

# Teacher Professional Education and Development: A Case Study

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## Abstract

*The case study research sought to explore whether school managers and teachers possessed knowledge of models of staff development and which models were in use in the private high school chosen for the study. Interviews of the Headmistress and teachers were conducted using semi-structured interview guides and then thematically coded. The findings revealed that the research participants possessed no knowledge of the development models. In fact, the training model and the individually guided staff development model were used minimally without any conscious knowledge. The study highlighted the need for staff development if the quality of education was to improve.*

**Keywords:** *teacher development, teacher knowledge, teacher change, models of staff development*

## INTRODUCTION

### *Background of the Study*

To begin any discussion on the professional development of teachers it is important to understand what it entails. According to Day (1997), teacher professional development encompasses the normal knowledge experiences combined with cognizant and projected actions which are meant to provide both regulated and unregulated advantages to learners and their institutions in terms of education quality in the learning experience. In the course of this process teachers serve as agents of change continually revising and regenerating the learning process due to their belief in the ethical responsibility they owe to their learners. This commitment, in turn aids in their own development in terms of skills, emotional maturity and knowledge which is synonymous with professionalism and ethical practices when dealing with students and colleagues.

Teacher professional development has been a topic of interest in many countries and has been affected by changes in circumstances relating to procedure, praxis and professional perceptions (Sugrue, 2004). Avalos (2011), states that the development of teachers hinges around how teachers learn, what they learn and how this learning contributes to student learning when applying the new pedagogies and knowledge. This process is by no means simple

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and involves both intellectual and fervent engagement in the process alone and in cooperation with colleagues to bring about change and improvement in the learning endeavors of both, their own and their students.

The private institution which is a high school chosen for the study a mission aimed at providing students the best opportunities which may enable them to succeed in this competitive world and become asset for the nation. The school envisioned a pluralistic community by imparting merit based quality education to all students without any discrimination. In spite of the fact that the mission does not focus on teaching quality, it is evident that teachers would be the catalysts in the transformation of learners as members of a pluralistic society hence fulfilling their due role in nation building. However, the introduction to the school states that the program of learning which includes co-curricular activities is geared towards a program of learning in which personality development of the learner includes quality education (School Prospectus, 2015). Quality in education relates to the quality of the work undertaken by teachers which has meaningful effects on the learners. This leads to the importance of feedback on teachers' performance through which teacher development programs emerge.

## **PURPOSE OF THE STUDY**

Teacher education being the policies and procedures aimed at providing teachers with the knowledge, attitudes, skills and behaviors needed to function effectively in the class or any learning community. Keeping all this in prespective, this study aims to explore what the status of teacher education and teacher professional development was in the institution chosen for the study. The emphasis of teacher professional development is of prime importance because teachers are the ones responsible for preparing students for practical life in a rapidly changing world. This requires evolving teaching skills to deal with the issue of mastery over the subject and psychology of the learners. In order for teachers to be effective, it is necessary that apart from subject control, they must understand their students. In this scenario, Continuous Professional Development (CPD) makes a lot of sense since it is through this process that teachers are able to think about competencies, keep them current and relevant, and sustain them through further development.

## **LITERATURE REVIEW**

In order to examine the efficacy of teacher professional development programs the benefits of these programs must be kept in mind. According to Kelly (2015), firstly, these in-service programs help prepare teachers to face day to day challenges which give them confidence and help prevent failure. Secondly, these programs address the problem of teacher burnout which results from the stress of day to day teaching in which the teacher does not use a variety of teaching methodologies and a variety of information. Learning new ways to teach subjects helps reduce burnout. Thirdly, teacher development programs help teachers avoid creating lessons that do not lead to student achievement and empowers teachers with effective benchmarks for student achievement. Fourthly, programmes that provide an environment for teachers to practice, accompanied by effective mentoring, help teachers learn new methods for teaching. Finally, when teachers experiment with techniques that have not resulted from professional

development programmes, it costs in terms of student learning, so development helps avoid this and imparts effective teaching methodologies.

