BRITISH
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PEELI
Punjab Education and English Language Initiative

END OF YEAR REPORT
JULY 2018 TO JUNE 2019

PUNJAB EDUCATION AND ENGLISH LANGUAGE INITIATIVE

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EXECUTIVE SUMMARY

The purpose of the Punjab Education and English Language Initiative (PEELI) is to strengthen the effectiveness of 250,000 primary school teachers across Punjab in order to, in turn, improve the attainment and engagement of the 6 million children they teach. It is an essential element of the government's ambition to improve the quality of teaching and learning through their 5-year New Deal.

PEELI is co-funded and delivered in partnership with Quaid-e-Azam Academy for Education Development (QAED) under the direction of the Secretary of State for Education Punjab.

The implementation phase of PEELI began in June 2017 and will end, in its current format, in June 2020.

Year 2 focus

The focus for year 2 has been on:

- further developing the **training and support skills of the cadre of Expert Trainers (ETs) and Expert English Trainers (EETs)**

- providing **training to Primary School Teachers (PSTs)** to enable them to deliver purposeful, learner-centred and engaging lessons

- completing **research** that informs our approach to school-based CPD, the use of digital in teacher and student learning and how to decide on the most effective approach to the medium of classroom instruction

- gathering the data that informs our interventions and describes our **impact**

- through a detailed understanding of their organizational needs and focused training plans, supporting the **capacity development of QAED**

- providing the practical equipment that teachers need to improve their classroom teaching through the production and distribution of 15,000 **teaching kits**

- setting standards and encouraging excellence through the launch of the **Teacher Educator Award**

- developing **communities of practice** amongst our different audiences through the use of technology and through networking events

- creating the conditions for **sustainable impact** through a greater emphasis on **school-based CPD** and through approaches such as the **champions** initiative

Despite the challenges to continuity during and after the elections in the summer, year 2 of PEELI has built on the successes of year 1 and has made significant progress towards achieving its purpose. We have an excellent platform for continued success in year 3.

Professional development for teachers and teacher educators

We have provided high quality training and support for approximately 95,000 primary school teachers, 1000 Expert Trainers, 60 Expert English Trainers and 60 Training Consultants.

> "As a teacher of Primary School, for number of years my world of teaching is to teach primary class students but it is a fact, my usual routines and teaching methodologies are not working to engage students effectively. After attending PEELI training and engaging in longitudinal study I began to find new approaches to shift my teaching methodology from teacher-centered to student-centered. Activity-based learning helps me in attaining student learning outcomes more effectively and easily."
>
> **Diary extract from participant in the longitudinal survey – Fame Y2 Q3 report**

Consolidating the impact of the cascade model

Through our advocacy and research work we have established the case for and begun work on school-based Continuing Professional Development interventions. The Mentoring Course, for example, trains educators such as AEOs to provide on-going support to teachers who are under their supervision.

This two-day course is designed for teacher educators who are already in a role where they are responsible for the professional development of their teaching staff.

By the end of the course the participants will:

- have an understanding of the mentor's role and the skills they need to be an effective mentor

- know how to create a strong relationship with their mentees

- be able to conduct observation and give feedback effectively

- be able to reflect on the quality of their mentoring and implement strategies to overcome any issues and challenges

(learning outcomes from TC Mentoring Course – Trainers Notes, 15-17 May 2019)

Teaching kits

We delivered 15,000 teaching kits to primary school teachers across Punjab, provided an associated guide and training and produced a training video to exemplify the use of the teaching kits by primary school teachers.

PEELI teacher using the Teaching Kit in class

> "When I saw the teaching kit, I got super excited as now I will teach my students in a better way. We had limited resources to use in classrooms, we lacked white boards which could be used teach outside the classroom and we were bound to our classroom only. This situation used to frustrate me as it was a task to engage students in learning when there were two classes sitting in the same room. I can manage this situation by using resources given in the kit and teach effectively."
>
> **(PST, Sargodha).**

Teacher Educator Award

In December 2018 we launched the first edition of the Teacher Educator Award for excellence in supporting the professional development of primary school teachers in Punjab. From 100 video-based entries we selected one outright winner who we supported to attend IATEFL 2019 and four runners-up who each received a laptop.

Murad Raas, **Education Minister**, **Punjab**, at the Teacher Educator Award

Community of practice

We organized a very successful three-day conference for 120 Training Consultants and Expert Trainers to exchange ideas and practice around some of the latest global research topics such as English as a Lingua Franca and the three themes of the conference, learner-centredness, inclusive approaches and integrating technology into teacher and student learning. The conference also included a panel discussion amongst returning delegates from IATEFL 2019.

Champions

As part of a range of sustainability steps, the conference was organized by three training consultants, part of a group of eight Champions who have assumed specific project-related roles in the areas of action research, learning and development opportunities, performance evaluation, communications, digital learning and school-based CPD.

The three Champions responsible for Learning and Development

"The main highlight for me in the IATEFL panel discussion was the sharing of experience by the participants about their visit to schools in the UK, they described it in detail that how the teachers were handling the classes and how confident the students were over there. The students asked different questions about Pakistan from those participants that showed how confident they were. The main role of the teachers was of a facilitator. They also attended sessions according to their own interest during the conference like handling of special needs children with normal students."

(TC/ET conference feedback)

Capacity building for QAED

We organized a needs analysis of the professional wings of QAED from 10-14 September. Based on the resulting report and follow up workshop, QAED have now established professional development plans in the areas of:

- 21st century skills
- Research methods, tools and monitoring
- Training strategies and skills/Teacher Standards, Standards for Teacher Educators
- Quality assurance methods, tools, impact

The training plans will be implemented in year 3 and their impact on performance and quality of service delivery evaluated through third party validation.

Research

We conducted three large-scale assignments in year 2 and hosted a very successful dissemination event in December 2018. As a result, we have developed the evidence base for the design of our work in school-based CPD and how we can integrate technology into teacher and student learning. Our research and advocacy work around EMI have contributed to the decision by the Punjab Ministry of Education to move to Urdu as the medium of instruction in early grades.

Impact

Through our third-party validation partner, we are now able to report reliably on the impact of our work.

- Expert Trainer competence: we have evaluated the impact and the evolving impact of our training on Expert Trainers against the British Council's CPD framework for Teacher Educators
- PSTs in action: we have established a baseline

against which to measure the impact of our training on the teaching behaviour of primary school teachers, mapped against the British Council's CPD framework for Teachers. In year 3 we will measure change against this baseline

- PST longitudinal survey: we have begun to capture a more detailed picture of the impact of our work on the professional lives of primary school teachers. In year 3 we will complete this picture

Year 3 focus

Our focus remains on strengthening the effectiveness of the 250,000 primary school teachers across Punjab so that they are able to help their children reach their educational potential. **School-based CPD** will be a fundamental part of this. We will work with the Schools Education Department to ensure that **mentoring**, **peer-to-peer collaboration** and the learning opportunities that the **digital space** affords become a regular feature of professional development for teachers.

We will:

- continue to encourage primary school teachers to become **increasingly connected to professional development networks** inside and outside Pakistan by engaging them further with the digital platforms Edmodo and WhatsApp and with the British Council's online resource portal, www.teachingenglish.org.uk
- encourage teachers to take an autonomous approach to their own professional development by providing online and F2F training and support to **raise levels of digital access and literacy**
- encourage teachers, through research dissemination, advocacy and through training, to adopt more **inclusive practices** so that every child in their care is able to learn effectively

- encourage teachers to innovate and to engage in **action research** and to prepare themselves and their learners for the challenges of the second quarter of the 21st century

- continue to gather and analyse the data that will enable us to fully **understand and describe the impact** of our work and how we can contribute most effectively in the future

- continue to contribute to **strengthening the capacity of QAED**, through a variety of professional development content and delivery mechanisms, in line with their ambition to become a centre of excellence for in-service professional development

- continue to generate **interest and engagement with PEELI** and teacher education in general through initiatives such as the Teacher Educator Award

- focus our **research agenda** on understanding more about current attitudes and practice in relation to inclusion and in contributing to the evidence base necessary to facilitate an effective **transition from English to Urdu as the medium of instruction** at the primary level

Above all we will continue to implement our sustainability plan to ensure that the professional development for primary school teachers and the benefits this provides for the learners in their care continues on an upward trajectory at the end of year 3.

CONTENTS

1. YEAR 2 PEELI PROJECT OVERVIEW

1.1. Year 2: PEELI in figures

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Project description

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 developing these key competencies, the British Council and the Quaid-e-Azam Academy for Educational Development (QAED) have developed a professional development initiative for teachers, teacher trainers and head teachers – PEELI

Training (Component-1)

1001 Expert Trainers (ETs) trained for 10 days

Year-1 | **Year-2** | Year-3
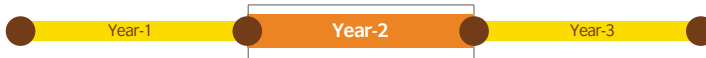
95,000 Primary School Teachers (PSTs) trained by 1,001 Expert Trainers for 5 days

Licencing (Component-2)

10 day professional award course delivered to 28 ETs

06 day training delivered to 57 English Expert Trainers (EETs)

92 PSTs appeared for Aptis test.

Year-1 | **Year-2** | Year-3

06 ETs sponsored for the CELTA course in Chiang Mai, Thailand

21 ETs Prepared and took the Teaching Knowledge Test (TKT)

366 ETs and PSTs attended MOOCs

Monitoring and Evaluation (Component-5)

PEELI Internal

Feedback gathered from **781** ETs

Feedback gathered from **1639** PSTs

Year-1 | **Year-2** | Year-3

57 ETs observed in 10 districts of Punjab while delivering training to PSTs

Third party validation- FAME

131 ETs observed in 19 districts of Punjab while delivering training to PSTs

07 Focus Group Discussions conducted with 45 ETs in 6 districts of Punjab

Year-1 | **Year-2** | Year-3

Feedback gathered from **4452** PSTs

44 Focus Group Discussions conducted in 19 districts

Research and Policy (Component-6)

British Council organised an event, Research Day, to showcase research commissioned in the following areas

Progress by the Govt of Punjab in **English-Medium Instruction (EMI)**

School-based **Continuing Professional Development (CPD) in Punjab**

IT Literacy and Digital Access of teachers in Punjab

Institutional Capacity Building (Component-4)

5 Day needs analysis workshop conducted by an International consultant

1 Day QAED capacity building training plan workshop

List of resources presented to QAED

Materials (Component-3)

✓ Developed **10-day training material for ETs**

✓ Developed **20-day training material for EETs**

✓ Developed **5-day training material for PSTs**

1.2 Ambition

Activity under PEELI has been running since 2013. In February 2017 a new co-funded contract was signed between SED and the British Council signaling a step change in SED's ambition. Activity under this new contract began in the summer of 2017 and year 2 is now complete. PEELI is set to complete its current project life cycle by June 2020.

The Punjab Education and English Language Initiative (PEELI) is part of the Punjab Education Ministry's five-year New Deal that focuses on, amongst other major themes, strengthening teacher effectiveness. By enhancing the quality of classroom teaching at the primary level, the aim of PEELI is to contribute to improved student learning outcomes.

By June 2020 PEELI will have helped an estimated 250,000 Primary School Teachers (teachers of grades 1-5), teacher trainers and head teachers to develop their knowledge and skills to significantly enrich the educational experience and attainment of primary school children across Punjab.

As well as providing professional development opportunities for teachers and teacher trainers, PEELI supports the long-term goal of establishing QAED as a centre of excellence for in-service teacher development in Punjab and an example of institutional best practice for Pakistan as a whole.

Through PEELI, we aim to contribute to strengthening QAED's capacity in materials development, monitoring and evaluation, quality assurance and building up the research base that informs QAED's policy and practice.

1.3 Project Design

PEELI's main objective in achieving its overall purpose of contributing to stronger learning outcomes for primary school children, a pre-requisite for better life chances, is improving the quality of teaching at the primary level. It seeks to do this by equipping teachers with the skills, knowledge and confidence they need to teach more effectively, to adopt a child-centred, activity-based classroom approach as well as enabling them to make appropriate choices about the language of classroom instruction (Urdu / mother tongue and English).

PEELI uses a cascade training model in order to reach large audience numbers. At the top of this cascade model are freelance Training Consultants who are managed by British Council. These training consultants train, mentor and support Expert Trainers who in turn, train and support teachers and head teachers.

School-based CPD

This is on-going professional development for teachers, informed by the needs of an individual school and its learners, and supported by head teachers and local administration.

The research base indicates that interventions aimed at school based CPD encourage more sustainable and long-term positive change in classroom teaching behaviour.

In year 2 we have advocated for and begun preparations for school-based CPD interventions in order to reinforce the learning gains of the cascade model. This approach is at the heart of the Punjab Schools Education Department drive to improve teacher effectiveness – a key element of the Ministry's five-year New Deal.

Preparation has focused on training for TCs to develop the skills required to support two fundamental school-based intervention types: (a) facilitating peer-to-peer learning (b) providing mentoring support.

Using the digital space

The integration of new technologies into both teacher and student learning is another fundamental of school-based CPD interventions, designed to reinforce the gains of the cascade model. Increasingly in year 2 we have provided training that uses an online delivery mechanism, as well as trialing a platform and resources that increase teacher digital access and literacy – supported through our participatory research methodology and findings.

1.4 Project Governance

Steering committee

The steering committee, which meets quarterly, comprises:

- Captain Mehmood, Secretary School Education Department
- Amtul Qadus, Director General QAED
- Ahmad Khawar Shahzad, ADG QAED
- John Shackleton, Director EES, British Council Pakistan
- Dr Samia Naz, Course Coordinator, QAED

Working group

The working group, which meets monthly, comprises:

- Dr Samia Naz, Course Coordinator, QAED
- John Shackleton, Director EES, British Council Pakistan
- Arslan Tariq, Project Manager, EES
- Aqsa Rehan, Subject Specialist, QAED

EES Pakistan board

The British Council EES Pakistan board, which meets monthly, comprises:

- Rosemary Hilhorst, Director British Council Pakistan
- John Shackleton, Director EES, British Council Pakistan
- Maarya Rehman, Area Director, Punjab, and PEELI SRO, British Council, Pakistan
- Helga Stellmacher, Director English, South Asia
- Tim Phillips, Head, Teacher Development, British Council UK
- Nishat Riaz, Director Education, British Council, Pakistan

British Council, **English for Education Systems (EES) Pakistan**

PEELI Theory of Change

Better quality learning outcomes

Students' understanding of concepts and improved acquisition of skills. This is the basis for...

Cognitive development through teacher-guided activities in a child-centred environment which helps to strengthen...

More effective delivery of learning content aligned to students' needs which promotes...

Improvements in teachers' confidence to deliver child-centred learning and to make balanced judgements about how best to use Urdu, mother-tongue and English in the classroom. This can facilitate...

Teacher and trainer skills in methodology and language competence which in turn, encourages...

Improvements in the quality of training and a greater range of resources for educators help to develop...

1.5 Approach to Continuing Professional Development: CPD frameworks for Teachers and Teacher Educators

The British Council's continuing professional development (CPD) frameworks for teachers and teacher educators inform the work that we do; from designing courses to evaluating ET competence and selecting appropriate self-directed professional development opportunities for teachers.

1.5.1 CPD Framework for Teachers

The British Council's CPD framework for teachers enables teachers of all subjects to understand and plan their own professional development.

This CPD framework has:

A. Four stages of development

1. **Awareness:** you have heard of this professional practice
2. **Understanding:** you know what the professional practice means and why it's important
3. **Engagement:** you demonstrate competency in this professional practice at work
4. **Integration:** you demonstrate a high level of competency in this professional practice and this consistently informs what you do at work

B. 12 professional practices and the elements which describe each professional practice

For further details, please visit CPD Framework for Teachers at
https://www.teachingenglish.org.uk/article/british-council-cpd-framework

1.5.2 CPD Framework for Teacher Educators

The British Council's CPD framework for Teacher Educators is a guide to the professional development of all those involved in the education and training of teachers.

This framework has:

A. Four stages of development

1. **Foundation:** you have the foundation of teaching skills and knowledge on which to build your role as a teacher educator

2. **Engagement:** you have developed your skills and knowledge as a teacher educator through practical experience and professional learning

3. **Integration:** you have achieved a high level of competence as a teacher educator

4. **Specialisation:** you act as a point of reference as a teacher educator

B. Seven enabling skills

- Communicating effectively
- Teamworking skills
- Thinking critically
- Building relationships
- Effective organisational skills
- Increasing motivation
- Leadership/supervisory skills

C. Five self-awareness features

- Openness
- Conscientiousness
- Interactivity
- Empathy
- Resilience

D. Ten professional practices

For further details, please visit CPD Framework for Teachers at
https://www. teachingenglish. org.uk/article/ cpd-framework- teacher-educators

1.6 Child-centred teaching, activity-based approach, inclusive approaches, appropriate choices about the language of classroom instruction

Child-centredness

Teaching in line with the interests and needs of children.

The features of a child-centred classroom include the following types of teacher behaviour:

- The teacher provides feedback on performance and progress in line with a child's emotional development
- Routines and positive discipline are a feature of lessons
- The teacher routinely checks instructions and concepts
- The teacher accommodates different learner styles and preferences
- The teacher plans his/her lesson taking into account an understanding of how children learn
- The teacher selects learning outcomes that are not overly complex or too many in number
- The teacher plans sufficient time for recycling
- 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
- The teacher selects tasks that are not overly complex or too many in number
- The teacher selects tasks that are informed by a 'learning is fun' approach, such as games etc.
- The teacher selects tasks that reflect real world tasks undertaken by children
- The teacher plans interaction types that focus more on learners talking than on the teacher talking; pair work is a feature of the lesson

- The teacher plans for sufficient changes of focus and opportunities to move around
- The teacher offers opportunities for children to exercise some choice over their learning
- Information/explanations are presented in line with a child's world view and a child's cognitive stage of development

Activity-based learning

Teaching requires learners to think, reflect, analyse, generalise etc. (active learning) and not simply to memorise and recite (passive learning).

The features of an activity-based approach include the following types of teacher behaviour:

- The teacher selects tasks which favour discovery learning rather than rote learning
- The teacher encourages the learners to develop their own learning strategies (e.g. recording vocabulary, using dictionaries)
- The teacher monitors and helps learners to stay on task
- The teacher creates opportunities for every student to engage with the learning process

Inclusive approaches

In the classroom this means ensuring that any disadvantage that a learner may experience, in relation to a range of factors such as gender, learning disability, linguistic background etc. are attended to through planning and through classroom practice. In the PEELI training room this means ensuring, in addition to the above, that (a) we are supporting teachers in developing more inclusive practices in their own classrooms and (b) taking a more differentiated approach in the development of training content for teachers.

