

Application and Challenges of National Teachers Professional Standards in Secondary Schools in Pakistan (Secondary School Teachers perspectives)

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This descriptive qualitative study aimed at to explore secondary schools' teachers' perception, knowledge challenges in application of National Teacher Professional standards in the schools. Qualitative approach was used in this study. Data from 10 secondary school teachers were collected through semi-structured interviews protocol. Five themes were developed while analyzing the data. National Professional Teacher Standard need assessment for and improvement, the relevance of teaching standards to modern day Pakistan, support for implementation, and assurance in implementing teaching standards, providing continuous training opportunities for regarding the standards. Mostly, participant suggested that all teachers agreed that professional standards were sufficient to include a professional body of information that ideally provided the guideline and structure to help teachers incorporate productive teaching practices in their classrooms. The same participants also disclosed that due to different implementation difficulties, the incorporation of such standards in teacher education programs was still to be attained. The article addresses the need to implement the Professional Standards into existing teacher training programs for teachers while being sensitive to contextual facilities.

Key words: *professional standards, application and challenges, secondary school teacher perceptions, teacher educators*

1. INTRODUCTION

Internationally, education is in constantly evolving, including international rankings prompting decision makers to re - evaluate their education systems and how to boost the performance of school children (European Commission 2015). This emphasis is also focused on the professional education and development of instructors. However, as (Goodwin et al, 2014) stated that common sense rationalization argues that quality teacher education focuses on the quality of teacher educator. But still negligible attention was given to what educators should understand and be able to do "(p. 1). Zeichner (1999) concluded that very little was known in the USA about how educators did work or were expected to work till the last decade of the twentieth century. The case is similar in Europe, and Lunenberg and Willemsen (2006) pointed that teacher's educators in almost all European countries are entering the profession without any professional training and sometimes with little or no encouragement from more senior staff.

Teacher educators are described as "persons who provide guidance to student teachers and thus make an important contribution to the development of students into excellent teachers" (Koster et al., 2005, p. 157). They are indeed the people responsible for the quality of teachers and, thus, for education. It is therefore of vital importance that the problems set out above are addressed by discussing what leads to the professional development of teachers and by clearly identifying the quality standards and unique skills for them.

Just like Smith (2003) argues, that teacher educators would also have a significant role to play in designing the content of the profile and standards for their career. Standards do not generally take into account the uncertainty and unexpectedness of learning and teaching (i.e., Korthagen, 2004). It is assumed that there is little motivation for such professionals to focus on their own expectations and principles, since they have to depend on external guidelines. But at the other side, standards, if properly applied, can provide guidance for teacher educators themselves, decision-makers, program designers, and also serve as standards for the assessment of teacher educators as well as their work.

Standards are really a useful tool for professional advancement. Standards can therefore be used as guidance regarding work in a particular setting and require individual ways for professional competence and development (Crooks, 2003). Generally speaking, standards serve as an example for training and evaluation (Smith, 2005) and attempt to develop a base of knowledge that can make accessible the characteristics of teacher education for learners both within and outside the field.

In Pakistan the National Professional Standards for Teachers (NPST) offered a guideline further to improve the effectiveness, production, and quality of their working for institutions and teacher educators. In this context, it was important to research trends and innovations in teacher education in order to recognize the weak areas and discrepancies between the present



and the profession's anticipated statuses. Institutes for Teacher Education (TEIs) are working to educate prospective teachers around the world. The standard and expertise of the teacher candidates can be checked directly as well as indirectly. One may evaluate prospective teachers through standardized tests. The skills they gain during teaching and learning activities may be checked and assessed in the light of the nationally and internationally teacher education standards.

2. RELATED LITERATURE

While there has been an increasing interest in the teacher educator's profession, there is still a scarcity of research that looks at the teacher educators' professional development. The role played by teacher educators in educating next-generation teachers is unquestionable (Murray, 2019). Today, many found it a difficult challenge to seek and write about the professionals involved in the teacher education. Considering the number of writers and studies dealing with the teacher profession, it is surprising that the experts in charge of the education and training of potential teachers, in the first place, have not been considering more publicity. There is still insufficient research that aims to expand on the variety of models and perspectives on (CPD] and include theoretical resources to explain them in context" (Kennedy, 2014, p. 691). It would be logical to believe according to Davey (2013) that the reality that teachers matter often applies to teacher educators. And yet, it seems, there is not so much interest in the occupational community that affects the teachers' initial process, a finding that Lanier and Little (1986) had previously criticized. Teacher's educators are usually ignored in teacher education research.

