The assessment cycle in the Professional Award for Teacher Educators: does it lead to transformational change?

Rabea Saeed and Maggie Milne

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About the authors

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Introduction

1.1 Background

The concept of assessment is often associated with summative testing and this association may be accompanied by fear of judgement. In Pakistan, where this research takes place, assessment outcomes are linked to job security and promotion. There is a tendency to perceive assessment outcomes as a measure by which teacher educator performance is judged. Training programmes which include assessment can, therefore, lead to feelings of anxiety among the teacher educators responsible for delivering these programmes. This anxiety, in turn, may be transferred to their programme participants, i.e. the teachers they train.

Research suggests that much of this negative association developed with the use of summative assessment at the end of training programmes (Snowball & Mostert, 2013; Sluijsmans et al., 2002). Both teacher educators and teachers are unaccustomed to different approaches to assessment, unaware that it can be used as a tool for support and development as well as a means of testing progress and that the two are not mutually exclusive.

1.2 Assessment in the Professional Award for Teacher Educators

The Professional Award for Teacher Educators (henceforth 'the award') is an in-service programme of combined training and assessment. The assessment component is cyclic and based on an assessment for learning (AfL) approach which provides for regular review and feedback to candidates on their learning and development as well as the assessment tasks they complete. Assessment consists of a range of formative and summative tasks. Candidates who take the award submit written individual assignments, participate in group assessments, and also submit assessed individual and shared reflections.

The approach followed in the award is very new for programme participants – not only in Pakistan, but also for teachers and teacher educators who have participated in the award in other countries. As part of this research, one of our objectives was to ascertain whether exposure to and experience of a different assessment approach enables participants to review their previous perceptions of assessment and come to view it not just as a summative process carried out at the end of a course or programme to grade or rank, but rather as a continuous step-by-step process which supports reflection, analysis and self-evaluation. In other words, that assessment can be developmental as opposed to judgemental.

1.3 Rationale

This research investigates how sustainable the assessment approach used in the award has been for the teacher educators who participated in the Pakistani programmes. It seeks to establish whether there has been a lasting change in attitude, behaviour and practices and what, if anything, teacher educators have done to adapt this approach to their own contexts.

Related to this latter point, we acknowledge the barriers and challenges teacher educators who wish to make changes face when working – as many of them do – in environments where summative testing is the norm. An understanding of these barriers and how they may be overcome will enable us to provide a more complete picture of the Pakistani context. It will also enable us to make recommendations to stakeholders on future award programmes in Pakistan as to how learning from the award may be adapted to local contexts.

1.4 Research objectives and questions

Our overarching objective was to establish whether the award assessment cycle leads to transformational change. Our specific objectives were to:

- investigate the effects of the assessment approach on Pakistani programme participants' development, both during the programme and subsequently in their working practices

- identify assessment practices in research participants' work environments and compare with their experience of assessment as candidates for the award

- investigate the types of barriers and challenges to integrating AfL approaches in research participants' workplaces and actions to overcome these

- explore the impact of the introduction of an AfL approach on the recipients, i.e. the teachers.

The following questions guide the research:

1. To what extent has the award changed perceptions and beliefs about assessment?

2. What is the current situation regarding assessment in the research participants' working contexts?

3. What barriers are there to integrating the assessment cycle into their work? What has been done to overcome these?

4. What is the response from their own teachers to a less traditional assessment approach?

1.5 Limitations

This research investigates the above-mentioned research questions through a questionnaire and focus group discussions. There were a total of five cohorts of the award held in 2018 in Pakistan. Each cohort had 16 participants. Only 12 participants were selected for the research. This selection was made as it allows a mix of genders and geographical variety. Similarly, research methods were limited to a questionnaire and focus group discussions for this study as the aim was to check if the assessment cycle brings any change. At a later stage, after affirming the change, the study can be extended to observation to further enhance the scope.

2

Literature review

2.1 Assessment, what is it?

In the past two decades there has been immense debate on what assessment is, on what it should be, and on what it should not be, resulting in reforms to educational planning and practices (Davison & Leung, 2009; Stiggins, 2008). These reforms and studies prompted psycholinguists and sociolinguists to probe further into the educational domain. Eventually the focus was narrowed down from what assessment is to questions such as what and why to assess, when and where to assess, how and how well to assess, and, finally, what should be the next step, or where does the assessment lead (Falkichov, 2013)?

As a result, from the fixed areas of test and examination, assessment glided into more flexible and interconnecting areas of learning, feedback, formation and development. In other words, the shift indicated moving away from the traditional perception that assessment, teaching and learning are separate entities, and towards an integrated approach established through monitoring, scaffolding and feedback (Pat-El, Tillema & van Koppen, 2012; Ghoorchaei et al., 2010).

2.2 Integrated assessment approaches

With reference to the Pakistani award graduates and the relevance and scope of this study, the following assessment approaches will be discussed: AfL (formative and summative), authentic assessment and instructional decision making.

2.2.1 Assessment for learning

AfL is a process-oriented approach and uses feedback as a tool for development. An advantage of AfL is that it can bring about a positive change of attitudes towards and beliefs about assessment. It can be both summative and formative in nature.

AfL is designed to test learner ability to complete open-ended tasks, apply critical thinking skills and to gradually enable learner autonomy. It serves a variety of purposes, e.g.:

- to level test learners
- to diagnose strengths and areas for improvement
- to evaluate learner progress
- to support learning and development.

In a teacher training context, AfL helps teacher educators monitor, evaluate, inform, track and improve teacher/trainee progress. AfL both measures what has been learned and establishes what further support may be needed.

Feedback in fact forms an important element of AfL (Hattie, 2009; Sadler, 1998). Feedback with all its aspects – such as quantity and quality, timing, use, and mode – along with the manner in which it is given, aims to modify behaviour and promote learning behaviour (Shute, 2008; Bevan et al., 2008). Moreover, as learning and teaching are interdependent, 'teachers' conception of feedback' influences understanding of the practices they refer to as feedback, which in turn has an effect on the assessment practice (Brown, Harris & Harnett, 2012).

2.2.2 Authentic assessments

Research points to 'authenticity' as an important aspect of AfL (Conderman & Hedin, 2012; Perie, Marion & Gong, 2009; Stiggins, 2005, 2008). Authentic assessments consider learning, teaching and assessment as an ongoing process that continues outside the classroom or, in this context, the *training room* (Torrance & Pryor, 2001; Puckett & Black, 2000).

Azim and Khan (2012) investigated the effectiveness of authentic assessment in a science class in a higher secondary government school in Pakistan. The findings showed changes in perception and practice of assessment by both learners and teachers. Furthermore, learners were seen to develop higher-order thinking skills and to set up pathways for further improvement. In effect, authentic assessment is in actuality AfL which leads to a positive washback effect (Hughes, 2003; Brown, 2000).

2.2.3 Instructional decision making

Another example of a more integrated assessment approach is instructional decision making. This is a data-driven approach. It involves gathering information from testing – both formal and informal – and may also include sources such as observations of learners in activities such as group discussions. Results are analysed against a rating scale or a framework (Hamilton et. al, 2009; Stecker et. al, 2008). The data is then used to assess learner progress and determine what changes and improvements need to be made for learning to be more effective.

Instructional decision making can be described as an estimation of tasks or skillsets using a specific rating or framework followed by justification of the estimation used. The process involves selection of the outcomes and description of the rubric or the criteria used, as well as of the weightings given to each section or indicator on the rubric. The process is then followed by a dialogue about what has been achieved or could be improved. Finally, suggestions are made for the next action or task, thus informing instructional decision making. There are advantages for both teachers and learners. It provides teachers with useful information to inform changes which will help to improve student learning, and learners with opportunities to engage with the processes (Ketterlin-Geller & Yovanoff, 2009; Coburn, Touré & Yamashita, 2009).

In teacher training contexts, this approach can:

1. help promote learning and develop pedagogic skills

2. help course participants understand their progress so they gradually become more autonomous

3. enable course participants to apply and practise it in their classrooms (Carter et al., 2015).

2.3 Theoretical framework: integrated assessment approaches, assessment cycles and the award

The programme this research focuses on, namely the Professional Award for Teacher Educators, applies an assessment strategy that offers regular and timely feedback to provide maximum support to participants. The award uses the 'assessment dialogue' regularly following assessment tasks. These dialogues take place in review meetings. If we accept that regular and timely feedback is an integral part of AfL, then, by extension, we can also affirm that the assessment approach in the award can be termed AfL.

Moreover, with the support of content covering the principles and practice of current approaches and methodology in teacher education, together with linked assessment tasks, programme participants have an opportunity to critically evaluate and analyse their learning, and then adapt it to their own contexts. This validates the AfL approach as it demonstrates the relevance to the real-life working contexts of the participants.

