

Professional Development of Teachers and its Future Needs

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Abstract

Analysis of different educational systems around the world at macro and micro level inform us that efforts made to bring reforms and improve quality of education is fundamentally linked with the quality of its teachers. Pakistani system of education is no exception therefore to improve the quality of education attention should be paid to the quality of our teachers. In this era of rapid global changes education is highly subjected to these changes, at the same time it is also the cause of change in all other spheres of life. In comparison with world's top performing educational systems we find Pakistani educational system far behind in quality and students' performance. Although efforts are made to improve the current situation but in general the situation has hardly improved. No doubt extensive, consistence and tested models of teachers' professional development can produce better result, but replication of such models would be difficult in Pakistan where resources allocated for education are comparatively limited. This paper also highlights very concisely the future needs of teachers' professional development in Khyber Pakhtunkhwa (Pakistan) to make our public education compatible and enhance students' learning. This paper also suggest the integrated role of state, society and teachers' community to make sincere, serious and systematic efforts to improve the existing situation and shoulder the future needs of teachers professional development.

Keywords: Professional Development, Teachers, professional development opportunities

Introduction

Fair analysis of the situation of (Pakistani) teachers' initial qualifications; their academic records, professional training which they receive and opportunities available to them for professional development, in comparison with what they deliver discloses the

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fact that we offer them very little in amount and also substandard in quality but in return demand much more in terms of students' learning and their academic achievements. Everyone; right from the top management, policy makers till parents repeatedly point at the poor educational competencies of students and their low learning achievements.¹ But no one ever bother to inquire about the teachers professional competencies and need for their continuous professional development. In fact high students' achievements are directly linked with the effective and sound professional development of teachers.

A few decades ago teaching learning was quite simple and was limited to the development of reading writing skills of the students but as the time has passed the learning needs of the students have also been changed, in the present time these needs has gone far ahead of the teaching of 3R's, but unfortunately our educational system is still aiming at the same.² Worldwide classroom teaching practice has changed from rote learning to comprehension, from acquisition of knowledge to knowledge generation and perceiving learning as a product to a process. To meet these needs and keep abreast with the innovative teaching strategies, all the stakeholders' i.e. education department, school administration, teachers and community have to play their role in close collaboration with each other.

Reconnaissance of Situation

The existing level of teachers' professional competencies in our country (Pakistan) is not much promising. A survey was conducted in district Peshawar in which more than one hundred secondary school teachers participated, their classroom observations showed that only five percent of them partially applied their pedagogical understanding developed during their pre-service teacher training program.³ It was noted in the survey that in majority of the school's classroom teaching was based on conventional methodology. The main approach followed by all the teachers was the dissemination of textual information provided in the text books and the students passively recording this information and reproducing it as verbatim during examinations and tests. Overall atmosphere of the class remains passive; students are seldom engaged in creative interactive learning activities. Teachers demonstrate stern and reserved attitude to maintain discipline. Most of the time during the lesson teachers read, explain and write while students remain engaged in listening and copying.⁴ Here, question arises what are the reasons for this situation? Although

the answer is multifaceted and need long term planning to improve the situation but immediate attention focuses on teachers. It is interesting that teachers seems to be the part of problem because their low professional profile has contributed a lot in worsening the situation, on the other hand immediate solution of the problem also rests with the teachers through their effective professional development.

The Process of Teachers induction and Professional Development in Khyber Pakhtunkhwa

The process of professional development starts after being inducted into profession if someone possess the required qualification and fulfill the eligibility criteria. Hence the initial professional qualification provides a base line for future professional growth and development therefore sound professional qualification becomes a prerequisite for future professional development. In the light of this, the whole process of professional development could be divided in to three portions first, teachers' professional qualification; second, induction into the teaching profession and third the process of professional development.

Professional Qualification and Teachers' Training Programs

There are different routes for joining teaching profession in Pakistan and minimum professional qualification differ for different levels, for instance at primary level anyone having PST certificate can join the teaching profession, for secondary level one can join this profession if S/he possess B.Ed./M.Ed. Degree. Interestingly for teaching at college or university level no professional qualification is required. However the quality of courses offered for preparation of primary school teachers and teachers for secondary schools is quite debatable. In general these courses comprise of nine theoretical subjects and a long and a short teaching practicum. Total duration of these courses is one year.