A number of national and international initiatives and policy statements (European Commission, 2013; Lunenberg, Murray, Smith & Vanderlinde, 2017) took up the subject with the purpose of enhancing qualified teacher educators. But, there is still substantial silence about comprehensive research on teacher instructors, their values and expertise, and their training and professional learning (Ducharme & Ducharme, 1996; Cameron & Baker, 2004; Berry, 2007; Margolin, 2011). It is perhaps more remarkable while addressing the dynamic obstacles facing teacher educators in their varied professional situations. Engagement in transnational networks and involvement in third-party funded projects and programs is now becoming increasingly relevant as a result of internationalization. In the sense of teacher education, participation in transient and transnational cultures is thus growing (Hazel, 2017). We take a European viewpoint aiming specifically to contribute to the field of teacher education. We review the latest literature and research findings at the outset, suggesting numerous challenges faced by teacher education practitioners in today's society, which are prevalent in many language teacher education contexts.

About teacher educator's professional standard, we were guided by two articles. The first, (Lunenberg et al, 2014), comprises 137 condensed research on the professional positions, attitudes and advancement of teacher educators in North America and also in UK,



Netherlands, Israel and Australia. The second is by Beck and Kosnik (2019), in which worldwide literature analysis of the authors describes the twenty most experienced teacher educators in Europe and abroad centered on their study and instructional practices.

(Lunenberg, 2014) attributed four daunting aspects to the role of teacher educator:

- A) They come from diverse backgrounds.
- B) They work in different contexts.
- C) They train students of different styles.
- D) They teach various subjects.

Depending on such aspects, the phrase teacher educators is described by Lunenberg et al, (2014) include all those instructors who train teachers in order to promote their professional growth. We incorporate the term teacher educators include instructional professionals, who are responsible for pre-service or in-service teacher education, training, and professional advancement. Teacher educators base their professional practices on past school experiences, on higher education (HE) environments, on key research that they participate in individually, or promoting lifelong learning processes and helping to develop and improve teacher education.

Teacher educators face an uncertain future in teaching and learning, where teachers ought to be taught how to educate students. They must be concerned not just with what to teach but also with how to do so, so that information for teaching truly forms the practice of teachers and helps them to become competent professionals who can continue learning (Darling-Hammond, 2006, p. 307). Williamson finishes by calling it an irony that teacher educators must train teachers for the institutions we have, while simultaneously training them for the institutions we want (Williamson, 2013, p. 2).

Lunenberg et al, (2017) describe five teacher educator professional roles such as scholars, coaches, curriculum creators, gatekeepers, teachers' Speaking about such varied positions, Davey's (2013) points out that teacher educators' great need to consciously establish and assert their own professional identity. Professional preparation for teacher educators is under-researched, with much of the literature focusing on the continuing professional development (CPD) of teachers in classrooms. For instance, Kennedy (2005) had defined nine CPD models for teachers in literature review, categorized in terms of their ability to promote professional identity and revolutionary experience.

The Australian Institute for Teaching and School Leadership (AITSL sets out seven main the professional standards for teachers which are outlined below for successful teacher educators.

1. Knowing students as well as how they learn:
2. Knowing the content as well as how to teach it:

3. Planning and implementation for effective teaching and learning:
4. Creating and preserving healthy and respectful learning environments:
5. Analyze, provide encouragement, and document on learning for the students:
6. Participate in professional training.
7. Professional engagement with friends, parents and the community.