To sum up this section, assessment is not a static entity standing on its own, rather it is integrated and dynamic. It is a cycle that repeats itself until the desired outcome is achieved.

2.3.1 Assessment cycle

As stated in Chapter 1, our overarching research objective was to establish whether the professional award assessment cycle leads to transformational change. At this juncture it is useful to explore how assessment cycles have evolved and developed, and how the cycle used in the award is relevant in the teacher development context.

At an earlier stage of their development, assessment cycles were considered as a process categorised in four distinct phases, all of which are interdependent. Accordingly, teachers planned assessment, gathered evidence, interpreted it and then used it to inform their teaching practice and improve learning in the classroom (Buhagiar, 2006).[1] This early cycle, however, was specifically for teachers of maths and had the curriculum integrated into its basic structure. It also did not provide room for teacher–learner communication. The cycle therefore cannot be adapted to a teacher educator context where feedback through teacher educator and participant communication is imperative.

This early assessment cycle was further adapted and developed into a more comprehensive cycle that brought into its scope the 'bureaucratic function' (Rea-Dickens & Germaine, 2001; Buhagiar, 2006) in the learning environment. The assessment approach in this model traced different stages of the assessment cycle and presented a working model identifying assessment as a multifaceted phenomenon with identities connecting to teaching, learning and dialogue. It allowed teachers to make decisions (such as the progress a learner makes), inform their teaching practices accordingly and then set the next course of action. Dialogue created space for feedback and learner autonomy (Rea-Dickens & Germaine, 2001; Buhagiar, 2006).[2]

This model also closely linked to the national maths curriculum of the USA, hence reducing it to a tool to help in the application and adaptation of the curriculum in the classroom for learners. With its limited range and emphasis on teachers, the model lost its validity when taken further away from the curriculum. Consequently, it cannot be adapted to a teacher educator context.

The 'interconnected model for teacher development' emphasises the need for an assessment cycle in the teacher development context. It allows teachers to practise 'professional experimentation' (Clarke & Hollingsworth, 2002).[3] The results of professional experimentation direct teachers towards either development that leads to a change in their belief, knowledge and attitude – consequently improving their practice – or reflection where they focus on target outcomes and make action points. This model, however, moves around teachers' and teacher educators' knowledge and beliefs, but ignores various ongoing activities in a training room such as needs analysis, feedback and reflection.

The 'teacher inquiry and knowledge-building cycle' (Clarke & Hollingsworth, 2002) focuses on improving learner outcomes though needs analysis and teacher development. The cycle begins as student knowledge and skills are identified and the gaps are taken account of. The gaps refer to how much a learner knows, where they need to move further, specified by the curriculum and other relevant outcomes, and how much they can do to minimise the distance between their current knowledge or skills and the target outcomes.

This kind of needs analysis necessitates teacher training in specific areas. Teachers should be able to address learner needs with appropriate skills and tools themselves. In other cases, teachers need to work in close co-ordination with experts who are able to help them interpret datasets relating to learner needs and help them keep the cycle going (Timperley, 2009).[4]

The cycle again is important as it emphasises the integral place of needs analysis and teacher development. However, it is not adaptable to teacher development activities as it focuses on analysing teacher development needs through learner performance only.

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1. See Figure 1, Appendix 3.
2. See Figure 2, Appendix 3.
3. See Figure 3, Appendix 3.
4. See Figure 4, Appendix 3.

An important component of professional development in a training room is reflection. This was also added to assessment cycles at a later stage (Markkanen et al., 2020; Pretorius & Ford, 2016; Quinton & Smallbone, 2010).[5] Using Gibbs's reflective cycle as the foundation, the assessment cycle at this stage of development specifies that once learners receive written feedback, they should reflect on it, develop action points and continue the cyclic flow of feedback-reflection-learning for their own development (Markkanen et al., 2020). This process should be iterative and should be regularly reinforced for maximum learning.

Turning now to the professional award's assessment cycle:[6] this is a comprehensive cycle which illustrates the entire iterative process, including training input. Award programme content is based on learning outcomes covering the principles and practice of current approaches and methodology. For each learning outcome there are linked assessment criteria. Formative and summative assessment tasks are integrated with training input. Feedback and review meetings take place regularly. These meetings are one-to-one dialogues between the trainer assessor and the award candidate, and are further supported by written feedback. Feedback is an integral part of the assessment cycle. Candidates are encouraged to play a proactive part in the review meetings and to reflect on the feedback given. The assessments also have structured individual and shared reflection tasks.

Whether the assessment cycle does indeed lead to transformational change in the assessment approach of the participants once they have returned to their workplaces, will be discussed in Chapter 4, in reference to Pakistani award graduates.

Figure 1: Assessment cycle

Source: Professional Award for Teacher Educators

5. See Figure 5, Appendix 3.
6. See Figure 1, Chapter 2.

3

Methodology

3.1 Sample

The Professional Award for Teacher Educators was piloted in Lahore, Pakistan in February 2018 by the British Council (Lahore) in partnership with the Punjab government. A total of 16 candidates participated in the pilot. Eight candidates were government teacher educators known as expert trainers (ETs), and the remaining eight were training consultants (TCs) employed on a freelance basis by the British Council in Pakistan.

Following the February pilot, four more cohorts were delivered in Lahore in March, May, June and September, with a further cohort in November 2019. The March cohort, like February's, was a mix of ETs and TCs. The remaining four cohorts consisted of ETs only. This was in accordance with the Punjab regional government and British Council policy to build the capacity of state teacher educators as part of the Punjab Education and English Language Initiative (PEELI). This is a collaboration between the British Council, the Punjab government's School Education Department and the Quaid-E-Azam Academy for Educational Development to support education reform and enhance the quality of teaching in all 36 districts of Punjab – one of the largest public education systems in the world. The PEELI provides training and development to equip teachers with the skills and knowledge needed to implement learner-centred, inclusive and activity-based approaches.

Reflecting the make-up of our cohorts, the sample consists of eight ETs and two TCs. The rationale for including TCs in the research sample was to enable us to identify and compare differences in beliefs, practices and perceptions against the backdrop of the different professional environments in which the TCs work. Brief profiles of the research participants are given below.

3.1.1 Sample profile

ETs are recruited by the Punjab government. This involves the following:

1. As part of the selection process they are observed and assessed by freelance TCs working with the British Council as part of the PEELI. In addition to language proficiency, they are assessed on their teaching skills and approaches. To carry this out, they are assessed against quality descriptors and ranked on a 3, 2, 1 score basis (see Table 1).

2. The second stage of selection involves ten days of training, following which the candidates are again observed. They receive support for this from the British Council team in terms of planning.

3. The British Council's English language test Aptis is used to test language proficiency and establish Common European Framework of Reference for Languages (CEFR) level.

The following table illustrates the ET selection criteria.

Table 1: Tabular representation of expert trainer recruitment

Selection criteria stages	Expert trainers N = 9
Stage 1	Pre-test (demonstration for selection as an ET)
Stage 2	Ten days' training to familiarise with basic pedagogy
Stage 3	Post-test (demonstration for assigning a rank as per subject matter cognitions)
Stage 4	Aptis for determining language competency (minimum B2 required)

All TCs fulfil British Council role profile requirements for Pakistan. As a minimum requirement TCs must have at least two years' teaching experience, though training experience is preferred. For acceptance onto the award, both the TCs and the ETs are required to meet the stated eligibility criteria, complete an application form and participate in a telephone interview.

The difference in experience and profiles of the ETs and the TCs is that ETs work in low-resource environments whereas TCs are provided with better resources to carry out their work (by the British Council). Another important difference is that TCs do not have the range of administrative duties which ETs have. This is because the latter are also teachers or head teachers in their respective schools. See Table 2 for a brief overview of the differences between these two groups.

Table 2: Differences in expert trainer and training consultant profiles

Item	Expert trainers	Training consultants
Role	Teachers (subject specialists) Teacher educators Head teachers	Freelancers who may be associated with private sector schools, universities, and other national and international organisations
Experience	May be fresh, newly inducted or experienced teachers	A minimum of two years' teaching experience
Recruitment	Government placement and recruitment test for school teachers (MCQ format) Expert trainer recruitment procedure described in Table 1	Shortlisting as per British Council standard essential requirements for consultants Demonstration evaluated by British Council senior academic managers (local and foreign appointed)
Professional development	Government-funded programmes and promotion-linked training	Continuous professional development opportunities from the British Council (e.g. the Certificate in Teaching English to Speakers of Other Languages [CELTA]) One consultant has a CELTA

3.1.2 Sample selection

Sample selection was done through stratified random sampling to make sure there was a mix of genders, locations and experience. Table 3 shows the demographic distribution of the sample and provides details of cities and provinces.