All the subject are taught following the conventional teaching methodology however theoretically certain modern approaches like collaborative learning, inquiry method and discussion method are also included in these courses but never practiced by the faculty or the trainee teachers and usually the scientific aspect of teaching, effective lesson planning, cognitive development, ability of critical thinking or formulating instructional objectives, is usually overlooked. Which indicate that the practical and scientific aspect of teaching is perceived

unimportant and it is generally assumed that teaching child psychology or principle of classroom management will enable the trainee teachers to apply this knowledge and these principles when situation will arise during their professional lives.⁵ Such a mindset makes these teacher trainings inefficient and just certificate awarding programs. Thus the teacher training programs in Khyber Pakhtunkhwa (Pakistan) have the lowest quality; hence the prospective teachers graduating from such institutions have limited professional understanding and pedagogical skills. The low quality of initial teachers' training programs is a major setback for EPD of teachers.

The General Education of Teachers

Poor quality of education especially at primary and secondary level, while low quality of general education in Khyber Pakhtunkhwa is another main factor which affects teacher's professional performance.⁶ In addition to this the high performers opt for medical or engineering whereas the second option for the students who fail to seek admission in medical or engineering is armed forces or civil service. Rest of the students joins agriculture, business or banking profession. According to the criteria of BISE Peshawar percentage score for different grades is given in the table below:

Table 1: Grade Percentage

Grade	Percentage	Category	Division
A1	80% and above	Outstanding	Ist
A	above 70% and Below 80%	Excellent	Ist
B	above 60% and below 70%	Very Good	Ist
C	above 50% and below 60%	Good	2nd
D	above 40% and below 50%	Fair	2nd
E	passing marks below 40%	Satisfactory	3rd

Source:-BISE Peshawar 2015

Usually majority of the students laying in the top three categories join professions; mentioned above; other than education. While students having 2nd division or sometimes with B grade decide to join teaching profession. Regardless the quality of examination conducted by BISE, and being the only evaluative mechanism available we see that students with high academic achievements do not join teaching profession instead students with low academic achievements enter teaching profession which have grave affect

upon the performance of teachers throughout their professional career.⁷

On Job Professional Development Opportunities

It is shocking to say that Pakistani teachers after being inducted in teaching profession get no opportunity for their professional development. Some in-service teachers' training programs are organized by non-governmental organizations but we find no allocation on regular bases in the annual budget for TPD activities. Majority of the trainings are organized and financed by NGO's which usually focus primary education and very few are designed for secondary school teachers. These activities provide some exposure to school teachers about new teaching approaches and provoke awareness about child psychology but these activities are overlapping and disjoint sometimes. Further lack of coordination among different agencies working under different agenda turns these programs into sporadic, one-shot activities which have little connection with school practices and no serious efforts have ever been made to make TPD a regular feature of our educational system at school or district level.

Whereas in almost all the best performing educational systems of the world TPD activities are made a part of a regular working day and an adequate amount of time is allotted for these activities. In some countries like Finland, Singapore and Japan school teachers invest almost 40 percent of their working time in TPD activities like studying and planning lessons collaboratively, mentoring and reflecting on their practice and sharing feedback with their colleagues. South Korea is far more ahead in this effort of teachers' professional development, here teachers spent only 35% of their working time in teaching while rest of 65% time they are engaged TPD activities.⁸

If the time by the teachers of member nations of OECD, United States and Pakistan spent in classroom teaching and professional development activities is compared, we find the following results:

Table 2

Countries	Total working hrs	Average teaching time(hrs) per year	% teaching time(hrs) per year	Average free time(hrs) per year	%free time(hrs) per year	Time(hrs) engaged in TPD activities per year
OECD	1107	664	60	443	40	443
US	1350	1080	80	270	20	270
Pakistan	1024	804	79	220	21	000

Research shows that more time (at least 50 hrs per year) spent by teachers in activities of professional development like collaborative lesson planning, classroom visits and action research have positive effect over students learning achievements (an increase of 21 percentile points). However for Pakistani teachers time spent in TPD as a regular feature is zero percent. In contrast to this the top performing school systems of the world invest more than 40% of their working time in professional development activities.

Concluding exploration of the present situation of how prospective teachers in KPK (Pakistan) make their entry to the teaching profession and what their academic and professional achievements are. What potential they have for further development. We see that:

- i). Joining teaching profession is the last option for majority of the prospective teachers
- ii). Majority of the candidates opting for teaching profession have low academic achievements
- iii). Standards of pre-service teacher training programs are low
- iv). There are no regular and organized on job professional development activities
- v). No financial support for teachers professional development from government

If the above points are further examined we come to know that all except fourth need long term planning to change the present situation in the sense that making basic reforms in educational policy may change teaching in to one of the most popular and prestigious profession just like medical sciences or engineering which will automatically attract young people with high achievements to this profession. However the fourth point is related to the short term planning for the improvement of current situation which is possible through EPD of currently practicing teachers.