In year 2 we have begun discussion around how this can be most effectively achieved and have begun to re-orientate our interventions with the cross-

cutting theme of inclusion in mind. In year 3 we will do further participatory research to understand and implement contextually appropriate and effective interventions and develop M&E tools that will assess the impact of these interventions on classroom behaviour.

Appropriate choices about the language of classroom instruction

The teacher uses the appropriate local language as a medium of instruction to promote effective learning and deliberately chooses to use English as the medium of instruction when this does not hinder effective learning.

The features of a classroom where the teacher makes appropriate choices about the language of instruction include the following types of teacher behaviour:

- 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

- In the subject classroom, the teacher deliberately chooses to use English as the medium of instruction when this does not hinder learning

- In the subject classroom, the teacher encourages learners to demonstrate understanding or competence in relation to subject content not their English ability

- In the subject classroom, the teacher assesses learners on their understanding or competence in relation to subject content not on their English ability

- The teacher grades her language to promote effective communication and learning, especially if she chooses EMI

- Examples of English classroom language are in evidence

- For the subject classroom, teacher gives tasks that facilitate understanding of prescribed materials in English

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1.7 Project Scope

PEELI is a three-year project terminating in June 2020, delivered in partnership by the British Council and QAED under the auspices of the School Education Department, Punjab.

The project focuses on education at the primary level (Grades 1-5, teachers of all subject areas) across the 36 districts of Punjab.

PEELI has six key components:

Component 1 - Training
Improve the quality of teaching by giving teachers, teacher educators, and school leaders the knowledge and skills they need to improve teaching quality in schools across the Punjab.

Component 2 - Licensing
Introduce internationally recognized courses and qualifications for teachers and teacher educators. Establish and maintain new benchmarks for performance against standards to ensure quality teaching.

Component 3 - Content & Materials
Develop the content and materials for all formalized training courses and self-access resources for school-based CPD (online and broadcast).

Component 4 - Institutional Capacity Building
Promote sustainability by enabling QAED to become a centre of excellence and able to deploy world class resources.

Component 5 - Monitoring & Evaluation
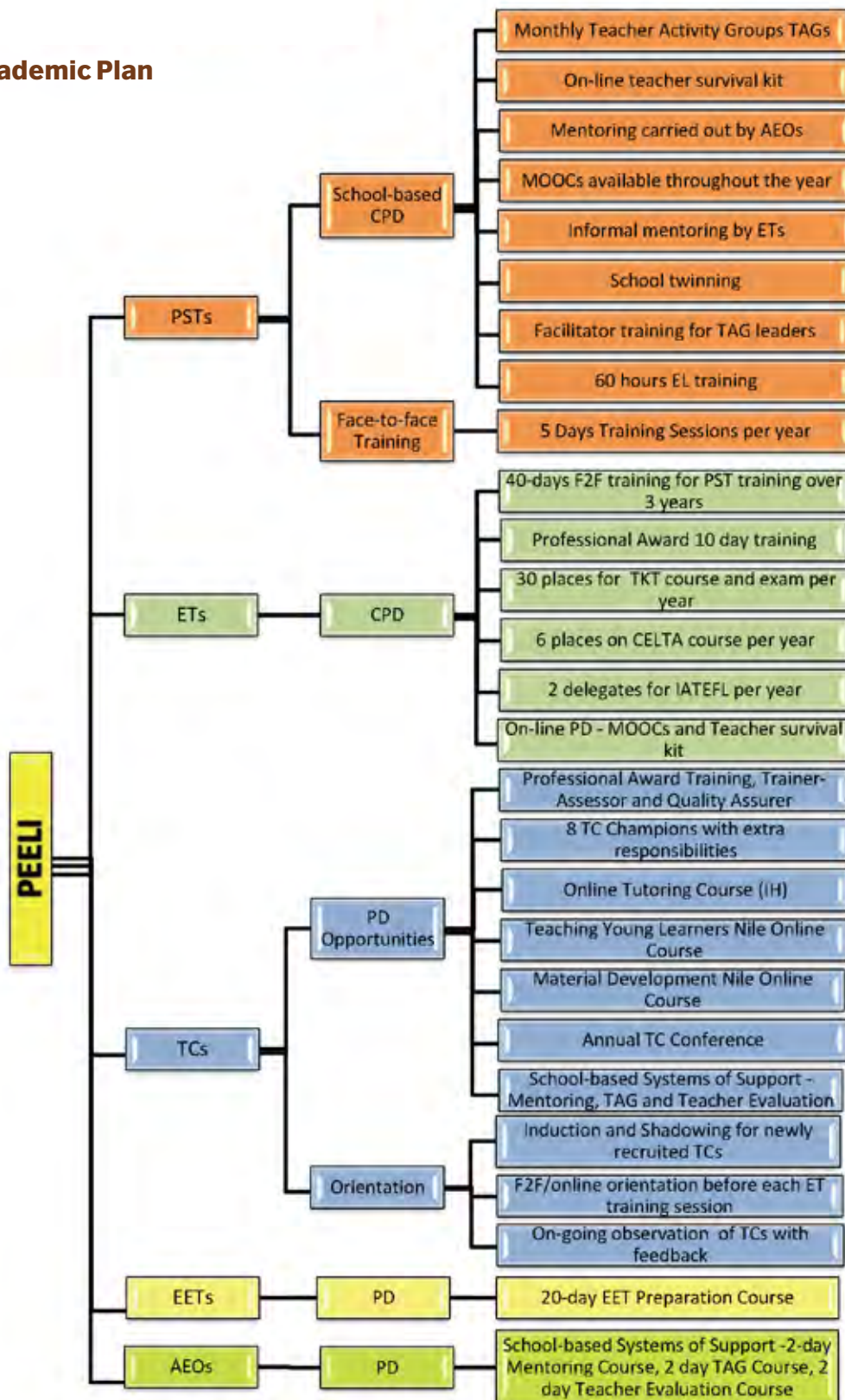By gathering and analysing full range of qualitative and quantitative data provide key stakeholders with reliable and impartial information about the performance and impact of the project.

Component 6 - Policy & Research
Engage all key stakeholders in the evidence base that informs policy and best practice in the areas of continuing professional development for teachers and public sector primary level medium of instruction.

1.8 PEELI Academic Plan

PEELI

PSTs

- School-based CPD
  - Monthly Teacher Activity Groups TAGs
  - On-line teacher survival kit
  - Mentoring carried out by AEOs
  - MOOCs available throughout the year
  - Informal mentoring by ETs
  - School twinning
  - Facilitator training for TAG leaders
  - 60 hours EL training
- Face-to-face Training
  - 5 Days Training Sessions per year

ETs

- CPD
  - 40-days F2F training for PST training over 3 years
  - Professional Award 10 day training
  - 30 places for TKT course and exam per year
  - 6 places on CELTA course per year
  - 2 delegates for IATEFL per year
  - On-line PD - MOOCs and Teacher survival kit

TCs

- PD Opportunities
  - Professional Award Training, Trainer-Assessor and Quality Assurer
  - 8 TC Champions with extra responsibilities
  - Online Tutoring Course (IH)
  - Teaching Young Learners Nile Online Course
  - Material Development Nile Online Course
  - Annual TC Conference
  - School-based Systems of Support - Mentoring, TAG and Teacher Evaluation
- Orientation
  - Induction and Shadowing for newly recruited TCs
  - F2F/online orientation before each ET training session
  - On-going observation of TCs with feedback

EETs

- PD
  - 20-day EET Preparation Course

AEOs

- PD
  - School-based Systems of Support -2-day Mentoring Course, 2 day TAG Course, 2 day Teacher Evaluation Course

2. ACTIVITIES BY COMPONENTS

Component 1 - Training

Improve the quality of teaching by giving teachers, teacher educators, and school leaders the knowledge and skills they need to improve teaching quality in schools across the Punjab.

2.1 Training for Expert Trainers

A 10-day training course was developed for ETs. The course included a 1-day revision of year 1 'Trainer Development Course', building on ETs' skills to effectively deliver teacher training. The rest of the course covered new material from British Council's Teaching for Success approach with daily micro-training practice.

Key areas covered in the sessions included: assessing learning, professional development and reflection, learning outcomes, lesson planning, thinking skills and understanding learners - areas relevant to the needs of the ETs according to the monitoring and evaluation carried out after the 2017 training of ETs and PSTs. All these themes were developed to the 'engagement' level, which is higher than the training last year, ensuring that the ETs are a step ahead of the PSTs and confident and well-prepared in delivering the material.

British Council TCs delivered these modules to ETs in Faisalabad, Islamabad, Lahore and Multan in November and December 2018.

> "PEELI training has urged teachers to leave the chairs, leave the teacher center method and adopt LCM with high quality self-crafted activities. ET and EET's have become the torchbearers and change agents in their schools and elsewhere. These ET and EET's are found quite motivated about the importance of the PEELI project."
>
> **(Masood Alam, ET)**

2.2 Training for English Expert Trainers

76 ETs were selected from the cohort of 1001 to be trained as English Expert Trainers (EETs). These EETs will go on to deliver extensive English training to 1200 English teachers. EETs were recruited provided their training was of a satisfactory quality and their English was B2 or higher, according to the results of Aptis tests. An 18-day training course was developed from Teaching for Success approach and delivered in May-June and September 2018. The course was divided into 4 main areas: methodology workshops which included techniques and strategies for teaching, language awareness of grammar, lexis and phonology, skills work in speaking, reading, listening and writing and the practical component included supervised and observed teaching practice with verbal and written feedback.

> "EET training boasted me a lot to become a better teacher and trainer. Its well devised modules enlightened my brain to reflect more positively. If I am a reliable and validated trainer, it is only due to PEELI project. Activity based modules turned my head from teacher centered approach to learner centered approach. I just want to say that I'm extremely lucky that I'm the part of PEELI TEAM. long live PEELI, QAED and SED Punjab"
>
> **Muhammad Ishaq Saqi (EET)**

2.3 Training for Primary School Teachers

British Council developed a 5-day training course for PSTs, delivered by ETs in February, March and April 2019. The course covered the themes of Understanding Lesson Planning, Understanding Assessment, Understanding How Primary Children Learn, according to the monitoring and evaluation carried out after the 2018 training of PSTs. From the 95,000 teachers who attended the training, around 15,000 received additional training on British Council Teaching Kits.

The training course was delivered by ETs to PSTs in all 36 districts of Punjab.

> "There is a positive change in me and student relationship, and students tried to participate in activities as I was teaching a topic of shapes and measurement, uses of protractor. So students were actively participating to draw the shape and uses of protractor".
>
> **(PST)**

Component 2 - Licensing

Introduce internationally recognized courses and qualifications for teachers and teacher educators. Establish and maintain new benchmarks for performance against standards to ensure quality teaching.

2.4 APTIS

Aptis is a modern and flexible English language proficiency test designed to provide reliable, accurate results on candidates' English language skills. 92 PSTs were selected for Aptis on a self–selection basis and appeared for the test on 17 March 2019. The results of this Aptis test will be used as the baseline to observe improvements in proficiency of teachers after completing the English Language Improvement Course delivered by EETs.

2.5 Professional Award in Teacher Education

The aim of this intensive 10-day programme is to provide status for and recognition of teacher development expertise. The award defines professional standards for measuring candidate knowledge and skills in teacher development and aims to develop skills, knowledge and strategies in effective teacher training. The programme is internationally recognised and certified by Trinity. British Council training consultants delivered two Professional Award in Teacher Education courses in Lahore, 3 – 14 September and 19 – 30 November, which were attended by 28 ETs.

> "Professional Award for Teacher Educators is a planned programme, structured for the professional development of teachers. It added into my professional writing skills, critical thinking and prescriptive approach towards the classroom problems. This project aimed at my individual professional growth through constructive feedback. I strongly recommend this course for all the other ET's and teachers' professional development."
>
> – **Shamaila Naz**, **ET**, **Gujrat**

See Appendix 1 – Professional Award for Teacher Educators - report for further details

2.6 CELTA

CELTA is an internationally recognised course certified by Cambridge. The 1-month intensive programme (12 November – 07 December 2018) aims to build up knowledge and strategies of effective English teaching allowing participants to apply this in a real teaching context. British Council has partnered with International House, Thailand to offer this programme and 6 ETs were selected based on their English proficiency, attendance at PEELI training and quality of micro-training delivered. The 6 participants completed the programme in December 2018 and will go on to support EETs in delivering English language training to English teachers.

See Appendix 2 – Licensing Report for further details

2.7 TKT

TKT is a flexible series of internationally recognised modular teaching qualifications, certified by Cambridge which test candidates' knowledge in specific areas of English language teaching. Module 1 covers describing language and language skills, and background to language learning and teaching. British Council delivered a 10-day TKT preparation programme (31 December 2018-10 January 2019) to prepare the 21 selected ETs to take the examination in January 2019.

See Appendix 2 – Licensing Report for further details

ETs at the TKT preparation course at QAED

2.8 MOOCs

In PEELI Year 2, British Council offered four Massive Open Online Courses (MOOCs) to ETs and PSTs to help English language teachers understand and plan their own professional development needs and share their experience with other teachers around the world. Two MOOCs, English in Early Childhood and Understanding Language: Learning and Teaching, were offered in October to November 2018. Becoming a Better Teacher and A Beginner's Guide to Writing in English for University Study were offered in February to March 2019. 366 ETs and PSTs participated in MOOCs in this year.

> "It was a good experience to learn from the experiences of other teachers across the globe. Different strategies were shared through this course like how can we motivate the students for writing skills through pictures." – Zahida Batool, ET, Understanding Language: "
>
> **Learning and Teaching**

See Appendix 2 – Licensing Report for further details

2.9 Support for Expert Trainers

2.9.1 Teacher Educator Award

The Teacher Educator Award was introduced in 2018 to recognize and appreciate the outstanding efforts of ETs for their work with PSTs to improve their professional development and the quality of classroom teaching across Punjab. Trainers were asked to send in 5-minute videos documenting their own professional development and support given to primary school teachers. A five-person panel comprising of private and public sector representatives judged the entries against a strict criterion and five winners were announced. The

first prize was the opportunity to travel to Liverpool, UK for IATEFL 2019 and the four runners up were awarded laptops.

The awards were presented on 5 December 2018 at the Research Day and Teacher Educator Award. Over 150 people, including educators, teachers, policy makers and researchers, were in attendance. Education Minister, Punjab, Murad Raas presented the awards to the winners: Fatima Shahid, Azka Kiran, Shamaila Naz, Zeenat Ramzan and Muhammad Umer Abdullah.

> "TE Award has been a real motivation for me which not only provided me an open platform to exhibit my professional career but also prompted me towards innovative technical skills. I felt really proud to be one of TE Award winners and to be as the part of British Council."
>
> **– Shamaila Naz**, **ET**, **Gujrat**

See Appendix 3 – Teacher Educator Award programme for further details

2.9.2 IATEFL

Four teachers from PEELI, two ETs and two PSTs, won scholarships to the annual IATEFL conference which took place in in Liverpool from 1 - 5 April 2019. The teachers joined British Council delegates from other countries in South Asia. In addition to attending sessions at the conference, the Pakistan teachers also visited a state primary school, and participated in a pre-conference workshop for all the delegates from South Asia. The EES Academic Manager, who also attended the conference, delivered a workshop and participated in a panel discussion, both on the theme of Inclusion, and the teachers subsequently reflected on the relevance

Teacher Education Award winners with the Education Minister, **Punjab**, **Director EES**, **British Council and Area Manager**, **British Council**

of this theme in the Punjab context. The visit to the primary school remained one of the highlights of the experience, demonstrating how a learner-centred classroom works in practice. On their return the delegates, who had agreed to cascade what they learned from the experience to their peers, described their visit to the UK to ETs and TCs on a panel discussion during the Training Consultant Conference in Lahore in April. In addition to their appearance at the TC Conference the delegates initiated other events which disseminated the knowledge they had gained during their trip to Liverpool, including creating blogs, writing articles for local newspapers and presentations for government officials. These events are being posted on the IATEFL WhatsApp group. The delegates also maintain contact with their peers from British Council projects across South Asia.

"Prior to this (IATEFL session on Inclusion) I was confined to a limited definition of Inclusion (to cater special educational needs e.g. any disability), but in this session I learnt it is a broader term...so Inclusion is a sense of not being excluded."

(Delegate Fatima Shahid in her IATEFL blog).

2.9.3 Community of Practice

TCs, ETs and PSTs use various digital platforms to extend and share their CPD. As is generally the case with social media, initial instigation from EES team develops spontaneously into ownership by the users which fits their purpose.

Edmodo

Edmodo is a large social learning platform with over 65 million users worldwide. The site, accessible by computer or smartphone, is aimed at both educators and students with the key focus being on learning and development. Once users are connected in the safe social environment, they can collaborate, access shared digital content, attend webinars, access learning tasks, engage in meaningful discussions with other educators and keep up to date with different professional development opportunities. A closed group has been created for ETs with over 800 having joined and taking part - accessing learning content and exchanging ideas on good teaching and training practice.

There are three groups - TCs, ETs and EETs. The benefit of these platforms is that it is possible to upload and store materials in the library section. For this reason, the platforms become particularly active before and during training sessions as members were able to access the training materials and discuss the training with colleagues in the forums.
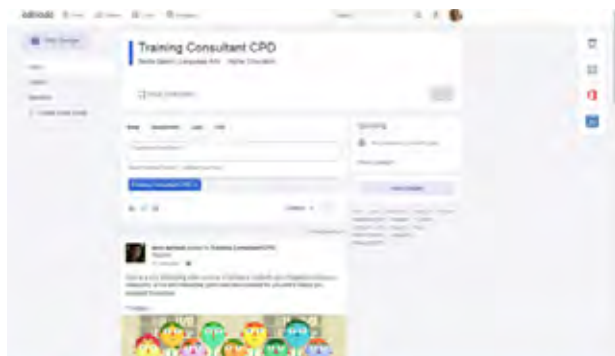
Screen shot of TC Edmodo site

WhatsApp

WhatsApp remains the most popular way of sharing learning among TCs, ETs and PSTs. TCs, ETs and PSTs use it to communicate updates and opportunities, share material, and allow the trainers to have an informal space where they can ask questions and look for support beyond the training period. TCs support ETs as they deliver training to PSTs and ETs continue to support PSTs once they return to their schools. During the PST training March/April 2019, we asked ETs to set up WhatsApp groups for the PSTs they were training, with a view to enabling ETs to support PSTs beyond the training room. This also allows TCs, ETs and PSTs to stay up to date with government policies and school administration. WhatsApp groups also contain videos of lessons, such as teachers using the Teaching Kits, and links to useful resources.