This review will include the types of knowledge teachers need, the models of teacher development, the innovations in in-service teacher development models and their importance.

## **TEACHER KNOWLEDGE**

According to Shulman (1986), teacher knowledge has at its basis a framework on which it's scope and classification rests. Such knowledge takes three forms namely, propositional knowledge, case knowledge and strategic knowledge. Within these, the general scope of specific classifications of knowledge, that is, content, pedagogy, and curriculum could be arranged. To elaborate on these three, content knowledge alludes to how much and how well knowledge is present in the teacher's mind. This refers to knowledge of specific subjects and facts, and concepts the teacher knows in relation to these subjects, that is, about syntactic and substantive structures. The syntactic structure is the ways validity and invalidity of that discipline is organized. The substantive structure, on the other hand, is the diverse ways used to organize the concepts and principles in relation to facts when using content knowledge. While teaching, teachers must strive for students' understanding of accepted truths in that sphere of learning, and what value they hold for learners.

Secondly, pedagogical content knowledge is knowledge that transcends the boundaries of subject knowledge required for teaching and encompasses aspects appropriate to teaching. This essentially means that the ideas taught must be represented in useful forms employing the most potent examples, explanations, illustrations, analogies, and demonstrations. In other words, it involves using the most effective means to aid comprehension of the concepts in a given subject.

Finally, there is curricular knowledge which refers to the range of subjects included in the curriculum and the instructional materials available to teach subjects in programs within the curriculum. To put it more clearly, the pedagogy and teaching tools should be in possession of the teacher to the fullest range and the teacher must know which to use in a given context.

Coming to the forms of teacher knowledge, Shulman (1986) categorizes these into three types, that is, propositional knowledge, case knowledge and strategic knowledge. Within these forms of knowledge the range of content pedagogy and curricular knowledge can be arranged. To examine each of these, propositional knowledge refers to propositions teachers study in terms of their connotations for practice in regard to teaching and learning. These propositions are the result of research based standards of effective teaching which are productive and developmental and presented in a comprehensible plan. Propositional knowledge is of three types, namely principles which are an outcome of empirical research; maxims which are essentially the result of practice; and norms which refer to values emanating from intellectual and reflective engagement upholding principles of justice, honesty and fair play.

Case knowledge refers to knowledge that is precise, well-recorded and amply described about cases or events which put forth a theoretical claim. The third type, that is, strategic knowledge starts where propositional and case knowledge turn to the use of a specific standard or a pragmatic way of seeing a situation or event. When the teacher is faced with events or

problems ethical, hypothetical or realistic, where standards crash and a solution becomes elusive, strategic knowledge has to be developed to broaden understanding outside the limits of principles to practical experience.

It has been seen that teachers' professional competence which comprises knowledge (skills) and beliefs relates to content knowledge and pedagogical content knowledge, which in turn, leads teachers to hold certain beliefs about the nature of teaching and learning. These beliefs result from effective student learning and improved student outcomes (OECD, TALIS Database, 2009). TALIS (2009) assessed teacher beliefs about their effectiveness through beliefs, attitudes, and practices.

## **MODELS OF TEACHER DEVELOPMENT**

According to Guskey (1986), any proposal for improving the quality of education and student learning is not worthwhile unless it incorporates a program of staff development. Enhancement of the professional skills of teachers is meant to bring about changes in teaching practices, teacher beliefs, attitudes and perceptions. To this end staff development programs aim to bring about changes in the learning outcomes of students. Ideally teacher professional development should be organized through research-based procedures enabling teachers to cultivate skills required to administer what they learn in the course of in-service staff development (Joyce & Showers, 2002). The process of professional development should be based on robust educational praxis as in contextual teaching which allows for the presentation of useful information in familiar circumstances. Its effectiveness lies in the fact that learners experience new knowledge within their own frames of reference, thereby facilitating the best learning (Harwell, 2003).

