

Transforming Teacher Education for the Globalization of Education

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Abstract

The study entitled “Transforming teacher education for the globalization of education” spotlighted the matter of required advancements and modifications in teacher education (TE) to cope with the globalization in education. It envisioned the professional needs-assessment and rationally planned to bridge the gaps in deficient areas of teacher education and addressed the global demands by proposing a research based factual framework focusing the education planning commission’s vision 2030. The objectives were: i) to collect need analysis data for global advancements adaptation from the GCET machinery. ii) to critically analyze the educational policy (2009), budget allocation with the reference of globalization of education iii) to inspect the National Professional Standards for Teachers and the new curriculum outlines of B.Ed. (Honors) within the context of globalization. Research questions were also answered. Three types of questionnaires for principals, teacher educators and prospective teachers were finalized through pilot testing after the validation. The data analysis, both aspects, i.e. quantitative (in %) and qualitative were considered, the latter being analyzed via recording video clips of interviews, focused groups’ discussions and classroom observations. The critical analysis of documents, education policy 2009,’ ‘National professional standers for teachers (NPST),’ ‘new curriculum’ and ‘budget allocation for TE’ through cost benefit ratio analysis was followed by data triangulation and then content analysis. It was concluded that an overall vital transformation mechanism is required for the global adaptations at the grass root level in TE. So the research recommended an advanced trainings for the principals and teacher-educators along a dynamic factual framework for the future.

Keywords: *globalization, transforming, teacher education, factual framework*

Introduction

We have currently stepped in the second decade of the twenty first century; the revolutionary era of science and information technology with swift advancements in every walk of life. The concept of the world as a global village is now transformed into a global table. The blast of electronic media along with mobile gadgets has also altered the way of social living, modifying the pattern of acquiring knowledge and learning skills. Facing the advancements of the twenty first century, governments and industries are seeking to grow their economies by identifying alternate sources of energy, improved products, creating new business

and technological solutions, and finding quicker and more efficient way to communicate.

Schools, as well, should respond to such advanced societal needs. And to do so, schools must re-think and re-emphasize the development and implementation of a new curricula; such a one that follows Shah's (2010) perspective who mentioned that schools should develop and reform their curricula in a way that produce necessary human capital capable of holding up to the government's growing economy and growing population, along with identifying viable solutions.

Rationale

The core of the education system, the Teacher Education (TE) is the most neglected and ignored area in our country Pakistan. It does not even receive sympathetic attention for the sake of country's growth through quality education. This explains why our teacher training institutes are not well equipped to prepare quality prospective-teachers, encounter the global demands, and participate in the progress of the country.

The challenges of global advancements in the educational system are keeping us far behind other nations and is one of the main root causes stopping us from sustainable development. Considering the modern day advancements, there is supreme need for transforming teacher education by revising curricula, improving academic programs and qualifications, updating administrative and managerial skills of principals, upgrading professional and pedagogical skills of teacher educators and collaborative learning techniques in future.

In both private and public sectors, limited teacher training institutes (TTIs) face the challenges of preparing the prospective-teachers for new generations and utilizing the advance learning theories and learning styles effectively in their classrooms with acquired modern pedagogy. Both sectors need a curriculum revision and wise planning with budgetary proficiency for adapting global advancements through professional development trainings. There is a need for various approaches with comprehensive, integrated, and diverse methodology, innovative methods of instructions along with various teaching tactics and techniques and proficient use of IT in learning.

Literature Review

In present scenario of Pakistan, there are more than thirty six percent (36%) children, out of school at primary level. That figure is increasing day by day, putting Pakistan among the uppermost countries in the ranking based on out-of-school children. Numerous funding agencies and foreign aids have worked on the enhancement of a quality education system through increased enrollment, high literacy rate, improving school infrastructure, and carrying out significant teacher

training sessions, to provide a suitable learning environment. But only short term benefits and momentary improvements were achieved through such make ups.

