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Developing professional development teacher

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CHAPTER 3

Developing Professional Development Teachers

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The Institute for Educational Development (IED) at the Aga Khan University (AKU) in Karachi began its first Master's degree programme, an M.Ed. in Teacher Education, in January 1994. It was designed to prepare Professional Development Teachers (PDTs) through a two-year academic programme that would be school-focused. This chapter will address the M.Ed. programme and the role of the returning graduates as PDTs in their sponsoring institutions. This twofold focus reflects the nature of the programme as part of a wider strategy for improving the quality of education in Pakistan and other developing countries.

The discussion in this chapter begins with a summary of the theoretical principles underlying the programme. The second section provides a description of the nature and length of the programme and a sample of the profile of a Master's cohort. The third section comprises a discussion of the issues and challenges that arose in the course of programme implementation. The final section discusses the impact of the programme.

Principles Underlying the Programme

The M.Ed. in Teacher Education programme at the IED draws its strength from clinical models of Teacher Education of the Pittsburgh school district and Michigan State University in the USA and field-based teacher education programmes in the United Kingdom and Canada (AKU-IED, 1991; Cornbleth & Ellsworth, 1994; McIntyre et al, 1994). According to Cornbeth & Ellsworth (1994), clinical faculty are outstanding experienced elementary and secondary schoolteachers who work with college and university teacher-education programmes. The aim of clinical faculty is to bring the experience of the school setting into the university as well as to work for the university at school sites.

The theoretical position espoused by the M.Ed. programme can be inferred from various reports and documents, for example, course handbooks (1994-2001), several in-house reports (Ali et al, 1995; Mithani, 1996; Khamis, 1997) and from Kanu (1996) and Jaworski (1996). The essential characteristics of the programme can be summarised as follows:

- The focus is on whole school improvement. On return, to the field the graduates are expected to work as change agents in the sponsoring school and/or school system.
- The M.Ed. programme is field focused: throughout the two-year programme participants have opportunities to work with students and teachers in and out of classrooms.
- The M.Ed. programme aims to prepare reflective practitioners and so has an explicit focus on action research, maintaining reflective journals and encouraging a critically questioning stance towards own practice and to all knowledge.
- The M.Ed. programme has a strong emphasis on collaborative processes for teaching and learning.

Description of the M.Ed. Programme

This section outlines briefly the main features of the M.Ed. programme and traces its development over various cohorts of students, or course participants (henceforth CPs). Furthermore, to enable the reader to appreciate the subsequent discussion of issues and challenges, a sample profile of a cohort of the CPs is also presented.

The CPs are seconded by their sponsoring institutions for a period of two years. Upon graduation, the CPs are expected to share their time with AKU-IED and the sponsoring institution for a period ranging from 3-5 years (their 'bond'). This arrangement aims to provide an apprenticeship in teacher education to the graduates following the clinical model of their M.Ed. programme.

Nature and Length of the Programme

The M.Ed. programme at AKU-IED is an intensive full-time course for practising teachers of 84 weeks (including an orientation period at the beginning of the programme) spread over two academic years. At the time of writing it has been delivered to six cohorts of teachers who have graduated from the classes of 1995, 1998, 1999, 2000, 2002 and 2003.[1] Initially, it involved course work planned on a modular structure with ten modules and a dissertation of approximately 15,000 words completed over a period of 15 weeks. Each module was formally assessed as was the dissertation.

Year one of the course included the four curriculum areas, English, Mathematics, Science and Social Studies, taught as four modules that addressed both the primary and lower secondary phases of schooling (see

also Chapter 4). In year two, the focus moved from subject areas to teacher learning and school improvement. The CPs were also provided with an alternative experience in an educational context different from their own, usually in one of the areas of Pakistan distant from Karachi.

The theoretical foundations of the programme have remained virtually unchanged over the years, but details have changed, mainly in response to the needs of the schools and school systems which sponsor the CPs and the PDTs and the development of new initiatives at AKU-IED detailed in its Phase Two Proposal [2], (2000-06) (AKU-IED, 2000). The changes can be seen mainly in terms of programme component and structure: for example, the introduction of an elective module focusing on 'new' curriculum areas [3], such as Health Education, Environmental Education, Inclusive Education and Educational Leadership and Management and a four-week module titled 'Research Methods' – the last mainly in preparation for a small-scale investigation for the purpose of the dissertation research (see Chapter 15 for details).

In response to a request from the sponsoring schools and systems, a specialized module in Primary Education was introduced for the Class of 1999 and this was enhanced substantially for the Classes of 2002 and beyond. To allow this time for more detailed work at primary level, the CPs now select just two curriculum areas (from the four available) for study at the lower secondary level. When, in 2001, the course in Educational Leadership and Management was offered as one of the electives, an overwhelming number of the CPs (almost 95%) signed up for this course. Most had been advised to do so by their school or system in the light of their expected future roles as PDTs and/or educational managers. The introduction of this module as a core course of the M.Ed. programme is currently under consideration by the curriculum committee at the AKU-IED. Efforts are also underway to make the programme more flexible both in terms of structure and content through the introduction, for example, of subject specializations and open and distance learning. Earlier, a module entitled *Subject Specialization*, (to become *Enhancement of Pedagogical and Content Knowledge* in future years) was introduced for the second cohort (Class of 1998). The course participants could elect to study one of the four subject areas mentioned above. However, this option was removed in 2000 to make space for other courses. Subject specialism remains a concern since returning graduates are often seen as 'subject specialists' without having acquired the depth of knowledge and range of experiences to deliver in that role.