In the context of the importance of staff or teacher development Sparks and Loucks-Horsley (1989) came up with five models of staff development which are supported by theoretical and research support. The literature upholding these models is varied and seeks to serve three functions, namely, consideration of the research bases for the improvement of teacher knowledge; review of program descriptions after the application of these models, and evidence of the results to ascertain whether teacher performance was impacted as a result of the use of these models.

The first model is the individually guided staff development model wherein, the learning is of the teacher's own choice. The goal determination and the selection of activities for goal achievement are also of the teacher's selection. The model subscribes to the view that teachers are aware of their learning needs and are able to begin and direct their own learning. Levine (1988) supported this with the belief that different personal and professional needs prevail at different stages of development, therefore, individually guided staff development would benefit different categories of teachers. Theorists of learning styles (Dunn & Dunn, 1978), also contend that individuals differ and thus, conserve information differently depending on their learning style. Individually guided staff development is diverse and varied ranging from reading a journal to library research, a workshop or conference, or a complex professional project. However, research on the efficacy of this model is noncognitive and subjective.

The second model is the observation/assessment model which subscribes to the belief

that both these actions are effective but teachers associate these with evaluation. According to Loucks-Horsley et al., (as cited in Sparks and Loucks-Horsley 1989), reflection and analysis contribute to professional growth by providing the teacher with evidence which when thought about and evaluated can contribute to student learning. Reflection can also be augmented by observation from a peer or trainer and prove beneficial to the teacher and observer through feedback.

Finally, when positive results emanate from changes resulting from teacher development endeavors, teachers are motivated to continue with improvement activity, especially if student learning improves and is measurable. Literature on teacher appraisal, analytic guidance and tutoring by peers supports this model on the premise that teacher performance improvement can be gauged through objective observation and analysis.

The third model is the involvement in a development/improvement process model which aims to combine the learning that results when teachers occupy themselves in activities that seek to improve school processes leading to improvement in student learning. Such activity may be curriculum development or adaptation, design of programs, or planning for a curriculum. As a result of any of these teachers become enabled to solve problems and gain knowledge of particular skills. Learning could result from self-study, training, observation, discussion, or learning by doing. According to Knowles (1980), teachers learn best when they have a need for knowledge or have a problem which they have to solve. This leads to research on teaching. Loucks-Horsley (1989) maintain that individuals understand requirements to improve performance when they are within that environment and able to chart problems and come up with solutions leading to teaching improvement. Through this process teacher attitudes and skills improve and they are able to work well within groups, overcome differences and develop leadership ability. This learning cannot be foreseen; however it is of importance to teachers. Here it may be said that actions relating to curriculum and school improvement are synonymous with teacher development. To implement a curriculum, demands are put on teachers to develop since without teacher development, curriculum implementation is not fully possible (Joyce & Showers, 1988).

The fourth model of staff development is the training model wherein in-service teachers attend workshop sessions which have clear goals and outcomes for learners. Teachers learn from an expert who provides content knowledge and organizes activities around that knowledge. Aside from activities, learners learn to use open-ended questions during discussion. Joyce and Showers (1988) were of the view that teachers undergo changes in attitudes, improved thinking resulting from simulation, role-play, demonstration contributing to cognitive teaching skills. It is believed that the training model aids teachers to demonstrate behaviors learned during training in their classrooms and this has been established by research (Sparks, 1983).

Teachers also learn during training from peers who may be fellow trainees or trainers and experience changes in behavior which is evident in their classrooms after training, as is the enhancement in knowledge and skills (Joyce and Showers, 1983). The research basis of training reveals that relying on the learning outcomes, training could include skill demonstration, examination of relevant theories along with simulation exercises leading to feedback about teacher performance and development. Other constituents of training include observation and discussion (Sparks 1983; Joyce & Showers, 1983). According to Sparks and Loucks-Horsely (1989), training leads to significant changes in teachers' knowledge, behavior and beliefs and

has ample research evidence to uphold the effectiveness of the training model.