The truly required efforts are not made because the root causes of such problems are ignored. Ultimately the problems reappear with high intensity, like a disease that required surgery, but was treated with a pain killer instead. These deep rooted problems may last forever if not addressed with proper planning. In an education system if the solutions are temporary and superficial instead of the ones that address the in-depth causes and understand the ground realities, then such shallow solutions will eventually evolve into unresolved issues. And sometimes the institution, itself, is connected with the root causes of the problem as Chubb and Moe argued (1990) that institution being a part of the problem cannot solve the problem alone.

Such a situation exists in our Pakistani educational system as well, where the schools and colleges in the public sector are not self-sufficient and self-sustained to deal with all sorts of issues, particularly advanced continuous professional development trainings and their finances. So in the field of education, there is enough space for new researches to pin point the hidden causes and to provide a long-lasting way-outs to resolve the issues for quality enhancement.

The first and most important thing is that no education system can be better without the quality of its teachers. The most successful countries, from the Far East to Far West are those, where teaching has the highest status as a profession. All the evidences from different education systems around the world show that the most important factor in determining how well children do is the quality of the teachers and the teaching.

Pre-Service Teacher Education: Present Scenario in Punjab

There are forty teachers training institutes (TTIs) working in universities and thirty five Government Colleges for Elementary Teachers (GCETs) for pre-service teacher education in Punjab. Thirty three among them are working under the directorate of staff development (DSD) and two as sub campus attached with the University of Education Lahore. Nearly 8,000 graduate teachers are trained through B.Ed. One year program in the 33 GCETs annually, whereas just seven institutes are present in the private whereas 40 are working within the universities of Punjab (AEPAM 2012). With reference to SAPS report,

For Teacher Training Institutions (TTIs) and for the trainings of elementary school teachers across Pakistan under the CIDA debt swap program, about Rs. 1.50 billion rupees were allocated for the four provinces of Pakistan. The major share of this allocation, i.e., Rs. 705.09 million rupees was kept for Punjab, the amount was Rs. 351.87 million for Sind. For Khyber Pakhtunkhwa the amount was about Rs 260.59 million and for Baluchistan Rs. 181.84 million rupees were kept. So part of a wider initiative that aims to generate

demand and stimulate policy response for enhancing effectiveness of public spending on education. (Public financing of education in Pakistan, 2013-2014)

According to the SAP report 1995, in two separate researches, "the quality and quantity of content taught in pre-service and in-service teacher education programs is poor and low." Warwick and Reimers (1991) reported that the teachers with or without pre-service certification showed almost the same results in content knowledge. It specifies that pre-service certification adds a little importance in teachers' professional competency. Most of the teacher education programs have old-dated curriculum with poor level of instruction for example PTC or CT (Khan 2004).

There is a common perception about the pre-service teacher education that it is an additional certificate or degree required for getting into the teaching profession but the degree holders do not stand a chance to enhance and boost the professional competencies along latest pedagogical skills with in-depth knowledge and comprehension in a specific subject-matter to teach in future. According to a local survey finding report, pre-service teacher education in GCETs Punjab has become a center of experimentation, where new and futile experiments or tests are always practiced by the authorities without any consideration about the future of the students. There should be some policy and legislation regarding such new programs in terms of degree validation and job security (Hamid, 2008).

Keeping in view, the feedback of national surveys along international intervention, the quality insurance criterion was announced by HEC in 2009. As a result, an Accreditation Council for Teachers Education programs at national level called (NACTE) was developed. It is an autonomous body to accredit teachers education programs present in all types of institutions constituted by the HEC. The NACTE established National standards for accreditation of pre-service teacher education programs offered in the country by defining the essential components and aligned the standard framework. The consultants were hired and the consultancy was done through meetings, workshops and other forum. Finally the consensus on provincial and national level was developed in June 2009 and in July 2009 the standards were approved by the NACTE (Dr. Munawar S. Mirza Chairperson NACTE, 2009).