In response to the emerging needs of the graduates and issues identified in programme evaluation, the programme evolved to its current structure for the fifth cohort (see details of this for the Class of 2003 in the Appendix).

Profile of Course Participants

As indicated in Chapter 1, the participants are selected from AKU-IED's cooperating schools in accordance with IED's mandate of school improvement through developing institutional capacity. The participants are drawn from different educational systems including the government or public system. The composition of course participants has changed, to some extent, from year to year with a gradual increase in the number of candidates from the public sector, as can be seen in Table I. Presently, the course participants (CPs) come from a variety of contexts and geographical locations spread over eight countries in the developing world as can be seen in Table II. The balance of countries changes from one cohort to another. There is immense diversity in any one cohort of CPs that is apparent in terms of gender, age and teaching experience, their proficiency in the English language and the variety of regions and sectors that the CPs represent. For example, out of a total of 34 CPs in one cohort (Class of 2003), 46% are females and 54% males; age levels range from 22-52 years and teaching experience from 1-31 years. The CPs' proficiency in reading and writing academic English ranges from the level of beginners to intermediate and relatively advanced levels of attainment.

The diversity is also evident in the CPs' backgrounds and experiences at entry level such as the number of years of formal study and learning opportunities before joining the M.Ed. programme. For example, the minimum qualification required for entry in the M.Ed. programme is a bachelor's degree. However, some CPs also have either professional degrees and/or have attended training programmes such as the Language Enhancement and Achievement Programme and the Field Based Teacher Training Programme run by the Aga Khan Education Services (AKES) in the Northern Areas of Pakistan. Similarly, while most of the CPs have been classroom teachers, some have also worked as head teachers or teacher educators.

Tables I and II provide details of the CPs' distribution by sector and regions for the Classes of 1998 and 2003.

Sector	1998 No. of CPs	1998 %	2003 No. of CPs	2003 %
Public sector	12	34.28	15	44.12
Private Sector (including NGOs)	4	11.42	9	26.47
AKDN (including AKES)[4]	19	54.28	10	29.41
Total	35	100	34	100

Table I. Sectors represented in sample cohorts of CPs.

The success of the Master's programme can be seen in the enhanced confidence and knowledge growth of the CPs who went on to work as PDTs (see Ali et al, 1995; Khamis, 2000), as well as in the almost 100% success rate of the CPs in the final assessment. Preliminary findings of a longitudinal research study, *Narratives of Professional Development*, currently in progress at AKU-IED are similar to these earlier studies.[5] The external reviewers in their report (AKU-IED, 1998) described this programme as 'an exemplary model for graduate programmes in Education' (p. iv). They were impressed with a number of features which, according to them, set it apart as a 'distinctive and valuable programme'. For example, the 'grounding of all aspects of the programme in reflective practice' was identified as a major strength of the programme. This was further confirmed in the recent external reviewer's report (AKU-IED, 2002). However, certain issues and challenges arose when the theoretical principles underlying the programme were put into practice. The next section outlines the major issues and challenges faced in programme implementation. It also highlights attempts to deal with difficulties in maintaining the quality of teaching and learning in the programme as well as in enhancing the impact of the work of the M.Ed. graduates for school improvement.

CPs' Country and/or Region	Class of 1998		Class of 2003	
	No. of CPs	%	No. of CPs	%
Pakistan	28	80	24	70.58
Province of Sindh	16	45.71	16	47.05
Chitral/North West Frontier Province (NWFP)	2	5.71	4	11.76
Northern Areas	6	17.14	4	11.76
Balochistan	4	11.42	0	0
East Africa	3	8.55	4	11.76
Kenya	1	2.85	0	0
Tanzania (including Zanzibar)	1	2.85	3	8.82
Uganda	1	2.85	1	2.94
Central Asia	4	11.4	6	17.64
Tajikistan	2	5.71	4	11.76
Kyrgyzstan	1	2.85	2	5.88
Bangladesh	1	2.85	0	0

Table II. Countries and/or regions represented in sample cohorts of CPs.

Issues and Challenges

The issues and challenges that emerged were mainly of two types: first, those that were faced by the CPs and tutors in the course of the Master's programme, including issues of long contact hours and learner responsibility, the CPs' difficulties in taking a reflective stance towards their practice, their

inadequate skills in the English language, varied expertise in subject knowledge and classroom experiences, and the diversity of the cohort in terms of prior learning experiences (see Chapter 4 for a discussion of issues pertaining to teaching and learning in different subject areas); second, those faced by returning graduates as PDTs, including the tensions that emerged as theoretical ideas were put into practice and in terms of time-sharing between the sponsoring schools and/or school systems and the AKU-IED.