The fifth model of teacher development is the inquiry model which rests on the belief that teachers should be attentive to and involved in research since they possess the ability to phrase questions regarding their praxis and seek answers through objective inquiry. Inquiry as a model of development assumes various forms, that is, it could be formal or informal as in being conducted by a school department or a group activity (Sparks & Loucks-Horsely, 1989). Ingvarson (1987) was of the view that teacher development could result from co-operation among teachers via discussion of problems emanating from efforts to reconcile praxis and values in their teaching which would allow clear description of relevant educational knowledge. Since the inquiry model requires teachers to reflect upon their practice, participate in action research in the form of quality circles and group problem solving, and take part in school improvement initiatives, it promotes professional growth (Glickman, 1986).

To sum up, evidence of the usefulness of this method of development is meager; the value of reflection alone or with peers cannot be underestimated.

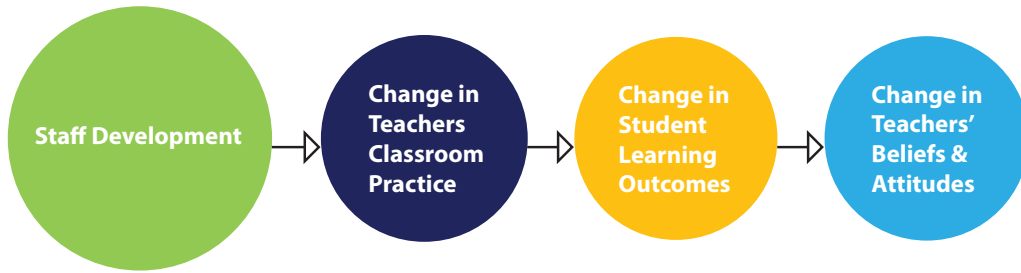
### Guskey's Alternative Model

According to Griffin (1983), the purpose of staff development initiatives is to bring about changes in teaching practices, teacher beliefs and appreciation of teachers regarding an expressed objective, the objective being betterment of student learning. In a nutshell, staff development is an endeavor to systematically change teaching practices, teacher beliefs and attitudes and bring about improved learning outcomes. Guskey's (1986) model examines these three areas of development and the environment in which these developments occur. Additionally, the order of these developments and the means of facilitation and sustainability are also reviewed. The model also looks at the implications for teacher development in the context of current research.

Examination of the history of staff development reveals the presence of chaos, discord and condemnation due the fact of ignoring two important factors, namely teacher motivation toward staff development and the process of change in teachers. To answer these two issues McLaughlin and Marsh (1978) believed that teachers viewed becoming better teachers as improvement in the learning outcomes of students which served to motivate them. Harootunian and Yargar (1980) established in their research that teachers considered student behaviors and actions as a reflection of their own success. Teachers believed that staff development would enhance their knowledge and skills, and thereby render them effective with students. They expect practical knowledge and skills for teaching when undergoing staff development (Guskey, 1986). The second element, that is, the process of teacher change in attitudes, beliefs and perceptions will result from staff development, has been found unreliable leading to the development of an Alternative Model (Guskey, 1986).

The Alternative Model takes into consideration that the affects of staff development, that is, change in teaching methods, change in teacher beliefs and attitudes, and change in the learning outcomes have a complex and reciprocal relationship with one another. The Alternative model, unlike earlier models suggests that change in teacher beliefs and attitudes will only occur after they see change in student outcomes which in turn, will only happen with change in teaching practices which are a result of staff development (See Fig.1). The changes in student outcomes result from new teaching practices resulting from new instructional approaches or new curricula and teaching materials. This model is supported by ethnographic observations

### **Guskey's Alternative Model**



(Bolster, 1983, Crandall et al., 1982) who found that teachers' attitude and belief result from improved students' outcomes.

