and Southern Punjab)
- District ( More and less developed districts in a division)
- Location of school in a district (Urban and Rural)
- Gender of the school (boys and girls)
- Level of school [primary (0-5), middle/elementary (0-8), high (0-10), higher secondary (0-12)]

### 2. Distribution of sample (Planned)

Region	District	Treatment Group	Control Group	Distribution for both the groups
South	DG Khan	8	8	$8 = [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]$
	Rajanpur	4	4	$4 = [2 U = (1 M + 1 W) + 2 R = (1 M + 1 W)]$
	Multan	12	12	$12 = [6 U = (4 M + 2 W) + 6 R = (2 M + 4 W)]$
	Lodhran	8	8	$8 = [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]$
Centre	Lahore	16	16	$16 = [8 U = (4 M + 4 W) + 8 R = (4 M + 4 W)]$
	Kasur	8	8	$8 = [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]$
	Faisalabad	12	12	$12 = [6 U = (4 M + 2 W) + 6 R = (2 M + 4 W)]$
	Chiniot	8	8	$8 = [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]$
North	Rawalpindi	16	16	$16 = [8 U = (4 M + 4 W) + 8 R = (4 M + 4 W)]$
	Jhelum	8	8	$8 = [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]$
Total		100	100	$100 = [50 U = (25 M + 25 W) + 50 R = (25 M + 25 W)]$

### 3. Distribution of sample (Actual)<sup>23</sup>

Region	District	Total	Treatment (100 PSTs)				Control (100 PSTs)			
			Women		Men		Women		Men	
			Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Southern Punjab (64 PSTs)	DG Khan	16	2	2	4	0	4	0	2	2
	Lodhran	16	2	2	2	2	2	2	2	2
	Multan	24	2	4	2	4	2	4	4	2
	Rajanpur	8	1	1	0	2	2	0	1	1
Central Punjab (88 PSTs)	Chiniot	16	2	3	2	1	2	2	2	2
	Faisalabad	24	6	3	2	1	2	4	4	2
	Kasur	16	1	3	2	2	2	2	1	3
	Lahore	32	5	3	4	4	4	4	4	4
Northern Punjab (48)	Rawalpindi	32	5	6	3	2	5	6	2	3
	Jhelum	16	1	5	1	1	2	2	2	2
Total		200	27	32	22	19	27	26	24	23

<sup>23</sup> Number of women PSTs increased in actual with comparison to planned sample, owing to women PSTs also work in Boys Schools

## Appendix 11. Recording Lesson-A guiding tool

### Recording lessons

Making audio or video recordings of lessons to provide a 'record' of what happened in class is used as a tool for professional development by reflecting upon one's own performance. A lot of time teachers do things and act in class they are not aware of or there may be things happening in the class that as a teacher you generally overlook. The video-recording enables teachers to look critically themselves while in action as if someone else was teaching. One can analyze the video tapped lesson general of can focus on specific features of their teaching and dissect it and reflect to address one's own teaching.

When teachers video-record their lesson, it enables them to examine from the eyes of the taught /students. This gives teacher great insight into what he/she was doing, what was good but the flaws that teacher have. While just watching themselves do not fix their flaws, it definitely makes them more apparent and give teachers ample opportunities to reflect on how to improve.

### How to Record Yourself and What to Look For

What's best going into the process of video recording is to have a few questions in mind that you'd like to be answered. Try to think about some specific aspects of your teaching that you would like to focus on. Here are some sample questions you may use while recording video of your lesson:

1. How I greet the class?
2. Was I loud enough? How loudly do I speak?
3. Did I get off track at all? How often?
4. Did I do anything annoying or distracting with my voice, gestures, posture, etc.?
5. Did I give clear instructions? Were those clear and easy to understand for students?
6. How effectively I manage activities in class?
7. How clearly do I communicate the big ideas in a lesson?
8. How I prepare myself when I have to teach in multi-grade class?
9. Am I interacting with students effectively? How approachable I was for students?
10. Was I approaching each and every student in my class?
11. What are students doing as I'm speaking?
12. How many times did I smile or cracked a joke?
13. Was my method of instruction appropriate for the class and activities relevant to the content and lesson objectives given in lesson plan?
14. How much time do I spend talking about things that don't need to be talked about?