Contact Hours and Responsibility for Learning

The intensive nature of the M.Ed. programme – 84 weeks of full-time study – has perhaps no parallel in graduate programmes elsewhere. However, there is general agreement amongst the faculty and the leadership in schools and school systems that the length of the programme is perhaps warranted due to the insufficient preparation of the CPs for graduate study in their educational contexts.[6] We also recognise that the M.Ed. programme is often the first experience for the majority of participants in alternative ways of thinking and learning which are vastly different from the transmission mode they have been exposed to traditionally as learners: for example, looking at learners as active participants in knowledge construction as opposed to passive recipients of external knowledge.

The M.Ed. programme began with very long contact hours (five and a half hours per day, four days a week, or 22 hours a week). Programme evaluations showed that CPs had insufficient time to 'mull over' new ideas and theories and relate them to their own contexts. It was also observed that the CPs had little time and energy after a long day in the classroom to extend their understanding of basic concepts through further independent reading and reflection. Furthermore, the long contact hours seemed to be giving the CPs a message that they could learn only from or in the presence of their tutors. This dependency culture was evident both in assessed and non-assessed tasks, for example, limited reading outside the specific topics focused on in the class. Some CPs also complained that they were being treated as children by being made to sit in the classroom for such long hours every day. The faculty, on the other hand, felt that the majority of the CPs might not be able to take responsibility for their own learning because of their weak educational backgrounds. To address these issues, a concept of 'Student Independent Learning Time' was introduced and contact hours were reduced from 22 to 16 hours per week for the Class of 2002 (for one example of programme structure and content, see the Appendix). This provided some time for independent study with various support structures. For example, tutors were available for consultation during self-study periods; the CPs were encouraged to read recommended texts in reading groups and to write reading responses and critical summaries wherever appropriate; and ongoing support in the English language was provided through weekly classes

at three levels following placement tests. A focus on reflection was emphasised throughout.

Taking a Reflective Stance

Teacher-reflection through strategies such as maintaining reflective journals and participating in action research has been acknowledged as a robust form of teacher development leading to action based on critical thought (Schon, 1983; Carr & Kemmis, 1986; Johnson, 2001). However, issues emerged when the CPs in the M.Ed. programme were encouraged to engage in systematic reflection. For example, to begin with, the CPs' writings in their journals were mainly descriptive, and readily and uncritically 'accepting' of the new ideas to which they were being introduced. To enable and encourage the CPs to take a critical stance towards their practice and the experiences in the Master's programme, the course tutors began to set questions about which the CPs could think in the course of their reflections. For example, to help the CPs reflect on a lesson they taught in the curriculum areas, they were given a set of questions to recall the lesson, reflect on different aspects of the lesson, draw conclusions from this and consequently think about ways of improving their lesson. These focused questions helped the CPs to become more analytical about their classroom practice as was evident in their subsequent reflective accounts.

Asking the CPs to share their reflective journal with their tutors raised the issue of CPs' writing being constrained by the consideration of the tutors as audience. To address this issue the CPs were provided with an option to offer the course tutors only those parts of the journals that they felt comfortable in sharing. It was observed that as trust and confidence began to grow between the tutors and the CPs, the CPs were more willing not only to share their journal writings but also to discuss sensitive issues openly with their tutors.

Diversity

As is apparent from the profile of a cohort of the CPs there is immense diversity in the range and scope of experience that the participants in the Master's programme bring with them. On the one hand, this diversity is a strength of the programme because it enables the CPs to learn from each other and with each other. For example, one CP from a comparatively privileged private school in Karachi noted in her journal that

> I really appreciated this opportunity I got to work with the government school teachers. I had heard that they work in very impoverished conditions but never knew how impoverished until I saw the school that Nargis had been teaching in. A class of more than a hundred students!!! Really what can a teacher do under these circumstances? (Quote from a CP's journal)[7]

The diversity of the cohort was enabling this CP to widen her understanding of the issues and constraints prevalent in different educational settings. On the other hand the diversity in the group sometimes led to tension between the individual needs of the CPs and the institutional need of applying the same standards for all CPs. For example, one CP's struggle to deal with her relatively lower proficiency in the English language led to an uncomfortable and demoralizing situation:

> In one task of the module I took the initiative to be the group presenter and describing the task I wrote 'Roll model' instead of role model. The facilitator of the group laughed at my English and I was so hurt that immediately I lost all my confidence. Read my reflection of the day: 'today is the worst day of my life. I am very stupid. Why did I have a desire of learning? High qualification is only for the people who have the power of English language'.
> (CP's journal quoted in Jaworski, 1999, p. 198)

The differential language ability of the CPs and consequently their ability to read academic texts with understanding and to critique them posed immense challenges both for the CPs and the tutors as well as for the quality assurance of the programme.