Four out of the 12 respondents come from big cities. They therefore have better education and training facilities, better infrastructure, access to educational institutes and even annual budget allocation when compared to smaller cities. The remaining eight are from smaller or less-developed cities or *tehsils* (Urdu for 'town').

Of the four big city-based respondents two are TCs (Peshawar 1, Islamabad 1) and two are ETs (Lahore 1, Multan 1). Consequently, it can be said that access to resources as well as immediate help and support is readily available to only four respondents. The remaining respondents work in environments where schools or training centres have limited resources.

Similarly, having a sample from northern and southern Punjab as well as from Peshawar and Islamabad provides a nice demographic blend. This blend helps in understanding the result findings across Punjab with a brief look at the situation in Peshawar and Islamabad. This determination of situation is not comprehensive, though, as there is only one participant from each area. It does, however, provide a basis for future expansion of this research.

Table 3: Demographic details of the sample

Province	Sample number	City and population	Designation
Federal Capital	1	Islamabad,[7] population: 1.13m	Training consultant
Khyber Pakhtunkhwa	1	Peshawar, population: 2.2m	Training consultant
Punjab	10	Okara (N. Punjab), population: 382,900	Expert trainer
		Muzaffargarh (S. Punjab), population: 159,000	Expert trainer
		Lahore (N. Punjab), population: 12.64m	Expert trainer
		Multan (S. Punjab), population: 2.02m	Expert trainer
		Rahim Yar Khan (S. Punjab), population: 463,900	Expert trainer
		Sheikhupura (N. Punjab), population: 517,340	Expert trainer
		Vehari (S. Punjab), population: 121,000	Expert trainer
		Bhakkar (N. Punjab), population: 89,000	Expert trainer
		Bahawalnagar (S. Punjab), population: 144,000	Expert trainer
		Chakwal (N. Punjab), population: 105,000	Expert trainer

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7. All data taken from: worldpopulationreview.com and all-populations.com/en

3.2 Method

The research method used in this report is mixed-method and is qualitative in nature. It aims to assess the extent to which the assessment practices of the respondents have been informed by the non-traditional assessment approach used in the award. A subsection of the research tools include Likert scale-based statements to help measure how much respondents have incorporated the approach used in the award into their own training practices.

3.3 Tools and instruments: questionnaire and focus group discussions

3.3.1 Questionnaire

Section 1 of the questionnaire (see Appendix 2) asks respondents for personal details and information about their own professional development as teacher educators. Section 2 measures the frequency at which they adapt the approach to their own working context. Section 3 relates to respondents and their teachers' perspectives on the non-traditional assessment approach. The questions in sections 1 and 3 are open-ended and provide room for more critical reflection and discussion, which was further probed in the focus group discussions.

3.3.2 Focus group discussions

The questionnaire was followed by focus group discussions. Three focus group discussions were held. These were scheduled as per participant availability. The first focus group had four participants, the second had five and the third had two. In addition, one participant was interviewed separately as he was unable to attend the scheduled meetings. Focus group discussions focused on the challenges respondents faced when they tried to adapt the assessment approach they had experienced in the award to their own context.

3.4 Reliability and validity

Before using the questionnaire, it was tested for relevance and reliability by accredited Pakistani trainer assessors and by the UK quality assurer. Both the trainer assessors and quality assurer have substantial experience of delivering and managing the award in Pakistan.

Testing for relevance and reliability included framing questions and indicators. The questions (or items) were proofread and edited. Feedback was provided bearing in mind the scope of this study as well as the context of the participants who take the award in Pakistan. For the indicators, the trainer assessors completed the questionnaire so as to determine the accuracy and validity of the indicators for the items in the questionnaire.

Similarly, trainer assessors in Pakistan were asked to comment on areas of concerns which, according to them, could have an effect on assessment processes in and outside the award in Pakistan. These areas of concern formed the basis of the focus group discussions.

All responses were stored online for confidentiality and safety. The focus group discussions were recorded. Participants in the focus group discussions were allowed to use their mother tongue along with English. These discussions were later translated and transcribed. Participants were also sent consent forms for their permission to use the contributions they made and if they wished to be named or be anonymous (Appendix 3).

Table 4: Details of the focus group discussions

Focus group discussion	Duration (approximate)	No. of participants
1	35 minutes	4
2	35 minutes	5
3	35 minutes	2
Interview with single participant	20 minutes	1

4

Findings and discussion

In this chapter the results of the research are presented and discussed with reference to the overarching theme of the research:

- the assessment cycle in the professional award – does it lead to transformational change?

and to the purpose of the research:

- to investigate the effects of the award assessment approach on Pakistani programme participants' development, both during the programme and subsequently in their working practices.

The sections in this chapter are organised and structured according to the four research questions:

1. To what extent has the award changed perceptions and beliefs about assessment?

2. What is the current situation regarding assessment in participants' working contexts?

3. What barriers are there to integrating the assessment cycle into their work? What has been done to overcome these?

4. What is the response from the teachers they are developing to a less traditional assessment approach?

By way of an introduction to these questions, it is worth noting participants' affective reactions to assessment during their first days as participants of the award programmes. As previously described, assessment can have negative connotations and provoke fear of failure. Before joining an award programme, participants are given detailed information about content and assessment procedures. The programme begins with a familiarisation workshop which includes activities to help participants understand how they will be assessed and what will be required of them.

Despite these forms of preparation, participants are nonetheless nervous about being assessed. Feedback from all programmes has consistently shown that, initially, participants (from a wide range of contexts and countries) have some difficulty adjusting to the assessment cycle. Reasons given in terms of group assessment tasks include:

- the approach is very new for them and contrasts with the more traditional assessment processes they are used to

- being assessed in groups requires a set of skills not usually employed in assessment, e.g. contributing ideas and suggestions, listening to each other and being respectful of the opinions of others

- shyness or feeling intimidated by being grouped with other candidates who may be their seniors or superiors

- worries about letting the group down.

Table 5: Responses to group tasks and assessments

Responses to group assessments
'The assessment approach used in the award is unique in a way that it combines several assessment approaches: formal and informal assessment, formative and summative tasks, groups and individuals tasks, all have been combined in a single approach.'
'In the professional award we focused on assessment for learning. Self-reflection and feedback techniques are different from traditional assessment approaches. There were some similarities such as formal assessment and individual reviews.'
'The group tasks were new to me. The assessor has to vigilantly monitor the tasks.'
'I learned inclusive approaches to assessment and removing inhibitions in group work.'
'I have become more tolerant of the differences which my teachers as individuals have depending upon their age, qualification and experience.'
'Trainee teachers liked this approach and they've found it more effective than many other skills.'
'It helped me in becoming a facilitator and promote trainee–trainee interaction in groups. Less control and authority.'
'I (now) assess their understanding through group tasks and discussions.'
'The focus of my assessment is the performance improvement of the teachers in group tasks and in microteaching.'

In the written assignments which include reflective tasks, some candidates 'over-write' and vastly exceed the word limits or go off point. This may be because, although the tasks require critical thinking and analysis, they are practical rather than theoretical, and some candidates are more used to analysing theory than relating learning to working contexts. Other candidates write descriptively without providing analysis.

It is not unusual for the first one or two tasks to be referred. This again can have an affective impact. The situation usually resolves itself fairly quickly as a result of review meetings with trainer assessors, and as the programme progresses, participants settle into the assessment system. This is greatly aided by regular feedback meetings with their trainer assessors. By the end of the programme, they are at ease with the assessment cycle. This is backed up in feedback from both participants and trainer assessors.

4.1 Q1: To what extent has the award changed perceptions and beliefs about assessment?

To answer this question, understanding of the award in terms of AfL was checked by asking respondents to select statements which they felt described the assessment procedures they personally experienced on the award programme.

1. The approach is participant-centred.

2. The approach can be used in real-life contexts/in my workspace.

3. The approach considers gaining knowledge as the final outcome.

4. The approach is trainer-centred.

5. The approach helps in evaluating my training practices.

6. The approach helps in understanding the way my participants learn.

7. The approach allows me to include all participants in the learning process and cater to their learning needs.

Table 6 and Figure 2 give details of the responses to the above statements.