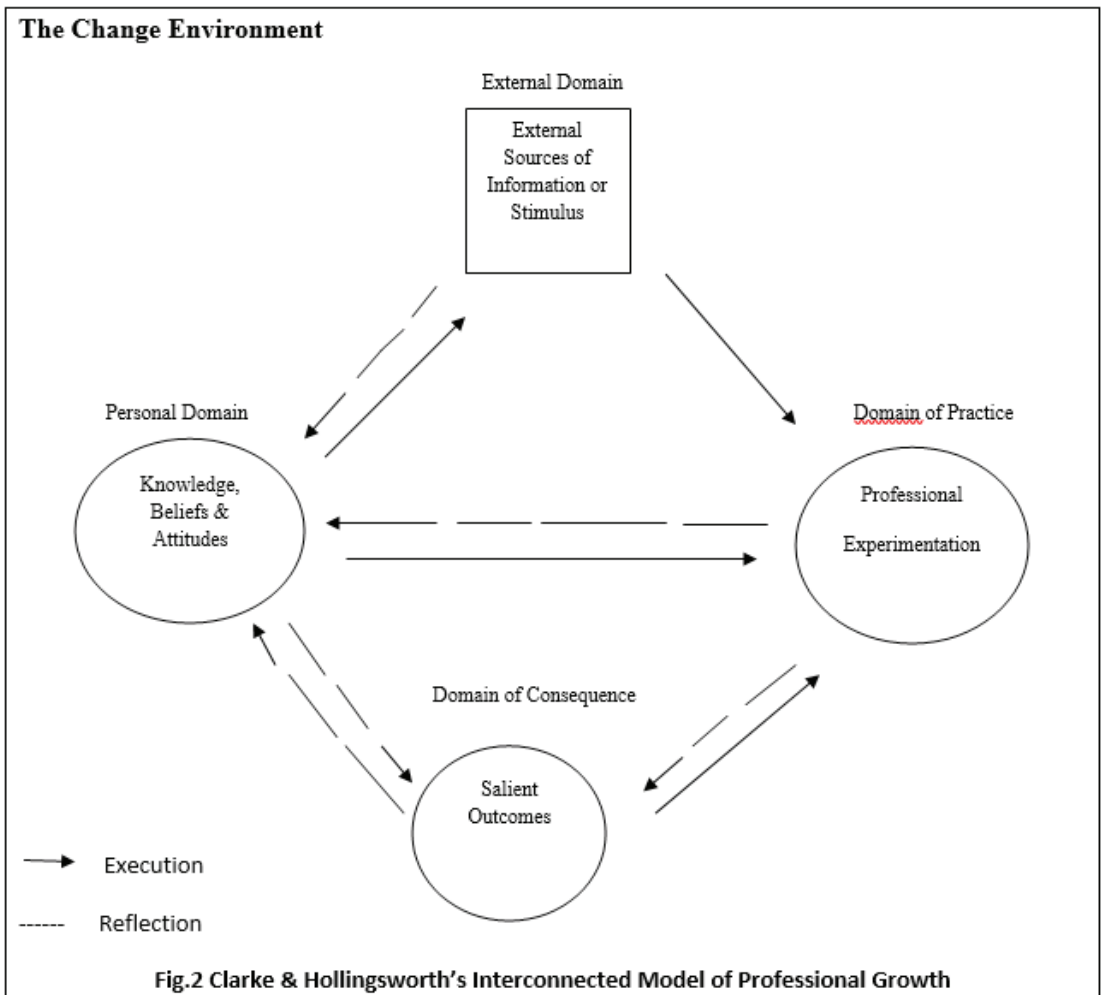
### **CLARK AND HOLLINGSWORTH'S INTERCONNECTED MODEL**

According to Clarke and Hollingsworth (2002), it is important to understand the process of teacher professional growth and the environment that supports it in order to promote teacher development since it is an inescapable and ongoing process of learning. Acceptance of this belief benefits all the stakeholders with an ample amount of learning theory and research which could be used to support teacher professional growth which has not been the case so far. This lack prompted Clark and Hollingsworth to come up with an empirically based model of professional growth which has its roots in modern learning theory. The model analyzes extant research data on teacher development and proposes important applications for the people accountable for in-service and pre-service teacher development programs. Clarke and Hollingsworth (2002) identified teacher growth with "teacher change". In this regard, they identified six aspects of teacher change, namely, change as training which teachers undergo as a result of staff development; change as adaptation where teacher practices change in response to new learning; change as personal development which results from motivation to improve performance and learn new skills and teaching methodologies; change as local reform resulting from a desire for personal growth; change as systematic restructuring where teacher must change due to changes in policy; and finally, change as growth or learning wherein teachers' professional activities cause them to change as a result of being members of a learning community. To sum up, these aspects of change are inter-related without being mutually exclusive and change is synonymous with learning or growth, which is a part of teachers' work and expected of them. As stated earlier by Guskey (1986), teacher change means that teachers become active learners through reflective partnership in professional development programs and practice. This view has been substantiated by Schon (1983) by highlighting the importance of continuing, critical reflection since teachers are seen as "reflective practitioners".

In regard to teacher change, it becomes imperative to examine Clarke and Hollingsworth's (2002), Interconnected Model. This model supports Guskey's (1986) model, in that changes in teacher beliefs and attitudes result only after changes in student learning outcomes take place; however, the Interconnected Model is cyclic with multiple entry points, whereas Guskey's model viewed teacher change as a rigidly linear process. Upon examination of the Interconnected model it is seen that change is a result of intervening processes of reflection and execution

