

"Enhancing Pedagogical Practices: Challenges and Policy Recommendations for Sustainable Professional Development of Educators in Lahore"

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1. POLICY STATEMENT:

This policy calls for government authorities and public schools in Lahore to implement comprehensive, context-specific professional development programmes for educators. By incorporating feedback from teachers, students, and institutions, it aims to address gaps in teacher training, promote sustainable teaching methods, and optimise resource use. The policy prioritises continuous professional growth, psychological and pedagogical support, and alignment with modern classroom demands.

2. ABSTRACT:

This research examines the professional development challenges faced by educators in Lahore's government schools, particularly the gap between institutional training and classroom realities. Using a mixed-methods approach, it analyses qualitative data from teacher interviews and focus groups (42 participants).

Findings indicate that even teachers report low personal satisfaction, training programmes lack relevance and fail to equip them for modern teaching demands. Key issues include ineffective student engagement strategies, difficulties managing diverse classrooms, and inadequate institutional support. Crucially, these challenges negatively impact student performance, leading to disengagement and lower academic outcomes.

The study recommends tailored, context-specific training, integration of psychological and child-centred methodologies, and mentoring systems for new educators. Policy reforms should address resource allocation to ensure schools can implement effective pedagogical practices, ultimately improving education quality in Lahore.

3. KEY WORDS:

Pedagogy, Sustainable Professional Development (SPD), Traditional Professional Development (TPD), Lahore government schools, QAED (Quaid-e-Azam Academy for Educational Development), teacher training, student engagement, academic underperformance, Sri Lanka model, context-specific training, continuous mentorship, adaptive pedagogical strategies, teaching practices, student outcomes, low- and middle-income countries, systemic challenges, cultural resistance, institutional support, resource allocation, policy reforms, qualitative research, Focus Group Discussions (FGDs), ethnography, Government Primary School Baghbanpura, Child Protection and Welfare Bureau (CPWB), student-teacher interaction, outdated curriculum, psychological training, infrastructure development, student-centred teaching, remedial programs, public-private partnerships, digital integration, mentorship programs, holistic student support.

4. INTRODUCTION:

Pedagogy encompasses the theory and practice of learning, shaping and being shaped by learners' social, political, and psychological development. Sustainable professional development (SPD) is a continuous, context-specific approach that fosters long-term improvements in teaching by promoting collaboration, adaptability, and alignment with real classroom challenges. In contrast, traditional professional development (TPD) is often short-term and disconnected from teachers' daily experiences (Darling-Hammond et al., 2017).

In Lahore's government schools, existing teacher training programmes fail to equip educators with practical skills for modern classroom demands. Institutions like QAED provide generic training that lacks contextual relevance, leaving teachers ill-prepared to manage diverse classrooms, engage students effectively, or integrate innovative teaching methods. This gap results in low student engagement and academic underperformance, highlighting the urgent need for SPD-focused reforms.

Sri Lanka, a country with similar socio-economic conditions to Pakistan but notable progress in SPD, can be usefully compared. Its model integrates context-specific training, continuous mentorship, and adaptive pedagogical strategies, demonstrating how targeted professional development can enhance teacher effectiveness and student outcomes. This study explores how such an approach can benefit Lahore's education system.

5. METHODOLOGY:

My scope of study addresses students from 1st to 5th grade, it will include various teachers and students. As this will be a case study, the type of schools will be the public and private schools (in Lahore, Punjab), my scope will be a government school to get a view of their teacher training, as they have a uniform sort of training from QAED (the agency that provides training to government school teachers all over Punjab). Then I will visit a private school, to compare the results of both schools and get a better view of sustained training.

The people in association with my research will be the teachers and the students. I will also include some people from the QAED (Quaid-e-Azam Academy for Educational Development) agency to get information about the training the teachers receive in general.

I will have semi-structured interviews with 2-3 teachers, asking them about the type of professional training that they have received and how it can be improved. The teachers will be chosen through convenience sampling.

