

PTAN

Professional Teacher Associations Network

NEWSLETTER: Volume 1

December 2003

Dear Readers,

It is my privilege and honor to present to you the 1st volume of the PTAN Newsletter. This issue provides readers with a background of PTAN and the regular activities of its associations. I wish you all happy reading.

Regards,

Parveen Al Amin

Program Officer, PTAN.



Enriching the Professional Development of Teachers through PTAN



A workshop at PTAN

The Professional Teacher Association Network (PTAN) was established in mid 2002, with a generous support from AKU-IED and AKF, P. PTAN is a cluster of six voluntary associations striving for the professional development of teachers/headteachers. Each association is managed by teachers on a voluntary basis.

To begin with, the PTAN established a steering committee, which meets regularly (once in two months). As a result of these meetings, network members have started to update and share information of their activities with each other, started learning through their experiences and also integrating these experiences with each other's programs.

The associations comprising PTAN are on a learning curve to conduct activities in a systematic way. Their interaction with each other through the PTAN platform have enabled them to design activities with a purpose of professional development of teachers. Within PTAN effective professional development experiences are designed to help teachers build new understanding of teaching and learning. This is done through direct experiences with strategies that help them learn in new ways. PTAN's associations have endeavored to understand and implement effective characteristics of professional development in education, that is, through their workshops they have been able to:

- develop effective classroom learning and teaching strategies;
- provide opportunities for teachers to build their knowledge and skills;
- model with teachers the strategies they can use with their students;

- support teachers to serve in leadership roles;
- provide links to other parts of educational systems; and
- continuously assess the participants and
- make improvements to ensure a positive impact on teacher effectiveness, student learning, leadership, and the school community. (Cont Pg 2)

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PTAN believes that professional development should be viewed as a critical component of improvement. It must be linked to clear goals for students as well as assessment, pre service teacher education, school leadership, resources and staffing.

Through need assessment and experiences gained during various activities of its associations, PTAN believes in the following:

- ✓ Professional learning must be lifelong and relevant to teacher learning.
- ✓ Schools must stop counting hours or programs that a teacher participates in professional development, and start measuring what happens as a result of their participation.
- ✓ Teachers should stop receiving one-shot workshops and become active decision makers in the process of designing and choosing professional development opportunities.
- ✓ Planning professional development should start with the end (outcomes) in mind and encourage teachers to be involved in the planning process.
- ✓ Professional development initiatives should have an appropriate level of challenges and support, provide activities demonstrating new ways to teach and learn, build internal capacity, use a team approach, provide time for reflection, evaluate the effectiveness and the impact of the activities, and use humor and have fun.
- ✓ Follow-up of professional development should be provided to give opportunities to teachers for practice in the classroom.

Remember that professional development alone cannot carry a reform effort but it should be viewed as a critical component of reform.



Association for Primary Teachers (APT)



Active participation observed during a workshop conducted by APT

The Association of Primary Teachers (APT) has been set up as a result of expressed need by IED's key stake holders (primary teacher educators/administrators and heads) to provide a forum where issues specific to the teaching and learning of young children could complement IED's pursuit in developing ahead one of its mission; to improve the quality of education at the grass root level by education sector; the AKES, government, private and the NGOs/ CBOs.

Education in Pakistan is widely acknowledged to be in a state of crises. Since its very existence it has struggled to give quality education to its people where the literacy rate is still below 40% and where more than 50% of all school going children do not attend school. The traditional

methodologies of teaching followed in schools have yielded only mediocre result at best. The greatest change today requires innovative approaches, a commitment of resources and most importantly, a principles geared towards change. Despite the growing evidence that the early years are vital for the physical, social, emotional and intellectual development of the child, the education scenario particularly at the primary level remains a matter of concern.

APT has recently expanded its work in the area of Early Childhood Development which not only caters to the need of primary education but also preprimary education. APT plans to work further on these grounds and widen the learning capacities of primary level teachers.

For further details contact:
Atiya Hussain (Chairperson)

Association for Social Studies Educators and Teachers (ASSET)

Association for Social Studies for Educators and Teachers (ASSET) came into being with the purpose of professional development of Social Studies teachers through discussions, workshops, seminars, conferences, symposia etc. to share and learn from each other so as to enhance the teaching and learning of Social Studies. Their aim is to establish, promote and cooperate with any other society, association, institution, or fund, which the association deems necessary for the attainment of advancement of its objectives, and to evaluate the

existing curriculum and if necessary modify and adapt to change it so as to make it more relevant to the students and their context.



An ASSET workshop on innovative ideas for the development of teaching of social studies

ASSET also wishes to create an awareness of various issues faced by the society and intends to take suitable action or cooperate with any other society, institution or fund in order to secure a more equal and just society.