Sources:

1. Tice, J. (2004). *Reflective teaching: exploring our own classroom practice*, British Council.
2. PEELI Training module

## Appendix 12. Questions asked to explore further from Longitudinal Study Participants

All the participants were contacted frequently and on the bases of analysis of their reflections they were provided with following feedback to write/response accordingly, though they are adapting teaching methodologies, observing peers, getting learners' feedback and recording lesson but still need support and guidance/feedback to specify things which they are already doing.

### KREWT-1

1. How many areas have you identified so far?
2. Which improvements have you made so far as a teacher after engaging in longitudinal study? Name them.
3. What was your peer feedback as per you adapt your teaching methodology?
4. What did you get from your peer observation?
5. What type of questions did you ask from students as feedback and how it helped you?

### KRNWT-2

1. How many areas/which areas of teaching have you identified so far which are to be improved?
2. Give example of any activity which you have searched out using internet?
3. Which things have you changed/modified as per students' feedback?
4. How peer observation helped you in developing professionally? Give some examples.

### KRNMT-3

1. If do you think you are developing professionally, which areas would you like to share you have developed? Give some examples.
2. How reflection helps you in identifying your weak points?
3. How peer observation was helpful and as a result what have you got out of this experience?
4. Name some the techniques have you changed and imply in your classroom after engaging in longitudinal study.
5. Which weak areas of your teaching are more apparent to you after viewing of your own video recorded lesson?

### LRNWT-5

1. Which areas have you identified/modified? Give some of examples.
2. If writing reflection helped you in identifying weak areas, how do you analyse your own reflections?
3. Have you found some beneficial in teaching multi-grade classroom? Give detail of any which helped you overcoming management issues.
4. What insights did you get after viewing your own video recorded lesson for professional growth as a teacher?

**LREMT-6**

1. How reflection help you in overcoming weak areas? Describe by providing some examples.
2. What was your peer feedback after observing your lesson which helped you in modifying your teaching methodologies?
3. What was less effective in your teaching you which have strengthen?
4. What strategies have you adapted to cope with your deficiencies?
5. Which mistakes did you find after viewing of your own recorded lesson?

**LUNMT-7**

1. Which teaching methodologies have you adapted/modified?
2. How do you think, you have improved your management skills? Give some examples.
3. As a teacher, which deficiencies have you overcome?
4. What have you learnt out of peer observation?
5. If students' feedback help in plan you more effectively as per students' interest then how do you plan things as provided feedback of students?
6. Which weak areas/points have you identified after viewing your video recorded lesson?

**LUEWH-8**

1. Please name, identify and explain the change
2. Do identify areas for improvement, or deficiencies you had as a teacher
3. Please state the feedback you got from your colleagues
4. What areas did they identify in you to improve as a teacher?
5. Please mention in detail; what questions you asked from students and what you got as feedback, please write down their comments and suggestions; what they suggested to improve lesson and your teaching as a teacher and you as a teacher – We need this detail.
6. How did you get to know it is useful, did you watch your own video of teaching? If yes, please critically comment about/ upon teacher's teaching in the video.
7. How would you explain students' response to your teaching?





## Appendix 13. Brief profile of Mr. Mubashir Ali (a replacement for the participants Longitudinal Study)

### KUEMH-4

Mr. Ali holds the degree of MSc. (Mathematics) and professional qualification as it is necessary to teach in public school. He is working in GPS Jamat pur, Kasur for last 4 years. He has good content knowledge and teaching skills to teach students at primary level.

According to him, PEELI training has motivated us to convert our classrooms from conventional to activity based to enhance students learning skills for long lasting knowledge by hands on practices. Mr. Ali thinks that after attending training, I have improved my planning skills which robustly impacted upon my teaching.

He believes that to involve students in active learning it is necessary for the teacher to be highly motivated while having good command over content knowledge assisted with pedagogical skills.



Punjab Education and English Language Initiative (PEELI)  
on Primary School Teachers

FAME Education Consultants (Pvt.) Limited  
Lahore, Pakistan