Effective Professional Development (EPD) for improvement of current situation

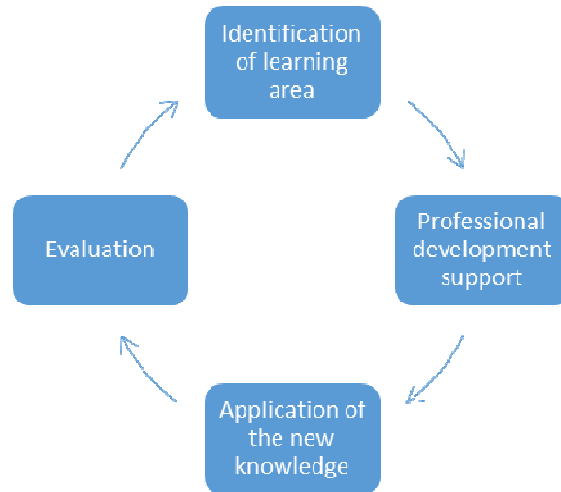
As a teacher trainer I admit that mostly in-service teacher training programs conducted at provincial level have been ineffective or have little effect on the professional development of our teachers because all such activities have never been planned on regular bases and their sustainability always depended upon the availability of foreign funds; which were mostly in the form of aid,

grant or any other form, therefore such TPD programs lasted till the funds were available and as soon as the funds were utilized the programs were closed or became inactive. Due to this temporary and short life of these programs the objective of professional development of teachers usually fades away while other monetary benefits become actual objectives. Although such TPD programs have developed some awareness among some tiers of our teachers' community but as a whole these programs remained ineffective to; change the conventional classroom practices implemented by our teachers, or develop students' learning and their academic performance.

In this situation professional development can become effective only when it have the following characteristics;

- i). It is devoid of any TA/DA or honorarium
- ii). It is specific not generic
- iii). It deals with teachers' assigned subject and its instruction
- iv). It is desired not forced
- v). It is realized as a means for promoting students' learning

In the context of Pakistani educational system, the situation demands to realize the basic problem first; in designing TPD programs we make the same mistake which is common throughout our educational setup; we assume that provision of knowledge and introduction to some modern teaching strategies would solve the problem and the situation will improve but it is not exactly how it works, provision of a lot of beneficial information without demand of its practical use would be of little help.⁹ It is important and should be noted that the learning area for improvement must be identified by the teacher concerned and S/he should be provided professional support, either by colleagues, school management or someone outside of the school. This whole process could be presented as:



Graphical Representation

This self-directed approach works in contrast to the customary professional development activities based on the fallacious assumption of people other than the teachers concerned to decide which area of knowledge teachers are deficient off and how much of that knowledge would be sufficient enough for them to improve students' learning. Instead this self-directed approach works on the following basic principles:

- i). Linking TPD with students' learning
- ii). Selection of learning area for improvement by the teachers involved in TPD
- iii). Providing Professional Development Support (PDS) through a number of models available
- iv). Instant application of fresh knowledge/skill in the actual classroom situation
- v). Evaluation of the process

This approach was applied in some of the urban and rural schools of the public sector in Khyber Pakhtunkhwa keeping in view the characteristics and the designing principles of EPD mentioned above. A case-study following the research methodology show that how this approach worked in the context of KPK and gave positive results in the shortest possible time.

Methodology

A group of six English language teachers participated in this study for a period of six weeks focused on language learning skills. This study was conducted in three higher secondary schools for boys in district Peshawar, Khyber Pakhtunkhwa (Pakistan). The objectives of the study were:

- i). To introduce the participating teachers with the concept of action Research
- ii). To enable the participating teachers to apply action research to improve their teaching practices and classroom instructions.
- iii). To develop school teachers as reflective practitioners for their professional development.
- iv). To enable participating teachers to help students improve learning achievements.

