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Ministry of Primary and Mass Education
Directorate of Primary Education
Dhaka, Bangladesh



Report on

Continuous Professional Development (CPD)



June 2019

**CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)
FOR
PRIMARY TEACHERS, TEACHER EDUCATORS AND EDUCATION
SUPERVISORS**

CPD FRAMEWORK AND ACTION PLAN



FOURTH PRIMARY EDUCATION DEVELOPMENT PROGRAM (PEDP4)

**DIRECTORATE OF PRIMARY EDUCATION
MINISTRY OF PRIMARY AND MASS EDUCATION
BANGLADESH**

Conducted by:



**Development Technical Consultant Pvt. Ltd. (DTCL)
Niketon, Gulshan-1, Dhaka-1212**

June 2019


Md. Alauddin Bhuiyan Janee
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

RESEARCH TEAM

TEAM LEADER

Professor Dr. A K M Khairul Alam
Principal (Rtd.)
Govt. Haragonga College
Munshigonj

TEAM MEMBER

Dr. Md. Mahfuzul Islam
Deputy Director (Rtd.), DPE

Ms. Nasima Khan
Deputy Director (Rtd.), DPE

TECHNICAL ASSISTANCE

JICA
UNICEF

SUBMITTED TO:

Directorate of Primary Education
Section 2, Mirpur, Dhaka
Bangladesh

June 2019

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ACRONYMS

AcS	Academic Supervision
AT	Assistant Teacher
AUEO	Assistant Upazila Education Officer
AURCI	Assistant Upazila Resource Centre Instructor
CPD	Continuous Professional Development
DD	Deputy Director
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
DPP	Development Project Proforma
DTCL	Development Technical Consultants Limited
FGD	Focus Group Discussions
FYP	Five-Year Plan
HT	Head Teachers
KII	Key Informant Interview
MoPME	Ministry of Primary and Mass Education
NAPE	National Academy for Primary Education
NBST	Needs-based Sub-cluster Training
NEP	National Education Policy (2010)
PBI	Performance Based Incentives
PCK	Pedagogical Content Knowledge
PEDP	Primary Education Development Program
PSTs	Professional Sanders for Teachers
PTA	Parent Teachers Association
PTI	Primary Teacher's Training Institute
PTII	Primary Teacher's Training Institute Instructor
QAQC	Quality Assurance and Quality Control
QLEAP	Quality Learning for All Programs
SBT	Subject Based Training
SDG	Sustainable Development Goal
SLIP	School Level Implementation Plans
SMC	School Managing Committees
TED	Teacher Education Development
TIMSS	Third International Mathematics and Science Study
ToT	Training of Trainers
TPD	Teacher Professional Development
TQM	Total Quality Management
TRP	Training Resource Person
UEO	Upazila Education Officer
URC	Upazila Resource Centre
URCI	Upazila Resource Centre Instructor

EXECUTIVE SUMMARY

The Fourth Primary Education Development Program (PEDP4) aims to provide quality primary education to all children of the country, from pre-primary up to grade 5 through an inclusive and equitable education system. The objective of the component no.1 of PEDP4 is to have quality teaching-learning practices being applied in all schools that will enable children to achieve the essential grade-wise competencies stipulated in the National Curriculum. Teachers' professional development along with reform of classrooms practices and improvement in learning outcomes is a key area that needs to be addressed under PEDP4 programs to meet the targets set by the National Education Policy (2010) and SDGs goals.

PEDP4 sets out a vision for Continuous Professional Development for primary and pre-primary teachers and an urgent need for development of CPD Framework on the basis of an empirical study. The objective of Continuous Professional Development (CPD) would be to ensure that all teachers, teacher-educators and education supervisors acquire their Professional Standards (PS) through a continuous engagement in professional development activities.

The objective of the CPD study is to develop a CPD Framework followed by an Action Plan. The Framework identifies the components and functions of a CPD system including who is responsible for their design, execution, monitoring and mentoring. Accordingly, an Action Plan has also been developed indicating a time-based activity plan for five years. The CPD Framework and detail Action Plan is attached Chapter X1, page 19.

The study examined and analysed the on-going professional development activities and reviewed and assessed their contents and delivery modalities. The study accumulated the lessons learned from the quality interventions of PEDP3 relating to teacher professional development and explored the best practices on teaching capacity enhancement. To conduct the study flowing method and strategy were taken by the study team.

A mixed method approach (qualitative and quantitative techniques) was adopted for the collection of data and information for this assignment in order to fulfil the objectives of the study.

The study design included a review of related secondary documents (National policy and strategy documents, National and International Research and other relevant literatures, study reports etc.) including program documents of PEDP3 and PEDP4.

Secondly, primary data was collected using questionnaire /checklist/instruments following in-depth interviews of key stakeholders, Survey, Classroom Observation, Focus Group Discussion (FGDs) and Key Informant Interviews (KIs) as deemed appropriate for different groups of respondents.

To determine a representative sample of schools, first a sample size was determined for each administrative division, and then the sample size was determined for each geographical location (Urban, Rural, Haors, Hills and Costal areas). Due to time constraint, the sample size was kept limited within a reasonable number of 260 schools (See table below).

Method	Techniques	Details
Primary Data collection	Survey	320 people (80 Assistant Teachers, 180 HT, 15 URCI, and 15 UEO, 10 DPEO, 15 PTI Super, 5 DD).
	Classroom Observation	15 Classrooms from 8 Schools in 3 Districts (including one from CHT).

Secondary Data Review	Focus Group Discussions	6 FGD with practitioners (Assistant Teachers, Head Teachers, URCLs, PTILs and AUEOs).
	Key Informant Interviews	8 KI with the Educationist, Policy makers and Professionals (Senior Officials of MoPME, DPE, NCTB, NAPE and DU-IER)
	Desk review of available reports and studies	Programmatic Reports related to CPD under PEDP3 and PEDP 4 (PEDP3 MTR Report, TED, PEDP4 Program Document) National Policy and Strategy Documents International Research Studies and relevant Literature

Quantitative data has been collected through conducting survey with 180 Head teachers (HTs) and 80 Assistant Teachers (ATs) of 260 sample schools. 60 key stakeholders (DD, DPEO, PTI Superintendent, URC Instructors, UEOs and AUEOs) also participated in the survey process. The Survey was conducted through structured and semi structured questionnaires which were piloted and approved by DPE. Teaching-learning activities were observed in 15 classrooms at 8 schools and primary data were collected through approved checklist (see Annexure 6).

The collected data was collected, processed and analysed through SPSS and using standard data processing tools. Data collected during interviews was reviewed comprehensively and findings were organized by thematic areas.

Based on the data analysis and key findings of documents review and primary data analysis on usefulness of CPD interventions, contents, delivery and implementation modalities, classroom practices, supervision, monitoring, including strengths, weaknesses and training management have been discussed and outlined in the report. Finally, a realistic observation list and implementable recommendations for effective implementation of CPD interventions under PEDP4 is identified in paragraph-4.1. The CPD Framework and Action Plan of PEDP4 has been thought and structured considering all those findings and recommendations.

The CPD program under PEDP4 theoretically is need-based and bottom-up, but practically it is imposed centrally upon grassroots' level to schools, sub-cluster and cluster up to Upazila level.

It is observed that the CPD interventions of PEDP3 have had more or less a positive impact on the learning outcomes of the children, but not up to the expected level. It was interesting to see that most of the CPD interventions undertaken in PEDP3 were reported by the respondents were popular and useful and should be continued as CPD interventions of PEDP4. They also have been given emphasis to improve the training concepts, development of training materials and delivery. They also emphasised on development of a decentralised monitoring, mentoring and follow up mechanism for PEDP4.

It was observed that the number of training was so large and there was little scope for all teachers to practice them in the classroom practices. It was also revealed from the study findings that there were gaps in many places between implementation, monitoring, supervision and practices in classrooms with the designed and expected implementation processes of the CPD trainings. Instead of bottom -up nature, a top -down approach dominated in the field, which created many unwanted challenges in the implementation of whole CPD programs.

This study recommends that some effective and useful CPD interventions like NBST, SBT, HTLT, AcST, ICTT, TSNT to be retained in PEDP4 to continue as CPD interventions including some new activities. All sporadic training for different stakeholders should come under planned training packages instead of multiple discrete trainings. It is also observed that the training

design and delivery modality to be linked to the Professional Standards for teachers, teacher educators and supervisors.

Based on the standards of the stakeholders, existing training packages should be reviewed, and if required, new training packages should be developed. This study also recommends development of standards for monitoring and mentoring of CPD trainings. Existing top-down approach of training in design, implementation, monitoring and evaluation needs to be transformed into bottom-up, decentralized approach under PEDP4 by which ownership may establish among teachers, educators and supervisors. To start this new approach may require further TA support.

The study revealed that huge vacant posts of teachers (9% assistant teachers, 25% head teachers), teacher educators (30% PTIs, 10% Asst. Supts, 19% Supts, 83% AURCs), supervisors (8% AUEOs, 48% UEOs, 50% ADPEOs, 50% DPEOs) emerge as a great challenge for quality implementation of CPD interventions in PEDP4.

The impact of CPD interventions on students' learning achievements should be periodically measured and should be linked with further review. There is opinion from teachers and other stakeholder to continue CPD activities in the years to come to ensure quality education as prescribed in the National Education Policy (2010).

From the experiences of reviewing International best practices and the study findings, it is obvious that the proposed CPD Framework of PEDP4 would be able to meet national expectation for teacher professional development and it will help contribute to improve the quality of primary education of Bangladesh. The implementation of CPD would be a mandatory responsibility of all teachers, Head Teachers, AUEOs, URCI and Upazila Education Officers. Performances of teachers, teacher educators and education supervisors will be assessed by their respective Professional Standards and reward and punishment will be introduced.

Most of the CPD activities will be implemented in school, cluster (sub-cluster) and upazila level in Bangladesh. Many countries of Europe, Africa and Asia has been successfully implemented these types of bottom up CPD program. The Action Plan under CPD Framework is like a rolling plan it would be flexible and changeable by annually reviewing all activities in a National Workshop headed by the Secretary, Ministry of Primary and Mass Education.

CHAPTER ONE: INTRODUCTION

1.1 Background and Context

The Government of Bangladesh (GoB) has given importance to Continuous Professional Development (CPD), as the Teacher is the main driver of imparting quality education. A focus of the Fourth Primary Education Development Programme (PEDP 4) is to establish an efficient, inclusive and equitable primary education system ensuring effective and relevant child-friendly learning for all children of Bangladesh¹. The main force behind the quality of education is a team of professionally qualified, skilled and committed teachers. The purpose of the sub-component 1.5 of PEDP4 is to ensure that all teachers, teacher educators and education supervisors acquire the professional capacities through continuous engagement in professional development activities. Furthermore, to meet the targets set by the SDGs, PEDP4 sets out a vision for professional development for primary and pre-primary teachers continuous from the time of their recruitment to the end of career.

1.2 Continuous Professional Development (CPD)

Teachers must have the opportunity to continue to develop their knowledge, skills and abilities to ensure that they are able to support all children in their classrooms to learn and grow. While teachers receive an initial training that prepares them to enter the classroom, once in service, it is important that teachers are also supported through regular, ongoing training which is called Continuous Professional Development (CPD)².

Continuous professional development (CPD) is a planned, continuous and career-long process of developing professional skills and improving professional practice¹. For educators, CPD focuses on developing and improving professional values and knowledge to ensure that children learn. CPD is more than traditional in-service training that is required for all teacher and teacher educators. It focuses on empowering the individual to understand their professional needs and identify ways to improve. The defining element of CPD is that it is based on the needs of the individual and strategies are unique to their areas of improvement.

There is a strong correlation between the quality of teachers and the improved learning outcomes of students. Therefore, improving the quality of teachers has a positive influence on the quality of learners' achievement, and the overall performance of the education system. Beyond direct link to student outcomes are other factors justifying investments in CPD. Training and professional development can be a strong non-financial incentive for teachers to feel valued and rewarded for their services. Motivated teachers are more likely to attend CPD activities regularly and try modelling new techniques to facilitate student learning.

1.3 National Education Policy (2010)

The National Education Policy (NEP) 2010 acknowledges the importance of teachers in the education system and recognitions that training is a core function and requirement for teachers to be able to perform their jobs well. It specifically references three objectives:

- To help teachers acquire knowledge and skills in the strategies of teaching-learning through teachers' education and training
- To help teachers develop and update their professional knowledge

¹ DPE (2018), DPP of PEDP4

² Helen J. Craig, Richard J. Kraft and Joy du Plessis (1998), Teacher Development- Making an Impact

- To develop the personality, innovative knowledge and qualities of leadership of the teachers

The NEP 2010 also expands on the importance of professional development, and specifically that it should be continuous. The use of the term 'repetitive' suggests and recognizes that professional development is not a one-off activity, but teachers should have the opportunity to benefit from training often. Furthermore, the Policy notes that the aims and objectives of teacher training include developing and updating professional knowledge. The Policy also outlines strategies related to CPD, such as continuous assessment to evaluate proficiency and to use finding to remediate areas of improvement through special measures. Finally, in Chapter 25 on Status, Rights and Responsibilities of Teachers, the Policy recognizes the importance of training and professional development, including opportunities for training, specifically stating that opportunities will be created, and stipends provided, a system of continual evaluation will be established, and training courses received by teachers will be considered in case of teacher promotion.³

The concept summarizes some key themes drawn from early consultations within the sub-sector and provides a preliminary indicative description of possible scope of the PEDP3. These concepts and designed activities were implemented in PEDP3 during 2011-2017 throughout the country.

1.4 Fourth Primary Education Development Program (2018-2023)

PEDP4 has several main programs; including one specifically related to CPD. Subcomponent 5 provides the following guidance for CPD. It elaborates that PEDP4 will ensure that all teachers and teacher educations acquire the professional capacities through continuous engagement in professional development. Government felt necessary to review the CPD programs of PEDP 3 and intended to develop a new CPD program assessing national experiences and international ideas for PEDP 4. A CPD program need to be formulated because in course of time many changes happened in the reality of existing CPD programs at home and abroad. All this experiences and ideas to be incorporated and developed a new CPD for PEDP 4. The consultant team has considered all the stated activities and based on study and international experiences proposed stakeholder wise training packages. Other key philosophy of actions is:

- Development and approval of a framework for teachers and teachers-educators CPD
- The design of contents for different profiles and development activities;
- Making schools the central location for teacher professional development as centre of excellence;
- CPD lead by head teachers and supported by resource teachers and teacher educators and education supervisors.

It further elaborates that the framework will be the foundation for the quality assurance system and that all curriculum developed will be in line with the philosophy of framework. Planning will be decentralized to the Upazila level. The Upazila Resource Center (URC) will work closely with the UEO to plan and deliver trainings and that school based CPD will be considered as the primary education delivery model.

1.5 Sustainable Development Goal 4

Bangladesh has indicated its objective of working towards achievement of the Sustainable Development Goals (SDGs), specifically goal 4 which is specifically related to education. Goal

³ National Education Policy, 2010, Ministry of Education, Bangladesh.

4.C places emphases on the importance of ensuring that teachers are qualified when they enter the classroom and continuously supported once in service.

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

4.C.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country).

These goals are center-point of designing of CPD Frame Work and its Action Plan.

1.6 The Objective and Scope of the Study and CPD Framework

The objective of the study was to develop a CPD framework that will ensure that all teachers, teacher educators and education supervisors will acquire their respective Professional Standards (PS) through a continuous engagement in professional development activities.⁴

The scope of the study encompasses the following:

- Examine and analyse the ongoing professional development activities;
- Review and assess the curriculum and delivery mechanism of the ongoing CPD activities;
- Accumulate the lessons learned from the quality interventions of PEDP3 relating to teacher development;
- Explore the best practices on teaching capacity enhancement;
- Recommend a CPD Framework with elaboration of professional standards for teachers, educators and supervisors;
- Identify the components and functions of a CPD system, including who is responsible for their design, execution, monitoring and evaluation; and
- Develop an Action Plan for operating the CPD Framework for effective delivery with possible time schedule.

1.7 Significance and Rationale of the Study

The CPD framework is an essential guidebook for teachers, teacher educators; teacher trainers and education supervisors for making them professionally efficient and effective. The framework will lead the education professionals to develop them qualitatively and lift their performance in a high level of standard nationally and internationally. To bring the changes in education professionals, it is needed to plan a lifelong CPD exercise that will help them to introduce qualitative supervision, monitoring and mentoring. Therefore, the study will create a significance impact in the improvement of teaching and learning in the field of primary education.

There is a strong link between student achievement and a teacher's classroom performance and improved learning outcomes. High-level and consistent performance from teachers in the classroom is central to improving delivery of education services. The main recruitment path in Bangladesh is that teachers are first recruited and then trained; therefore, they need a strong school-based professional development program. With newly recruited teachers often not

⁴TOR of the study, Annexure-7

having any background in pedagogy, classroom management or assessment, but having a minimum qualification to serve as teachers, a robust CPD programs needed for supporting a transformation in quality of teaching and learning in schools.⁵

1.8 Limitations of the Study

The scope and volume of work for the study was gigantic to complete within the stipulated time as indicated in ToR. The study survey was conducted during Ramadan vacation. The academic and administrative environment was stunted for team's movement to conduct the study. Yet, the study team tried their best to complete the survey, develop the CDP Framework and Action Plan on time.

There were many activities included in the TOR of the study that should not be considered as CPD as per the definition of CPD. For an example, Induction Training and Pre-primary Teachers Training are not within the purview of CPD training, it is an extension of DPED course. Inclusion within the CPD Framework was left to the study team to decide how best to address this. Given the special importance of this basic training, they are included side by side in CPD training.



Md. Alauddin Bhuiyan Jones
Assistant Chief
Ministry of Power and Water Development
Government of Bangladesh

⁵ Helen J. Craig, Richard J. Kraft and Joy du Plessis. (1995). Teacher Development- Making an Impact

CHAPTER TWO: METHODOLOGY

2.1 Approach

A mixed method approach of qualitative and quantitative techniques has been used for the study. The study design included the following.

2.2 Data Collection Tools

Secondary Document review: National policy and strategy documents, Programmatic reports (PEDP3 & PEDP4), International Research and other relevant literature.

Primary data collection: Survey of key stakeholder; Classroom observations; Focus Group Discussions; Key Informant Interview.

Table 2.1: Overview of Data Collection Methods

Method	Techniques	Details
Primary Data collection	Survey	320 people (80 Assistant teachers, 180 HT, 15 URCI, and 15 UEO, 10 DPEO, 15 PTI Super, 5 DD).
	Classroom Observation	15 classrooms from 8 schools in 3 districts (including one from CHT).
	Focus Group Discussions	6 FGD with practitioners (Assistant teachers, Head teachers, URCIs, PTIs and AUEOs).
	Key Informant Interviews	8 KII with the Educationist, Policy makers and professionals (senior officials of MoPME, DPE, NCTB, NAPE and IER-DU)
Secondary Data Review	Desk review of available reports and studies	Programmatic reports related to CPD under PEDP3 and PEDP 4 (PEDP3 MTR report, TED, PEDP4 Program Document)
		National policy and strategy documents
		International research studies and relevant literature

2.3 Survey

Quantitative data has been collected through conducting survives with 180 Head teachers (HTs) and 80 Assistant Teachers (ATs) at 260 sample schools. 60 major stakeholders (DD, DPEO, PTI Superintendent, URC Instructors, UEOs and AUEOs) also participated in the survey process. The survey has been conducted through structured and semi-structured questionnaires that were approved by DPE (see Annex 1 for questionnaires with summary data).

2.4 Classroom observation

Teaching-learning activities were observed in 15 classrooms at 8 schools and primary data were collected through approved checklist. (see Annex 2 for observation checklist with summary data).

2.5 Focus Group Discussion (FGD)

Six (6) FGD were conducted with the professionals designated as ATs, HTs, URCIs, PTIs and AUEOs.

2.6 Key Informant Interview

Eight (8) key Informant Interviews (KII) were conducted with Educationists, Policy makers and professionals (senior officials of MOPME, DPE, NCTB, NAPE and IER-DU).

2.7 Determination of Sample Size

The ToR provided information about the area coverage of the assignment. The study team considered practitioners, experts, educationists and policy actors, including schools, institutes and offices as sample units.

To determine a representative sample of schools, first sample size was determined for each administrative division, then the sample size was determined for each geographical location (Urban, Rural, Haors, Hills and Costal areas). Due to time constraints, the sample size was kept limited within a reasonable number of 260 schools.

Table 2.2: Distribution of Schools in Division with Geographical Location

Division	Rural	Urban	Hill	Costal	Hoar	Total GPS	No. of HT	No. of AT
Dhaka	22	33	-	05	-	60	40	20
Chittagong	10	10	05	05	-	30	20	10
Rajshahi	11	18	-	-	01	30	20	10
Khulna	10	20	-	-	-	30	20	10
Rangpur	10	20	-	-	-	30	20	10
Mymenshingh	05	15	03	-	02	25	20	05
Barisal	10	15	-	05	-	30	20	10
Sylhet	06	15	02	-	02	25	20	05
	84	146	10	15	05	260	180	80

Primary Data Analysis Attached at Chapter-4


Md. Alauddin Bhuiyan Jones
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

3.1 Introduction

The purpose of the study was to recommend a CPD Framework for Teachers, Teacher-Educators and Education Supervisors that will enable them to meet their respective Professional Standards. The study accumulated the lessons learned from the quality interventions of PEDP3 relating to teacher development and explore the best practices on teaching capacity enhancement. Analyzing the scope of the study following areas were taken under consideration:

- Best practices of CPD in schools (how far planning of CPD program is carried out);
- Major challenges that the schools encounter while implementing CPD program;
- Stakeholders contribution to the implementation of CPD;
- Contribution of CPD in professional growth of teachers, educators and supervisors.
- Future strategy for CPD delivery.

The study includes two sections. Chapter 3 is review of documents that include previous documents assessment and studies on the teachers' professional development in Bangladesh as well international research on CPD. Chapter 4 depicts findings from primary data collection exercise.

3.2 History of CPD in Bangladeshi Primary Education

A CPD program, including Professional Standards, was first introduced in Bangladesh by the experts of Cambridge University and Institute of Education of University of London UK. The term CPD became very familiar in the field of Primary Education under DFID assisted ESTEEM program in Bangladesh. Later the concept was taken as a key philosophy by the Government of Bangladesh. The Government engaged a few internationally and nationally reputed scholars to incorporate the CPD concept in the development of Primary Education Programs. Thus with the support of those experts, "National Plan and Strategy for Primary Teacher Education and Development" for Bangladesh was designed and published in January 2010.

A broad based and multidimensional CPD concept illustrated in a research document in the process of developing PEDP3 sub-sector program for Bangladesh, the document was drafted by Dr. Richard Kraft, Professor Emeritus of Education, University of Colorado and assisted by Dr. Professor Abu Ethan, Professor Shamim Ahmed and Ms. Shamse Hasan, 3 Bangladeshi National Consultants. They prescribed a theme of "Improving primary education through: a holistic, life-long process of pre-service and continuous professional development; based in the schools and classrooms; utilizing reflective and constructivist teaching and learning; based on professional teacher standards and student competencies; and leading to active, child-friendly classrooms, deeply embedded in their communities."⁶ This is really a PEDP designed in Bangladesh based on the theory and definition of CPD internationally recognized.

3.3 Third Primary Education Development Program (2011-2017): Overview

The PEDP1 and PEDP2 (11) significantly brought changes in the qualitative aspects of primary education of Bangladesh. Based on the achievements of these two programs, PEDP3

⁶ PEDP3


Md. Ataul Karim Khan
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

has made quality its main focus and the provision of quality education for all children in Bangladesh. It was the PEDP3's over-arching goal.⁷

It is widely described in the documents published nationally and internationally that Bangladesh has accomplished over a 20-year period what it has taken some countries many decades to achieve. The quantitative achievement in Primary Education of Bangladesh is highly appreciated but in term of progression in quality it has to go far to achieve. At present it has been implementing Primary Education Development Program-3. This program has given much more emphasis to achieve and improve learning outcomes of near about 20 million learners.

The Central objectives of the review of PEDP3 is to plan PEDP4 by revising learning content, revitalizing teaching practices, redesigning monitoring and mentoring mechanism. New conceptual and contextual blood and flesh will be incorporated in the new texts and delivery of the program by adding National experiences and International research findings.

The above mentioned perception and goals have been elaborated through the document - structured indicated in the program descriptions. It is stated that "the education system must now prepare all children with the knowledge, personal qualities, thinking and creative skills required to achieve the country's goals for economic and social development. Attention is turning to improving learning outcomes, increasing completion rates, and narrowing performance gaps between regions and socio-economic groups in response to this broad definition of quality education, numerous initiatives were developed at the time of program appraisal."⁸ Analyzing present program, new program is structured in term of concepts and processes of activities.

A Review of PEDP3:

The review of program structures of PEDP3 activities identified that there were 6 sub-components designed for as major quality interventions. Keeping this view in mind following program were considered for Teacher Education Development Program. The quality improvement components are given below:

- Each Child Learns;
- School and Classroom-based Assessment;
- Curriculum and Textbooks Strengthened;
- Production and distribution of textbooks;
- ICT in Education;
- Teacher Education & Development.

Again, the quality Intervention was divided into two divisions as Initial Teachers Training and CPD training for teachers.

Initial Teachers Training of PEDP3

- DPED,
- Induction training,
- Pre- Primary training.

DPED considered as basic training of the primary teacher of the country. Every teacher must have to acquire this degree before joining as primary teacher. But in Bangladesh, there are many teachers those have no this basic qualification. Apart from that, in the country there is

⁷ DPP < PEDP3, 2011
⁸ DPP of PEDP3 and PEDP4

no provision for pre-service teachers training for primary teacher. Considering these two aspects the Induction training for newly recruited teachers and training for pre-primary teachers were designed in PEDP3. The same reality is still existing in Bangladesh; therefore, the importance of these training cannot be avoided. Documents review and research provided many evidences in favor of this opinion.⁹ But following were considered CPD training:

CPD Training of PEDP3

- Fortnightly Professional Meeting in School;
- Need-based Sub- cluster training;
- Subject Based training;
- Academic Supervision;
- ICT in Education;
- Lesson Study through Teachers Support Networking (TSN);
- Training of NAPE, PTI and URC personnel (Trainers, Educators and Supervisors).

The above-mentioned trainings are restructured from the documents analysis and primary data analysis received from a survey of PEDP3. The study also indicates that these trainings would be included in PEDP4 and in addition, more relevant trainings be designed as integrated packages of activities under CPD framework of PEDP4.

The various development initiatives under PEDP3 have the potential to generate substantial improvement in quality and to raise learning outcomes if they are successfully institutionalized within the primary school system. These potentially transformative initiatives include implementation of the new DPED for initial teacher training, innovations in teachers' continuous professional development, the revision of the primary education curriculum, the development of textbooks with a stronger emphasis on the achievement of competencies through active learning, school- and classroom-based assessment, and the introduction of a sample-based, technically sound National Student Assessment system for monitoring trends in learning achievement.¹⁰

This range of initiatives implemented under programs, all with a clear focus on improving educational quality, provides an opportunity not only to create linkages and mutually supportive conceptual frameworks and methodologies among them but also to begin the difficult process of ensuring that the successful initiatives are eventually institutionalized within the primary school system and that the knowledge and capacities needed to support and sustain this institutionalization are being developed.¹¹

The challenge is that in bringing about change in supervisory, training, teaching, and learning behaviors and practices simultaneously. A key focus of the PEDP3, it was essential that the various teacher-related initiatives reinforce a key set of messages about the quality agenda even if they are presented, modeled, and practiced in different ways with different groups of trainees.

