INTERNATIONAL CONFERENCE ON

QUALITY TEACHER EDUCATION

Empowering Educators, Transforming Tomorrow

26 - 27 May, 2025

ABSTRACT BOOK

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International Conference on Quality Teacher Education

Empowering Educators, Transforming Tomorrow

(26-27 May 2025)

ORGANIZED BY

NACTE, Islamabad

In collaboration with **AIOU, Islamabad**

CONFERENCE THEMES

- Teachers' Licensing

- Accreditation of Teachers' Education

- Teacher Education Roadmap

- Revamping of Teachers' Education Curriculum

- Teaching Standards

- Teachers' Induction & Career Pathways

- Recruitment of Trained Teachers

Message from the Patron-in-Chief

It gives me immense pleasure to extend a warm welcome to all participants of the International Conference on Quality Teacher Education, jointly organized by the National Accreditation Council for Teacher Education (NACTE), Islamabad, and the Department of Secondary Teacher Education, Allama Iqbal Open University. This collaborative initiative is a significant step towards fostering meaningful dialogue on elevating the standards of teacher education in Pakistan and beyond. In a rapidly transforming educational landscape, the role of well-prepared, professionally competent, and ethically grounded teachers cannot be overstated. Teacher education must respond dynamically to the evolving needs of learners and society at large. This conference serves as a timely and much-needed platform for researchers, practitioners, policymakers, and curriculum developers to share evidence-based insights and collectively address the pressing challenges facing teacher education systems. The themes of this conference—ranging from teachers' licensing and accreditation, to revamping curriculum and defining professional standards—are not only nationally relevant but also globally resonant. It is our collective responsibility to ensure that teacher education frameworks are grounded in quality, inclusivity, and sustainability. I am confident that the deliberations held during this conference will result in concrete recommendations and innovative pathways that contribute to the national teacher education roadmap and policy framework. Let us seize this opportunity to reflect, reform, and reimagine the future of teaching and learning through informed dialogue and collaborative engagement. I extend my heartfelt appreciation to all contributors, speakers, moderators, and participants for making this academic endeavor a meaningful success.

Prof. Dr. Nasir Mahmood,
Vice Chancellor Allama Iqbal Open University
& Chairperson, National Accreditation Council on Teacher Education

International Conference on Quality Teacher Education

Empowering Educators, Transforming Tomorrow

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Conference Concept Note

National Accreditation Council for Teacher Education Islamabad and Department of Secondary Teacher Education Allama Iqbal Open University is jointly organizing an International Conference on Quality Teacher Education at AIOU Islamabad. This international conference will provide a platform to the academicians, professionals, administrators, policy makers, curriculum developers to gather the experiences based on research-based knowledge and furnish valuable recommendations to cope with the challenges of Teacher Education. The sessions will aim at addressing the emerging issues and challenges in the teacher education This forum will also provide an opportunity to the renowned national and international academicians to conclude the ultimate possibilities and guidelines for teachers licensing, accreditation of teacher education programs, teacher education roadmap, recruitment of trained teachers & teachers' induction and career pathways.

Conference Objectives

- To bring together national and international experts, academicians, and professionals to discuss the challenges and opportunities in teacher education.
- To explore emerging issues in teacher education, including licensing, accreditation, and program developments.
- To provide guidelines for the development of teacher education roadmaps, recruitment practices, and induction processes.
- To discuss career pathways for teachers, including professional development opportunities and long-term growth strategies.
- To create a collaborative forum that fosters dialogue and partnerships between researchers, practitioners, and decision-makers in teacher education.

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ANALYSIS OF UNIVERSITY TEACHERS' PERCEPTIONS ABOUT ACCREDITATION PROCESS FOR UNDERGRADUATE TEACHER EDUCATION PROGRAMS

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ABSTRACT

The teacher education system of Pakistan's is experiencing a notable change for quality enhancement and the assurance of quality standards. The National Accreditation Council for Teacher Education: NACTE was established as an independent body to accredit all teacher education programs. However, university teachers in this process experience many challenges such as excessive documentation, insufficiently trained staff, and lack of time for evaluation. Hence, this study focuses on the specific challenges, and suggestions to improve accreditation for teacher education programs in Pakistan. Questionnaires were used to collect data from the respondents. Data analysis was carried out using inferential statistics i.e., independent sample t-test to draw out the findings. Findings revealed from the data analysis shows that the, most faculty members have a favorable opinion of accreditation and think it improves leadership roles, self-evaluation, and teaching quality. Compared to the male counterparts, female faculty members report higher learning gains and more positive opinions on curriculum implementation in the form of outcome-based Teacher Education.

Keywords: teachers perception, accreditation process, accreditation council

Paper ID: 54 Theme: Accreditation of Teacher's Education

FUTURE-PROOFING TEACHER EDUCATION: ADAPTING TO EMERGING EDUCATIONAL TRENDS AND TECHNOLOGIES: AN ANALYTICAL STUDY

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ABSTRACT

This research paper aims to explore as education continues to evolve in response to technological advancements and shifting pedagogical needs, teacher education must adapt to prepare educators for the classrooms of the future. The increasing integration of artificial intelligence, online learning platforms, and competency-based education requires teachers to be proficient in modern instructional strategies and digital tools. However, many traditional teacher education programs remain rooted in outdated methodologies, creating a gap between teacher training and real-world classroom demands. This paper explores the necessity of future-proofing teacher education by embracing innovative teaching practices, digital literacy, and emerging educational trends. It examines global best practices in integrating technology into teacher training, including AI-assisted instruction, blended learning models, and micro-credentialing for specialized skill development. Additionally, it highlights challenges such as resistance to technological change, lack of adequate training, and disparities in digital access across different education systems. The study discusses the role of Policy Makers, Accreditation Bodies, and education institutions in reforming teacher education programs to align with 21st-century learning demands. It also presents strategies for integrating adaptive learning technologies, interdisciplinary approaches, and research-driven pedagogies into teacher training curriculum. By implementing future-focused teacher education reforms, this research aims to bridge the gap between traditional training and modern educational requirements. Strengthening digital competency and innovative teaching methodologies in teacher preparation programs will not only enhance the effectiveness of educators but also ensure that students are equipped with the skills needed to thrive in an increasingly digital world.

