PARE NEWS
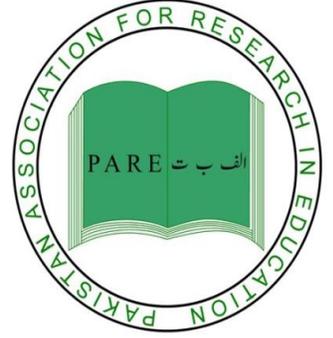
A Quarterly Publication of Pakistan Association for Research in Education

Seminars, Conferences and Events

Wera Educational Research Association (WERA)

"WERA 2015 Focal Meeting"

9/8/2015 to 9/11/2015

For more information:

http://www.weraonline.org/events/event_details.asp?id=573874

5ᵀᴴ Annual International Conference on Education & e-Learning (Eel 2015)

14ᵗʰ-15ᵗʰ September 2015

For more information: http://www.e-learningedu.org/

American Educational Research Association (AERA) 2015 Annual Meeting

"**Toward Justice: Culture, Language, and Heritage in Education Research and Praxis**"

Thursday, April 16 - Monday, April 20, 2015

For more information:
http://www.aera.net/EventsMeetings/tabid/10063/Default.aspx

Comparative and International Educational Society (CIES)

59th Annual Conference

"Ubuntu! Imagining a Humanist Education Globally"

March 8 –13, 2015

For more information:www.cies2015.org

The 6th International Conference on Information Technology in Education (CITE 2015)

Jan. 31-Feb. 2, 2015

For more information:
http://www.scirp.org/conf/cite/2015feb/

British Educational Leadership Management and Administration Society (BELMAS)

'Democracy: Time for Renewal or Retreat in Educational Leadership'

10th - 12th July 2015

For more information:
http://www.belmas.org.uk/Annual-Conference-2015

PARE Workshop: "Quantitative Research" facilitated by Dr. Tazeen Saeed Ali, AKU.

Pakistan Association for Research in Education (PARE) organized the workshop "**Quantitative Research**". It was facilitated by **Dr. Tazeen Saeed Ali**.

This initiative was welcomed with a very positive response by PARE members. The participants were able to discuss

-   The sequential concepts of quantitative methodologies
-   The type of research questions in relation to its design and analysis plan.
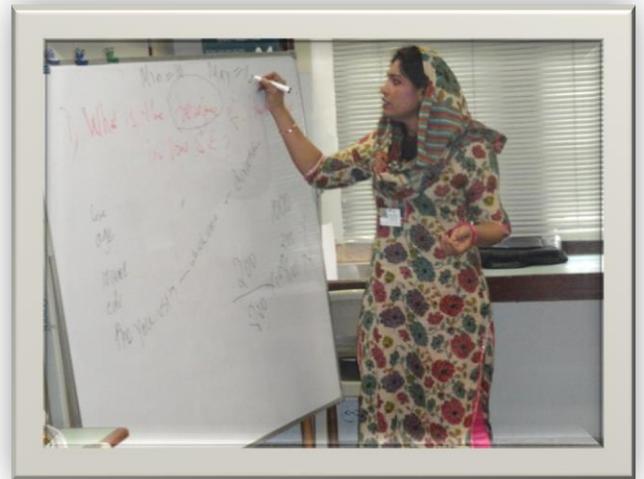
Some of the comments shared by participants are below:

➢ Excellent presentation and explanation.

➢ Strategy knowledge and effective methodology.

➢ Good communication skills of facilitator. Related examples and detailed information.

Congratulations to Dr Sajid for receiving the Australian Alumni Award for Education

Dr. Sajid Ali is an Alumni of Monash University, Australia, an Education Sector Academic and Specialist in Pakistan, presently working with AKU-IED, Pakistan as Assistant Professor and Coordinator Doctoral Programmes. Following his Australian qualification he moved on to complete his PhD from University of Edinburgh, UK. His expertise is in the areas of education policy, leadership and governance.Dr. Sajid has seventeen years of experience being an educational researcher and academic. As an academic and researcher he has produced several articles, chapters and reports that have appeared in national and international publications by prominent publishers like OUP, Routledge, Palgrave, Symposium etc. Dr. Sajid is an active academic. He is a key member of the Local Education Group (LEG) of the Ministry of Education Sindh and General Secretary of Pakistan Association of Research in Education (PARE). Previously he has served as member of the HEC-USAID convened Research Evaluation and Advisory Committee (REAC).