Table 6: Responses to the given statements by number and percentage

Statements (S)	No. of responses (out of 12)	Percentage (%)
S 1	9	75
S 2	11	91.7
S 3	3	25
S 4	1	8.3
S 5	11	91.7
S 6	9	75
S 7	11	91.7

Figure 2: Responses to the given statements by number and percentage
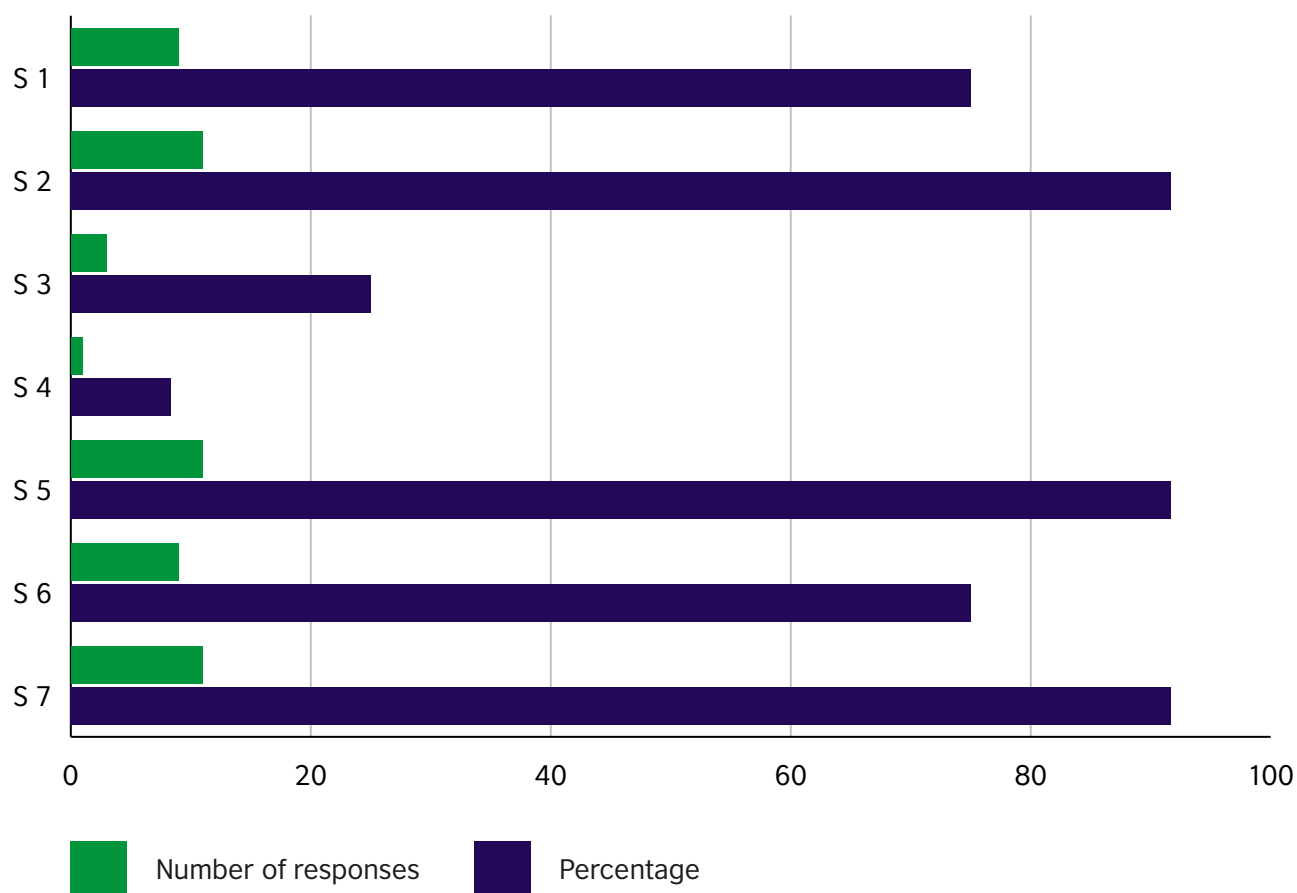
As observed, the majority of respondents selected statements 1, 2, 5, 6 and 7, i.e. those relating to participant-centred, authentic, inclusive and reflective practices. This was further explored in focus groups where participants discussed the authentic nature of AfL and described how it had helped them to evaluate their training and assessment approaches in terms of inclusivity and learner-centredness.

However, two respondents also selected 'trainer-centred'. On probing, these respondents clarified that by trainer-centred they did not mean trainer dominance, but rather the significance of the role of the trainer assessor in monitoring and supporting participants throughout the award programme. Their view was that trainer assessors not only helped them to develop new skills but were also instrumental in changing perceptions and beliefs about assessment. The importance of the review meetings in the assessment cycle was consistently pointed out. In focus group discussions, several respondents mentioned that their trainer assessors facilitated their ability to adapt to an AfL approach – encouraging them to review their previous beliefs relating to assessment and enabling them to develop new knowledge and skills.

All respondents, both ETs and TCs, agreed that the award programme had helped them to develop professionally in terms of their assessment literacy. Some examples are:

• learning and practising new assessment techniques

• developing a better understanding of teacher needs

• providing better support to teachers

• providing candidates with constructive and effective feedback

• enhancing critical thinking and writing skills through assignments with proper assessment rubrics

• reflecting on assessment techniques to see what can be adapted to my context.

These comments indicate that their experience on the award had encouraged these teacher educators to begin to think differently about assessment. They make distinctions between the more traditional approaches they were accustomed to and the AfL approach. There is a recognition that assessment can support the development of knowledge and skills rather than simply testing what had/had not been learned at the end of a course.

One teacher educator described how her experience on the award had made her question the methodologies and techniques she used in her work. Before participating in the award her tendency, in cases where a teacher did not understand something, was to believe this was the teacher's fault. Subsequently, she came to realise that it could also be due to her approach. Another stated that she now felt challenges and variety should be expected and teacher educators should not expect teachers to 'know everything that has been taught'. She added that 'the key is not to judge them or place them on a ranking scale, rather it is to help them move a step forward in their development'.

One focus group participant felt that 'the differences from traditional approaches made it more effective'. Another stated that she had come to the realisation that 'assessment did not have to be a summative task scheduled at the end of a course'.

There were indications, too, that these teacher educators are adopting an AfL approach in their workplaces. For example, one teacher educator noted that, aside from changes in his own perceptions, he has been able to positively affect the teachers he manages 'by changing their attitude in a positive way and by motivating them'. Another said she could 'better assess teachers, guide and support them in a more professional way during their microteaching sessions'.

Respondents felt they had become less critical and more appreciative of their teachers. One stated:

Assessment was previously an evaluation to pass a judgement and the culture associated with it was that of formal procedures, stern trainer behaviour, testing the knowledge and skills with the trainer being the ultimate authority.

They contrasted this with the approach they experienced in the award. They felt that their perceptions and attitudes had significantly changed.

For the two British Council TCs, in comparison with the ETs, some aspects of AfL were not entirely new. The difference, one of them explained, was that while she had experienced group assessments, reflection tasks and individual assessments on previous training she had attended, these 'were either too generic in their description and application, or were not presented as tools which could contribute to learning and development'. In contrast, she felt her experience on the award provided clarity not only on the role of the candidate but also on the role of the teacher educator:

I consider how the teacher educator engages participants, for example in considering special educational needs, learning processes, responsiveness to the queries and needs of each participant and how to cater to individual learning processes.

The other TC also mentioned that she had developed a new understanding of group tasks and monitoring in the context of assessment and that she had 'added them to (her) pool of assessment tools'.

From the responses to the questionnaire and in the focus group discussions it would appear that the award has changed perceptions and beliefs relating to assessment practices. It is difficult to say with absolute certainty what the extent of change has been, though there is some indication that change is being introduced into the workplaces of the respondents. This will be explored in later sections of this chapter.

4.2 Q2: What is the current situation regarding assessment in participants' working contexts?

Before discussing the current situation regarding assessment in participants' working contexts, it would be helpful at this juncture to briefly discuss the background of respondents' working contexts.

4.2.1 Background and working contexts

All ETs and TCs are involved in the PEELI. TCs work as freelance consultants. One important aspect of their role is to provide training support to ETs as and when required. Often TCs train and mentor ETs to enable them to cascade training to government school teachers. ETs, together with their roles as expert trainers (teacher educators) on PEELI, work as regular subject specialists or head teachers in the government sector. Unlike TCs, ETs have to deliver a given number of workshops as part of their teacher educator contract with the government. These workshops include:

- promotion-linked workshops to help teachers improve their career prospects
- refresher courses for in-service teachers
- induction workshops for new teachers.

The training programmes and workshops delivered by both TCs and ETs are pre-planned and designed by the British Council. This includes content, approach, methodologies and assessment. Teacher educators are, however, free to experiment with the pedagogic and formative assessment techniques. Where summative assessment tasks are included in a workshop or programme, they are carried out according to set criteria.