The IATEFL South Asia 2019 WhatsApp group documents the CPD of the delegates during and since their trip to Liverpool and shows the benefit of regional networks as colleagues working in similar environments in different countries share experiences.

Component 3 - Content & Materials

Develop the content and materials for all formalized training courses and self-access resources for school-based CPD (online and broadcast).

2.10 Course materials for Expert Trainers

The 10-day training course includes revision of last year's 'Trainer Development Course', and new material from British Council's Teaching for Success approach with daily micro-training practice.

- Revision of Trainer Development Course
- Understanding Assessment for Learning
- Engaging with Assessment for Learning
- Engaging with Professional Development-Peer Observation
- Engaging with Professional Development-the reflective teacher
- Engaging with Learning Outcomes
- Engaging with Lesson Planning – models and frameworks
- Understanding Thinking Skills
- Engaging with Thinking Skills in the Classroom

Front page of ET training Module 2

2.11 Course materials for English Expert Trainers

Course Overview

This is a 60-hour course developed by the British Council for the 'English Expert Trainers' training. This course is focused on developing participants' skills in teaching English through communicative learning. The course format is similar to the CELTA course, with input sessions, teaching practice, observations and tutorials.

In 2018 EETs completed the last six days of the course, with particular attention to micro-training where EETs practiced delivering English Language sessions.

Key components:

- Managing Resources
- Micro-training sessions
- Anticipating Problems

2.12 Course materials for Primary School Teachers

The course covers three sessions from British Council Teaching for Success approach plus a session on using the Teaching Kits, which was delivered to some of the teachers in the first cohort in place of 'Understanding How Primary Children Learn".

1. Understanding Lesson Planning
2. Understanding Assessment in Learning
3. Understanding How primary Children Learn
4. How to use the Teaching Kit with Practical Application

2.13 Digital literacy course

This basic on-line course consists of seven sessions where teachers are encouraged to access resources digitally. The material is aimed at teachers who are not used to using the internet. The on-line resources are mostly taken from British Council websites, but also from other reputable sources.

• Introduction with Teacher and Learner profiles
• Planning a lesson 1
• Planning a lesson 2
• Warmers
• Science – Food Preservation
• Maths – Fractions and Percentages
• Games in the classroom

The contents of the British Council Teaching Kit

2.14 Teaching Kits

In March 2019 Teaching Kits were distributed to 14,712 PSTs during their five-day training. Each kit contains mini white boards, with marker pens and duster, flash cards, spelling packs, classroom language posters and a teacher guide in Urdu. During the PST training these teachers received a session on how to use the kit and practiced during a micro-teaching session. Once the teachers returned to their classrooms, they sent videos of how they were using the kits in the classroom and ETs, TCs and QAED reported receiving many positive comments from teachers.

https://vimeo.com/344238410

In this video, destined for use with teachers and other stakeholders involved in school based CPD in Pakistan, a teacher demonstrates how to use the teaching kit in class.

List of districts and number of kits for each district:

S.No.	District	# of teaching kits delivered
1	Bahawalnagar	1224
2	Bahawalpur	1192
3	Chakwal	885
4	Chiniot	716
5	D.G. Khan	1116
6	Faisalabad	1045
7	Gujranwala	792
8	Gujrat	720
9	Hafizabad	394
10	Jhang	1148
11	Jhelum	837
12	Khushab	719
13	Lahore	648
14	Layyah	968
15	M.B Din	324
16	Nankana Sahib	216
17	Pakpattan	576
18	Sargodha	616
19	Sheikhupura	576
	Total	**14,712**

Component 4: Institutional Capacity Building

Promote sustainability by enabling QAED to become a centre of excellence and able to deploy world class resources.

2.15   Needs analysis consultancy, 10-14 September

Building on activity in year 1, Mike McRory conducted an analysis of QAED's training needs, across the professional wings of QAED Punjab, from10-14 September.

Training plan workshop, 4 March 2019

His report generated a follow up workshop, facilitated by the British Council, held on 4 March 2018.

The purpose of the workshop was for QAED staff to:

- agree on and prioritise the suggested training domains
- agree on the learning outcomes for each prioritised training domain
- agree on the best channel to achieve the learning outcomes
- agree on a time frame for the selected training interventions
- establish an M&E methodology that will evaluate the impact of the training interventions on individual and organisational performance

Workshop output

The following training domains and learning outcomes, established through the needs analysis report, were the focus of the workshop:

- 21st century skills
- Research methods, tools and monitoring
- Training strategies and skills/Teacher Standards, Standards for Teacher Educators
- Quality assurance methods, tools, impact

Training domain	Learning outcomes	Audience	Channel	Period	Impact of intervention
21st century skills, including Citizenship skills and study skills	• Understand basic concepts • Demonstrate 21st Century skills in our behaviour • Include 21st Century skills in our approach to teacher training/ supporting teachers • Use 21st Century skills in approach to 21 Century research	All	• F2F orientation • Online orientation • F2F workshop (own professional context, practical case studies, practical tasks • Community of practice • Self-assessment	2/3 days	• Peers evaluation • Self-assessment • Pre and post tests • Attitudes, • behaviour, • learning, • performance

Training domain	Learning outcomes	Audience	Channel	Period	Impact of intervention
Research methods, tools and monitoring (to include research writing, pen portraits, and reporting)	• Understand quant/ qual approaches methods and tools • Acquire report writing skills • Understand and apply data analysis	All	• Pre-study materials • F2F	10 days	• Report evaluation • Data analysis task
Training strategies and skills (inc. Teacher Standards, Standards for Teacher Education, classroom observation, and TNA skills)	• How to conduct needs analysis • How to develop a TNA tool	All	• Orientation (1) • FGD (1 day) • Tool development (5 days) • Data management (5 days)	F2F 12 days	Establish systematic research- based TNA
QA methods, tools, impact, ADU support (to include training quality and standards)	• Orientation course on M&E approach (in-house) • Understand major benefits to the organisation of TQM • How TQM can be introduced into workplace • Identify useful Q improvement techniques for QA • Understand global best practices of QA • Application and follow up of QA tools to compliance assessment	All	• F2F training • Exposure visit	3 days	• Better internal QA systems

Three additional areas were retained for future consideration:

- Integrating digital resources in CPD for teachers
- Transitioning from Urdu MOI to EMI at the secondary level
- Project management

Professional development interventions

Subsequent to the workshop a menu of F2F and online courses, a list of associated resources and suggested learning approach was submitted to QAED. These will be implemented in year 3 and their impact evaluated through third party validation.

See Appendix 4 – QAED Capacity Building training domains and resources for further details

Component 5: Monitoring & Evaluation

By gathering and analysing full range of qualitative and quantitative data provide key stakeholders with reliable and impartial information about the performance and impact of the project

Purpose of M&E

Monitoring & Evaluation is critical in assessing the progress of any project against its pre-defined targets. Data collected through M&E gives key stakeholders reliable and impartial information about performance against these targets. It also helps in understanding if the project is on-track to enable continuous quality improvements that maximise project impact and reach.

The data collected in relation to PEELI therefore allows us to:

1. evaluate changes in teaching behaviour in the classroom
2. assess the quality of the training delivered by TCs and ETs
3. report on our progress against project outputs
4. learn from the experiences of our target audience in the Punjab and offer appropriate paths to learning and improvement
5. retain and develop the British Council and QAED's experience in delivering similar projects

How we collect data

We collect data to assess the quality and impact of our work in two ways:

- Internal M&E
- Third-party validation

Internal M&E

British Council TCs conduct the following M&E activities to gather data in line with the objectives outlined above:

(a) Feedback collection through questionnaires

(b) Focus group discussions

(c) Observations of ETs delivering training to PSTs

Third - party validation is essential in:

- **Building credibility:** Getting an external and independent inspection team having expertise to monitor development projects gives the progress/impact of our work more credibility

- **Impartial view:** It helps the stakeholders in identifying problems, their cause and possible solutions

- **Increase Project Capacity:** It increases the project's capacity to monitor a larger number of training events/participants

- **Strengths and Weaknesses:** It keeps the project on track by independently identifying any areas where the impact is not achieved and providing possible solutions

2.16 Internal M&E

The following internal M&E activities were conducted this year:

M&E Activity	Total respondents
Feedback from Expert Trainers	782
Observation of Expert Trainers during training delivery to Primary School Teachers	57
Feedback from Primary School Teachers	1639
Focus Group Discussions with Primary School Teachers	44

Primary School Teachers

A total of 95,000 PSTs received 5-day PEELI training across 36 districts of Punjab in the year 2. Our TCs collected feedback from 1639 PSTs and conducted 44 Focus Group Discussions to assess the impact of the training against the learning outcomes.

Learning outcome of 5-day PST Training

"By the end of this course teachers will have a better understanding of children's cognitive development and the impact this has on their learning. They will be able to produce better lesson plans, be able to relate their knowledge of assessment to their teaching contexts and deliver child-centred activity-based lessons"

Feedback Survey

Feedback surveys provide an opportunity to the PSTs to self-assess their learning after attending a training course. The following feedback survey results show how the PSTs responded to questions about their own learning, the trainer's competence and the suitability of the training material.

Key learnings from the training	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have a better understanding of how children learn.	31	15	65	872	656
I can explain the difference between child-centred and traditional teaching approach.	19	26	47	666	881
Based on my better understanding of how children learn I can plan more effective lessons.	12	17	56	699	855
I can identify the main elements of a lesson plan	9	23	37	919	651
I can include assessment of learning in my lesson planning	11	32	13	764	819
ETs' competence	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The trainer has knowledge of the subject matter.	15	22	117	584	901
The trainer has ability to explain and illustrate concepts.	19	29	91	625	875
The trainer answered questions completely.	12	17	63	545	1002
Quality of training material	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The training material is appropriate to my level of understanding.	41	34	15	982	567
I can use the provided material in my teaching easily.	22	20	22	968	607
The printing quality of material is good.	62	71	121	806	579

See Appendix 5 – course feedback questionnaire for PSTs

The feedback survey results show that most PSTs are confident that they achieved the key learning outcomes of the training. The feedback survey administered by FAME (third-party validation) to a much larger sample size of the PSTs who attended PEELI training shows similar results. In order to assess the validity of this claim, FAME observed 200 PSTs in their classrooms and the detailed results of these observations can be found both in the impact section of this report and in the M&E reports published by FAME.

The feedback survey results above show that most PSTs are satisfied with the training delivery and the ability of the ETs to explain different concepts and answer any questions raised by the participants. The performance of the ETs while delivering training to PSTs has been evaluated through both internal and external M&E activities.

The feedback survey results suggest that the quality of printing material and the facilities at the training venues needs to be improved.

Focus Group Discussions

44 FGDs were conducted in 8 districts of Punjab by our training consultants. The participants expressed their satisfaction about the learning, content and the delivery of PEELI training. They also suggested ways in which the training can be improved.

See Appendix 6 – Focus Group Discussion tool for PSTs

> "This training gave me confidence to speak English and make lesson plans which are effective and organized. I also learned techniques as to how to get feedback from class"
> **(PST, QAED Lala Musa)**

> "She (the trainer) had a hold on her subject. She was interactive, went to every participant and made sure all participants interacted with each other"
> **(PST, QAED Jehlum)**

> "Add more worksheets for assessment and teach us how to make material for our learners"
> **(PST, QAED Kasur)**

> "Audio Visual aids must be incorporated. Moreover, the duration of training days should be increased. The participants should also get certificates at the end of the training"
> **(PST, QAED Faisalabad)**

Expert Trainers

British Council selected 1001 Expert Trainers (ETs) in 2017 to support the large-scale cascade training model of the project. These ETs will receive 40 days of face-to-face training during the lifetime of the project. The ETs are based in all 36 districts of Punjab and are responsible for the delivery of 15 days of face-to-face training to PSTs by the end of the project.

The figures in the table show the number of ETs in each district and the gender ratio. The districts highlighted in orange are ones where there are more female than male ETs.
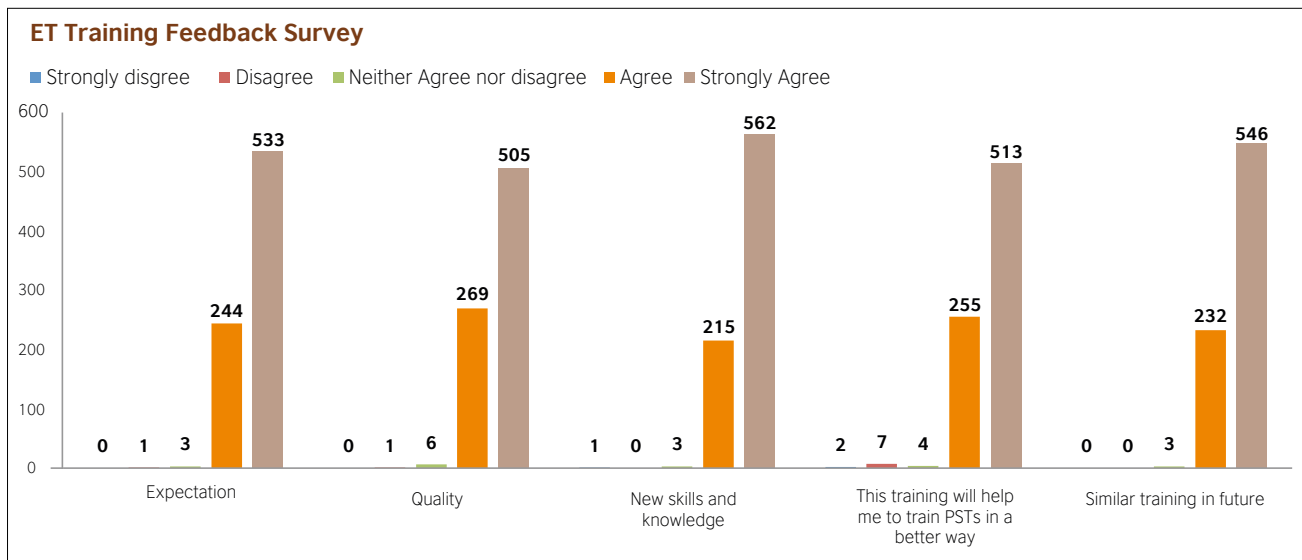
District	Total Ets	Male Ets	Female Ets
Attock	30	23	7
Bahawalnagar	39	29	10
Bahawalpur	36	19	17
Bhakkar	34	27	7
Chakwal	29	9	20
Chiniot	23	17	6
D.G. Khan	31	24	7
Faisalabad	40	22	18
Gujranwala	32	21	11
Gujrat	27	18	9
Hafizabad	14	8	6
Jhang	35	25	10
Jhelum	24	17	7
Kasur	24	11	13
Khanewal	42	36	6
Khushab	21	13	8
Lahore	26	14	12
Layyah	33	16	17
Lodhran	20	13	7
Mandi Bahauddin	12	10	2
Mianwali	25	10	15
Multan	19	9	10
Muzaffargarh	36	29	7
Nankana Sahib	10	6	4
Narowal	27	9	18
Okara	33	16	17
Pakpattan	21	17	4
Rahim Yar Khan	59	26	33
Rajanpur	35	28	7
Rawalpindi	28	17	11
Sahiwal	24	15	9
Sargodha	21	13	8
Sheikhupura	18	11	7
Sialkot	18	15	3
Toba Tek Singh	26	15	11
Vehari	29	21	8
TOTAL	**1001**	**629**	**372**

	Male	**629**
Female	**372**	

ET Training Feedback survey

The ETs received 10 days of face-to-face training delivered by PEELI training consultants in November and December 2018. A total of 781 ETs responded to the end of course survey and the results are summarized in the following figure:

ET Training Feedback Survey

Strongly disgree · Disagree · Neither Agree nor disagree · Agree · Strongly Agree

Category	Strongly disgree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree
Expectation	0	1	3	244	533
Quality	0	1	6	269	505
New skills and knowledge	1	0	3	215	562
This training will help me to train PSTs in a better way	2	7	4	255	513
Similar training in future	0	0	3	232	546

More than 90% of ETs feel that the training was a high-quality event, it helped them learn new skills appropriate to their professional development needs and that it will help them deliver training to PSTs in a better way.

These results demonstrate that ET training is very highly valued and perceived as being highly relevant and useful – particularly important as ETs are fundamental to the large-scale cascade model of the project.

See Appendix 7 – Course feedback questionnaire for ETs
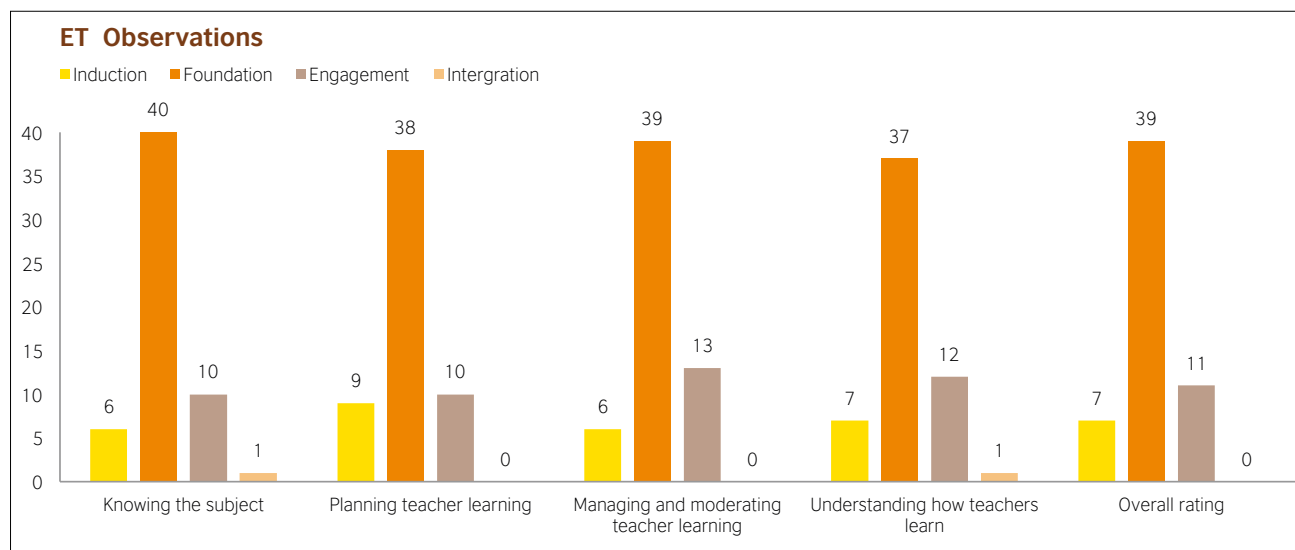
ET Observations

British Council TCs observed 57 ETs delivering training to PSTs to assess their performance against the following professional practices:

- knowing the subject
- planning teacher learning
- managing and moderating teacher learning
- understanding how teachers learn

The TCs used the following rating scale to evaluate the performance of the ETs:

Level	Description
1	**Induction:** Teacher Educator has completed training but is not yet at Foundation level
2	**Foundation:** The trainer has the foundation of teaching skills and knowledge on which to build his/her role as a teacher educator
3	**Engagement:** The trainer has developed his her skills and knowledge as a teacher educator through practical experience and professional learning
4	**Integration:** The trainer has achieved a high level of competence as a teacher educator

The following graph shows the performance of ETs against each of the professional practices mentioned above:

ET Observations

Legend: Induction, Foundation, Engagement, Intergration

Professional practice	Induction	Foundation	Engagement	Intergration
Knowing the subject	6	40	10	1
Planning teacher learning	9	38	10	0
Managing and moderating teacher learning	6	39	13	0
Understanding how teachers learn	7	37	12	1
Overall rating	7	39	11	0

The ETs were rated similarly against the different professional practices therefore their overall performance rating provides a fair reflection of their performance against each professional practice.