Key Words: Technological Advancement, Artificial Intelligence.

BEYOND COMPLIANCE: TRANSFORMING ACCREDITATION INTO A PATHWAY FOR INSTITUTIONAL GROWTH AND EXCELLENCE

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ABSTRACT

Accreditation is more than a formal approval; it's a vital process that drives educational institutions to uphold high standards in teaching, learning, and governance. This concept paper evaluated deeply into the accreditation process, exploring its importance, the challenges faced by both institutions and accrediting bodies, and the practical solutions needed to tackle these hurdles. Key challenges include idealistic standards, overwhelming administrative work, financial limitations, and internal resistance to change. Proposed solutions include collaborative frameworks, simplified reporting, continuous faculty development, and modern data management systems. The paper also analyzes the challenges faced by institutions and accrediting bodies, highlighting the need for fairer support systems, region-specific criteria, and balanced evaluation metrics. It concludes with actionable recommendations, such as mentorship networks, digital platforms, regular feedback loops, and recognizing innovative practices transforming accreditation into a strategic tool for continuous improvement and long-term excellence.

Key Words: accreditation, institutional growth, institutional excellence

ROLE OF ACCREDITATION IN QUALITY ENHANCEMENT OF TEACHER EDUCATION PROGRAMS

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ABSTRACT

Teacher education programs play a crucial role in preparing the future teachers for the challenging classroom of 21st century. Accreditation help the teacher education programs to evaluate their progress and help them improve their quality of education. In this study, researcher investigate the perceptions of teachers of teacher education programs about the role of accreditation in quality enhancement, investigate the effect of accreditation on the quality and effectiveness of teacher education programs and identify the challenges faced by teachers of the teacher education programs. Mixed methods approach was employed to get a clear understanding of the problem. All the students and teachers of teacher education. Students and teachers were selected by using stratified random sampling technique. The researcher used a closed ended questionnaire for the students of teacher education programs and semi structured interviews were used to collect data from the teachers. The researcher personally visited the universities for data collection. Researcher used mean for the analysis of closed ended questionnaire of students and Qualitative data got from interviews of teachers were analyzed thematically. It was found that, the accreditation plays a very positive role in the Quality enhancement of the teacher education programs, accreditation leads to prepare better teachers for future and it increases the credibility of the teacher education programs. It was also found that the accreditation has a limited impact because it may not address the root causes of quality issues and accreditation do not support or provide resources to help the programs to improve their quality .It is recommended that support may be provided by accreditation counsel to help in improving the quality of teacher education programs, root causes of the quality issues may be addressed properly and also guide the teachers to enhance the quality of their teacher education programs.

Key Words: accreditation, quality enhancement, teacher education

STUDENTS' PERCEPTION REGARDING QUALITY EDUCATION AND THEIR SATISFACTION AT COLLEGE LEVEL

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ABSTRACT

Background: Quality education is a cornerstone of academic and personal development, shaping students' prospects and contributions to society. At the college level, students' perception of education quality significantly influences their academic engagement, motivation, and overall satisfaction. Purpose: This study was designed to investigate students' perceptions of quality education and their satisfaction with it at the college level.
Method: The study population consisted of students from different public and private colleges in the district of Lahore. 400 students were selected through convenience sampling. Two instruments, the Quality Education Assessment Scale and the Measuring Student Satisfaction Scale, were used. The data were analyzed using descriptive   statistics.
Results: The results indicate that item no. 2, "The qualified faculty deliver content to support the self-learning of the learner," had the highest mean score, i.e., M= 3.70.
Conclusion: The key conclusion of this study is that most students were neutral regarding their perception of quality education and their satisfaction at the college level. Hence, it can be concluded that the students' perception regarding quality education and their satisfaction at the college level was neutral.
Keywords: *Perception, satisfaction, public and Private college*

TEACHER LICENSING IN PAKISTAN: OPPORTUNITIES, CHALLENGES, AND THE PATH FORWARD

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ABSTRACT

Teacher licensing is a crucial step in ensuring quality education by setting professional standards for educators. In Pakistan, the introduction of a teacher licensing system presents both significant prospects and challenges. This study examines the feasibility, potential benefits, and obstacles of implementing a licensing framework for university teachers in Pakistan. A quantitative research design was employed to assess the perceptions of university faculty regarding teacher licensing. The population of the study comprised public university teachers in Pakistan specifically public university teachers, and through random sampling, the National University of Modern Languages: NUML was selected as the sample institution. Data was collected through structured surveys distributed among faculty members across various departments, and the collected responses were analyzed using statistical tools to identify trends, concerns, and potential impacts of a licensing system. The study highlights that while a structured licensing system can enhance teaching quality, professional development, and accountability, several challenges hinder its implementation. Moreover, the absence of a comprehensive policy framework and inadequate training opportunities further complicate the adoption of a licensing system. To ensure successful implementation, it is recommended that a well-defined and transparent policy be developed in consultation with education stakeholders, continuous professional development programs be introduced to equip educators with required competencies, and a phased approach be adopted to gradually integrate licensing without disrupting academic activities. This study provides valuable insights for policymakers to design an effective teacher licensing system that ensures quality education while addressing faculty concerns.
Keywords: *Teacher licensing, professional development, quality education, teacher training.*

TEACHER LICENSURE EXAMS IN PAKISTAN: ANALYSIS OF PROBLEMS AND ISSUES

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ABSTRACT

Teacher licensure is a new concept in Pakistan. It was started by NACTE and Sindh was the first province who conducted the Teacher licenses exam in Pakistan. Although exams serve as a critical tool in assessing the readiness of graduates for employment in teaching positions. They provide standardized measures of candidates' knowledge and skills, promote accountability, and encourage ongoing professional development. Beside many advantages, there are many issues and problems related to this practice. The objectives of the study were 1 to find out the current situation of teacher licensing through exam in Pakistan, 2 to explore the effects of licensing through exam on teacher preparation and competence and 3 to find out the problems and issues related to teacher licensing through exam. The study was descriptive in nature and use a cross-sectional survey and interview as data collection tools. The population of the study comprise teacher educators from three public sector universities having Department / Faculty of Education. All teacher educators: n=84 were included in population. Using Proportionate Random Sampling, 45 teachers were selected for questionnaire and using theoretical sampling 12 teachers were selected for interview. The Survey was analyzed using Chai Square and interview was analyzed by thematic analysis. it was found that there are many problems related to license through exams like course contents, examination papers and facilities available at centers. It was further found that exams may not fully capture the multifaceted nature of teaching and can be influenced by test anxiety and cultural contexts. The biggest issue that was found through interview is its acceptance within and outside Pakistan. It was recommended that to enhance the evaluation process and ensure that the best candidates are selected for teaching positions, it is essential to adopt a more comprehensive approach. This includes incorporating additional assessment methods.