As for the potential interviews from QAED, I will have semi-structured interviews with one or two representatives from QAED to get information about the traditional training and the further CPD (continuous professional development) teachers undergo before and after getting accepted for the job.

The main factor affecting the choice of semi-structured interviews is that this type of interview is not too rigid or fully flexible, it follows a strict boundary until the interviewer needs to break that boundary. Its biggest flaw is the difficulty of keeping up with the time limit of the interview in case of many questions by a very curious interviewer. This can be avoided by only asking the most important questions first and keeping the less important ones last.

For the younger students (classes 1 & 2) I will conduct an ethnography where I will ask them to write down their teachers on a sheet of paper and focus group discussions for the older classes (class3 & 4) so they can express their ideas about their education experience and the missing skills that the teachers should have to conduct the class better. The classes will be chosen based on availability, more on that, I will focus more on a class that has a variety of different students i.e.: those who learn differently from each other. I will choose this class to study how the teacher will handle the class and fulfil the needs of all the students. This means that this will be a heterogeneous and convenient sampling method.

The factor influencing the choice of Focus Group Discussion is that in FDG one can get an in-depth view of what other opinions are and where people disagree. They can also gather some ideas or even some problems

they may have overlooked. The thing it lacks is that some participants may dominate the discussion and can sometimes even influence others' replies or interpretations of something. FDGs also lack the depth of perspective one can get in a 1 on 1 interview. FDGs are hard to manage, and poor moderation can lead to further problems. This can be overcome by having a good moderator who can listen to everyone's ideas without influencing replies.

The motivation behind opting for Ethnography is simple. With the help of ethnography, the younger students can express their ideas entirely with ample time for reflection. They can give the researcher some great ideas. The challenge people face while conducting ethnography is that it can be very costly, and misinterpretation of ideas can cause complications or bring about other concerns. The solution to this problem is that the ethnographer can ask the others what they mean by something rather than defining it themselves.

Note: All these methodologies are qualitative so that the research can capture the stakeholder's perspective.

6. ANALYSIS OF RESULTS:

The findings presented here are the culmination of fieldwork conducted at Government Primary School Baghbanpura, Lahore, the Child Protection and Welfare Bureau (CPWB), and interactions with QAED.

6.1 Govt. Primary School Baghbanpura, Lahore:

6.1.1. Student-Teacher Interaction:

The students expressed mixed opinions regarding their teachers. While they were generally satisfied with their teachers' personalities, they had significant concerns regarding teaching methods. I interviewed 12 students in batches of three, in a private setting. Of these, eight students expressed dissatisfaction. Their concerns included:

The teacher often misunderstood their questions, leading to incorrect responses, which left them flustered.

Some teachers scold students when they fail to answer a question or ask something the teacher deems irrelevant.

These responses indicate a communication gap between students and teachers, affecting the learning experience.

6.1.2 Teachers' Perspective on QAED Training:

To understand the teachers' side, I conducted interviews regarding their training at QAED. Their responses can be summarized as follows:

Unrealistic Training: Teachers found the training inadequate, as it did not account for ground realities such as parental neglect in a child's education or the lack of resources in public schools.

Outdated Curriculum: Teachers noted that children's cognitive development has changed due to exposure to technology, making traditional teaching methods ineffective. They also mentioned that the government prohibited the use of mobile phones in classrooms, even for teachers, which they found restrictive.

Pressure to Pass Students: Teachers reported being compelled by the government to minimize the number of failing students, which forced them to pass most students regardless of academic performance, complicating matters for future educators.

These concerns highlight systemic challenges that need to be addressed for effective teacher training and student assessment.

6.1.3 Comparison: Government Primary School vs. Child Protection and Welfare Bureau (CPWB):

After visiting CPWB, a school for orphaned or runaway children, the contrast between the two institutions was stark. The differences are outlined below:

CPWB	Government Primary School Baghbanpura
Unfriendly environment.	Colourful and friendly domain.
In-competent teachers.	Cheerful and enthusiastic teachers.
No activity rooms.	Contained rooms such as a movie room, playroom, and even a library.
Small classrooms with inadequate resources.	Airy classrooms with ample resources and also a resource room for reinforcements.