The results above show that most of the ETs are currently performing at the "Foundation level" which means that they have the teaching skills and knowledge on which to build their role as a teacher educator. With further face-to-face training and other professional development opportunities they can move their way up to the "Engagement level" which has already been achieved by almost 20% of the ETs who were observed.
See Appendix 8 – ET observation tool

2. 17 Third party validation

For third – party validation, FAME Education Consultants (Pvt.) Limited was chosen as third party validator in December 2017, extending our M&E reach across the Punjab and ensuring the independence of data collected and analysis provided. The purpose of third-party validation by FAME is therefore to:

- Provide evidence which helps us to assess progress against Key Performance Indicators (KPIs) for each of the six components of PEELI
- Provide recommendations to improve the quality of our work
- Develop a baseline in order to measure the impact of PEELI interventions on teaching behavior at the end of the project

Apart from organizing extensive M&E activities across the province, FAME has substantially contributed in planning project activities and sharing their knowledge at both local and international events organized by the British Council. In order to comply with British Council policies and standards, they also made sure that all their employees have completed the mandatory child-protection training and there are also GDPR (General Data Protection Regulation) compliant as an organization.

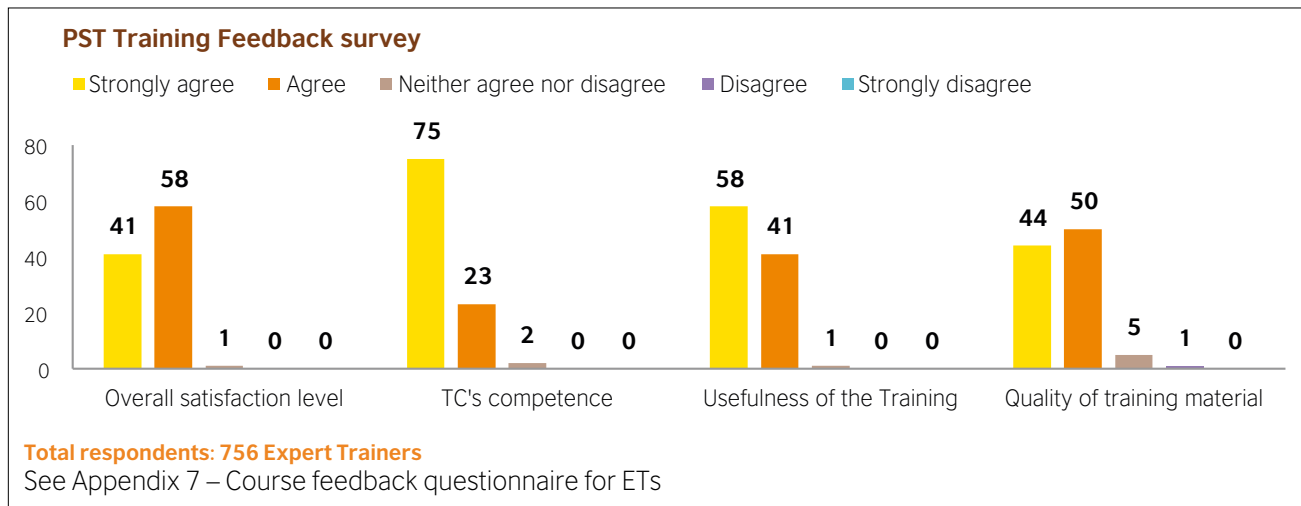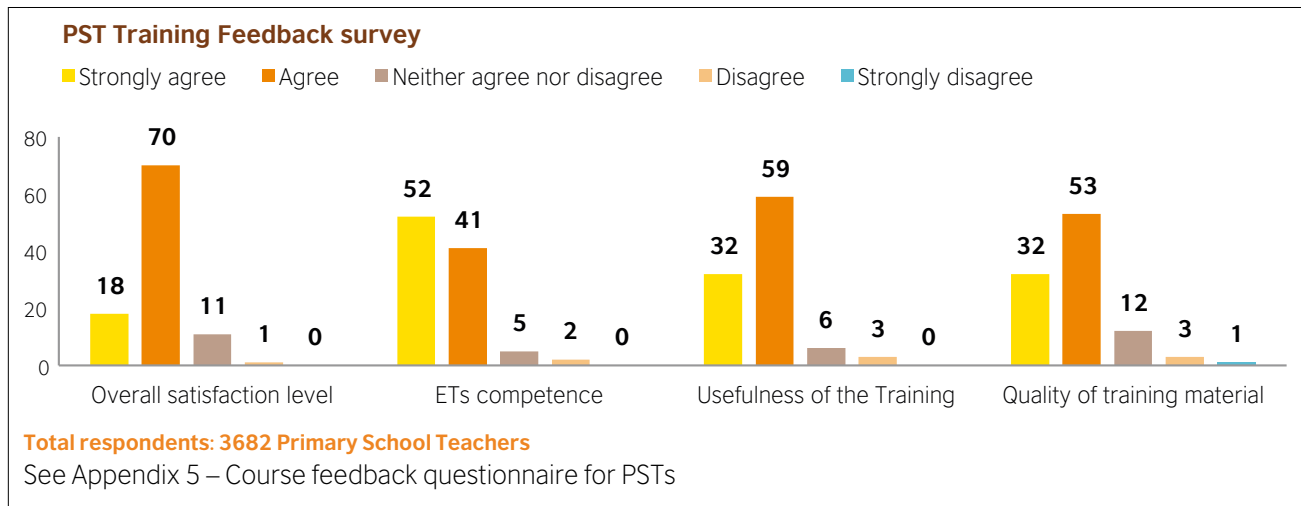So far, they have published five quarterly reports:

- 1st report (covers activities from June 2017 to March 2018)

- 2nd report (covers activities from April 2018 to June 2018)

- 3rd report (covers activities from July 2018 to September 2018)

- 4th report (covers activities from October 2018 to December 2018)

- 5th report (covers activities from January 2019 to March 2019)

See Appendix 11 – Third party validation – reports

FAME Interventions – PEELI Year 2						
Activity	Dates	Feedback survey respondents	Number of ETs/ PSTs observed	Focus Group Discussions	Number of districts	Total number of participants
10-day training delivered by PEELI training consultants to 1001 Expert Trainers	19 - 30 Nov 2018	756	N/A	7	6	802
	3 to 13 Dec 2018		N/A			
5 day training delivered to 95,000 PSTs by Ets	Starting 30 July 2019	770	15	10		10637
	Starting 3 Sep 2018	101	4	2		1130
	Starting 11 Mar 2018	3581	113	32	19	47051
	Starting Apr 2019	M&E results not complied yet				40000
6 day EET Training delivered by TCs to EETs	3-8 Sep 2108	55	N/A	2	2	57
Audit – PEELI project at British Council Lahore	20 Jul 2018	N/A	N/A	N/A	N/A	N/A
Observation of 148 PSTs – PSTs in action	3-22 Sep 2018	N/A	200	N/A		200
Longitudinal Survey	Jul-Sep 2018	N/A	8	N/A	4	8
	Oct – Dec 2018					
	Jan – Mar 2019					
Teaching knowledge test preparation course for Ets	31 Dec 18 – 12 Jan 19	20	N/A	1	1	23

Quality of inputs

The five reports published by FAME discuss their data collection methods and findings in detail. The findings from feedback collected from PSTs, ETs and the results of ET observations have been summarized in the figures below:

PST Training Feedback survey

Legend: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

Overall satisfaction level: 18, 70, 11, 1, 0
ETs competence: 52, 41, 5, 2, 0
Usefulness of the Training: 32, 59, 6, 3, 0
Quality of training material: 32, 53, 12, 3, 1

Total respondents: 3682 Primary School Teachers
See Appendix 5 – Course feedback questionnaire for PSTs

PST Training Feedback survey

Legend: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

Overall satisfaction level: 41, 58, 1, 0, 0
TC's competence: 75, 23, 2, 0, 0
Usefulness of the Training: 58, 41, 1, 0, 0
Quality of training material: 44, 50, 5, 1, 0

Total respondents: 756 Expert Trainers
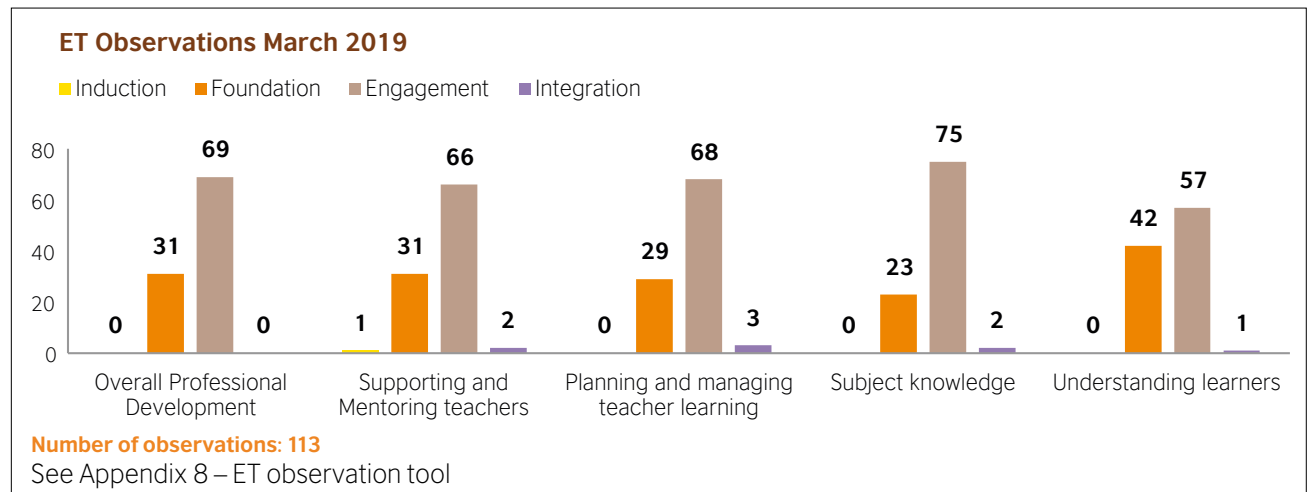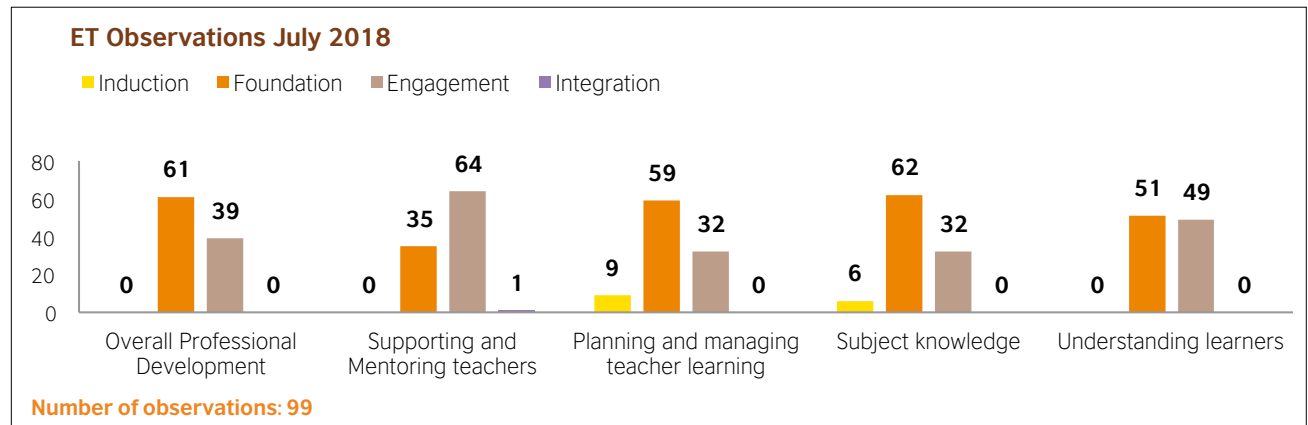See Appendix 7 – Course feedback questionnaire for ETs

ET Observations

FAME observed ETs delivering training to PSTs across all districts of Punjab. These observations were carried out both at the start of PEELI year 2 and towards the end of PEELI year 2 and the findings show that most ETs have now achieved the engagement level in their professional development. These professional development levels have been defined in the table below.

Induction: Teacher Educator has completed training but is not yet at Foundation level
Foundation: The trainer has the foundation of teaching skills and knowledge on which to build his/her role as a teacher educator
Engagement: The trainer has developed his/her skills and knowledge as a teacher educator through practical experience and professional learning
Integration: The trainer has achieved a high level of competence as a teacher educator

ET Observations July 2018

■ Induction ■ Foundation ■ Engagement ■ Integration

	Overall Professional Development	Supporting and Mentoring teachers	Planning and managing teacher learning	Subject knowledge	Understanding learners
Induction	0	0	9	6	0
Foundation	61	35	59	62	51
Engagement	39	64	32	32	49
Integration	0	1	0	0	0

Number of observations: 99

ET Observations March 2019

■ Induction ■ Foundation ■ Engagement ■ Integration

	Overall Professional Development	Supporting and Mentoring teachers	Planning and managing teacher learning	Subject knowledge	Understanding learners
Induction	0	1	0	0	0
Foundation	31	31	29	23	42
Engagement	69	66	68	75	57
Integration	0	2	3	2	1

Number of observations: 113

See Appendix 8 – ET observation tool

2.18 IMPACT

Impact measurement data is collected by a third-party validation M&E partner (Fame). We quality assure the work of Fame through observer standardization, pre-deployment review of data collection tools/approaches and by corroborative observation through freelance training consultants.

Impact is measured against two principle indicators:

1. Change in teaching behaviour at primary school level, measured against the British Council's CPD Framework for Teachers, as a result of training and support delivered. Data is collected using two mechanisms:

   • PSTs in Action

   Classroom observation of a treatment and of a control group. General conclusions are extrapolated by drawing on a representative sample implying multistage random sampling design.

   • Longitudinal survey

   Through these two measures at the end of year 2 of the project we have established a baseline against which change can be evaluated and a partial view of the broader impact of the project on the professional lives of beneficiary teachers.

PSTs in action. What does the baseline measure?

The baseline provides spikey profile information about competence in relation to 5 professional practices and on a 4-point scale and with particular reference to child-centred teaching:

Performance Indicator	Attributes
How well does the teacher plan lessons?	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
How well does the teacher understand her/his learners?	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.
How well does the teacher manage the lesson?	7. Managing learning environment
	8. Ensuring full participation of learners
	9. Effective use of outcome assessment in learning
	10. Maintaining positive learning environment
How well does the teacher know her/his subject?	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
How well does the teacher assess her/his learners?	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

Scale		
Scale points	Range	Description of professional development levels
1	1.0 – 1.4	**Awareness:** The teacher has heard of this professional practice
2	1.5 – 2.4	**Understanding:** The teacher knows what the professional practice means and why it's important
3	2.5 – 3.4	**Engagement:** The teacher demonstrates competency in this professional practice at work
4	3.5 – 4.0	**Integration:** The teacher demonstrates a high level of competency in this professional practice and this consistently informs what they do at work

Result

(Out of total 36 districts) with proportionate representation of 3 regions (North, Centre and South) of Punjab. Key results from the data analysis are as follows:

- 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	**1.32 to 1.9**
Range of MS for the TG	**1.46 to 2.05**

Though the difference is very low but it is statistically significant between the groups teachers' behaviour pertaining to child centredness for all the indicators.

- 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	**0.35 to 1.52**
Range of MS for the TG	**0.36 to 1.71**

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's 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.

See Appendix 9 – PST observation tool

Conclusion/ Impact statements:

Contrasting the control and treatment groups, we can say that teachers involved in the project are performing better in comparison to non-project beneficiaries on each of the child-centred teaching indicators and on each of the general professional practices.

Longitudinal survey

From the longitudinal survey findings, we can point to additional corroborating evidence of impact resulting from involvement with the project, encapsulated by the following translated diary extracts of a participating teacher:

"As a teacher of Primary School, for number of years my world of teaching is to teach primary class students, but it is a fact, my usual routines and teaching methodologies are not working to engage students effectively. After attending PEELI training and engaging in longitudinal study I began to find new approaches to shift my teaching methodology from teacher-centered to student-centered."

"As I have attended PEELI training during induction and I have been using different ways to engage students, including simple phrases of English but after participating in longitudinal study, I focus more on students' active involvement by arranging activities. It is a big achievement for me; students are more attached to me than before... Now, I am more conscious about planning lesson for students and understand how to deal with different students"

"There is no significance change in my behaviour, but I am on the way to change my students' behaviour and attitude towards learning, for this, I am adapting some techniques to change my teaching style i.e., use of flash cards. Now, I motivate students to speak easy words of English in daily routine instead of Urdu".

"I have been teaching for many years, but I felt that through activities we can get more attention of students in learning".

"Students shows excitement when I conduct activity in class but it always difficult for me to manage multi-grade class whether having small space to conduct activity properly... I have noticed a slighter change in students' behaviour, they try to comprehend the ideas and topic and I think it is because of change in my teaching and behaviour".

2. Change in trainer competence, measured against the British Council's CPD Framework for Teacher Educators, as a result of training and support delivered. Data is collected through observation and general conclusions are extrapolated by drawing on a representative sample implying multistage random sampling design.

The data is analysed to provide spikey profile information about competence in relation to 5 professional practices and on a 4-point scale.