In MTR Report it was stated that the effective monitoring of the programs initiatives and pilots seemed inadequate to track results, to build an evidence base for decision-making, and to improve performance. It was also said in the report that the initiatives mentioned above represent some of the most important innovations and changes being made to the system. But to get the true results steps to be taken to cross all barrier of developmental stage and

⁹ School Mapping

¹⁰ MTR Report of PEDP3, 2013-2014

¹¹ MTR Report of PEDP3, 2013-2014

requires field testing and piloting. But this will only lead to changes in practicing and mainstreaming if the initiatives are monitored in a continuous manner.¹²

Although the focus on monitoring these initiatives and their outputs is slowly being enhanced, this needs to be strengthened to ensure better quality data, build an evidence base for their effectiveness, improve the models as they are being developed and implemented, eliminate unhealthy competition between the different initiatives, and serve as the basis for future decisions in regard to scaling them up or closing them down. This is especially true across the various initiatives concerned with the monitoring, supervision, and support of teachers.¹³

3.4 Studies on CPD Programs of PEDP3

A complete study or research on DPED and CPD Training has not been conducted since its inception up to MTR of PEDP3 except some fragmented reports prepared by GOB and DPs during Mid-term Review of PEDP3.¹⁴

Two Study Reports were conducted by DPs with the collaboration of DPE. The headings of the reports are as follows:¹⁵ After MTR two reports were commissioned by DPE with the collaboration of DFID with some others Donors. These two reports were prepared with the direct support of DPE officials and Consultant.¹⁶ The reports are very constructive and coherent and productive. The headings of some reports are attached in footnote below:

3.5 International Research on CDP

Over the last two decades, there has been a significant amount of research, both qualitative and quantitative, on the effectiveness and impact of CPD for teachers. This research has been conducted in both developed and developing countries identifying the following evidences¹⁷:

- a. The first step to become a teacher starts with pre-service training;
- b. Through induction training teachers enter the teaching profession;
- c. Teachers then participate in continuous professional development in their teaching life.

The initial trainings (induction training) and diploma courses are one-shot training that provides teachers with the basic pedagogical skills to be a basic teacher. Those one-shot trainings are not sufficient to be a professionally efficient and proficient teacher, therefore continuous professional development is essential for a teacher to be a professionally sound and expert teacher in their professional life¹⁸.

3.5.1 School-based CPD

School-based CPD is by definition on-going professional development that occurs at the school level and specifically inside the classroom usually supported by the head teacher and

¹²Phase I Report: MTR Quality Research Study, Bangladesh PEDP3 Review, Sheldon

¹³Schaeffer, Dr. Philip Powell-Davies with Prof. Abdul Maleque and Mrs Shamima Tasmin

¹⁴Bangladesh, Third Primary Education Development Program (PEDP3) Bangladesh MID-Term Review 2013-2014. A report on the Internal Evaluation, January 2014

- Proposed Post-Third Primary Education Development Program (PRDP3), Consultation Missions Aide Memoire (Dec 16, 2016).
- Concept Note, Support to Bangladesh Education Sector (Post-PEDP3)
- Joint Rapid Assessment Report Document (JRARD), Anne Bernard, September, 2016
- Concept Note on Post-Third Primary Education Development Program (Post-PEDP3) Joint Drafted By GOB and DPs.
- Mapping of all Teacher Education Development (TED) training and Discrete Projects (2016).
- Teaching & Learning Quality in Primary Education: Assessment & Recommendations (2016),
¹⁵ Mapping of Teachers training and materials, DPE and
Report on Teaching and learning Quality in Primary Education, DPE.

¹⁷Teacher Development: Making An Impact, 1996, Helen J. Craig, Richard J. Kraft, Joy du Plessis, WB, USA.

¹⁸National Plan and Strategy for Primary Teacher Education and Development

in collaboration with peer teachers¹⁹. Some characteristics of school-based CPD are stated below:

- Aligned with classroom practices and should include follow up support and monitoring, including lesson modeling and discussion that includes constructive feedback on practice;
- Opportunity for peer learning and support;
- Formal and informal peer support. This can focus on the use of new classroom practices and innovations. It should take the form of joint or reciprocal observation, collaborative lesson planning and resource sharing;
- Supportive head teacher that supports developing awareness and providing hands on support to teachers;
- Aligned with curriculum and assessment as coordinated within the school and guided by district and national policy;
- Focuses on both Subject content and pedagogy;
- Includes modality to identify needs and link to training opportunities;
- Emphasizes the importance of using available resources;
- Emphasizes the role of teachers in learning themselves.

PEPD-4 places emphasis on the need to ensure that training and professional development takes place as close to the teaching and learning environment and specifically recommends that CPD occurs at the sub-cluster and school-level. The CPD Framework is a national framework that recognizes the contribution and responsible of CPD actors at all levels of government, including at the sub-cluster and school level.

3.5.2 Cluster-based CPD

Cluster-based CPD is a type of site-based professional development that adopts similar principles as to school-based CPD, but expands the scope to include near-by schools thereby increasing the learning opportunity to a broader group of educators. Some characteristics of cluster-based CPD are described below:

- Opportunity for broader peer learning and support;
- Schools of varied capacities support and learn from each other;
- Sharing resources among schools, which is particularly important in low-resource environments;
- Local resources, such as teachers strong in certain areas, are identified, and capacitate and supported;
- Schools should generally be clustered within easy traveling distance;
- Expands the number of teachers that can learn from each other. Allows for greater number of teachers to share experiences;
- Supported by the District and sub-district education officers have close collaboration with principal/head teachers.

3.6 Overall Observations from Document Review

The PEDP 3 MTR quality report commented that the DPED design is conceptually strong, well-structured and its emphasis on quality teaching-learning puts it in forefront of the best practice. The PEDP3 Program outlines a coherent set of initiatives which, taken together, promote a sound quality agenda. However, given the hugely ambitious nature of the program,

¹⁹ Education, Ministry of: Federal Democratic Republic of Ethiopia. Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia. The Framework. <http://www.moe.gov.et/documents/26182/23015/Framework+for+CPD/53d0229f-a6b7-4630-8b8c-500bd9d26612>

essentially a transformative shift to an entirely child-centric teaching approach, and the multiple challenges to implementation needed and following actions are essential but not happened as per prescription:²⁰

- Monitoring and teacher support mechanisms are effectively implemented based on the existing structures;
- Linkages between the developmental initiatives are proactively strengthened;
- Activities are sequenced so that they progressively lead to the goal of active learning in every classroom delivered by highly effective teachers using developmentally inappropriate teaching strategies and learning materials.

To achieve the positive results of above, three essential goals need to work more seriously and creatively by the planners, educators, supervisors and classroom teachers. This people have to ensure the active learning in classroom and the effective monitoring of the programs initiatives and pilots is as adequate to track results, to build an evidence base for decision-making, and to improve performance.


The stream of work of all levels of capability and capacity for delivery of the quality agenda need to be appropriate, and there is the urgent need for an effective capacity development strategy at all levels of the system to be prepared and teachers are a key to high quality teaching and learning, and their professional development is essential to build an effective teaching force. DPED and CPD was designed to ensure to make teachers professionally sound and capable to deliver quality learning at the school level.

3.6.1 Challenges

- There are many evidences that the Initial Training Programs and as well as CPD programs did not have the expected attention from implementers;
- To take proper steps to achieve qualitative implementation of designed activities, NAPE and DPE Training Division had to be much more attentive and active;
- To ensure the quality implementation of the programs through gearing up monitoring and mentoring an organized and effective monitoring mechanism need to be developed;
- Timely fund release was a big problem for timely implementation of the training programs. Money is usually released in the last part of the fiscal year. Huge number of trainings remains unimplemented in the waiting list due to untimely money allocation. It causes misuse of money, time and useless exercise of fraught trainings;
- DPED and Subject-based training was designed on subject knowledge and pedagogical knowledge like DPED curriculum structure. It was agreed that unless sufficient numbers of subject Instructors are recruited the quality of DPED and SBT would not be achieved. Recruitment and deployment of subject-Instructors of PTIs had to take more seriously by the authorities;
- Feasibility of decentralizing teacher training and establishing URCs as self-sufficient residential training centers was an agreed issue between GOB and DPs which was not materialized. URCs are not capable and well equipped to hold long Residential Training;
- Though URCs were established as an unique creation for implementation of need-based, decentralized and school-centered trainings (Need based Sub cluster training, Teachers Supervision, Lesson Study, TSN and monitoring and mentoring etc.), not happening properly. Due to faulty monitoring, mentoring and follow up exercise of DPE and field level

²⁰PEOP 3 MTR

- officers, best designed need-based and school-centered trainings could not bring intended results due to lack of academic and honest approaches;
- Subject based training, Induction Training, Pre-primary Training, Curriculum Dissemination Training, and all others training which need more than 6 days to 21 days, should not be organized in URC. It would have total wastage of time and money. First of all, to make the URCs physically and in term of manpower strong enough for holding residential training then all one- short training would be placed in URCs;
- Putting all these training in URCs, quality of training has been liquidated and goals of training would have been spoiled. The decision makers of DPE implemented all world class training concepts in a non-professional manner; it should be avoided in the time of PEDP4;
- Supervision, Monitoring, Mentoring and follow up TSN programs are the main task of DPE and its field level officials. DPE has a very strong network from HQ to Schools but reality is that no monitoring or mentoring was happened in the system during implementation of PEDP3. Therefore, the issue of need of third-party monitoring mechanisms (and regular TA support) to monitor quality of teacher training came into the scene of discussion;
- Academic supervision, and teacher support networking and mentoring are interlinked components to ensure development of quality teachers, but PEDP3's DPP is designed in a sporadic way. Therefore, coordination and harmonization among training program and monitoring and Mentoring was weak;
- It is agreed that Academic Supervision is only linked among AUEOs and Teachers. But it does not bring changes in classroom practices unless there are links with Head Teachers and AUEOs who should be one of the main actors for academic supervision. AUEOs should have linked with active Academic Supervision. Implementation of Need-based Sub Cluster Training, conduct Academic Supervision, Participate in the Fortnightly Meeting and Sub cluster Training;
- Lack of provision of well-designed career path for teachers and primary education officials/actors for their professional advancement in order to boost the morale of teachers, trainers, supervisors and managers was not reached in a distinct goal. Therefore, wide ranges of frustration have been existed in the system that obstructs the enhancement of the quality primary education;
- In implementation of PEDP3 activities, the above-mentioned challenges should be mitigated in the implementation of PEDP4. Therefore, these issues would be reflected in the design of Framework and Action Plan of PEDP4.


Md. Alauddin Bhuiyan Jonno
Assistant Chief
Ministry of Primary and Mass Education
Government of Bangladesh

CHAPTER FOUR: PRIMARY DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings from the primary data collection exercise. The following was conducted:

- Survey;
- Key Informant Interviews;
- Focus Group Discussions;
- Classroom observations.

The results are presented and supported by key analysis of the findings.

4.2 Responses of Teachers

Sl.	Questions	Major Training Contents	5 Very Good (%)	4 Good (%)	3 Moderate (%)	2 Weak (%)	1 Need to Improve (%)
1.	Level of Understanding on CPD interventions in PEDP3	NBST	62.00	31.00	4.00	3.00	0.00
		SBT	24.50	63.00	7.50	0.00	5.00
		HTLT	32.00	48.00	10.00	10.00	0.00
		AcS	30.00	20.00	17.50	5.00	27.50
		TSN	10.00	16.00	10.00	14.00	50.00
		ICT	30.50	23.00	0.00	7.50	39.00
2.	Realization on Importance of CPD Trainings for individuals' professional development.	NBST	63.50	32.50	4.00	0.00	0.00
		SBT	65.50	34.50	0.00	0.00	0.00
		HTLT	65.50	24.50	0.00	0.00	0.00
		AcST	50.50	29.50	0.00	0.00	20.00
		TSN	45.50	37.00	2.50	6.00	10.00
		ICT	58.00	21.50	7.50	13.00	0.00
3.	Schedule maintained for holding NBST training (Regular)		43.50	16.50	40.00	0.00	0.00
4.	Schedule maintained for holding fortnightly meeting. If yes, pl. rate its effectiveness!		5.00	14.00	19.00	6.00	56.00
5.	Regularity of Professional need assessment of assistant teachers by their HTs and reporting to AUEOs?		23.50	46.50	18.50	8.00	3.50
6.	AUEO's performance and role in NBST Process		25	30	20	10	15
7.	Level of implementation of approved process of NBST by HTs in their Schools.		9.00	67.00	10.00	10.00	4.00
8.	Quality of Subject Based Training	Bangla	35.00	20.50	15.50	3.00	26.00
		English	52.50	25.00	7.50	5.00	9.50
		Math.	34.00	26.00	7.50	0.00	32.50
		BGS	38.00	22.00	7.50	5.00	27.50
		Science	40.50	19.50	7.50	5.00	27.50
9.	Level of Implementation of the knowledge received from SBT training by teachers in classroom teaching-learning.		26.00	48.50	12.50	3.00	10.00

Sl.	Questions	Major Training Contents	5	4	3	2	1
			Very Good (%)	Good (%)	Moderate (%)	Weak (%)	Need to Improve (%)
10.	Child friendly classroom environment in Schools.		28.00	32.00	15.00	5.00	20.00
11.	Schools follow participatory approach in your classroom teaching-learning practice.		38.50	28.00	23.50	10.00	-
12.	Regularity of Academic Supervision by HTs within their schools (Do HTs observe full Lesson delivery of their ATs regularly?)		28.00	27.00	36.00	-	9.00
13.	Mindset of teachers on usefulness of Information and Communication Technology (ICT) training in material development (digital contents) and thus conducting joyful teaching and learning?		34.00	32.50	5.00	5.00	23.50
14.	Knowledge on Teachers Support and Networking (TSN) activities and its application in schools.		0.00	13.00	30.00	7.00	50.00
15.	Support (Mentoring) of AUEOs in improving teachers' teaching and learning performance in their schools.	Academic Support	35.00	25.00	20.00	0.00	20.00
16.	Support (Mentoring) of UEOs in improving teachers' teaching and learning performance in their schools.	Academic Support	20.00	25.00	20.00	0.00	35.00
17.	Support (Mentoring) of URCIs in improving teachers' teaching and learning performance in their schools.	Academic Support	34.50	30.50	21.50	0.00	13.50
18.	Knowledge of teachers about teacher's Standard and competencies.		20.00	30.00	15.00	0.00	35.00
19.	Knowledge of teachers about the student competencies. If yes, please rate your knowledge!		13.00	40.00	5.00	0.00	37.50
20.	Level of practice of knowledge of school and classroom-based assessment training in the classroom.		14.00	38.00	5.00	10.00	33.00

The data collected through direct interview survey of 260 teachers (180 HTs and 80 ATs) reveals that majority of teachers are familiar with continuous professional development (CPD) interventions. Among the CPD activities, need based sub-cluster training (NBST), subject based training (SBT), head teachers' leadership training (HLTL), academic supervision training (ACST), training on teacher support network (TSN) and training on information and communication technology (ICT) were very much popular to them.

Data analysis shows that 93% teachers understands NSBT better while 87.5% teachers finds SBT useful. 80% teachers appreciated that, and 50% teachers knows better about ACsT while about 54% teachers feel comfortable with ICT training. The findings with TSN training is poor, where 26% teachers know about TSN activities.

4.3 Responses of Different Stakeholders on Questionnaire

Sl.	Name of CPD Activities	Observations	Respondents' Satisfaction (%)
1	Need Based Sub-Cluster Training	Popularity of the training	100
		Promotes teacher development and fulfil their needs	58.8
		Enhance field level supervision for implementation	85.6
		Fortnightly meeting holding irregularly	89.0
		Enforce and strengthen assessment through Class observation and mentoring	85.3
		Training contents to be relevant and easy to understand	94.7
		Quality of Materials to be improved	73.8
		Infrastructure and Venue facilities not training friendly and should be improved	82.1
		Delivery Modality of NBST yet to improve	83.8
		Implementation level of NBST Knowledge in Classroom	49.0
		Supervision of NBST training by AUEO and URCI to be strengthen	91.5
		Effective Monitoring of NBST to be happened	50.3
2	Subject Based Training	Popularity of the training SBT to participants	97.4
		SBT useful for Teacher development and satisfy their training needs	90.6
		Training manual to be revised and improved	68.8
		Training Should be done round the year-round	90.6
		Training should be more practice teaching than discussion. Feedback is necessary	85.9
		Introduce refresher training at regular intervals	75.0
		Training duration should be extended	85.93
		Quality of training materials need to be improved	91.9
		Training Manuals to be revised incorporating Subject knowledge.	86.0
		Training Delivery Modality to change incorporating more practice teaching and case studies in the Training manuals	83.8
		Implementation in Classroom needs close and effective supervision, monitoring and mentoring by H/T, AUEOs and URCIs.	76.56
		Trainee selection should be fair and trained teacher should take classes on subjects got training	82.5
3	Head Teacher Leadership and Academic Supervision Training	Popularity of these Trainings	HTLT-62.5 AcS-100
		Useful for Teachers' professional development and effective school management, improves academic activities within school, fulfils head teachers' professional needs	86.87
		Introduce refresher course at regular intervals	78.12

Sl.	Name of CPD Activities	Observations	Respondents' Satisfaction (%)
		Enforce close supervision, monitoring and mentoring by HT, AUEOs and URCIs to implement the training knowledge in classroom practice	86.25
		Continue CPD activities like NBST, SBT, HTLT, AcST, TSN and ICT in PEDP4.	90.93
		Reduce number of Training in PEDP4	94.06
		Introduce Training Package for teachers, head teachers, teacher educators and supervisors instead of single training to save time and to enforce effective implementation.	90.62
		Training manuals should be improved, revised, updated through elimination of duplication/ repetitions where applicable.	90.31
		Active involvement of AUEOs and URCIs in training delivery, supervision, monitoring and mentoring to be enforced and strengthened	90.6
		Engage resourceful Trainers to facilitate training session and they should be selected through a test on trainers' competence and standards.	81.25
		Trainee selection should be fair and appropriate and up to date database on trainees and training to be developed and maintained in URCs and UEO offices.	82.81
4	Teacher Support Network	Popularity	100%
		Training should be mainstreamed to fulfil teachers' academic and professional needs	92.2
5	ICT Education Training	Popularity	100%
		Ensure ICT Training for all teachers and enforce supervision, monitoring and mentoring on ICT implementation in classroom practice.	92.18
		Introduce refresher training for ICT at a regular interval.	89.68
		Training duration should be extended with provisions to deliver the training at different slots (Slots for Beginners and slots for advance learners etc.)	89.68
		Laptop and Multimedia to all schools	60.0
		Training Should be provided at least 5 teachers in the School	96.9
		ICT teacher must be present in the school	87.5
		Impart ICT training in two slots, slot for beginners and slot for advanced learners	91.56

- Data analysis says that most of the respondents are happy with some of the popular and useful CPD activities (NBST, SBT, HTLT, AcST, ICT and TSN trainings);
- They proposed to reduce the number of trainings and continue the mentioned activities in PEDP4;
- They expressed their concern on some of the issues related to implementation, monitoring, supervision and mentoring of CPD training including training contents, delivery modality, involvement of UEOs and URCIs. Moreover, the respondents put forward recommendations on some issues related to CPD implementation of teachers, educators and supervisors including some policy reform issues;
- Majority respondents given emphasis on decentralized planning, design, implementation, monitoring, mentoring and supervision of CPD activities in PEDP4.

4.4 A Brief of Classroom Observations

The checklist was developed based on major trainings of PEDP3. Teaching of major subjects, teachers planning to use ICT aids and following points have been taken into accounts during classroom observations:

Sl	Areas of observation	Very Good %	Good %	Moderate %	Weak %
1	Attitude and friendliness of the teacher	14	13	20	53
2	Whether Lesson Plan was Available? If yes, rate the quality of Lesson Plan pl.	13	7	13	67
3	Appropriateness of Learning Outcomes set in the Lesson Plan!	13	7	13	67
4	Relevance of the Content of Lesson Plan	14	20	13	53
5	Subject knowledge of the teacher	13	14	20	53
6	Pedagogic knowledge of the teacher	20	33	13	34
7	Self-reflection and Review of Previous lesson	7	13	20	60
8	Presentation of the lesson	13	13	27	47
9	Use of teaching materials	13	14	13	60
10	Use of ICT in the Classroom	7	13	13	67
11	Use of supplementary reading materials	1	13	13	73
12	Student's participation level	14	13	13	60
13	Integration of SBT approaches in classroom teaching	20	20	20	40
14	Level of assessment and feedback	13	20	13	54
15	Knowledge of classroom Management	20	13	27	40
16	Teachers resourcefulness	13	27	20	40
17	Class Management	20	20	27	33
18	Direction for Further Learning	20	20	20	40
19	Overall Judgement on Lesson deliberations	14	13	13	60
20	Time Management	26	27	27	20

4.4.1 Demonstration of Planning Skills:

- It was observed that 67% of teachers could not prepare a smart lesson plan incorporating learning outcome with relevancy of content of lesson to be delivered;
- 20% teachers were found to develop lesson plans in a very concise manner which they called lesson notes;
- This type of lesson note does not comprehensive to covering all aspects of a model lesson plan. As a result, students' learning, learning outcomes including assessment in the class were not done properly.

4.4.2 Demonstration of Teaching Skills:

- Students' prior knowledge assessment, engagement of students in learning activities, content expertise of teachers including use of appropriate teaching methodologies, teaching aids, probing techniques and aware of individual student learning needs;
- It was observed that 60% teachers were not using teaching aids or teaching-learning materials, supplementary reading materials (SRM). Even students' participation in the teaching-learning process was mostly ignored. As a result, expected students' learning outcomes through attractive, joyful and participatory classroom delivery in most cases were not achieved.

4.4.3 Communication Skills of Teachers:

- It relates to the ability of teachers to give clear and explicit instructions to students, using correct pronunciation and appropriate vocabulary during classroom instructions, and finally maintaining polite interaction and interpersonal relationship with the students;
- It was observed that most of the teachers failed to demonstrate this important quality. The situation is more frustrating in English class where teachers were not practicing CLT.

4.4.4 Knowledge and Skills to Use ICT in Classroom Practice:

- Due to unavailability of (Laptop, Multi Media projectors, digital contents, internet facilities including power supply) 67% teacher were weak in using ICT in classroom;
- Teachers at most of the schools were found interested to use ICT in the classroom, but their knowledge and skill was not satisfactory;
- In some schools, the ICT equipment was not sent and, in some cases, equipment was not functional.

4.4.5 Classroom Management Skills:

- It was observed that of the assessed teachers, 40% performed well, while 27% and 33% were either moderate or weak, respectively. They have received high-class training, but training has not been internalized. Therefore, they do not ensure appropriate seating arrangement, maintain norms and discipline in the classroom, even they cannot manage large class. They do not identify poor performer and adopt remedial measure;
- It was observed that teachers tried their best to keep everything within their control. Most teachers expressed their dissatisfaction in managing large class size and continuous engagement with lesson delivery without break.

4.4.6 Skills of Students' Assessment:

- **The process of assessment:** asking questions, giving time for thinking and receive responses. This way sometimes correct answer was received and appreciated. But in the case of received incorrect responses, given feedback and progress was found. Apart from that progress was assessed through classroom observation. The result found is 33% very good and good, 13% moderate and 54% weak.

4.5 Observations from Focus Group Discussion (FGD)

Six FGDs were organized with a group of educational professionals and their observations (Teacher, Head Teacher, AUEO, UEO, and URCI PTI Instructors) are summarized here:

- CPD interventions in PEDP3 were useful and might continue in PEDP4 (excluding Curriculum Dissemination Training which could be included in DPED Curriculum);
- Exclude ECL (Each Child Learn) intervened to DPED Curriculum;
- All training designed in PEDP4 should include a mandatory option for practice teaching at nearby schools;
- Start CPD trainings at the beginning of every academic year to ensure smooth and effective implementation;
- Provisions to keep in PEDP4 for refresher training at regular intervals;
- Enrich URCs with manpower, equipment and training friendly furniture and transform it into residential training centers;

- CPD trainings having duration more than three days must be implemented as residential training;
- Maintain database for trainees to ensure proper selection and participation and avoid repetition;
- UEOs, ADPEOs, Assistant Superintendents, DPEOs to be oriented and keep involved in all stages of CPD trainings to ensure effective implementation through supervision, monitoring, mentoring and follow up;
- To avoid repetition and duplication, revise course contents in to packages [Head Teacher Leadership and Academic Supervision Training, Subject Based and Curriculum Dissemination Training etc.];
- There must be good combination of SK, PK and PCK in SBT contents;
- Revise SBT (English) course contents with emphasis on speaking, reading, and writing skill development. More demonstration lessons to incorporate in the SBT (English) Training Manual in PEDP4;
- Incorporate case studies in training course contents;
- Introduce provisions for action research in every school;
- Mainstreaming the Teacher Support Networking (TSN) to be restructured in Fortnightly Meeting at school level and at Cluster Level through Lesson Study for CPD interventions in PEDP4;
- More focus to be given in PEDP4 on ICT in education (Digital Classroom) and all teachers including officers to be trained on ICT. Ensure supply of ICT equipment to all schools;
- Empower SMC and PTA through training for decentralized school management;
- DPEOs and UEOs expressed their dissatisfaction about their non-inclusion in designing, implementation of professional development trainings for teachers, educators and supervisors;
- Teacher educators and supervisor must have academic degrees / experiences / training in education.

4.6 Observations from Key Informant Interviews (KII)

Key Informant Interviews (KII) was conducted throughout the country with professionals from MoPME, DPE, NAPE, NCTB and IER. Observations of KII are noted below:

- All CPD interventions are important and useful and essential to retain in PEDP4;
- Reduce number of trainings (exclude school management training and curriculum dissemination training from CPD interventions list, as School Management Training is in built in Head Teacher Leadership Training; Curriculum Dissemination Training must include in DPED Course);
- Interventions like (i) Formative assessment, (ii) Action Research, (iii) Classroom Teaching and Learning as CPD interventions in PEDP4;
- UEOs, ADPEOs, Assistant Superintendents, DPEOs to be oriented and involved at all stages of CPD trainings to ensure effective implementation through supervision, monitoring, mentoring and follow up;
- The participants in interview opined that the double shift of DPED should be abolished to ensure the quality of course;
- School attachment program of DPED should be reformed and reframed to ensure the monitoring and mentoring effective deploying sufficient numbers of PTI Instructors;
- Enforce decentralized supervision, monitoring and mentoring of CPD programs instead of centralized program;

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- All CPD training to be designed in PEDP4 with mandatory option for practicing at nearby schools;
- More focus to be given on ICT in education in PEDP4;
- Develop CPD training;
- Conducting Action Research for professional Development;
- A selection criterion needs to develop to select appropriate person for writing CPD training manual and avoid duplication;
- Manuals to be revised and updated.



Md. Alauddin Bhuiyan Janna
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

CHAPTER FIVE: COMMON FINDINGS AND RECOMMENDATIONS

5.1 Introduction

Quantitative data collected during interviews was reviewed comprehensively and findings were organized by thematic areas. Documents review has made comprehensively and strengths and challenges identified. These two types of finding have been incorporated and recommendations are forwarded for CPD Framework and Action Plan.