Congratulations to Dr Sajid Ali for receiving the Australian Alumni Award for Education

Assistant Professor and Coordinator, Doctoral Programmes at IED, Pakistan

Leadership practices in early years education: a case study of a private school head teacher in Chitral

By: Bibi Amina Nigar

The importance of Early Childhood Education and Development (ECD) is well recognized worldwide because it lays the foundation for lifelong learning and holistic development of a child. ECD focuses on providing opportunities for optimal development of children, including an emotionally safe and healthy environment, supporting interaction and relationship among stakeholders and stimulation. The holistic development of children in schools requires strong coordination amongst all stakeholders and the school leadership plays a key role in facilitating this coordination. This study intended to find out a head teacher's orientation to and practices of ECD in the context where ECD is relatively a new subject. To capture a comprehensive picture of the head teacher's understanding and leadership practices in relation to ECD, multiple methods within the qualitative research paradigm including semi-structured interviews, general observations, shadowing, focused group discussions and document analysis were used. Similarly. Attempt was made to understand the head teacher's role through multiple layers of perspectives of ECD teachers, parents, students and the head teacher herself. The findings of the study captured different realms of the head teacher's role and practices in promoting ECD in the school. These included her role in the facilitation of children's learning and overall development, helping to develop appropriate curriculum, stimulating learning environment, and building partnerships with parents. Her strategies of showing positive behavior, being a role model, demonstrating visionary, collaborative and dynamic leadership were identified as fundamental aspects of effective leadership in early years in this particular context. The findings of the study may be useful to head teachers and teachers of ECD, parents, and policy makers. Since the role of the head teacher is directly associated with all the stakeholders of a school. Therefore, the study recommends that this aspect must be given more attention to further strengthen the needed capabilities of head teachers. This can ultimately improve the academic and social environment of early education setting

Exploring the experiences of the appraisers and the appraisee about performance appraisal

By: Muhammad Yousaf

Teacher Performance Appraisal has emerged as the most significant and a vital tool for all the educational organizations. The organizations seek to assess the employees, especially the teaching staff, in order to develop their professional competence and enhance their performance with the provision of reward and other fiscal incentives. The purpose of this study was to unveil the positive impacts of the current appraisal model that the AKES, P has introduced in schools across the country. This research study was carried out under the qualitative research paradigm. Under which a phenomenological study method was used to collect the required data, where semi-structured interviews and document analysis remained the major data collection tools. There were total ten research participants, which included two head teachers as appraisers and eight teachers as appraises from two secondary schools of Gilgit-Baltistan. The respondents were selected through purposive sampling where teaching experience in terms of number of years endured the independent variable. The data reveal that the current appraisal system has been very influential in order to maximize teachers' professional development opportunities and enhance students' academic achievements since its inception across the organization. The data also indicate that the current appraisal system has not only benefited the staff but has also contributed to the organizational effectiveness and progress. The study further reveals that the appraisal model despite being an effective one will not be productive unless there are well qualified appraisers and multiple sources of data for the final appraisal process. Therefore, the study suggests the organization to arrange trainings and orientation sessions for the appraisers. Similarly, there is a great need to bring about changes in the current appraisal procedure and process.

Building teacher leadership capacity: appreciative inquiry in action

By: Mehboob Ali Shah

This paper discusses how teacher leadership is developed through appreciative inquiry. The research was conducted in a boys public secondary school of District Ghizer in Gilgit-Baltistan, Pakistan. It is usually assumed that engagement of teachers in leadership roles contribute to school improvement. Thus, AI was applied as an approach for energizing and positively charging participants through great conversation, appreciative interviews and supportive and positive feedback. However, embedded in qualitative research paradigm, the 5 D's cyclic model of AI was used as a data generation tool which comprised of I) defining positive core, ii)discovering, iii) dreaming, iv) designing, and v) delivering. By purposive sampling, three research participants' teachers were selected for capacity building by experiencing teacher leadership roles in the school context. Thus generated data was analyzed, and transcribed. As a result, themes were produced by coding process. The coded themes were further evaluated to make interpretations. The research findings reveal that use of appreciative inquiry to leadership development is a heart touching process. The participants argue that they were inspired and energized by caring, respect, positive questioning, scaffolding support and positive feedback. Thus, they enhanced their leadership capacity through leadership activities like experiencing shared vision exercise, executing co-planning, co-teaching, observing and being observed and by conducting workshop to share learning experiences as a result of this study. Hence, change was observed in their perception, practices and attitudes whereby it was concluded that teachers seemed receptive towards change. This shows that teachers execute leadership roles in the public sector school when they are leaded by action and inspired by collaborative approaches, through timely appreciation within and outside of the classroom.