5 professional practices for PSTs	
Performance Indicator	**Attributes**
• How well does the trainer know his/her subject?	1. Accuracy of information presented
	2. Clarity in communicating information
	3. Relevance of supporting examples with the presented information
	4. Use of research for drawing supporting examples
	5. Correct use of terminology
• How well does the trainer understand how teachers learn?	6. A wide range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole
	7. Use of research-based strategies for adult learning
	8. Broad range and appropriate strategies used to motivate the learners
• How well does the trainer plan and manage teacher learning?	9. Clarity in stating appropriate learning outcomes
	10. Quality of plan to guide the session
	11. Effectiveness of learning environment in relation to learners, resources, space and time.
	12. Regularity in employing appropriate supplementary materials
	13. Effectiveness of assessment used for achievement of the learning outcomes
• How well does the trainer support and mentor teachers?	14. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment
	15. Provision of opportunities to teachers to reflect on the application of new knowledge and skills
	16. Activeness in encouraging teachers to take responsibility for their professional learning
• How well does the trainer monitor teacher performance?	17. Wideness in range of using appropriate pedagogical strategies to monitor teacher performance
	18. Level of coherence and appropriateness of frame of reference for evaluating teacher performance
	19. Consistency in recording evaluation for provision of feedback to teachers

Scale	
4 = INTEGRATION:	The trainer has achieved a high level of competence as a teacher educator. (3.5-4.0)
3 = ENGAGEMENT:	The trainer has developed his/her skills and knowledge as a teacher educator through practical experience and professional learning. (2.5-3.4)
2 = FOUNDATION:	The trainer has the foundation of teaching skills and knowledge on which to build him/her role as a teacher educator. (1.5-2.4)
1 = INDUCTION:	The trainer has attended the training but is **not yet** at Foundation level. (1.0-1.4)

Overall growth of ETs
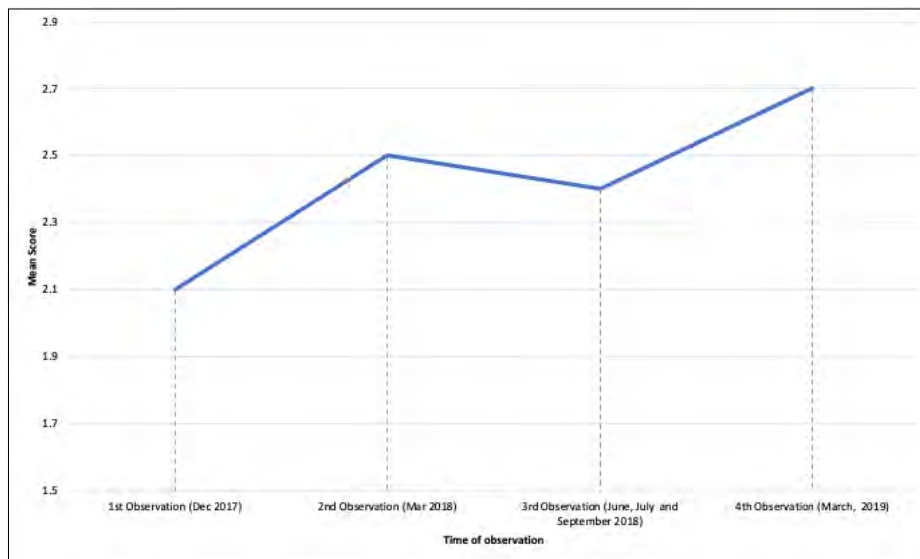
Conclusion

At the end of year 2 we can say that:

As a result of training and support, the competence of teacher trainers involved in the project is on a generally upward trajectory and has grown from an aggregated rating of 2.1 to 2.7 on a four-point scale.

The Results and Evidence Framework

The Results and Evidence Framework is an essential tool in helping us to measure progress against our corporate strategy. It aims to use evidence to continuously improve the way we deliver our programmes and to deliver our work efficiently and effectively, demonstrating value for money.

The REF has four levels:

- Level 1: Global results
- Level 2: Customer and Partner Data
- Level 3: Impact
- Level 4: Organisational performance

REF figures for Year 2:

Audience Engagement	Audience Type	L2 Indicators	Total Actuals
Direct	Face to Face	Government Leaders	6
Direct	Face to Face	Community Leaders	10
Direct	Face to Face	CSO/NGO Leaders	10
Direct	Face to Face	Teachers	1,001
Direct	Social media and learning	Social Media & Learning	8,623
Reach	Online Audience	Online Audience	36,351
Reach	Publication & Broadcast	Publications	1,200
Indirect	Indirect - cascade	Teachers	95,000

In relation to the REF impact statement, Education system change has a sustainable and positive impact, these two indicators suggest that:

PEELI is contributing to systemic improvement in the quality of training and support provided for primary school teachers and that there is a resulting improvement in the ability of teachers to create more engaging and child-centred classrooms.

In relation to the REF impact statement, teachers and teacher educators improve their students' learning outcomes, the next stage of our impact measurement in year 3 will be to assess to what extent this change is sustained and its effect on learner attainment and engagement.

Component 6: Policy & Research

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

2.19 Research

We commissioned three research assignments in year 1:

1.   SAHE

- What progress has been made against and what are current attitudes towards English as a Medium of Instruction (EMI) in public sector primary schools in Punjab?

  https://www.britishcouncil.pk/remu-knowledge-hub/review-introduction-emi-pakistan

2.   DevTrio

- What are the current levels of IT access and literacy amongst Primary School Teachers in Punjab?

- What are the options for school-based CPD for Primary School Teachers in Punjab?

  https://www.britishcouncil.pk/remu-knowledge-hub/cpd-options-psts-school-and-local-level-punjab

These were completed in year 2 and the findings of these 3 research assignments were disseminated at the PEELI Research and Award Day, 5 December 2018, attended by the Minister for Education, Punjab.

Summary of report findings:

1. Progress of and attitudes towards introduction of EMI in early grades (SAHE)

- Most teachers themselves are ill equipped to communicate and teach in English

- EMI is not effective for young children who are also not exposed to English outside school

- EMI doesn't encourage meaningful interaction in the classroom

- EMI doesn't help young children learn Maths or English

- Parents think EMI will help their children learn English because they can see very successful people who have had an EMI education

- The point of departure for providing an effective EMI education for the majority of the children would be a coherent language policy that:

  - recognises the importance of English proficiency and details the most effective way of attaining this

  - details the role of mother tongue/Urdu/English in the Medium of Instruction

  - includes appropriate teacher training, around appropriate curricula, textbooks and assessment mechanisms and teaching methodologies

2. Digital literacy and access for primary school teachers in the Punjab (DevTrio)

- 72% of PSTs have smart phones; 71% have SD card slots

- 73% have an email account but only 36% use it for professional purposes;16% said they had never written an email

- 97% of PSTs have WhatsApp, 86% use Facebook

- 76% of PSTs work in a school which has a tablet

- 92% of PSTs have prepaid connectivity; primary schools do not have an internet connection; PSTs use their own mobile phone for accessing the internet; although high schools have labs with internet connection for G9/10 teachers these are not accessed by primary school teachers

- Less than 50% are able to manage files or use a word processor competently

- 73% use the Internet for social communication, 16% for professional development

3. *School-based CPD* (*DevTrio*)

- Forms of professional development other than F2F training are very uncommon

- 82% of PSTs are motivated to participate in CPD in future

- Most PSTs want to develop in English language competency and classroom management competency

- Barriers to CPD include travel required and lack of response from SED

- Most PSTs see Head Teachers as potentially able to support their CPD

Panel discussion

The findings were further examined through a panel discussion facilitated by John Shackleton, Director EES, comprising:

- Dr Samia Naz, Course coordinator, QAED and PEELI focal point

- Fiona Robertson, Senior Academic Manager, British Council

- Aasiya Khurram, advisor to the Minister for Education and Principle Consultant, UNICEF

- Dr. Khalid Mehmood, CEO Fame Consultancy

- Abbas Rashid, CEO of SAHE (Society for Advancement of Education)

- Rahat Rizwan, Consultant DevTrio

- Ayesha Kabeer, Consultant DevTrio

PEELI Research and Award Day panel discussion

The members of the panel provided further insight on the following questions:

- How do we facilitate professional development that has the needs of the school at its centre?

- How do we use technology to promote effective learning amongst teachers (and eventually learners)?

- If the aim of a coherent language policy within an education system is to provide an environment in which learners become proficient in a language or languages, which languages are we talking about and what level of proficiency are we aiming for?

- Which of the following factors most influence success in gaining this proficiency in English?

  - Teacher competence

  - Age at which learning English is introduced and length of time studying

  - Approach - using English rather than the mother tongue to learn subject content vs teaching English as a discrete subject/skill

Year 3 research agenda

Through our community of practice platforms, we will familiarise practitioners more effectively with the results of research. We will also engage trainers and teachers with the idea and practice of action research.

We will build on the research we've already carried out in the areas of digital literacy and school-based CPD by:

- disseminating the results in a meaningful way to practitioners
- encouraging practitioners to use the research to improve their practice
- using the research to familiarise our stakeholders with content and how the content is made available, as we move towards more

school-based CPD interventions; encouraging a much bigger exploitation of the digital space by practitioners

We will commission two large-scale research assignments in the following two domains:

- inclusive practices in the primary school classroom – what are the current attitudes and practices among teachers in Punjab?
- Punjab Ministry of Education has adopted Urdu as the Medium of Instruction for early grades. How is the transition (teacher support, materials) from UMI (at primary level) to EMI (at secondary level) to be supported effectively?

We will bring the findings of our research work together at a dissemination event in December 2019.

3. PROFESSIONAL DEVELOPMENT FOR TC

The British Council has a pool of 60 training consultants and gives the utmost importance to their professional development to update their knowledge and skills so that the training and support they provide to ETs, EETs or QAED staff. The British Council has provided opportunities for training consultants to participate in a number of training programmes that are aligned with British Council's current and future projects.

3.1 Training Consultant Champions

To involve TCs in project specific activities beyond training, the British Council created "champion" roles. This provided them with opportunities to enhance their skills and support the EES team in effective delivery of various activities. This table shows the role profile for each champion:

Role	Main inputs/outputs	TC
Communications	• To moderate the ETs, EETs and PSTs communications forums – Edmodo and WhatsApp. • To develop and implement strategy for communicating with Master Trainers and Primary School Teachers	Zaira Sarmad
Training resources and e-learning	• To provide regular information updates to Training Consultants. • To search and inform TCs about online professional development opportunity through Edmodo.	Nadia Qasim
Research	• To provide support to Senior Academic Manager in the dissemination of results in PEELI's three research areas • To develop and implement strategy to encourage TCs and ETs to engage with professionally relevant research • To develop and implement strategy to encourage ETs and PSTs to engage in Action Research	Rabea Saeed
Integrating technology	• To instruct and guide TCs, ETs and PSTs on setting up and using the technology that we already have. • To investigate innovative digital/online solutions to facilitate the delivery of learning opportunities for trainers and teachers. N/A, contextual analysis • To share useful resources with EES team, TCs and MT/ETs	Bilal Afzal Khan
Learning and development	• To organise the annual TC conference	Asma Sheikh, Rabia Shafi, Zainab Iftikhar
Mentoring and coaching	• To review and provide insights into School-based approach and implementation. • To develop content and to deliver training	Abdur Rehman

3.2 Training Courses for School - based Systems of Support

Three training courses were developed for the TCs and delivery spread over seven days. 35 training consultants attended these courses. In addition to the professional development of the training consultants, we also communicated the significance of school-based professional development and prepared the TC to deliver the programme in the field.

- *Mentor Development Course* was delivered from May 15 – 17, 2019. The training helped develop an understanding of the mentor's role and the skills needed to be an effective mentor. Key areas covered in the training include how to create a strong relationship with the mentees and how to conduct observation and give feedback effectively. The course provided opportunities for the training consultants to reflect on the quality of their mentoring and implement strategies to overcome any issues and challenges.

- *TAG Facilitator Course* was conducted from May 28 – 29, 2019. The course focused on helping participants understand Teacher Activity Groups and how TAG sessions can be managed effectively where teachers practise and develop their English language skills and learn and share learner-centred teaching ideas and techniques to try out in their lessons. TCs also became familiar with the structure of a TAG session and the materials used in it.

- *Teacher Competence Evaluation Course*, conducted from May 30 – 31, 2019, helped the Training Consultants develop skills and knowledge to evaluate teacher competence and performance in accordance with the Teaching for Success CPD framework. They learnt about the Self-Assessment Tool for Teachers (SAT) and to how to assess a teacher's stage of development according to the four stages of development.

"Overall, it was a great learning experience. It has provided us an opportunity to participate and understand the how school-based professional development will be carried out."

(Training Consultant)

TCs during the TAG Facilitator Course

3.3 British Council Training Consultants and Expert Trainers Conference, 25 – 27 April, 2019

British Council holds a three-day conference for its freelance TCs every year. However, this year the conference opened up to a wider audience, a group of ETs joining on the third day. Another important development is that the Learning and Development Champions –Asma Sheikh, Rabia Shafi and Zainub Iftikhar helped organise the conference.

The main focus for this year's conference was establishing how as individuals and as part of projects such as PEELI, the TCs and ETs can make a difference to the professional lives of primary school teachers.

The Director General, Mahmood Hassan, and other senior officials from QAED attended the conference.

During the conference, discussions and activities were designed around three themes – The Learner-Centred Classroom, Integrating Technology in the Classroom and Inclusive practices.

TCs were buddied with ETs and supported each other to achieve the agreed outcomes and outputs of the conference.

See Appendix 10 – TC/ET Conference programme

Group photo from the TCs and ETs Conference

Conference programme summary

Presentations from EES team

- Professional Development Opportunities

- TC Champions – updates and future plans

- Inclusive practices

Presentation from international speaker

Dr Tony Capstick from the University of Reading, delivered an engaging and challenging webinar entitled 'What's hot and what does it mean for us?' on cutting edge research where he highlighted the topics of English as a lingua franca and multilingualism, followed by a lively Q&A session on Zoom.

Screenshot from Dr Tony Capstick's webinar

Sessions on the main themes

During the conference the TCs and ETs worked, both as a whole group and in different break-out groups, on preparing outputs for the primary school teachers on three themes:

- A scenario for an ideal learner-centred classroom.

- An IT integrated lesson plan

- The characteristics of an inclusive teacher

They also talked about the challenges that they might face while implementing these themes in their schools and suggested solutions to solve these problems.

Panel discussion by IATEFL delegates

The four ETs who won British Council scholarships to the 2019 IATEFL Conference in Liverpool participated in a panel discussion. They shared their experiences, talked about the sessions they had attended and answered their colleagues' questions about the experience. They also described the UK state primary school they visited where the students were largely responsible for their own learning.

TC and ET Conference panel discussion

4. PROJECT QUALITY ASSURANCE

The British Council has robust systems in place to quality assure the management of its project work.

Project Quality Assurance Framework (PQAF)

The Project Quality Assurance Framework (PQAF) has two functions. Firstly, it is a learning and development tool designed to help British Council staff across major projects identify lessons learned, areas of strength, and scope for improvement in programme and project management. Secondly, it is a tool against which we can formally review the quality of the design and delivery of British Council projects.

PEELI had a PQAF review visit in February 2018 by three senior British Council colleagues. The PQAF team reviewed PEELI for three days during which they met key project stakeholders and a cross section of ETs, TCs and PSTs. In addition to meetings with stakeholders and beneficiaries, the PQAF team reviewed systems, processes and documents in use under PEELI, before compiling their final report.

The visit report highlighted the following:

- High profile project with large reach with significant potential for achieving impact in the medium and long term
- Excellent relationships developed with QAED, with the pool of TCs and with the ETs
- Scale up from pilot to large-scale project has happened successfully
- Plans are being developed for additional components which will significantly strengthen the impact of the project
- On track in terms of delivery of key outputs for Year 1; targets are met
- Integration of the Teaching for Success approach, framework with development of professional materials
- Approach to monitoring and evaluation of impact has been carefully considered, including commissioning an agency to deliver third party evaluation
- Innovations: Iris Connect; scaling up of PATD (now called Professional Award); use of Edmodo; champions developed from TC network; assessment centres / procedures for trainer selection
- Effective navigation of a complex political environment with regard to EMI, while remaining in line with British Council policy
- Well-functioning team with diverse skills and a strong sense of accountability to achieve project objective
- Training Consultant network is a point of excellence, providing a pool of highly motivated, qualified and competent trainers
- Compliance to corporate standards in relation to child protection, security and HR processes
- Significant progress made in monitoring and reporting of finance and budgeting
- Communications strategy and plan has been developed
- Accurate self-assessment of areas for development.by the project team

And concluded:

Overall the project is being delivered as per the project plan with excellent relationships developed with the project partners and client. The project is largely on track to meet its KPIs despite an initial set back with project start date.

Action plan

As a result of the visit an agreed action plan was established and was implemented in year 2:

PEELI PQAF visit 19-21 February 2018 – Action Plan

Problem	Action	Status
Overall purpose. A much more granular, holistic and comprehensive description of what we're trying to achieve that informs how we measure our success is needed. This should also make clear objectives relating to English proficiency of teachers and English as a medium of instruction.	2-day workshop (24/25 April) working through relevant sections of E&S Project Management Plan to produce coherent set of documents and approach, based on amongst other things, evidence of teacher needs. Present to and agree with partner.	Complete and main docs presented to QAED.
Focus shift to school-based CPD. A coherent implementation plan needed that ensures we have a full range of support/resources for teachers and trainers that complements the formal cascade training and delivers a better impact. More engagement needed with officials in QAED to better understand what the various options are for in service teacher development in future and also the leadership training strand more firmly aligned to the rest of the project. NB PESP 2.5.	Refine proposal for school based CPD and engagement plan. Agree implementation of this during 26 April workshop. Continue advocacy campaign with QAED and dept for Sec Ed. Fix date for meeting with relevant QAED heads beginning May. Feed school-based CPD proposal into Schools team Leadership training project with QAED New date fixed for workshop 15 August, content agreed. Positioning paper discussed 17 July.	Positioning paper complete. Initial presentation to QAED done. advocacy workshop delivered. Defined proposal agreed. And submitted to QAED and SED. Preparatory training of TCs in mentoring and facilitating complete
Strategic fit. PEELI is not sufficiently formally located within Punjab education reform plans (including EL strategy) and BC plans as a whole.	Review latest Roadmap stocktake presentation, with particular ref to Teacher development and QAED plans for the future. Produce written description and feed into EES country strategy and Comms plan, reinforcing key messages.	Reviewed, aligned with National Education policy 2017, Punjab 5-year plan (*New Deal),* BC Pakistan country plan
Team structure and capacity. Review EES team configuration so we have better delivery and development platform.	Continue with plan to develop existing resource/organogram. Review roles and responsibilities at EoY performance evaluations and through 26 April workshop.	EoY evaluations complete 18-19 Deliverables agreed New team configuration approved and recruited.