In the course of this study all six participating teachers joined in activities like taking notes while teaching, keeping reflective journals, planning lessons and designing learning activities. They also shared their planning and problems with their research buddy and played the role of a critical friend too. Teachers attended orientation sessions arranged by the researcher and discussed their problems with the facilitator and their research buddy. They also acted as observers while attending model lessons delivered by the researcher. Additionally the participating teachers were also introduced with written material about action research in form of hand outs and some useful articles regarding teachers' professional development. This study developed out of the self-directed instigation of the teachers involved to improve them for the improvement of their students' learning regarding language skills. During a non-formal talk with the teachers it was revealed that regardless of the fact that participating teachers had attended quite a few teachers' training programs but they were not able to implement that knowledge in the real classroom situation. This led the investigator to frame the following research questions:

- i). How teachers learn?
- ii). Why is it easy for teachers to learn and apply some of the content incorporated in PD activities promptly while some is not?

The above leading questions coupled with the existing status of teachers academic and professional competencies (explained above) and the level of students' academic achievement demands

to be focused upon short and long term aspects of the effectiveness of PD activities.

In attempt to answer the above questions information was gathered at three distinct levels;

- i). Pre-intervention
- ii). Intervention
- iii). Post-intervention

Before stepping into the intervening phase and providing PD support to the participating teachers the researcher drew upon the data collected during the pre-intervention phase which was combined with the results of semi-structured interviews with the six participating teachers of this study to decide what should be included in PD support content. Three sources; namely pre-intervention observation, semi-structured interviews and focused grouped discussion were used to collect and triangulate data.¹⁰ For making observations, conducting focused group discussions and semi-structured interviews tools were; in particular; designed for this purpose. Focused group discussion was used to find out; teachers' plans of applying the PD support content in their classrooms; their views about possible hurdles or backups which they might be facing while implementing the PD support material in their classrooms. Focused group discussion was also used to evaluate the PD support content at least for first critical level of PD evaluation. For the analysis of semi-structured interviews grounded theory method was applied for refinement of emerging themes and their analysis leading to the main findings addressing the main research questions of this research study.¹¹

Characteristic of Participant

The 06 teachers who contributed in this PD activity served as main sources of data for this study Out of this group of six teachers four served in two different schools in the urban area of district Peshawar while the rest of the two worked in a high school of rural area. Majority of the student in the urban schools belonged to low socioeconomic families mostly tied up with technical occupations. While students of rural school had agricultural background and enjoyed relatively higher socioeconomic status on average. All the teachers were male and had three to seven years of experience teaching English language as a subject in higher/secondary schools. Participating teachers were qualified and possessed B.A/B.Ed degrees along with English as a compulsory subject in

B.A. The participating teachers also had sufficient experience of attending workshops for teacher's professional development.

Procedure

A group of English language teachers (6 in number, from 4 urban and 2 rural schools) volunteered to participate in a research activity to study the impact of action research on their professional development. They were asked to identify an area of students' learning which they think needed improvements. This step was particularly important to empower the participating teachers and make them realize that they were themselves responsible and in control of their own professional development. The entire six members indicated that language skills (listening, speaking, reading, and writing) of their students were weak and they wished to improve it. Having identified the learning area which the teachers wanted to improve created a desire among the group members to develop their own learning about enhancing language learning skills so that they could be in a better position to help and guide their students while teaching in their respective classes.

Once the area was identified by the teachers they were asked to make a plan for improving the situation and also mention what kind of professional support they needed. After the plenary meeting and focused group discussion teachers admitted that GTM was the only method they knew and were used to apply the same in their class with ease. They also referred to some teachers' training programs conducted by NGO's and mentioned that although they attended those programs but they faced problems in implementation, therefore they found those training of little use. These views of the teachers, and discussion in the group indirectly pointed out two main requirements of the PD program they intended to proceed.

- i). What content should be focused?
- ii). Putting new knowledge in to practice.

A significant improvement in students' achievement was recorded and Pre/Post-Test Scores of students' achievements provided a reliable evidence of the affectivity of afore mentioned professional development cycle for teacher. The following table shows the improvement in students' language skills:

Table 3: Students' Achievements

Students' Achievements (LLS)		
Language Skill	Pre-Test	Post-Test
	class average	class average
Listening	11.00	21.00
Speaking	9.00	17.00
Reading	21.00	39.00
Writing	16.00	29.00

The above data reflect the overall performance of more than 200 students from the three participating schools. The class averages for the four language skills before teachers' professional development were calculated through pre-test. However the post-test scores were relatively high; almost double the pre-test scores which indicate that the additional knowledge of teaching second language (English) and active learning approach which teachers were introduced during the input session of PD activity had a significant effect upon students' learning. Students' performance and teachers' augmented knowledge were positively co-relation (0.83).