Many professional associations in the United States e.g., (ATE), the Association of Teacher Educators, (NCATE), the National Council for Accreditation of Teacher education, (TEAC), the Teacher Education Accreditation Council. It is important to note that neither the ATE nor the TEAC standards state clearly what specific qualifications are expected of teacher educators in terms of certificates, diplomas and degrees. This reason is possibly due to the belief that those that serve in schools and other educational colleges have doctorates or are in the process of obtaining one, or, as Murray (2001) says, the reason could be there is little agreement on what the specific requirements should be used for teacher educators. Extremely little written or inferred knowledge appears to be given regarding these external requirements. The teaching standards largely based on explicit factors, assessing teacher educators would become fairly simple documentation of the extent to which explicit standards are met is simple by analyzing a number of documents, such as CV, certificates, diplomas and recommendation letters (Smith, 2005).

According to (Tunca, Şahin, Oğuz & Güner, 2015) the professional responsibilities and obligations should be fulfilled by a teacher educator are professional values, personal qualities, professional ethical standards and social responsibility. He will fulfill such professional roles and responsibilities as effectively managing the class, professional development, organizing the process of teaching and learning, guidance and counseling, understanding the students, organizing the material, embracing constructionist theory, and structuring the assessment process. He must have ideals such as tackling psychological aggression, imagination, transparency, Respect for human dignity, compassion, self-denial, humility, freethinking, empathy, being rational, caring for others, leadership, integrity, upholding freedom of thought and religion, philanthropy, be open to cooperation, loving his / her occupation, sincerity, patience, being open to students, openness to experience and self-confidence.

The teaching career needs a consistent sense of objectives, professional love and, of course, the more desirable attitude towards the career. Training would be improved if teachers are well educated and highly motivated (Govt of Pakistan, 1979). Government needs excellently-trained and professionally sound teachers and it is in this context that many obligations lie with teacher training institutions (Govt of Pakistan, 1998). Such institutions should take pain in equipping the prospective teachers. National Education Policy of Pakistan (1998–2010) stated that the qualitative aspect of the teacher education has received limited attention, resulted in a mass output of teachers with a cursory knowledge of both the material and the methods of education" (Pakistan Government, 1998). The poor performance and quality of

teachers in Pakistan was caused by various factors, including lack of academic training, professional growth and selection on merits. The most recent changes to education are New Teacher Induction Program 2017. Immediately after this move, the government announced the recruitment of more than 17,000 teachers from different cadres and scales with no mandatory professional qualification requirement for any post.

Some professional learning initiatives stressed the value of field-based programs rather than university-based programs, while having a small effect on the growth of the entire school. From research findings, carried out by Khamis and Sammons (2004), the factors involved in disrupting the advancement of the role of teacher educators in the perspective of schools include role of uncertainty for the human resource available, efforts of teacher educators not seen as a priority by school administration. The teacher educator's self-perception as an expert and not just an instructor, initial strength and demands put on teacher educators to initiate, prepare and maintain reform efforts without the required assistance or help, lack of a school vision leading to lack of management support and program inertia. Keeping all of these considerations into account, the education system disregards the technical abilities of the teacher instructor.

A sound professional education and training is inevitable according to Glaser (1989) as quoted by Hussain (2004) for successful teaching learning process. In older days the teacher education standards were reduced but the new program needs only well-trained teachers. A comprehensive approach of teacher education can help in the production of quality teachers. Actually, the responsibility for delivering Pre-Service instruction is assigned to the education colleges and certain public sector university education departments. There is therefore a need to look at the status of secondary-level teacher training from various perspectives and to research the situation on the basis of the views of teacher educators, who are part and parcel of the overall training programs.

With an acknowledgement and understanding that teacher educators are crucial to reforming teacher education. The aim of this paper is also examining the views of teacher educators about the professional standards' implications and relevance. The goal of this study is therefore to critically examine why professional standards have not been integrated into the fabric of teacher education programs and what barriers and implementation practices have become obstacles to the implementation of these standards in the context of Pakistan's teaching material.

Objective of the study

1. To explore the views of secondary school teachers on the implementation of National Teacher Professional Standard in teaching in Pakistan.
2. To investigate the challenges in implementing the National Teacher Professional Standard in teaching in Pakistan

3. RESEARCH METHODOLOGY

Research design

This study qualitative a nature constructivist approach, that involves the collection of descriptive data through interviews with teachers in secondary school. These interviews allowed the presentation of their views on the implementation of teachers ' professional standards, in order to make their understanding of the standards clear. Applying the constructivist-interpretive approach the researcher analyzed the multifaceted views of participants on the components of the standards and the difficulties faced when incorporating them into their own teaching practices.