Sustainability. Start feeding in sustainability steps now.	Focus on created products – begin closure planning at 24/25 April workshop and begin legacy/IPR/licensing discussions with QAED in year 2.	Capacity building training plan established. Champions initiative launched. AP organise legacy workshop with QAED
Financial monitoring. Financial profiling of income and expenditure.	Begin using off-line spreadsheet FY 18/19. Document financial system processes and checks, including monthly review. Ensure finance team is fully engaged with monitoring and reporting. A revised costing, to protect impact on grant worked up and agreed with partner.	Financial tracker in place. Monthly monitoring meetings held. Finance team fully engaged
Partnership working. Opportunity to share/partner with UK organisations was not pursued in spite of being planned at OAC stage.	Incorporate UK partnership working into components of PEELI at 26 April workshop and actively pursue.	Not started
Risk and external governance. There are also minor risks relating to political stability (upcoming elections) and changes within the project team. The project team is aware of these risks and clear on the steps needed to mitigate – project governance needs to remain strong.	Finalise 6 monthly external governance plan. Ensure meetings are minuted, especially as regards any change to contract deliverables.	AP. Establish 6-month external governance schedule in year 3
Capturing evidence base/M&E data. Use of evidence to inform other projects and position for future opportunities. Eg ET selection process, use of technology, training modules, management of TCs.	Develop evidence reporting and communication mechanism, eg case studies.	M&E framework complete. Third-party validation delivering reliable data on quality and impact of interventions
Communication. Improved communication/engagement with indirect beneficiaries.	Review comms plan and redirect implementation of plan Strategy paper to be signed off 17 July.	Agreed comms strategy. Agreed comms role. Agreed activity schedule. Implementation underway. AP. Need to focus on Comms delivery and effectiveness measurement in year 3

Corporate compliance. ESIA, child protection, health and security compliance.	Carry out EIS, CP security audit. Ensure outstanding DBS certificate is produced.	AP EIS to be carried out in Year 3
DBS certificates delivered. CP standards and procedures in place for third parties
REF. M&E planning not currently aligned to REF – this needs to be incorporated.	Address at 24/25 April workshop.	REF statements finalised for level 3. Monthly reporting on level 2 taking place. REF informing M&E and impact reporting
Third party Child Protection policy, practice and advocacy. CP Included in contracts but needs follow up to make sure that partners implement the guidance / screening processes.	CP advocacy/compliance strategy and plan.	See corporate compliance.
Internal governance. Strengthen internal governance, clearer reporting of risk and risk mitigation.	Revise and implement new governance structure. Include regular risk reporting.	Risk log updated on monthly basis and presented to board
Working across teams. Further work needs to be done to integrate country teams who share audiences and ownership.	Align EES country plan with other workstream plans.	Cross workstream working group established
Academic content. Lack of clarity around position of English for Teachers.	Integrate English for Teachers into academic plan/strategy.	Academic management plan now in place
EfT being used as course book for PST (ENG) course

Management Control Check (MCC)

The EES team carries out monthly internal management control checks to assess project performance. The MCC is an online 'health check' covering key aspects of project delivery and is run alongside risk management and financial controls to identify and respond to issues at project level that are barriers to delivery. The following project areas are assessed through the MCC:

- Contract Management
- Procurement Management
- Project Governance
- Financial Management
- Project Delivery
- Resourcing
- Stakeholder Management
- Risk & Issue Management
- Information Management
- Monitoring & Evaluation

5. LEARNING & DEVELOPMENT FOR EES TEAM

Applied Project Management Course

In February 2019 one member of the EES team attended the APM course, in Colombo, Sri Lanka.

The Applied Project Management course aims to build our capability as British Council staff to deliver and manage high quality projects and programmes for clients, partners, and beneficiaries.

This course provides face- to- face training that supports colleagues to apply project management best practice, the E&S project management framework and British Council processes to our project and programmes.

Outcomes of the course:

- Increased knowledge, skills and confidence to deliver high quality projects and programmes, which meet our global standards and stakeholder expectations

- A deeper understanding of the five phases of the project lifecycle, and the activities associated with each phase

- The ability to create an effective project management plan, which is good enough to drive implementation, project assurance and reporting

- Increased confidence to proactively manage programmes and projects in line with standards set in core areas

3-day Business Development Training

4 members of the EES team attended the face-to-face 3-day Business Development Training in the year 2018-19.

This course aims to enable colleagues to develop and apply the skills and knowledge necessary to manage key business development positioning and pursuit activities.

The main areas of business development covered during this training include:

- Pursuit
- Opportunity Assessment Checklist
- Contracts Approval Process
- Procurement rules
- Invitation to Tender
- Commercial awareness
- Critical Contracting Issues

6. CONCLUSIONS AND YEAR 3 FOCUS

Year 2 has been a successful year for PEELI, building on the success of year 1. We have made **significant progress against our project life-time targets**, across the 6 components of PEELI.

We have maintained a consistent level of quality but we need to continue to review and **improve the content of our training and the performance of our training consultants and our expert trainers** to further raise standards.

As part of strengthening the overall quality of our work we also need **to improve our planning and our information management**.

Visibility of PEELI is good but we must work harder **to ensure that our story and its success is communicated to a wider audience**.

Governance remains problematic and we must find more effective ways of overcoming the challenges of co-delivery.

One of the major achievements in year 2 has been our third-party validation. We are able now to talk, with more confidence, about **the impact of our training and support** on the competence and performance of both expert trainers and primary school teachers. We must continue with this but **guard against overstating the impact of PEELI**, **one of many variables**, **on learner attainment and engagement** until such time as we have a robust methodology and reliable data that informs sound reporting.

Another significant achievement of year 2 is our work in establishing the evidence base that underpins our focus and strategic direction. However, **we must continue to strive for and obtain better quality from our research partners and a more considered approach to research dissemination**.

Year 3 focus

Our focus for year 3 remains strengthening the effectiveness of the 250,000 primary school teachers across the Punjab so that they are able to help their children reach their educational potential. **School-based CPD** will be a fundamental part of this. We will work with the Schools Education Department to ensure that **mentoring**, **peer-to-peer collaboration** and the learning opportunities that the **digital space** affords become a regular feature of professional development for teachers.

School-based CPD long term scenario

- Across each district of Punjab, motivated teachers engaged in school-based Continuing Professional Development activities; accessing new ideas and techniques at their own pace, in their own way and in line with their own interests and stage of development; testing their learning in the classroom; getting feedback through observation; reflecting on the application of new skills and knowledge; working collaboratively with their colleagues; taking responsibility for their own learning development and being mentored by dedicated and competent professionals.

- Exploiting the advantages of new technologies in both their own learning and in their classroom practice.

- Linked together via a community of practice and connected to fellow professionals from outside of Pakistan.

- Working in a conducive ecosystem that provides the sufficient time, incentive and support – support at the school

level and from the provincial and local in-service delivery structures – to bring about sustainable improvements in teaching behaviour and corresponding improvements in learner attainment and experience.

- Preparing all their learners, irrespective of any disadvantage, in a way that will enable them to access successfully employment and further/higher educational opportunities in the second quarter of the 21st century.

We will encourage teachers to take an autonomous approach to their own professional development by providing online and F2F training and support to **raise levels of digital access and literacy**.

Desired position to be achieved through our digital strategy

All teachers across Punjab have sufficient means of access, are sufficiently IT literate, have sufficient confidence and sufficient motivation to benefit from the professional development opportunities that new technologies can bring and are enabling their students to benefit from the learning opportunities that new technologies can bring; and that neither groups is disadvantaged by digital exclusion.

We will continue to encourage primary school teachers to become **increasingly connected to professional development networks** inside and outside of Pakistan - by engaging them further with the digital platforms Edmodo and WhatsApp and with the British Council's online resource portal http:// www.teachingenglish.org.uk/

We will encourage teachers, through research dissemination, advocacy and through training, to adopt more **inclusive practices** so that every child in their care is able to learn effectively.

World Education Forum – Incheon Declaration 2015

"Inclusion and equity in and through education is the cornerstone of a transformative education agenda and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all."

We will encourage teachers to innovate and to engage in **action research** and to prepare themselves and their learners for the challenges of the second quarter of the 21st century. The 2019 Teacher Educator Award will focus specifically on action research:

- This year's award will be for **action research into an aspect of pedagogy**

- A panel of leading educationalists will select the best five entries to attend an award ceremony in **Lahore in December 2019**, from which an outright winner will be chosen

- **The winner** will be supported by the British Council to attend the **IATEFL conference in 18-21 April 2020 in Manchester**, **UK**

- The winner and four runners-up will attend a seminar in Lahore on action research practice and have their **research work published**

We will continue to gather and analyse the data that will enable us to fully **understand and describe the impact** of our work and how we can contribute most effectively in the future. Our focus for year 3

will be on evaluating the impact of the **change in teaching behaviour on learner engagement** – from the teacher's perspective, the learner's perspective and the headteacher's perspective.

We will continue to contribute to **strengthening the capacity of QAED**, through a variety of professional development content and delivery mechanisms, in line with their ambition to become a centre of excellence for in-service professional development. The training domains identified for year 3 are:

- 21st century skills
- Research methods, tools and monitoring
- Training strategies and skills/Teacher Standards, Standards for Teacher Educators
- Quality assurance methods, tools, impact

We will continue to generate **interest and engagement with PEELI** and teacher education in general through initiatives such as the Teacher Educator Award (see above).

Our **research agenda** for year 3 will focus on understanding more about current attitudes and practice in relation to **inclusion** and in contributing to the evidence base necessary to facilitate an effective **transition from English to Urdu as the medium of instruction** at the primary level. We will as well continue with our advocacy and dissemination programme around school-based CPD and digital access/literacy that were the principle research assignments for year 2.

Above all we will continue to implement our sustainability plan to ensure that the professional development for primary school teachers and the benefits this provides for the learners in their care continues on an upward trajectory at the end of year 3. This focuses on capacity building for QAED; the deployment of training consultants in project specific roles (Champions programme) and preparation, insha'Allah for PEELI 2!

7. YEAR 3 TARGETS

Component 1: Training for ETs, EETs, PSTs and HTs
- 15 days ET training - 1001 (ETs)
- 02 days EET training - 60 (EETs)
- EETs will train 1200 English Language Subject Specialists in the districts
- 10 days training for 250,000 PSTs

Component 2: Licensing
- 06 ETs - CELTA
- 55 ETs - Professional Award for Teacher Development
- 30 ETs - Teaching Knowledge Test – Module 1
- 5 ETs - Teacher Educator Award
- 1528 APTIS Tests for ETs
- 72 Aptis Tests for PSTs
- 249 ETs - MOOC

Component 3: Material Design
- 15 days of training for ETs
- 10 days of training for PSTs

Component 4: Institutional Capacity Building
- One-week workshops by International Training Consultants for QAED institutional capacity buildings
- Face to Face and online capacity building courses
- Online self-access resources

Component 5: Monitoring & Evaluation
- Feedback collection from ETs
- Feedback collection from EETs
- Feedback collection from PSTs
- ETs Observations delivering training to PSTs
- PST observation in classroom
- Longitudinal survey
- All training interventions included in TPV assessment

Component 6: Research
Deliver research findings related to:
- Contextual analysis of current beliefs towards and practice in inclusive approaches in the classroom
- Transition to different mediums of instruction - good policy and practice

8A. PEELI IN CLIPS

5 December 2018

British Council Pakistan:

"#PEELI Research and Teacher Educator Award. Presentation of findings from our research work in the areas of Continuing Professional Development for teachers, digital access and IT literacy and English as a Medium of instruction. The aim of the Teacher Educator Award is to recognize and celebrate the contribution of individuals involved in the in-service education of teachers to the quality of classroom teaching. #DigitalPakistan"

https://www.facebook.com/214349055365750/posts/peeli-research-and-teacher-educator-awardpresentation-of-findings-from-our-resea/727017717680992/

April 2019

Four teachers from Punjab, Fatima Shahid, Naureen Sarwar, Rabia Javed and Muhammad Hussnain Tabbasum won scholarships to IATEFL 2019 in Liverpool this year and joined British Council delegates from other South Asian countries."
https://www.youtube.com/watch?v=AKjAfv-jPyM
(37:37)

8B. PEELI IN THE NEWS

6 December 2018

British Council Launches Teacher Educator Award to Honor Teachers, **Educationists**

"British Council on Wednesday, introduced the Teacher Educator Award to recognise and celebrate the contribution of individuals involved in the in-service education of teachers to develop the quality of classroom teaching in Punjab."

https://dailytimes.com.pk/330292/british-council-launches-teacher-educator-award-to-honour-teachers-educationists/

6 December 2018

School Education Department, **Government of Punjab posted**:

"Minister for School Education Dr Murad Raas was the Guest of Honour at the PEELI Teacher Educator Award ceremony hosted by the British Council. The Minister stated that the in-service training of teachers is key to the provision of quality education & better learning outcomes. The Minister later on distributed prizes among the best performing teachers."

https://www.facebook.com/SchoolEduPunjab/posts/minister-for-school-education-dr-murad-raas-was-the-guest-of-honour-at-the-peeli/722867004753981/

22nd March 2019

British Council Team in Sargodha

While in Sargodha for the Teaching Kits video production, the British Council team also visited the local QAED office and local schools.

روزنامہ جنگ لاہور

2 2 MAR 2019

روزنامہ پاکستان لاہور

2 2 MAR 2019

برطانوی کونسل پاکستان کی اکیڈمک مینیجر فائیو نارابرٹسن اور پراجیکٹ کوآرڈینیٹر کا دورہ

اکیڈمی برائے تعلیمی ترقی میں اساتذہ کی جدید تربیتی پروگرام کا جائزہ لیا

روزنامہ نوائے وقت لاہور

2 2 MAR 2019

برطانوی کونسل پاکستان کی اکیڈمک مینیجر فائیو نارابرٹسن کا قائد اعظم اکیڈمی برائے تعلیمی ترقی سرگودھا دورہ

روزنامہ ایکسپریس سرگودھا

2 2 MAR 2019

برٹش کونسل کی اکیڈمک مینیجر کا ٹیچرز ٹریننگ کالج کا دورہ

اساتذہ کی جدید تربیتی پروگرام برائے سال 2019 کا جائزہ لیا

روزنامہ خبریہ سرگودھا

2 2 MAR 2019

روزنامہ الشہباز ٹائمز سرگودھا

2 2 MAR 2019

برطانوی کونسل کی اکیڈمک وفد کا مختلف سرکاری اسکولوں کا دورہ

اساتذہ کی جدید تربیتی پروگرام برائے سال 2019 کا جائزہ لیا

روزنامہ نوائے شہر سرگودھا

2 2 MAR 2019

April 2019

IATEFL

Four expert trainers, Fatima Shahid, Naureen Sarwar, Rabia Javed and Muhammad Hussnain Tabbasum, attended the IATEFL Conference in Liverpool, April 2019.
http://epaper.dailykhabrain.com.pk/epaper?station_id=9&date=2019-04-08&page_id=83238

APPENDICES

APPENDIX 1

BRITISH COUNCIL

Professional Award for Teacher Educators

Quality Assurance Report

Country	Pakistan
Venue	Premises of QAED (Teacher Development Centre, Department of Education), Lahore.
Senior Quality Assurer	Maggie Milne
Internal Quality Assurer	Rabea Saeed
Trainer-Assessors	Rabia Shafi and Saadia Qureshi
Participants	Ten Ministry of Education Expert Trainers
Partners	QAED Punjab (Quaid-E-Azam Academy for Educational Development). This is a body within the MoE which deals with development of all teaching staff
Dates of visit	19-30 November 2018

Executive Summary

The purpose of this report is to provide an evaluation of the Professional Award Programme held in Lahore, Pakistan in November 2018. It specifies the quality assurance standards for the programme and provides information and evidence which demonstrate how the programme complies with standards as well as where improvements are needed.

During the programme informal conversations were held with participants to engage them in the quality assurance process. Due to the challenging nature of this cohort, regular and formal focus groups could not be held. Consequently, a feedback questionnaire was sent to the participants after the programme was completed.

Regular discussions were held with trainer-assessors on the day to day management of delivery, progress of participants, task set up and marking guidance.

Strengths

Observation and feedback highlighted many positive aspects of the programme, including:

✓ High quality training and effective assessment procedures

✓ Appropriate and constructive feedback to participants

✓ Support from the local office: quality assurers and trainer-assessors could comfortably communicate their concerns

✓ Effective partner relations and co-operation with QAED representative Dr Samia Naz who understood the issues raised (see details below), was supportive of our decisions with regard to challenging participants and sought to resolve problems with rooms and equipment.

BRITISH COUNCIL

Professional Award for Teacher Educators

Areas for Improvement
There were instances where standards were not met including:

- Venue did not meet BC health and safety standards particularly in termsof cleanliness.

- Security and risk assessment prior to the programme were not carried out and it isunclear whether this had been done prior to previous programmes. Although the centre had guards at the entrance gates, no information on procedures to follow in the event of emergencies were provided.

- Recruitment procedures were not followed correctly, resulting in selection of participants who did not meet required standards.

- Language ability of the participants did not meet the required standards - the majority of participants were below the required minimum B2level.

- Initial assessments which identify participant skills, knowledge, developmental needs as well as whether they have any disabilities or additional needs were not sent to participants in advance, but completed on the first day of the programme. Although ordinarily this is not a serious problem, given the difficulties with this cohort advanced information would have been helpful to the planning process.

- Participants did not have detailed information on programme requirements before the startof the programme and were not clear about the intensive nature of the Award nor the daily assessment procedures.