6.2 Ethnographic Study at CPWB:

6.2.1 Background of CPWB:

Established in March 2004 by the Government of Punjab, CPWB is an autonomous body that provides care, education, and rehabilitation for children who are destitute, neglected, abused, or have run away from home. Key characteristics of the institution include:

Diverse Age Groups in the Same Class: Students in Grade 1 range from ages 9 to 13.

Specialized Teaching Approach: Given their traumatic backgrounds, students are taught by trained psychologists and child specialists.

Curriculum Focus: The curriculum primarily consists of fictional stories that educate students about the world while aiding their rehabilitation.

Transition to Mainstream Education: The school caters to students up to Class 8, after which they are integrated into mainstream schools.

These insights were provided by the principal, Ms. Hina Tahir, and the Director General, Mr. Aftab Khan.

6.2.2 Student Perspectives:

As part of my ethnography, I asked 25 students (10 boys and 15 girls) to write about their school, teachers, and overall experience. One child's response was particularly telling:

"The teachers are friendly towards us. The school provides us with clothing, food, and toys. We watch a movie or drama once a month. Recently, my teacher has been teaching us how to draw things in nature. Many students from other schools visit us for interviews, and my teacher encourages me to meet them. The school ensures every student has something to do."

A teacher later explained that this holistic approach is designed to shift students' focus away from their past trauma. The final examination for students at CPWB involves recounting their past experiences to a teacher, which necessitates building strong student-teacher relationships.

6.3 Insights from QAED:

During my visit to QAED, the Director General, Mr. Muhammad Tajammal Abbas Rana, described QAED's role as follows:

"The quality of education can be improved through visionary professional development programs. QAED aims to enhance teaching and learning by integrating technology, fostering teacher leadership, and promoting lifelong learning."

6.3.1 Questions from PhD psychologist:

I was also connected with a PhD psychologist, Prof. Dr. Alia Siddique, who trains teachers. Although I could not interview her in person due to time constraints, I sent her a questionnaire. Below is a summary of her responses:

1. QAED's Role in Professional Development:

QAED has launched various initiatives for public school educators in Lahore, including:

Continuous Professional Development (CPD): Focused on enhancing teaching methodologies, lesson delivery, and subject expertise.

Leadership Training: A program for 1500 school heads to strengthen leadership skills.

Promotion-Linked Training (PLT): Prepares school heads for instructional leadership and transitions to higher administrative positions.

Induction Training: Helps newly appointed teachers understand educational policies and their professional responsibilities.

Early Childhood Care & Education (ECCE) Training: Emphasizes child-centred teaching practices.

ICT Training: Improves digital literacy among educators.

Afternoon School Program: Equips primary school teachers transitioning to elementary education with relevant skills.

Additional Programs: Include Inclusive Education Training, STEM Training, and the Connecting Classroom initiative.

2. Challenges Identified by QAED:

QAED has noted several barriers to implementing modern teaching practices in public schools:

Limited Resources: Schools often lack the infrastructure necessary for student-centred learning.

Resistance to Change: Many teachers prefer traditional methods over new teaching strategies.

Insufficient Digital Tools: A lack of access to and training in digital technologies hinders modern educational practices.

To address these challenges, QAED focuses on hands-on workshops and internationally recognized teaching frameworks.

6.3.2 Teacher Training of The Islamia School:

I observed a QAED-led teacher training session at The Islamia School, which included:

A Seminar on the Importance of Pedagogical Training

Reflective Writing Exercise: Trainees wrote about their favourite teachers and reflected on qualities that made them effective educators.

Classroom Management Lecture: Aimed at boosting confidence and authority in the classroom.

Observation and Student Understanding Lecture: Provided insights into student engagement and behaviour.

These teachers were receiving school-connected CPD, integrating theory with real classroom challenges.