Key Words: teacher licensure, accountability, professional development

Paper ID: 66 Theme: Recruitment of Trained Teachers
CHALLENGES FACED BY GRADUATES OF TEACHER EDUCATION PROGRAMS IN PAKISTAN DURING RECRUITMENT

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ABSTRACT

This research investigates the obstacles faced by teacher education graduates during the recruitment process, with a focus on policy constraints, administrative inefficiencies, and competitive job markets. The study targeted a population of graduates from both public and private universities in Pakistan, with a sample size of 270 participants: 250 graduates and 20 education administrators . A random sampling technique was employed to ensure the inclusion of diverse perspectives. Data collection was conducted through survey questionnaires for graduates and semi-structured interviews with education administrators involved in the recruitment process. Quantitative data were analysed using descriptive statistics: mean, frequency, percentage and inferential statistics, while qualitative data were analysed through thematic analysis. The findings of this research revealed that the primary challenges faced by teacher education graduates include bureaucratic hurdles in appointments, inadequate job openings, and lack of alignment between educational qualifications and job requirements. Based on these findings, the study proposed recommendations for reforming recruitment policies and procedures, with the goal of improving employment opportunities for trained teachers in Pakistan.
Keywords: *teacher education programs, teachers' recruitments*

Paper ID: 77 Theme: Recruitment of Trained Teachers
RECRUITMENT OF TRAINED TEACHERS IN PAKISTAN: CHALLENGES AND OPPORTUNITIES: A CASE STUDY OF ISLAMABAD

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ABSTRACT

This study explores the recruitment of trained teachers in Islamabad, examining current practices, challenges, and opportunities for improvement. The recruitment of trained teachers is critical to education systems worldwide, and Pakistan faces numerous challenges, including a shortage of qualified teachers. The objectives of this study are to examine current recruitment practices for trained teachers in Islamabad, identify challenges faced by stakeholders, and explore opportunities for improvement. A mixed-methods approach was employed, combining qualitative and quantitative data collection and analysis methods, involving 150 participants, including policymakers, administrators, and teachers. The findings suggest that current recruitment practices are inadequate, leading to a shortage of qualified teachers. Stakeholders face challenges, including lack of resources and infrastructure. However, opportunities for improvement exist, including the use of technology and innovative recruitment strategies. In conclusion, this study emphasizes the need for a comprehensive approach to teacher recruitment in Islamabad, including effective recruitment strategies, resource provision, and stakeholder partnerships. The findings aim to inform policy and practice, improving the recruitment of trained teachers in Islamabad.
Keywords: *teachers recruitment, teachers training*

ALIGNMENT OF SECONDARY SCHOOL TEACHER RECRUITMENT TEST WITH NATIONAL PROFESSIONAL STANDARDS

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ABSTRACT

Introduction Recruitment of qualified and competent teachers is crucial for the enhancement of educational quality. In Pakistan, the Secondary School Teacher: SST recruitment test serves as an essential evaluation tool to assess candidates' competencies. The alignment of these tests with the National Professional Standards for Teachers in Pakistan: NPSTP ensures that teachers meet the professional benchmarks required for effective teaching. This study examines the alignment of past SST recruitment test questions with NPSTP, identifying key competencies assessed in the tests and evaluating their relevance to the professional standards framework. Methodology A systematic review of past SST recruitment test papers was conducted to identify sample questions relevant to NPSTP. Each question was categorized based on the corresponding NPSTP standard, highlighting how the recruitment test evaluates teacher competencies. Implications for Teacher Recruitment and Professional Development The alignment of SST recruitment test questions with NPSTP ensures that candidates possess the necessary skills to meet the professional teaching standards. The findings suggest that the recruitment tests effectively evaluate competencies in instructional planning, assessment, inclusive learning environments, communication, and professional development. However, further refinement of the tests is necessary to ensure comprehensive coverage of all NPSTP standards, particularly in areas like ethical responsibility, ICT integration and subject matter expertise. Conclusion This study highlights the importance of aligning recruitment tests with professional standards to ensure the selection of qualified teachers. Future research should explore additional NPSTP standards and their integration into recruitment assessments. Policymakers should consider revising test content to enhance its alignment with all aspects of NPSTP.

Keywords: teachers recruitment, teachers national professional standards, professional development

IMPROVEMENT OF TEACHER EDUCATION PROGRAMS BY APPLICATION OF QUALITY CONTROL TOOLS: QCTS IN TEACHER EDUCATION

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ABSTRACT

The application of Quality Control Tools: QCTs in teacher education is a powerful but a new approach to ensure that both the preparation of future educators and the process by which they are prepared are rigorous, effective, and continuously improving. Quality Control Tools are traditionally used in manufacturing and service industries but are increasingly being adapted to education to help improve processes, outcomes, and standards. These tools are Flow Charts, Parto Analysis, Cuse and Effect. Check Sheets, Control Chart. Histograms, Scatter Diagrams, Bench marking, Root Cause Analysis. The objectives of the study were 1 to explore the suitability of QC Tools for improving the quality of teacher education programs, 2 to find out the ways of application of QCT in Teacher Education and 3 to develop a road map for improving teacher education using Quality Control Tools. The study used Concurrent triangulation design of Mixed Methods. The population of the study include all teacher educators of three public sector universities of Islamabad. Survey was used to collect qualitative data, and interview was used as quantitative data collection tool. The

quantitative data was analyzed using Chai Square and HSD. The qualitative data was analyzed using Thematic and Semiotic analysis. The study found a that most of the participants are in favor of application of QCT and opined that these tools are very suitable to apply in teacher education both in quantitative and qualitative terms. It was further found that there are various ways of application of QCTs in teacher education depending upon scenario, demand, teaching dynamics and situations. It was concluded that, application of QCTs in teacher education is a new idea but can be applied in teacher education to improve the quality of teacher education and Teacher Education programs.