A number of measures were taken early in the course to ensure that the learning opportunities created could be personally meaningful and relevant to all CPs, for example, support with the English language both through an eight-week intensive English language input before the main programme began, and in other ways described above. In addition, ongoing emotional and moral support, through structures such as personal tutors and a buddy system [8], is provided to all CPs, particularly to those who are away from home.

Issues in Relating Theory and Practice: the PDT programme

The principle of maintaining a close relationship between theory and practice is seen in a number of ways in the M.Ed. programme: for example, all the modules are school focused and the CPs are required to spend an equivalent of one day per week in a school throughout their programme. In order to prepare the CPs to undertake their role as professional development teachers after graduation, concepts such as mentoring and collaborative learning are introduced and the CPs gain some experience of their use during the M.Ed. programme. Theoretically speaking, mentoring is widely acknowledged as a strategy for school-based professional development of teachers (Gray & Gray, 1985; Feiman-Nemser & Parker, 1990; McIntyre, Hagger & Wilkin, 1994; Koeppen & McKay, 2000; Semenuik & Worral, 2000) and cooperative or collaborative learning approaches enable learning both for pupils in classrooms and in the professional development of teachers (Joyce et al, 1987; Slavin, 1987; Bennet et al, 1991). On their return to their schools, the

CPs, now PDTs, are expected to put their learned theory into practice, working as mentors with the teachers and using cooperative learning approaches to working with pupils and with teachers.

However, the concept of a field/school-based teacher education programme is fairly new for most senior managers in education and in schools in developing countries. The PDTs went back to school systems, or institutions, that had not changed with them. This became evident in issues such as ambiguity surrounding the role of the PDTs in the school; lack of infrastructure in schools to support teacher development; and the PDTs' isolation and need to sustain their own professional growth. For example, notions of mentoring and collaborative learning were quite strange for most teachers and for school leaders who were not familiar with the processes involved. Hence, they saw the PDTs as problem solvers, subject specialists, supervisors, and administrative assistants – roles with which they were familiar – rather than as mentors and collaborative workers. Such perceptions were at odds with those of the PDTs based on their M.Ed. learning as teacher educators and mentors. For example, PDTs had to negotiate with their school authorities, with varying degrees of success, to provide time for a group of teachers to meet and work together. Khamis (2000) confirmed that a lack of infrastructure and other forms of support became a major hindrance for the PDTs in playing their role as teacher educators effectively. Based on her own work as a PDT, Halai (1998, 2001a) judged that the ambiguity surrounding a PDT's role as a mentor was due mainly to a lack of understanding of PDTs' newly acquired skills and experiences during the M.Ed. programme by the schools and systems. Hence, PDTs' re-entry and efforts to put into practice theoretical concepts such as mentoring and teacher-collaboration were constrained by the contextual realities of existing school systems and practices.

The PDTs expressed the need for follow-up support from the IED to sustain their enthusiasm and strengthen their efforts, often in difficult circumstances, for school improvement. Elnazar (1999), in his study of the transition of 35 graduates of the second cohort of M.Ed. (Class of 1998) concludes:

> there is a need for community and the sharing of concerns and
> ideas with people who understand, support and encourage.
> Otherwise it would not be surprising if the PDTs' credibility were
> to evaporate and they would return to those beliefs and practices
> which they held and utilised prior to their experience at IED.
> (p. 52)

One kind of sustenance has come through the formation of professional associations for teachers by PDTs in various curriculum areas. The IED has provided support in principle and in small-scale funding (see Chapter 1). The PDTs have worked actively to form teacher networks and a platform for provision of continuing support to teachers from the cooperating schools and

elsewhere. Presently eight professional associations are engaged in providing opportunities to teachers and PDTs for sharing experiences and continuing professional development through Saturday seminars, short courses and annual conferences on a small scale.

An important original feature of the PDT programme is the concept of time-sharing of graduates between their schools and the IED for the three years of their bond period following completion of the M.Ed. programme. This was motivated by the clinical model of apprenticeship and aimed to provide the graduates with opportunity to practice and develop further their skills as teacher educators in the relatively 'safe' and supportive environment of the AKU-IED. During this time the graduates have spent approximately six months at the IED and six months in their school. At the IED, the PDTs have worked in small teams to plan and conduct Visiting Teachers (VT) programmes (see Chapter 5) with guidance from faculty. While acknowledging the merits of this system of time-sharing for the development of the PDTs, the co-operating schools are now increasingly reluctant to release their PDTs for working at the IED. According to them, it disrupts their own plans and activities for school improvement. They point out that one of the objectives of the M.Ed. programme was to develop exemplary teachers; however, spending half the year in the university made it very difficult to develop this expertise. Also, the time out limited what the PDTs could do with other teachers in their school, since before any initiative was established the PDTs had to leave again. Thus, the six-monthly school/university division of time has come under scrutiny and is being reconsidered alongside modifications to the VT programme and developments in school management systems, (see Chapters 5 and 9).