5.2 Findings

The CPD training concept was derived from constructivist philosophy of learning which has been practicing globally. In our country, this philosophy and its concept was adopted in teacher development planning of PEDP-PEDP3, but not fully disseminate in the primary teacher training process. Even, it was not properly internalized by the material developers, trainers, supervisors, monitors and teachers;

1. The concept of CPD program designed in TED plan under the PEDP-3 was partially reflected in some areas of training materials development and training implementation process;
2. This process were not fully integrated with the mainstream CPD interventions except need based sub-cluster training (NBST), it was a great deviation from the goal and objectives of the ted plan;
3. Professional standards of teachers, teacher educators and education supervisors were identified in the TED plan, but not fully applied in the development of all CPD activities of PEDP-3;
4. The study reveals that the CPD trainings of PEDP-3 were useful and effective for teachers, 93% teachers understand NBST, 87.5% teachers appreciate Subject Based Training- (SBT), 50% teachers know better about Academic Supervision and 54% teachers feel comfortable with ICT training. On the other hand, the implementation status of Teacher Support Network (TSN) through Lesson Study found very poor as only 26% teachers knew about TSN activities. It proves that training design, material development, training delivery and monitoring, supervision and assessment was not done qualitatively by DPE;
5. The highly centralised training programs for huge number of participants are usually practiced through cascade model in many countries. The DPE also adopted cascade model from long time to implement the CPD activities. This model could not help participants to understand fully the concept and process of training, because this model ignores the principles of participation, collaboration and ownership;
6. The need-based, decentralized, bottom up CPD program was conceptualized to design based on the theory of teachers training need assessment, but this has been followed sporadically by school level actors during Academic Supervision, Fortnightly Meeting and development of SBT and NBST manuals;
7. It was observed that to engage some creative, efficient and productive writers for writing participatory and interactive manuals is a big problem in the primary education sub-sector. Usually writers are selected from NAPE, PTI, URC personnel and primary school teachers, but except a few of them, have really very limited knowledge, understanding and skills to develop a training manual and resource book integrating new concept, contemporary content, delivery methods and assessment mechanism;
8. All writers, editors, trainers and all level of practitioners have become used to act as prototype agent. They do not like to create new ideas bringing changes in practices;

9. The approved trainers and trainees' selection criteria have not been followed by URC and UEO offices properly. It seemed that the data-base not effectively maintained and worked;
10. Most of the trainers were found reluctant to follow the approved training delivery process, therefore training could not attract the participants (training not happened as participatory, interactive and reflective);
11. The SBT usually organized in URCs but this institutions have been suffering from appropriate training facilities (there should have at least three training rooms with ICT facilities), subject based trainers and lack of residential provision;
12. Teachers become overburdened by participating excessive number of trainings at a time in the last quarter of every fiscal year. Teachers have to go to join training leaving school behind. As a result, many schools remain unattended by many teachers;
13. Delayed fund release was a big problem for timely implementation of training program, due to that much training have not been really implemented. Shortages of time, lack of venue and unavailability of sufficient number of trainers causes misuse of money and encourages to organize false and fraud training in the field;
14. Instead of classroom management, Head teachers found engaged in other jobs. Many of the Head teachers seemed less attentive to demonstrate their role as real academic leaders;
15. Even the approved implementation process for NBST was not properly followed by most of the teachers and head teachers, AUEOs, AURCs, URCs and UEOs. There was no performance assessment system to evaluate the performance of teachers, educators and supervisors using systematic monitoring indicators for giving them incentive, rewards or punishment;
16. Supervision, monitoring and mentoring of all CPD programs and follow-up of TSN programs are the main responsibility of DPE and field level officers. DPE has a very strong network from head quarter to school level but study reveals that there were many weaknesses in monitoring and mentoring system;
17. The CPD trainings have been developed with world-class concept and process, and implemented in the field during PEDP-3. But study reveals that there is no training supervision and monitoring was happened based on trainers'/ supervisors' standards and competencies. It is also found that there is no training assessment system existed in the primary education sector;
18. Due to huge numbers of vacant post of teachers, teacher educators and education supervisors, the expected goal of primary education not been achieved by DPE; and
19. The teachers, education supervisors and teacher Educators in primary education highly frustrated due to lack of a coherent Career Path. Quality of primary education cannot be achieved by frustrated departmental teachers and officers and alienated higher level administrators.

5.2.1 Recommendations for Action

1. The secondary documents analysis and primary survey data report indicated that all CPD interventions of PEDP3 have great potentials and worth to be continued in PEDP4. Therefore, the team recommends that most of the existing CPD interventions need to be continued in a revised and modified form in PEDP4;
2. The implementation of CPD interventions will be need-based, bottom up and decentralized at school, cluster and Upazila level. Based on the proposed Framework and Action plan, an annual CPD implementation and monitoring plan need to be developed in Upazila Level;


 Md. Aladdin Hossain Jona
 Assistant Chief

3. A set of professional standards for teachers, teacher educators and education supervisors should be developed by reviewing and revising the proposed professional standards;
4. The reviewed and finalized professional standards need to be approved by competent authority for declaring it as enacted National Standards of Teachers, Teacher educators and Education supervisors; this is an urgent task of DPE and MoPME;
5. A strong and effective link should be established between academic supervision and school based fortnightly meetings to identify the training needs of teachers for developing CPD activities (NBST, SBT and Lesson Study);
6. Fortnightly meeting will be held on Thursday which should be treated as official duty of teachers and be included it in the national class routine;
7. Every school should have their own CPD plan. HT will coordinate school level approved activity plan;
8. For addressing and coordinating CPD activities, a monthly Cluster Academic Meeting will be held headed by AUEO;
9. To implement the CPD interventions at Upazila level, a Resource Pool need to be formed consisting of retired and existing teachers, teacher educators and education supervisors as subject specialists. The pool members need to be selected being assessed by HTs, trainers and supervisors' professional standards and competencies. A selection committee will be formed headed by PTI Superintendent where URCI will be member secretary, UEO will be senior member and all AUEOs/ AURCI will be member;
10. To ensure the quality of training materials development, delivery of trainings and standard based monitoring a training strategy and plan should be developed, especially for selecting writers, trainers and trainees;
11. In the beginning of the academic year, an annual training plan should be developed with the provision of availability of necessary fund for ensuring quality training implementation;
12. All level-wise CPD activities should be supervised and monitored by responsible stakeholders and produce a report based on concerned standards and performance indicators under a monitoring and evaluation system;
13. Recruitment, deployment, promotion and any type of reward should be considered based on performance of teachers, teacher educators and education supervisors. Therefore, a performance indicator should be developed for all concerned based on the professional standards and competences matching with proposed Carrier Path;
14. Developed a qualitative monitoring, supervision and mentoring system using national professional standards and introduce it as an inseparable part of role and responsibilities of all stakeholders of CPD implementation;
15. A post of Assistant Head Teachers should be created in each school to relief the head teachers work pressure and create opportunity to perform his/her academic responsibility qualitatively;
16. Fill up the vacancies of teachers, teacher educators and education supervisors as a top most priority agenda for the sake of effective implementation of CPD interventions and ensure quality of teaching and learning;
17. To reduce frustrations among teachers, teacher educators and education supervisors, a well-planned and coherent Carrier Path to be developed for ensuring quality primary education.
18. **Technical Support:** Support may be needed for designing training materials, developing implementation strategy and monitoring mechanism.

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Md. Alauddin Bhuiyan Joso
Assistant Chief

Ministry of Primary and Mass Education
Dhaka

CHAPTER SIX: FRAMEWORK FOR CPD PROGRAMS OF PEDP4

6.1 Introduction

The CPD Framework is based on the guidance provided in PEDP4 on continuous professional development and the findings of the National Study. PEDP4 states that the Framework will articulate the parameters of the requirements trainings, and identify reporting, monitoring and evaluation activities. It also notes that the framework should also include an Action plan to support its implementation. The frame work has been designed based on study findings and document review matching with the professional standards.

Key features of proposed CPD framework

- All teachers' professional development activities (CPD) will be framed and held at School, Cluster and Upazila level. But in special cases some activities will be held at PTI, District office, NAPE, DPE and in abroad;
- Orientation of the program will be held for monitoring and provide policy decision by the higher level implementers;
- All school based CPD trainings will be decentralized and need based. Need will be assessed through Academic Supervision, self-reflections findings and sharing it in Fortnightly Meeting process and finalized it in a coordination meeting at Upazila level;
- An Upazila Level CPD Implementation Committee will be framed headed by URCI and UEO. A TOR will be approved by DG, DPE/Secretary of MoPME, this Committee will be ensured the Quality implementation of all activities in Upazila level and remained responsible for success and failure;
- TSN and peer/group support with sharing/mentoring by teacher within school and cluster will be redefined and redesigned. A TOR should be prepared by DG, DPE;
- DPEd adopted learning theory consisted of Subject Knowledge (SK), Pedagogical Knowledge (PK) matching it with the Pedagogical Content knowledge (PCK) developed all their teaching and learning materials, Similar approach has been taken as learning philosophy to develop CPD materials for PEDP4;
- School based monitoring, mentoring and supervision of teaching-learning will be held by the leadership of Head teacher and all findings will be discussed in Fortnightly Meeting, later it will be reviewed at Sub cluster level meeting. Eventually, this approach of monitoring and mentoring will be elaborated up to DPE and MoPME through UEO/URC Offices;
- A flexible method of periodical revision of training packages for teachers, teacher educators and supervisors will be developed by DPE Training Division based on annual monitoring and supervision report;
- Level wise (school, cluster, Upazila, District, Division and National) monitoring and supervision channel will be established within DPE setup;
- Performances of teachers, teacher educators and education supervisors will be
- assessed based on professional standards and performance indicators and reward and punishment will be recommended by this Upazila level CPD Committee.

6.2 Professional Standards and CPD Framework

Teacher Standards is a set of objectives that describe the qualities of a 'whole-teacher'. A teacher becomes competent through teacher education and training courses and practical classroom teaching practices. At present, in many countries have a crystallized set of teachers' standards that indicates what a teacher needs to know and needs to do to perform

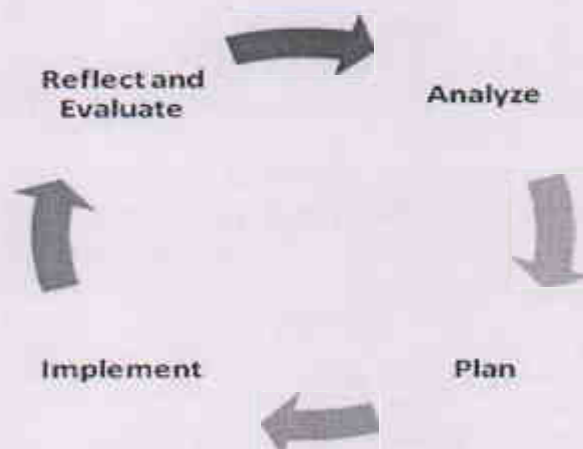
his/her responsibilities perfectly. Hence, Teacher Professional Standards (TPSs) has to be defined by a set of descriptors/indicators in a particular context that will describe and determine the level of performance and status of all 'Qualified Teachers', and which might also be aligned with incentives for teachers based on their performance. Similarly, it is essential to have professional standards of teacher's educator's teacher supervisors and teacher trainers to supervise assess and monitor the performance of teachers. A set of standards for teachers, teacher educator and education supervisor is attached Annexure1-4 or development of different CPD activities for PEDP4.

The professional learning of teachers is a continuous process of knowledge building and skill development in effective teaching practice. It is a process through which teachers develop themselves in schools with both content and diverse student pedagogy. Professional development and teacher preparation research also support the importance of teaching quality and further identify content specific pedagogy as a key ingredient in teaching quality. Learner-centred, activity-based learning must be something exemplified in teacher education, not just as forms of pedagogy to be practiced in the schools.

6.2.1 Vision of CPD framework

The vision is to improve primary education through; a holistic, life-long process of Pre-Service and CPD; based in the schools and classrooms; utilizing reflective and constructivist teaching and learning; based on Professional Teacher Standards and Student Competencies; and leading to active, child-friendly classrooms, deeply embedded in their communities.

The Constructivist Teaching Model guided to form the CPD framework. Constructivism simply means that children, teacher-educators and teachers-supervisors come into classrooms with existing ideas or prior knowledge. Each individual has a different set of life experiences which means that learning, whether by adults or children is a "personal" process. Both children in school and teachers are influenced by their prior knowledge and by what happens to them in the classroom learning environment or out in the community. New learning must be linked to previous learning and experience and this process of integration reinforces or replaces previous knowledge. When students work together collaboratively or with the teacher they "co-construct" knowledge through scaffolding manner. This learning has taken as key philosophy to construct the activities of framework of PEDP4.



[Signature]
 Md. Alauddin Bhuiyan Jones
 Assistant Chief
 Ministry of Primary and Mass Education
 Government of Bangladesh

Diagram 6.1: CPD Cycle

6.3 CPD Cycle

CPD is an on-going process that requires regular reflection and action to continuously improve. The CPD cycle has four main processes: **Analyze Plan, Implement and Reflect**. CPD is not focused on activities alone, but supporting teachers and educators to identify needs and strategies to improve knowledge and pedagogy.

6.3.1 Analyse

As CPD is needs-based, it is important there are regular opportunities to reflection on needs. This should be scheduled, and supervisors and individuals must actively plan for and participate in analysing need. Most activities should start at the beginning of the academic year and should continue until end of the year.

6.3.2 Plan

Once needs are being identified, it is important to prioritize and plan how to address the needs. This planning phase should start at the beginning of the academic year and can continue after reach analysis and reflection period. While a CPD plan should be developed at the beginning of the academic year, it can be regularly updated and should serve as the basis for on-going discussion with the educators and supervisor.

CPD Annual Plan

All teachers, teacher educators and teacher supervisions are responsible for their own CPD as well as supporting and collaborating with those that they mentor as well as their peers. This process starts by developing an Annual CPD plan. The plan will be developed for both individuals as well as institutions, such as schools, Upazila level centres and district level canters. Plans should include:

- List of areas for improvement;
- Recommended activities;
- Time frame for implementing the plan with built-in periods of reflection;
- Resources required (including Human Resources and materials).

The CPD plans will be the basis of discussion between the supervisor and the individual and will ensure that a record is made of the progress achieved against each need. The plans can be updated on a regular basis and should serve as the basis for end of year evaluations.

Individual

CPD is needs-based and should include a combination of common trainings as well as individual activities Based on the analyze, needs should be identified and documented. Each individual should then develop a CPD plan that is relevant for an annual academic period. This plan will outline what the needs and prioritizes are and how the individual will achieve their goals. The plan should be discussed with the supervisor and agreed to. It should be reviewed on a regular basis. in school sub cluster, cluster and upazila level.

Institutional/Organisational Level

At the institutional level a CPD plan should be developed that captures all of the needs for a given institution, which could include the school, Sub-Cluster of schools, Upazila, District and national level. The CPD plan should be developed on an annual basis and used the basis for all reviews.


Md. Alauddin Bhuiyan Jono
Assistant Chief
Ministry of Primary and Mass Education
Government of Bangladesh

Figure 6.1: Sample school's annual CPD activity plan

1st Quarter [Jan-Mar]	2nd Quarter [Apr-Jun]	3rd Quarter [Jul-Sep]	4th Quarter [Oct-Dec]
<ul style="list-style-type: none"> Identifying needs and sharing at fortnightly meeting Select needs for AcS, NBST, lesson study and SBT Planning for AcS with individual teacher and demonstration Sharing lesson learned from NBST 1 at school Lesson study cycle 1 Community support meeting. 	<ul style="list-style-type: none"> Sharing lesson learned from NBST 2 at school Lesson study cycle 2 Followup of AcS Community support meeting 	<ul style="list-style-type: none"> Identifying needs at fortnightly meeting Sending need for AcS, NBST, lesson study and SBT Lesson study cycle 3 Planning for AcS with individual teacher Sharing lesson learned from NBST 3 at school Community support meeting. 	<ul style="list-style-type: none"> Sharing lesson learned from NBST 4 at school Followup of AcS Community support meeting Plan for next year organize a review workshop.

6.3.3 Implementation

School-based CPD implementation is the agreed approach in Bangladesh in PEDP programs. The CPD framework is developed based on ongoing agreed CPD activities and revised considering review of national and international documents and field data analysis. After being received basic training,(DPED), continuous professional development trainings are those which will be conducted through teacher's lifetime, therefore the model of CPD framework should be need based and bottom-up decentralized CPD activity based. Proposed CPD activities for teacher, educator and supervisors will focus on the academic content and pedagogical needs derived from teachers and assessed by supervisors using professional development standards. Besides teacher focused activities this framework also provides a guideline for professional development mechanism of teacher educators and education supervisors. Based on these activities some proposals for training packages (see section 6.8.1) are recommended (see 6.8.1.1).

6.3.4 Reflect, Evaluate and Mentor

It is important to ensure that when individuals dedicate time to participate in CPD activities, both those that provide the training as well as those receiving the training, have the opportunity to regularly reflect and assess if the activities are having the intended outcomes. Reflection can occur throughout the academic year and should not wait until the end of the year.

Reflection and mentoring can occur during the following actions/ events:

- Fortnightly meetings;
- Teacher and Supervisor meetings;
- Sub-cluster trainings;
- Lesson Study;
- Cluster Meeting;
- At the end of the academic year through Upazila Level Workshop.


Md. Alauddin Bhuiyan Jahan
Assistant Chief
Ministry of Primary and Mass Education
Government of People's Republic of Bangladesh

6.4 Implementation Level of CPD Activities

Based on the guidance provided PEDP4 and key findings of the National CPD Study, the following contents are identified and incorporated for school level CPD:

6.4.1 School Level Activities

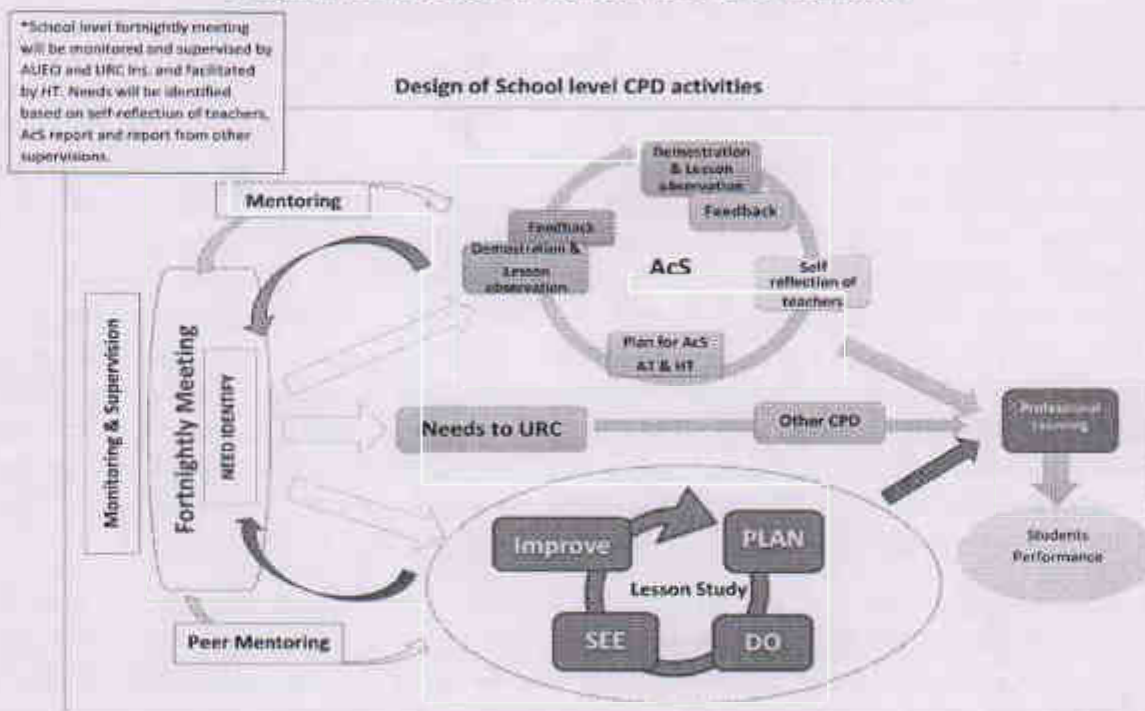
The CPD framework will propose a number of activities, including: Lesson study and Teacher Study Networks (TSN), Peer Monitoring, School and Classroom based assessment, Classroom action research; School based longitudinal study, TLM development and use, Fortnightly meeting, Academic supervision, Operating multimedia classroom. Schools are places of learning for students and teachers. As such, continuous professional development for teachers should take place where teachers work, in the school and classroom. It is important for training and professional development to relate to needs of teachers would be based on the context in which they teach. Head teachers create a supportive learning environment that encourages and promotes learning among teachers. They will work on the basis of a guidelines and need assessment concept and processes developed by DPE (TA support may be needed).

- Teachers and Head Teachers will be active in their own professional development process in-line with annual CPD activity plan;
- Head teacher will conduct academic supervision to all teachers of school. All teachers will reflect their own training needs using reflection form;
- Teachers will engage on a regular basis in an exercise of self-reflection;
- Teachers will collaborate with peer-support through lesson study within their school, including lesson observation and lesson plan improvement as well as their own professional development;
- Teachers are expected to share lesson learnt from any training and their expertise through lesson study and create a teacher support network within school setup. Sharing of experiences would be happened in fortnightly meeting;
- HT will plan for academic supervision and conduct Academic Supervision with selected teachers based on analysis of self-reflections. Head teachers and teachers assess the changes in their performance (using teachers' standard);
- The Head Teacher will hold the fortnightly meeting with teachers to discuss their self-reflection surveys, academic supervision reports and reports from other officials' supervision to how best they can collaborate and learn from other teachers;
- HTs and Teachers will identify their academic needs at the forum of fortnightly meeting and select the needs for specific CPD activities;
- Identified and categorized needs will be sent for further training design development through proper channel to URC and PTI;
- School level monitoring and supervision will be held at monthly basis by AUEO, UEO and URC instructor and Assistant Instructor to up-word;
- HT will quarterly sit with SMC, PTA and local community, update them about CPD activities and seek for community support.



Md. Alauddin Bhuiyan Jones
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

Diagram 6.2: Design of School-level CPD activities



6.4.2 Cluster Level Activities

- Cluster based academic meeting;
- Need based sub-cluster training;
- Display/presentation of best practice, innovation ideas and materials.

6.4.3 Upazila Level Activities

- Academic issues should be discussed in HTs' monthly coordination meeting;
- Action research/ Longitudinal study (Action Plan-3);
- Display/presentation of best practice, innovation ideas and materials;
- Organize workshop and training related ideas to school level CPD activities;
- Development of training and other materials;
- Organize Induction training and Pre-primary training.

Institutions and individuals at the District and Upazila level will ensure that policy and practices are linked with quality assurance mechanism and accountability systems are utilised and provide regular on-going support to schools in their cluster. Support will be improved in CPD policy, practices and materials based on the interaction with teachers' educators and trainers at this level. All action will remain up to date in their professional capacity and continue to learn and evolve their training and professional practices.

AUEOs and head teacher, teacher educators and education supervisors will acquire the capacity to deliver the CPD curriculum to teachers through their education, their foundational training and subsequent CPD activities.

Planning and Coordination in Upazila Level Planning

It will be decentralized to the Upazila level. The training calendar will be developed by the URC in coordination with the UEO that is well distributed throughout the year and is made up of courses/workshops offerings that correspond to participant needs.

- A need analysis meeting will be held by URCI with the collaboration of concern UEO and the meeting will be attended by HTs and AUEOs of the upazila/thana. The selected needs will be categorised for sub-cluster trainings, subject based trainings and lesson study and sent to specific school, sub-cluster and DPE for training implementation, monitoring and supervision. URCI will prepare a quarterly training plan with the collaboration with HTs and AUEOs and send specific needs to schools, sub-cluster and to DPE for training monitoring and supervision;
- UEO will play specific role at HTs monthly coordination meeting to disseminate new ideas of academic issues by forming an agenda for meetings;
- In addition, bi- monthly a special academic meeting with Head teachers will be organized by AUEO, UEO will support and attend the meeting as their regular academic functions.
- AUEO will submit monitoring report of visiting schools at clusters to DPE monitoring division through UEO bi-monthly;
- UEO will oversee and facilitate all clusters CPD activity and compile all the reports from AUEOs and send to DPE through concerned DPEO;
- URCI will provide training follow up report to DPE through PTI Super;
- URCI will maintain database of annual school CPD activities and follow-up will be coordinated by UEO;
- Professional standards will be used by UEO, URCI, AUEO and AURCI for need assessment, supervision, monitoring and mentoring in school and upazila level. It will be their mandatory roles and responsibility for CPD implementation as per Framework and Action Plan.

6.4.4 District level activities

- Academic issues should be discussed in monthly coordination meeting;
- Display/Presentation of best practice, materials, innovative ideas etc.;
- Action research/ Longitudinal study;
- Organize workshop and training for teacher educators and supervisors and ToT on CPD implementation;
- Organize exposure visit;
 - PTI will be involved in development and approval (PTI Superintendent) of materials of Need based Sub-cluster Training and Subject Based Training;
 - DPEO will follow up Upazila level activities and share information regarding CPD with all stakeholder's regular basis;
 - Monitoring and evaluation of CPD would be ensured at district level and DPEO will be produced an annual report, shared and submitted to DPE to contribute in process of teachers and educators' development;
 - PTI superintendent and Assistant superintendent will supervise (Academic) ongoing Training Program.

6.4.5 Divisional level activities

- Academic issues should be discussed in monthly coordination meeting;
- Display/Presentation of best practice, innovative ideas and materials;
- Organize exposure visit.


 Md. Alauddin Bhuiyan Jona
 Assistant Chief
 Ministry of Primary and Mass Education
 Government of the People's Republic of Bangladesh

6.4.6 National level activities (NAPE, DPE and MoPME)

- Coordination meeting (academic issues only);
- Display/Presentation of best practice, innovative ideas and materials;
- Policy determination;
- Coordinating Action research/ Longitudinal study by providing instructions and guideline, review the field level research, publication of best reports and disseminate the findings;
- Training materials development;
- Organize workshop and training for teacher educators and supervisors and ToT for Master/Key trainers.

The national level institutions are responsible for establishing clear policies, programs and standards, that adequate funding is allocated, that qualified individuals are recruited and deployed and teacher educator learning materials are prepared and delivered. Modifications are based on needs identified at the decentralized and school levels (NBST Report, DPE).

- DPE will review and update CPD framework as needed based on national research, analysis of yearly performance of students reports from NAPE;
- NAPE would participate in the process of development concept and planning of material development by assessing need of subject based training;
- Training of teacher educators and education supervisors would be happened at this level;
- Produce annual monitoring and evaluation plan for officials and ensure implementation;
- Monitor and evaluation of CPD program nationally and produce an annual report and share in an annual consultation workshop;
- Produce support in development of materials for trainings;
- NCTB will be involved in reviewing and checking of alignment curriculum in training materials and provide report to DPE for training quality development;
- DPE Will design and implement professional standard-based training plan to increase capacity of all teacher, teacher educators, and supervisors;
- DPE will develop and approve Academic year wise annual action plan.
- Budget ceiling will be identified and allocated;
- Ministry of Primary and Mass education will review and provide policy decision.

6.5 Description of Activities

6.5.1 School Level Fortnightly Meeting

The Fortnightly Meeting should be seen as a useful forum for addressing all types of subject and pedagogical issues in the school level. The head teacher/nominated senior teacher may develop the agenda and prepare a hand-out to be shared among the teachers. If possible, an expert teacher from the sub-cluster or the AUEO concerned may be invited (in coordination with the concerned AUEO) to participate in meeting. The topic of discussion in the meeting should emerge from the classroom observation through Academic Supervision by the head teacher, Self-reflection report of all teachers, concerned AUEO's supervision report and the supervision report of any senior officials. Decision of the meeting should continue to the Sub-Cluster level and as well as at school level plan of Lesson Study. Some needs relating difficulties at content area will be sent to DPE Training Division through URC-meeting to use it for designing Subject based training. The Fortnightly Meeting could also be utilized as peer mentoring session to orient the newly appointed teacher on classroom practices.

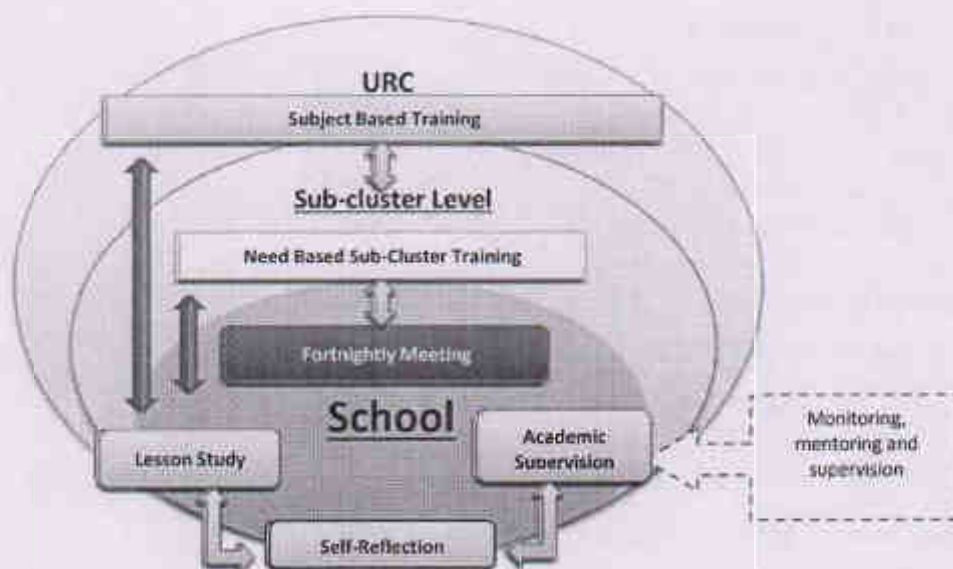


Diagram 6.3: Design of Need Identification Process

6.5.2 Teacher Support and Networking through Lesson Study

Lesson study is a process, in which groups of teachers identify an area in pupil learning and in their classes that is in need of improvement. They then enquire into developments in teaching that are likely to have an impact on this aspect of pupil learning. In the school level meeting and Sub-Cluster setting of Bangladesh, the model can be adapted so that all teachers in one school participate in lesson study to identify problematic areas of pupil learning, although it is more likely to be of value for teachers of the same level of subject areas in a Sub-Cluster to meet and collaboratively design and observe lessons. Lesson study groups form to examine and improve pedagogy. The groups may involve practitioners of different ages, experience and at different points in the school's hierarchy. A lesson study group will focus on improving the teaching and pedagogic knowledge (Pedagogical Content Knowledge-PCK) of how to teach a particular aspect of a subject through the processes of group analysis of need (pupil learning) and the analysis of where the pedagogic knowledge gaps are in their practice (based upon evaluations of pupil performance), and finally, what recent research has to say about developments in this area.²¹ fortnightly meeting will be the forum of need identification for lesson study. These networks and their associated activities can be varied in structure and schools, though some proposed structure could be designed and circulated to teachers. In this respect the existing lesson study structure could be adapted. The lesson study would be the base activity of practicing CPD activities at school level and an important forum of peer learning.