Keywords: teacher education, quality control tools

Paper ID: 112 Theme: Recruitment of Trained Teachers

EXPLORING THE RELATIONSHIP BETWEEN TEACHERS' PROFESSIONALISM AND 21ST CENTURY TEACHING PRACTICES

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ABSTRACT

With the ever-developing educational landscape at national and international level, the role of teacher professionalism in effectively implementing the twenty-first century teaching practices is increasing day-by-day. The current study examines the relationship between teachers' professional and their adoption of twenty-first teaching practices and instructional strategies like collaborative teaching, student learning approach, critical thinking and problem-solving skills, differentiated instruction and technology-integrated teaching. The study also aims at investigating the challenges that teachers face while adopting 21st century teaching practices. The population was 193 secondary school teachers working in high and higher secondary schools of Tehsil Kallar Syedan: Rawalpindi . A sample of 129 participants was calculated using Krejcie and Morgan's Table: 1970 . The collected data was statistically analysed through SPSS and Linear Regression was applied. The findings show that there is positive, moderate and significant relationship between teachers professionalism and their adoption of 21st century teaching practices. It is also found that the challenges that teachers face while adopting 21st century teaching practices are: lack of technological facilities, lack of modern equipment, lack of financial resources, lack of support from higher authorities, low interest of student and irrelevant governmental policies. The current research provides valuable insight and practical strategies for teachers, administrators and policy makers enhancing pedagogical effectiveness in 21st century classrooms.

Keywords: Teacher Professionalism, Teaching Practices, Innovation, Modern Skills

Paper ID: 123 Theme: Recruitment of Trained Teachers

EVALUATION OF TEACHERS' STATUS WITH REFERENCE TO THE PRESCRIBED STATUS BY UNESCO FOR TEACHERS'

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ABSTRACT

The purpose of the present study is to evaluate the level of teachers' status with reference to prescribed status of teachers by UNESCO in 1966. This study intends to find out the appreciation availed by the teachers from society and exploring the competence demanded for teaching as compared to the job demands of other professions. Further focus of the study is to evaluate working conditions and fulfilment of teachers' needs during teaching at schools, along with their remuneration and legitimate privileges mentioned in their code of professional ethics. For this survey method was followed, having all public primary school teachers as population of the study. Two stage systematic random sample 336 PSTs were selected, to respond to a questionnaire related to determine the status of teachers in their immediate society. For analysis of the collected data, descriptive statistics was used to find out Mean and Frequencies. The results reflect that PSTs, reported that they enjoy their status in the society in which they serve but were complainant regarding the

provision of facilities for conducive teaching learning environment and the pay and privileges, and health insurance etc., as enjoyed by the other employees of certain departments.
Keywords: teachers evaluation, conducive teaching

Paper ID: 12 Theme: Revamping of Teachers' Education Curriculum

TEACHER-EDUCATORS AS AGENTS FOR SOCIAL JUSTICE: DRAWING INSIGHTS FOR TEACHER PREPARATION

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ABSTRACT

Background: Recently there has been witnessed rise in social justice-related issues contributing to marginalization and systemic injustices. In this context, teacher-educators are called upon to use their agency to promote social justice and inclusion. Global initiatives, such as the Sustainable Development Goals: SDGs specifically SDG 4: Quality Education , SDG 10: Reduced Inequalities , and SDG 16: Peace, Justice, and Strong Institutions offer frameworks for addressing these challenges. However, a pressing gap remains to translate such initiatives into contextually relevant practices. Thus this study explores teacher-educators' perspectives and pedagogical strategies for promoting social justice and inclusion in the Bachelor of Education: B.Ed Honors Program.

Methods: The study employs a qualitative single-case study approach, integrating Cochran-Smith's Theory of Teacher Education for Social Justice: 2009 and the Universal Design for Learning: UDL as its guiding theoretical framework. Data collection involved eight semi-structured interviews with purposively selected teacher-educators from the Institute of Business Administration University, Sukkur, alongside a document analysis of the B.Ed curriculum. Thematic analysis was conducted with measures such as member checking and peer debriefing employed to ensure trustworthiness, rigor, and credibility.

Results: The findings highlight teaching methods that embed inclusive education principles in teacher education curricula, and integrating social justice practices to shape prospective teachers for inclusive societies.

Conclusion: The study recommends integrating social justice-oriented revisions into accreditation standards, curricula, and professional development to align contextual practices with global initiatives. It provides evidence-based recommendations for policymakers, academicians, administrators, and curriculum developers to revamp teacher education policies in line with inclusive education goals.

Keywords: social justice, SDGs, universal design learning

Paper ID: 24 Theme: Revamping of Teachers' Education Curriculum

ANALYZING THE EFFECTIVENESS OF RESEARCH-BASED CURRICULUM REVISION IN TEACHING OF MATHEMATICS TO PROSPECTIVE TEACHERS IN KARACHI, PAKISTAN

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ABSTRACT

Teaching Mathematics has been very challenging for teachers. Prospective teachers do not need to revise the Mathematical concepts only but also practice on scientific ground. Keeping in view the effectiveness of modern teaching methodologies, this research tries to implement and reveal the results of teaching Mathematics with problem solving method. It is quasi experimental research. The aim of research is to provide research-based curriculum revision to make the curriculum of Teaching of Mathematics more competitive and

interesting for prospective teachers. The population of study is all prospective teachers at Karachi Pakistan. Sample of 62 students were selected through convenience sampling technique. Quantitative method is used. Pre-test post-test is applied to analyze the data. Results are analyzed through means and p value at 95 % confidence interval. The results are found significant that there is significant difference between prospective teachers taught with problem solving method in Teaching of Mathematics and prospective teachers taught with traditional method in Teaching of Mathematics. It is therefore recommended to revise the curriculum on the basis of recent research.

