Seminars, Conferences and Events

Canada International Conference On Education (CICE-2016)

June 27-30, 2016
University of Toronto Mississauga, Canada
For More Information:
http://www.ciceducation.org/

Education Studies Association of Ireland

"Education as a Public Good"

Thursday 31st March-Saturday 2nd April 2016
For More Information:
http://www.esai.ie/conference-2016

British Education Leadership, Management & & Administration Society (BELMAS)

"Unlocking leadership and management potential in different contexts"

8-10th July 2016
National University of Ireland
For More Information:
http://www.belmas.org.uk/Annual-Conference-2016

Sociedad Española de Pedagogía

16th National and 8th Ibero-American Conference on Education:
"Democracy and Education"

June 28-30, 2016
Location/Venue: Spain
For More Information:
http://www.sepedagogia.es/

Public Scholarship to Educate Diverse Democracies

Friday, April 8 – Tuesday, April 12, 2016
Washington, DC
For More Information :
http://www.aare.edu.au/pages/events/

International Conference on Research & Practices in Education (ICRPE – 2016)

February 2-3, 2016
Allama Iqbal Open University Education for All
For More Information:

http://icrpe.aiou.edu.pk/register.html

Improving School Governance

HOW BETTER GOVERNORS MAKE BETTER SCHOOLS

This book is about governing schools – about how a governing board made up largely of 'ordinary' people with no professional education experience, working in Partnership with professional leaders, can help to make schools better. It is intended for governors in schools in England and Wales, in other parts of the world where lay people engage in school leaderships, and for people who work with governors.

Improving school governance examines:

- How school governors got to be where they are today
- How governing boards do their jobs
- How individual governors can best contribute to their schools
- Governors' accountability
- The nature of governors' meetings
- The rights that governors have
- The relationships between governors and the head teacher
- The role of governing boards in school inspection
- Governors' relationships with parents and the wider community
- How to evaluate the performance and impact of governing boards
- What the future might hold for state-funded schools and their governance
- What national strategic issues will need to be addressed by governing boards in the next five to ten years.

Nigel Gann is an independent education consultant working with school governors and head teachers and has been involved in managing and governing schools for more than thirty years. He has written, spoken and trained on school leadership for the Department For Education. Ofsted, the British Council, BBC TV and Radio, the National College For Teaching and Leadership, the universities of Leicester and Southampton, CFBT Education Trust, the National Governors' Association, Governors

Wales, Work life support, most of the local authorities in England and Wales, and in Russia, The Middle East and Cyprus . He has been a governor in eight schools, including spells as chair in three of them.
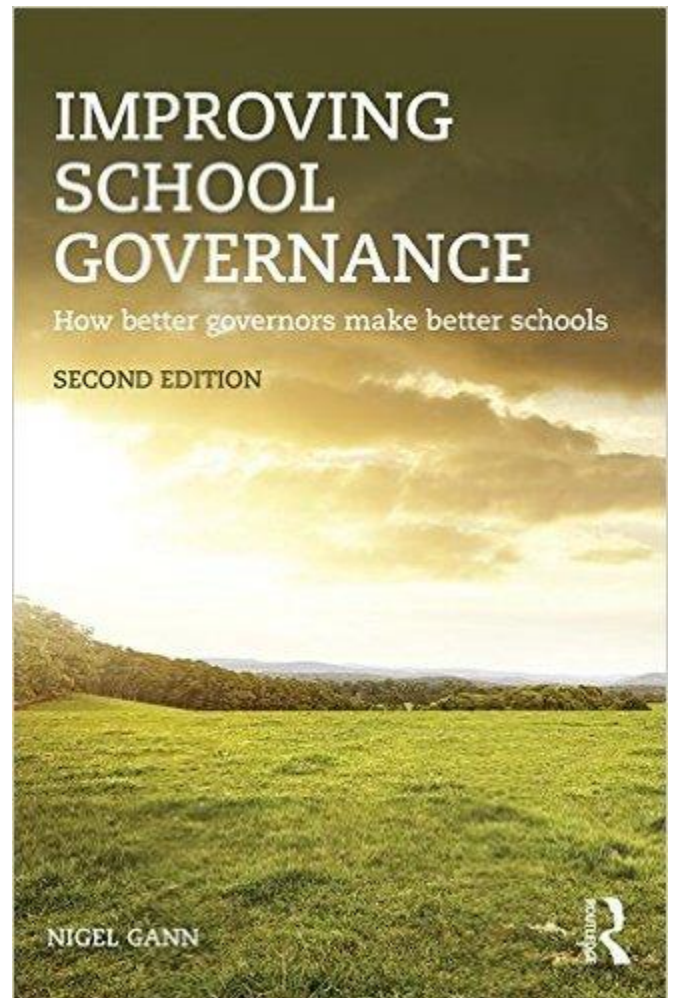
Exploring grade 10 students' English reading comprehension performance in Gilgit city: Comparison across gender, school system and parental qualification

