

FOSTERING COMMUNITIES OF PRACTICE IN CPD ELEMENTARY

Teacher-Led, Peer-Driven and Impact-Focused Professional Development



Under the B-TAG programme, a blended CPD¹ model for ESTs reached over 6,000 teachers across 12 districts in Punjab and KP. A core element was the creation of subject-based Communities of Practice (CoPs) at the district level, supported by informal digital platforms. District-level CoP forums, organized by PECTAA² in Punjab and DPD³ & RPDC⁴ in KP, provided collaborative spaces for teachers, headteachers, subject experts, and field staff to exchange teaching strategies and strengthen peer learning networks.

Key Figures

Intervention in Punjab

484 ESTs, including **303** female teachers, participated in COPs
Sheikhupura, Multan, Faisalabad, Rawalpindi

Intervention in Khyber Pakhtunkhwa

372 ESTs, including **152** female teachers, participated in COPs
Malakand, Charsadda, Nowshera, Orakzai

Key Outcomes



Promoted ongoing professional development through interactive, subject-specific sessions



Empowered teachers to lead their learning journeys, fostering an inclusive CPD culture



Enhanced peer learning and classroom practices



Enabled teachers to support local CPD planning and influence training content

Sustainability and Scalability



- Annual plans and budgets for CoPs to be developed by DPD, PECTAA and district education authorities
- Trained educators will moderate subject-specific CoPs
- Digital channels will expand engagement through in-person and informal platforms, optimizing outreach in remote areas

¹ Continuous Professional Development

² Punjab Education Curriculum Training and Assessment Authority

³ Directorate of Professional Development

⁴ Regional Professional Development Centers