For further details contact:

Working committee Members Bernadette dean and Farheen Effendi

Mathematics Association of Pakistan (MAP)



MAP's workshop on geometry making connection

On July 4th, 1997 a group of Mathematics teachers at the Aga Khan University Institute of Educational Development took a

decision to form a professional organization of teachers of Mathematics. Since then this group of highly motivated teachers have joined hands to give a formal structure and direction to this organization which was named the "Mathematics Association of Paksitan (MAP).

The Association aims to promote Mathematics and Mathematics Education, provide a forum for Mathemactics teachers to meet, learn from each other and with each other and creat a professional group aimed at improving the quality of Mathematics Education in Pakistan.

A primary goal of MAP is to provide opportunities of professional development to methematics teachers. Therefore, academic activities suitable for continuing teacher educaton is high on its agenda. This can be appreciated by its latest activites like olympiad 2003 and a workshop conducted by MAP in Peshawar.

For further details contact:

Mr. Abid Suhail and Sardar Ahmed

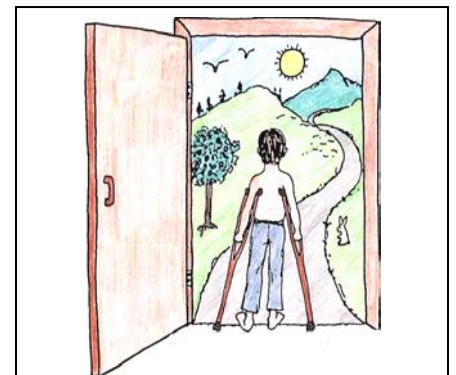
Pakistan Association of Inclusive Education (PAIE)

The founding of Pakistan Association for Inclusive Education (PAIE) at Aga Khan University's Institute for Educational Development (AKU-IED) on August 10, 2001, was a significant step in complimenting AKU-IED's pursuit in achieving Education for All. Inclusive Education when done correctly is a means to achieving Education for All.

Inclusive Education advocates that all children should learn together in

mainstream schools, regardless of their abilities. Children with special needs have same rights to education as other children.

In order to fulfill commitment to Education for All it is imperative that teachers are given an opportunity to develop knowledge and skills to effectively address the needs of all the children in their classroom, regardless of their ability to learn. PAIE was formed to provide a platform for teachers of mainstream and special schools to facilitate the above. It raises awareness about inclusion related issues by holding information sessions and workshops. PAIE's membership has been on the increase. The first newsletter was published in February 2003.



*I don't need your help but I need your cooperation.
Please try to understand what I can do and what I can't.
Please help me to learn everything that I am able to do so I do something for myself as well as for you.*

For further details contact:

Debbie Karamer Roy & Talat Azad (Chairperson)

Science Association Of
Pakistan (SAP)

Formed on October 14th, 1998, SAP emerged as a voluntary, non-governmental, non-political, and non-profitable organization formed by Science Teachers from Karachi. SAP was established in response to the need for a Professional Forum for Science Educators to meet and learn from each others experiences and with a vision to improve the quality of Science Education in Pakistan and a mission to equip teachers with the most current trends and approaches in teaching and learning.



Student's at work in the SAP Olympiad 2003

SAP's achievements this year can be measured by its two major events; SAP symposium and SAP Olympiad.

SAP believes that *Probably nothing within a school has more impact on students in term of skills development, self-confidence or classroom behaviour, than the personal and professional growth of their teachers. ...When teachers stop growing, so do their students.*

For further details contact:
Farah Huma (Chairperson)

School Headteachers Association
for Development of Educators
(SHADE)

School Headteachers Association for Development of Education (SHADE) was formed as a voluntary non-government organization by head teachers from the public, private and Aga Khan Education Service, Pakistan (AKES, P) who were course participants of the first Advance Diploma in School Management program of the Aga Khan University.



Participants at SHADE's workshop

On July 13th 2003, SHADE successfully completed four years. The highlights of its gradual development are its bi-monthly workshops on topics initiated by headteachers, formation of sister associations in three East African countries namely Kenya, Uganda, Tanzania. The association in East Africa is called ADEA (i.e. Association for Development of Education in East Africa). Representative of SHADE have participated in international Conferences in Toronto, Sydney and an inter-visitation program for headteachers to the U.K.

SHADE has been established to provide a platform for headteachers to share their

common concern and challenges related to their roles and seek help for the development of education in general and for effective school management in particular.

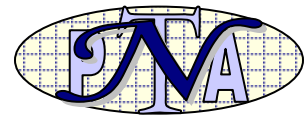
A teacher can never truly teach unless he/she is still learning him/herself. A lamp can never light another lamp unless it continues to burn its own flame.

For further details contact:

Rafat Khokar (Chairperson)

Contact

For further Information Please contact:



Professional Teacher Association
Network

Email: info@ptan.org
Contact: 6347611 Ext174

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C/o
Aga Khan University
Institute for Educational Development
(AKU-IED)

IED-PDC, 1-5/B-VII, F.B. Area
Karimabad, P.O.Box 13688
Karachi-75950 PAKISTAN
Fax: 6347616

Thank you readers! Watch out for our next volume to be published in June 2004.