By

Attaullah Shafiullah

Comprehension is the basic purpose of reading. The present study intends to explore the English reading comprehension proficiency of grade 10 students of Gilgit city specifically in terms of comparisons across gender, school system and parental qualification. The reading comprehension test developed by Arellano (2013) was adapted for the study in order to measure students' level of comprehension. The test consisted of twenty-six items followed by four domains of reading comprehension – getting general information, getting specific information, understanding textual structure and deducing meaning from context. The overall reliability of the tool was 0.88. The test was administered to a stratified random sample of 181 secondary school students enrolled for the academic year of 2014 to 2015. The selected sample consisted of male (n=103) and female (n=78) students from private (n=4) and public (n=4) schools, respectively. Inferential analysis was carried out to determine the statistical level of difference between the groups and the hypothesis was tested at the 0.05 level of significance. On the whole, students' level of attainment in the comprehension test was (M= 26.10%). Moreover, the study found (both on overall English reading comprehension as well as at subscale level) a significant level of difference across gender, school system and parental qualification. Girls, private school students and children of educated parents performed relatively better in English reading comprehension than each of their counterparts, respectively.

Exploring and comparing classroom practices of CBMP trained and non-trained primary school English language teachers of Sindh

By

Mushtaq Ahmed, Ansari

Developing quality English language teachers (EL T) at primary level has been a longstanding issue in Pakistan. Despite acknowledging this problem at policy and administrative levels, very little efforts have been made to improve the situation. In such a scenario, AKU-lED's STEP project initiated Cluster Based Mentoring Programme (CBMP) to provide continuous professional development to the selected in-service primary school teachers in 10 districts of Sindh and Balochistan. Through the CBMP first 130 mentors were developed through a customized diploma programme. The Mentors later developed a large number of teachers (Mentees) in their districts through rigorous trainings and follow-ups. The CBMP continued for five years and culminated in 2014. This research used mixed method and to explore the impact of CBMP training on the classroom practices of Mentee ELTs and compare their practices with a controlled group of teachers from the similar context who did not participate in the CBMP. The study was carried out in the three districts of Sindh where 40 Mentees' and 40 Non-Mentees' ELT lessons were observed. The quantitative data was collected by administering 'Classroom Observation Scale' while the qualitative findings were recorded as running notes, reflections and unstructured interviews. Non-Parametric Statistical test revealed that classroom practices of the Mentees are significantly better than the practices of Non-Men tees. However, the practices of Mentees yet remained in the category of mediocre practices. The performances of Non-Mentee were found to be weak compared with mentee teachers. Moreover, the findings also suggest that generally, English language is taught through old Grammar Translation Method and rote learning strategies. Further, teachers do not teach English language as skill or means of

communication. The listening and speaking skills are also ignored. The research found that CBMP has been effective because it not only focused to improve the content or pedagogy knowledge but also helped teacher develop attitude, skills and relations. The study recommends creating the proper and continuous opportunities of in-service training for teachers in general and particular for ELTs.