Steps for Lesson Study (Field Practice)

A. Need Identification

- Identification of the Problem (Teachers' need) based on self-reflection form/academic supervision/students' performance.

B. Pre-Planning for Lesson study

- Selection of the content Area, based on Identified Problem (Training Need);
- Based on Selected Content Area, Subject to be selected (Primary School Subject);
- Selection of Grade where Lesson should be performed;
- Identification of Specific topic (Content) in order to develop the Lesson Plan;
- Selection of Teacher who will demonstrate the Lesson;
- Planning dates for doing stages of Lesson Study (Plan Do See).

²¹ Govt of Bangladesh, National Plan and Strategy for Primary Teacher Education and Development, 2011

C. Lesson Plan Development (*Plan*)

- Design Lesson Plan based on selected content;
- Share the Lesson Plan among the colleagues;
- Discuss on shared Lesson Plan and Feedback given;
- Improve the lesson Plan based on given feedback;
- Preparing teaching aids/materials;
- Mock Lesson and discussion;
- Lesson Plan finalization for presentation.

D. Lesson Presentation (*Do*)

- Conduct the Lesson;
- Lesson observation by the colleagues;
- Taking notes using Lesson evaluation/assessment tools.

E. Post Lesson Discussion (*See*)

- Presenter/demonstrator teacher's view points;
- Discussion and feedback given on the presented Lesson;
- The use of instructional materials be ensured during discussion;
- The points of strengths and areas for development be noted down;
- Teacher' overview to improve the lessons;
- Further Improvement of the Lesson plan.

F. Review for further development of teaching learning process

- Developing final improved lesson plan or re-plan for next cycle

6.5.3 Teacher (Peer) Mentoring

Mentoring is proving to be an increasingly important component in the training of teachers throughout the world. Mentoring is always part of the supervising teacher-student/trainee teacher relationship, although in most cases the supervising teacher receives little or no training on how to serve as a mentor. For new teachers entering the profession it is often an informal program in which a new teacher is assigned to a more experienced teacher, generally within the same school. Through academic supervision, HT will be the key mentor for individual teacher. In small rural schools, without any teachers with Advanced Teacher status, it is likely that the HT would have to serve in this capacity. With the Need based sub-cluster training there is also the opportunity for teachers from nearby schools serving as mentors.



Diagram 6.4: Teacher mentoring model


Md. Atauldin Shuiyan Jonea
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

Main steps

- The mentor (HT) and the teacher will review the self-reflection survey and use this to identify needs;
- The teacher will set goals for themselves and the mentor to identify how best they can support the to achieve the goals;
- The HT will create a record of the needs and share with the AUEO;
- The mentor and teacher will agree on the identified needs and develop a capacity development plan;
- The Plan will include the areas that need to be strengthened and how the mentor and teacher will work on the identified issues;
- The plan will include concrete actions;
- The mentor will supervise classes on a regular basis. The mentor uses a monitoring tool to observe and record observations;
- The observations will become part of the teacher's official record;
- Each observation will be supported with a recommendation;
- Observations will include both positive areas that have improved or good practices that have modelled as well as areas that require additional attention;
- The teacher will also complete a self-reflection tool;
- After the observed lesson, the mentor and teacher should meet to discuss how they each observed the class. The mentor should provide constructive feedback that is followed with recommendations. The teacher should also share reflections on their perform and areas they would like to continue to improve;
- At the end of the academic year, conduct and full evaluation of the teacher;
- The fortnightly meetings will also be an opportunity for the head teacher to share observations and instruction with all of the teachers based on observations over the last two weeks.

6.5.4 Academic Supervision

If the Bangladeshi classroom is to be reformed, it is critically important to motivate the teachers to try innovative teaching strategies and that their fear of being observed is lessened. Supervisors must get a more precise and clear idea of what is really going on in the classroom and must encourage the teachers to initiate changes in their behaviour. Goals of Academic Supervision are to provide teachers with objectives and feedback on the current state of their instruction.²²

- To help teacher diagnose and solve instructional problems;
- To help teachers develop skill in using instructional strategies; this, in turn, will lead to higher student performance;
- To evaluate teachers for promotion, and other decisions;
- To help teachers develop a positive attitude about continuous professional development.

This academic leadership and support must be provided to teachers by HT, AUEO, and URC personnel in school level CPD activities. Many international projects have attempted to change the supervisory and teacher evaluation systems in order to improve instruction and to weed out weaker teachers. However, supervisors face a conflict caused by performing both roles of evaluator and facilitator (Helen Craig and Richard J. Kraft, P 72)". In this regards proper

²²Govt of Bangladesh, National Plan and Strategy for Primary Teacher Education and Development, 2011.

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Dr. Anwarul Haque
Secretary
Ministry of Education
Government of Bangladesh

monitoring and evaluation channel need to be created and guideline should be provided from national level.

6.5.5 Needs-Based Sub-Cluster Training

At the Upazila level, needs-based sub-cluster training is organized by the AUEO. The overall process for the sub-cluster training is outlines in the following diagram. On a quarterly basis, sub-cluster trainings are provided based on needs raised from the self-reflection surveys of teachers, feedback from Head Teachers academic supervision and observations from AUEOs / URC officials during school visits. The needs are collected in the e-monitoring system and used to prioritize common needs among teachers.

The one-day NBST planned by HTs, AUEO and URC instructors. The need assessment, prioritises needs, develops training materials and organized training should done follows DPE guide line.

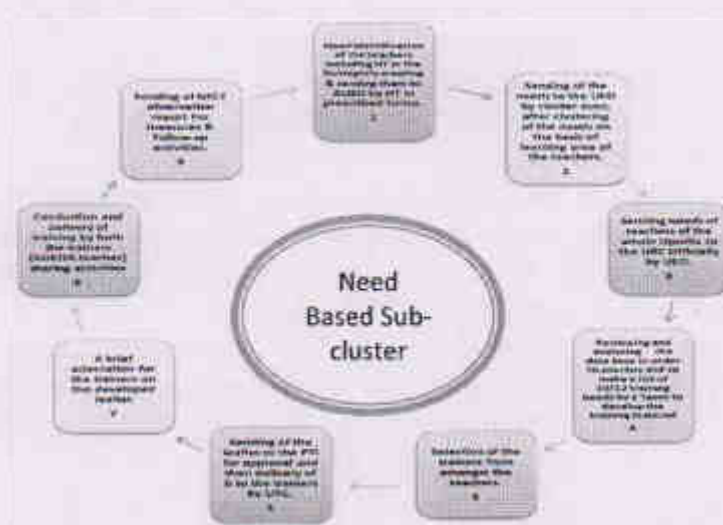


Diagram 6.5: Process of need based sub-cluster²³

6.5.6 Subject-Based Training

Pedagogical content knowledge builds upon, but is different from, teachers' subject matter knowledge or knowledge of general principles of pedagogy. Pedagogical content knowledge is a form of practical knowledge that is used by teachers to guide their actions in highly contextualized classroom settings. To develop teachers pedagogical content knowledge ongoing subject based training has been failed to reflect on students' performance²⁴. Hence, we cannot ignore the need of subject based training for teachers.

The curriculum of the DPED will serve as the basis for new Subject-Based Training to occur at the URC. Trainers will be URC Instructors, Assistant Instructors, AUEOs, Head teachers, Teachers who will be received Training of Trainers (ToT) with emphasising subject knowledge and pedagogical knowledge. Classroom teachers should be selected for the opportunity to attend these new subject-based trainings based on the subjects and grade levels they instruct in the schools. The Training will generally last 6 days. For better effectiveness needs for Subject Based training (SBT) will come from schools and the forum of need identification will be fortnightly meeting as well. All received needs will be collected and collated in a meeting

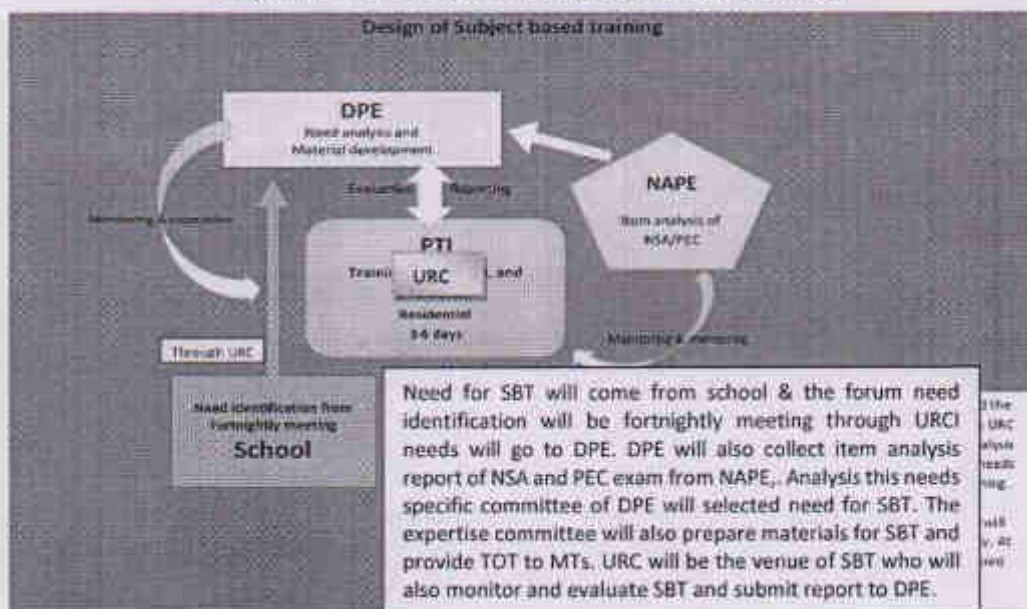
²³ A Report on Need Based Sub Cluster Training in Ten Districts, JSP2, May 2014

²⁴ Post Activity Report, JICA support program, August 2016

Am
Md. Masudul Haque Janna
Assistant Chief
Director of Primary and Basic Education
Ministry of Education, Government of Bangladesh

help in URC with UEO and related stockholders. DPE will also collect item analysis report of NSA and PEC examinations from NAPE. Analysis these needs specific committee of DPE will select need for Subject based training. This expertise committee will take steps to prepare materials for SBT and provide ToT to master trainers. URC (possibly residential) will be the venue of SBT who will also monitor and evaluate SBT and submit report to DPE regularly. At school level follow-up monitoring will be done by the Upazila based specific committee of monitoring and mentoring. To ensure the quality of trainers the selection procedure of master trainers would be strict. Trainer should be selected applying their professional standards. The monitoring will consist of URCI, UEO, concerned AUEO and HT.

Diagram 6.6: Design of Subject-Based Training



6.5.7 Education and Training for Teachers, Educators and Supervisors

- Institutions like URC, UEO, PTI, DPEO, NAPE, and DPE are professionally responsible for development of teachers' professional development. The professionals from these institutions should be developed their capacity of designing, developing material, conducting training, monitoring, mentoring in line with CPD activity. Their professional capacity regarding CPD should be developed adequately;
- The professional development of teachers, teacher educators and education supervisors need to enhance by providing higher education and training based on their professional standards.

6.5.8 Model of Monitoring, Mentoring and E-monitoring Mechanism

A robust monitoring and mentoring mechanism will be developed to ensure the quality of development, design and assess the effectiveness of the program. CPD should also be monitored to make it qualitatively productive and useful.

The following outlines the process of monitoring & mentoring innovative programs²⁵

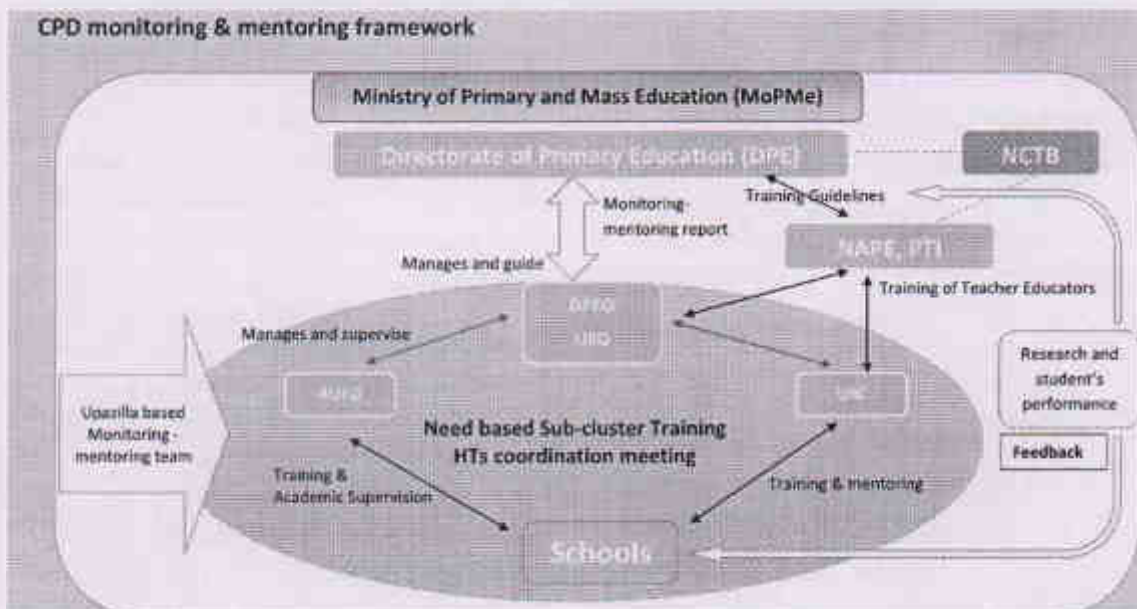
- Provide support to URC- based teachers training need analysis meeting, URCI and UEO can attend fortnightly meetings at the school;

²⁵ Report on the need based sub cluster training program monitoring, 2013-2014, JICA.

Am
Md. Alauddin Bhuiyan, Joint
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

- Provide support to URC-based training material development activities including printing of manuals and materials;
- Provide advice, guidance and support to the local trainers and supervisors to hold the workshop and ensure the quality of training as per concept and design;
- Work as a training resource person (TRP) and ensured the training is implemented according to the concept and processes;
- All trainings been implemented have to produce quarterly and annual report to the Director (Training) through district and division level officials;
- The monitoring and mentoring Team will perfectly observe that what changes are bringing the new trainings from old Training. The Team also evaluate the changes happening in the field level monitoring and supervision culture that in order to practices the process of decentralization and capacity development of HTs and officers (training need identification, content development, organizing training and facilitating sessions) at local level;
- All stakeholders should have some specific role in monitoring and evaluation at their relevant level/field and share with on-word level;
- An Upazila based monitoring and evaluation team could be formed consisting of URCI, AUEO, Selected HT of Primary School, Advanced Teaches (GPS);
- Collaboration and coordination of DPE training and monitoring division should be incorporated in the monitoring and evaluation plan;
- NCTB will play a specific role in monitoring of curriculum implementation in CPD activities;
- Monthly, quarterly and annual reporting process should be guided and evaluated and shared in annual consultation workshop.

Diagram 6.7: CPD Monitoring and Mentoring Structure



6.6 Quality Assurance and Accountability

- URC will keep a digital record of training and participants;
- Training sessions will be physically and electronically monitored through using quality standards and trainers' competencies;
- Design and development of training materials should be assessed and reviewed;

- An individual record of training will be compiled and kept for each teacher and kept up to date in the teacher training MIS;
- independent reports on the quality of training will be produced annually;
- CPD activities will be monitored by the DPE and use of the e- monitoring system and by reports from field level officials.

6.6.1 Proposed Research

During the implementation period, it will be important to contribute to the evidence base on teacher professional development and specifically continuous professional development. A proposed research agenda will be developed that will allow DPE and NAPE to better understand the situation of CPD delivery in Bangladesh and identify options to improve training in the future. While the research agenda should be developed through an inclusive and participatory process, the results of the National Study suggest the following areas could be included:

- Effective delivery of the Monitoring and Mentoring System;
- Training Development, Delivery and Monitoring;
- Effectiveness of CPD-particularly the need based sub cluster training- and school-based Lesson Study models;
- Development and integration of professional standards with bottom up monitoring;
- Development and integration of professional standards with provision of performance based incentive, reward and punishment for teachers, Educators and supervisors;
- Development and integration of professional standards with the teacher's development, recruitment, deployment, promotion and reward.

6.7 Time for CPD

It is important that all involved with CPD understand the time commitment required to participate actively, as well as to respect the need to find time during the academic calendar to support participation. While there is no set amount of time that an individual should dedicate to CPD activities, it should be based on the CPD annual plan (see 6.8.1). Including within this is time dedicated to participate in the set trainings, the fortnightly meetings and school-based learning activities, including observation, self-reflection, and networking. Supervisors should ensure that individuals are supported to participate in CPD activities and that the time dedicated is recognized formally and informally.

6.8 Materials and Resources

CPD materials will be locally availability in online and offline and print formats. The material's will

- Be linked to subject-based training, and include such elements as how to share learning from trainings or observations; examples of good practices; the design and effective use of teaching aids; lesson planning; reflecting on and learning from practice; effective pedagogies; the effective use of ICT and formative and summative assessments;
- Include guidance and instruments to structure and support on the Professional Days and in the fortnightly meetings;
- When in digital format, will be developed in conjunction with the activities planned under the sub-component ICT in Education.

6.8.1. Proposed Training Packages

In addition to the above proposed CPD activities there were many other activities listed in PEDP3. DPE has to implement all huge numbers of trainings in annual scheduled time. But DPE has some limitations for conducting those trainings in time. This was observed in a study

named 'Mapping of all Teacher Education Development (TED) training and discrete projects under PEDP3'. Therefore, sometimes DPE has to compromise the quality of training design, material development, and delivery of training, monitoring and evaluation. Considering this reality, the study team proposed a harmonized training package by interwoven 3-5 contents in a single package and minimize the number of trainings and training manuals. Hope this will ensure the quality of development of training materials.

Yet, in addition, the study team proposed a separate action plan on CPD for PEDP4. The Induction training for newly recruited teachers and training for pre-primary teachers were designed in PEDP3. These two trainings have been contributed a lot in developing the quality of teachers and others professionals in primary sub-sector. The same reality (teachers are recruited without any training) still exists in Bangladesh; therefore, the importance of these trainings cannot be avoided. Documents review and research provided many evidences in favor of this opinion. Therefore, the team decided to include these two-training side by side with CPD training (Action Plan-2, p. 53-60).

6.8.1.1 Training Packages for Teachers, Teacher Educators and Teacher Supervisors

Training packages	Major Training contents	Participants	Master Trainer	Trainer	Venue	Duration
Package 1	<ul style="list-style-type: none"> Professional standards Job descriptions Introducing curriculum Quality education Concept and process of need based decentralized training Fortnightly meeting at school level 	All professionals	NAPE, DPE, PTII, ADPEO, URCI	NAPE, DPE, AUEO, AURCI, URCI	NAPE/DPE/PTI for teacher educators and supervisors URC for teachers	3 days
Package 2	<ul style="list-style-type: none"> Development process of training concept Identified content matching with trainers' standards Training design material development, training delivery, training assessment, develop trainers' competencies 	NAPE, PTI, URC personnel, trainers	Writers/ Training Resource Persons	NAPE, Faculty member, PTII, Training Resource Persons	NAPE	6 days


Md. Atunur Rahman Jona

Executive Officer

Quality Improvement Division

Training packages	Major Training contents	Participants	Master Trainer	Trainer	Venue	Duration
Package 3	<ul style="list-style-type: none"> Teaching and Learning Need based sub-cluster training Subject based training 	Teachers and Head teachers	PTII, URCI, Training Resource Persons	Teacher, AUEO, AURCI, URCI	NAPE/DPE/PTI for trainers URC for teachers	6 days
Package 4	<ul style="list-style-type: none"> Lesson study and TSN Peer Mentoring TLM development 	Teachers and Head teachers	PTII, URCI, Training Resource Persons	Teacher, AUEO, AURCI, URCI	NAPE/DPE/PTI for trainers URC for teachers	6 days
Package 5	<ul style="list-style-type: none"> Action research/ Longitudinal study 	Teachers, Head teachers, AUEO, AURCI, URCI, PTII	NAPE faculty Member, PTII, URCI, Training Resource Persons	PTII, URCI	NAPE/DPE/PTI for trainers and officers URC for teachers	6 days
Package 6	<ul style="list-style-type: none"> School and Classroom based assessment Test item development 	Teachers, Head teachers, AUEO	PTII, URCI	URCI, AUEO, AURCI	NAPE/DPE/PTI for trainers and officers URC for teachers	6 days
Package 7	<ul style="list-style-type: none"> ICT in Education 	All professionals	DPE IMD personnel, PTII, Training Resource Persons	PTII, URCI	NAPE/DPE/PTI for Master/Key trainers PTI, URC for teachers	14 days
Package 8	<ul style="list-style-type: none"> Academic supervision Leadership 	Head teachers, AUEO, UEO, AURCI, URCI	PTII, ADPEO, URCI, Training Resource Persons	ADPEO, URCI, AUEO	NAPE/DPE/PTI for Master/Key trainers and Officers URC for Head teachers	14 days
Package 9	<ul style="list-style-type: none"> Training Materials development 	Teacher educators, supervisors and trainers	NAPE, NCTB and DPE personnel, Training Resource Persons	NAPE, NCTB and DPE personnel	NAPE	4 days

An
 Md. Anwarul Haque Janna
 Assistant Chief
 Ministry of Primary and Mass Education
 Government of Bangladesh

Training packages	Major Training contents	Participants	Master Trainer	Trainer	Venue	Duration
Package 10	<ul style="list-style-type: none"> Monitoring (E-monitoring), Supervision and Mentoring Evaluation of Training 	Teacher educators, supervisors and trainers	NAPE and DPE personnel, Training Resource Persons	ADPEO, PTII, URCI	NAPE/DPE/PTI	6 days
Package 11	<ul style="list-style-type: none"> In country and overseas Study visit/training Advance degree in education from college, institutes and universities in country and abroad 	Teachers, Head teachers, Teacher educators, supervisors and trainers	-	-	-	
Major Activities		Participants	Master Trainer	Trainer	Venue	Duration
Package 12	Induction Training	The non DPED teacher, Newly recruiter teacher	NAPE, PTII, URCI	PTII, URCI, AURCI, AUEOs	PTI, URC	10 days
Package 13	Training for pre-primary teachers	The non DPED teacher, Newly recruited teacher	NAPE, PTII, URCI	PTII, URCI, AURCI, AUEOs	PTI, URC	15 days

*URC will be capable to organize the all long and residential training after being furnished by ICT / necessary facilities or appropriate equipment.

** Refresher training would be arranged after completing the newly developed training.

6.8.2 Introducing Professional Standards for Teachers, Educators and Supervisors

One of the objectives is indicated in the ToR that the CPD would be ensure that all teachers, teacher educators and education supervisor acquire the professional standards through a continuous engagement in the professional standards activities. The concept of Professional Standard of Teachers (PSTs) expresses the whole extend of identity of pedagogical and professional knowledge and skills of a teacher (qualification, certification and licensing or accreditation and performance assessment). The National PSTs and its indicators are used by a nation in designing their teacher preparation programs and preparing their teacher candidates. Teacher Standards is a set of objectives which describe the qualities of a 'whole-teacher'.

A training quality standard should be developed based on the job descriptions and practiced to ensure CPD program designing, monitoring-mentoring and supervision. Ultimately proper implementation and effectiveness of CPD will depend on the standards. A proposal for sample professional standards for teachers, HTs and teacher educators and education supervisors are given in annexure 1-4.

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Rational evaluation organized by DPE on these proposed professional standards should be confirmed and enacted through national consensus. National contentions will be acquired by the approval of MoPME or MopME can send it to The National Parliament for approval. Then the approved standards would be used as a Professional recognition, incentives indicators matching with Career Pathways of primary teacher, educators, trainers and supervisors.

System of professional recognition of talents and achievements and incentives are important to ensure teachers are motivated to participate and the value of training is respected. Teachers that participate in CPD activities and trainings will have this recorded at the school level as well as at the URC and national level in the database.

Well performing teachers that have been identified by their head teacher as having a particular talent or skill may be selected to participate and share their experiences at the school level as well as during sub-cluster trainings.

Well performing teachers, educators and teacher supervisor that have been identified by DPE that have a provision to be selected to reward incentives in national and international level. Selection criteria needs to develop following guidelines indicated in the policy paper attached Annex-5. DPE (Training Division) will develop these guidelines with the support of available expert working in the line division. Professional standards need to be aligned with the carrier pathways of teachers, educators and supervisors. To develop and implement above stated policy, if necessary, line division may take technical assistance.

6.9 Way Forward

6.9.1 Key Considerations

This CPD Framework is one of several major transformative education initiative of PEDP4. In addition to this work, a curriculum review is on-going as well as a review of the DPED course. It is important that the CPD is viewed not as an independent activity, but very much a part of the PEDP4 implementation generally. In the light of this, it will be important that the DPED and Curriculum reviews will benefit from this work and vis versa there is an opportunity to reflect synergies in this framework as well.

The Action Plan suggests a number of key activities that should be implemented as prioritized actions. The Action Plan should be used as a rolling plan that adapts to needs and changes in the Framework, context and be reviewed regularly to ensure that it is fit for the goal and purpose of PEDP4.

As CPD is an interactive and reflective process, the CPD Framework should be viewed similarly. Regular reviews will be held and as needed the Framework can be adapted and updated to remain relevant. From this viewpoint, an evaluation of whole activities may be performed by an independent body after a certain interval.