Discussion

As a part of different in-service trainings for professional development of teachers, there was common flaw of "Imposition" in the design of these trainings. Almost all the trainings; launched in KPK for teachers' to develop their pedagogical skills or instructional techniques and enhance content knowledge; somehow contained the element of imposition. Usually these trainings were designed by the people who were not directly related to classroom teaching or the grade level concerned. Furthermore these generic types of trainings were imposed by the authorities from above. If seen with the neutral lens, this element of imposition could well be felt in the content and methodology applied in these trainings. Under the pressure of imposition the real needs of teachers get buried and we find no significant improvements in the pedagogical skills of teachers or any change in their instructional techniques.¹² To avoid this element of imposition teachers participating in this study were allowed to decide for them and select an area from their current classroom teaching which they wanted to improve.

This step was clearly an improvement over the old method of deciding the content of a TPD program by outsider people and changing teachers' belief about TPD activities from perceiving

themselves as subjects of scientific experiments to valuing themselves as intellectuals innovating new instructional techniques.¹³ This change in teachers' belief; which is hard to change was the most important step towards real professional development. In a way external imposition was replaced with uniqueness and using real classroom experiences as opportunities for teachers' professional development in their own setup. Instead of introducing activities which are otherwise interesting but could not be carried out in our existing setup or which could not be fitted in the regular schedule of the teachers they were encourage to rummage around for those demanding situations within their own classroom related to their own teaching practice or related to their students' learning which demand from us something new, different and academically effective to pass through the situation smoothly and successfully by transforming and mutating instructional techniques to create new approaches for coping up all such demanding situations arising inside the classroom during the lesson or whenever students' learning process is jeopardize.

It was observed that teachers switched from; asking for ready-made solution; to designing tailor-made solutions for their problems related to the teaching-learning process and classroom instructions. This attitudinal change was actually due to the change in their perception about teaching and teachers, before this study they considered themselves as technicians—dispenser of knowledge; whose job was to follow the text book and curriculum but after going through the second phase—professional development support, of TPD cycle adopted for this study; they begin to realize their role as intellectuals—creator of knowledge. While receiving professional development support during the second step of PD cycle teachers gradually realized their different responsibilities, there importance in the teaching learning process and their effect upon students' learning. Teachers' role as deliverer demand on behalf of the teachers to focus on skill development of their students; which is, I am afraid, not the priority of most of the teachers in KPK; and create such an environment which is:

- Potent enough to fulfill the individual need of the learners belonging to diverse upbringings and parental educational qualifications
- Encouraging for cooperative learning among students
- Based upon constructive view of learning
- Motivating for the learners to develop their competencies

Teachers' responsibility as redeemer requires an understanding how students learn. This aspect of teachers' development demand savviness regarding working of human brain. A professionally developed teacher plays the role of motivator and an instigator for this part of a teacher's responsibility needs to take into consideration the emotional aspect of students as well as their own. As far as the emotions of the students are involved, it should be taken care of that no negative feelings or experiences should be associated with any subject as a whole or any particular topic within the subject because otherwise the students experience learning anxiety or *sopho-phobia*.¹⁴

In our lives we have many experiences but these experiences are unique in their nature, no two experiences are ever alike. Each life experience have its own individuality and if education is to prepare young generation for future life — the conservative view point, than educative process must have the same freshness, diversity, and progression which are the characteristic of life experiences. Therefore three major elements; students' learning, educative process and teachers' professional development should orchestrate together in harmony and EPD of teachers should be recognized adequately for more effective teaching. Through EPD teachers need not to be prepared just for text book reading and its explanation but they should be developed to shape and design units of study which go beyond the forged division of time of each working day and guide their students to have more advanced form of understanding.

Future Needs of TPD

Deep meticulous analysis of the present situation of educational services provided in public sector in Khyber Pakhtunkhwa (Pakistan) from primary till secondary and higher secondary level shows that these services are quite substandard. The analysis further reveals that there are three major stakeholders involved; first state; second society and the third is professional community regarding educational services. Making educational services provided in KPK; compatible with the best performing school systems like Finland, Singapore and China we have to take serious bold steps. In reconnaissance of the situation argument has been laid down that to meet the future educational needs long term planning is needed which demands all the three stakeholders to play their triple SSS— sincere, serious, systematic role.