Accreditation, Teacher Licensing, (NPST) Initiatives: New Global Trend

In teacher education the process of program accreditation, teachers licensing and certification in advanced countries like U.K, Australia, America and Canada is done by the government. Considering the teacher's competency for quality education and realizing it as a new global demand, national professional standards for teachers (NPST) and national accreditation council for teacher education (NACTE) were developed by higher education commission (HEC) in 2009 as mentioned earlier." But when we see the NPST and NACTE referring to

implementation purposes then the terms exist only in documents. There is no valid system under practice for the implementation process.

The process of the teacher licensing and function of NACTE is still under consideration at the upper level and who should be involved, is still undecided which is another reason for the nonexistence of advanced pedagogical skills necessary for active learning, revised curricula, quality books and active teaching learning processes.

Upgrading Pre-service Education with the Good Governance: Another Global Demand

There is an educational emergency in Punjab since the literacy rate is about 40% -50%. There is urgency for good governance, effective management and a control mechanism that includes innovatively reforming the education system through teacher education institutions (TTIs), making them eligible to compete globally (Planning commission, 2011-2012). And the expenditure on education should clearly be more than 2.5% because of the existing constraints on the ever growing cost of debt-servicing i.e. about 54%-60%. At present, the new Education policy 2009, NACTE and NPST along new programs, like ADE, and B.Ed. (Honor) launched by USAID under the STEP- project have opened up a new avenue for further debates and researches.

Statement of the Problem

Now is the time to focus on teacher education that is a multidimensional task and demands the development of prospective-teachers as global teachers, efforts to transform education, to follow the global vision to think globally, act locally and to expand quality education in the country. The study “Transforming Teacher Education for the Globalization of education” has envisioned the professional need assessment of the pre-service teacher education and critically analyzed the key documents in the context of globalization of education.

Objectives of the Study

The objectives were to:

1. Collect need assessment data for global advancements adaptation from the GCETs machinery.
2. Analyze critically, educational policy-2009 and budget allocation with reference of globalization.
3. Inspect the National professional standards for teachers (NPST) and new curriculum outlines of B.Ed. (Honors) in the context of globalization.

The Research Questions

- Q1: How global advancements have challenged the teacher education?
- Q2: To what extent has the machinery adapted and what is it that they have to adapt global advancements?
- Q3: What are the future demands of prospective-teachers, teachers- educators and principals for globalization?
- Q4: How aligned are the education policy, national professional standards for teachers, the new curriculum and budget allocation with the global demands?
- Q5: How and where to bridge gaps in the local level, with advanced global interventions?

Significance of the Study

The study is of high value and great importance in transforming the pre-service teacher education in Punjab by proposing a realistic need based factual framework through the suggested "Pakistan Future Academies for Leadership, Teacher Education and Research." The genuine and realistic need- assessment data is helpful for proposing a factual framework and professional training outlines by addressing global advancements at local level for the policy makers, educational administration and academics in future. The proposed factual framework leads a way forward for transformation through adaptation and implementation of advancements for globalization by refreshing the general and in-service teacher education for the quality education. The suggested factual framework is also supportive for decision making for utilization of the scarce resources and effective future planning. The merging of GCETS at divisional level will help to produce "excellent teachers force" to tackle globalization.

Methodology of the Study

The study employed mixed research methods, including quantitative & qualitative aspects.

Population: Population of the study comprised of the pre-service teacher education institutes (TEIs) of both public and private sectors of Punjab. In total, there are eighty two pre-service teacher education institutes (TEIs), divided further into three strata given as:

- First stratum - Forty government teachers training institutes (TTIs)
- Second stratum - Thirty five Govt. Colleges for Elementary Teachers (GCETs)
- Third stratum - Seven private institutes

Sampling: The study focused on the pre-service teacher education in public sector of Punjab, so the purposive sampling was done. The second stratum consisting of thirty five GCETS was selected through purposive sampling. Among thirty five (35) only thirty three (33) GCETs, working under DSD Lahore, were selected. Both The genders i.e. male and female were selected as subsamples from the stratified purposive sampling: i) Principal (100%), ii) Teacher educators (82%), iii) Prospective teachers (35.79%) as described in the table:

Table 1.1: Purposive Samples

Stratified Purposive Sample	Sub-sample Per Institute	Received Responses
Principals in GCETs	01	33
Teachers-educators	10	330
Prospective –teachers enrolled in ADE Program	10	200
Total	21	563

Note: ADE program was initially offered in twenty GCETS only.