Perinatal neonatal and maternal outcomes of women attended by midwives at health centers in Gilgit Baltistan, Pakistan

By

Nawroz, Bibi

Objective The study aimed to determine the perinatal, neonatal, and maternal outcomes of mothers attended by midwives at health centers in Gilgit Baltistan. Methodology A descriptive, retrospective study was conducted to analyze the perinatal, neonatal, and maternal outcomes of mothers attended by midwives during two years, from January 2013 to December 2014, at the health centers of the Aga Khan Health Services, Pakistan, in Gilgit Baltistan. The data regarding outcomes were retrieved from the retrospective manual and computerized HMIS records, using a data retrieval form, and then analyzed using descriptive statistics. Results A total of 5263 records of the mothers attended by midwives during the study period, including deliveries, abortions, and referrals, were reviewed. The largest age group (64%) of delivered mothers was 21-30 years old and the mean age of mothers was 27 years. The age group of the mothers reported in this study is relatively younger then the age groups reported in other studies. In addition, the majority of them (65%) were multi gravida and (45%) multi para. The infants born alive (97%) were with an APGAR score of 7 and above (98%), and normal birth weight (96%). The neonatal mortality, still birth, and perinatal mortality rates of the cohort were found to be 1.8 per thousand live births, 0.4 per thousand total births and 9.1 per thousand total births, respectively. Moreover, a majority of the mothers were delivered as NVD (80%), with spontaneous labor, and most (99.6%) of the mothers delivered without any complication. The findings also revealed that, a total of 846 mothers were referred on the basis of their risks, and 19 mothers delivered twins due to noncompliance with the referral. Conclusion The findings of the study provide baseline information about the perinatal, neonatal, and maternal outcomes from a midwifery led setting, which highlights the contribution of midwives in conducting normal deliveries, with spontaneous labor and minimal interventions, and identifying high risk mothers for referrals. Besides, it also provides rich data to be utilized for further studies.

Nursing faculty's perceptions of student' evaluation on their teaching performance and courses at two private universities in Pakistan

By

Misbah, Zafar

This study provides an insight into teachers' perceptions regarding faculty evaluation by students about their performance, in their respective courses. The study used a qualitative, descriptive exploratory design to explore the nursing faculty's perceptions with regard to students' evaluation of their teaching performance and courses in two private universities in Pakistan. In this study, 12 participants were selected from both the settings by employing the purposive sampling technique. The diversity in the selection of participants was based on their demographic characteristics including gender, academic rank, and years of experience. The data were collected from December 2014 to April 2015; through in-depth faculty interviews till data saturation was achieved. Data was analyzed, coded manually, and then categorized to evaluate the comparisons and variations. The main categories that emerged from the data analysis were: influencing factors, influence on faculty performance and faculty's alternate practices: for

getting students' evaluation on an ongoing basis. Though motivation and demotivation were the more dominant themes, however, some comments focused on contextual factors, including university practices, and faculty and student interpretations that can play a vital role in faculty evaluation. The data analysis also revealed that faculty utilized alternate practices to get students' views about their teaching strategies and the course contents, for their personal and professional development. The recommendations have implications for the whole teaching learning community, i.e., faculty, students, and the organizations; as they need to understand the importance of faculty evaluation for their own wisdom, and for faculty development as well, to enhance the standards of education. Implementing organizational policies in academic programs may bring stability and can positively impact student evaluation of faculty.

Call for Contribution

Newsletter is designed to share latest educational research news, member's achievements and information. The newsletter calls for submission under these categories. We also welcome your suggestions to improve this publication.
PARE next newsletter will be the April, 2016 issue. Please send your contribution by 18th March, 2016 .The length of submission should not exceed 100 words.
Please submit items to PARE Secretariat by email at pare.secretariat@aku.edu