The 10 secondary school's teachers selected through purposive sampling method who were willing to be interviewed represented 10 different public secondary schools in Bannu, Pakistan. These teachers have attended different workshops on National Teachers Professional Standards. The following is the details of the interviewees. (Female= 03, Male = 07)

Research ethics regarding data collection were fully observed. The consent, of participant was sought before involving in the interview, the convenience regarding time and place and availability of the participants were also kept in mind.

The questions for interview protocol were developed on the basis of the content areas of the *National Professional Standards for Teachers in Pakistan* (Government of Pakistan, 2009b). In developing questions, the purpose was to know the teacher perceptions regarding on the application of Professional Standards for Teachers in Pakistan, and the various difficulties teachers face in applying the Professional Standards in teaching in the classrooms. After interview each interviewee was invited to check the accuracy of their interview transcript.

4. FINDINGS

Theme 1: Relevance of teaching National Teacher Professional Standard

The requirements represented the highly resourced US structure and, because of financial restrictions and other logistical restraints, were in turn seen to be difficult to enforce in Pakistan. When the teaching guidelines were launched, the numbers of teachers were unaware of the process used by the government to develop standards. Some recognized that committee members included both educators and technocrats, and if a number of 'foreign models' were accessed, local participation was in turn limited. The Ministry of Education must not formulate professional standards through a highly bureaucratic system by which school teachers (and teacher educators in particular) have still not been addressed in an appropriate way.

Naib Zada Subject Specialist shared his dissatisfaction with the formation of the criteria with one of the most skilled candidates:

“No, I was not aware of how the present teaching standards were developed by the government. I also remember that some teacher educators (at a standards workshop) highlighted that, due to the context of the Pakistani teacher, changes were required to the specifications. We need standards in keeping with our existing facilities because of a shortage of infrastructure, classrooms, technology and teaching assistance. We do not have well-equipped laboratories; we do not train students according to the current technology.” (Naib Zada)

Contextual Sensitivity and Pakistani Standards

Teacher educators were usually dissatisfied that the expectations for the Pakistani education system were not properly contextualized. The participants emphasized that none of the teaching requirements areas were according to the needs of the Pakistani classrooms and appropriate changes were required. To enforce the requirements, participants also talked about the need for funding and facilities. Indeed, to promote the standards, their classes were also not properly technology-oriented. They clarified that some of the criteria were simply neglected due to the lack of funding, such as the need for the continued professional advancement of teachers and individual growth and development. Jamal, a full-time government school teacher, stressed the importance of ethical practices and explained:

“Some standards are aligned and some are not, only reflecting Western standards, and according to our intellect, they can be reframed. We have our distinct philosophy and expectations and should be based on the school system and teacher preparation”. (The Jamal)

Naib Zada, a 40-year-old Subject Specialist at a Government Higher secondary school, emphasized the importance of Ethical Expectations about classroom needs:

The requirements are not aligned (to school classrooms); they are not addressed to the services for teacher education either. Initially, the criteria and their suitability need to be looked at in our teaching framework. By means of teaching ability; cover Islamic values and their awareness and that is an inspiring factor. (Naib Zada)

Some of respondents, on the other hand, give favorable feedback; they suggested that they were very well-matched with the conditions of the school, with only a few adjustments expected. However, it was not deplorable to see that some respondents saw this as a big source of concern, considering the awareness that Standards was a direct adoption by US curriculum specialists from an international curriculum foundation. As explained by Mehwish, a 36-year-old senior elementary teacher:

“I think these requirements are based on Western needs and, in our sense; they do not answer Pakistani needs. We have a lack of funding and preparation, and these requirements require a great deal of teacher training and comprehension. Based on our classroom specifications, we need expectations”. (Mehwish)