Keywords; Problem Solving Method, Effectiveness, Prospective Teachers, Research based Curriculum
Paper ID: 31 Theme: Revamping of Teachers' Education Curriculum

INVESTIGATING HOW MULTIMODALITY IN LANGUAGE CLASSES CAN IMPROVE STUDENTS' UNDERSTANDING AND INVOLVEMENT

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ABSTRACT

This study investigates the impact of multimodal instruction on students' comprehension and engagement in language classrooms. As traditional teaching methods often rely on monomial approaches, multimodal learning incorporates visual, auditory, and kinesthetic elements to enhance students' understanding and participation. Drawing on cognitive theories of multimedia learning, this research explores how diverse communication modes including videos, images, info graphics, role-playing, and digital tools improve language acquisition. A qualitative methodology was employed, utilizing semi-structured interviews with language teachers from private and government institutions in Sukkur, Pakistan. Findings suggest that multimodal strategies significantly enhance student engagement, motivation, and comprehension, with visual and kinesthetic learning proving particularly effective. However, challenges such as limited resources, technological constraints, and time management hinder full implementation. The study concludes that multimodal instruction fosters a more inclusive and interactive learning environment, advocating for its broader adoption in language education. Future research should explore long-term effects and best practices for integrating multimodal learning in diverse educational contexts.

Keywords: multimodality in teaching, monomial approaches, multimodal instruction
Paper ID: 34 Theme: Revamping of Teachers' Education Curriculum

EMPOWERING TEACHER-EDUCATORS: REVAMPING THE POTENTIAL OF PERSONALIZED LEARNING PLATFORMS FOR TRANSFORMATIVE PROFESSIONAL DEVELOPMENT

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ABSTRACT

Traditional professional development models often fail to meet the diverse needs of educators aligning with the teacher preparation for the 21st Century, leading to a growing interest in personalized learning platforms. These platforms offer a flexible, learner-centered approach, allowing teacher educators to access tailored resources, strategies, and tools to enhance their teaching practices. However, challenges remain in their integration and utilization within teacher education programs, particularly in Pakistan. Thus, the proposed study aims to explore the opportunities, experiences, and challenges faced by teacher educators in leveraging personalized learning platforms for their professional development. A qualitative case study approach will focus on teacher educators in the B.Ed. Honors Program in public sector teacher training colleges and universities of Sukkur. Data will be collected through 10-15 semi-structured interviews of those teacher educators who have availed such platforms: i-e, Coursera, LinkedIn, edX, Moodle, MOOCs Udemy, Skill-share and alike and analysis of online platform usage. Thematic analysis will be used to identify emerging patterns and themes related to personalized learning, professional development, and challenges in the implementation process. This study will shed light on the diverse ways teacher educators engage with

customized learning platforms. The study will reconnoiter opportunities, teacher-educators' experiences and barriers. Preliminary findings are expected to emphasize the need for targeted professional development programs that integrate personalized learning tools to support teacher educators effectively. The study will provide valuable insights into integrating personalized learning platforms in teacher education, offering recommendations for educational leaders, teacher-educators, policy makers, and teacher training agencies for overcoming challenges and optimizing professional development opportunities.

THE INTEGRATION OF ENTREPRENEURSHIP IN EDUCATION IN PAKISTAN: DEVELOPING SKILLS FOR INNOVATION, ECONOMIC GROWTH, AND PERSONAL DEVELOPMENT

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ABSTRACT

Entrepreneurship education is increasingly recognized as a transformative force in fostering innovation, economic growth, and personal development. However, Pakistan's education system remains largely focused on traditional learning approaches aimed at securing employment rather than cultivating entrepreneurial skills. This study explores the integration of entrepreneurship education into Pakistan's educational framework, emphasizing its role in equipping students with creativity, critical thinking, problem-solving, and business acumen. Using a qualitative approach, semi-structured interviews with educators, students, and entrepreneurs were conducted to assess the current gaps and opportunities in entrepreneurship education. The findings indicate that while entrepreneurship education has the potential to create job opportunities and enhance economic progress, systemic barriers—such as outdated curricula, lack of practical training, and limited institutional support—hinder its implementation. The study advocates for curriculum reforms, experiential learning, mentorship programs, and stronger industry-academia collaborations to bridge the gap between theoretical knowledge and real-world entrepreneurial practice. By fostering an entrepreneurial mindset, Pakistan's education system can better prepare students not just to seek employment but to become innovators and job creators, contributing to sustainable economic development.

PROFESSIONALIZING URDU LANGUAGE TEACHING: AN INNOVATIVE SPECIALIZATION IN PRE-SERVICE TEACHER EDUCATION

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ABSTRACT

In Pakistan's multilingual landscape, Urdu holds national significance as both a medium of instruction and a subject in public schools. However, a persistent misconception suggests that native fluency alone is sufficient for effective Urdu teaching. To bridge this gap, the Government Elementary College of Education, Hussainabad, adopted by Durbeen, has introduced an Urdu Specialization Course in the final year of the four-year B.Ed. program. This course enhances pre-service teachers' theoretical knowledge and pedagogical skills in Urdu instruction, particularly for primary and elementary grades. It integrates modern language acquisition models, AI-based assessments, microlearning, and hybrid teaching strategies to improve teaching effectiveness and foster reflective practices. Additionally, it introduces bilingual education methods, translanguaging strategies, and evidence-based pedagogy to equip teachers for multilingual classrooms. A rigorous approval process, including academic committee reviews and external expert evaluations, ensured alignment with the HEC teacher education curriculum and national standards. Launched in Fall 2024, the course addresses gaps in inquiry-based learning, research-oriented teaching, and curriculum development skills for Urdu teachers. Expected outcomes include the development of highly skilled Urdu teachers capable of curriculum reform, integrating modern pedagogy, and improving Urdu instruction across disciplines. By professionalizing Urdu teaching through structured training and specialization, this initiative strengthens teacher agency, curriculum flexibility, and instructional quality in Pakistan's education system.