4.2.2 Impact on assessment due to resources and logistics

The availability of resources is integral to the effectiveness of any professional development event. It is equally essential for effective assessment practices in both a training room and classroom. However, as outlined in Chapter 3 (3.1.2 Sample selection), respondents work in contexts where only a third of them have good access to and availability of resources (this includes the two British Council training consultants), while the remainder work in low-resource environments.

There was unanimous agreement among the ETs based in small towns or less-developed areas that for much of the time resources were simply not available, including – in some institutions – basic items such as board markers or flipchart paper. This results in their having to plan 'low-cost' training and supply resources themselves, eventually affecting the range of assessment tasks and activities they could plan and hold. All research respondents said that though they found group assessment tasks extremely engaging and effective, they found it hard to include such assessments during their sessions due to the availability of resources and logistics. Details (respondent quotes) about this are given below:

- availability of space as they work in cramped up space which does not allow much room for group work let alone assessed tasks

- requiring a bit more time than usual assessment for deeper understanding and discussion of the task, which is not possible as respondents usually travel longer distances every day and do not have hostels

- almost no or low resources and participants feel they could have performed better if they had better resources, resulting in unsatisfied responses and lack of motivation.

The impact of this is twofold: for teacher educators it means an increase in their workloads as they must not only provide resources, including materials, but also find ways of delivering their training plans in environments where the lack of technology and the training space are not conducive to communicative, inclusive, learner-centred methodology.

For participants there is an impact on their expectations. They perhaps have unrealistic expectations of professional development programmes due to their association with the British Council and, at least initially, tend to feel disappointed at what they perceive to be a low standard of provision in terms of venue and resources (though these are not, in fact, very different from the institutions in which they work).

Moreover, participants expect that anything including English should always focus on developing four language skills instead of developing teaching skills and methodologies. In these conditions, introducing new approaches can prove challenging. While some teacher resistance to change is to be expected, this is further exacerbated by the lack of appropriate resources. The time teacher educators spend trying to improve the situation also affects the time available for them to organise and conduct effective group assessments, plan assessed shared reflections and arrange individual meetings.

In contrast to the challenges experienced by ETs, the British Council TCs have no significant issues with resources. All resources are provided by the British Council. Everything is pre-planned, arranged, and potential problems identified and solved. The British Council logistics and resources teams make sure everything is available at the venue. In addition, on occasion the British Council has provided printers, electronic gadgets and internet access along with basic supplies such as board markers, flipchart paper and so on.

This emphasises the importance of the role of the organisation or institute, in terms of availability of resources, logistics and the assessment culture, in setting up a training programme or workshop. It is easier to incorporate the assessment cycle in a setting where everything is taken care of by an expert team as per the professional standards and policies of the British Council. There is greater likelihood of a high-quality training programme or workshop.

4.2.3 Time management and logistics

All 12 respondents felt that time management and logistics were significant factors in delivering successful training and assessment. A common concern was the duration of courses and programmes. ETs mentioned they were allocated a specific number of days for courses. They found that the amount of content to be delivered and assessed, in combination with administrative tasks such as record keeping of the day-to-day activities of a large number of teachers (40–45 per teacher educator), made AfL difficult to implement and manage. Despite this, respondents felt strongly that it was important to attempt it:

- 'It is imperative and should be done at any cost.'

- 'We do not have much time, but I make sure I monitor effectively and give individual feedback to each participant. I feel this is developmental, leaves an impact and helps improvement.'

TCs face similar issues where they have to deliver content in a limited number of days. They do, however, have an advantage in that British Council materials meet high professional standards and include AfL approaches. They have also been given training opportunities to develop the skills required for adapting materials to suit different contexts. They acknowledge, however, that the background and experience of the teachers on these courses, coupled with the limited time, can make it challenging to adapt and deliver training and assessment materials and to encourage teachers to make changes to assessment approaches in their own workplaces.

Note: assessment culture is an important factor in respondents' current contexts. This is discussed in detail in the next section.

4.3 Q3: What barriers are there to integrating the assessment cycle into their work? What has been done to overcome these?

In Chapter 2 we explored the literature relating to AfL and demonstrated that the award promotes an assessment culture which is supportive and progressive rather than a tool for judging learners, or for hiring and firing teachers. However, teacher educators who have benefited from their experience on the award are, as yet, a minority. The majority still follow traditional approaches, which is hardly surprising as, in the words of one of our respondents: 'Our system tends to tilt towards the traditional method. We have a culture that supports such an idea.' Another writes: 'Our culture basically has black and white checking that […] it is either right or wrong.'

All of the factors mentioned in the previous section have an influence on integrating the assessment cycle, but arguably the biggest barrier is that of assessment culture (Dilshad & Iqbal, 2010; Rehmani, 2006). As described in the introduction to this study, in Pakistan remuneration and career prospects are determined by assessment outcomes. The assessment system is results driven, and summative, standardised testing is the norm. There is pressure on teaching staff to improve test scores and exam grades. This can lead to 'teaching to the test' where the focus is on exam achievement.

Against this backdrop, the challenges for teacher educators who wish to engender change are enormous. AfL must be considered as a long-term goal rather than something which can be introduced quickly. For change to occur, policymakers need to be convinced of the benefits of adapting the current system and fully committed to supporting the implementation of a new assessment culture.

Respondents working directly with the British Council (TCs) had no issues introducing the new assessment culture (AfL), demonstrating it and then encouraging ETs to practise it. This is possibly due to the flexibility of time, resources and pre-designed courses provided by the British Council. Similarly, all British Council teacher development workshops and programmes have AfL at their core.

Another reason why it is easier for TCs to influence the assessment culture in Pakistan is the job description of the ETs. When ETs work as PEELI teacher educators, they are not assessed on the grades of their learners. Their assessment criteria relate to their performance in-field. So when they are being trained they are more receptive to new techniques which include changes to the assessment culture. In contrast, when ETs cascade the workshops to their teachers, teachers show minimum interest as their promotion is not linked to their performance nor to learner development, but is exam-based (i.e. the overall grades their students receive at the end of an academic year). It can then be said that the respondents who do not work directly with the British Council find it more challenging to adapt AfL in their contexts.

Commenting on this in the focus group discussions, all ETs agreed that it is difficult adapting AfL in their contexts but it is not impossible. They do it in their contexts regularly by trying to assess formatively during group tasks (a technique they learned from the award) and by utilising the session breaks to provide extra support and guidance to participants who need it. ETs stated that they often start by challenging the exam-based assessment criteria and move gradually towards an AfL approach. The 'process is not always smooth and easy, but it is worth the effort at the end'. ETs understand that the majority of their teachers are likely to go back to their schools and carry on as usual. However, they are hopeful that at least a few will try to bring in change. They feel this will have a ripple effect and slowly bring about a change in assessment culture.

During the focus groups a discussion emerged on the need for the development and establishment of an assessment culture which is based on support, help, guidance, progress and acceptance. As one respondent declared:

> There is a need for support and feedback to help teachers and teacher educators to change their perceptions of assessment, become less critical and reduce stress.

Another stated:

> With open-ended questions we have open-ended answers, and acceptance of those open-ended responses needs to be there. There is a need to develop this culture where there is acceptance.

All respondents stated that they use AfL to some extent in their work. Examples given were of using their learning from the award to reform and inform their training and assessment practices. One ET stated:

> After completing the award, the focus of my assessment is the performance improvement of the teachers in group tasks and in microteaching.

This was achieved 'by building trainer–teacher rapport and letting teachers know what they would be assessed on by providing assessment criteria and rubrics in advance'. Another respondent reflected that her experience on the award had taught her how to evaluate, assess and support candidates. She provides opportunities for feedback and review despite the number of participants. She added that teachers look forward to these meetings and felt that this demonstrates their eagerness to learn: 'The responses to feedback meetings are always positive.'

Another ET commented:

> I use the formative assessment approach during the microteaching sessions which I have learnt in the professional award. After they have delivered/done the presentation/activity, I give them feedback to improve their teaching method.

Here it is important to note that ETs are not required to assess teachers. Following microteaching sessions generic feedback is provided. ETs who have taken the award do not use the traditional microteaching method prescribed by the government. Instead they incorporate the methods used in the award and assess microteaching sessions formatively.