Theme 2: Support System for Implementing National Professional Standard

Definitely, most of the participants commented that the introduction of these requirements, such as well-equipped libraries, absolutely needed degree of funding, online connectivity in the classroom, instruction centers, assessment procedures, etc. Concerning the essence of instruction, there was also a recurrent concern about incorporating these requirements into the teaching material. No workshop or instruction to implement these principles was provided to teacher educators when presenting the material to school students. The key issues, however, were that there was no real action process for the adoption of standards and that the monitoring and review of the reporting of standards contributed to a 'dead-end' in the eyes of most respondents. Male and Female members, all are higher secondary schools' teacher at a government sector, including Jamshed, Subject Specialist (English) at Government Higher Secondary School and Fahima Senior Secondary School teacher in Government School explained as follows:

“No, I didn't have adequate experience for these teaching requirements to be applied. They're just a text (in a). They are not incorporated into our material and syllabus training. No, we do not practice guidelines to incorporate them in our classes. I do not have adequate awareness and technical experience of these standards”. (Jamshed)

“However, certain requirements remain ambiguous in design, such as technical collaborations, and cannot be applied in the classroom”. (Fahima)

No knowledge appears to have been given, and no initiative was initiated by the Pakistani Government to train or help higher secondary teachers to learn how to enforce the new teaching requirements. The lack of funding was well known to education officials and politicians, but studies on the enforcement of requirements were not followed up in any systematic or accountable manner. Participants also emphasized that appropriate instruction had to be organized by evidence-based exercises on the application of these principles, given that these were the foundations of teaching, and that a good teacher should have sufficient experience of applying them in the classroom. Some participants were disappointed that the latest teaching requirements in Pakistan were ineffective to improve the quality of education. A few researchers, such as participant Hussain, secondary school teacher and also training instructor willingly observed the method of implementing standards:

Different divisions updated the curriculum. We matched the criteria of the Higher Education Commission (HEC) with the standards of the university and consulted the

curricula of different Universities in the United Kingdom and the United States. The best standards were defined and a draught for implementation on a trial basis was established. (Hussain)

“The merging of standards with evidence-based practices and their implementation strategy was, according to these participants, a missed dimension on the part of the Ministry of Education. However, some participants were still teaching technical skills as a central component of the teaching career, but, as part of Professional Guidelines, they were not incorporating these professional skills”. Further, participant Hussain explained:

I'm curious if a university faculty member is specifically concerned with these criteria. To strengthen these requirements and to introduce them in teacher preparation programs, a teacher instructor needs to do something alone or by regulatory bodies.

Most participants were equally worried about finding Government funding for instruction, capacity building, and curriculum to allow teachers successfully enforce teaching standards. In theoretical terms, the importance of the Standards can be debated; it may be argued that the Standards have clouded the intentions of a program and instruction guided by priorities. This dialogue was expressed within a government-supported atmosphere by respondents wishing for debate and educated guidance.

Tehmina, Headmistress at middle school level explained that: “To some point, we touch on these principles and we have expectations in the course description, they require us to teach accordingly. A copy of these standards was supplied to us by the Ministry of Education and they have advised us to use these standards in the classroom. They also taught us how to use expectations for enhancing the consistency of teaching as a benchmark”. (Tehmina)

Again, technically, the role of the standards in framing ideal teaching aptitudes, arrangements, and attributes according to classroom requirements is a significant one, but since their adoption in 2009, the application of standards in teacher training courses remains to be discussed.

Theme 3: National Professional Standard Need Assessment

The first persistent trend that arose from the data was the views of participants regarding the need for reforms in services for teacher education. "In particular, participants were asked to what degrees the Criteria encouraged or impeded the circumstances under which modifications were possible; after all, like Naib Zada (40-year-old) Subject Specialist viewed that:" The success of teachers can only be judged if you have Standards. Not unexpectedly, however, "the majority of school teachers are not aware of the presence of these requirements," as Mehwish, a Senior Elementary teacher with 10 years of teaching

experience, pointed out.