in the four apparent spheres surrounding the teacher's world: teacher knowledge, beliefs and attitudes (personal domain), professional experimentation (domain of practice), noticeable outcomes (domain of consequence) and sources of information, stimulus or support (external domain). These four domains are similar to Guskey's model but not interchangeable. The intervening processes of reflection and execution are shown in the model as arrows connecting the domains. The model identifies the intricacy of professional growth through recognition of various growth tracks between the domains. The fact of being non-linear and recognition of professional growth as certain and continuous in terms of learning differentiates the model from others identified in earlier research. The conciliatory processes of reflection and execution which cause change in one domain lead to change in another domain are also evident in the model.

Each process of professional growth shown in the model takes place subject to constraints in the surrounding change environment (Hollingsworth, 1999). The two types of domains shown in the model are the external domain which is outside the teacher's personal world while the other domain is the teacher's professional world of practice, knowledge and beliefs. Changes





in one domain lead to change in other domain through reflection and execution (See Fig.2).

In this case study the researcher is seeking to explore which Continuous Development Model is practiced in a private school context in Karachi, Pakistan.

## **RESEARCH METHODOLOGY**

The researcher used the case study approach which involved an in-depth exploration of a single case. This method according to Thomas (2011) involves “analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method” (p.9). The subject of the inquiry is an example of a class of phenomena which forms basis of an analytical frame in which the study is conducted. It is an empirical inquiry into phenomena in its real life context. In this research the case study method is used to test theoretical models through real world situations. Although this design did not answer the research questions completely, it provides indications to allow for hypothesis creation on the subject.

### *Research Site*

The case study research was carried out in a private high school which had an Early Childhood Development unit (primary level) and went up to both matriculation and O levels. The total number of students on roll was 440 and the number of teachers was 30. Thus, the teacher student ratio stood at 1 to 14.

### *Research Participants*

The research participants for the semi-structured interviews comprised the total number of teachers which was 6 belonged to the primary level with 1 Headmistress, 2 primary level teachers were relatively junior and 3 were senior level teachers. The primary level teachers taught primary level classes, whereas classes KG2, Class 2 and 3 were taught by senior level teachers who also taught Maths and English.