This presentation shares insights into the course development process, pedagogical innovations, and early implementation experiences, offering valuable lessons for teacher education programs aiming to strengthen national language instruction.

Keywords: bilingual education, inquiry-based learning, research-oriented teacher

Paper ID: 61 Theme: Revamping of Teachers' Education Curriculum

EFFECT OF INSTRUCTIONAL LEADERSHIP ON TEACHERS' PRACTICES AT ECE LEVEL

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ABSTRACT

Instructional leaders play a crucial role in enhancing teaching-learning practices, ultimately improving both teacher performance and student achievement. This study explores the impact of instructional leadership on teachers' practices at the ECE level. The objectives were to examine the effects of: 1 communicating school mission,: 2 managing instructional programs,: 3 providing a positive learning climate,: 4 observing instructional programs, and: 5 assessing instructional programs on teachers' practices at the ECE level. This quantitative research adopted a descriptive survey design, employing a causal-comparative approach. The independent variable was instructional leadership, while the dependent variable was teachers' practices. Using a multistage sampling technique, 200 head teachers and 100 primary teachers from government schools in Tehsil Mandi Bahauddin were selected. Data were collected through questionnaires for head teachers and observations for teachers. Findings revealed that instructional leadership significantly enhances teachers' classroom performance. It is recommended that instructional leaders collaboratively set school visions, adapt plans based on needs, and create supportive environments for effective teaching and learning. Observing and evaluating teachers' performance improves teaching skills, recognizes excellence, and helps align instructional strategies with student learning outcomes, curriculum effectiveness, and professional development needs.

Keywords: instructional leaders, teaching-learning practices

Paper ID: 95 Theme: Revamping of Teachers' Education Curriculum

ENHANCING QUALITY OF TEACHER EDUCATION THROUGH EMERGING TECHNOLOGIES: A MIXED- METHODS INVESTIGATION

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ABSTRACT

The rapid growth of emerging technologies such as artificial intelligence: AI revolutionized every field of life including education. Integration of emerging technology offers knowledge and opportunities to enhance teaching and learning .This study explores the current trends and challenges in the integration of emerging technologies into teaching and learning, examine the perceptions of prospective teachers regarding the effectiveness of emerging technologies in enhancing teaching and learning and identify knowledge and skills that prospective teachers need to acquire to integrate emerging technologies for their teaching and learning. The study employs mixed methods research design. Closed ended questionnaire was used to know about the perceptions and experiences of prospective teachers and semi structured interviews were used to collect data from teacher educators to know their perceptions and experiences in the integration of emerging technologies to enhance teaching and learning. The researcher used a closed ended questionnaire for prospective teachers and semi structured interviews were used to collect data from the teacher educators. Researcher used mean and percentage for the analysis of closed ended questionnaire and interviews were analyzed thematically. Findings indicates that integration of emerging technologies enhance teaching as well as it helps the students to complete their tasks on time, personalized learning and students get support from this technology. Teachers plan their activities well; they can make their classroom more effective and engaging and provide valuable insight on how to enhance teaching and learning. It is recommended that support and guidance may be provided by teachers to prospective teachers on how to effectively integrate emerging technologies in their teaching and also to enhance their learning.

Paper ID: 122 Theme: Revamping of Teachers' Education Curriculum

DEVELOPING AN INTERVENTION FRAMEWORK FOR INTEGRATING 'AFFECTIVE SKILLS' IN TEACHER EDUCATION PROGRAMMES

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ABSTRACT

This dissertation proposes an intervention framework to embed the affective domain within the preservice teacher education programme, specifically the B.Ed.: Hons offered in Pakistani public sector universities. Literature shows that affective education addressing learners' beliefs, interests, and values has been consistently sidelined in favour of academic attainment, especially at the tertiary level. This qualitative study adopted a phenomenological research design within the interpretive tradition, focusing on 'the experience of understanding' and individuals' lived experiences. Sixty-five participants, including 22 teacher educators, 35 prospective teachers, 5 curriculum planners, and 3 policymakers from Lahore's teacher education sector, were engaged. Data were gathered using a pluralistic approach. The study explored perceptions of the affective domain and sought deeper insights into how teacher education programmes are structured and implemented. Lesson observations examined alignment between classroom practices and the dispositions outlined in the National Professional Standards for Teachers: NPST . Findings revealed notable discrepancies in integrating affective traits into teacher dispositions, with standards often framed as skills, causing ambiguity around desired teacher characteristics. Focus group discussions and classroom observations confirmed an absence of affective content in course planning, lecture delivery, activities, and assessment, with a persistent reliance on cognitive approaches. This conventional model limits the development of holistic teacher attributes. The proposed intervention seeks to embed affective elements that promote engagement, collaboration, and critical thinking. The Participatory Intervention Model: PIM , shaped by existing literature and participant input, offers a framework to integrate affective skills into the Teacher Education Curriculum, forming the principal outcome of this study.

Paper ID: 127 Theme: Revamping of Teachers' Education Curriculum

SELF-ASSESSMENT, A SUPPORT FOR TEACHERS AND STUDENTS TEACHING LEARNING PROCESS

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ABSTRACT

There is growing emphasis on students' centered learning, to be followed by the teachers in classroom. Education system has recognized the importance of independent learning and skills in teaching learning process. Current assessment practices are lacking in providing timely and meaningful feedback and are probably not much effective for students' learning abilities and skills. Educational research around the world is becoming more in favor of formative assessment practices. The central aspect of formative assessment is self-assessment, that has probably more acceptance on the part of the test takers, but the similar is not common in practice, even by teachers who take assessment seriously. Therefore, the aim of the given experimental study is to explore the effect of students' self-assessment practices as a strategy of formative assessment on students' learning dispositions and academic performance at elementary level. True experimental research design was used for this quantitative study, where the self-assessment by the students was initiated as intervention that help students to understand how to evaluate personal academic performance that indirectly promotes student motivation and achievement. Further finding support that the same assessment practices foster positive learning dispositions among students' along with their in-depth understanding of the learning tasks, and consequently make students to become independent and lifelong learners.