In an environment where traditional assessment culture has a strong hold on teaching and training practices, one ET stated he finds it useful to stimulate the critical thinking process: 'I guide them to think more critically and come up with new ideas and strategies of teaching.' The new ideas and strategies often relate to AfL (new assessment techniques in their context). He demonstrates the approach and gives teachers time to practise it and then adapt it to their contexts. He acknowledges that in the beginning the change is simply understanding the concept of AfL. However, regular sessions with the same groups help to take the assessment approach further, gradually embedding it in place of the traditional assessment approach and culture.

Other examples of how respondents have incorporated their learning from the award into their work are:

- 'I assign activities, group assessments and chart work,[8] and then use the same process that is used in the award for feedback. I think this is beneficial as all trainees reflect and share together.'
- 'I assess their understanding through group tasks and discussions.'
- 'Yes, I certainly have [incorporated learning]. I have learned new techniques such as self-reflection by teacher educators, peer assessment, group assessment and via feedback.'

One respondent talked about individualisation and (in her view) the strength and confidence that come with it. Relating to her personal experience when she was a candidate for the award, she stated that she prefers individual assessment to group assessments. She felt that 'individual assessment helps participants learn and boosts their confidence'. She found the way individual assessments are used on the award interesting and developmental. The assessments were unlike the traditional individual assessment where it is always the end grade that matters. She reflected that candidates for the award do get a 'met' or a 'not met' on the individual task, but the tasks are not based on rote learning. The individual assessments are designed in a way to allow research, intensive and extensive reading, and incorporation of group and shared reflections. Submission of an individual assessment was followed up by a review meeting with the trainer assessor. This again helped clarify and strengthen concepts, teaching practices and analytical abilities.

She did go on to say that the approach in the award showed her that it was possible to give individual attention to each participant during feedback and review meetings. But she then stated:

Consequently, participants not only learn but also get a sense of individuality as they have an opportunity to talk about their strengths and areas for development face-to-face with their trainer assessors, and this boosts their confidence.

While it is the intention that review meetings build a relationship of trust and that teachers are encouraged to engage proactively in these meetings, it is wrong to assume that this justifies individual assessment as suitable for everyone. She, however, is right in pointing out that such individual assessment removes the fear associated with traditional individual assessment tasks and hence brings about a change in the assessment culture.

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8. Chart work is a common word used in Pakistan in the government sector. It refers to tasks which include making posters, poster presentations or arranging and organising anything on flipchart paper.

4.4 Q4: What is the response from the teachers they are developing to a less traditional assessment approach?

Teacher educators are prepared for the initial reluctance towards a different assessment approach on the part of teachers as it resonates with their own experience as participants on the award. It is natural for teachers to have inhibitions at first, particularly with group assessment where they may feel unable to express themselves spontaneously.

In focus groups, respondents consistently referred to feedback and review meetings as pivotal in encouraging openness to a different approach. They felt reflective practice was also significant in this context. One challenge the respondents discussed was the impact of experience and seniority on willingness to accept a different assessment approach. When teachers attend a programme they often have low awareness of current methodology and approaches. It tends to be the less experienced teachers who are more open to learning, whereas the more senior ones 'still fear assessment due to preformed notions and practices'. As a consequence, they find AfL challenging and, though they gradually come to appreciate its benefits, they 'are scared to take it to their workplaces'.

Similarly, respondents felt that although teachers gradually become comfortable with the new assessment approach, when it comes to adapting it for their own contexts, there is little likelihood of this. This is understandable given the daily challenges they face such as:

- large class sizes of 50+ learners
- multigrade teaching
- few resources
- an unrealistic workload distribution.

This is further exacerbated by a non-supportive professional development culture and environment. In focus groups it was pointed out that while teachers are willing to engage with the new approach and would like to implement it in their workplaces, they simply do not have the time. In this regard it is more time efficient for them to continue with the traditional summative end-of-term testing.

It is not entirely impossible, however. One ET stated that it is a 'hybrid process'. Another, who works as a head teacher, said she followed up with her teachers after providing some training on the AfL approach 'and surprisingly found positive results – they were not only implementing but also adapting as per their context on regular basis'.

Another respondent stated:

> This approach is very new for them. They like it very much because it gives them an opportunity to reflect on their positive points and work for their improvement because it makes them more analytic of their own learning and style.

And a third:

> They [teachers] believe that the fear of last day formal assessment impedes their learning and performance, whereas this approach encourages them to learn, participate in different tasks and develop as a good teacher.

Another ET stated that the award had equipped her with skills such as how to better assess, guide and support teachers. Consequently, when she delivers a development activity the responses she gets from both the administration and the teachers are encouraging and positive. This has increased her own job satisfaction. The AfL approach has given her and her teachers a chance to be more vocal about what they need to work on more. The teacher educator–teacher dialogue facilitates rapport building, which in turn facilitates motivation, enthusiasm, and positive training and learning. Similarly, group assessment tasks are organised in such a way that all candidates work together to achieve a common goal with the understanding that the success of one candidate is the success of all candidates.

5

Conclusion

5.1 Summary

In the introduction to this study we described how assessment has negative, even fearful associations among the teaching profession in Pakistan. Assessment systems tend to be high stakes, based on summative testing and have an effect on career prospects for both teachers and teacher educators. More formative assessment is not widely practised. Attending the award programme is often teachers' and teacher educators' first experience of an AfL approach. The response to this approach has been very positive, and feedback from participants often states a desire to introduce the approach into their own workplaces.

However, given the often-challenging educational contexts and settings our participants work in, we wished to investigate exactly how feasible it was for them to implement changes based on their learning from the award. Our overarching objective was to establish whether the award assessment cycle leads to transformational change. The main areas of enquiry concerned changes in attitude, behaviour and practices as well as the barriers and challenges involved in making sustainable changes.

Pakistan provided a fruitful setting for conducting this research. Several award programmes had been delivered between February and November 2018 in partnership with the regional government of Punjab. Drawing on our experience of delivering the award in Lahore as well as our knowledge of Pakistani educational systems, we established our research objectives and questions.

The literature review explored the concept of assessment, different approaches to assessment and how assessment cycles evolved and developed. We concluded that the assessment cycle in the award reflected the principles of AfL.

5.2 Summary of the findings

We selected a questionnaire containing both closed and open-ended questions together with focus group discussions as our research instruments. The research participants were eight government teacher educators referred to as expert trainers or ETs and two British Council freelance training consultants or TCs.

The objectives of the study have been fulfilled, since the data gathered provides clear indications of the impact the award had on the research participants both during and after the programme, as well as clarifying some of the barriers to their ability to incorporate the learning into their working lives.

In short, two significant findings arising from our analysis of the combined data are:

- the AfL approach is accepted by the research participants as conducive to underpinning learning and progress in non-judgemental and supportive ways, compared to the more traditional approaches they were used to

- participants' responses demonstrated that they were able to adapt the approach – to a greater or lesser extent – to their workplaces, despite the barriers they often faced.

5.3 Conclusions

The results of the combined data demonstrate that the assessment approach used in the Professional Award for Teacher Educators facilitates teacher assessment literacy. It helps them to understand what, when, why and how to assess. They perceive that assessment for learning provides information about the teaching–learning process (Phakiti & Roever, 2011; Gulikers et al., 2004). This positive attitude towards assessment further enables a transformational change which encourages them to adapt and experiment with the approach used in the award in their own working contexts.

The changes in teacher educator beliefs and perceptions, however, have not yet been fully accepted by the teachers they work with. This will not only take time, but it will also require more systemic change and the support of professionals at higher levels who can influence policy.

We acknowledge that the study is limited and would benefit from more expansive study involving a greater number of award graduates, and potentially comparing the Pakistani experience with the experience of award graduates from other countries.

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Appendices

Appendix 1: Questionnaire

Title: Assessment cycle used in the Professional Award for Teacher Educators

SECTION 1:

1. Full Name:

2. City:

3. Designation:

4. Teacher Educator experience (teacher training):

5. Year the Professional Award was taken:

6. In what ways did the Award help you to develop as a teacher educator?

7. Have you made any changes in the way you assess your teachers as a result of the Professional Award?

8. The Professional Award for Teacher Educators uses assessment for learning as the underlying approach. What other statements also relate to the assessment approach used in the Award? Select all relevant statements.

    1) The approach is trainee-centred.

    2) The approach can be used in real-life contexts/in my workspace.

    3) The approach considers gaining knowledge as the final outcome.

    4) The approach is trainer-centred.

    5) The approach helps in evaluating my training practices.

    6) The approach helps in understanding the way my trainees learn.

    7) The approach allows me to include all trainees in the learning process and cater to their learning needs.

9. In what ways is the approach to assessment in the Professional Award different to the assessment approach(es) you have experience of? Are there any similarities?