Md. Abuddin Bhuiyan Jones
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

6.10 Action Plan

6.10.1 Action Plan-1

Package	Major Contents	Participants	Process of Activities				Responsibilities	Remarks
			Yr-2 (2019-20)	Yr-3 (2020-21)	Yr-4 (2021-22)	Yr-5 (2022-23)		
1	2	3	4	5	6	7	8	9
1.	1. Professional Standards (PS) 2. Job Description 3. Introducing Curriculum 4. Quality Education 5. Concept and process of need based decentralized training 6. Fortnightly Meeting at School level	All professionals (Teachers, Head teachers, teacher educators, education supervisors)	<ul style="list-style-type: none"> Review, finalize and approve the PS Revisit and update the professional role and responsibilities Develop training materials for the package Orient to Master and Key trainers 	Implement training	Implement training	<ul style="list-style-type: none"> Implement training and review 	Director (Training), DPE	
2.	7. Training of trainer	NAPE, PTI, URC personnel trainers	<ul style="list-style-type: none"> Development process of training concept Identified content matching with trainers' standards Training design material development, training delivery, training 	<ul style="list-style-type: none"> Develop master trainers, key trainers and training delivery 	<ul style="list-style-type: none"> Implement Training 	<ul style="list-style-type: none"> Implement Training 	Director (Training), DPE	

Package	Major Contents	Participants	Process of Activities				Responsibilities	Remarks
			Yr-2 (2019-20)	Yr-3 (2020-21)	Yr-4 (2021-22)	Yr-5 (2022-23)		
1	2	3	4	5	6	7	8	9
			assessment, develop trainers' competencies,					
3.	1. Teaching and Learning 2. Need Based Sub-Cluster Training 3. Subject Based Training	Teachers, Head teachers	<ul style="list-style-type: none"> Develop concept and process of NBST and SBT ** Design and develop materials Orient to Master and Key trainers Implement the training 	Implement training	Implement training	<ul style="list-style-type: none"> Implement training Review, revise and refresh 	Director (Training), DPE Collaboration with NAPE	** Both trainings are need-based. *Need will be assessed in School and sent to DPE, DPE will select SBT content according to teachers need then DPE TD will conduct SBT training for 6 days. NBST prepared in Upazila level and

Package	Major Contents	Participants	Process of Activities				Responsibilities	Remarks
			Yr-2 (2019-20)	Yr-3 (2020-21)	Yr-4 (2021-22)	Yr-5 (2022-23)		
1	2	3	4	5	6	7	8	9
								SBT in DPE.
4.	Need 1. Lesson Study and TSN 2. Peer Mentoring 3. Teaching Learning Material (TLM) Development	Teachers, Head teachers	<ul style="list-style-type: none"> Develop concept and process of training Design and develop materials Orient to Master and Key trainers Implement the training 	Implement training	Implement training	<ul style="list-style-type: none"> Implement training Review, revise and refresh 	Director (Training), DPE Collaboration with NAPE	
5.	1. Action Research/ Longitudinal Study	Teachers, Head teachers, AUEO, AURCI, URCI, PTII	<ul style="list-style-type: none"> Develop concept and process of training Design and develop materials Orient to Master and Key trainers Implement the training 	Implement training	Implement training	<ul style="list-style-type: none"> Implement training Review, revise and refresh 	Director (Training), DPE Collaboration with NAPE	
6.	1. School and Classroom Based Assessment 2. Test Item Development	Teachers, Head teachers	<ul style="list-style-type: none"> Develop concept and process of training Design and develop materials Orient to Master and Key trainers Implement the training 	Implement training	Implement training	<ul style="list-style-type: none"> Implement training Review, revise and refresh 	Director (Training), DPE Collaboration with NAPE	

Package	Major Contents	Participants	Process of Activities				Responsibilities	Remarks
			Yr-2 (2019-20)	Yr-3 (2020-21)	Yr-4 (2021-22)	Yr-5 (2022-23)		
1	2	3	4	5	6	7	8	9
7.	1. ICT in Education	All professionals	<ul style="list-style-type: none"> Review and develop training materials Orient to Master and Key trainers Implement the training 	Implement training	Implement training	<ul style="list-style-type: none"> Implement training Review, revise and refresh 	Director (Training), DPE Collaboration with NAPE	
8.	1. Academic Supervision 2. Leadership	Head teachers, AUEO, UEO, URCI, AURCI	<ul style="list-style-type: none"> Review and develop training materials Orient to Master and Key trainers Implement the training 	Implement training	Implement training	<ul style="list-style-type: none"> Implement training Review, revise and refresh 	Director (Training), DPE Collaboration with NAPE	
9.	1. Training on Materials Development	Teacher educators, supervisors and trainers	<ul style="list-style-type: none"> Develop training materials Orient to Master and Key trainers Implement the training 	Implement training	Implement training	<ul style="list-style-type: none"> Implement training Review, revise and refresh 	Director (Training), DPE Collaboration with NAPE	
10.	1. Monitoring (E-monitoring), Supervision and Mentoring 2. Evaluation of Training	Teacher educators, supervisors and trainers	<ul style="list-style-type: none"> Develop professional standard based tools for monitoring and e-monitoring Design a mechanism for training evaluation to 	Implement training	Implement training	<ul style="list-style-type: none"> Implement training Review, revise and refresh 	Director (M&E, Training) of DPE Collaboration with NAPE	

Package	Major Contents	Participants	Process of Activities				Responsibilities	Remarks
			Yr-2 (2019-20)	Yr-3 (2020-21)	Yr-4 (2021-22)	Yr-5 (2022-23)		
1	2	3	4	5	6	7	8	9
			assess quality of trainers and trainees • develop training materials • Orient to Master and Key trainers • Implement the training					
11.	1. Study for higher degree in country and abroad. 2. Visit for higher training 3. Advance degree in education from college, institutes and universities in country and abroad	All professionals	• Develop a framework for higher degree in education • Develop a performance based selecting criteria • Implement study visit/training/study	Implement study visit/training/study	Implement study visit/training/study	Implement study visit/training/study	Director (Training), DPE	

6.10.2 Action Plan-2

The **Induction training** for newly recruited teachers and **training for pre-primary teachers** were designed in PEDP3. These two trainings have been contributed a lot in developing the quality of teachers and others professionals in primary sub-sector. The same reality still exists in Bangladesh; therefore, the importance of these training cannot be avoided. Documents review and research provided many evidences in favor of this opinion. Therefore, the team decided to include these two-training side by side with CPD training:

Package	Major Contents	Participants	Process of Activities				Responsibilities	Remarks
			Yr 2 (2019-20)	Yr 3 (2020-21)	Yr 4 (2021-22)	Yr 5 (2022-23)		
1	2	3	4	5	6	7	8	9
12.	Induction Training	The non DPED teacher, newly recruited teacher	<ul style="list-style-type: none"> Review old materials on induction training and develop revised material Develop a training plan and deliver training 	<ul style="list-style-type: none"> Training deliver Monitor training 	<ul style="list-style-type: none"> Training deliver Monitor training 	<ul style="list-style-type: none"> Organized national workshop review programs and continue implementation of training 	Director (Training), DPE	
13.	Training for pre-primary teachers	<ul style="list-style-type: none"> The non DPED teacher, newly recruited teacher 	<ul style="list-style-type: none"> Review old materials on induction training and develop revised material Develop a training plan and deliver training 	<ul style="list-style-type: none"> Training deliver Monitor training 	<ul style="list-style-type: none"> Training deliver Monitor training 	<ul style="list-style-type: none"> Organized national workshop review programs and continue implementation of training 	Director (Training), DPE	

6.10.3 Action Plan-3

Research and Study

Thematic Area	Major activities	Participants	Process of Activities				Responsibilities	
			Yr-2 (2019-20)	Yr-3 (2020-21)	Yr-4 (2021-22)	Yr-5 (2022-23)		
1	2	3	4	5	6	7	8	9
Conduct Research and Studies	1. Identify topics to conduct Action Research / Practitioners research by teachers.	Selected Teachers, Teacher Educators and Education Supervisors	Development of research agenda. Identify topics and research plan with research Supervisors. Needed Approval for Institutions.	Conduct research studies	Conduct research studies	Conduct and conclude all research activities	1. Director Training, DPE will take a step to organize a meeting with NAPE, NCTB and MoPME finalize the Research agenda, Researchers, and	

Thematic Area	Major activities	Participants	Process of Activities				Responsibilities	
			Yr-2 (2019-20)	Yr-3 (2020-21)	Yr-4 (2021-22)	Yr-5 (2022-23)		
1	2	3	4	5	6	7	8	9
	2. Development of Training concept, Training Manuals and Delivery trainings in PEDP4	Selected Teachers, Teacher Educators and Education Supervisors	Development of research agenda. Identify topics and research plan with research Supervisors. Needed Approval for Institutions.	Conduct research studies		Conduct and conclude research activities	Research Supervisors and Institution. 2. As per Govt. rules Study leave and Scholarship will be awarded by this committee.	
Professional Standards and monitoring and mentoring	3. Assess existing monitoring and mentoring of need based CPD and proposed an effective mechanism	Selected Teachers, Teacher Educators and Education Supervisors	Development of research agenda. Identify topics and research plan with research Supervisors. Needed Approval for Institutions.	Conduct research studies	Conduct research studies	Conduct and conclude research activities		
Use of PS for all Stakeholders	4. Development and integration of professional standards with the teacher's development, recruitment, deployment, promotion and reward.	Selected Teachers, Teacher Educators and Education Supervisors	Development of research agenda. Identify topics and research plan with research Supervisors. Needed Approval for Institutions.	Conduct research studies	Conduct research activities	Conduct and conclude research activities		
Assess the effectiveness of CPD	5. Assess the effectiveness of CPD – particularly the need based sub cluster training- and school-based Lesson Study models	Selected Teachers, Teacher Educators and Education Supervisors	Development of research agenda. Identify topics and research plan with research Supervisors. Needed Approval for Institutions.	Conduct research studies	Conduct research activities	Conduct and conclude research activities		

6.11 Conclusion

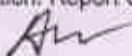
This Report for Bangladesh elaborates a Framework for Continuous Professional Development (CPD) for Teachers, teachers' Educators and Teacher Supervisors of Bangladesh. It starts by contextualizing CPD in Bangladesh and providing findings from a National Study. Based on the National Study documents review findings and the guidance provided in PEDP4, the CPD Framework offers a pathway for teachers once in the system to continue to develop their skills and knowledge. The Framework builds on previously implemented activities as well as new innovations. The Framework outlines at each level of governance what are a specific activities and roles and responsibilities to ensure that CPD is delivered as described in the framework and obeyed by all stakeholders of their desired accountability.

The CPD Framework, action plan and other guidelines is a self-contain document which will lead DPE to design and develop activities of CPD of PEDP4. In some cases to enrich the design and development of documents and materials TA support may be needed for gaining global concepts and research experiences.


Md. Alauddin Bhuiyan Jonea
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

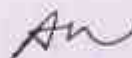
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Md. Akmalin Shujan Jones
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

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Md. Abulhasan Ehsan Jonee
Assistant Chief
Ministry of Primary and Mass Education
Government of Bangladesh

ANNEXURES


Md. Alauddin Ehsan Jona
Assistant Chief
Ministry of Education and Science
Government of Bangladesh

ANNEXURE-1:

PROFESSIONAL STANDARDS FOR TEACHERS

Teachers Standards and Competencies with Indicators are grouped in three Domains

1. Domain: Professional Knowledge and Understanding

Area of Learning	Standard: A Graduating Teacher is able to	Competency by	Graduating and Regular Teacher Indicators
Pedagogic knowledge	Demonstrate knowledge of a range of teaching strategies appropriate to curriculum competencies and learning outcomes and the contents students taught.	<p>Using a variety of teaching strategies, including many of which are interactive and involve all students as active learners.</p> <p>Using appropriate technology (including ICT) to support teaching and learning, as appropriate</p> <p>Using appropriate language in a way which enables students to understand the topic being taught</p> <p>Planning and presenting activities which teach effectively, engaging all students in learning</p> <p>Knowing how students learn in the different curriculum subjects, including their common misconceptions, and knowing the teaching strategies appropriate to their developing understanding.</p> <p>Knowing the importance of students' dispositions and attitudes towards learning and school</p> <p>Knowing that in any class there will be groups and individuals who are at risk of not being fully included and taking appropriate steps to include them. Planning and taking opportunities to develop learning in one subject through activity in another (e.g. practicing reading mathematical terms.)</p>	<p>Strategies/activities are planned and used in the course of a typical day.</p> <p>Lesson plans take account of students' possible misconceptions.</p> <p>Children participate actively in their learning.</p> <p>Teacher scaffolds learning by asking appropriately challenging questions and supplying only enough information to enable students to reach their own understanding (scaffolding)</p> <p>Interaction between individual students and the teacher and between students occurs frequently.</p> <p>All students are engaged in lessons/activities.</p> <p>Teacher is able to discuss which groups and individual students are at risk of not being fully included and the steps taken to prevent this happening.</p> <p>Students are happy and well-motivated.</p> <p>Cross curricular teaching can be observed.</p>

Ms. Anisul Hossain Jinnah
 Director, Curriculum Framework
 Ministry of Education, Government of Bangladesh

Area of Learning	Standard: A Graduating Teacher is able to	Competency by	Graduating and Regular Teacher Indicators
		Taking opportunities to teach and consolidate knowledge and skills from subjects other than the one which is the prime focus of a lesson	
Curriculum knowledge	Demonstrate understanding of the requirements of the primary and pre-primary school curriculum and their competencies and learning outcomes.	<p>Knowing and understanding the structure and content of the primary curriculum and the Framework for Pre-primary Education.</p> <p>Showing full familiarity with the learning competencies set out for primary students and the learning outcomes specified for pre-primary students.</p> <p>Showing full familiarity with the assessment requirements for primary students, including national examinations</p> <p>Showing full familiarity with the assessment tools provided for the pre-primary outcomes</p>	<p>Planning is in accordance with the curriculum competencies and learning outcomes</p> <p>Planned learning competencies are successfully achieved.</p> <p>Students show progress towards expected pre-primary learning achievements</p> <p>Records of student achievement reflect national requirements</p>
Knowledge of children	Demonstrate a practical awareness of key theories about children's learning and development (including the learning and development of children with special educational needs) and how they are best supported	<p>Planning and presenting lessons and activities which recognize the importance of:</p> <ul style="list-style-type: none"> • children's natural drive to learn and make sense of the world • language and interaction • exploration and risk taking • understanding the perspective of children of different ages • children's existing knowledge and understanding • scaffolding learning • creative thinking and activity • The role of gender and children's social, cultural, ethnic, linguistic and personal background 	<p>Plans, activities and lessons;</p> <ul style="list-style-type: none"> • take students' existing knowledge and understandings as a starting point • make good use of language and interaction • allow students to explore <p>teacher's feedback is encouraging, so that students are willing to risk giving a wrong answer</p> <p>teacher gives support contingent on student's current knowledge and understanding</p>
	Demonstrate Knowledge of the individual students they teach.	Showing knowledge of the interests, experiences, skills, prior achievement, family circumstances and other social and cultural influences and the relevance of these to their learning	Teacher makes time to hold brief conversations with students at appropriate times (e.g. while students are working individually, before and after lesson)

Area of Learning	Standard: A Graduating Teacher is able to	Competency by	Graduating and Regular Teacher Indicators
			<p>Teacher is able to discuss fully the background of the individual students with colleagues and other professionals.</p> <p>Teacher keeps records of each student's social and emotional development.</p> <p>Teacher discusses each student's learning and development with their parent or carer.</p>
Rules and Regulations	Demonstrate understanding of relevant legal requirements and the need to work with others to ensure their implementation	<p>Becoming familiar with relevant service rules and regulations complying with them</p> <p>Discussing their implementation with colleagues</p>	Teacher is able to discuss knowledgeably the principal rules and regulations which currently apply.

2. Domain: Professional Practice

Area of Learning	Standard: A Graduating Teacher is Able to:	Competency	Graduating and Regular Teacher Indicators
Planning	Plan varied lessons which motivate, engage and include all students so that they learn effectively.	<p>Consistently preparing clear lesson/activity plans which show:</p> <ul style="list-style-type: none"> • Focused learning outcomes which state what primary students will be able to do or demonstrate after the lesson and which are directly linked to the relevant competencies • appropriate, motivating and engaging learner-centred teaching methods which stimulate thinking and creativity • content appropriate and relevant to all students' family and community life • how appropriate activities and learning outcomes will be assessed 	<p>All lessons are planned</p> <p>Outcomes, lesson content, teaching strategies, classroom organization and plans for assessment are stated clearly</p> <p>Outcomes relate to the subject/class competencies or learning achievements</p> <p>Outcomes and activities relate to assessments of students' earlier learning</p> <p>Outcomes are age-appropriate and expressed in terms of what students will be able to do or demonstrate</p>

		<ul style="list-style-type: none"> Understanding the learning needs of students of all kinds, taking into account cultural, gender, social or any other relevant factors. using assessment to determine appropriate activities and learning outcomes 	<p>Teaching strategies, lesson structures and content are appropriate and varied (e.g. strategies include whole-class question and answer, practical activities, group/pair work, reading, writing.)</p> <p>Teaching strategies focus on students as learners, and where possible give opportunities for them to think creatively.</p> <p>Key teaching questions are noted.</p> <p>Teaching strategies build a coherent learning experience</p> <p>Plans include details of all resources and how they are to be used (e.g. how will they be given out and put away, how will they be shared)</p> <p>Assessment methods are appropriate and varied (e.g. oral questions, observation, written work)</p> <p>Students of all abilities are actively engaged throughout the lesson</p>
Expectations	Demonstrate high expectations of all learners and respect and value their individual needs and cultural backgrounds.	<p>Understanding that all children, including the very youngest, bring a great deal of experience, knowledge and skill into the classroom</p> <p>Expressing confidence in and appropriately high expectations of all students, regardless of their social or cultural background, or any other factors.</p> <p>In a positive and sensitive way, challenging all students to improve their knowledge and skills</p> <p>Planning activities so that they address the social and cultural background of all students, in order to support their learning in the best way possible, and make them feel included.</p>	<p>The teacher asks questions to discover students existing knowledge.</p> <p>Students' personal, cultural and family experiences are referred to appropriately in classroom discussions.</p> <p>All students feel that the teacher has high expectations of them, and work accordingly.</p> <p>The teacher, in discussion, shows understanding of the cultures represented in the class and school.</p> <p>Activities match students' current capacities</p>
Communication Skills	Provide clear directions, so that learning outcomes, procedures and content are clear to all students	<p>Having a clear understanding of the learning outcomes, procedures and content of each lesson</p> <p>Articulating clearly and concisely and in an age-appropriate way what students are to do</p>	<p>Well-prepared introductions to activities and lessons, which are appropriately short, well-focused and clear to understand.</p> <p>While the teacher is talking to the class, all students are attentive and interested.</p>

		<p>With older students, articulating clearly and concisely what they are expected to learn</p> <p>Gaining and maintaining the attention of all students;</p> <p>Using the voice expressively and appropriately;</p> <p>Making effective use of the blackboard and other forms of visual support</p>	<p>Students are able to understand what they are to do in a lesson and, in primary classes, what they are expected to learn.</p>
	Use questioning skills and discussion to promote learning	<p>Including questioning in lesson and activity plans</p> <p>Usually addressing questions to individuals, rather than the whole class</p> <p>Using questions to encourage participation by all students</p> <p>Asking, inviting and answering questions to ensure understanding</p> <p>Listening to students and giving them time to think before answering</p> <p>Dealing positively with unexpected or incorrect responses</p> <p>Matching questions to students' capacity to learn from them</p> <p>Using questions which stimulate higher order thinking, e.g. inference, prediction</p> <p>Leading discussions which give students frequent opportunities to share their knowledge and opinions</p> <p>Encouraging students to ask questions</p>	<p>Lesson plans show opportunities for questioning, and examples of questions</p> <p>Teacher is observed frequently talking with students about their work.</p> <p>Teacher talk does not dominate the classroom</p> <p>Questions are addressed predominantly to individuals.</p> <p>Questions requiring a yes/no answer and questions requiring the whole class to answer are relatively rarely used.</p> <p>All students have the opportunity to speak.</p> <p>Well targeted questions are used to build students' confidence.</p> <p>When an answer is incorrect the teacher finds ways of helping the student towards the correct answer.</p> <p>Students are willing to risk giving a wrong answer.</p> <p>Students feel able to ask questions for clarification, and are answered respectfully</p> <p>Questions invite students to recall information, solve problems, express opinions and speculate</p> <p>Class discussions engage the interest and participation of the whole class</p> <p>Teacher's questions check understanding by requiring students to think (rather than simply repeat or confirm understanding)</p>

<p>Classroom environment and management</p>	<p>Establish a purposeful, positive, safe and inclusive physical and social learning environment for all, where students are able to participate fully.</p>	<p>Arranging furniture and equipment in a way which supports students' safety, comfort and learning.</p> <p>Sometimes rearranging furniture according to teaching and learning needs. (e.g. for pair work, group work, discussions, role play)</p> <p>Displaying learning resources and students work to encourage self-esteem, learning and creativity</p>	<p>Classroom layout is designed to meet the needs of learners. Especially with pre-primary and younger primary classrooms, the teacher does not need always to be the focus.</p> <p>all students are able to work without discomfort</p> <p>all students have enough space to write</p> <p>all students are able to see and hear the teacher clearly</p> <p>there is space for the teacher to support students as they work individually</p> <p>children's work, including their own writing and drawing is always on display</p> <p>all children have their work displayed at some time</p> <p>appropriate and clearly visible/legible visual materials (e.g. written texts, pictures, maps, key vocabulary, alphabet charts) are on display</p>
	<p>Use practical, positive and inclusive approaches to classroom management that are responsive to the needs of students and the school requirements</p>	<p>Setting up activities that are engaging and appropriately challenging</p> <p>Setting tasks which are interesting, achievable and challenging</p> <p>Using time efficiently, so that students are always engaged in learning</p> <p>Using a variety of teaching approaches</p> <p>Supporting students to complete tasks successfully</p> <p>Using a range of resources to support learning by classes, individuals and groups</p>	<p>students are engaged with learning, on tasks which they find interesting and appropriately challenging</p> <p>students are engaged in learning activities almost all of the time</p> <p>students are organized to work as individuals, groups and as a whole class, as appropriate</p> <p>pre-primary and younger primary children have opportunities for free play and exploration</p> <p>students successfully complete assignments set</p> <p>Teacher supports students working individually, asking questions which help them learn and succeed, but also giving them space and time to think things out for themselves.</p> <p>teacher uses textbooks, the blackboard, pictures, and other resources to explain effectively</p>

			children learn through the use of individual and group resources (e.g. games, worksheets, workbooks, reading books)
	Demonstrate a range of strategies to build positive and respectful relationships with students	<p>Developing a positive approach to students' behaviour, modelling positive behaviour</p> <p>Establishing friendly, trusting, professional relationships with students</p> <p>Using praise and encouragement purposefully</p>	<p>teacher has high expectations of students' work and behaviour</p> <p>Students are frequently praised for good work and behaviour.</p> <p>praise given is always deserved (e.g. for one aspect of a piece of work, for difficulties overcome)</p> <p>students are rarely reproached or disciplined</p> <p>teacher always speaks respectfully to students</p> <p>teachers' behaviour is a good example to students (e.g. handwriting, punctuality, keeping her/his word)</p> <p>students are greeted and dismissed in a respectful way</p> <p>students are encouraged to see the positive aspects of other students' work (e.g. contributions to discussion, work on display)</p> <p>some behaviours are explicitly modelled in context e.g. sharing, turn-taking</p>
Using Resources	Select, use appropriate and available teaching aids to create a learning environment which is both effective and inclusive	<p>Using materials and equipment, which may include:</p> <ul style="list-style-type: none"> • Text books • Posters, maps and other visual materials • Reading texts of all kinds • Materials for games • Counting and other mathematical apparatus <p>In planned way to support the learning of all students: Resources specified for pre-primary classrooms (e.g. sets of toys, sets of blocks, number blocks, alphabet blocks) and the specified supplementary materials</p>	<p>Various examples of the use of materials and equipment to support learning and understanding.</p> <p>Students' learning and understanding are enhanced by the use of appropriate materials and equipment</p> <p>Resources are included in lesson plans and used as planned.</p> <p>Students use resources confidently and with understanding.</p> <p>Planning allows for regular use of all core resources</p>
	Develop, construct and deploy new teaching resources using available materials	<p>Creating simple resources from available materials, which may include:</p> <ul style="list-style-type: none"> • Locally found materials organized into counting apparatus 	<p>Resources have been created to meet a particular teaching or learning need.</p> <p>Resources are appropriate to their purpose.</p>

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		<ul style="list-style-type: none"> • Pictures either drawn by the student or taken from published sources and represented • Reading texts <p>Using these resources in a planned way to support the learning of all students</p>	<p>Students' learning and understanding are enhanced by the use of appropriate materials and equipment</p> <p>Resources are included in lesson plans and used as planned. Students use the resources confidently and with understanding.</p> <p>Younger students always have access to concrete materials where they are needed to help their thinking (e.g. counting apparatus in maths)</p>
	Make full and appropriate use of available technology, including ICT, to support learning.	<p>Identifying the available technology</p> <p>Using this equipment in a planned way to support the learning of all students, including those in pre-primary classes</p>	<p>The teacher is aware of available technology, knows how to use it and how it can be used to support learning.</p> <p>Equipment is included in lesson plans and used as planned.</p> <p>Equipment is used to enable students to be creative (e.g. an audio recorder may be used by students to make recordings, a computer may be used to write stories, solve problems and make presentations)</p> <p>Students use the equipment confidently and with understanding.</p> <p>Teaching and learning remain the focus of any work involving technology.</p>
Assessment	Plan and use a variety of appropriate assessment strategies	<p>Identifying in lesson and activity plans effective techniques to assess children's learning of the planned outcomes.</p> <p>Using a variety of formative and summative assessment techniques over a period of time</p> <p>Using information gained during a lesson to teach individual students according to their needs</p>	<p>every lesson plan includes appropriate assessment strategies relating to the stated learning outcomes</p> <p>lesson plans for a placement include a variety of formative and summative assessment techniques</p> <p>teacher explains things effectively in different ways to different students</p>
	Give timely oral and written feedback and feed-forward to students.	<p>Attending to the learning of individual students giving appropriate support, not only correcting errors and helping fill gaps in knowledge, but also reinforcing newly acquired knowledge and skills</p> <p>Planning for and take opportunities to use both formal and informal techniques to ascertain understanding</p>	<p>Teacher observes and discusses learning with students and makes positive and constructive interventions.</p> <p>Teacher uses questions with the whole class, groups and individuals to assess learning and inform teaching.</p>

		<p>Using purposeful questioning at various stages of a lesson</p> <p>Using questions which require thought rather than repetition</p> <p>Showing understanding of the role in learning of dispositions, attitude and motivation.</p> <p>Following feedback with confirmatory assessment</p> <p>Reading students' behaviour to confirm understanding</p> <p>Making and commenting on students' written work in a positive, selective and focused way</p> <p>Use written and oral feedback to provoke further thought.</p> <p>Taking steps to ensure the learning of groups and individuals where earlier teaching has not been successful</p> <p>Knowing when to offer help and when to wait</p> <p>Not allowing assessment to interfere with learning</p>	<p>Teacher gives feedback and challenges which are sensitive to the feelings of the student and motivate him/her to further learning.</p> <p>Teacher returns to students previously supported to ensure learning is established.</p> <p>Teacher looks for evidence of real understanding and learning in what students do and say.</p> <p>Teachers' marking focuses on a small number of teaching points (e.g. a particular spelling pattern)</p> <p>Teacher asks oral questions which challenge students to think beyond the simple facts of a lesson.</p> <p>Teacher comments on written work stimulate students to think further.</p> <p>Students are given special activities to ensure learning of skills and knowledge which have proven difficult for them.</p> <p>Assessment is effective but unobtrusive</p>
	<p>Gather, analyse and use assessment, and student evaluation information, to inform planning and improve learning.</p>	<p>Planning and executing summative assessments at appropriate times</p> <p>Planning assessment activities which enable students to show creativity and thinking as well as factual recall.</p> <p>Keeping records which highlight the achievements and needs of the whole class and of individuals keeping ongoing records of each student's progress towards learning outcomes</p>	<p>summative assessments are planned for all sequences of lessons</p> <p>summative assessments take a variety of forms (e.g. free writing, class discussion, observation- not just written tests and exercises)</p> <p>teachers maintain clear and permanent records of student's attainments</p> <p>plans for teaching sequences show evidence that assessment findings are taken into account.</p> <p>levels.</p>

3. Domain - Professional values and relationships

Area of Learning	Standard: A Graduating Teacher is able to:	Competency by	Graduating Teacher Indicators
Commitment to equity	Demonstrate and discuss practice that shows a commitment to equity, justice and inclusion and each student's right to develop their full potential	<p>Understanding that all children are keen and active learners with a great deal of knowledge and skill</p> <p>Giving appropriate and equitable regard to the needs of all students, irrespective of gender, religion, ethnicity, language, caste, disability or socio-economic status</p> <p>Knowing the personal circumstances of all students and building a professional and positive relationship with each one.</p> <p>Celebrating cultural, religious and linguistic differences, always conveying the perspective that such differences are positive features.</p>	<p>Teacher interacts positively with all students and has appropriately high expectations</p> <p>Teacher is able to discuss the personal circumstances of each student and use that knowledge in relating to them as learners.</p> <p>Teacher gives appropriate attention to all students.</p> <p>Students from all social, cultural, gender, religious, ethnic, linguistic, economic and all other kinds of group enjoy appropriate success socially and in their learning.</p> <p>Items relating to the background of all students are visible in the classroom.</p>
Reflective practice and professional development	Show a commitment to critical reflective practice and continuing professional development throughout their teaching career.	<p>Understanding the need for continuing training to update and develop skills</p> <p>Actively reflecting on their teaching with a view to improving their own practice and their students' achievement.</p> <p>Accept constructive feedback given by colleagues and other professionals, using it to improve and refine their practice</p>	<p>Teachers are aware of the training and development opportunities available to them.</p> <p>Evidence of reflection is found in journals or other records, and in the continuing development of lesson plans.</p> <p>Teacher acts on constructive feedback received</p>
Working with the community	Demonstrate the knowledge and dispositions to work effectively with parents, guardians, and communities.	<p>Building positive and professional relationships with all members of the school and the community it serves, treating all equally.</p> <p>Using knowledge of family and community life in planning lessons and resources</p>	<p>Teacher expresses positive attitude toward children and parents.</p> <p>Teachers' behaviour is consistent with acting as a role model within the community</p> <p>Teacher build a relationship with students' families from the time they enter the pre-primary class.</p>