Note: Kindly be advised that the consent form, found in Appendix C, was circulated among all participants and duly signed by either their instructor or the participants themselves before their engagement in the activity.

7. CONCLUSIONS:

7.1 Teacher-Student Interaction in Government Schools:

Students at Government Primary School Baghbanpura generally express satisfaction with their teachers' personalities but remain critical of their teaching methods. One of the primary concerns raised by students is the difficulty teachers face in accurately understanding their inquiries, which leads to miscommunication and,

in some cases, punitive responses. These reactions not only discourage student engagement but also create an atmosphere where curiosity and active participation are stifled.

7.1.1 Areas for Further Investigation:

- The specific reasons behind teachers' inability to interpret student queries effectively—whether it stems from a lack of training, communication barriers, or rigid curriculum structures.
- The frequency and severity of punitive responses in classrooms and their long-term impact on students' academic performance, confidence, and willingness to participate.
- The role of school administration in providing teachers with necessary pedagogical guidance and classroom management strategies.
- The extent to which teacher-student interactions differ across socio-economic backgrounds, and whether students from disadvantaged backgrounds experience greater disengagement.
- The effectiveness of current teacher support mechanisms, including mentoring programmes and continuous professional development opportunities.

7.2 Contrast Between Institutions:

The stark difference between the educational environment at the Child Protection and Welfare Bureau (CPWB) and that of government schools highlights the need for systemic reform. CPWB's model, which integrates teacher training, student-centred methodologies, and holistic child welfare, demonstrates a comprehensive understanding of the psychological and emotional needs of students. By contrast, government schools face multiple constraints, including inadequate infrastructure, limited teaching resources, and an inability to cater to individual learning needs.

7.2.1 Areas for Further Investigation:

- The specific elements of CPWB's teacher training programmes that contribute to its success and whether they can be replicated in government schools.
- The role of individualized learning approaches in CPWB institutions and their effectiveness in improving student outcomes.
- The extent to which school infrastructure influences student engagement, and how upgrading facilities might impact learning experiences.
- Potential opportunities for collaboration between CPWB and government schools to facilitate knowledge sharing, teacher exchange programmes, and the adoption of best practices.
- The effectiveness of CPWB's student welfare strategies in addressing psychological and emotional challenges, and whether similar support structures could be implemented in government schools.

7.3 QAED Training and Implementation Gaps:

QAED's professional development programmes, while ambitious in scope, face significant practical limitations that hinder their implementation. Teachers have voiced concerns regarding the outdated nature of training content, the lack of alignment between training modules and classroom realities, and the overarching pressure to minimize student failure rates. These issues highlight a disconnect between policy initiatives and ground-level challenges.

7.3.1 Areas for Further Investigation:

- The extent to which QAED training content reflects current pedagogical best practices and whether revisions are needed to make it more relevant.
- How teachers perceive the applicability of QAED training in their daily classroom activities, and whether they require additional resources to implement new strategies.
- The impact of government mandates on student failure rates and whether these policies inadvertently encourage grade inflation and compromise academic integrity.
- The correlation between teacher motivation, professional development opportunities, and classroom performance.
- The role of school leadership in facilitating or hindering the effective implementation of QAED training outcomes.

8. RECOMMENDATIONS:

8.1 Enhancing QAED Training Modules:

A major issue with QAED's current training model is its disconnection from the realities of government school classrooms. Teachers frequently report that the training is too theoretical and does not equip them with practical strategies to handle common issues such as large class sizes, limited parental involvement, and inadequate resources. To bridge this gap, QAED must incorporate real-world scenarios into its modules, ensuring that educators receive practical guidance rather than abstract pedagogical theories. A comprehensive needs assessment—through teacher surveys, school visits, and direct feedback sessions—would allow policymakers to tailor training content accordingly. Additionally, experienced government school teachers should be involved in designing and delivering these modules, ensuring that solutions are grounded in actual classroom experiences rather than external assumptions.