Justification for Purposive Sampling

The reasons behind the option to go for purposive sampling, were to include the people of interest in research, i.e., Teacher education in the public sector of Punjab. And to concentrate on people with particular characteristics. “We can use stratified purposive sampling when purposive subsample is selected within the purposive sample, to limit it to the population of interest” (Belcher et al., 2006). Key informants can be used to find purposive sample (Barany, 2006). Both random and purposive sampling can be combined to produce a powerful way of sampling (Albertin & Nair, 2004; Godambe, 1982).

Instruments of the Study

Various types of instruments were utilized and researcher adapted the following steps:

- I. Went through extensive readings and literature review on globalization in education. Got certificates in “Education for Global citizenship skills” and “Inter cultural and global awareness” through online courses offered by the British Council Islamabad, Pakistan.
- II. Documents on Pakistan Education policy 2009 and the national professional standards for teachers, the new curriculum outlines for ADE/ B.Ed. Honors draft by HEC were analyzed critically to see their alignment with global advancements.
- III. Primary and secondary sources were utilized in the form of documents, questionnaire patterns.

- IV. Three types of questionnaires (principals, teacher educators, prospective teachers) on a five point scale with experts' opinion in the field of educational research were developed.
- V. Pilot testing was done and amendments were made accordingly and then data was collected.

Other Instruments of the Study

Considering the qualitative aspects more deeply, other instruments were also considered as:

- I. Focused group discussions under specific topics with teachers-educators and prospective- teachers were arranged.
- II. Confidential semi structured interview session with all the Principals from 33 GCET were also arranged in GCET Islamabad during ELM training.
- III. Classrooms in GCET Islamabad were also observed for collaborative learning.

Validity and Reliability

Three types of questionnaires were developed; each and every item was revised accordingly to get consistent responses after pilot testing. Furthermore, interviews, focused group discussion, classroom observations and documents analysis questions were refined. The triangulation of data for cross checking was done for further confirmation and accuracy. The responses and opinion were obtained about the format, language and the difficulty level of the questions. Then the changes were incorporated in the final approved draft.

Delimitation of the Study

Accommodating the financial and time constraints, the study was delimited to thirty three GCETs for Pre-service TE Institutions in public sector Punjab only. And the vast theme of globalization was also restricted to the advancements required in teaching learning process and good governance in TE.

Data Collection and Analysis

The questionnaires were distributed to the respondents with the covering letter from DSD via e-mail/post services. The collected data was tabulated and analyzed with the help of frequencies and percentages. Triangulation of data along the two major aspects: the quantitative and qualitative were deeply considered in the study.

Quantitative Aspects of the Study

The frequencies and percentages were calculated for each statement to check the training needs as future demands of globalization. The document's critical analysis was done along cost benefit analysis ratio (CBR) in budget allocation.

Qualitative Aspects of the Study

The qualitative aspects of the study were also covered as i) Focused Group discussions, ii) Classroom observations, iii) Semi-Structured Interviews with administration, iv) Content Analysis of three types of questionnaires through content analysis matrix.

The researcher probed in the documents and found the answers of the focal questions:

Q1: Is the analyzed document updated for the demands of globalization advancements?

Q2: Is there any identified implementing authority existing or not?

Q3: What are the practical aspects of the document regarding local and global considerations?

Focused group discussion with teachers-educators and prospective-teachers from the two GCETs were organized. Confidential semi structured interviews and focused group discussion with principals were also arranged. According to Holsti (1969), "Content analysis is any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14).