			<p>Teacher communicates with parents, writing letters where appropriate</p> <p>Teacher visits homes of absent children, where appropriate.</p> <p>Lesson planning reflects knowledge of the community</p>
Co-operation with colleagues	Work with colleagues as a team member.	<p>Supporting colleagues in their practice, for example by:</p> <ul style="list-style-type: none"> • sharing resources • sharing ideas for effective practice • helping them reflect on their teaching 	<p>Teacher enjoys good professional relations with colleagues.</p> <p>Discussions and sharing with colleagues help both parties improve their practice.</p>

ANNEXURE-2:

PROFESSIONAL STANDARDS FOR HEAD TEACHERS

Area	Standard: A Head Teacher (HT)	Indicator (s)
Academic Leadership	<p>Promotes the success of all students by advocating, nurturing and sustaining school culture and instructional Programmes conducive to student learning and staff professional growth.</p> <p>Utilizes adult pedagogy and learning theory to bring about change in teaching staff.</p> <p>Meets the criteria for Advanced (master) teacher on the range of competencies listed for regular and advanced teachers.</p>	<p>Has knowledge and understanding of student growth and development, learning theories, the national curriculum, the implementation and evaluation of the curriculum at the local level, assessment and measurement.</p> <p>Conducts formal and informal needs assessment with teachers, leading to CPD at the school, Sub-Cluster and URC.</p> <p>Is capable of mentoring teachers, assisting them with the design of lessons, and provides positive leadership to reform classroom practice.</p>
Professional Leadership	<p>demonstrates a thorough understanding of current approaches e.g. reflective approaches, activity-based learning, etc to effective teaching and learning across the curriculum</p> <p>Provides professional direction to the work of others by encouraging vision and innovation in classroom practice and school organisation</p> <p>Analyses and makes effective, external audits, Grade 5 primary completion examination results, and outcomes of student learning</p> <p>Understands, and applies where appropriate, current practices for effective management from both within and beyond education</p> <p>Provides leadership to the SMC and PTA</p> <p>reflects on own performance appraisal and demonstrates a commitment to own on-going learning in order to improve performance</p>	<p>Takes a leadership role in the school and Sub-Cluster by attending and leading faculty meetings and subject-based workshops</p> <p>Through regular visits to the classroom, observes, assists and encourages teachers to make positive changes in their teaching behaviour</p> <p>Continuously reviews the level of student achievement, seeking methods to improve it.</p> <p>Seeks to become an effective manager by learning from public or private businesses, farms, stores and other enterprises in the Upazila.</p> <p>Leads the parents and the community members in providing leadership for improving the school facilities, curriculum, students' learning, teachers' performance and other components.</p> <p>Regularly participates or leads Sub-Cluster/URC training for teachers, HTs and others to improve own performance and that of other educators</p>
Strategic Management	<p>Understands the implications of Bangladesh's cultural, social and economic context and ensures that these changes are reflected in the school's strategic planning</p>	<p>Shows evidence of understanding the local and national cultural and economic contexts when jointly developing the School Plan with the SMC</p>

Md. Anwarul Haque
 Assistant Director
 Ministry of Primary and Mass Education
 Government of Bangladesh

Area	Standard: A Head Teacher (HT)	Indicator (s)
	<p>Actively works towards the development of a shared vision for the future of the school, which identifies priorities and targets for all stakeholder</p> <p>Addressing barriers to learning</p> <p>Fostering high achievement of students</p> <p>Focusing the school on continued improvement</p>	<p>Takes concrete steps to involve parents and community members in as many different aspects of the school planning and management as is appropriate</p> <p>Provides leadership in assisting all stakeholders in a shared vision of improving all aspects of the local school</p> <p>Through high expectations, improved teaching, parental involvement and other means seeks to improve student achievement each year when compared to previous years.</p> <p>As local control grows, seeks to employ the best qualified teachers.</p>
Staff Management	<p>Establishes procedures and practices to maintain and improve staff effectiveness through supervision, performance management, provision of professional development and encouragement of self-development</p> <p>Motivates and supports staff to improve the quality of teaching and learning</p> <p>Manages own time and that of staff to maximize the goals of the school, particularly student learning</p> <p>works with staff to minimize conflict, whether with students, teachers or parents</p>	<p>Regularly observes classroom teachers and assists them in improving instruction.</p> <p>Serves as a mentor to trainees from PTIs and new teachers.</p> <p>Takes advantage of CPD for him/herself, and encourages teachers through school and Sub-Cluster-based CPD and URC workshops.</p> <p>Conducts needs assessments among teachers and seeks assistance from master teachers and workshop trainers in the Sub-Cluster and URC.</p> <p>School day, week and year function smoothly as to starting and closing times, transitions between a.m. and p.m. classes, school holidays and examinations.</p> <p>Seeks continued improvement of student learning through staff CPD on academic issues.</p> <p>Students and staff feel valued and important.</p>
Relationship Management	<p>fosters relationships between the school and its community demonstrates an understanding of, and is responsive to, the diverse concerns and needs of students, parents, staff, board, community, government and non-government agencies</p>	<p>Provides leadership for the SMC in seeking community support for school facilities and programmes</p> <p>Accepts responsibility for all aspects of the school programmes.</p>

Area	Standard: A Head Teacher (HT)	Indicator (s)
	<p>communicates effectively both orally and in writing to a range of audiences manages conflict effectively and actively works to achieve solutions represents the school and acts to achieve its objectives</p>	<p>Assures that PTA meets regularly, seeks parental involvement in assisting their children in learning, and develops business and other local support for the school</p> <p>Communicates through meetings, newsletters and other means the activities, goals and vision of the school.</p> <p>Represents the school at the Upazila level and seeks support for facilities, instructional materials, and other things to improve teaching and learning.</p>
Financial Management	<p>Effectively and efficiently uses available financial resources and assets to support improved student learning outcomes</p> <p>Operates an effective budget planning system and works within available resources</p> <p>Works effectively and efficiently with the SMC, PTA, UEO, AUEOs and other stakeholders in controlling, monitoring and reporting on the use of finances and assets</p>	<p>Maintains required financial records and a transparent system of accounting, open to all stakeholders</p> <p>Works within the budgetary constraints of the school.</p> <p>Seeks additional funding from local, Upazila and national government, in addition to seeking funds from parents, local businesses and other sources.</p> <p>Involves all stakeholders in setting financial priorities for the school.</p>
Statutory and Reporting Requirements	<p>Complies with all relevant statutes and regulations, and with monitoring and reporting requirements</p> <p>Shares with parents and students all government instructions/rules related to school</p> <p>Provides information and reports whenever asked by higher authority</p>	<p>Maintains all required records including student and teacher attendance and other information in an easy to access and available manner.</p> <p>Operational procedures are designed and managed to maximize opportunities for successful learning.</p>
Facilities Management	<p>Ensures the management of the school to provide a safe, effective learning environment</p>	<p>Assures the best use of the school facilities, primarily for student learning, but also for appropriate community use.</p> <p>Maintains the school facility in the cleanest, best and safest possible condition.</p> <p>Seeks governmental, private and non-governmental support to lead to improvement of the facilities.</p>

ANNEXURE-3:

PROFESSIONAL STANDARDS FOR TEACHER TRAINERS AND TRAINING SUPERVISOR

(NAPE, PTI, URC Official, AUEO and other Trainers)

Area	Standard: an Instructor	Indicator:
Training Design	Exhibits knowledge of effective training design	<p>Develops measurable objectives and aligned activities directly linked to programme and participant needs for NAPE, PTI, URC official, AUEO and other trainers</p> <p>Incorporates a variety of training methods and materials appropriate to the content.</p> <p>Adjusts scope of content to delivery time to design a realistic learning agenda.</p> <p>Integrates and models experiential learning or cooperative activities that can be replicated by the participant as relevant.</p> <p>Understands conceptual frameworks for learning styles and applies this knowledge in the design of the training.</p> <p>Determines programme and participant needs prior to training and develops appropriate training objectives and solutions.</p> <p>Demonstrates key content knowledge and designs curriculum to address learning objectives and participant context.</p> <p>Understands the stages of mastery of new knowledge or skills.</p>
Learning Environment	<p>Creates a physical environment which:</p> <p>Creates an intellectual environment which:</p> <p>Creates an emotional environment which:</p>	<p>Includes necessary instructional materials, IT, and reading materials.</p> <p>Includes organisation of training classrooms Displays trainees works</p> <p>Provides ample opportunities for dialogue, exploration, reflection and problem solving. Little didactic instruction.</p> <p>Respects and incorporates the participants' experience and ideas.</p> <p>Approaches learning as a process versus product, particularly in light of working in a Primary School during the training.</p>

Area	Standard: an Instructor	Indicator:
		<p>Recognizes and employs strategies that accommodate different intellectual, abilities, capacities, and experiences.</p> <p>Cultivates mutual respect and builds rapport among the trainer and participants.</p> <p>Is safe for sharing ideas, participating and resolving conflict. Encourages differing opinions.</p> <p>Uses activities to establish a positive group climate and promote engagement and teamwork.</p> <p>Is sensitive to and accommodates physical, cultural, experiential and other types of differences.</p>
Planning Prior to the Course	<p>Review Learning Objectives and Match Them to Learner and Organizational Needs</p> <p>Create an Environment Conducive to Learning</p>	<p>Research additional content information to address potential points of confusion or resistance.</p> <p>Assess learner's current skill level and compare results with workshop pre-requisites.</p> <p>Understands various elements of primary curriculum/DPED curriculum and plans for effective implementation</p> <p>Assess organizational needs of Bangladeshi primary schools for additional learning outcomes.</p> <p>Analyze results of needs assessment of the learner in relation to learning objectives.</p> <p>Modify learning materials to meet specific needs of the learners.</p> <p>Confirm timings and logistics for workshop (for example: scheduled breaks, meal arrangements, labs, and activities outside of classroom at NAPE, URC or schools).</p> <p>Ensure that learning-related materials and school settings are properly set-up.</p>
Professionalism and Ethics	<p>Adheres to professional practices</p> <p>Demonstrates a responsibility to others</p> <p>Demonstrates a responsibility to the profession</p>	<p>Organizes, fully prepares and presents professional materials.</p> <p>Maintains poise and professionalism under the pressures of training.</p> <p>Fairly and accurately represents credentials, qualifications, experience and abilities.</p> <p>Maintains appropriate demeanour and attire.</p> <p>Demonstrates respect and consideration for participants.</p> <p>Maintains confidentiality of participant self-disclosure.</p> <p>Maintains ethical practices, such as appropriate follow up with teachers and avoidance of conflicts of interest.</p>

Ms. Anwarul Hossain Jannat
Assistant Chief
Ministry of Primary and Mass Education
Ministry of Education, Government of Bangladesh

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Area	Standard: an Instructor	Indicator:
		<p>Establishes and maintains professional credibility including updating and improving knowledge and skills.</p> <p>Expands knowledge of children by staying current with the knowledge related to schooling and demonstrates this knowledge within the school programme.</p> <p>Incorporates current information about laws, DPE and MoPME mandates and field practice changes into training.</p>
Equity and Diversity	Ensures equity and diversity are considered in training sessions.	<p>Models an approach to cross-cultural encounters characterized by an open mind, a willingness to learn from each other, mutual respect, objectivity and rational critique.</p> <p>Create a training environment that values and encourages the expression of cross-cultural content and constructive dialogue about it.</p> <p>Understands, articulates and promotes open discussion of diversity and inclusion in the training environment, particularly on issues of gender, social class and special needs.</p> <p>Can constructively deal with expressions of prejudice and discrimination during the training.</p> <p>Facilitates and stimulates discussion of emotionally-charged topics and issues during the training, and monitors and manages the emotional level of the group to maintain a safe, objective and comfortable training environment.</p>
Methods and Media Instruction Delivery	<p>Select and Implement Delivery Methods</p> <p>Use Instructional Media</p>	<p>Use delivery methods as intended by the workshop designers.</p> <p>Adapt delivery methods to meet a variety of learning styles.</p> <p>Engage learners through multiple delivery techniques as appropriate to the material, the learners, and the situation.</p> <p>Organize and introduce content in a variety of ways (for example: compare and contrast, steps in a process, advantages and disadvantages).</p> <p>Identify and implement learning activities that are relevant to the course or workshop objectives.</p> <p>Monitor learner comfort level during the use of participatory activities.</p> <p>Stimulate interest and enhance learner understanding through appropriate anecdotes, stories, analogies and humor.</p> <p>Use activities that allow learners to review and apply content at appropriate intervals.</p>

Area	Standard: an Instructor	Indicator:
		<p>Use a variety of media to support learning objectives and meet learner needs.</p> <p>Enhance, substitute or create media as appropriate.</p>
Facilitation Skills	Exhibits effective facilitation skills including feedback/feed forward	<p>Stimulates and sustains learner motivation and engagement by adapting activities or inserting breaks or energizers as needed.</p> <p>Facilitates (Scaffolds) experiential activities, adapting processes as needed to promote participation through active learning techniques.</p> <p>Continually assesses and manages group dynamics to ensure group issues, energy or concerns are addressed.</p> <p>Utilizes strategies such as effective questioning and active listening to engage participants in constructive dialogue.</p> <p>Facilitates activities or processes effectively, including pace and organisation.</p> <p>Demonstrates a range of effective grouping strategies to support both individual engagement and group participation.</p> <p>Creates an environment in which feedback is given and received freely.</p> <p>Uses reflective listening and clarification to encourage group involvement and determine the level of understanding and agreement.</p> <p>Effectively documents the participant input by accurately recording comments and ideas, using various techniques such as flip charts and recorders in small groups.</p>
Instructor Credibility and Communications	<p>Demonstrate Professional Conduct and Content Expertise</p> <p>Use Communication and Presentation Skills to Facilitate Learning</p>	<p>Maintain consistent behaviour with all learners.</p> <p>Demonstrate confidence with and mastery of subject matter.</p> <p>Provide and elicit from learner's practical examples of how knowledge and skills will transfer to their workplaces.</p> <p>Handle relevant learner inquiries on topics for which the instructor has limited expertise.</p> <p>Maintain positive atmosphere and avoid criticizing other members of the training team or the training materials.</p> <p>Pronounce words correctly and use suitable grammar and syntax.</p>

Area	Standard: an Instructor	Indicator:
		<p>Explain and clarify content points through inflection, emphasis and pauses.</p> <p>Ensure verbal and non-verbal communication is free of bias (for example: sexual, racial, religious, cultural, and age).</p> <p>Use course or workshop overview, advanced organizers and session summaries at appropriate times to orientate learners and link key learning points.</p>
Group Facilitation	<p>Establish and Maintain a Learner-Centred Environment</p> <p>Use a Variety of Question Types and Techniques</p> <p>Address Learner Needs for Additional Explanation and Encouragement</p>	<p>Open a training session in a positive way.</p> <p>Communicate the course or workshop plan to the learners.</p> <p>Communicate learner performance objectives as indicated by course or workshop design.</p> <p>Obtain input from the learners about their personal objectives and expectations.</p> <p>Reconcile any discrepancies between learning objectives and learner expectations.</p> <p>Establish a learning environment free of bias favouritism, and criticism that optimizes the productive participation of all the learners.</p> <p>Manage course flow and pace activities based on learner needs while ensuring that all learning objectives are met.</p> <p>Facilitate group dynamics in a positive way, including encouraging interactions that are respectful to the rights of individual learners to work with and learn from each other to attain the learning objectives while building individual learner confidence.</p> <p>Handle learner disruptions as discreetly as possible.</p> <p>Use active listening techniques to acknowledge and understand learner contributions.</p> <p>Use a variety of types and levels of questions to challenge learners, involve them and monitor their progress.</p> <p>Use questions that lead learners from recall to application of content. Direct questions appropriately and create opportunities for learners to contribute to the discussion.</p>

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Area	Standard: an Instructor	Indicator:
		<p>Interpret and confirm learners' verbal and non-verbal communication to identify those who need clarification and feedback.</p> <p>Determine how and when to respond to learners' needs for clarification and/or feedback.</p> <p>Provide feedback that is specific to learners' needs.</p>
Delivery Methods	Utilizes effective delivery methods	<p>Integrates time to practice, reflect, share, provide feedback and discuss application and transfer.</p> <p>Balances interaction with information or content.</p> <p>Utilizes diverse training models to address various learning styles and preferences, such as small group work, role-plays, hands-on activities, simulated debates, case studies, lectures and PowerPoint presentations.</p> <p>Adapts training to participants' knowledge and expectations, particularly as it relates to pre-service and CPD participants.</p> <p>Models effective strategies for working with children, staff, parents, administrators, community members and other stakeholders.</p> <p>Facilitates experiential activities to promote participation through active learning techniques.</p> <p>Demonstrates proficiency in knowledge and use of technology and media.</p>
Presentation Skills	Demonstrates effective presentation skills	<p>Provides clear directions and checks for comprehension.</p> <p>Relates effectively with individuals and groups.</p> <p>Utilizes strategies to keep the group focused, on task and within established time frames, while remaining responsive to group needs and concerns.</p> <p>Repeats comments or questions to insure all participants hear and understand, when appropriate.</p> <p>Maintains attention with presence, including physical expression, eye contact and vocal variety.</p> <p>Maintains poise and self-control in all situations, and models appropriate behaviour.</p> <p>Speaks clearly and varies volume and tone.</p>
Transfer of Training	Promotes transfer of knowledge and skills to participants	Helps participants translate training knowledge and skills to their school or classroom context.

Area	Standard: an Instructor	Indicator:
		<p>Works with participants to effectively identify, discuss and problem-solve regarding barriers to transfer e.g. HTs, AUEOs, SMCs, Parents etc.</p> <p>Identifies resources and strategies to help with transfer after the training: e.g. school and community resources.</p> <p>Understands the role of the UEO, AUEO, or HT supervisor in supporting transfer.</p> <p>Identifies what is needed to solicit institutional or organisational support for training transfer.</p> <p>Identifies what is needed to cultivate or structure collegial support for training transfer, particularly in the school or Sub-Cluster</p>
Evaluate the Training Event	<p>Evaluate Learner Performance</p> <p>Evaluate Trainer Performance and Delivery of Course</p>	<p>Monitor learner progress during training.</p> <p>Develop, select, and administer appropriate assessments that are in compliance with recognized and accepted measurement principles.</p> <p>Gather objective and subjective information that demonstrates learner knowledge acquisition and skill transfer.</p> <p>Compare learner achievements with learning objectives.</p> <p>Suggest additional training or resources to reinforce learning objectives.</p> <p>Evaluate the success of the course design, including modifications made during delivery.</p> <p>Critique one's own preparation for and delivery of a training event.</p> <p>Evaluate the effectiveness of the training to meet the learning objectives.</p> <p>Prepare a report documenting end-of-course information.</p> <p>Report recommended revisions and changes to existing materials and suggestions for new programmes and activities as appropriate.</p>

Md. Alauddin Emran, Joint
 Assistant Commissioner
 Ministry of Primary and Mass Education
 Government of Bangladesh

ANNEXURE-4:

PROFESSIONAL STANDARDS FOR EDUCATION SUPERVISORS/ EDUCATORS (AUEO, UEO, URCI, AURCI, DPEO, ADPEO, DIVISIONAL DEPUTY DIRECTOR, DPE / MoPME Official)

Area	Standard: An Education Supervisor	Indicator:
Work Ethic	Is productive, diligent, conscientious, timely and loyal.	Conscientiously abides by the rules, regulations and procedures of the DPE, MoPME, and the Government of Bangladesh.
Interpersonal Skills	Shows understanding, courtesy, tact, empathy and concern to develop and maintain relationships.	<p>Demonstrates sensitivity and understanding for educators in all settings.</p> <p>Identifies and seeks to solve problems and prevent or resolve conflict situations between all school stakeholders.</p> <p>Encourages others through positive reinforcement.</p> <p>Expresses facts and ideas both verbally and in writing in a clear, convincing and organized manner, helping those supervised, translate vision into action in their school or classroom</p> <p>Models appropriate behaviour.</p> <p>Recognizes and develops potential in others; mentors HTs, teachers and URC instructors and assistant instructors.</p>
Accountability	Accepts responsibility for actions and results.	<p>Despite heavy education officer responsibilities, is productive and carries fair share of the workload.</p> <p>Focuses on quality and expends the necessary time and effort to achieve goals.</p> <p>Demonstrates loyalty to the job and the DPE and is a good steward of GOB assets.</p> <p>Steadfastly persists in overcoming obstacles and pushes self for results.</p> <p>Maintains necessary attention to detail to achieve high level performance.</p> <p>Deals effectively with pressure and recovers quickly from setbacks.</p> <p>Takes ownership of tasks, performance standards and mistakes.</p>

Area	Standard: An Education Supervisor	Indicator:
		Has knowledge of how to perform one's job, and seeks training or assistance when necessary Knows the school's mission and functions.
Integrity	Exhibits behaviours showing a strong internal personal commitment to fundamental principles of honesty and fairness dealing in all activities related to job performance of HTs, teachers and others whom they supervise	Models and demonstrates high standards of integrity, trust, openness and respect for others in working with all educators Demonstrates integrity by honouring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.
Self-Management Skills	Effectively manages emotions and impulses and maintains positive attitude despite the heavy workload of education supervisors.	Encourages and facilitates cooperation, pride, trust, and group identity. Fosters commitment and team spirit with the schools and Sub-Cluster Works effectively and cooperatively with others to achieve goals, particularly within the Sub-Cluster Treats all people with respect, courtesy, and consideration, regardless of status as HT, teacher or other educator Communicates effectively orally and in writing reports
Service Orientation	Demonstrates a commitment to quality public service through statements and actions in his or her role as an education supervisor.	Seeks to understand and meets and/or exceeds the needs and expectations of HTs, teachers, URC instructors and assistant instructors. Treats HTs, teachers, URC instructors and assistant instructors with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service to all school Develops positive relationships with all educational stakeholders.
Self-Development	Adapts behaviour or work methods in response to new information, changing conditions, or unexpected obstacles.	Seeks efficient learning techniques to acquire and apply new knowledge and skills to role as educational supervisor. Uses NAPE, URC or university training, feedback, or other opportunities for self-learning and development.

Area	Standard: An Education Supervisor	Indicator:
		Develops and enhances skills to adapt to changing organisational needs, in light of reform efforts in primary schools. Remains open to change and new information and ideas.
Communication Skills	Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.	Receives other cues such as body language in ways that are appropriate to listeners and situations. Takes into account the audience and nature of the information. Listens to others, attends to nonverbal cues, and responds appropriately. May make oral presentations to teachers, SMCs, PTAs. Communicates ideas, suggestions and concerns as well as outcomes and progress throughout the process of an activity. Provides thorough and accurate information to all educational stakeholders.
Working Through Others	Supports, motivates, and is an advocate for all educational staff in the area of responsibility.	Reinforces and rewards team efforts in schools and Sub-Cluster and positive behaviours by all educators Is fair, yet firm with others. Monitors workloads to see that they are balanced and provides feedback to educators on how to improve their work.
Results Oriented	Plans effectively to achieve or exceed goals, sets and meets deadlines.	Sets own goals and assists HTs, teachers, URCs, SMCs, Sub-Cluster and others to do so.
Oriented to the Big Picture	Exercises good judgment, makes sound, well-informed decisions.	Understands and appropriately applies procedures, requirements, and regulations related to schools, HTs, teachers, URC instructors and assistant instructors.
Emotional Maturity	Conducts oneself in a professional, consistent manner when representing the DPE and MoPME.	Has the ability to work through adversity and hold self and others accountable for work actions.

ANNEXURE-5:

PROFESSIONAL STANDARDS IMPLEMENTATION GUIDELINES IN PEDP4

Introduction

The concept of Professional Standard of Teachers (PSTs) expresses the whole extend of identity of pedagogical and professional knowledge and skills of a teacher (qualification, certification and licensing or accreditation and performance assessment). The National PSTs and its indicators are used by a nation in designing their teacher preparation programs and preparing their teacher candidates. Teacher Standards is a set of objectives which describe the qualities of a 'whole-teacher'. Teacher becomes competent through teacher education and training courses and practical class-room teaching practices. At present, many countries have a crystallized set of teacher's standards that indicates what a teacher needs to know and what he or she needs to do to perform his/her responsibilities perfectly. Hence, Teacher Professional Standards (PSTs) has to be defined by a set of descriptors / indicators in a particular context that will describe and determine the level of performance and status of all 'Qualified Teachers', and which would also be aligned with incentives for teachers based on their performance.

Consequently, PSTs would be used to prepare, recruit, deploy and develop new teachers in primary education, orient teacher educators and evaluate teacher's performance through academic supervision, monitoring and mentoring.

Detail frameworks with implementation guidelines of PSTs and incentives indicators are to be prepared for teacher- candidates, education managers, and faculty members of professional organizations, supervisors and all relevant practitioners of Bangladesh.

Government Strategies, Goals, Plans and Policies

The Government's current education vision is articulated in the National Education Policy (NEP) 2010, which serves as the primary policy document providing strategic guidance for development and strengthening of education in Bangladesh. The NEP proposes an extension of free and compulsory education to an eight years cycle by 2018. This obligation is further reflected in the recently approved Seventh Five-Year Plan (7th FYP) which would be implemented during 2016-2020. Both the NEP and 7th FYP indicate more strategic and coherent approach to improving quality education in future primary education programs of the country. Quality education mostly depends on quality teachers, which would find expression in PSTs concepts in teacher's development programs through multi-dimensional practices as planned in Post-PEDP3 interventions.

Description and analysis of what is being done of PSTs & Performance Incentives under PEDP3

It may be stated that there was neither a defined PSTs nor systematic teacher's Performance Incentives linked with professional development in the primary education in Bangladesh since its liberation. The concept of PSTs & Performance Incentives was first conceived in DFID assisted ESTEEM Project (1998-2004) in Bangladesh but with a limited approach. Eventually the concept and processes of PSTs were followed in PEDP2 (2003-2011) and PEDP3 (2011-2017) but only theoretically. In a study on "National Teacher Education Development (TED) Plan & Strategy, DPE, 2011" undertaken during PEDP3, PST was recommended for all primary school teachers as well as all supervisors and trainers. But in absence of supportive policy

and relevant initiatives, the recommendations were only partially addressed. Teacher Standards, competencies and incentive- concepts were incorporated in the design of DPED and CPD programs but in the program- implementation strategy particularly in CPD the concept and processes required for implementation of PSTs were not incorporated. In DPED programme all the students are required to attain 29 standards and accompanying competencies while practicing pedagogical content knowledge (PCK). However, the practice of assessment of the students through PSTs under the DPED has created a good opportunity and context for introduction of PSTs for regular teachers working in the system.

In PEDP3, the concept of PSTs and Performance Incentives was reviewed and incorporated with Initial Teacher Education/DPED and In-service Continuous Professional Development (CPD) trainings of Teachers. It was agreed that all graduates of the DPED, must meet the Regular Teacher's Standards, Competencies and Indicators, prior to being officially appointed to a full-time teaching position. The Head Teachers will serve as a manager, administrator, mentor, academic supervisor, and evaluator of their teachers based on the new Standards, Competencies and Indicators for teachers.

It was planned to develop Head Teacher has to work as an academic leader. The HTs would do plan for Need-based Sub-cluster training, and facilitate the new Lesson-Study approach to assist teachers in moving towards becoming reflective, constructive in their profession. He or she was to carry out academic supervision in his/her school and provide feedback to teachers and evaluate filled up observation form developed based on teachers' standards and competencies. Head Teacher would assess and evaluate self-reflection forms of assistant teachers, observation forms used by UEOs, AUEOs and URC Instructors in fort-nightly meeting as a school level academic leader.

More two sets of Professional Standards were developed matching with PSTs for Trainers, Supervisors, PTI Instructors, URC Instructors, AUEOs and NAPE faculty members. Based on those standards a coordinated teacher's development and teachers training program was conceived. The goal of this plan was to create a new stream in the process of teacher's development activities and on completion of the DPED successfully and achieving the Regular Teacher Standards and Competencies, the new teacher will be officially appointed to a teaching position and CPD will be started for their life-long development.