### *Research Tools / Data Collection Instruments*

For the purpose of achieving the research objectives semi-structured interviews were conducted to elicit data pertaining to policy for teacher professional development, in-service training of teachers, resources for the purpose, and connection with the annual performance appraisal. The researcher used interviews for data collection because they allow for systematic questioning and responding, as well as listening for information. According to Kvale (1996), data is collected and knowledge is gained from this process; therefore, views are interchanged between two individuals pertaining to a topic of common interest, thereby exposing the focus of the interaction for the purpose of producing knowledge, and highlighting the social placement of data for research. This led the researcher to use this method of data collection.

### *Procedure for Analysis*

Data analysis being the process of making meaning through consolidation, reduction and interpretation of the narrative and the researcher’s observation and understanding, the construction of categories or themes containing recurring data patterns became possible

(Merriam, 2001). Such were the recommendations guiding analysis of data which led to the creation of categories reflecting the research purpose through conceptually concurring outcomes. Thus, after taking notes during the interview, thematic coding of data was done with a view to ascertaining the methods of teacher professional development followed by the institution under study and whether a program of in-service training existed.

### *Ethical Considerations*

The ethical guidelines of the British Educational Research Association were followed for the purpose of excluding researcher bias, gaining participant consent, and promising confidentiality and anonymity.

## **FINDINGS AND DISCUSSION**

The study was aimed at exploring the professional development of teachers in a private high school in Karachi. According to Guskey (1986), if education is to improve, teacher development of a high quality is a critical component of this endeavor. Therefore, the researcher used the qualitative approach to data gathering. Both the Headmistress and teachers were interviewed using a semi-structured interview guide and thematic coding of the findings was undertaken. Upon preliminary discussion with the Headmistress of the school the following information relating to the hiring of teachers emerged:

The process of induction of teachers into the school was need-based. Whenever an opening came up the position was advertised. Thereafter, interviews were conducted followed by a teaching demonstration. The people evaluating the demonstration included the Headmistress, subject teachers and a subject expert. Qualifications and experience were important considerations in teacher hiring. The evaluation criteria included knowledge of subject objectives, communication skills, classroom management and control, and teaching skills. Following the demonstration a report was prepared by the Headmistress and sent to the HR department for completion of the hiring process in terms of job description, salary and contractual obligations.

In response to the question regarding the evaluation criteria at the time of hiring teachers, the qualifications, experience, interview performance, demonstration, knowledge of objectives, classroom management and control, and communication and technical skills were of great importance. These characteristics are synonymous with qualities considered when hiring teachers elsewhere.

When asked about the orientation of newly hired teachers or pre-service training, this is what the Headmistress had to say:

*“There is none of that whatsoever.”*

On the critical question regarding if the school had a professional development programme for teachers, she responded thus:

*“Training is given from time to time, sometimes in summer. There is no fixed frequency. It only happens if a resource person happens to come along.”*

These remarks establish that there is an absence of any organized programme for teacher

professional development which was further reinforced by these remarks:

*“Any training given to teachers is sporadic, opportunity or need-based and usually deals with classroom control, time management and lesson planning.”*

When questioned whether she possessed any knowledge of teacher development models, she responded:

*“None whatsoever.”*

Upon probing whether there existed any school policy in terms of teacher development, she emphasized:

*“There is no formal policy. If any training is given it is based on issues which facilitate the school mission.”*

When asked about training resources, she replied:

*“The resource persons were in-house and they used institutional equipment, Edexcel trainers, Cambridge resource persons and Aga Khan Board facilitators also came.”*

All these findings show backwardness on the part of school management about the important role of teacher professional development. Thus, it may be concluded from the Headmistress' remarks that there is no improvement in student learning which is static and going nowhere.

Coming to the responses of the teachers, it emerged that teachers had no idea about 'teacher beliefs'. The responses only revealed their feelings about what teachers should be.

