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Transform Teaching Transform Pakistan

Realizing that education reform is not possible without good teachers, the Government of Pakistan in collaboration with USAID, began work in 2008 to bring system-wide changes in teacher education. From restructuring teacher training degrees to implementing new policies and procedures, these changes are revolutionizing teacher education in Pakistan. Today, two new teacher education degrees, the Associate Degree in Education (ADE) and a B.Ed. (Hons.), are being offered in 110 universities and teacher training colleges across Pakistan, aiming to produce a new cadre of teachers for tomorrow.

Teacher Coaching in the Pakistan Reading Program



2015 Global Education Summit
@USAIDEducation

#LetGirlsLearn

#endpoverty

The Pakistan Reading Project (PRP; 2013-2018)

➤ **Improve Reading Outcomes for 910,000 Grade 1&2 Students**

- 23,800 schools in 66 districts
- Incorporate time for reading in daily school timetable (done)
- Develop & validate reading standards (in process)
- Provide improved reading workbooks in Urdu, Sindhi, and Pashto (in process)
- Provide in-service face-to-face training for head teachers & teachers (in process)

The Pakistan Reading Project (cont.)

- Provide high-quality continuous professional development for teachers, including school support visits, TIGs, and peer-to-peer coaching (in process)
- Improve early grade reading testing and assessment (in process)
- Improve pre-service training in early grade reading (in process, with EGR curricula incorporated into ADE and BED degree programs, and scholarships offered to attend those programs)
- Expand the use of evidence-based early grade reading models to additional languages in Pakistan where possible (upcoming)

Teacher Inquiry Groups (TIG): An Introduction

➤ **The Challenges**

- Teachers need more support and guidance than can be provided in face-to-face in-service training.
- Teachers in Pakistan can be extremely isolated, and often do not have authorities or knowledgeable technical experts available to answer questions about teaching early grade reading.
- Personnel qualified to be coaches can be hard to find in Pakistan, especially in rural areas.
- Costs and levels of effort to implement coaching must be sustainable beyond the life of the project.

Teacher Inquiry Groups (TIG): An Introduction (cont.)

➤ **PRP Response: The TIG**

- TIGs are cluster-based teacher meetings. Teachers from schools in close proximity to each other gathering regularly to hold consultations on the use of the PRP material.
- TIGs are a familiar model in Pakistan. Some provincial governments and some small-scale projects have established TIGs for continuing professional development.
- TIGs are low-cost and localized.
- Because TIGs can take place at a school or a neighboring school, women teachers may find it easy to attend TIG meetings.

How Do TIGs Improve Reading Instruction?

- A TIG leader guides the TIG with pre-prepared questions.
- Videos aligned with TIG modules model best practices, which teachers then emulate.
- TIG members try techniques in turn and then receive immediate, constructive feedback in a non-threatening setting.
- Perspectives from multiple teachers help to identify workable solutions to any problems or difficulties.
- Hearing about challenges reduces feelings of incompetence.
- Hearing about successes sparks positive competition.