The possibility of introducing a ladder in the career of the teacher to move towards Advanced Teacher Status, based on evidence fulfilling relevant conditions (qualifications, experience, etc.), was discussed in different forums. The teachers could then gradually move on to the position of Assistant Head Teacher; Head Teacher; Assistant Upazila Education Office or Assistant URC Instructor; Upazila Education Officer, PTI Instructor or URC Instructor; DPEO or PTI Superintendent; Deputy Director (Division); Director in different DPE Divisions and finally DG of the Directorate of Primary Education. In this manner, the concept of career path of the teachers would be materialized. A policy stating that all primary supervisors and trainers (AUEOs, PTI and URC) would not only meet their special competencies, but they also meet all teacher competencies at the regular teacher level, and preferably at the "advanced" teacher level should be in place. Being assessed by their standards and performance indicators they will be given promotions, awards and incentives. Teacher standards and competencies were planned to be linked with pre-service DPED and all in-service CPD activities to identify training need, for designing training activities, developing monitoring and mentoring tools, maintaining the level of learning standards, and for measuring the performance for awarding incentives.

Teachers' standards and competencies were planned to link with pre-service DPED and all in-service CPD activities to identify training need, design training activities, develop monitoring and mentoring tools, maintain the level of learning standards, and measure the performance for award incentives.

Lessons Learnt from Previous Program

However, the recommendations of the study were not followed properly. The programs were designed in fragmented actions and activities, not as a united or coordinated whole. Besides, no policy support was framed and as such no actions could be initiated to introduce PSTs in the system. Therefore, the holistic concepts of TED Plan did not get enough attention in the implementation strategy under taken by the DPE. The possibility of introducing a ladder in the career of the teacher to move towards Advanced Teacher Status, based on evidences fulfilling relevant conditions (qualifications, experience, etc.), was discussed in different forums but few actions were taken in the implementation of monitoring, mentoring, follow-up and assessment processes. For example:

- b. Teachers Professional Standards were used in the DPED and CPD courses design and development, planning and preparation of assessment tools for measuring performances, but while monitoring of DPED at the school level, particularly in the students' own school in the 18 weeks found quite weak. The monitoring and mentoring of CPD by DPE was done very traditionally.
- c. IER of Dhaka University, NAPE and DPE Training Division have done monitoring and mentoring sporadically and practically coordinated and integrated approach using PSTs was distinctively absent in the system.
- d. Only separately, in a pilot monitoring and mentoring of Need-based Sub cluster Training, DPE Training Division monitored and mentored with a JICA designed and supported mechanism to a number of sub-clusters successfully. This concept and tools were developed by JICA with the technical support provided by TED Specialist of DPE but the program was not replicated and mainstreamed later on.

Apart from that there were other interlinked factors and initiatives in PEDP3 which have a direct influence on teachers to being able to enrich their professional ability and standards but those were not addressed properly. Following areas were given less importance or ignored by the implementation authority, as:

- Incentives within the system to motivate teachers for optimum performance and to achieve the highest level of professionalism in their work;
- Provision of well-designed carrier path for teachers and education officials for their professional advancement in order to boost the morale of teachers, trainers, supervisors and managers;
- The concepts of teacher's performance incentive and introduction of linking with well designed carrier path still unfinished dreams of primary educators. The concept of existing teacher's performance incentives is very much traditional, does not follow standards-based descriptors and indicators to measure level of teacher's or educator's performance;
- The proposal for a career path of the teachers being still undecided, any attempt to introduce PSTs is likely to meet serious challenges, because it is universally accepted

that Professional Standards of teacher is strongly linked with an acceptable career path. PSTs and carrier path both are yet to be finalized;

Truest sense of the term, the PSTs, Performance-based Incentives concepts and Carrier Path initiatives still are unimplemented in PEDP3. Therefore, wide ranges of frustration have been existed in the system that obstructs the enhancement of the quality primary education.

Description of Sub-components: Strengthened Teaching-Learning

- Quality Learning for All Programs (QLEAP) is a very well-designed concept of achieving goals of Post-PEDP3. Out of 4 components, the Strengthened teaching-learning is a very important sub-component;
- As per NEP (2010) and 7th FYP policy, Government is committed to ensure an efficient, inclusive and equitable quality education for all school-aged children. This can be achieved by upgrading the standards of teachers, supervisors and teacher educators;
- Owing to achieve this long cherished goal the GOB and DPs identified this sub-component to use it as a cross-cutting theme. PSTs and Performance based Incentives (PBI) is essential element for quality education. Quality of education mostly depends on quality teachers, quality-implementation and well-structured and coherent monitoring of teaching and learning. To ensure and strengthening teaching-learning for all Post-PEDP3 activities a set of PSTs and Performance Incentives Indicators are needed to be developed and integrated amongst all Sub-components such as pre-service training, teacher licensing, recruitment and deployment, in-service training, teacher support networking, support performance incentives through education assessment and monitoring & evaluation and mentoring. In the planning process following two tasks to be designed;
- Development of an integrated framework of Pre-service teacher education and In-service Teachers Training Strategy based PSTs and Supervisors & Trainers Standards;
- Development of framework of performance Incentives indicators and its implementation plan based on PSTs;
- Incorporating above two broad based frameworks develop draft DPP for approval.

Objective of the Sub-Component

The core objectives:

- PSTs and Performance Incentives Indicators are to prepare a set of National Teachers Standards to define and describe the criteria of 'Qualified Teachers' for Primary Education in Bangladesh;
- PSTs and Performance Incentives Indicators are to describe and validate the pre-service, in-service and all sorts of teacher development programs, and eventually regulate teacher's incentives, registration and deployment procedures;
- PSTs and Performance Incentives Indicators are to define and guide teacher's performance standards and determine performance level, assess professional development stages, guide monitoring and mentoring activities, develop monitoring and mentoring and supervision tools linking to teacher's Carrier Path.

Description of Potential Activities

Teacher Education, Recruitments, Development and Teacher Incentives Policy

SL	Activities	If Policy Changes	Responsibility	Timeline
1.	a. Developed a framework of National Teachers Standards and Competencies with indicators and descriptors which will be used for	Policy related to Recruitment rules as exists in the system following the approved career path framework	DPE, MOPME	July.2019-Dec-2019

	teacher's registration, teachers' recruitments, and deployment and teacher's performance assessment. b. Developed national Standards and tools for measuring performance of teachers by trainers, supervisors and all other education managers.			
2.	Developed a framework of Performance Incentive Criteria and incentive awarding policy with indicators and implementation of administration and process linking with PSTs.	Administrative issues related to incentive criteria and awarding would have to be changed and approved policies linked with smooth functioning should be in place.	DPE, MoPME.	July 2019- Dec-2019
3.	Developed a decentralized and bottom up Monitoring and Mentoring concept and tools for all quality interventions based on PSTs and Incentives indicators.	Administrative issues related to incentive criteria and awarding would have to be changed and approved policies linked with smooth functioning should be in place.	DPE, MoPME.	July 2019- Dec-2019
4.	Developed a well-constructed coherent Career Path with incentive initiatives for Teachers, Trainers, Supervisors, Monitors, Mentors and Managers.	Administrative issues related to Career Path with incentive initiatives for Teachers, Trainers, Supervisors, Monitors, Mentors and Managers would have to be changed and approved policies linked with smooth functioning should be in place.	DPE, MoPME	July 2019- Dec-2019
5.	Developed a framework for pre-service teacher education and all types of in-service teacher training programs with indicators for ensuring training standards.	Administrative issues related to pre-service teacher education and all types of in-service teacher training programs with indicators would have to be changed and approved policies linked with smooth functioning should be in place	DPE, MoPME	July 2019- Dec-2019

- Recommendations will come in the study reports.

Monitoring & Evaluation and Mentoring Framework

The qualitative Monitoring & Evaluation and Mentoring was absent under DPE administration during PEDP3. Keeping this view in mind the decentralized need-based Sub-cluster Training has been implemented in 07 Upazilas as a pilot program (2012-2013) led by the URC officials with the active support of UEOs, AUEOs, Head Teachers, advanced teachers and PTI Supers. A team of monitors and mentors were deployed by JICA and they provided academic support to above mentioned implementers.

The Monitor and Mentor Team (TA) were constituted by retired personnel and they had long experiences under DPE/field level training design, management and implementation. This model of Monitoring and Mentoring proved effective in the implementation of this innovative program.

**** (JICA Monitoring Report)**

This model can be effective for ensuring quality of Post-PEDP3 quality interventions. Highly centralized training design and implementation cannot bring expected results. Therefore, Monitoring and mentoring should be integrated. A mentoring relationship is usually where one wiser and more experienced person assists another person to grow and learn. Experience, skills and a genuine desire to help are more valuable assets in a mentoring relationship than age or position. Open and assertive communication and the trust of both parties are essential in decentralized, bottom up and need-based trainings and its monitoring.

This model of Monitoring and Mentoring proved effective in the implementation of any innovative program. There will be many innovative programs in Post-PEDP3 activities. Following are the innovative process of Monitoring & mentoring:

- Observe the Orientation Session for Head Teachers;
- Observe the Orientation Session of field level officers;
- Provide support URC- based teachers training need analysis meeting;
- Provide support to URC-based training material development activities including printing of manuals and materials;
- Observe and supervise the Need-based sub-cluster, Subject-based training, Head Teachers leadership training, Academic Supervision, Monitoring & Mentoring Training, Lesson Study training, Teachers support networking training and all relevant trainings in the school and Upazila level;
- Provide advice, guidance and support to the local trainers and supervisors to hold the workshop and ensure the quality of training as per concept and design;
- Work as a training resource person (TRP) and ensured the training is implemented according to the concept and processes;
- Monitor and mentor all trainings and produce quarterly report to The Director, Training Division through Team leader;
- The Monitoring and Mentoring Team will perfectly observe that what changes are bringing the new trainings from old Training. The Team also evaluate the changes happening in the field level monitoring and supervision culture that in order to practices the process of decentralization and capacity development of HTs and officers (training need identification, content development, organizing training and facilitating sessions) at local level;
- The Team will observe that the Need based Sub-cluster Training program widely accepted by the AUEOs, Head Teachers and Teachers at schools has been empowered by identification of their own training needs and make themselves confident as playing the role of trainers;
- With regards to building further on the systems in place, the new program will strengthen the current monitoring and feedback system and will explore the possibility of introducing a unique student ID to track dropouts, avoid double counting and track transition/transfer to different schools and streams;
- TA is needed to plan and design the decentralized, bottom up and need-based monitoring system. A Study is under process and monitoring & mentoring of Need-based Sub-cluster training is going to be started soon.



Md. Alauddin Bhuiyan Jansa
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

**Format for the Monitoring Matrix (with indicative examples) Need to be Developed
Sharing others Stakeholders**

Professional standards of Teachers (Risks and Mitigation)

Risk Type (Economic/ Political/ Environmental etc.)	Description of Risk	Potential Mitigation
Positive Effect	Negative Effect	Mitigation
A teacher can describe the Philosophy of teacher education and demonstrate its relationship to the teacher's practice. Subject Knowledge and Pedagogical Knowledge	Lack of standardised pre-service teacher education leads to deployment of people without theoretical background about educational undertakings like teaching learning/curriculum/pedagogy/aptitude etc. Non-trained and trained teachers have very inadequate knowledge and understanding to describe the philosophy of Education and its relationship to teaching practices.	A 4-year pre-service teacher education course with 1-year internship should be introduced from Intermediate level. The graduates will be eligible to apply for a primary school teacher to sit for a competitive examination. After selection as teacher, they will undergo CPD. The student who have education subject they will be eligible to get admitted DPED course.
Teacher understands how students learn and develop, and applies that knowledge in the teaching practices Subject Knowledge and Pedagogical Knowledge	Many of existing teachers have limited knowledge and understanding regarding Child psychology and learning theory and its application in teaching and many of them are very reluctant to practice it in teaching.	Child psychology and teaching-learning theories are included in DPED course but student are not achieving this Standard 100%. Practices in training school and own school need to be emphasized by imposing strong monitoring and mentoring.
a. Teacher teaches students with respect for their individual and cultural characteristics. b. Teacher facilitates, monitors, and assesses students learning. c. Teacher knows the teacher's content area and how to teach it. d. Teacher knows the teacher's content area and how to teach it. Subject Knowledge, Pedagogical Knowledge, Pedagogical Content Knowledge	Majority of existing primary teachers have limited knowledge about Subjects (SK), Pedagogy (PK) and Pedagogical Content Knowledge (PCK) because of fragmented, sporadic and Traditional teachers training courses in Bangladesh.	Emphasis to be given to teachers to develop their Professional Knowledge, Professional Practice, and Professional Values and Relationships in DPED practices in PTI and schools. This will motivate teachers to achieve the objectives, learning outcomes and professional standards (competencies) and use it to develop and assess students' and practice it in classroom.
a. Teacher participates, contributes and collaborates with community and parents to their teaching profession. b. Teacher works as a partner with parents, families, and the	a. There is lack of highly technical and professional and skills Head teachers to design monitoring, mentoring and assessment of performance of students and their colleague's performance level. a. Without being professionalized and	Through in-service training being professionalized and skilled a Head teacher can be able to design monitoring, mentoring and conduct assessment of his/her teachers performance as well as

community Environmental Values and relationship	motivated a Teacher, Supervisor, Trainer and planner may not be capable to perform their duties and not be able to digest Teachers' Standards for using it in various quality intervention of Post-PEDP3.	his/her own performance. This types of decentralized monitoring and mentoring system needs to be developed in future.
Professional Knowledge may be subdivided into Subject Knowledge, Pedagogic Knowledge and Curriculum Knowledge. These categories underpin the taught subject-based knowledge with and pedagogical content knowledge.	Without being professionalized and motivated a Teacher, Supervisor, Trainer and planner may not be capable to perform their duties and not be able to digest Teachers' Standards for using it in various quality intervention of Post-PEDP3. In PTIs there is minimum number of subject-based instructors. Their teaching standards are very low. Some Instructor is well conversant in subject contents and pedagogy but they are not well-motivated.	The Academic qualification of Teachers and teachers development programs need to be strengthened. Supervisors, trainers and managers should have MA/ Msc with a degree in Education. All officers should have education background (DPEd, B.Ed, M.Ed). MA /Hons. PTI Teachers should have subject specialization with pedagogical knowledge. Number of Instructors should be increased matching with primary subjects (Master in basic subject, minimum 2nd class in all level with honors) Teachers performance based on incentives indicators need to be Monitor & Mentored using Teachers Standards.

Performance Incentives for Teacher (Risks and Mitigation)

Risk Typnmental et	Description of Risk	Potential Mitigation
1.Fair and accurate evaluation is difficult	One problem evident, it is argued, is the complexity of designing a program that balances clarity of goals and diverse evaluation criteria, since clear criteria are required to measure productivity gains. This problem is compounded since evaluation is often done through proxies, such as self-report surveys that ask teachers about the motivational impact of the program, which are at best indirect measures. Rather, it is argued, teacher commitment and knowledge is often a better guide for good instruction than observing and assessing their performance.	Accurately assess Teachers performance is difficult tasks but not impossible. Using observation form and self-reflection form which is developed by Teachers Standards and competencies, performance stage of teachers easily can be assessed. Similar tools we are using in Need-based Sub cluster training to identify teacher's training needs. JICA report indicated that this approach has enormous potentiality and can be replicated in future.
2.School administration becomes hierarchical	It is argued that proper employee evaluation requires an equal participation and relationship between the key participants. When pay is	Workers should be paid based on efficiency and skills. Efficient and non-efficient workers should not be

	linked to performance, any equality is undermined because there is inevitably a judgmental aspect that makes this equal relationship obsolete. Teachers, on the one hand, use evaluation as a formative process, allowing them to see how they are performing, and how they can improve. Administrators, on the other hand, use evaluation for summation, which considers evaluation as a process used to gauge teachers' worth.	given same importance for ensuring quality of services in classroom practices. With Higher qualification and higher quality teachers is an asset in an institution and attracts students and guardians. Management and as well as guardians understand this reality. Several analysts have argued that performance-based pay schemes improve the administration of Schools.
3. The incentive systems do not motivate teachers	Another common criticism is that teachers are not particularly motivated by pecuniary reward so they will not respond to financial incentives. If money is a relatively small motivator for teachers, attempts to focus on monetary-reward systems can have the consequence of increasing resentment towards management, and reducing employee loyalty, resulting in a reduction in productivity.	One of the largest benefits reported by proponents of performance-based rewards is an increase in the motivation of teachers. It is argued that performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student Outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved.
4. Reduced co-operation between teachers	The literature cites reduced collegiality between teachers as a major problem with performance-based reward programs. Even proponents argue that many of the early systems of performance-based rewards had a problem with encouraging co-operation, as systems of merit-based pay are considered at odds with the team-based nature of teaching.	Earlier merit-pay models were criticized for adversely affecting collaboration between teachers. In response, a large body of literature argues that performance-based reward systems can increase collegiality by rewarding cooperation between teachers, especially through administering group-based pay. This kind of management technique can redesign the work of teachers so they are interdependent, and acknowledge their interdependence. Even some opponents of performance-based rewards argue there is some evidence of increased collegiality when group performance rewards are employed.
5. Unwanted outcomes	Opponents of performance-based reward systems argue there can be significant problems with the outcomes of these systems. Many experts argue that performance-based reward programs can create a system where the curriculum is narrowed and a "teaching to the	According to a range of analysts, the most fundamental goal of performance-based rewards is to increase student performance. For example, Odden (2000b) argues there is a causal link between the

	test' mentality becomes evident, which restricts the advancement of students in areas not tested. This occurs when only specific skills or outcomes are measured and rewarded. The result is a narrowed education, with an under-emphasis on subjects which are hard to evaluate, meaning the breadth of intellectual activities in schools is narrowed.	quality of teaching and the level of student outcomes, meaning any method that increases the quality of teachers should improve student outcomes. By introducing objective standards which can be used to determine whether teachers have skills to increase the performance of students, the quality of teachers would be established, and also improved.
6. Financially irresponsible	The literature argues performance-based reward schemes require significant performance-related supplements in salary if they are to be implemented successfully. On these arguments, increased salaries would require increased education revenue, which may be politically difficult. Furthermore, if evaluation and reward is expensive, any attempt to level the salary schedule and supplement rewards is ignoring past failed attempts at performance-related pay.	Some analysts have argued that the introduction of performance-based rewards can be revenue neutral as the existing salary schedules, which reward seniority and academic qualifications can be flattened, and the revenue gained from this reform can be targeted at rewarding teacher performance. However, this appears to be inconsistent with these authors' previous advocacy for a system of increased teacher salaries. However, the private sector model may have limited relevance to the public sector, as resources are finite, and schools do not generate additional financial resources with increased productivity. One possibility is for average class size to increase, which allows teachers to be paid more, without increases in education funding.
7. The market approach is inadequate	Numerous analysts question the application of market ideas to teaching. This body of literature argues education is a public good, and should not be analyzed within a market framework. Other analysts point out that teachers work with human beings, and not robots or inert objects. In this way, teaching is different from the private sector precisely because education fashions and works with human beings. Thus, it is argued, schools are not factories, and you cannot translate the systems of factories into schools and education institutions successfully.	With the introduction of new evaluation systems, such as knowledge and skill-based pay, evaluation of person-based human resources systems can occur. Significant educational bodies including Ministry of Primary and Mass education accepting this method, and the benefit from using benchmarks, it is argued, is an improved education system (Bainbridge, 2000). This is not to suggest that competency models are inevitably going to work, as these programs need to be carefully organized to ensure that the goals, culture and political realities of the organization align.

8. Political opposition	Traditionally a wide range of political groups have been involved in the organization and promotion of performance-based reward program. Implementation can be difficult because any one of a number of bodies can discontinue program.	A theme in the literature is that performance-related pay increases the support of education by politicians and the public. Reportedly, the public feels that current teacher compensation rewards mediocrity. Therefore, it is argued, by providing performance-based rewards, political support of the education <u>system can be generated.</u>
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 Md. Alauddin Bhuiyan Jones
 Assistant Chief
 Ministry of Primary and Mass Education
 Government of the People's Republic of Bangladesh

ANNEXURE-6:

TOOLS FOR DATA COLLECTION

6.1: Key Informants Interview (KII) Check List - MPOME, DPE, NCTB, IER- DU

Name of participant :
Designation :
Date of Joining in the position :
Academic Qualification and year of acquisition :
Professional Degrees and year of award :
Date of birth :
Gender :

1. Do you agree with the types of training imparted under CPD umbrella during PEDP3 for Professional skill Development of the Teachers?
 - Need based Sub-Cluster Training (NBST);
 - Subject based training;
 - ICT in Education;
 - Leadership training for Head Teachers;
 - Curriculum Dissemination training;
 - School Management training;
 - Teacher Support and Networking (TSN);
 - Induction Training;
 - Pre-primary Training;
 - Foreign Visit/ Training.
2. Were all these interventions important in your consideration? If not, which are to be excluded in the CDP plan of ongoing PEDP4?
3. Should the above all interventions be continued in the CPD plan of PEDP4?
4. Do you recommend new interventions to be included in the CPD of PEDP4? Please mention!
5. Do you think that the design, management, training contents (relevancy, incorporation of SK and PK etc.), delivery modality (group work/lesson demonstration/presentation/use of training materials and use of ICT etc.), duration, effectiveness, application, mentoring and monitoring of the said trainings were appropriate? If not, please mention areas and put your recommendations against each training for further improvement!
6. Can you say few words on the best practices (lesson plan, preparation and use of teaching aids, activity based participatory teaching learning, use of ICT in teaching and learning, mentoring and monitoring practice including students' assessment) being mandated in the classroom teaching!
7. Do you find duplication/repetition of training contents of CPD training? If so, please mention those against each training!
8. Are you happy with the trainer/facilitator preparation process (selection and ToT process)? If not, please put your comments!
9. Was the selection process of trainees appropriate? If not, please put suggestion for correcting measures!

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10. Were the development process, qualities and availability of training materials appropriate? If not, please put your valuable suggestions!
11. Can you please mention some of the strengths and weaknesses of the said CPD interventions of PEDP3 (please put your comments against specific trainings)?
12. Can you please mention some of the major challenges that school encounter while implementing CPD programs!
13. Do you think these CPD interventions helped improving the professional capacity of teachers?
14. Are you familiar with the types of CPD training imparted during PEDP3 for Professional Development for Teacher Educators and Supervisors!
 - Academic Supervision Training for AUEOs;
 - Professional Development Training for PTI Instructors;
 - Professional Development Training for URC Instructors;
 - Professional Development Training for URC Assistant Instructors;
15. Were all these interventions important in your consideration? If not, which items to be excluded in the CDP plan of ongoing PEDP4?
16. Should all the above interventions be continued in the CPD plan of PEDP4?
17. Do you recommend new interventions to be incorporated in the CPD program of PEDP4? Please mention!
18. Do you think that the design, management, curriculum (training contents), delivery modality, duration, effectiveness, application, mentoring and monitoring of the said trainings were appropriate? If not, please put your comments and recommendations against each training.
19. Can you please mention some of the strengths and weaknesses of the said CPD interventions of PEDP3 (please put your comments against specific trainings)?
20. Can you please mention some of the major challenges that school encounters while implementing CPD programs!
21. Do you think these CPD interventions fulfilling the professional needs of teacher educator and supervisors?
22. Please give suggestions on future delivery strategy (content, relevance, sustainability including online training portal etc.) of CPD for its effectiveness and further improvement in PEDP4!
23. General comments and observation on CPD if any:

6.2 Class Observation Checklist

Date of Observation				
Name of the School				
Name of the Teacher				
Name of the Upazilla				
Grade and subject being taught				
Students enrolled in the particular Grade		Student Present	% of attendance	

Please put a tick mark which more closely reflects your opinion:

SL.	Checklist	5	4	3	2	1
		Very Good	Good	Moderate	weak	Need to improve
1.	Attitude and friendliness of the teacher					
2	Whether Lesson Plan was Available? If yes, rate the quality of Lesson Plan pl.I					
3	Appropriateness of Learning Outcomes set in the Lesson Plan!					
4	Relevance of the Content of Lesson Plan					
5	Subject knowledge of the teacher					
6	Pedagogic knowledge of the teacher					
7	Self-reflection and Review of Previous lesson					
8	Presentation of the lesson					
9	Use of teaching materials					
10	Use of ICT in the Classroom					
11	Use of supplementary reading materials					
12	Student's participation level					
13	Integration of SBT approaches in the classroom teaching					
14	Level of assessment and feedback					
15	Knowledge of classroom Management					
16	Teachers resourcefulness					
17	Class Management					
18	Direction for Further Learning					
19	Overall Judgement on Lesson deliberations					
20	Time Management					

Name of Observer:; Date:

6.3 Questionnaire for Head Teacher

This survey is conducted as a part of PEDP4. It would be most helpful if you kindly answer the following few questions. We value your opinion and respect your privacy. All the answers given will be treated with utmost confidentiality.

Sample No.	Date:
Name of School:	
Number of teachers in the School:	
Number of enrolled Students:	
Name of Head Teacher:	
Educational Qualifications: MA/BA/HSC/SSC	
Professional Qualifications: M.Ed./ B.Ed./ C in Ed.	Experience as HT years
Contact Number:	
List of CPD Training Received:	

Please write **Yes/No** for each question and select further answer with (✓) mark which most closely reflects your opinion.

Am
Md. Aliyous Ghulyas Jossip

Sl. No.	Questions	Yes or No	Name of Trg.	5	4	3	2	1
				Very good	Good	Moderate	Weak	Need to Improve
1.	Your understanding about the term Continuous Professional Development (CPD) Program pl. rate! (NBST, SBT, HT Leadership, Teacher Supervision, Teacher Support and Networking (TSN) & ICT) and Others		NBST					
			SBT					
			HTL					
			AcS					
			TSN					
			ICT					
2.	Do you think that CPD training is essential for your development? If yes, pl. rate your opinion!							
3.	Does Need-Based Sub-Cluster Training (NBST) happens as Per Schedule? If yes, please rate the effectiveness of the training!							
4.	Does Fortnightly meeting held regularly in your school? If yes, rate its effectiveness!							
5.	Do you assess your teachers' needs and send them to AUEO regularly? If yes, please rate its usefulness!							
6.	How well do you follow the approved process of NBST in your School? If yes, rate your personal assessment!							
7.	Does AUEO play active roles in NBST Process? If yes, please rate their involvement!							
8.	Have you received Subject Based Training ? If yes, pl. rate the quality of the training!							
9.	Have your teachers received Subject Based Training ? If yes, pls. rate the quality of the training they received!							
10.	Do you implement Lesson Learned from SBT in classroom teaching and learning? If yes, please rate their impact on student's learning!							
11.	Do you ensure child friendly classroom environment in your school? If yes, pls. rate the classroom conditions!							
12.	Do you follow participatory approach in your class room teaching? If yes, pls. rate its usefulness!							
13.	Do you Observe a Full Lesson of Teachers in the classroom Regularly?							

Sl. No.	Questions	Yes or No	Name of Trg.	5	4	3	2	1
				Very good	Good	Moderate	Weak	Need to Improve
	If yes, how effective your feedback for the class teacher, please rate!							
14.	Do you think Information and Communication Technology (ICT) training is effective for teaching and learning? If yes, pls. rate its effectiveness!							
15.	Do you have idea about the theory and practices of Teachers Support and Networking (TSN) activities ? If yes, please rate its usefulness!							
16.	Do you get support from AUEO in improving your teaching and learning performance in your school? If yes, please rate their support!	Academic Support						
		Managerial Support						
17.	Do you get support from UEO in improving your teaching learning performance in your school? If yes, please rate their support!	Academic Support						
		Managerial Support						
18.	Do you get support from URC in improving your teaching learning performance in your school? If yes, please rate their support!	Academic Support						
		Managerial Support						
		Managerial Support						
19.	Do you know about the teacher's Standards / competencies? If yes, please rate your understanding level!							
20.	Do you know about the student competencies? If yes, pls. rate your understanding level!							
21.	Do you have Idea About School and Classroom based Assessment Trg.? If Yes, pls. rate the necessity of this training for teachers!							
22.	Do you have idea about Online training portal? If yes, pls. rate the necessity of this approach!							

AP

Please put your suggestions for further improvement of CPD training for Teachers, Teacher Educators and Supervisors.

N.B: For finding the suggestions, same indicators of checklist was used against each and every training activity (Need-based sub-cluster, Subject based training, Head teacher Leadership training, Academic Supervision, Teacher Support and Networking and ICT training) of PEDP3.