8.1.1 Challenges and Implementation:

One major challenge in this reform is teacher resistance to change, as many educators may be accustomed to traditional methods and hesitant to adopt new strategies. To mitigate this, training modules should include demonstrations of success stories, interactive workshops, and peer mentoring to encourage gradual adaptation. Additionally, there is the challenge of logistical coordination in conducting school visits and collecting reliable data. Establishing regional training hubs and using digital surveys can streamline this process, ensuring timely and efficient policy adjustments.

8.2 Uniform training without disparity:

Another major flaw in QAED's training is its uniformity, which fails to acknowledge the distinct challenges faced by urban and rural educators. Teachers in rural areas often deal with understaffed schools, minimal resources, and cultural barriers to education, whereas their urban counterparts contend with overcrowded classrooms, diverse student populations, and increased administrative pressures. By developing differentiated training programmes, QAED can provide teachers with strategies suited to their specific environments. Urban training might focus on classroom management techniques for large student groups, whereas rural training could emphasize improvisational teaching methods that work despite resource limitations. Moreover, rural teachers often struggle with access to professional development due to geographical constraints. To address

this, a hybrid training model—combining in-person workshops with digital learning modules—should be introduced, allowing rural teachers to participate in continuous learning without logistical difficulties.

8.2.1 Challenges and Implementation:

A primary concern in executing differentiated training is the cost and logistical burden of developing multiple curricula. A phased approach should be adopted, beginning with pilot programs in selected urban and rural districts before a full-scale rollout. Ensuring digital literacy among rural educators is another hurdle, necessitating initial workshops on basic technology use before transitioning to blended learning models.

8.3 Integrating psychology:

A particularly crucial yet neglected aspect of teacher training is psychological preparedness. Many government school students come from challenging socio-economic backgrounds, and teachers often lack the skills to support them emotionally and academically. QAED should integrate psychological training into its core curriculum, covering child psychology, trauma-informed teaching, and emotional intelligence. Teachers should be equipped with techniques to handle students experiencing stress, neglect, or learning disabilities, ensuring that they respond with understanding rather than punitive discipline. CPWB's model of teacher training, which incorporates student psychology and holistic care, serves as a valuable example that QAED could replicate. However, a common challenge is teacher resistance to additional training, particularly in areas perceived as outside their core responsibilities. This can be mitigated by demonstrating the practical benefits of psychological training—such as improved classroom behaviour and higher student engagement—through interactive workshops and real-life case studies.

8.3.1 Challenges and Implementation:

The main difficulty in integrating psychological training is the lack of available professionals to conduct these sessions at scale. Collaborating with universities offering psychology programs could provide cost-effective training sessions while ensuring credibility. Additionally, teachers may initially dismiss psychological training as secondary to academic instruction, making it necessary to integrate these concepts subtly into existing pedagogical modules rather than as standalone courses.

8.4 Improving Teaching Standards in Government Schools:

Beyond teacher training, structural changes must be made within government schools to improve the quality of education. One of the most effective strategies is the implementation of a continuous monitoring and mentorship system. Experienced educators should be paired with junior teachers, observing their lessons, providing feedback, and offering guidance on improving classroom management and instructional techniques. Rather than relying solely on periodic evaluations, mentorship should be an ongoing process, allowing teachers to refine their skills in real time. In addition, regular refresher courses should be introduced to ensure that teachers stay updated with modern pedagogical methods.

8.4.1 Challenges and Implementation:

A major challenge in sustaining mentorship programs is the reluctance of experienced teachers to take on additional responsibilities without incentives. Introducing financial incentives or professional development

credits for mentors could address this issue. Additionally, a structured feedback mechanism must be established to ensure accountability and effectiveness in mentorship relationships.

8.5 Student-centred teaching:

A shift towards student-centred teaching practices is also necessary. Many government school teachers rely heavily on rote learning and rigid textbook instruction, which stifles student engagement. Introducing interactive teaching strategies—such as project-based learning, group discussions, and inquiry-driven lessons—would enhance student participation and comprehension. However, a key challenge in implementing these methods is the lack of resources in many government schools. To counter this, policymakers should prioritise resource allocation, ensuring that classrooms are equipped with basic interactive learning tools such as charts, models, and activity kits. Moreover, partnerships with NGOs and educational organisations could facilitate workshops that train teachers in innovative, low-cost teaching methods that do not rely on expensive infrastructure.