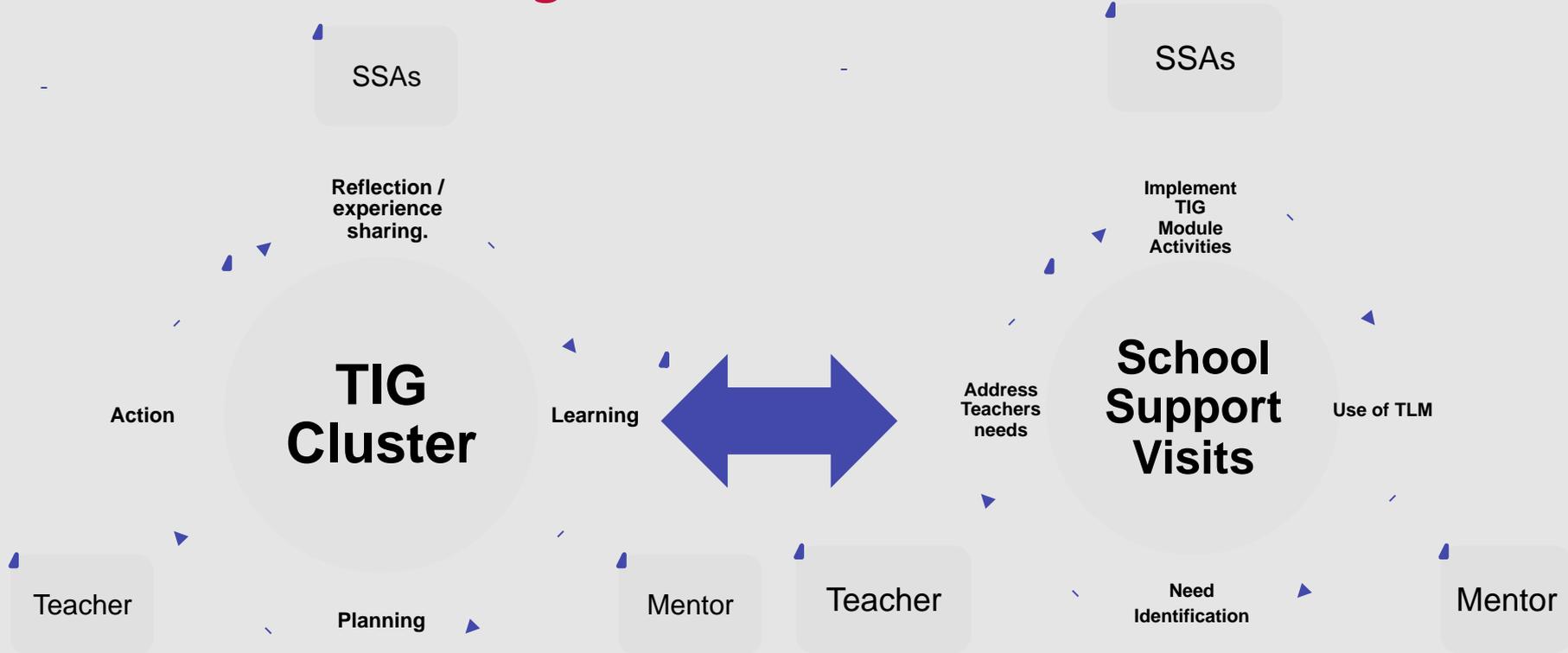
Quality Control Measures in Place

- Highly structured approach to TIG
- Two-year TIG modules (equivalent to basic reading course)
- Role of mentors, facilitators, and head teachers
- Continuous assessment feedback loops for better results
- Peer visitation (TIG group members visit each others' classes)
- Local government support

TIGs As Part of A Larger CPD System

- TIGs are **linked** to PRP's regular school support visits.
 - Mentors (from the Pakistani education system) and School Support Associates (SSAs) conduct quarterly classroom visits in schools (each teacher gets at least 2 visits per quarter).
 - Mentors and SSAs **also** participate in TIG meetings.
 - This creates a link between the ideas that are presented in the TIGs and the teachers' classroom practices.
- Teachers can also phone/text/visit each other for additional support.

PRP Coaching Model: TIGS linked to SSVs



Extending Support to Classrooms: Peer-to-Peer Visitation

- In their second year of participating in the TIG, teachers become “peer coaches” for one another.
- Peer coaches visit each other’s classrooms to offer support in early grade reading.
- Peers provide safe professional support, using an observation tool aligned with effective teaching practices.
- Peer visitation strengthens the learning community of the TIG teachers and accustoms teachers to active study of the teaching and learning process.

Preliminary Feedback on TIGs and their Effects

(2015 Focus Group Responses)

- “TIG teachers are actively trying to make their classrooms print-rich. As other (non-PRP) teachers see this, they are also trying to do the same.”
- “Other projects have a workshop and that’s all, but the TIG model keeps the learning going.”
- “The TIG meeting is where I understand what to do, where to start.”
- “TIG meetings provide opportunities to practice with trained PRP staff in order to solve problems.”

What It Looks Like in Action

[https://www.dropbox.com/sh/yiirjgp9tuncqhn/
AABszLAkui57LeB8Eg5fRK0wa?
lst=&preview=PRP_TIG_NB.mp4](https://www.dropbox.com/sh/yiirjgp9tuncqhn/AABszLAkui57LeB8Eg5fRK0wa?lst=&preview=PRP_TIG_NB.mp4)



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THANK YOU!