Indicators	Suggestions
Do you like this training? Pls. put your comments on this training!	
Issues to be discussed for improvement	
Need Assessment Process	
Content of Training (Relevance/Delicacy/ Duration etc.)	
Quality of Material	
Facility of Training venues	
Training delivery modality	
Implementation of Classroom	
Training supervision	
Monitoring	
Mentoring	
Challenges and Recommendations	

Thank you very much for your participation in this study.

6.4 Questionnaire for Teachers

This survey is conducted as a part of PEDP4. It would be most helpful if you kindly answer the following few questions. We value your opinion and respect your privacy. All the answers given will be treated with utmost confidentiality.

Sample No.	Date:
Name of School: Number of teachers in the school:	
Number of enrolled students:	
Name of Teacher:	
Educational Qualifications: MA/BA/HSC/SSC	
Professional Qualifications: M.Ed./ B.Ed./ C in Ed.	Experience as Teacher years
Contact No.	
List of CPD Tanning Received:	

Please write **Yes/No** for each question and select further answer with (✓) mark which most closely reflects your opinion.

Sl. No.	Questions	Yes or No	5	4	3	2	1
			Very good	Good	Moderate	weak	Need to Improve
1.	Your Understanding about the term Continuous Professional Development (CPD) Program	NBST					
		SBT					
		HTL					
		AcS					
		TSN					
		ICT					

2.	Do you think that CPD training is essential for your development? If yes, rate your opinion!						
3.	Does Need-Based Sub-Cluster Training (NBST) happens as Per Schedule? If yes, please rate the effectiveness of the training! Opinion!						
4.	Does fortnightly meeting held regularly in your school? If yes, pls. rate its effectiveness!						
5.	Does HT assess your professional needs and send them to AUEO regularly? If yes, please rate its usefulness!						
6.	Does AUEO play active roles in NBST Process? If yes, please rate their involvement!						
7.	Have you received Subject Based Training ? If yes, rate the quality of the training!	Bangla					
		English					
		Math.					
		Soc.					
		Science					
8.	Do you implement Lesson Learned from SBT in classroom teaching and learning? If yes, pl. please rate their impact on student's learning!						
9.	Do you ensure child friendly classroom environment in your school? If yes, pls. rate its usefulness!						
10.	Do you follow participatory approach in your class room teaching? If yes, pl. rate its effectiveness!						
11.	Do your HT observe a Full Lesson of your classroom Regularly? If yes, how effective is his/her feedback for you, please rate!						
12.	Do You Think Information and Communication Technology (ICT) training helpful for material development and joyful teaching and learning? If yes, pls. rate the extent of its usefulness!						
13.	Do you have idea about the theory and practices of Teachers Support and Networking (TSN) activities ? If yes, please rate your understanding!						

14.	Do you get support from AUEOs in improving your teaching and learning performance in your school? If yes, please rate their support!	Academic Support						
15.	Do you get support from UEO in improving your teaching learning performance in your school? If yes, please rate their support!	Academic Support						
16.	Do you get support from URCI in improving your teaching learning performance in your school? If yes, please rate their support!	Academic Support						
18.	Do you know about the teacher's Standard/ competencies? If yes, please rate your knowledge about them!							
19.	Do you know about the student competencies? If yes, pls. rate your knowledge!							
20.	Do you practice school and classroom based assessment in your class? If Yes, Rate the necessity of this training for teachers!							
21.	Do You have idea about Online training portal? If yes, Rate the necessity of this.							

Please put your suggestions for further improvement of CPD training for Teachers, Teacher Educators and Supervisors.

N.B: For finding the suggestions, same indicators of checklist was used against each and every training activity (Need-based sub-cluster, Subject based training, Head teacher Leadership training, Academic Supervision, Teacher Support and Networking and ICT training) of PEDP3.

Indicators	Suggestions
Do you like this training? Pls. put your comments on this training!	
Issues to be discussed for improvement	
Need Assessment Process	
Content of Training (Relevance/Delicacy/ Duration etc.)	
Quality of Material	
Facility of Training venues	

Training delivery modality	
Implementation of Classroom	
Training supervision	
Monitoring	
Mentoring	
Challenges and Recommendations	

Thank you very much for your participation in this study.

6.5 Questionnaire for Instructor of URC

This survey is conducted as a part of PEDP4. It would be most helpful if you kindly answer the following few questions. We value your opinion and respect your privacy. All the answers given will be treated with utmost confidentiality.

Sample No. _____

Date: _____

Name of URC: _____

District: _____

Name of URC Instructors: _____

Contact No: _____

Number of Schools under this URC: _____

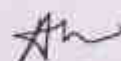
Please write **Yes/No** for each question and select further answer with (✓) mark which most closely reflects your opinion.

Sl. No.	Questions	Yes Or No	Name Of Trngs.	5 Very Good	4 Good	3 Satisfactory	2 weak	1 Need to Improve
01.	Do you think that you have in-depth knowledge and understanding about the term Continuous Professional Development (CPD) Program of PEDP3? Pl. put your opinion, with (✓) mark!		NBST					
			SBT					
			HTL					
			TS					
			TSN					
			ICT					
02.	Pls. rate the appropriateness of training manuals for professional development of teachers and teacher educators and Supervisors!		NBST					
			SBT					
			HTL					
			AcS					
			TSN					
			ICT					
03.	Please rate your opinion on appropriateness of the Design, Methods and technique, Time and delivery modality of CPD trainings!							
04.	Please rate existing provisions to assess training needs, development of materials							

	and delivery modality of NBST training by URCI, UEO, AUEO and Teacher!							
05.	Please rate your extent of satisfaction on delivery methods of existing professional development activities of teachers and teacher educators.							
6.	Please rate effectiveness of monthly meeting with Assistant Instructor, UEO, AUEO and teachers on NBST training plan, preparation of resource paper.							
7.	Do you think that teachers' professional development programs are satisfactory to fulfil the training needs of teachers? Pl. rate your opinion!							
8.	Do you think that the learning environment of schools improved due to introduction of CPD trainings? If yes, please rate!							
9.	Do you have resource pool in your URC to support different training program? If yes, rate the usefulness!							
10.	Is CPD monitored and mentored by you? If yes, pl. rate extent of your satisfaction!							

Please put your suggestions for further improvement of CPD training for Teachers, Teacher Educators and Supervisors.

N.B: For finding the suggestions, same indicators of checklist was used against each and every training activity (Need-based sub-cluster, Subject based training, Head teacher Leadership training, Academic Supervision, Teacher Support and Networking and ICT training) of PEDP3.



Md. Alauddin Bhuiyan Jones
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

Indicators	Suggestions
Do you like this training? Pl. put your comments on this training!	
Issues to be discussed for improvement	
Need Assessment Process	
Content of Training (Relevance/Delicacy/ Duration etc.)	
Quality of Material	
Facility of Training venues	
Training delivery modality	
Implementation of Classroom	
Training supervision	
Monitoring	
Mentoring	
Challenges and Recommendations	

Thank you very much for your participation in this study.

6.6 Questionnaire for UEO

This survey is conducted as a part of CPD of PEDP4. It would be most helpful if you kindly answer the following few questions. We value your opinion and respect your privacy. All the answers given will be treated with utmost confidentiality.

Sample No: _____ Date: _____
 Name of UEO: _____ District: _____
 Name of the Division: _____ Contact No. _____
 Number of Schools: _____
 Number of Teachers: _____ Name of Upazilla: _____

1.2 Please write Yes/No for each question and select further answer with (✓) mark which most closely reflects your opinion.

Sl. No.	Questions	Yes Or No	Name of Trgs	5 Very Good	4 Good	3 Satisfactory	2 weak	1 Need to Improve
01.	Do you think that you have in-depth knowledge and understanding about the term Continuous Professional Development (CPD) Program of PEDP3? If yes, Pls. rate your opinion!		NBS					
			T					
			SBT					
			HTL					
			AcS					
			TSN					
02.	Have you been participated in developing the CPD program? If yes, please express your participation level!		ICT					
03.	Does URCs follow training methods, approaches and appropriate training tools in delivering NBST training?							

	If yes, pl. rate your opinion!							
04.	Do CPD programs fulfil the training needs of the Teachers, Head teachers and AUEOs? If yes, pls. rate your opinion!							
05.	Do you observe any behavioural changes among your teachers and AUEOs after receiving CPD trainings? If yes, rate the effectiveness!							
06.	Do you think that the learning environment of schools under your Upazila is improving due to introduction of CPD trainings? If yes, rate the impact of CPD trainings!	NBST						
		SBT						
		HTL						
		AcS						
		TSN						
		ICT						
07.	What extend of professional relationship you maintain with DPEOs, PTIs, UEOs, URCs, AUEOs & Teachers regarding CPD training management and training delivery? Pls. rate the level!							
08.	Do you feel that CPD activities creating new opportunities to develop your own professional knowledge and skills? If yes, pl. rate!							
09.	Have you scope to supervise CPD programs conducted by URC/ TRC and other related institutions? If yes, pls. rate its usefulness!							

Please put your suggestions for further improvement of CPD training for Teachers, Teacher Educators and Supervisors.

N.B: For finding the suggestions, same indicators of checklist was used against each and every training activity (Need-based sub-cluster, Subject based training, Head teacher Leadership training, Academic Supervision, Teacher Support and Networking and ICT training) of PEDP3.

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Md. Alauddin Bhuiyan Jones
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

Indicators	Suggestions
Do you like this training? Pls. put your Comments on this Training!	
<i>Issues to be Discussed for Improvement</i>	
Need Assessment Process	
Content of Training (Relevance/Delicacy/ Duration etc.)	
Quality of Material	
Facility of Training Venues	
Training Delivery Modality	
Implementation of Classroom	
Training Supervision	
Monitoring	
Mentoring	
<i>Challenges and Recommendations</i>	

Thank you very much for your participation in this study.

6.6 Questionnaire for DPEO

1. This survey is conducted as a part of CPD of PEDP4. It would be most helpful if you kindly answer the following few questions. We value your opinion and respect your privacy. All the answers given will be treated with utmost confidentiality.

Sample No.: _____ Date: _____

Name of DPEO: _____ District: _____

Name of the Division: _____ Contact No. _____

Name of Districts: _____

Number of Upazila: _____ Number of Schools: _____ Number of URC: _____

1.2 Please write Yes/No for each question and select further answer with (✓) mark which most closely reflects your opinion

Sl. No.	Questions	Yes/ No	5 Very Good	4 Good	3 Satisfactory	2 weak	1 Need to Improve
01.	Pls. rate your in-depth knowledge and understanding about Continuous Professional Development (CPD) Program of PEDP3!	NBST					
		SBT					
		HTL					
		AcS					
		TSN					
		ICT					
02.	Have you been involved in developing the CPD training programs? If yes, pls. rate your engagement!						
03.	Does URCs follow training methods, approaches and appropriate training tools in delivering CPD training? If yes, rate their appropriateness!						

04.	Do you know the meaning of training needs assessment? Does CPD programs fulfil the training needs of teachers, trainers and supervisors? If yes, pls. rate its usefulness!						
05.	Have you seen any behavioural changes of teachers and officers after they received CPD trainings? If yes, pls. rate its effectiveness!						
06.	Do you think that the learning environment of schools under your District is improving due to introduction of CPD trainings? If yes, pls. rate its effectiveness!						
07.	What extent of professional relationship do you maintain with DDD, PTIs, UEOs, URCs, AUEOs & Teachers regarding CPD training management and training implementation?						
08.	How helpful CPD activities in creating new opportunities to improve your own professional knowledge and skills!						
09.	Do you supervise the CPD programs conducted by URC/ TRC and other related institutions? If yes, pls. rate its effectiveness!						

Please put your suggestions for further improvement of CPD training for Teachers, Teacher Educators and Supervisors.

N.B: For finding the suggestions, same indicators of checklist was used against each and every training activity (Need-based sub-cluster, Subject based training, Head teacher Leadership training, Academic Supervision, Teacher Support and Networking and ICT training) of PEDP3.

Indicators	Suggestions
Do you like this training? Pls. put your comments on this Training!	
Issues to be Discussed for Improvement	
Need Assessment Process	
Content of Training (Relevance/Delicacy/ Duration etc.)	
Quality of Material	
Facility of Training Venues	
Training Delivery Modality	
Implementation of Classroom	
Training Supervision	
Monitoring	
Mentoring	
Challenges and Recommendations	

Thank you very much for your Participation in this Study

6.8 Questionnaire for Superintendent of PTI

This survey is conducted as a part of PEDP4. It would be most helpful if you kindly answer the following few questions. We value your opinion and respect your privacy. All the answers given will be treated with utmost confidentiality.

Sample No.: _____

Date: _____

Name of PTI: _____

District: _____

Name of PTI Superintendent: _____

Contact No: _____

Number of URC under PTI: _____

Number of Instructors of this PTI: _____

Please write **Yes/No** for each question and select further answer with (✓) mark which most closely reflects your opinion

Sl. No.	Questions	Yes or No	Name of Trgs.	5 Very Good	4 Good	3 Satisfactory	2 weak	1 Need to Improve
01.	Do you think that you have in-depth knowledge and understanding about the term Continuous Professional Development (CPD) Program of PEDP3? (NBST, SBT, HT Leadership, Academic Supervision, Teacher Support and Networking (TSN) & ICT) Pls. rate your opinion.		NBST					
			SBT					
			HTL					
			AcS					
			TSN					
			ICT					
02.	Appropriateness for professional development training of teachers, teacher educators and Supervisors? Pls. rate your opinion.		NBST					
			SBT					
			HTL					
			AcS					
			TSN					
			ICT					
03.	Do you think that the Design, Methods and techniques, manuals, time and delivery modality of training are appropriate and satisfactory? Pl. rate your opinion.		Design					
			Methods					
			Manuals					
			Duration					
			Delivery modality					
04.	Please rate your extent of satisfaction on delivery methods of existing professional development activities of teachers and teacher educators.							
05.	How helpful the CPD interventions are for improving							

	capacity of teachers, teacher educators and supervisors, please rate!							
6.	Do you organize monthly meeting with URC Instructors and Assistant Instructor on NBST training plan, preparation of resource paper in your PTI? If yes, pl. rate its quality and effectiveness!							
7.	Do you think that teachers' professional development programs are satisfactory to fulfil the training needs of teachers? If yes, pls. rate your opinion!							
8.	Do you think that the learning environments of schools improved due to introduction of CPD trainings? If yes, rate your opinion!							
9.	How effective is the SBT for student's learning, please rate!							
10.	Is CPD monitored and mentored by you? If yes, pls. rate extent of its effectiveness.							

Please put your suggestions for further improvement of CPD training for Teachers, Teacher Educators and Supervisors.

N.B: For finding the suggestions, same indicators of checklist was used against each and every training activity (Need-based sub-cluster, Subject based training, Head teacher Leadership training, Academic Supervision, Teacher Support and Networking and ICT training) of PEDP3.

Indicators	Suggestions
Do you like this training? Pls. put your comments on this training!	
Issues to be discussed for improvement	
Need Assessment Process	
Content of Training (Relevance/Delicacy/ Duration etc.)	
Quality of Material	
Facility of Training venues	
Training delivery modality	
Implementation of Classroom	
Training supervision	
Monitoring	
Mentoring	
Challenges and Recommendations	

Thank you very much for your Participation in this Study

6.9 Questionnaire for Divisional Deputy Director

1. This survey is conducted as a part of CPD of PEDP4. It would be most helpful if you kindly answer the following few questions. We value your opinion and respect your privacy. All the answers given will be treated with utmost confidentiality.

Sample No: _____ Date: _____
 Name of Deputy Director: _____ District: _____
 Name of the Division: _____ Contact No: _____
 Number of Districts: _____
 Number of PTIs: _____ Number of Upazilla: _____ Number of URC: _____

1.2 Please write **Yes/No** for each question and select further answer with (✓) mark which most closely reflects your opinion.

Sl. No.	Questions	Yes/No	5	4	3	2	1
			Very Good	Good	Satisfactory	Weak	Need to Improve
01.	Your knowledge and understanding about the term Continuous Professional Development (CPD) Program of PEDP3. (NBST, SBT, HT Leadership, Teacher Supervision, Teacher Support and Networking (TSN) & ICT)	NBST					
		SBT					
		HTL					
		AcS					
		TSN					
		ICT					
02.	Have you been involved in developing the CPD program? If yes, pls. rate the quality of CPD activities	NBST					
		SBT					
		HTL					
		AcS					
		TSN					
		ICT					
03.	Does URC Instructor follow training methods, approaches and appropriate training tools in delivering CPD training? If yes, rate the extent! your satisfaction!						
04.	Does CPD program fulfills the training needs of the stakeholders? If yes, how effective was the contents?						
05.	How appropriate was the resource persons engaged in delivering CPD Trainings?						
06.	How effective was the delivery modality of CPD interventions?						
07.	Do you observe any behavioral changes among teachers, teacher educators and supervisors after receiving CPD trainings? If yes, pls. rate the extent of its effectiveness!						
08.	Pl. mention improvement level of learning environment of schools through delivering CPD trainings!						


09.	What extent the professional relationship with DPEOs, PTIs, UEOs, URCs, AUEOs & Teacher peers regarding CPD training management and training delivery?						
10.	Do you agree that CPD activities creating new opportunities to improve your own professional knowledge and skills? If yes, pls. rate!						
11.	Do you supervise the CPD programs conducted by URC/ TRC and other related institutions? If yes, pls. rate the quality and effectiveness!						

Please put your suggestions for further improvement of CPD training for Teachers, Teacher Educators and Supervisors.

N.B: For finding the suggestions, same indicators of checklist was used against each and every training activity (Need-based sub-cluster, Subject based training, Head teacher Leadership training, Academic Supervision, Teacher Support and Networking and ICT training) of PEDP3.

Indicators	Suggestions
Do you like this training? Pls. put your Comments on this Training!	
Issues to be Discussed for Improvement	
Need Assessment Process	
Content of Training (Relevance/Delicacy/ Duration etc.)	
Quality of Material	
Facility of Training Venues	
Training Delivery Modality	
Implementation of Classroom	
Training Supervision	
Monitoring	
Mentoring	
Challenges and Recommendations	

Thank you very much for your Participation in this Study


 Md. Abudduh Bhuiyan Jones
 Assistant Chief
 Ministry of Primary and Mass Education
 Government of the People's Republic of Bangladesh

6.10 FGD Outline

Focus group discussions were conducted with:

- i. Primary Teacher Training Institutions (PTIs),
- ii. Local Education officers AUEOs.
- iii. Head Teachers (HTs) and Asst. Teachers (ATs.)

Discussions were guided by questions and supplementary questions in the following areas:

- Details of ongoing training for the relevant groups including duration, target participants, frequency of training, resources used, trainers and venue;
- Strengths and challenges of each training;
- Recommendations for improving training provisions and facilities.

Broad areas to focus in FGD:

- Existing in-service professional development activities for teachers and teacher educators and supervisors;
- Professional standards for teacher, teacher educators and supervisors;
- Contents of the existing professional development activities ((coverage, duplication, repetition, relevancy, adequacy) and their alignment with curriculum, students' competencies, student's assessment, professional standards (educators' competencies, trainers' competencies, teachers' competencies);
- Material (quality, development process, availability);
- Environment of training venue;
- Delivery methods of the existing professional development activities ((Group work, Lesson demonstration, presentation, use of ICT in training);
- Facilitator's capacity (content + pedagogical knowledge) and motivation;
- Contribution of CPD activities under PEDP3 in improving teaching capacity (Knowledge, understanding, values) of teachers and professional growth of educators and supervisors in respect of relevance, effectiveness and impact;
- Trainers selection and preparation (ToT process) including selection process for trainees;
- Scope of practice of CPD activities in classroom practice and work place;
- Current system for monitoring and mentoring of CPD activities;
- Persons /organizations' responsibility for designing, implementation of professional development activities and recommendations;
- Major challenges that the schools encounter while implementing CPD program (In terms of Relevance, Effectiveness);
- Strengths, weakness of CPD programs (NBST, SBT, ICT, HT leadership, AcS, TSN) with respect to Relevance, Effectiveness, Efficiency;
- Stakeholders contribution to the implementation of CPD (Effective, sustainability, impact);
- Planning and management, duration, financial issues, incentives, follow-up mechanism;
- Future strategy of CPD (Sustainability, Relevance, online training portal, e-monitoring).

Guided questionnaire for FGD (H/T, A/T, URCLs, PTILs, AUEOS)

1. Do you agree with the types of training imparted under CPD umbrella during PEDP3 for Professional Skill Development of the Teachers?
 - Need based Sub-Cluster Training (NBST);
 - Subject based training;
 - ICT in Education;
 - Leadership training for Head Teachers;
 - Curriculum Dissemination training;
 - School Management training;
 - Teacher Support and Networking (TSN);
 - Induction Training;
 - Pre-primary Training;
 - Foreign Visit/ Training.
2. Were all these interventions important in your consideration? If not, which are to be excluded in the CDP plan of ongoing PEDP4?
3. Should the above all interventions be continued in the CPD plan of PEDP4?
4. Do you recommend new interventions to be included in the CPD of PEDP4? Please mention!
5. Do you think that the design, management, training contents (relevancy, incorporation of SK and PK etc.), delivery modality (group work/lesson demonstration/presentation/use of training materials and use of ICT etc.), duration, effectiveness, application, mentoring and monitoring of the said trainings were appropriate? If not, please mention areas and put your recommendations against each training for further improvement!
6. Can you say few words on the best practices (lesson plan, preparation and use of teaching aids, activity based participatory teaching learning, use of ICT in teaching and learning, mentoring and monitoring practice including students' assessment) being mandated in the classroom teaching!
7. Do you find duplication/repetition of training contents of CPD training? If so, please mention those against each training!
8. Are you happy with the trainer/facilitator preparation process (selection and ToT process)? If not, please put your comments!
9. Was the selection process of trainees appropriate? If not, please put suggestion for correcting measures!
10. Were the development process, qualities and availability of training materials appropriate? If not, please put your valuable suggestions!
11. Can you please mention some of the strengths and weaknesses of the said CPD interventions of PEDP3 (please put your comments against specific trainings).
12. Can you please mention some of the major challenges that school encounter while implementing CPD programs!
13. Do you think these CPD interventions helped improving the professional capacity of teachers?

14. Are you familiar with the types of CPD training imparted during PEDP3 for Professional Development for Teacher Educators and Supervisors!
- Academic Supervision Training for AUEOs;
 - Professional Development Training for PTI Instructors;
 - Professional Development Training for URC Instructors;
 - Professional Development Training for URC Assistant Instructors.
15. Were all these interventions important in your consideration? If not, which items to be excluded in the CDP plan of ongoing PEDP4?
16. Should all the above interventions be continued in the CPD plan of PEDP4?
17. Do you recommend new interventions to be incorporated in the CPD program of PEDP4? Please mention!
18. Do you think that the design, management, curriculum (training contents), delivery modality, duration, effectiveness, application, mentoring and monitoring of the said trainings were appropriate? If not, please put your comments and recommendations against each training.
19. Can you please mention some of the strengths and weaknesses of the said CPD interventions of PEDP3 (please put your comments against specific trainings).
20. Can you please mention some of the major challenges that school encounters while implementing CPD programs!
21. Do you think these CPD interventions fulfilling the professional needs of teacher educator and supervisors?
22. Please give suggestions on future delivery strategy (content, relevance, sustainability including online training portal etc.) of CPD for its effectiveness and further improvement in PEDP4!
23. General comments and observation on CPD if any:


Md. Abulhasan Ehsanullah Jony
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

ANNEXURE-7:

TERMS OF REFERENCE For Need-based TA Support for Continuous Professional Development (CPD) Framework and Action Plan

1. Background

The Fourth Primary Education Development Program (PEDP4) aims "To provide quality primary education to all children of the country from pre-primary up to grade 5 through an inclusive and equitable education system". The objective of the component no. 1 is to have quality teaching-learning practices being applied in all schools that enable children to acquire the essential grade-level competencies stipulated in the curriculum. Teachers' professional development along with reform of classrooms and improvement in learning outcomes is a key area that needs to be addressed under PEDP4 program if Bangladesh wants to achieve its vision for the future growth of the country and meet the targets set by the SDGs. PEDP4 sets out a vision for professional development for primary and pre-primary teachers, continuous from the time a teacher is recruited to the end of their career. Therefore there is an urgent need for development of CPD Framework on the basis of an empirical study on it. The objective of Continuous Professional Development (CPD) would be to ensure that all teachers and teacher-educators acquire the professional standards through a continuous engagement in professional development activities.

2. Objectives:

The objective of CPD framework is to ensure that all teachers, teacher educators and education supervisors acquire the professional standards through a continuous engagement in professional development activities.

This CPD Framework for teachers, teacher educators (TE) and education supervisor are being elaborated professional standards, and identified the components and functions of a CPD system, including who is responsible for their design, execution, monitoring and evaluation. The consultant will design of specific curriculum for the different profiles of different professionals engaged in PEDP4.

3. Scope of the Work:

The CPD Consultant will have to work on the following issues are:

- Include professional development events/activities for teachers, head teachers and teacher educators prioritizing strengthening of pedagogy;
- Identify and elaborate how teachers can achieve progression through the professional standards as part of a career-long continuous professional development program;
- Identify the different delivery methods for the in-service teacher development program, basing the professional development as close to the school as possible



Md. Alauddin Bhuiyan Jona
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

and using distant learning (online and offline) resources as well as face to face workshops and in school mechanisms;

- d) Identify who is responsible for designing and implementing each section of the teacher development program and the different elements contained within it;
- e) Make PTIs, URCIs and AURCIs teacher educators, and other relevant officers lead the implementation of classroom change and innovation at local level;
- f) Draw upon local teacher or expertise within each district, to provide regular support to teachers and facilitate training where necessary. This will be a way of reaching all schools and teachers, even those in the remotest areas;
- g) Include a quality assurance process (monitoring and mentoring) specifying roles at each level which looks at quality and effectiveness of the in service programme.
- j) Examine the roles played by the agencies responsible for designing, implementing the professional development activities for teachers and teacher educators;

Management and Coordination Arrangements:

The study will be conducted under the overall guidance and supervision of the Director General of DPE. The consultants will work closely with the Training Division and will liaise closely with the Director of Training Division of DPE. DPE will provide necessary information/data and documents as well as guidance to the study team. In addition, the consultants will consult/observe NCTB, NAPE, IER, PTIs, URCs and education officials at central, district and upazila levels.

6. Qualifications and Experience:

The Consultant would be an education expert and shall have the following qualifications and experience:

- (a) Master's degree preferably in Education / Social Sciences with Ph.D;
- (b) Reputed Research and Survey firm with at least 15 years' proven experience in designing, conducting and managing large scale institutional researches in education, curriculum and pedagogy;
- (c) At least 10 years working experience in donor supported project of primary education in Bangladesh;
- (d) Solid understanding of and ability to apply data collection, processing, preservation and analytical tools and techniques, including the ability to analyze and use research data;
- (e) In-depth knowledge and understanding of primary education sector in Bangladesh;
- (f) Proven experience with similar assignments with capability of high-quality report writing in English;
- (g) Excellent facilitation and consultation skills;
- (a) Excellent Bangla and English writing and facilitation skills.

7. Deliverables

The consultant shall deliver the following products:

- (a) The Consultant will submit a work plan matching with Framework and Action Plan of CPD how the consultant will address all the activities indicated in the CPD Action;
- (b) Presentation of interim progress report, highlighting major challenges and assistance required to overcome those;


Md. Abulhasan Khuliyar, Jeneo
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

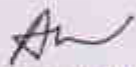
(c) Presentation of the draft report (recommending the CPD framework) in a national workshop;

(d) Any other specific deliverables as per the requirements of DPE;

10. Duration of the Assignment: The Consultants will be concurrently allocated 12 mm out of 36 mm from the date of signing the contract to complete the assignment. The contract will be extended based on the satisfied work completion of the Consultant.

11. Payment Modality

Payment will be given monthly basis. For visit outside Dhaka, the consultants will be provided with highest rate of TA & DA / transport facilities as per PEDP4 financial rules.


Md. Alauddin Bhuiyan Jones
Assistant Chief
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh



DEVELOPMENT TECHNICAL CONSULTANTS PVT. LTD. (DTCL)

Plot # 62, Road # 14/1, Block # G, Niketon, Gulshan-1
Dhaka-1212, Bangladesh

Tel: +880 2 9856438, 9856439, Fax: +880 2 9856439

Email: info@dtcltd.org, Website: www.dtcltd.org

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