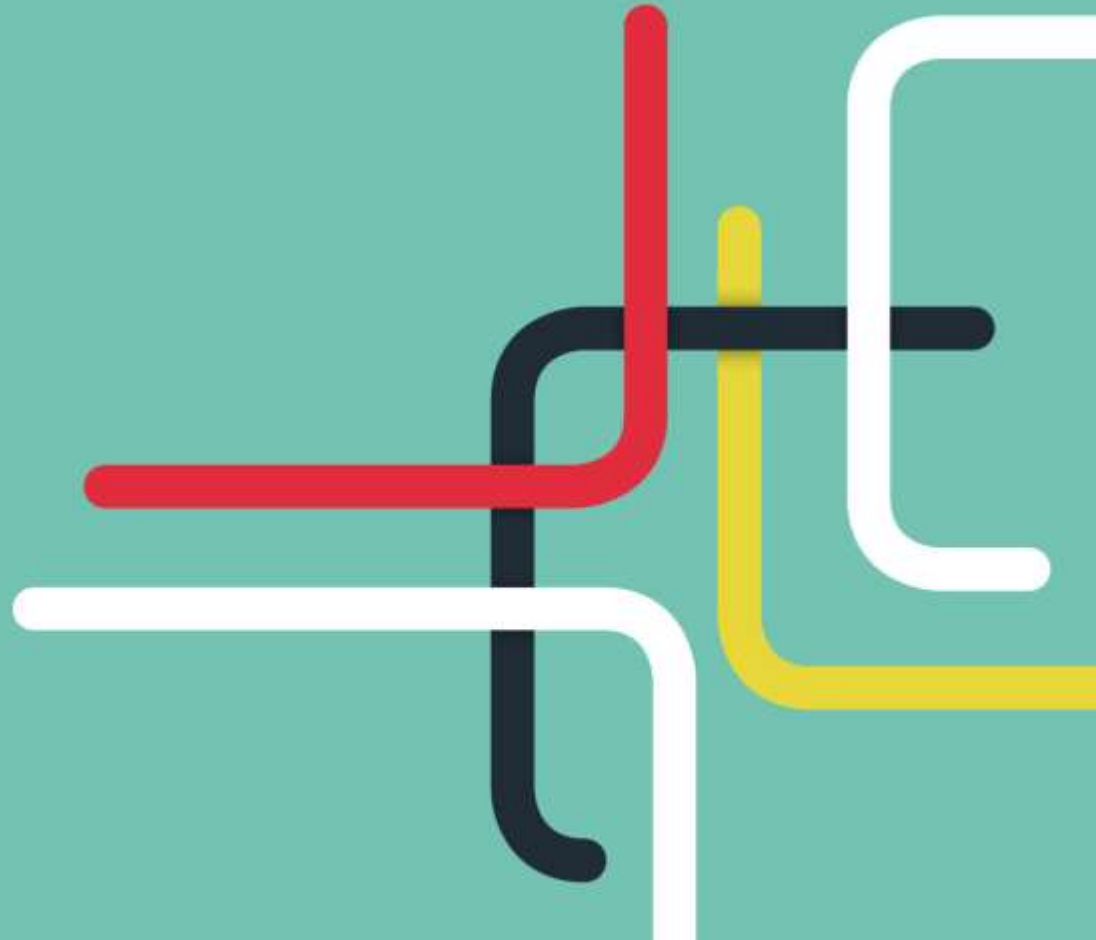


Teacher and School Development in the British Council's School Network

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About the Research



- This piece of research was initiated by REMU in partnership with Research Base to understand how PSGN schools in Bangladesh, Nepal, Pakistan and Sri Lanka approach teacher training and capacity development.
- The key areas of teacher training and capacity development under consideration included, but were not limited to, induction and preparation, learning and development, rewards and recognition, and occupational motivation.
- It also aimed to identify approaches on how schools are better supported to offer appropriate teacher training and capacity development and secondary teachers can be better supported not only in learning and development

Key Findings- Desk Research



Recruitment and Retention

- Supportive leadership culture is a critical factor for attracting talent.
- Attractive remuneration and collegial culture is key to retaining teachers.

Induction and Professional Development

- Mentoring is an important part of successful induction schemes.
- Effective professional development is embedded in classroom practice.
- Increasing focus on development opportunities for teaching support staff.

Motivation

- Teacher motivation is linked to professional development and student outcomes.
- Strong systems of reward and recognition are also key to motivation.

Key themes for Recruitment



1. Recruiting trained and experienced teachers.
2. Induction Training for NQTs
3. CPD -
4. In house /external
5. Areas of priority – curriculum, content, pedagogy, lesson planning, behavior management, monitoring and assessment.

Key themes for Retention



1. Employment Status and approach to CPD
2. Adjunct Teachers and CPD
3. Three key factors effecting teacher motivation
 - a. Financial Compensation
 - b. Career Progression Opportunities
 - c. Work Environment and Culture
4. Schools Priority in order of importance –
 - a. Improve teaching practices and pedagogy
 - b. to improve pupil outcomes
 - c. staff motivation and morale.

Key Challenges



1. Lack of time to attend training programmes
2. High turn over levels in schools, which limits the return on investment in training teachers;
3. budgetary constraints;
4. lack of cascading and sharing from teachers attending training to other members of staff, and approaching training from a short term perspective.

Best Practices



Professional development models from the United Kingdom include the British Council's Connecting Classrooms Programme, Birmingham City University International CPD courses, the TES Institute Online Professional Development Courses,

Models within South Asia include, the Institute of Educational Development (IED) Teacher Development Programmes, the Nepal Teacher Training Innovations (PHASE-NTTI) Programme, the Bangladesh English in Action Programme, and the East Asia Regional Council of Schools.

Best Practices



- **Teacher recruitment and retention –**
senior leaders supportive of professional development, classroom autonomy, a collegial working environment, and an adequate salary level have better retention levels
- **Induction and Professional Development**
 - Longer Induction programmes for all NQTs
 - Establishment of a mentoring programme
 - Establishing in-school collaborative professional development practices,
 - providing training on delivering content in the English language for teachers working in English medium schools worldwide, as well as supporting teachers with lower levels of English proficiency to improve their English language skills and knowledge.

Recommendations for Future



Pakistan

Focus on incorporating international good practice.

Participation in International Competitions

Partnerships

Bangladesh

Focus on teacher's communication skills

English language skills

Training for Behavior change towards priorities

Recommendations for Future

Sri Lanka

Need to focus on technology enabled learning

(Online training)

Teacher training for middle years teachers

Exposure to international trainers

Nepal

Increased frequency of training

Need international exposure

International Exchange visits



British Council's Support

- Support PSGN in Developing guidelines in areas such as recruitment and training.
- Introducing campaigns or awareness raising exercises to highlight the value of CPD.
- Improving e-learning provision, which is felt to be less effective than other training modes.
- Working with school leaders to address teachers' occupational motivation and highlight the pay-offs between different approaches to motivate and retain staff.

Key Questions to develop Intervention Strategy



- What are the key Challenges that schools and school leaders face n teachers' CPD
- How can schools/ School Leadership best approach issues like teacher motivation
- Keeping your country in view please share the top three opportunities in todays world for better teaching and learning