THE IMPACT OF CHATBOT TECHNOLOGY ON EDUCATOR EMPOWERMENT: SHAPING THE FUTURE OF TEACHING AND LEARNING IN HIGHER EDUCATION

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ABSTRACT

Educational institutions now incorporate chatbot technology as a digital solution to optimize educational methods in the modern digital society. An investigation into how much these tools empower to educators remains lacking especially for university education settings. The research fills this knowledge gap by investigates the impact of chatbot technology on empowering educators and shaping the future of teaching and learning. The objectives of the study were: 1 to examine the role of chatbot technology in enhancing educator empowerment in higher education,: 2 to assess the impact of chatbot use on teaching and learning practices,: 3 to compare perceptions of chatbot technology among educators based on gender differences, and: 4 to identify risks associated with the use of chatbot technology in teaching. A mixed-method research design was employed. The authors collected quantitative data through questionnaires directed at 100 university teachers and obtained qualitative evidence from interviews with 10 teachers and analysis of 10 scholarly papers on educational chatbots. The quantitative survey data analysis employed Descriptive and inferential statistics through which SPSS processed data and thematic analysis combined with NVivo 14 software handled qualitative assessment. Educator empowerment increased substantially through chatbot technology which offered them both instructional resources and innovative teaching tools. The adoption of chatbots resulted in an improved teaching environment because teachers observed better efficiency both in delivering content and increasing student engagement levels. There was no significant difference in the perceptions of chatbot technology between male and female educators, with both groups acknowledging its utility in research and teaching. Chatbot accuracy along with technology dependence and data security represent the major risks that were detected throughout the study.
Keywords: *chatbot technology, future teaching, educator empowerment*

ASSESSING LEARNINGOUTCOMES IN ASSESSMENT TASKS OF TEACHER EDUCATION PROGRAM

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ABSTRACT

This study critically examines the alignment between intended learning outcomes and assessment tasks in teacher education programs, highlighting the need for revamping the teachers' education curriculum. The objectives were to assess the relevancy of assessment tasks with intended outcomes, analyze cognitive levels addressed, and evaluate content coverage in examinations. Using a quantitative document analysis method, the study analyzed 36 tests developed by 18 teacher educators from public universities in Punjab, supported by feedback from 12 reviewers. A validated framework, FAAT: Frame for Assessing Assessment Tasks , was employed for data collection and analysis. Results revealed that assessment tasks were only partially aligned with course content and learning outcomes, with limited emphasis on higher-order cognitive skills. Furthermore, inconsistencies were found in test item formats and scoring practices. These findings emphasize the need to revise teacher education curricula to strengthen assessment design, promote higher-order thinking, and ensure a coherent relationship between learning objectives, course content, and evaluation methods. Recommendations are provided to guide the development of a modern, competency-based teacher education curriculum
Keywords: *competency-based teacher education, modern teacher education curriculum*

AN INVESTIGATION INTO THE EFFECTS OF TUTORIAL SESSION ON STUDENTS'ACADEMIC, PSYCHOLOGICAL, SOCIAL AND EMOTIONAL DEVELOPMENT AT UNIVERSITY LEVEL

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ABSTRACT

A tutorial is a method of transferring knowledge and may be used as a part of a learning process. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task. Tutorial sessions are specialized instructional meetings designed to offer concentrated guidance and enhance learning in specific subjects or skills. These sessions, which can be academic or skill-focused, often employ an interactive and hands-on approach, differing from traditional lectures. Tutorial session are instructional session designed to provide focused guidance and learning opportunities in a specific subject or skill. These sessions can take various forms, ranging from academic tutorials that offer additional support for students in a particular course to skill development tutorials that teach practical abilities such as programming, art, or business skills. Tutorials may be conducted in- person or online, often featuring a more interactive and hands-on approach compared to traditional lectures. The objectives of the study were to assess the effect of a tutorial session on the knowledge and attitude of students and on stress management and coping mechanisms of students. This study aimed to explore the attitudes and knowledge of students regarding tutorial sessions. The study was limited to university Agriculture Faisalabad. These findings suggest that tutorial sessions are instrumental in advancing students' academic performance and overall development. Therefore, universities should conduct further comprehensive studies to examine the multifaceted impact of tutorial sessions on students' academic, psychological, social, and emotional growth and integrate systematic assessments to better understand their benefits.

Keywords*: tutorial session, psychological development, emotional development, stress management*

EVALUATING THE EFFECTIVENESS OF STEAM PEDAGOGY ON STUDENTS MATHEMATICAL LEARNING AT HIGH SCHOOLS OF KHAIRPUR SINDH

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ABSTRACT

The study explored how STEAM-based instructional strategies affect math learning outcomes among high school students. Emphasis was placed on evaluating improvements in engagement, critical thinking, and academic performance through interdisciplinary teaching. To answer the research questions, using interpretivist lens of epistemology, and constructivist lens of ontology, the qualitative research design was employed wherein the data were gathered through the semi-structured interviews from 23 high school teachers. The data were analyzed using Braun and Clark's 6 steps of thematic analysis, which allowed raw data processing from transcription to generating categories and sub-categories. Three major themes emerged: STEAM pedagogy impact on students' math achievement; effects of STEAM pedagogy on students' engagement and motivation for learning math, and level of teachers' readiness for STEAM integration. The findings suggest that STEAM pedagogy enhances students' problem-solving skills and critical thinking, and at the same time makes learning math more interactive and a meaningful experience, moreover, teachers were found professionally equipped to adopt STEAM pedagogy. Conversely, lack of training, limited resources, and inadequate institutional support pose challenges in the effective implementation of STEAM pedagogy. The study suggests that providing professional development and sufficient resources ensure successful integration of STEAM pedagogy in math education. Future studies may focus on scanning the appropriateness of environment for STEAM education.

