

FACT SHEET: CPD ELEMENTARY FRAMEWORK

The Challenge



The quality of teaching and learning at the elementary level is undeniably inadequate. Student Learning Outcomes (SLOs) continually fall below expectations (PEC 2018, 2019), and reports indicate poor teaching practices (PASL, 2018). This situation demands immediate action in the form of Continuous Professional Development (CPD) for elementary teachers to improve teaching quality and Student Learning Outcomes (SLOs).

1

PERSONAL LEARNING HOURS

- 3,017 ESTs including 1417 female teachers in 7 districts of KP completed a self-paced study through a flexible digital platform
- 6 digital modules comprising 167 lesson plans, 4 strategy videos, and 420 assessment items developed for English, Math, and Science
- End-of-module self-assessment reinforced learning at each stage

2

CLASSROOM OBSERVATION AND FEEDBACK

- 1,095 headteachers including 512 females in KP conducted subject-specific classroom observations using the Classroom
- Observation Tool (COT) adapted for elementary schools
- Joint observations by District field officers of RPDC ensured mentoring and data-informed pedagogy planning

3

TEACHER LEARNING FORUMS

- Asynchronous forums enabled teachers to exchange ideas and challenges.
- Monthly synchronous online sessions on subject-specific pedagogy were delivered by 88 subject experts in KP

4

ONLINE LEARNING COMMUNITIES AND COPs

- Subject-specific teacher communities established at tehsil, district, and provincial levels.
- 4 Teacher Professional Development Forums organised by District Field Offices DPD, RPDCs

Teaching Excellence through Learning Resources and Training



- Developed training modules for ESTs, Headteachers, and Subject Experts in core subjects.
- Trained Subject Experts in mentoring, coaching, and pedagogy.
- Headteachers learned to conduct observations and provide coaching using the COT.
- ESTs accessed self-study modules with ongoing mentoring from Head teachers and Subject Experts.



Communities of Practice for Sustainable Learning (CoPs)

4 district-level Professional Development Forums were organized in Khyber Pakhtunkhwa to promote Communities of Practice and peerlearning. Over 372 ESTs and Subject Specialists participated, including 164 females, enhancing shared learning and reflective practice.



Forging Government Partnerships for Sustainable Delivery



- CPD Elementary was co-designed and implemented in close coordination with E&SED, DCTE, and DPD in KP, ensuring institutional ownership, system alignment, and scalability.
- Framework development and district selection involved joint consultations. District field offices acted as lead partners, reducing costs and enhancing ownership.
- The Classroom Observation Tool (COT) was revised for subject-specific practices and endorsed by relevant departments, now part of the provinces' quality assurance systems.
- Teaching materials are accessible via DPD platforms, including websites and YouTube channels.

Key Results in Khyber Pakhtunkwa

Improved COT Scores

Headteachers conducted classroom observations in their schools using the classroom observation tool. The data from this record shows a positive trajectory in average scores by month, indicating improvement in teaching practices. The average COT score was **3.67** in February 2025, which gradually increased to **3.77** by April 2025.

95% found the content relevant to their needs.

90% said assessments reflected key concepts.

90% reported that assessments boosted confidence.

85% liked the self-paced format.

More than **90%** felt confident in applying strategies.

89% agreed that training met expectations.

Voices from the Field

Professional development is the foundation of quality education. When we invest in our teachers, we're investing directly in our students' futures. This program didn't just build skills—it reignited passion in classrooms, bringing fresh energy to both teachers and learners.

Munir Ali Shah, Senior Instructor, DPD Peshawar

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