10. Do you use assessment for learning in your training sessions? If yes, then how? If no, why not?

11. Do you hold review meetings to discuss assessment outcomes with your teachers (or trainees)? If yes, how often do they take place? If not, why not?

SECTION 2:

The assessment approach in the Professional Award is candidate-centred, inclusive and authentic. The statements below reflect this approach, please respond using the following key:

1. 1 – Not at all

2. 2 – At times

3. 3 – It's a balance

4. 4 – Quite a lot

5. 5 – All the time

Sr. no.	Statement	Not at all	At times	It's a balance	Quite a lot	All the time
1	Do you create assessment tasks which enable participants to share and explore ideas, develop their critical thinking skills and encourage reflection?					
2	Do you provide trainer support through feedback sessions / tutorials/ review meetings?					
3	Do you make trainer–trainee dialogue an essential part of assessment in your training room?					

4	Do you reflect on assessment outcomes as a means of improving and adapting your training practices?					
5	Do you find it easy to adapt the assessment cycle for your context?					
6	Is the assessment for learning approach beneficial for teacher educators/teachers in your context?					

SECTION 3:

Note: *section 3 questions were part of both the questionnaire and the focus group discussions.*

What is the response from your trainees to a less traditional assessment approach? Let's explore it through following questions.

1. How do trainees (or teachers) react to this approach to assessment compared with the more traditional approaches they may be used to?

2. Do you think your trainees would try adapting this assessment approach in their contexts?

3. Do your trainees fear assessment or do they take it as an opportunity for development?

Appendix 2: Sample consent form

Dear Participant,

Thank you for being a part of this research study. Your contributions and input are invaluable for the development and extension of our programme: Professional Award for Teacher Educators.

For data protection purposes (British Council Data Protection Policy) we require your permission to use your responses to the questionnaire and focus group discussion in our research report. Your personal details can be kept anonymous throughout the study if you prefer, please indicate below.

Kindly add your name and signatures below if you agree. We look forward to working with you.

_____   _____

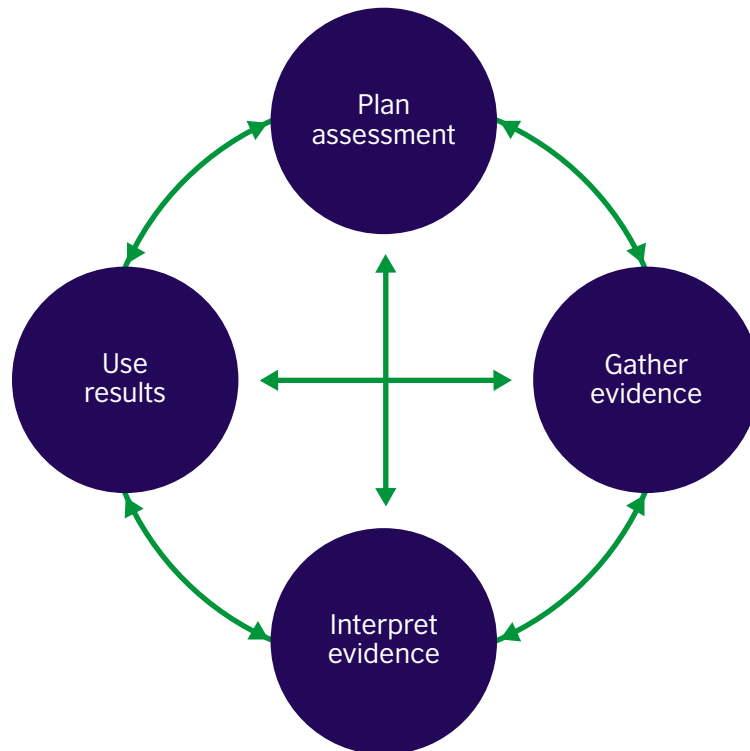Please print your name   Signature

Warm regards,
Rabea Saeed

Consultant
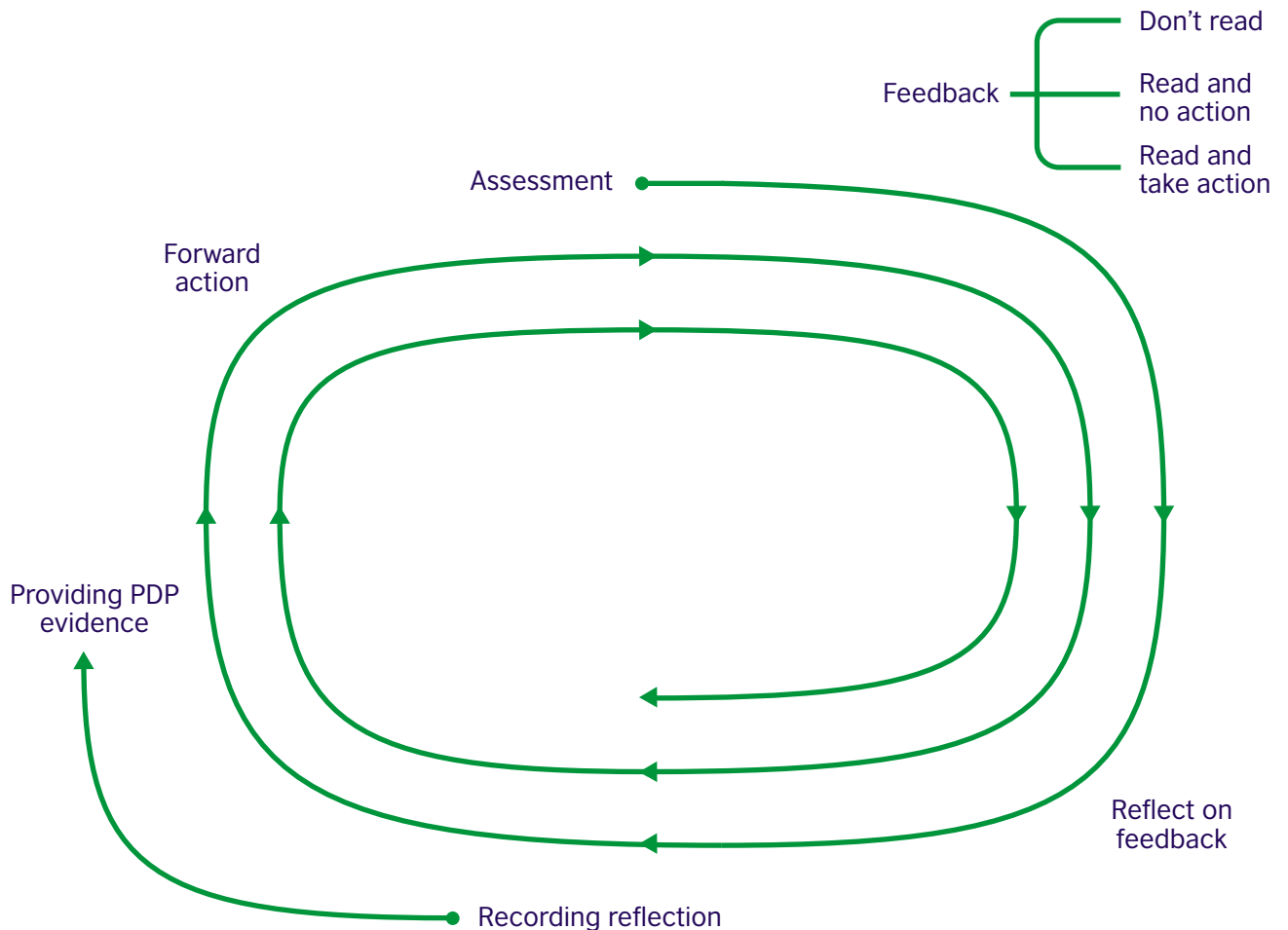British Council
Email: rabea@live.com