Impact

There is immense complexity in the notion of impact of teacher education programmes on student learning outcomes. The complexity lies in the number of intervening variables and the distance of the programme inputs from the ultimate beneficiary, the student (Anderson, 2001). This is because the M.Ed. programme is part of a strategy for School Improvement through teacher education, described by Khamis (2000) as the IED model. A knowledge base on the impact of AKU-IED is emerging in the form of M.Ed. dissertations by the CPs (for example, Ahmed, 2000; Haque, 2002), doctoral theses (Khamis, 2000; Halai, 2001b; Fakir Mohammad, 2002) and the early findings emerging from the longitudinal study currently in process at AKU-IED. Furthermore, a pilot study of the impact of the M.Ed. programme through the lens of PDTs' roles and responsibilities is currently at the stage of analysis (Shamim, 2002).

Based on these studies we discuss the impact of the Master's programme through a consideration of the roles and responsibilities of PDTs

in different educational contexts, of the CPs/PDTs as individuals, of learning in classrooms and of development in schools and systems.

Impact Seen through the Roles and Responsibilities of PDTs

Khamis (2000), studied the impact of the M.Ed. programme on PDTs in the variety of roles envisaged for them by AKU-IED, namely, exemplary teachers, teacher educators and teacher researchers.[9] He argued that, as the development of knowledge, skills and dispositions requisite for these roles underpins the design and ongoing development of the programme, determining the effectiveness of roles played by the PDTs is necessary before making any claims about the impact of the 'IED model'. The roles being played currently by PDTs, in vastly differing educational contexts, vary in terms of the nature and scope of their activities at the classroom, school and school systems or regional level. Also, there is increasing evidence of significant role shifts for the CPs, post graduation. For example, there is a major role shift from the CPs' original roles as teachers to PDT roles of teacher educator and/or educational leader and manager (Shamim, 2002; Siddiqui & Mcleod, 2004).

The various roles of PDTs at present can be summarized as those of teacher, teacher educator and senior or middle-level educational manager. In the IED model the three roles for graduates outlined in student handbooks as objectives of the programme, namely, exemplary teacher, teacher educator and teacher researcher, seem to be interlinked. However, there is no mention of preparing educational managers/leaders separately in this framework. This is possibly due to the focus of other IED programmes on developing heads and educational managers (see Chapter 9).

Most noticeable in the studies quoted above is the role of PDTs as teacher educators at different levels such as coordinating/leading teacher education activities across an entire school system. This role is particularly evident in the following excerpts from written reports of various PDTs (Shamim, 2002):

> After graduation from IED, my position has changed, now I'm working as Deputy Directress of Building Foundations School's School Improvement Centre, to grow teachers professionally. (M.Ed. graduate of 1998, current position: Deputy Director, School Improvement Centre)

> The main responsibility [of this PDT] is to structure, integrate and implement the academic staff's professional development in all AKES schools in country X. This is done in the form of in service workshops for teachers in respective schools and selecting staff members in conjunction with head teachers to attend professional development programmes. (M.Ed. graduate Class of 2000, current position: Professional Development Trainer)

> We were a group of graduates from IED in the form of PDTs to work at PDCN.[10] It was helpful because we had the same professional language, same exposure similar understanding to work together, debate and reflect and learn from each other's experiences to deal with programmes and different circumstances at school level. We worked as a team and as colleagues ... In this way the continuation of our professional growth remained sustained. Working within the contextual realities of the school through WSIP programme [11] has provided us an opportunity to impact school improvement, student learning outcomes and influence system's policy. (M.Ed. graduate Class of 1998, current position: PDT at PDCN, Pakistan)

> [I am] in charge of professional development in the junior section, KG [Kinder Garten]; I work with a group of 6-7 new teachers-individual meetings and a weekly one-hour session. Running a teacher leadership programme for 10 teachers in the school. Take [conduct] workshops held monthly. (M.Ed. graduate Class of 1996, current position: teacher educator)

Several PDTs have assumed senior leadership positions such as vice principal and principal in the management of a school. Their current range of responsibilities can be seen from the job description communicated by one PDT, currently working as vice-principal in her school (Shamim, 2002):

> Administrative affairs: It mainly deals with the school management, i.e. writing and sending memos, framing time tables, giving allotments, interviewing teachers, taking demos, filling appraisals, taking care of school property, looking after maintenance, arranging curricular and co-curricular activities, checking fee defaulters, addressing/negotiating with the parents regarding behavioural problems, counselling students and parents, arranging orientation meetings for the parents and students, Parent teacher meetings etc. Also signing the bills and report cards etc. Sending report to the principal regarding Branch affairs.

> Academic affairs: Informal classroom observation and feedback, attending co-ordination meetings, coaching VTs, monitoring the in-house training cycle (VT-non VT) [12], conducting workshops (needs based), writing papers for teachers, reviewing the assessment system, format and nature of papers; review textbooks; check student copies and guide the teachers regarding presentation and correction of students' copies, providing on-going professional support to the teachers etc. (M.Ed. graduate

Class of 1998, current position: vice-principal of a private
secondary school)

It seems that where there is incidence of role enhancement or adding other
roles to the returning graduate's already established role of classroom
teacher, the management role – always the more senior position in the
hierarchy – takes precedence over all other roles. For example, one M.Ed.
graduate, Tahira, moved very quickly from the role of teacher educator to the
vice-principal of a section in her school and then to the Principal of the
school comprising four sections located at three different campuses.
Currently, despite her very active interest in teacher education she indicates
that she cannot find time to engage in teacher education activities herself. In
her present role, she might be able to influence more lives, those of both
teachers and children. However, further research is needed to study the
nature and scope of the impact of PDTs moving into senior management
positions in their schools and systems.