Table 1.2: Documents Analysis an Overview

	Documents Analyzed	Existing Situation	Adaptations/Interventions Required
I	National Education Policy 2009	Excellent policy actions are given but missing powers	Filled the implementation gaps and missing authorities
ii	Curriculum	Revised by HEC under the USAID project for 4 year B.Ed. (Honors)	Need subjects to address local issues, e.g. Multigrade teaching techniques and strategies, etc.
iii	NPST	Newly introduced for teachers licensing	Need a proper system for the evaluation and licensing.
iv	Budget Allocation	Less than 2.4 % on documents but actual utilization is less than 2%	Allocation of high budget or merging policy of all GCETs into PFALTE & R at regional level.

Triangulation of the Data

Data triangulation is a method of cross checking the data from multiple sources to search for regularities in the research data (Donoghue & Punch, 2003). The triangulation as an attempt to map out and explain fully the richness and complexity of human behavior by studying it from more than one stand points (Cohen & Manion, 2000).

Triangulation is the best method, to get detailed information and balanced picture of the situation. (Altrichter et al., 2008). Therefore, the data of the three variables: the Principals, the teacher educators, and the prospective teachers along with focused group discussion and interviews was finally triangulated to get an in-depth situation analysis through cross checking.

Table 1.3: Triangulation of Data

Teacher Education	Principals	Teacher Educators	Prospective Teachers
Demands	High respect & status, Good governance, more funds, own fund generating Projects. Intellectual growth and development through CPD. GCETS should work as autonomous bodies, DSD involvement should be stopped. Secretary Education must be educationist, principals should be promoted to DPI & secretary education in education department and be part of policy makers.	Need based tailored trainings instead of imitation are required for the intellectual growth and development of all teachers. Revised curriculum. HEC recognized TE programs, High social status with incentives and benefits, Diagnosed training in science, social studies and mathematics on a cyclic basis designed on misconceptions and interactive pedagogy.	Trained teachers educators with subject specialization should be provided, Interactive pedagogy should be followed in all subjects. Up-dated and approved interactive curriculum by HEC, well equipped science and computer labs with internet, SILT and SBT are excellent and be continued. Excellent infrastructure. With neat clean wash rooms and hostel
Required Advancements for the globalization adaptation at local level	Ownership, respect, high status, foreign tailored trainings, international and local level with the feed-back and follow up. Maximum fundings,	Notification of High status, pay equal to ministers, Special field in researches by prospective teachers supervised by teacher	On merit selection of future teachers should be made compulsory. Conducive and secure learning environment with all required

	<p>special benefits and allowances and pay package.</p> <p>A dynamic autonomous system, interlinked with the provincial and the national level is required for TE. The suggested future academies at international standard are indispensable for quality education.</p>	<p>educators as in (SBT) and (SILT) to know the ground realities in school education.</p> <p>School improvement plans.</p> <p>Strictly follow the NPST for expertise in subject, quality education and teacher licensing.</p>	<p>facilities and infrastructure.</p> <p>Adding new subjects like Multigrade teaching is required in the field.</p> <p>Teacher education should be residential with latest living facilities to produce future force in suggested academies.</p>
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FINDINGS

Principals play a very important role in the policy implementation process at grass root level so they demanded for latest trainings to adapt globalization advancements, sufficient budget allocation, academic staff (subject-specialist) in IT, Sciences and languages, improved infrastructure and other resources in GCETs.

Teachers-educators should be involved initially in developing the curriculum for the new programs offered. For teaching the new curriculum, all the trainings should be diagnostic to match the required professional needs and policy actions, covering the curriculum and national professional standards.

The exposure in foreign countries can enhance the horizon of experience in deep understanding of different cultures and customs. It gives tolerance and open mindedness through the mutual exchange of Principals and teachers within the provinces and other countries. But the selection criteria for such sort of required trainings should strictly follow the set merit policy. DSD strictly follows the merit policy. Online courses are the other options for inculcating and sharing the global citizenship skills which resemble the teachings of Islam to lead the world for peace and harmony.

There is a need for democratic, open-minded, expert educators and supportive administrators to produce global teachers in our country. All the money and material resources should be utilized for the goodwill of teacher training institutes. All principals should know the significance of global advancements so that they can support the activities running inside and outside of their colleges.