8.5.1 Challenges and Implementation:

Resistance to change in teaching styles is common among educators accustomed to traditional rote methods. To counter this, a gradual approach should be taken by integrating student-centred methods into existing curricula rather than replacing them outright. Additionally, limited school funding can be mitigated by forming strategic alliances with NGOs that specialize in low-cost educational tools and methodologies.

8.6 Policy Adjustments and Resource Allocation:

The current pass-fail policy in government schools places undue pressure on teachers, compelling them to pass students regardless of actual academic performance. This undermines educational integrity and results in students progressing through the system without mastering foundational skills. Instead of enforcing blanket promotion policies, a more effective approach would be to introduce targeted interventions for struggling students. Schools should implement structured remedial programmes, providing additional academic support through after-school tutoring or specialised learning sessions. Additionally, reassessment policies should allow students to demonstrate progress in alternative ways rather than relying solely on high-stakes testing.

8.6.1 Challenges and Implementation:

The main challenge in introducing remedial programs is securing funding and ensuring sufficient staffing. Partnering with education-focused NGOs and leveraging university student volunteers can supplement teacher shortages. Additionally, parental involvement in remedial programs should be encouraged to reinforce learning at home.

8.7 Infrastructure Development:

A fundamental limitation in government schools is inadequate infrastructure, which hampers both teaching and learning experiences. Many schools lack basic facilities such as libraries, activity rooms, and technology labs, all of which are essential for fostering a dynamic learning environment. Increased budgetary allocations must be directed towards infrastructure development, ensuring that schools are adequately equipped to

support modern teaching methods. Furthermore, integrating digital tools into classrooms—such as tablets, projectors, and online learning platforms—can enhance student engagement and provide teachers with additional instructional resources. However, this must be done with clear guidelines to prevent over-reliance on technology at the expense of traditional teaching methods.

8.7.1 Challenges and Implementation:

The greatest challenge is securing consistent government funding. To address this, public-private partnerships should be encouraged, with corporations contributing to school infrastructure development as part of their corporate social responsibility initiatives. Moreover, phased infrastructure improvement plans should be established, prioritizing the most critical needs first.

9. CONCLUSION:

The pursuit of sustainable professional development for educators in Lahore is an ongoing challenge, demanding a shift from rigid, theoretical training to practical, classroom-focused approaches. This research has highlighted systemic barriers, including urban-rural disparities, inadequate psychological training, and infrastructural deficiencies. However, these challenges are not insurmountable; they require strategic reforms that prioritise teacher-centric solutions, differentiated training, and resource optimisation.

Successful implementation will depend on institutional commitment, stakeholder collaboration, and adaptive policymaking. Teachers must be empowered as active participants in their professional growth, ensuring that training aligns with real classroom conditions. Moreover, sustained investment in mentorship programmes, digital integration, and holistic student support will be crucial in bridging existing gaps.

Ultimately, the transformation of pedagogical practices in Lahore's government schools is not merely a policy directive but a societal imperative. The reforms proposed in this study offer a path towards a more responsive and effective education system—one where teachers are equipped not just with knowledge but with the tools to inspire and uplift future generations.