One of the emerging findings of the pilot study is that few PDTs are
teaching classes alongside their other roles of teacher educator, head and
educational manager at different levels. In fact the PDTs who are 'merely
teaching classes' view themselves as unsuccessful and feel frustrated about
the lack of acknowledgement of their enhanced skills and abilities gained
from the M.Ed. programme, as is illustrated below (Shamim, 2002):

> Position is as usual normal teacher. No changes yet (like PDT) …
> The concept/term PDT is not clear to the authority yet … I'm
> assigned as usual like other teachers to teach at class. (M.Ed.
> graduate Class of 1998)

> Basically I am a subject teacher and have to spend most of the
> time in teaching higher classes which have to face Board exam. I
> need time to work with teachers but due to lack of job description
> I can't do it. (M.Ed. graduate Class of 2000)

Thus a review of PDTs' roles indicates role shifts mainly from teacher to
teacher educator and teacher educator to middle and senior management
position rather than role enhancement where PDTs take on the role of
teacher educators and/or educational managers/leaders *in addition* to the role
of a teacher in the classroom. Almost no PDTs seem to be engaged in
educational research at classroom level. The few PDTs who have remained
in their classroom feel frustrated at being unable to utilise their skills and
abilities for professional development of their colleagues. In contrast, the
PDTs who are responsible for the professional development of colleagues
have been taken out of the class to perform this role. Thus the 'teaching
expertise' of these PDTs remains largely theoretical and 'expert' without
developing further to meet the needs of the school (Khamis, 2000, p. 276).
Such PDTs could become isolated from the reality of the classroom leading

to their lack of empathy for teachers in introducing innovative ideas and techniques as well as stifling their professional growth as teacher educators.

To sum up, there needs to be further research to investigate whether the level of impact changes in relation to the changing roles and responsibilities of PDTs. At the same time it is important to explore the nature of the impact as PDTs move away from being practitioners to educational managers.

Impact on PDTs as Individuals

At the individual level, PDTs report a sense of major transformation both in terms of personal and professional growth – for example, more confidence, enhanced language and computer skills, enhanced content and pedagogical knowledge, and so forth. This is evident in the following excerpts from graduates who went on to work in different contexts after graduation:

> I believe that the MEd. programme equipped me with skills, knowledge, attitudes that enable me to execute my duties[as PDT]. For example, I do possess interpersonal skills that help me work with other teachers and colleagues at my place of work; the knowledge of ideas and concepts that are consistent with school systems demands and teacher training needs, and that are also relevant to the child-centred approaches upheld by AKES,U.; the attitude towards accomplishment of assigned duties and self directed activities. (M.Ed. graduate from East Africa, Class of 2000)

> Before going to IED I had no idea how professional development plan was designed and what was the role of teacher in it. As a teacher I was just following instructions of administration regarding professional development. Now I am looking at PD [professional development] in a different angle, I realised the importance of it for school improvement. I have started research on 'teachers' professional development needs' It will help me to match teachers' needs with available opportunities and to address them in our professional development plan. I also learned some skills that are useful in my job, such as for example, communicative skills. They are essential for me as I work with teachers, with adult people. Planning, writing and research skills are also of great help for me as a professional development advisor. (M.Ed. graduate from Central Asia, Class of 2000)

> I have become more analytical in my approach to my work and look critically at myself, teachers, school systems and the curriculum. I am more confident to carry out what I believe in. I am more able to deal with problems with individual

children/teachers and have a problem solving approach. (M.Ed. graduate from Karachi, Pakistan, Class of 1996)

MEd. programme changed me mentally, physically. My curiosity about education extended. I believe I am [more] professional than before. (M.Ed. graduate from Bangladesh, Class of 1998)

The emerging findings of the narrative study at AKU-IED also indicate that the major impact of the M.Ed. programme is at the level of individual CPs' or PDTs' knowledge, skills and attitudes (Andersen, 2001).

Impact on Classroom Practice and Student Learning Outcomes

As discussed earlier, PDTs in most cases have moved away from the classroom and become responsible for facilitating development of other teachers. This adds to the 'distance' between inputs in the M.Ed. programme and its impact on students' learning. Thus, in order for the impact of the M.Ed. programme to be visible in terms of students' learning outcomes, there is a need to investigate learning outcomes in classes of teachers working with PDTs for their professional development at the school or system level.