Improving students' English reading comprehension skills through reciprocal teaching approach

By: Syed Afiat Shah

While reading comprehension is an integral part of English language teaching, it should aim to equip students with basic strategies to help them construct meaning from English texts. However, through my personal experiences at different levels as an English teacher and from the evidences of the reconnaissance of this study, it emerged that reading comprehension was a challenging issue among students in the context of this particular study. The study was conducted in the context of a private school in Gilgit Baltistan. The purpose of the study was to improve grade eight students' English reading comprehension skills by using Reciprocal Teaching Approach (RTA). RTA is embedded in four basic strategies of reading, such as predicting, questioning, clarifying and summarizing. Data for the study was collected from a sample of six participant students and the subject teacher through qualitative tools like observation, interview, pre and post tests, reflective journals and field notes. The data of the study was analyzed at three stages of the action research that is, reconnaissance, the action research and post-action research stage. Analysis of the gathered data revealed that there was a reasonable improvement in students' understanding of the reading strategies. By the end of the study, they were found to be more proficient, skillful and self-reliant in reading. Thus, it revealed that the strategies of RTA were helpful in enhancing the skills of six students of grade 8 in the context of the study. The study recommends future researchers to conduct separate action research studies on each of the four strategies of RTA at different grades in different Contexts. Such a study would help the future researchers to investigate how a particular strategy can be helpful in enhancing students' reading skills in English. The study also recommends replicating the same study in a public school context.

Education in West Central Asia

Edited by Mah-E-Rukh Ahmed

Education in West Central Asia is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of each country in the region. With chapters covering Iran, Pakistan, Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, the book critically examines the development of education provision in each country as well as local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook will be an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

– See more at:
http://www.bloomsbury.com/us/education-in-west-central-asia-9781441155214/#sthash.bp0tpK3C.dpuf

Education Market Place and Class struggle

Sajid Ali

Institute for Educational Development, The Aga Khan University

One of the most eloquent education policy analysts in the United Kingdom, Professor Stephen Ball has argued that education across the segments is being privatized in both the developed and developing world in endogenous and exogenous ways. Exogenous – by running schools like businesses; Endogenous – by brining private sector into public schools. Looking at the situation of education in Pakistan one can observe an enormous growth of private education at all levels – primary, secondary and tertiary. The official statistics from Bureau of Statistics reveal that the privatization of education has tripled in last ten years and it is most pronounced at secondary and tertiary levels. Currently around 33% of educational institutions across the levels are in the hands of private sector. Education, like Stephen Ball pointed out has taken the form of an industry in Pakistan, for better or for worse. In this article I would like to chart this private territory of education – Education Market Place.

Take out the Sunday newspaper and you would find education institutions of various sorts as the most prominent advertisers. There would be adverts for admissions to Montessori classes; Universities advertising for their graduate and undergraduate programmes; Cadet colleges and other private colleges attracting prospective students showcasing their disciplined excellence. Then there is a bunch of educational providers who run the business of preparing prospective candidates for admissions to these institutions particularly to the top institutions of higher education. Another segment of education market is the private tuition centres, which claim to redress the deficits left by formal schools and colleges particularly from grade 9th till 12th. Likewise there are tuitions offered to O and A level students to improve their grades in Cambridge International Examinations (CIE). One of the most prominent but not so visible players in education business are the examination authorities of secondary and higher secondary education. Gradually there is also visible growth in the private examination bodies as the symbol of quality assessors of students' qualifications. The candidates who wish to appear in these exams are increasing as the authenticity and quality of public examination boards continue to decline. The CIE examinations are not only private, they are international as well. Add to this constellation of private education businesses another group of providers which focuses on vocational trainings particularly in the field of ICT and English language – the two most important skills which businesses across the fields demand.