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11. APPENDICES:

11.1 Appendix A

11.1.1 Questionnaire for schools

<p>Teacher Interview Questionnaire (30 minutes)</p> <p>Section 1: Teacher Profile</p> <p>Please answer the following questions about your teaching background:</p> <p>Age: _____</p> <p>Years of Teaching Experience: _____</p> <p>Educational Qualification(s): _____</p> <p>Years of Experience in This School: _____</p> <p>Subject(s) Taught: _____</p> <p>Class/Grade Level(s) Taught: _____</p> <p>Section 2: Professional Development Background</p> <p>Have you participated in any professional development programmes in the past year?</p> <p>If yes, could you specify which programs you participated in?</p> <p>Who provided the training (e.g., QAED, school district, external organizations)?</p> <p>What specific areas or skills were covered in the training?</p> <p>Do you find the professional development programmes you've attended to be beneficial to your teaching practice?</p>	<p>In what ways were they helpful, or what areas need improvement?</p> <p>Section 2: Current Practices and Pedagogical Challenges</p> <p>Could you describe the predominant teaching methodologies you employ in your classroom?</p> <p>Are there any specific strategies you use to engage students actively?</p> <p>What are the primary challenges you encounter when engaging students in public schools in Lahore?</p> <p>Do you face any challenges in fostering student engagement or maintaining attention in the classroom?</p> <p>In what ways does the size of your classes affect your ability to provide individual attention to students?</p> <p>How does this impact your teaching approach and student outcomes?</p> <p>Do you feel that the resources available in your school are adequate for effective learning?</p> <p>Section 3: Professional Development Needs</p> <p>Are there any specific skills or knowledge areas where you feel additional training would enhance your teaching efficacy?</p>
<p>For example: Classroom management, technology integration, assessment techniques, etc.</p> <p>How accessible do you find the current professional development opportunities provided by the education department or external organizations?</p> <p>Are there any barriers to accessing these opportunities (e.g., time, location, relevance)?</p> <p>What improvements or changes would you suggest for professional development programs to better meet your needs as an educator?</p> <p>Section 4: Policy Recommendations</p> <p>7. What changes would you propose to existing policies to support your professional growth?</p> <p>8. Are there any particular resources or facilities you believe would significantly improve your teaching practices?</p> <p>9. How might collaboration with peers or experts in the field help address pedagogical challenges?</p> <p>For Students (30 minutes)</p> <p>Section 1: Learning Experiences</p>	<p>1. How would you describe your typical classroom experience in terms of teacher engagement and teaching styles?</p> <p>2. Do you feel that your teachers provide sufficient individual attention? If not, why do you think this is the case?</p> <p>3. Are there any particular subjects or lessons where you face difficulties understanding the material?</p> <p>Section 2: Student Perspectives on Challenges</p> <p>4. What challenges do you observe your teachers encountering during classroom sessions?</p> <p>5. Do you feel that the resources available in your school are adequate for effective learning?</p> <p>Section 3: Suggestions and Recommendations</p> <p>6. What changes would you suggest to make learning more engaging and effective in your school?</p> <p>7. Do you believe that technology could improve your classroom experience? If so, in what ways?</p> <p>8. How can schools better support students to achieve their academic potential?</p>

11.2 Appendix B

11.2.1 Questionnaire for QAED

1. Role of QAED in Professional Development

What specific initiatives has QAED undertaken to enhance the professional development of educators in public schools in Lahore?

2. Assessment of Challenges

From QAED's perspective, what are the primary challenges faced by educators in adopting modern pedagogical practices in public schools?

Probe: When we refer to "modern pedagogical practices," we mean the incorporation of active learning, student-centred approaches, and the use of digital tools in the classroom. How do you see these practices being integrated into public schools?

Probe: Are there specific methods or frameworks QAED promotes for transitioning to modern pedagogies?

3. Effectiveness of Training Programmes

How does QAED evaluate the effectiveness of its training programmes in improving teaching practices and student outcomes?

Probe: What measures or indicators does QAED use to track the progress of both educators and students following these training programs?

Probe: How is student engagement assessed as part of the evaluation process?

4. Customisation of Training

Are QAED's training sessions tailored to address the unique challenges faced by educators in public schools in Lahore, such as large class sizes and limited resources?

Probe: How does QAED adapt training content or delivery methods to ensure relevance for teachers working in resource-constrained environments?

5. Integration of Technology

What role does QAED envision for technology in supporting the professional development of educators, and how is this being implemented in Lahore?

Probe: How do you incorporate digital tools or online platforms into your training programs for educators?