One such example can be seen in the doctoral research of Halai (2001b) which focused on students' learning in classrooms of AKU-IED graduates who had also worked closely with PDTs. Her study of mathematics learning in these classrooms revealed that the classroom organization and the teaching/learning environment were different from the traditional transmission mode of teaching: students were engaged in mathematical tasks that were open ended and challenging as compared to the closed and ritualized tasks prescribed in the textbook; group discussions related to these tasks showed elements of cooperative learning in action. There was strong evidence to show that these teachers were using their learning from the AKU-IED programmes. However, many students remained unclear about the mathematics on which they had been asked to work, and others seemed to have developed mathematically incomplete or incorrect conceptions. Thus, this study revealed teachers engaging with strategies introduced in the M.Ed. programme without the mathematical outcomes for students that such strategies were designed to achieve. It was clear that these teachers needed support at classroom level so that the issues emerging from implementing their learning from AKU-IED could be addressed. Here we see a study of students' learning revealing issues in teaching and teaching development that challenge the M.Ed.programme itself.

Impact Assessment in Relation to Schools and Systems

Different degrees of impact are visible in school improvement depending on the sector (public or private non-profit), degree of support available to the returning graduates and the size of the institution and/or system. For

example, in the private sector, there is strong evidence of PDTs playing a central role in teacher development and school improvement provided the school management understands their role – for example, in planning and teaching systems-based VT programmes, [13] – and is supportive (see, for example, Huma, 2002). For example, the structural changes and other kinds of support increasingly being provided to PDTs are reflected in the recent establishment of a Professional Development Centre by one of the private school systems in Karachi. In addition, several systems have either created or are considering creating a cadre of PDTs or teacher educators. As such, the PDTs are given an explicit responsibility for planning and implementing school-based professional development programmes for teachers in their school system. Moreover, they are given a salary increase in recognition of their enhanced status and responsibilities.

In contrast, very little impact can be seen in the public sector as PDTs seem to get lost in the 'big' system. The PDTs from the public sector in Pakistan report that there is a general reluctance on the part of their management in using their skills even at the school level as they are often more 'knowledgeable' than their head teachers.[14] Also many of them are young junior teachers and are seen as a threat by the senior, more experienced teachers and educational mangers in the school and school system.

The stakeholders seem to have high expectations of the impact of the IED model of school improvement on the improvement of quality education in general (systemic level, national level) and the M.Ed. programme in particular. Such perceptions are supported by the following excerpts from the report of external reviewers (AKU-IED, 1998) of the M.Ed. programme:

> The Aga Khan University's Institute for Educational Development (IED) has provided an educational programme for the Master of Education students that will certainly contribute to educational reform and improvement in the efficiency and effectiveness of schools and other educational institutions in Pakistan, East Africa and Central Asia, as well as other countries and regions. (p. vi)

Impact at the regional levels can be seen from the variety of activities in which the PDTs are engaged, often as a result of special requests or commissions from educational agencies at a variety of levels. These activities include: (a) the PDTs' work in the Professional Development Centers (PDCs) in Gilgit, East Africa and at AKU-IED (see chapters 12, 7 and 10 respectively); (b) the PDTs' initiative in setting up professional associations; and (c) the PDTs' work with the Government in Pakistan to build capacity of teacher educators. For example, currently some PDTs are working with the faculty of the Provincial Institute for Teacher Education (PITE) in the province of Sindh, Pakistan, on a strategic plan for the development of PITE into an apex institute of teacher education in the province. Similarly,

recently, the PDTs had an opportunity, through their respective professional associations, to undertake, with IED faculty, textbook revision for the Sindh Textbook Board from Classes I-V in four curriculum areas.

It is important to note that the work of the PDTs, and consequently, the sphere of their potential impact rests, on the one hand, on the opportunities made available by the school and system in which they work, and on the other hand, on opportunities created by them through professional associations and with colleagues, often in very difficult circumstances as seen above in the subsection 'issues relating theory and practice'.

Summary and Conclusion

The M.Ed. programme of the Aga Khan University in Karachi, Pakistan is aimed at developing Professional Development Teachers (PDTs) as part of its strategy for improving the quality of teaching and learning in Pakistan and other developing countries. The programme has been acknowledged as a very successful programme both by external reviewers and the AKU-IED's collaborating schools and systems.

While, initially, there was some ambiguity about PDTs' roles, now, there is increasing evidence that the schools and systems (principally those in the private sector) are beginning to utilize the human resources developed at AKU-IED through the M.Ed. programme for the professional development of their teachers. However, limited evidence is available about the impact on classrooms or students who are the final beneficiaries of the programme, as most of the PDTs are not practising teachers any more. Moreover, the teacher educator role of the PDTs seems to take precedence over the other two roles envisaged for them in the programme, that is, exemplary teacher and teacher researcher. This has the danger of isolating PDTs from classrooms and may have adverse effects on their future impact as teacher educators.

The impact of the M.Ed. programme is most visible at the individual level. However, most of the PDTs have also undergone significant role shifts and/or role enhancement on completion of the programme. Indeed, some of them have been assigned major leadership roles in their institutions.