APPENDIX 2

BRITISH COUNCIL

YEAR 2 REPORT: COMPONENT 2 (LICENSING)

COURSE OUTLINES

CELTA (Certificate in Teaching English to Speakers of Other Languages)	
Course aim:	To build up subject knowledge and strategies of effective teaching allowing participants to apply this in a real teaching context.
Focus:	• Learners & teachers, and the teaching and learning context • Language analysis and awareness • Language skills • Planning and resources for different teaching contexts • Developing teaching skills and professionalism
Delivery mode:	Face-to-face (delivered at International House, Chiang Mai, Thailand)
Assessments:	• 4 x written assignments • 6 x assessed teaching hours
Course duration:	1 month (20 working days) - intensive
Professional Award for Teacher Educators	
Course aim:	To develop skills, knowledge and strategies in effective teacher training.
Focus:	• Training issues + challenges • Rapport building • Supporting trainees • Presenting content • Giving feedback • Evaluating material • Microtraining
Delivery mode:	Face-to-face (delivered in Pakistan)
Assessments:	• Writing assignments • Group tasks • Microtraining preparation and delivery
Course duration:	10 days - intensive
TKT (Teaching Knowledge Test) – Module 1	
Course aim:	Module One covers describing language and language skills, and background to language learning and teaching.
Focus:	• Terms and concepts of English language teaching • Factors underpinning the learning of English • Range of materials, tasks and activities for English language teaching.
Delivery mode:	Face-to-face (delivered in Pakistan)
Assessments:	Formal end-of-course paper-based test

BRITISH COUNCIL   YEAR 2 REPORT: COMPONENT 2 (LICENSING)

Course duration:	10 days - intensive
APTIS	
aim:	All-purpose English language test developed by the BritishCouncil and used globally
Delivery mode:	• Computer based test with 4 components
Duration:	• Approximately three hours

ACTIVITY SCHEDULE

	Delivered on:	Selection criteria:	No. participants:
CELTA	12 November – 07 December (Thailand)	- Training delivery (assessed by British Council through micro-training) - B2+ English (assessed through APTIS) - Knowledge (assessed through interview by IH, Chiang Mai)	6
Professional Award	03 – 14 September 2018 (QAED Punjab) 19 – 30 November 2018 QAED Punjab)	- Training delivery (assessed by British Council through micro-training) - B2+ English (assessed through APTIS) - Knowledge (assessed through written application and interview by British Council)	28
TKT Module 1	31 December – 10 January (QAED Punjab)	- Training delivery (assessed by British Council through micro-training) - B2+ English (assessed through APTIS)	21
MOOCs	October- November 2018 and February- March 2019	- Open to all ETs and PSTs on first come first served basis	366
Aptis	March 2019	- Self-selection; PSTs who wish to attend the English Language training	92

BRITISH COUNCIL

YEAR 2 REPORT: COMPONENT 2 (LICENSING)

Analysis

Feedback from ETs and TCs who have completed the Professional Award is extremely positive with all participants in agreement on the usefulness and relevance of the programme. Participants praise the programme's practical design and inclusion of both formative and summative assessment. In terms of how learning would be applied, the following key areas which participants highlighted stand out: designing and delivering training according to the needs of learners and sharing learning with peers. It is fair to assume that subsequent training delivered by participants of the Professional Award is of higher quality as trainers take learners' needs into consideration when planning and imparting workshops. Participants agreed that the programme would be beneficial to teachers wishing to become teacher trainers or newly recruited teacher trainers since it lays the groundwork for teacher training and provides participants with core teacher trainer skills. Given that PEELI aims to develop a cadre of teacher trainers or *Expert Trainers* who are self-sufficient and can continue to deliver quality teacher training beyond the lifeline of PEELI, it would be logical to scale up the Professional Award as it is the only higher value course/programme from component 2 of PEELI which is aimed specifically at teacher trainer development.

TKT – feedback is very positive with a consensus among participants on the programme's usefulness and relevance. Participants praise the areas of the programme which cover how to teach English skills and systems, in particular. Participants also comment that they will apply their learning by incorporating new teaching techniques and strategies into their classroom. All participants said that they will recommend the programme for newly recruited teachers since it helps to: build confidence, train participants in new techniques and teaching strategies as well as cover ELT core skills. A number of participants would have found the programme be more useful if it focused more on teaching activities and strategies than terminology.

CELTA – with only 50% of participants successfully completing this demanding one-month intensive programme in 2018/9 it would indicate that the selection process was not rigid enough on this occasion. CELTA is expensive meaning that only 6 people each year are able to benefit from this opportunity, so we need to be absolutely sure that they are capable of passing the course. CELTA remains a popular incentive for ETs, however, so it is therefore suggested that CELTA continued to be offered in year 3.

MOOCs – these easily accessible free on-line courses fit into the plan to integrate technology more widely into the programme in Year 3; steps have already been taken to inform TCs, ETs and PSTs of suitable MOOCs more regularly and widen the audience. Consequently, British Council will not be providing certificates for participants as numbers expand. So far attendance has been good and feedback from participants positive which suggests that there is a demand for such courses.

APTIS – this remains the preferred placement test for ETs and PSTs due to its low cost, reliability and the fact that it can be set up easily in two different locations in Punjab.

BRITISH COUNCIL

YEAR 2 REPORT: COMPONENT 2 (LICENSING)

YEAR 3 RECOMMENDATIONS:

Higher value courses
- Professional Award (80 ETs)
- TKT (30 ETs)
- CELTA (6 ETs)

APPENDIX 3

BRITISH COUNCIL

British Council
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Lahore, Pakistan
T+ 92 (42) 111 424 424
info@britishcouncil.org.pk
www.britishcouncil.pk

Programme
English for Education Systems (EES)
Research Day and Teacher Educator Award

Date: 5 December 2018
Timings: 9:00 am – 4:30 pm
Venue: Khurshid Mahal, Avari Hotel, Lahore

Time	Details
9:00 – 9:30	Registration
9:30 – 9:45	Welcome note by John Shackleton, Director EES
9:45 – 11:30	DevTrio to present their research on: 1. Digital accessibility and IT literacy 2. School-based CPD options
11:00 -11:30	Tea-break
11:30 – 13:00	SAHE to present their research on: English as a Medium of Instruction
13:00 – 14:00	Lunch-break
14:00 – 15:30	Panel discussion facilitated by John Shackleton, Director EES Questions 1. How do we facilitate professional development that has the needs of the school at its centre? 2. How do we use technology to promote effective learning amongst Teachers (and eventually learners)?

	3. If the aim of a coherent language policy within an education system is to provide an environment in which learners become proficient in a language or languages, which languages are we talking about and what level of proficiency are we aiming for? 4. Which of the following factors most influence success in gaining this proficiency in English? - Teacher competence - Age at which learning English is introduced and length of time studying - Approach - using English rather than the mother tongue to learn subject content vs teaching English as a discrete subject/skill
15:30 – 16:30	Teacher Educator Award
16:30	Closing + Tea

APPENDIX 4

BRITISH COUNCIL

Professional development opportunities at QAED

1) 21st century skills / core skills

(a) Online learning

https://connecting-classrooms.britishcouncil.org/sites/default/files/core_skills_brochure._version_3._web.pdf

This brochure contains an examination of the six core skills with a detailed definition and a rationale as to the importance of each skill

https://connecting-classrooms.britishcouncil.org/develop-skills/online-courses/introduction-core-skills/teachers

This is a free four-week online training course for teachers that introduces the core skills and how to integrate them in the classroom:

- practical teaching approaches and techniques to implement in the classroom
- how to use questions to help students enhance their learning experience
- how to tailor your classroom communication to promote learning
- how to plan group work and online discussions
- how to choose appropriate talking points and stimulus
- how to introduce the core skills to your school curriculum
- Structured school-based activities set out in the training package will allow you to put your online learning into practice and reflect on the outcomes

(b) Face 2 Face learning

There are validated British Council core skills trainers in Pakistan who can deliver courses for QAED colleagues

2) Research (methods, tools and monitoring)

(a) Online learning

https://the-iee.org.uk/wp-content/uploads/2019/03/Engaging-with-Evidence.pdf

The Institute for Effective Education has released this guide to help teachers and other education professionals understand how to find and use evidence to improve teaching and learning.

https://www.futurelearn.com/courses/why-experience-matters

This is a free online course that enables participants to find out about qualitative research tools and techniques, with this course from Deakin and Griffith Universities

- How qualitative research helps solve social problems and understand human behaviour.
- Key assumptions underlying qualitative research methodology.
- Qualitative research approaches, including ethnography, phenomenology, grounded theory and discourse analysis.
- Choosing a qualitative research topic.
- Methods of collecting qualitative data, including interviews, focus groups and observation.
- Key principles for maintaining integrity with data collection.
- Qualitative research data analysis methods.
- Creating a qualitative research planning document.

(c) Face 2 Face learning

We can arrange a UK academic to deliver a short bespoke course

3) **Training strategies and skills (Inc. Teacher Standards, Standards for Teacher Education, classroom observation, and TNA skills)**
   (a) Discussion

https://www.gov.uk/government/publications/teachers-standards

This is how the UK looks at standards for teaching.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/80 1429/Education_Inspection_framework.pdf

This is how the UK approaches teacher evaluation within the school inspection framework

(a) Face 2 Face learning

We can run workshops on:

- Mentoring
- Facilitating peer-to-peer groups
- Evaluating teacher competence and performance through observation
- The CPD framework for Teachers
- The CPD framework for Teacher Educators

4) **Quality Assurance methods, tools, impact, ADU support (to include training quality and standards)**

   a) Face 2 Face learning

We can arrange a UK academic to deliver a short bespoke course

5) **Integrating digital resources in teacher and student learning**

(a) Discussion

https://www.educationdevelopmenttrust.com/our-research-and-insights/research/technology-supported-professional-development-for-

Technology supported professional development for teachers: lessons from developing countries

https://unesdoc.unesco.org/ark:/48223/pf0000251511

Supporting teachers with mobile technology: Lessons drawn from UNESCO projects in Mexico, Nigeria, Pakistan and Senegal

(b) Face 2 Face learning

We can run a workshop on integrating technology in teacher and student learning

6) **Project management**

Face 2 Face learning

We can run the British Council's four-day in-house Applied Project Management course. This is a practical programme which links the sessions to participant's daily work and gives them the opportunity to increase their confidence to manage projects and programmes successfully.

7) **General resources for teachers and teacher educators**

https://globaldimension.org.uk/

This platform brings together resources, case studies and background information to help teachers and other educators bring a global dimension to their work.

https://www.teachingenglish.org.uk/teacher-development

The teacher development section includes information about British Council training courses, our CPD framework, publications, research database and many other resources to help with professional development

https://www.teachingenglish.org.uk/teacher-development/continuing-professional-development

This section has information about the 12 professional practices in the British Council's new continuing professional development (CPD) framework, which forms part of the British Council's **Teaching for**

Success approach, as well as useful resources to help with teacher development in each professional practice. You can download and read an overview of the complete CPD framework and also read about contemporary perspectives on continuing professional development, written by Simon Borg. For each professional practice you can download an overview to see the elements included and access relevant resources to help you with your development

https://www.futurelearn.com/courses/categories/teaching-courses

FutureLearn is a digital education platform founded in December 2012. The company is wholly owned by The Open University in Milton Keynes, England. It is a Massive Open Online Course learning platform, and as of May 2018 included 143 UK and international partners, including non-university partners

8) Physical resource

We have around 100 resource and methodology books for teachers and teacher educators that we can house at QAED

9) Community of practice

We can help set up a group on Edmodo to extend the sharing functionality of Whatsapp

APPENDIX 5

BRITISH COUNCIL

PST Training feedback survey

We are constantly trying to improve the quality of the work we do and we place great importance on the views of the people we work with. Please help us to improve and develop our services further by completing this brief questionnaire. Your responses will be treated anonymously.

Name of course			
Name and address of venue			
Training duration	Start date:	End date:	
Name of Trainer		Trainer Gender	□ Woman □ Man

Please tick one box to indicate the extent to which you agree or disagree with each of the following statements

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Usefulness of the training					
1. The training met my expectations.					
2. Overall, the training was a high quality event.					
3. I have learnt new knowledge and skills from this training.					
4. I can explain the difference between child-centred and traditional teaching approach.					
5. This training will help me to teach in a better way.					
6. I can describe the PEELI project and its aims.					
7. The training encouraged me to use English in the classroom.					
8. I would like to attend a similar training event in the future.					
Key learnings from the training					
9. I have a better understanding of how children learn.					
10. Based on my better understanding of how children learn I can plan more effective lessons.					
11. I can identify the main elements of a lesson plan					
12. I can identify the main stages of a lesson plan					
13. I can include assessment of learning in my lesson planning					
ETs' competence					
14. The trainer has knowledge of the subject matter.					
15. The trainer has ability to explain and illustrate concepts.					
16. The trainer answered questions completely.					
Quality of training material					
17. The training material is appropriate to my level of understanding.					
18. I can use the provided material in my teaching easily.					
19. The printing quality of material is good.					
Training venue comfortability					
20. The seating arrangement was supported learning activities.					
21. The refreshment met my expectation.					
22. Heating or cooling condition was according to weather condition.					

23. How likely is it that you would recommend the British Council to a friend or colleague?
Circle **one** number where: 0 = Very unlikely to recommend; 10 = Very likely to recommend

PEELI

0	1	2	3	4	5	6	7	8	9	10
Very unlikely to recommend										Very likely to recommend

24. Do you have any suggestions as to how we could improve similar events in the future?	
25. What, if any, has been the greatest benefit of this training for you?	

Yours Gender: ☐ Woman ☐ Man

Thank you very much!

OPTIONAL

Please complete your details below IN BLOCK CAPITALS

Name	
Job title	
Organisation/Company/School	
Email address	
Contact telephone number	
Postal Address	

How we use your information

We may send you details of British Council activities, services and events (including social events) which may be of interest to you.

☐ Yes, I would like to be sent details of British Council activities, services and events.

The British Council may wish to contact you for further feedback at a later date.

☐ Yes, I am happy to be contacted to provide more feedback.

If at any time you would like us to remove your contact details from our records, please contact peeli@britishcouncil.org.pk

Data Protection

British Council complies with data protection law in the UK and laws in other countries that meet internationally accepted standards.

You have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you have concerns about how we have used your personal information, you also have the right to complain to a privacy regulator.

For detailed information, please refer to the privacy section of our website, www.britishcouncil.org/privacy or contact your local British Council office.

We will keep your information for a period of 7 years from the time of collection.

APPENDIX 6

PEELI

Guidelines for Focus Group Discussions Facilitators

Each FGD will be conducted by two-member team. One of them will be **FGD facilitator** and other will be **note-take**.

- Gather 6-8 trainees
- Record the discussion of the FGD in your mobile

1. **Self-introduction and purpose:**
   AoA, my name is _____ and your fellow's name_____. We are here from Fame Education Consultants on behalf of **British Council** for the monitoring of **PEELI** (Punjab Education English Language Initiative).
   As you have already know that we are here together your feedback about the training.
   Please feel free to express your feelings, views and ideas about the training you are attending, that we will help improve the programme in future.

2. **Participants Introduction:**
   Please introduce yourself by telling your name and position for which you have been selected?
   (They will give their names and intros)

3. **Questions:**
   Put the questions one by one and ask evidence for each of their responses. For example if they say, it was good, ask them; *could share what did make it good, please share some aspects of the training you like very much?*
   Spend at least **5-7 minutes** on each question.
   Strat the questions by saying, "Please tell us".

   Q1. What did you most like about the training? (What drove the positive/negative reaction? If negative, how could it be rectified?)

   Q2. Think back to your training (during year 1 of PEELI), what difference did you feel in the current training?

   We are just going to give you a couple of minutes to think about your experience of the training, you are attending now.

   Q3. What are your key learnings from the training?

   What do you think about the aims of attending the training? (Improving lesson planning, developing activities to support enacted curriculum SLOs (subject math, science, English etc. may be referred), assessment of learning, lesson delivery)

   Do you think the training has improve your above-mentioned skills? if not, why not?

   Ask to share each participant at least one learning that should not be shared by the earlier respondent.

   Q4. What are your thoughts on the material/content used in the training?

   Is there anything that needs to come off? Is there anything you feel should be on and is not? Was the language easy to understand?

   Q5. Specifically what did the trainer do well?

   As to share the best behaviour of /methods used by the trainer from which you learn better

   Q6. What recommendations do you have for the trainer to improve?

   Ask them give suggestions to improve the trainers' performance

   Q7. What can be improved with regard to the structure and format of the training, and/or materials used in it?

4. **Closing:** *Thank you! We have noted all of your discussion. We will communicate your thoughts and ideas to improve the training. Thank you so much for your time and valuable opinion.*

APPENDIX 7

BRITISH COUNCIL   **PEELI**

Course Feedback Questionnaire

We are constantly trying to improve the quality of the work we do and we place great importance on the views of the people we work with. Please help us to improve and develop our services further by completing this brief questionnaire. Your responses will be treated anonymously.

Name of course	
Training location	
Training date(s)	

Please tick one box to indicate the extent to which you agree or disagree with each of the following statements

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1 – The training met my expectations					
2 - Overall, the training was a high quality event.					
3 - I have learnt new knowledge and skills from this training					
4- I can explain the difference between child-centred and traditional teaching approach					
Please state the new skills/knowledge acquired here, if any:					
5 – This training will help me to teach in a better way					
6- I can describe the PEELI project and it's aims					
7 – The training encouraged me to use English in the classroom					
8 – I would like to attend a similar training event in the future					

9 - How likely is it that you would recommend the British Council to a friend or colleague?
Circle **one** number where: 0 = Very unlikely to recommend; 10 = Very likely to recommend

0	1	2	3	4	5	6	7	8	9	10

Very unlikely   Very likely

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to recommend   to recommend

10 - Do you have any suggestions as to how we could improve similar events in the future?	
11 - What, if any, has been the greatest benefit of this training for you?	

Thank you very much!

OPTIONAL

Please complete your details below IN BLOCK CAPITALS

Name	
Job title	
Organisation/Company/School	
Email address	
Contact telephone number	
Postal Address	

How we use your information

We may send you details of British Council activities, services and events (including social events) which may be of interest to you.

☐ Yes, I would like to be sent details of British Council activities, services and events.

The British Council may wish to contact you for further feedback at a later date.

☐ Yes, I am happy to be contacted to provide more feedback.

If at any time you would like us to remove your contact details from our records, please contact peeli@britishcouncil.org.pk

Data Protection

British Council complies with data protection law in the UK and laws in other countries that meet internationally accepted standards.

You have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you have concerns about how we have used your personal information, you also have the right to complain to a privacy regulator.

For detailed information, please refer to the privacy section of our website, www.britishcouncil.org/privacy or contact your local British Council office.

We will keep your information for a period of 7 years from the time of collection.

APPENDIX 8

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Training Observation Schedule

Trainer's Profile

Name		Gender	☐ Woman
			☐ Man
Place of posting			
Designation			
Selection date as PEELI trainer			
Last training attended under PEELI	From	To	
	Venue of the training		

Background information of the observed session

Name of training	5-Day (25 – 29 Mar, 2019) Training workshop for PSTs				
Centre Name					
Number of trainees in the session		Women		Men	
District			Tehsil		
Date of observation: (dd/mm/ yy)					

Instructions: Please place the appropriate code in the box against each aspect of the training based on trainer competence level, you observe. Following are the levels and codes for the trainer's competence:

4 = INTEGRATION: The trainer has achieved a high level of competence as a teacher educator.