Probe: Is there a focus on training teachers to integrate technology into their teaching practices to improve student engagement and learning outcomes?

6. Policy Recommendations

Based on QAED's experience, what policy changes do you believe are critical to ensuring sustainable and impactful professional development for teachers in Lahore's public schools?

Probe: How can the government or policymakers ensure that professional development programs are ongoing and sustainable over the long term?

7. Collaboration with Stakeholders

How does QAED collaborate with schools, teachers, and policymakers to ensure that its initiatives are effectively addressing the needs of the education sector?

Probe: What role do private schools play in QAED's approach to professional development, and how do the training programs differ between public and private school educators, if at all?

8. View on Private School Training

In your view, what differences or similarities exist in the training provided to educators in private schools compared to public schools in Lahore?

Probe: Are there any initiatives QAED has undertaken or plans to undertake to provide training to private school educators?

11.3 Appendix C

11.3.1 Consent form for participation

<p>Consent Form for Participation in Research Study</p> <p>Ethical Considerations for Teachers, Students, Headteachers, and QAED Representatives</p> <p>Study Title:</p> <p>SUSTAINABLE PEDAGOGY</p> <p>Purpose of the Study</p> <p>The purpose of this study is to explore the current teaching methodologies, challenges, and professional development needs of educators in public schools in Lahore, as well as to evaluate the effectiveness of training programs provided by QAED. The findings will help improve future training programs and educational policies.</p> <p>Study Procedures</p> <p>As a participant in this study, you will be asked to answer a series of questions in an interview or survey format. The questions will focus on your experiences, opinions, and insights regarding teaching practices, professional development, and educational challenges. The interview will take approximately 30-45 minutes, depending on your responses.</p>	<p>Voluntary Participation</p> <p>Your participation in this study is entirely voluntary. You are free to choose whether to participate or not, and you may withdraw at any time during the study without any penalty. If you decide to withdraw, any data collected from you will be removed from the study.</p> <p>Confidentiality</p> <p>All information provided during this study will remain confidential. Your personal details (e.g., name, school, contact information) will not be disclosed in any reports or publications resulting from this study. Data will be anonymized and used only for research purposes. Any identifying information will be stored securely and will not be shared with third parties.</p> <p>Risks and Benefits</p> <p>There are no significant risks associated with participating in this study. While there is no direct compensation for participation, the benefits of this study include contributing to the improvement of teacher training programs and educational practices in Lahore's public schools. Your insights will help shape future professional development opportunities for educators.</p>	<p>Rights of Participants</p> <p>You have the right to ask questions about the study at any time.</p> <p>You have the right to review and correct any information you provide.</p> <p>You have the right to refuse to answer any questions you find uncomfortable or that you do not wish to answer.</p> <p>You have the right to withdraw from the study at any time without any consequence.</p> <p>Consent for Audio/Video Recording (if applicable)</p> <p>For accuracy in data collection, we may record the interview. These recordings will be kept confidential and used solely for the purpose of transcription and analysis. You may choose not to be recorded, and this will not affect your participation in the study.</p> <p>I agree to have my interview/audio/video recorded.</p> <p>I do not agree to have my interview/audio/video recorded.</p> <p>Participant Statement</p> <p>I have read the above information and understand the purpose, procedures, and ethical considerations of this study. I understand that my participation is voluntary,</p>
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and I may withdraw at any time without consequence. I consent to participate in the study, and I give my permission for the data to be used for research purposes as described.

Participant's Name:

Signature:

Date:

Researcher's Statement

I have explained the purpose and procedures of this study to the participant and have answered any questions they may have. I understand my ethical responsibilities in maintaining confidentiality and ensuring voluntary participation.

Researcher's Name:

Signature:

Date:

For Parents (if applicable, for students under 18 years old)

If the participant is a student under 18, a parent/guardian must provide consent.

Parent/Guardian Name:

Signature:

Date:

If you have any questions or concerns about this study, please contact:

ZIRAM RANIA

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