The M.Ed. programme is a dynamic programme, constantly evolving in response to the emerging and/or changing needs of the course participants and other stakeholders. Amongst other things the growing trust and confidence of different systems in PDTs' abilities for educational leadership indicates a success of the programme.

Notes

[1] The second cohort was admitted after evaluating the entire programme. Similarly the fifth cohort was admitted after completing an extensive restructuring exercise in 2000. There is now an intake every year.

[2] The IED activities were funded mainly by international donors initially for the first six years. This is referred to as Phase I. At the end of this period, another proposal for activities during the next six years, referred to as Phase II, was prepared. This phase has also been funded by donors, primarily the European Union.

[3] By 'new' we mean curriculum areas that are traditionally not a part of the school curriculum in Pakistan and other developing countries.

[4] See list of acronyms.

[5] For example, Khatri et al (2001).

[6] For example, in Pakistan, only two years of study are required for a bachelor's degree after higher secondary school.

[7] Pseudonyms have been used throughout to maintain confidentiality of the participants.

[8] The personal tutor is an AKU-IED member of academic staff who is responsible for the development and welfare of M.Ed. Course Participants (CPs) during the two years of their stay at the university. The buddy system is where a CP from an incoming Master's cohort is paired with a CP from an ongoing Master's programme. The purpose is that the 'old CPs' would provide support to the newcomers in settling down and becoming members of the AKU-IED family.

[9] The experience of the first two cohorts of returning graduates indicated clearly that the focus of the M.Ed. programme should be on enabling the course participants to bring about change at all levels through developing their knowledge, skills and attitudes as teachers, teacher educators and researchers.

[10] PDCN is the second Professional Development Centre (PDC) of the AKU-IED established in Gilgit, Pakistan in 2000 to serve the teacher education needs of the Northern Areas of Pakistan (see Chapter 12). Two other PDCs are in the process of being established in Chitral, Pakistan and Tanzania, East Africa.

[11] The WSIP programme is the Whole School Improvement programme currently under way with the support of PDTs based at PDCN, in Gilgit and adjoining areas in Northern Pakistan.

[12] The VT-non VT cycle refers to a system of ongoing teacher development in the school initiated by the PDTs whereby teachers who have completed their Visiting Teachers (VT) programme at AKU-IED work with novice and inexperienced teachers providing them support in planning lessons, and through demonstration and feedback on observed lessons.

[13] VT programmes which are planned and delivered for teachers in just one system of schools, rather than the general model of the VT programme held at the IED – see Chapter 5.

[14] Personal communication with a PDT from the public sector.

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APPENDIX
Academic Calendar

M.Ed. Class of 2003

Pre-Session Language Course: (8 weeks) 30 July 2001-23 September 2001.

Year One: 30 July 2001-11 August 2002		
Orientation	(2 weeks)	24 September-6 October 2001
Break	(1 week)	8-14 October 2001
Reconceptualization	(6 weeks)	15 October-24 November 2001
Primary 1	(3 weeks)	26 November-15 December 2001
Eid-ul-Fitr Break (2001)	(1 week)	16-23 December 2001
Primary 2	(6 weeks)	24 December 2001-2 February 2002
Primary 3	(3 weeks)	4-23 February 2002
Eid-ul-Azha Break (2002)	(1 week)	24 February-3 March 2002
Primary 3 (contd)	(3 weeks)	4-23 March 2002
Primary 1 (contd)	(3 weeks)	25 March-13 April 2002
Lower Secondary Subject Areas* (Maths & English)	(6 weeks)	15 April-25 May 2002
Break	(1 week)	27 May-2 June 2002
Lower Secondary Subject Areas* (Science & Social Studies)	(6 weeks)	3 June-13 July 2002
Teacher Learning	(4 weeks)	15 July-10 August 2002
Break	(5 weeks)	11 August-15 September 2002
Educational inquiry^		19 October 2001-2 August 2002

* CPs can select one of the two curriculum areas offered for study in these modules.
^ These are non-credit 'courses' and held on every alternate Friday for two hours in year one of the M.Ed. programme.

Year Two: 16 September 2002-1 August 2003		
Research Methods	(4 weeks)	16 September-11 October 2002
Teacher Learning	(2 weeks)	14-25 October 2002
Elective	(6 weeks)	28 October 28-6 December 2002
Eid-ul-Fitr Break	(1 week)	9-15 December 2002
School Improvement Programme	(6 weeks)	16 December 2002-25 January 2003
Developing Research Proposal	(2 weeks)	27 January 2003-8 February 2003
Eid-ul-Azha Break	(1 week)	10-16 February 2003
Alternate Exposure Module	(5 weeks)	17 February-21 March 2003
Break	(1 week)	24-30 March 2003.
Dissertation Process	(15 weeks)	31 March-11 July 2003
Proposal Presentation	(1 week)	31 March-4 April 2003
Field Work	(7 weeks)	7 April-23 May 2003
Write-up	(7 weeks)	26 June-11 July 2003
Break	(1 week)	14-20 July 2003
Re-Entry	(2 weeks)	21 July-1 August 2003
Dissertation Revision	(2 weeks)	4-15 August 2003