While the negative attitudes of teachers frequently seemed to derive from such ignorance or lack of experience, not all participants were disappointed with the expectations. Some were, indeed, very optimistic, explaining that they were "quite well-tailored to the needs of teaching in the classroom." These are universal, but in any contextual situation, they can also be implemented and modified. Others said that the guidelines were "relevant," a "progress platform," "comprehensive, consistent with international standards," "acceptable," and could "adjust the style of teaching and make a difference in the learning of students." Among the participants, the oldest, Junaid Rehman, and, Sabeel Khan, both are male teacher educators, tended to be more proactive and enthusiastic, perhaps because of the chances that they had been provided for professional development:

It is also important to inculcate technical skills and criteria. To appreciate and incorporate various teaching curriculum techniques, my career development activities have opened up multiple viewpoints. All fields are very significant, ranging from the knowledge base to assessment, leadership, testing, child psychology, expertise in curriculum development, etc. These are the main fields of career learning for teachers. (Junaid Rehman)

Nevertheless, participants were cautious that they wanted "change first" and "enhancement" to ensure "proper execution." Mehwish, SST, point out that:

Standards are compatible and satisfy the needs of our school system, but to incorporate them, we need support and preparation ... and better strategic planning to bring them into the education of students. (Mehwish)

Mehwish further recommended that:

Skills in curriculum development help educators to evaluate, construct, and build learning programs. They will then become decision formulators for educational reforms through the assessment of working programs. In Pakistan, certain abilities are notably absent, so it is promising to see some respondents heading towards this realization a little bit.

Therefore, the value of expectations was largely supported by participants when they saw them providing policy guidance for teaching in the classroom to promote improved students' performance. They noticed, however, that the process for aligning these requirements with content integration was still a missing factor that contributed to misunderstanding or indifference to content integration.

There was a need for strategic planning to practice the desired professional skills through

Professional standards.

Standards as a corner-stone for effective teaching

In general, the participants agreed on the importance of the principles for successful instruction, recognizing the importance of the various areas of the standards. These principles describe the expertise, skills, and attitudes defined in the different areas of teaching, such as knowledge of subjects, appraisal, learning environment, and code of conduct. (Rafid) , who was 45 years old Subject Specialist with 15 years of experience at Government Higher Secondary school, explained:

To evaluate the targets of teacher education programs and then to measure the performance of teacher education programs against these expectations, such standards should be established to formulate teacher education programs.

The success of teachers can only be measured if you have standards. (Rafid)

Sardar Ali, 40 years old, worked as a subject specialist, explained that the establishment of a code of ethics as part of professional development was a "vital element of teaching that increases the level of teacher knowledge and comprehension of the teaching profession." Most participants tended to have some reservations-not so much about the guidelines themselves-but about how the standards were being applied, noting that in certain cases they all had "shortcomings (that) need enhancement." Fahima, a 28-year-old SST, said that "we must, therefore, first design evidence-based and observable quality metrics based on these criteria." These comments were repeated and gave the impression that there was a general sense of cynicism about the practicalities of adopting the Requirements, especially about stakeholder intentions to promote conditions for successful teaching.

A way of looking forward to execution

In certain circumstances, it seemed that teacher educators understood that they had such 'standards,' but specifically, they were not sure of what precisely these standards were. There was no decisive action taken by the Government to introduce the requirements into the content of teacher education. It can be difficult to devise effective steps to optimize requirements such that they are contextually adaptive and functionally productive. "Participants were worried about such a lack of flexibility in the construction of the Norms to local conditions, some of which, as Tehmina argued," reflect Western principles so that they should be reframed based on local ideology and standards and the education framework" according to our context. Significantly, while endorsing the need for improvement, some participants, considering their strong conviction in the need for change, often started to illustrate problems with the criteria. Implementation is a problem, "Khadija observed, though she elaborated that" I need some preparation to use these standards, and we need a system

that will improve the use of these standards. I don't have enough experience that I can use to educate my students about useful activities.