Positive and constructive criticism should be given to the prospective teachers as a part for constructivism. Administration should be more advanced in both academic and administrative services to interact with the upcoming social demands from the community for school improvement and quality education.

Conclusion

The main aim of teacher education is to promote the intellectual growth and inculcate moral dispositions in the future-teachers through innovative pedagogy and field trainings. There is a need for adaptation-trainings that should nurture the intellectual growth - the teacher educators' ability to continually update and share his or her knowledge and wisdom through reflections, readings, writings, discussions and active engagement in the critique of existing knowledge and practices. The intellectual growth is also the construction of new ideas and knowledge that could implement educational policies and practices in their workplaces and in actual classrooms. And to develop their intellectual capacity all teachers, either prospective-teachers or teacher-educators or school teachers, including the principals, must engage in systematic reflections, research (action research) and scholarly work. It is therefore important to adapt the required advancements through the recommended factual framework and trainings with considerable emphasis on the futuristic trends.

Recommendations

In future a versatile system for the true leadership and motivational teacher training with a true spirit of innovation in fields of administration, management, supervision and pedagogy is required. There is a need to keep all the machinery of teacher education including principals, teacher-educators and the prospective-teachers on the same page for the sake of quality education. There is an urgent need for a dynamic framework to adapt the global advancements for the future growth and development of the country. Adapting global advancements at local level the demand of the day for maximum growth within the available resources.

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Appendix I

FACTUAL FRAME WORK FOR TRANSFORMING TEACHER EDUCATION



Transforming Pre –Service teacher Education system in Punjab for good Governance, sustainable development & Global Market



Merging of all (33 GCETs) from District to Regional level into Autonomous Bodies named as (PFATEL&R)

PAKISTAN FUTURE ACADEMIES FOR TEACHER EDUCATION, LEADERSHIP & RESEARCH (PFATEL&R)



A genius Amalgamation of Pre-Service and In-Service Teacher Trainings by the devolution of DSD and DTSC under the umbrella of Pakistan Future Academies for Teacher Education, Leadership and Research (PFATEL&R)

Follow the pattern in Armed Force Academies with own curriculum, maximum budget provision, Required trainings Plans & Practices



Pakistan Future Academies for Teacher Education Leadership And Research PFATEL&R attached with DTSC+LU+FS



District Training & Support Center (DTSC) + Licensing Unit

In- service Trainings & Teacher licensing

Family Schools (Practicum) for

School Based Task & Practicum

Alterations/Amendments can be made on any Global Agenda at local level to align with our Islamic philosophy, Cultural and Social Values, Learner's Psychology, Financial Capacity, Society's demands a NPST tailored by the Qualified and Expert Teams deputed in Proposed **(PFATEL&R) with prescribed activities**



Field Activities in DTSC Cluster & Family Schools

On campus activities for Principals Educators & In-Service



Monthly **In-House /on Skype** Trainings/Seminars/professional development day (PD) with PFATEL&R, and attached Cluster& Family School Heads, Teachers and Students

Monthly-In-House/On Skype Trainings/Seminars /Debates and conferences with the **foreign/provincial/regional academies/fellow teachers Educators as supervisors** and with Prospective Teachers



Annually Foreign& In-country online tailored Academic Training/ Modules, Certification by British Council/Others for Academies Heads, Educators and Teachers Exchange at international /national level from PFATEL&R

Annually Foreign & In- country **online tailored Administrative Training/Seminars/Action plans/etc.** Certification by British Council/Others For School Heads



Dissemination of the trainings by **family school Heads/ Teachers** with cluster school Heads for good governance and learning along community involvement with **follow up/ feedback** leading towards required field invention at great root level

Campus to field Propagation through Trica- **Prospective teachers** as reflective practitioners, Family school teacher as **cooperating teachers** in the Family schools, the **supervisors** as guide in developing the professional portfolios in **Practicum**



Finally attain a Dynamic Transforming Process Sustainable for any Global Advancements and Adaptations at Local level through Teacher education for Quality Education system