Appendix 3: Assessment cycles

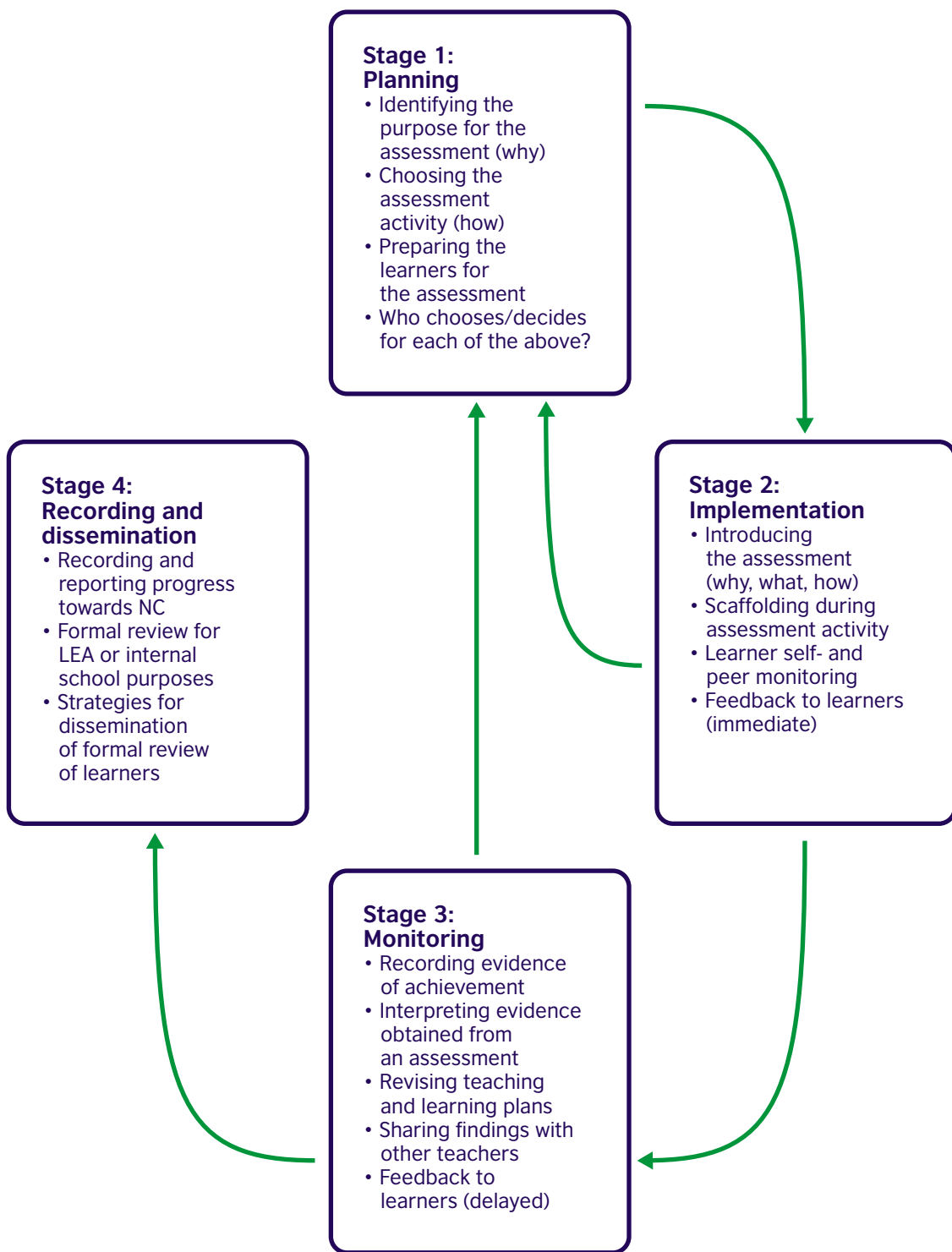**Figure 1:** The four phases of assessment by the National Council of Teachers of Mathematics

Source: Buhagiar, 2006

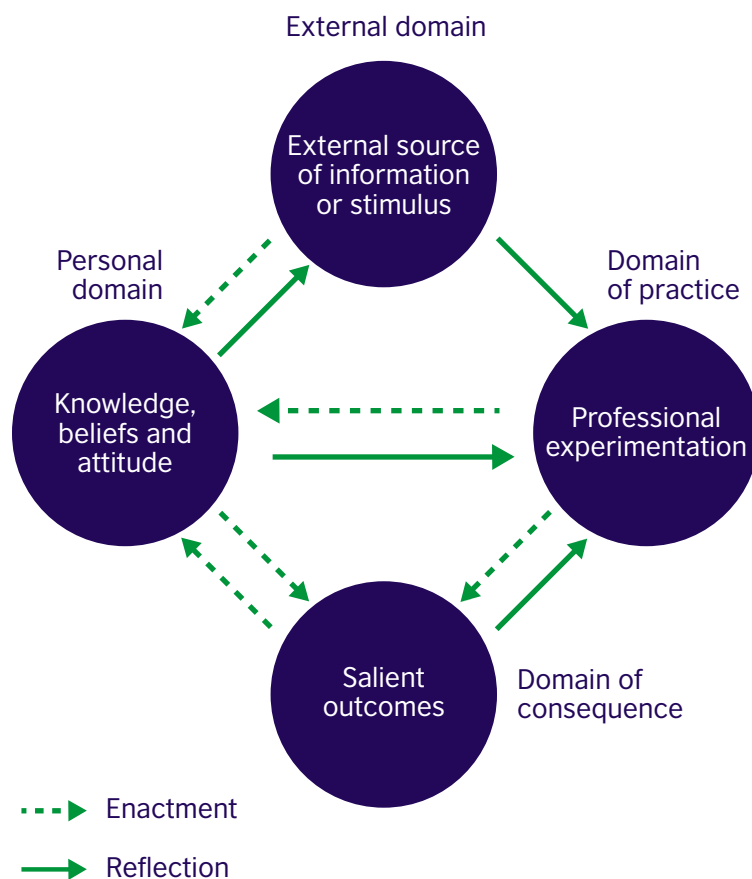**Figure 2:** Model of reflection, recording and forward action

Source: Quinton & Smallbone, 2010: p. 132

Figure 3: Processes and strategies in classroom assessment

Stage 1:
Planning
- Identifying the purpose for the assessment (why)
- Choosing the assessment activity (how)
- Preparing the learners for the assessment
- Who chooses/decides for each of the above?

Stage 2:
Implementation
- Introducing the assessment (why, what, how)
- Scaffolding during assessment activity
- Learner self- and peer monitoring
- Feedback to learners (immediate)

Stage 3:
Monitoring
- Recording evidence of achievement
- Interpreting evidence obtained from an assessment
- Revising teaching and learning plans
- Sharing findings with other teachers
- Feedback to learners (delayed)

Stage 4:
Recording and dissemination
- Recording and reporting progress towards NC
- Formal review for LEA or internal school purposes
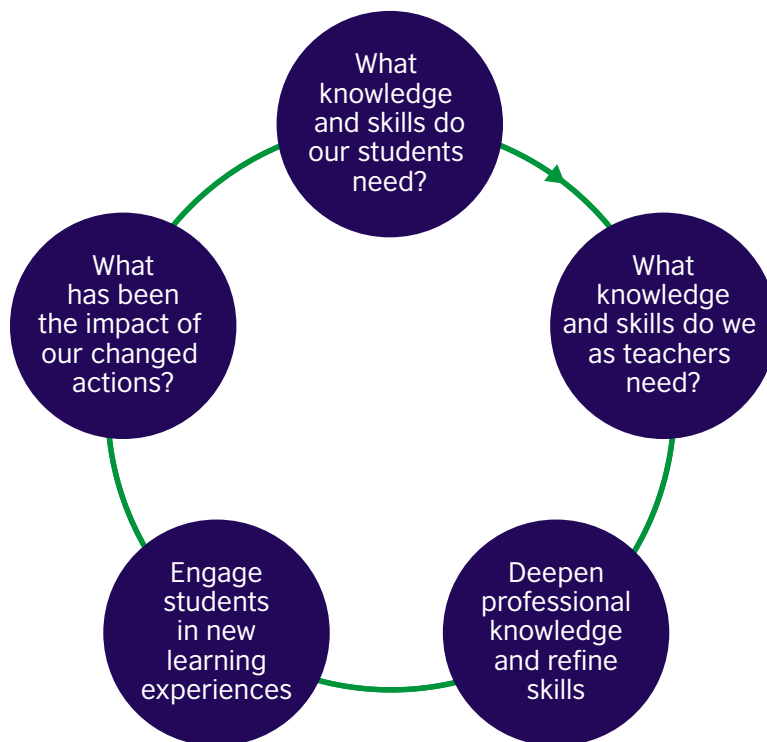- Strategies for dissemination of formal review of learners

Source: Rea-Dickens, P & Germaine, K, 2001: p. 435

Figure 4: The interconnected model of teacher development

External domain

External source of information or stimulus

Personal domain

Knowledge, beliefs and attitude

Domain of practice

Professional experimentation

Salient outcomes

Domain of consequence

- - -▶ Enactment

──▶ Reflection

Source: Clarke & Hollingsworth, 2002: p. 951

Figure 5: Teacher inquiry and knowledge-building cycle to promote valued student outcomes

What knowledge and skills do our students need?

What has been the impact of our changed actions?

What knowledge and skills do we as teachers need?

Engage students in new learning experiences

Deepen professional knowledge and refine skills

Source: Timperley, 2009: p. 22