On the question regarding pre-service training, they concurred with the Headmistress' view that there exist no pre-service training.

When asked the question about in-service teacher development activity, this is what they said:

*“Workshops in summers, sometimes.”*

*“Rarely.”*

*“Sporadic.”*

*“No training”*

These remarks reveal that the school minimally used the training model. According to Sparks and Loucks-Horsley (1989), many educators consider training to be staff development and the majority of teachers used to attend workshops where the person presenting organizes the content and sequence of activities. Showers, Joyce and Bennett (1987) add that the aim of training is not only to change teaching practice but to take the practice to the extent of generating conditions for its appropriate use.

Regarding the types of training or workshops attended, the teachers responded thus:

*“They were on classroom management and lesson planning.”*

*“There was a workshop on language and on computer.”*

*"If a new syllabus came in there is a workshop about it."*

However, regarding the benefits of these workshops, most teachers said:

*"They were useless; we already know all these things."*

In the context of prior teacher development experiences, teachers mentioned a variety of sources from where they had beneficial experiences such as SPELT, PGCC, Teachers Resource Center, Jang Group, Cambridge International Examinations, Teacher Development Center and a host of others.

On the question about external teacher development activity, teachers responded thus:

*"I attend online workshops."*

*"I interact with trained teachers and those from other schools."*

*"I do self-development through reading."*

This reveals that there is the presence of individually guided staff development. According to Sparks and Loucks-Horsley (1989), teachers decide their goals and choose their own activities for their self-education which is what the individually guided staff development model is about. Rogers's (1969) views regarding education expressed in research show that individuals when provided with suitable conditions, will make efforts to grow. Furthermore, Sparks and Loucks-Horsley (1989) assert that teachers look for answers to their professional problems through the models of learning they like and this is through individually guided staff development.

In the light of these findings it may be said that the private school under study did not have any policy for teacher professional development, however, the teachers expressed a great desire for professional improvement. In the context of knowledge of professional development, they were ignorant about the models of development.

## CONCLUSION

Taking into consideration the importance of teacher professional development as a central component for improving the quality of education, it becomes imperative to consider it in relevance to Pakistan. Pakistan's fledgling education system must improve and develop if the country is to find a place in the global knowledge economy. The National Professional Standards for Teachers in Pakistan (2009) state that to convert its abundant manpower resources from raw talent to productive assets, the system of education must develop. This development is only possible with quality teachers. The Standards further state that teacher development must foster subject or content knowledge, pedagogical skills, and equitable assessment of learning outcomes. Regarding the professional standards it is expected that teachers possess in-depth knowledge of the subject, have know how of curriculum design, knowledge of learning theories, and of human development and above all, be able to follow a code of professional conduct.

The research revealed that models of staff development by Sparks and Loucks-Horsley (1989) were used in varying degrees with the training model and the individually guided staff development model as the most predominant ones. It appears that if the quality of education is to improve, teacher change must come about and its perspectives constitute the focus of

teacher professional development (Clarke & Hollingsworth, 2002). Pakistani schools should take a step forward and seek to train teachers with a view to improving the learning outcomes of students. Fullan and Stiegelbauer's (1991) idea of continuous and life-long qualified learning for teachers must be the goal of school managers if students are to achieve their academic goals.

Keeping in view the models of teacher professional growth reviewed earlier it becomes incumbent upon academic managers to design and implement programs of teacher development where teachers would be active learners and form a learning community through active participation in curriculum development and school reform activities, not forgetting their involvement in learning programs for teachers.

## RECOMMENDATIONS

- 1 The case study research brought to light the fact that knowledge of the models of staff development is largely absent among teachers and such knowledge should be imparted to teachers in schools.
- 2 Schools need to endeavor in the area of teacher professional development and develop policies and procedures in this regard.
- 3 The number of teachers interviewed could have been increased so that the findings could be more generalizable within the context.
- 4 A larger school could have been selected, possibly one with several branches as is common in Pakistan.

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