Above is a very broad presentation of constituent elements of 'education market place'. Like any other industry, education industry is growing, sensing the needs of the market and responding through various products – Montessori, private tuitions, test preparatory classes, language course, ICT etc. This is of course, more prominent in urban centers but also present in rural areas of Pakistan too. A study sponsored by the World Bank in rural Punjab shows a rising trend and demand for low cost private schooling for its apparent quality (Learning and Educational Achievements in Punjab – LEAP study).

This brings me to the second aspect of my article i.e. the relationship of growing education market with social class. In order to engage with this discussion, we have to first understand the logic behind public education system. The public education is the most prominent feature of the 'welfare state' – a state whose main objective is to look after its citizens' welfare above all other considerations. Behind this notion there is an assumption that the society is generally divided into various social classes and people have different capacities and opportunities to earn their livings. Thus state should play a redistributive role by collecting taxes from higher social strata and distributing them to the lower social strata through various mechanisms to ensure a minimum living standard for all. Education in this respect is considered an institution which brings opportunities for the lower classes to move up the ladder of social mobility. A publically funded education system provides equal educational opportunities to all social class, thus providing level playing field for future citizens. Under the influence of neo-liberalism and free market economy philosophies the West is retracting from its welfare promises and the developing world is following their footsteps. The neoliberal philosophy reduces the role of the state in welfare provision and prefers to structure welfare services through market principles.

The rising trend of privatization of education in Pakistan raises the question of class struggle. If government does not provide ample opportunities for the lower classes to get educated, it is actually denying them an opportunity to ever dream of moving out of the clutches of the poverty. Education, which is private and runs on the market principles pays heed to the demands of its customers, the quality comes with a tag price, if you can afford it. Under this price based quality system, the elites feel comfortable, the middle classes continue to struggle and poor feel left out. This is due to their respective purchasing power.

The UNDP's Human Poverty Index estimates that 33.4% of Pakistani population lives in poverty. What opportunities do they have educationally to move up? I guess 'none' or 'very little' at best. I have nothing against private education per se, it is the public I am concerned more about. If there is a demand the private sector in education will grow, which it may. However, it is the responsibility of the government to ensure educational opportunities for all particularly for the downtrodden. And when I say opportunity, I do not simply mean 'enrolment' to dismal schooling provided by government schools wherever they are but 'quality' schooling comparable to the private sector.

The state cannot abdicate its responsibility by encouraging private education sector. It is committed constitutionally. The education market place will only grow where clients can afford and rarely in the areas of need. It is the government's constitutional responsibility to look after those, who cannot afford. The growing disparities between haves and have-nots is dangerous, a decent education provides the most important asset to a citizen – 'hope', the government should not snatch this away from its citizens, or else get ready for more desperate times.

A WORKSHOP ON BLOOM'S TAXONOMY

At IQRA University main Campus Auditorium Karachi on June 18 & 19, 2014 held a workshop to incorporate "Blooms Taxonomy of Educational Objectives" in lesson planning. Dr. Zaira Wahab faculty member of IQRA University was the organizer of this workshop. She promised a series of workshops to enhance quality education. The participants were the educational scholars belonging to different renowned universities and institutions.

Dr. U.A.G. Isani Vice Chancellor Iqra University, Dr. Ismail Saad Dean faculty of Education and Learning Sciences Iqra University and Ms. Farhana Iqbal Chairperson of the Education Foundation were invited in the inauguration ceremony. Group activity was conducted after Professor Dr. Zaira Wahab's effective presentation on Bloom's Taxonomy. Second day was dedicated for group presentations. English literature group was the winner of the shield.

Certification and concluding ceremony was conducted under the supervision of Dr. UAG Isani, Dr. R. A. Shah founder of Benazir Bhutto Shaheed University and Khairpur University.

Call for Contribution

PARE newsletter is designed to share latest educational research news, members achievements and information. The newsletter calls for submission under these categories. The next newsletter will be the January 2015 issue. Please send your contribution by January 31, 2015 .The length of submission should not exceed 100 words.

Please submit items to PARE Secretariat by email at pare.secretariat@aku.edu

We also welcome your suggestions to improve this publication.