Participants regretted the lack of awareness among teacher educators of the Standards and the lack of Government initiative in incorporating these Standards into the substance of teacher education. The policy-practice discrepancy was a common issue as the participants continued to clarify that while the Higher Education Commission had updated the curriculum, it did not stress the need to "incorporate the requirements into the teacher education program." Fahima was upset that she was "not qualified to understand these expectations." On the other hand, facing some concerns, participant Farah, who was employed as a senior school teacher with 15 years of teaching experience, was very optimistic:

Overall, the teaching principles are following the specifications of the Pakistani school, but by splitting each of them into two, there is a need to review Standards 7, 8, and 9 because two distinct principles are incorporated in these standards in a common standard that does not seem to me to be logical. Finally, I agree that Norm 10 should be scuffled. (Faheema)

In the case of Farah, it was also apparent that, unlike most of the other participants in this research, she was more educated about the criteria.

Theme 4: Devotion to Implementing of National Teacher Professional Standards

The role of adopting the criteria was frequently perceived as a personal agenda by participants, which demanded personal involvement. They regretted that there was no structured preparation curriculum planned or coordinated to raise awareness of National Professional Standards for Teachers among university teachers and some debate on integrating these standards into teacher education programs. It has also been revealed by participants that universities have not been instructed to enforce this requirements-possibly because universities are never actively interested in decision making. Therefore, some participants demonstrated their willingness and eagerness to integrate these criteria into their teaching material and to meet at least 5 out of 10 National Teacher self-assessment standards and assessment of teachers by their pupils. Any respondents have believed that they would also accept further federal support, even if they had ample self-acquired information. Jamshed and Hussain, pointed out that: their attempts to implement expectations into their teaching:

I want to design such practices that address these requirements and often I get knowledge from the web on these activities because I do not have the experience, but instead use my abilities to integrate these standards in different courses. (Jamshed)

By looking at their course material and seeking practices that conform with these

principles, I like to read ways of incorporating standards into my teaching, but my peers do not care for this activity and instead rely on general professional competence. (Hussain)

In embracing the norms, even with those underlying drives, there was already a sense that their 'alien roots' would make it more complicated than it should be. Pakistan, for example, is a developing country and its social framework is different and more 'socially tied' because of conservative cultural traditions in society, so it appeared impossible to integrate Western ideas of teaching into the Pakistani teaching system. While some participants expected additional intricacies in terms of improving teaching qualities in the context of teacher preparation programs by these criteria, regardless of their arguments, they were unable to improve the qualities needed by these standards in their teacher preparation programs.

At some times, such a disparity with the participants was apparent. Participants also assumed that the children in their classes were the subject of the standards. Therefore, it was important to recognize the teacher's acts to encourage student activities that led to a 'particular norm'. Most participants believed that teacher educator preparation was needed as a first step in improving the capacity of trainee teachers to perform these acts. Naib Zada argued:

Teaching, not instructor preparation, is the subject of Professional Expectations.

Consequently, in my view, these requirements are neither sufficient for teacher certification and program accreditation nor for enhancing the quality of teacher education. Countries such as Australia and the UK ought to benefit from this. Yeah, the application of these principles with appropriate instructions and support should be enforced. The true application of these requirements would strengthen the prestige of teachers and provide a framework for measuring the success of teacher educators. (Naib Zada)

The lacking principle of teacher licensing in Pakistan, which is a responsible means of defining and assessing the technical qualifications of teachers by certifications based on the fulfillment of professional requirements, seemed to be one big loophole.

A teacher certification scheme, therefore, maintains at least appropriate criteria for teacher competence. Often, because of the scarcity of funding, it is impossible to implement all the criteria in the present situation. However, the level of teaching and learning can then increase whenever the requirements are enforced. While teacher education requirements were widely welcomed, several respondents pointed out future obstacles. Their contrasting viewpoints were expressed by one male and two female teacher educators from various age ranges. Explained Fahima,

There is a shortage of knowledge about how to plan evidence-based activities for the

transition of ethical standards and how to meet school and community needs through these standards, we are not qualified to apply these standards in a teaching setting. (Fahima)

Similarly, Mehwish stressed the importance of licensing teachers to improve teacher education. "She asked:" The regulatory authority for teachers issues a license. How does it grant a license until it has a certification method that can perform certain standards-based tests?"