3 = ENGAGEMENT: The trainer has developed his/her skills and knowledge as a teacher educator through practical experience and professional learning.

2 = FOUNDATION: The trainer has the foundation of teaching skills and knowledge on which to build him/her role as a teacher educator.

1 = INDUCTION: The trainer is **not yet** at Foundation level.

Please consult the rubrics given against each factor for each level of competence and then select its number for inserting the code.

ID	Factor	Code	Rubrics for the factor

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ID	Factor	Code	Rubrics for the factor
A.	**How well does the trainer know his/her subject?**		
ID1	Accuracy of information presented		2. On the whole the information presented **is accurate** although at times there may be **significant gaps** in the trainer's knowledge. 3. The information presented is **mostly accurately.** 4. Information is presented **accurately.**
ID2	Clarity in communicating information		2. **Some** information may **not** be communicated **clearly.** 3. The information is **generally communicated clearly.** 4. The information is communicated **clearly.**
ID3	Relevance of supporting examples with the presented information.		2. **Some** examples provided **may not be** relevant 3. Supporting examples are **mostly** relevant. 4. Supporting examples are relevant.
ID4	Use of research for drawing supporting examples		2. **Some** examples provided may **not be drawn** on current research. 3. Supporting examples are **generally** drawn from current research 4. Supporting examples are drawn from current research.
ID5	Correct use of terminology		2. **Some** terminology is **not** used correctly 3. Terminology is used correctly **on the whole.** 4. Terminology is used correctly.
B.	**How well does the trainer understand how teachers learn?**		
ID6	A wide range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole		2. Pedagogical strategies are used **to meet the needs of the group.** At times the needs of individual teachers may **not be met.** 3. Pedagogical strategies are used to meet the **needs of individual teachers and the group as a whole.** 4. **A wide** range of appropriate pedagogical strategies are used to meet the **needs of individual teachers and the group as a whole.**
ID7	Use of research-based strategies for adult learning		2. **At times** the strategies used, may **not be appropriate** to adult learners. 3. The strategies are appropriate to adult learning and informed, **to some extent,** by research. 4. The strategies are informed by **current research in adult learning.**
ID8	Broad range and appropriate strategies used to motivate the learners		2. Strategies are used to **motivate and engage** the learners but **at times** these may **not be** successful. 3. The strategies used to motivate and engage the learners are **generally** successful. 4. A **wide range** of appropriate strategies are used to motivate and engage the learners.

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Training Observation Schedule
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ID	Factor	Code	Rubrics for the factor
C.	How well does the trainer plan and manage teacher learning? (please request the trainer to show you the session plan)		
ID9	Clarity in stating appropriate learning outcomes		2. The learning outcomes stated **are mostly clear** but **not appropriate**.
			3. The learning outcomes stated are **mostly clear and appropriate**.
			4. **Appropriate** learning outcomes have been **clearly stated**.
ID10	Quality of plan to guide the session		2. A plan is **produced** to guide the session.
			3. A **structured plan is produced** to guide the session.
			4. A **structured and comprehensive** plan is produced to guide the session.
ID11	Effectiveness of learning environment in relation to learners, resources, space and time.		*in relation to the considerations: learners, resources, space and time:*
			2. There may be instances where the learning environment is **not managed effectively or flexibly**.
			3. With reference to this plan, the learning environment is **mostly managed reasonably** effectively. The learning environment is managed flexibly, although at times the trainer could be more responsive to real-time imperatives.
			4. With reference to this plan, the learning environment is managed **effectively and flexibly**.
ID12	Regularity in employing appropriate supplementary materials		2. Supplementary material is **available but not be employed**.
			3. Supplementary materials **may be employed**.
			4. Appropriate supplementary materials are **employed regularly**.
ID13	Effectiveness of assessment used for achievement of the learning outcomes		2. Attempts to assess learning outcomes **may be limited**.
			3. Attempts **are made** to assess learning outcomes.
			4. The achievement of learning outcomes is **assessed effectively**.
D.	How well does the trainer support and mentor teachers?		
ID14	Appropriateness of provided advice that extends the learning to the teachers' own teaching environment		2. Any **advice** provided, that aims to extend the learning to the teachers' own teaching environment, **is mostly limited to** the trainer's own classroom experience.
			3. **Advice** that extends the learning to the teachers' own teaching environment, is provided.
			4. **Appropriate advice** that extends the learning to the teachers' own teaching environment, is provided.
ID15	Provision of opportunities to teachers to reflect on the application of new knowledge and skills		2. Opportunities for teachers to reflect on the application of new knowledge and skills are **limited**.
			3. **Some opportunities** for teachers to reflect on the application of new knowledge and skills are created.
			4. **Opportunities** for teachers to reflect on the application of new knowledge and skills are created.
ID16	Activeness in encouraging teachers to		2. **At times** teachers are **not actively** encouraged to take responsibility for their professional learning.

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ID	Factor	Code	Rubrics for the factor
	take responsibility for their professional learning		3. **Often**, teachers are encouraged to take responsibility for their professional learning.
			4. Teachers are encouraged to take responsibility for their professional learning
E.	**How well does the trainer monitor teacher performance?**		
ID17	Wideness in range of using appropriate pedagogical strategies to monitor teacher performance		2. Attempts **are made** to monitor teacher performance.
			3. **Pedagogical strategies** are used to monitor teacher performance.
			4. **A wide range of appropriate pedagogical strategies** are used to monitor teacher performance.
ID18	Level of coherence and appropriateness of frame of reference for evaluating teacher performance		2. Evaluation procedure **not properly** stated
			3. **A frame of reference** for evaluating teacher performance is employed.
			4. **A coherent and appropriate frame** of reference for evaluating teacher performance is employed.
ID19	Consistency in recording evaluation for provision of feedback to teachers		*In order to provide feedback to teachers:*
			2. Evaluation may **not always be** recorded
			3. Evaluation **is recorded**.
			4. Evaluation is **consistently** recorded

Any additional comments:

Name of the Monitor _____

APPENDIX 9

BRITISH COUNCIL

Checklist for professional development stages

Questionnaire Number (For official use only)						

1. Observation No			
2. Group	☐ Treatment		☐ Control
3. Training date(s)	(if the teacher is in treatment group) (dd/mm/ yy)		
4. Teacher name			
5. Teacher Gender	☐ Woman		☐ Man
6. School Name			
7. School Gender	☐ Girls		☐ Boys
8. Locale	☐ Urban		☐ Rural
9. District			
10. Date of observation	(dd/mm/ yy)		

Background information about the class

11. Grade		
12. Nature of class	☐ Uni-grade	☐ Multi-grade
13. Subject (being taught at time of observation)		
14. Topic		
15. Lesson plan available	☐ Yes	☐ No

Instructions: Please place the appropriate code in the box against each aspect of the teacher behaviour based on teacher competence level in professional development stages. Following are the levels and codes for the teacher's competence:

3 = INTEGRATION: The teacher demonstrates a high level of competency in this professional practice and this consistently informs what she/he does at work.

2 = ENGAGEMENT: The teacher demonstrates competency in this professional practice at work.

1 = UNDERSTANDING: The teacher knows what the professional practice means and why it's important.

0 = AWARENESS: The teacher has heard of this professional practice.

Please consult the rubrics given against each factor for each level of competence and then select its number for inserting the code.

ID	Factor	Code		Rubrics for the factor
		Obs 1	Obs 2	
A.	How well does the teacher plan lessons?			
1D1	Clarity in stated learning outcome			1. There are learning outcomes but these **may not be** clearly stated. 2. The learning outcomes stated are **mostly** clear and appropriate. 3. Appropriate learning outcomes have been clearly stated.

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ID	Factor	Code Obs 1	Obs 2	Rubrics for the factor
ID2	The extent to which learning outcomes are specific to the needs of the group			1. The stated learning outcomes are **generic**. 2. The stated learning outcomes are based on a **general understanding** of learners' needs. 3. The stated learning outcomes are based on **needs specific** to the group of learners.
ID3	Comprehensiveness of the plan to guide the lesson			1. A plan is produced to guide the session. 2. A **structured plan** is produced to guide the session. 3. A **structured and comprehensive** plan is produced to guide the session.
ID4	Extent of tasks selection in the plan			1. The plan **takes into account some** of the following: different kinds of learners within the group, interaction types, resources, learning assessment and feedback, space and time. 2. The plan **takes into account most** of the following: different kinds of learners within the group, interaction types, resources, learning assessment and feedback, space and time. 3. The plan takes into account different kinds of learners within the group, interaction types, resources, learning assessment and feedback, space and time.
B.	**How well does the teacher understand her/his learners?**			
ID5	Use of pedagogical strategies to meet the needs of individual learners and the group as a whole			1. Pedagogical strategies are used to meet the needs of the group. **At times attempts made** to meet the needs of individual learners may have limited success. 2. Pedagogical strategies are used to meet the needs of individual learners and the group as a whole. 3. **A wide range** of appropriate pedagogical strategies are used to meet the needs of individual learners and the group as a whole.
ID6	Use of strategies to motivate and engage the learners.			1. Strategies are used to motivate and engage the learners but at times their **success may be limited** 2. The strategies used to motivate and engage the learners are **generally successful**. 3. **A wide range of appropriate strategies** are used to motivate and engage the learners
C.	**How well does the teacher manage the lesson?**			
ID7	Managing learning environment			1. The learning environment is **generally** managed effectively although **at times** there may be only **limited success** in respect of the following: pace and timing, signalling transitions, adjusting classroom layout, utilising resources and equipment, giving instructions and explanations, checking understanding, maintaining classroom discipline and varying interaction patterns. 2. With reference to the lesson plan, the learning environment is **generally managed effectively** in respect of most of the following: pace and timing, signalling transitions, adjusting classroom layout, utilising resources and equipment, giving instructions and

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ID	Factor	Code Obs 1	Obs 2	Rubrics for the factor
				explanations, checking understanding, maintaining classroom discipline and varying interaction patterns. 3. With reference to the lesson plan, the learning environment is **managed effectively** in respect of all of the following: pace and timing, signalling transitions, adjusting classroom layout, utilising resources and equipment, giving instructions and explanations, checking understanding, maintaining classroom discipline and varying interaction patterns.
ID8	Ensuring full participation of learners			1. Activities are **not always organised** in a way that allows learners to fully participate. 2. Activities are **generally organised** in a way that allows learners to fully participate. 3. Activities **are organised** in a way that allows all learners to fully participate
ID9	Effective use of outcome assessment in learning			1. **Attempts to assess** learning outcomes may have only limited success. 2. The achievement of learning outcomes is **assessed reasonably** effectively. 3. The achievement of learning outcomes is assessed effectively.
ID10	Maintaining positive learning environment			1. **Attempts to maintain** a positive learning environment are made. 2. A positive learning environment is **generally maintained** during the lesson. 3. A positive learning environment is maintained **throughout** the lesson.
D.	How well does the teacher know her/his subject?			
ID11	Accuracy of information presented			1. On the whole the information presented **is accurate** although at times there may be **gaps** in the teacher's knowledge. 2. The information presented is **mostly accurate.** 3. Information is presented **accurately.**
ID12	Clarity in communicating information			1. **Some** information may **not** be communicated **clearly.** 2. The information is **generally** communicated **clearly.** 3. The information is communicated **clearly.**
ID13	Relevance of supporting examples with the presented information.			1. **Some** examples provided **may not be** relevant 2. Supporting examples are **mostly relevant.** 3. Supporting examples are relevant.
ID14	Drawing supporting examples from current theory and practice			1. **Some** examples provided may **not be drawn** on current theory and practice. 2. Supporting examples are **generally** drawn from current theory and practice. 3. Supporting examples are drawn from current theory and practice.
ID15	Correct use of terminology			1. **Some** terminology is **not** used correctly. 2. Terminology is used correctly **on the whole.** 3. Terminology is used correctly.

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ID	Factor	Code Obs 1 Obs 2		Rubrics for the factor
E.	How well does the teacher assess her/his learners?			
ID16	Range of using appropriate pedagogical strategies to assess learning			1. Attempts **are made** to assess learner performance and learning. 2. **Pedagogical strategies** are used to assess learner performance and learning. 3. **A wide range of appropriate pedagogical strategies** are used to assess learner performance and learning.
ID17	Level of coherence and appropriateness of frame of reference to evaluate learning			1. Evaluation procedure **not properly** stated. 2. **A frame of reference** for evaluating learner performance is employed. 3. **A coherent and appropriate frame** of reference for evaluating learning is employed.
ID18	Use of analysis of mistakes to inform feedback and future learning outcomes.			1. Mistakes are recorded but not further processed. 2. Mistakes are analysed. 3. Mistakes are analysed to inform feedback and future learning outcomes.
ID19	Consistency in recording evaluation for providing feedback to learners			*In order to provide feedback to learners:* 1. **Attempts** to record the results of evaluation are made. 2. Evaluation **is recorded**. 3. Evaluation is **consistently** recorded
ID20	Provision of constructive feedback			1. Feedback is provided to learners 2. Feedback provided is **generally constructive**. 3. Feedback is provided constructively, using **a wide variety** of means.
ID21	Level of encouragement for self and peer assessment			1. **No** encouragement for self and peer assessment. 2. Learners are **sometimes encouraged** to self and peer assessment. 3. Learners are encouraged to self and peer assessment.

Name of the Observer (1) _____

Name of the Observer (2) _____

APPENDIX 10

BRITISH COUNCIL

PEELI

British Council Training Consultant and Expert Trainer Conference

25 to 27 April 2019

Helping primary school teachers to develop professionally – my contribution

Dear colleagues,

Welcome to the British Council Training Consultant and Expert Trainer Conference, 2019. The outcome for this year's conference is establishing how as individuals and as part of projects such as PEELI we are going to make a difference to the professional lives of primary school teachers. This is the main aim of our work and ultimately our success will be judged against how improved teacher effectiveness contributes to enhanced engagement and attainment of generations of Pakistani children.

As shared earlier, we are going to focus on three themes:

1. How do we encourage teachers to adopt inclusive practices in the classroom?
2. How do we support teachers in becoming more learner-centred?
3. How do we help teachers integrate technologies into the classroom and into their own learning?

During the conference we're going to channel our encouragement, our support and our help into three practical outputs for primary school teachers:

1. A toolkit
2. A video
3. A training/lesson plan

In addition, we'll be hearing from our IATEFL delegates and...well you can see the totality of what we're planning by looking at the programme!

Happy conferencing!

Day 1	25 April 2019	
09:00 - 09:30	➤ Registration	Main Hall
09:30 - 10:00	➤ Welcome ➤ Introduction to the outcome and themes for the conference: *Supporting the professional development of teachers – my contribution* • Learner-centeredness • Integrating technology • Inclusive practices	Main Hall
10:00- 10:30	➤ Update from the British Council • What we've done, what we're going to do • Professional development opportunities for Training Consultants	Main Hall

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10:30 – 11:00	➤ Current research avenues in English Language Teaching/teacher development ➤ What's hot and what does it mean for us? Video presentation from Tony Capstick	Main Hall
11:00	**Tea Break**	
11:30 – 12:30	➤ HR: reminders, challenges and solutions ➤ Communication: telling our story and reaching out to our different audiences ➤ Champions – Updates and future plans	Main Hall
12:30 – 13:00	➤ Supporting the professional development of teachers – my contribution	Main Hall
13:00	**Lunch**	
14:00 – 15:00	➤ Current research avenues in English Language Teaching/teacher development *What's hot and what does it mean for us? Q&A session with Tony Capstick*	Main Hall
15:00	**Tea Break**	
15:30 – 16:30	➤ Training room challenges: • Learner-centeredness • Integrating technology • Inclusive practices	Break Out Room
16:30 – 17:00	➤ Ask Aafia	Main Hall

Day 2	26 April 2019	
09:00 – 10:00	➤ Day 1 recap ➤ *Inclusive practices – What is it and how can it be encouraged? What does the research tell us? Fiona Robertson*	Main Hall
10:00 – 11:00	➤ Inclusive practices ➤ Creating a toolkit for trainers	Main Hall
11:00	**Tea Break**	
11:30 – 13:00	➤ *Learner centeredness. What is it and how can it be encouraged?* ➤ Creating a video for trainers	Main Hall
13:00	**Lunch**	
14:00 – 15:00	➤ *Integrating technology: how can it be used (a) to help teachers learn (b) in the classroom?* ➤ Creating a training plan for trainers	Main Hall
15:00	**Tea Break**	
15:30 – 17:00	➤ Helping Expert Trainers to develop professionally – my contribution ➤ Day 2 summary / reflection	Main Hall

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Day 3	27 April 2019	
09:00 – 10:00	➤ Welcome ➤ QAED update ➤ British Council update	Main Hall
10:00- 11:00	➤ Learning from IATEFL (panel)	Main Hall
11:00	**Tea Break**	

11:30 - 12:30	➤ Training room challenges:
	  • Learner-centeredness
	  • Integrating technology
	  • Inclusive practices
		Break Out Room

12:30	*Lunch*	

13:30 - 15:30	➤ *Helping Primary School teachers to develop professionally – my contribution*
	  • Learner-centeredness: creating a toolkit for teachers
	  • Integrating technology: creating a video for teachers
	  • Inclusive practices: creating a lesson plan for teachers
	➤ Summary / Reflection
	➤ Group photo
		Main Hall

APPENDIX 11

THIRD PARTY VALIDATION REPORTS
If you would like copy of these reports, please let us know at Peeli@britishcouncil.org.pk

FAME Report – 1

FAME Report – 2

FAME Report – 3

FAME Report – 4

FAME Report – 5

GLOSSARY

CEFR	Common European Framework of Reference for languages
CELTA	Certificate in English Language Teaching to Adults
CG	Control group
CPD	Continuing Professional Development
EES	English for Education Systems
EET	English Expert Trainer
EMI	English Medium Instruction
ET	Expert Trainer
FGD	Focus Group Discussion
GoP	Government of the Punjab
HT	Head Teacher
IATEFL	International Association for Teachers of English as a Foreign Language
KPI	Key Performance Indicator
M&E	Monitoring & Evaluation
MCC	Management Control Check
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
MS	Mean Score
PEELI	Punjab Education and English Language Initiative
PST	Primary School Teacher
QAED	Quaid-e-Azam Academy for Education Development
SED	Schools Education Department
SLO	Student Learning Outcome
TC	Training Consultant
TKT	Teaching Knowledge Test
TPV	Third Party Validation
TG	Treatment Group