State's Role and Responsibilities

As discussed earlier the status of general education and its quality being poor and only those candidates join education and select teaching as their profession who possess low academic achievements therefore it would not be unfair to say that in public sector most of the teachers recruited are under qualified. Furthermore the standard of pre-service teacher education is also arguable. In such circumstances state is responsible to take serious measure for improving the situation; otherwise state could rightly be charged for hiring under qualified teachers as provincial government is responsible for providing educational services in its jurisdiction. On part of state following steps are required to be taken:

- i). Development of a Clear Common National Vision: In Pakistan, no one have ever given a clear vision what actually we want to do with our young generation, nor a comprehensive educational policy based on a clear national vision have ever been formulated. To meet the future educational needs and compete at the international level we have to have a clear National Vision and a common understanding at all levels to achieve unflinching national goals through education. As a matter of fact in our country political governments change too frequently therefore a nonpolitical, purely professional educational managerial league should be created to hold onto the national vision and keep it moving instead of changing and creating a new vision with the change of ruling party.
- ii). Setting Priorities: Education should be placed on top priority; presently which is not it is included as a component of social sector and not as a distinct entity in the annual budget of the country; also the scanty financial budgetary allocations (4% of the GNP) reflect how serious *state* is in promoting education. The element of corruption which is the product of a weak educational system further deteriorates the quality of educational services provided.
- iii). Integration of Educational and Economic policies: There is a strong positive correlation between education and economic development of a country.¹⁵ As a result spending money on education is seen as *investment* not *consumptions*. The integrated educational and economic policies will provide opportunities for educationists, economists and even business leaders to work in close collaboration to assess economic and labor market

demands to guide educational policies for preparing young generation for those skills and knowledge which has high demand but at the same time this integration will also help to minimize oversupply and keeping a steady balance between supply and demand.

- iv). Recruitment of talented teachers: As far as long term planning and state's role is concerned the next step in this direction will be the recruitment of teachers. Careful selection of candidates who have passions for classroom teaching and strong intra-personal skills should be preferred for recruitment as a teacher. The existing belief that anyone who can read or write can teach must be eradicated. Only those candidates who possess high achievements and perform well in psychological tests should be selected for teaching profession and they should pass through a comprehensive pre-service teacher training program followed by CPD activities. Only in this way our system would be freed from ineffective teachers and teaching as a profession will become in the true sense a well-respected and honorable profession attracting talented and high performing people to this profession.
- v). Selective admission instead of open admission: In KPK Pakistan teacher training colleges and universities follow open admission for graduates interested in teacher training. These institutes only offer courses in teacher training and nothing to do with teachers' recruitment and appointment they just prepare teachers then other agencies; education department announce vacancies and make selection of the candidates and appoint the selected candidates at different schools. We can say open admission model at teachers' training institutes; working independently from ministry/ Department of education; followed by train then select mechanism is adopted which is slow and do not attract talent into the field. It would be better if instead of training a big number of prospective teachers, only as many high performing candidates were selected and provided high quality teacher training as needed to fulfill the future demand.
- vi). Professional Development and Support for teachers: From selection for teachers training program till being appointed as a school teacher all the prospective teachers should be given full professional support. This teacher professional support program should be carried out in close

collaboration of university responsible for conducting teacher professional support program, education department and related schools. The courses offered at the university level should deal with all features of teacher education including content, pedagogy, ethics and personality development. While the education department and the concerned school must ensure high performance by the trainee teachers by mentoring and coaching process. Also the education department should bear all the university expenses for the selected candidates and should give them reasonable scholarship to the candidates. However if the candidate fails to meet performing standards s/he must be excluded from the program imposing a penalty of paying back all the expenses borne by the department with interest.

Conclusion

Educational services provided in public sector are not much auspicious but on the other hand we also have some living examples where school systems grew from poor performing systems to top performing systems of the world in remarkably shortest period of time and efficient utilization of resources.

All such school systems had one thing in common and that was closely collaborated system of planning and a shared vision. Although our educational system is far behind from world's top performing systems but with serious, sincere and systematic efforts we can improve a lot. One thing should be made very much clear that CPD alone would not make much difference unless reforms are made at all levels of management from ministry to school. And as a proof of sincerity and seriousness the annual budgetary allocation for educational services in public sector should be made equal to those allocated by the governments having top performing educational systems. After this attention should be given to teacher education focusing its three components; first, attracting more capable people to join teaching profession. Second, providing these people highest quality of teacher training to enable them to cultivate knowledge and finally to ensure that every child benefit from those high caliber teachers and become high performer.

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