In other words, it may be argued that expectations have not been seen as beneficial in enhancing the level of education in the present scenario. It was clarified a little differently by Naib Zada:

In their instruction and implementation, the potential of teacher educators has not been adequately established; prospective teachers do not see any implementation of the standards by their teachers, and, ultimately, the mindset and skills of prospective teachers are not developed in support of the implementation of the standards. No method, system, or framework exists to guarantee that the requirements are applied at the level of the classroom at universities. (Naib Zada)

Them 5: Parents teachers' collaboration

Most of teachers teaching at Secondary school level at Government sector were unaware of opportunities to use parent's teacher collaboration and utilizes family and community resources to increase students learning.

Teacher did not know how to develop and maintained relation with parents, and to receive help from the parents and community in order to strengthen students learning.

In this way a teacher Anwar Shah (40 years) his 15 years teaching practice revealed that this standard" parents teacher collaboration" is to be achieved because these mechanism and execution of the standard in letter and spirit is a challenge.

As Irshad, a secondary school teacher having teaching experience of 12 years, mentioned that if this standard is fully functional and the Government train teachers about parents' collaboration, then the impact of this will provide a lot of opportunities to utilize these to family and community resources to increase students learning. (Irshad)

While in the other hand Mehwish argued that this standard is very important for teacher at school level to collaborate with parents and get connect with them about their pupils to give feedback of their actions inside in school. So, this fulfills the needs of our community and education system and for that we must train our teachers and provide resources to implement.

SUGGESTIONS FOR IMPROVING THE PROFESSIONAL ROLE OF TEACHER EDUCATORS

1. To handle the class efficiently, a teacher educator should have an efficient relationship with the students. He should find students as colleagues, not merely a tool. He / she should be a strong listener, with a simple with open language
2. He should be a specialist in his profession, follow trends in the area, have knowledge of pedagogical preparation, and follow current events and technology.
3. To make students involved he will use various approaches, methods and techniques. Rather of memorizing and reading, he can help students to think, and teach how to understand and use visuals in class.
4. He should stay away from oppressive behavior but in all ways be directing and encouraging students. He should be a student guide meaning he should spare students time and speak with them outside the classroom. He should be shaping the personality of the students in a positive way.
5. He will address questions and problems of the students taking into account their desires, behaviors and needs. He should know the physical, cultural and cognitive characteristics of the students, and should shape the teaching method taking into account individual differences.
6. He will use current events, different examples, personal experiences and philosophical knowledge to organize the content.
7. He does not raise questions about topics not examined, pointing to the relevance of the examinations' material in the evaluation process. He will perform formative assessments and address the shortcomings of the students in this regard.
8. He should follow constructivist philosophy, rather than traditional interpretation.
9. He should have values such as being against emotional aggression, creativity, openness, respect for human dignity, mutual respect, self-denial, modesty, open mindedness, compassion, being rational, having to care for students, leadership, predictability, respecting freedom of expression and faith, charity, being open to innovation, loving his or her profession, sincerity, perseverance etc.
10. He should be honest, friendly, well-disciplined, cheerful, positive, social, clean, not selfish, brave, special and do self-evaluation.
11. Due to ethnicity, language, ethnic origin, gender and academic achievement, he will meet the guidelines not to discriminate against students. He should also be on time for the class, provide feedback on the assessment process in a timely manner, and should not represent his personal life and political views on the class.
12. He would be attuned to social problems. He will also understand the world and engage for a better society in events and research. He should not be unaware of his / her surroundings.



5. CONCLUSION

To conclude, teacher educators must first become conscious of and focus on internal problems, as well as the role they are playing and want to play in their own background. The strength of our contribution lies in stressing the relevance of transnationalism and the effect it can have on the teacher educators' professional learning. Since professional learning is often contextual or placed, less explicit than professional development and can occur unintentionally and suddenly. As with education, we see technical learning as multidimensional, always in contact with others. They describe this transnational professional learning as genuine, partially scaffold, and evidence-based learning across national boundaries in which professionals from different cultural and probably occupational backgrounds participate in collaboration, which is therefore of a social and intercultural nature. The three components i.e., professional understanding, professional orientation, professional activities by participating in these learning experiences. We are confident that making transnational professional learning more situated and ingrained in the daily life of teacher educators would help teacher educators become more involved and vital in their own creation of the profession.

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