Keywords: *steam pedagogy, mathematics learning*

EVALUATING THE IMPACT OF CONTINUING PROFESSIONAL DEVELOPMENT ON LANGUAGE TEACHING EFFICACY: A KIRKPATRICK MODEL ASSESSMENT

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ABSTRACT

This study aimed to evaluate the impact of Continuing Professional Development: CPD programs on language teaching efficacy using Kirkpatrick's Four-Level Model. Conducted in Islamabad, Pakistan, the research employed a simple survey design with a five-point Likert scale questionnaire to assess teachers' reactions, learning, and teaching behaviors after attending CPD programs. The sample consisted of 50 language teachers from various schools. Data were analyzed using Chi-square tests to determine any significant associations between CPD participation and improvements in teaching practices. The findings indicated that CPD programs positively influenced teachers' perceptions of their knowledge and teaching strategies, leading to enhanced student language outcomes. The study concludes that CPD initiatives are valuable for improving teachers' language teaching effectiveness and recommends further expansion and refinement of such programs.

Keywords: continuing professional development, language teaching efficiency

INVESTIGATING THE INTEGRATION OF VIRTUAL TRIPS FOR STUDENT LEARNING

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ABSTRACT

Virtual trips have emerged as a transformative educational tool, providing students with immersive, interactive learning experiences that transcend the limitations of traditional classroom instruction. Rooted in experiential learning theories, virtual trips simulate real-world environments, enhancing student engagement, knowledge retention, and critical thinking. This literature-based study reviews 30 research papers to examine the integration of virtual trips in education, focusing on their impact on student learning, cognitive development, and pedagogical effectiveness. Research indicates that virtual trips significantly enhance student engagement by fostering curiosity and motivation. Unlike passive learning methods, they provide an active learning experience that strengthens conceptual understanding and spatial cognition. In science education, virtual simulations improve students' grasp of complex phenomena by offering dynamic, visual representations of abstract concepts. Similarly, in history and geography, virtual trips enable students to explore historical sites and geographical landscapes, enriching their contextual understanding and critical thinking. Despite their advantages, integrating virtual trips into education present challenges, including technological accessibility, teacher preparedness, and curriculum alignment. Studies emphasize the need for pedagogically sound implementation strategies to maximize their benefits. Research further highlights the role of virtual trips in promoting equitable learning experiences, particularly in resource-constrained settings where physical field trips are not possible. This review consolidates existing knowledge on virtual trips in education, offering insights into their effectiveness, challenges, and best practices. It underscores the need for further empirical studies to refine virtual trip-based pedagogies and enhance their scalability in diverse educational contexts.

Keywords: virtual trips, spatial cognition, teacher preparedness

DEVELOPING A TPACK-BASED TEACHER EDUCATION ROADMAP: BRIDGING PRE-SERVICE TRAINING AND CAREER DEVELOPMENT

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ABSTRACT

This study aimed to develop a TPACK-based teacher education roadmap to better connect pre-service training with career development by incorporating Technological, Pedagogical, and Content Knowledge: TPACK into teacher preparation programs. A mixed-methods research design was used to assess the strengths and gaps in current teacher education practices. The study included 50 pre-service teachers, 30 in-service teachers, 20 teacher educators, and 10 policymakers, selected through purposive and stratified random sampling. Data were collected using survey questionnaires, semi-structured interviews, and document analysis of teacher education curricula. Quantitative data were analyzed using descriptive statistics, while qualitative data were examined through thematic analysis. Findings revealed a lack of structured mentorship, limited technology integration, and unclear career progression pathways for teachers. One key recommendation is the introduction of structured mentorship programs to help teachers apply TPACK principles effectively, ensuring continuous professional growth and improved teaching practices.

Keywords: TPACK, career development, service training

EXPLORING REFLECTIVE WRITING SKILLS AMONG PROSPECTIVE TEACHERS: A SURVEY BASED STUDY

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ABSTRACT

This study aimed to explore the reflective writing skills of prospective teachers of institute of Education at University of Sargodha. This study employed a Quantitative research design, utilizing a survey method to collect data. The subjects of this study were 90prospective teachers, chosen by a purposive sampling technique. Data were collected through self-administered description types Questionnaire designed according to Gibbs reflective cycle containing six components Description, Feeling, Evaluations, Analysis, conclusion and Action plan. The questionnaire consists of 10 short answer questions, covering students perception and experiences with reflective writing as well as their demographics characteristics. The qualitative data was analyzed using descriptive statics, including frequencies and percentages to summarize the findings. The study's findings reveled that prospective teachers showed some proficiency in reflective writing, while students are able to describe their learning experiences and feelings they inclined to focus on descriptive aspects, but struggle with deeper analysis, evaluation and application of their learning. Therefore it is essential to provide treatment, instruction and feedback to support prospective teacher's development of reflective writing skills.

Keywords: Prospective teachers, Reflective writing skills, Gibbs Reflective cycle

EXPLORING THE EXISTING TIME MANAGEMENT SKILLS OF PROSPECTIVE TEACHERS SANA MUSHTAQ, DR. SHAISTA KHALID & DR. AHMAD BILAL CHEEMA INSTITUTE OF EDUCATION, UNIVERSITY OF SARGODHA, PAKISTAN

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ABSTRACT

Prospective teachers are prepared for multitasking in diversified situations and roles in university and then in professional life. The prospective teachers who struggle with time management, lead to stress, missed deadlines, and reduced productivity. This research contributes valuable insights to teacher education programs, supporting future educators in managing their time efficiently. This quantitative descriptive study assesses the

existing time management skills of prospective teachers using an online tool, the Time Management Survey by Tremayne & Kimberley: n.d. . A sample of 230 prospective teachers was selected through purposive sampling from the Institute of Education, University of Sargodha. Data was collected via an online survey and analyzed using descriptive and inferential statistics. The reliability of the tool, measured by Cronbach's Alpha: 0.85 , confirms its internal consistency. Findings reveal that 25% of participants demonstrated effective time management, excelling in goal setting, prioritization, and task organization. 15% exhibited moderate time management abilities, needing improvement in managing distractions and maintaining productivity. Alarmingly, 60% of participants struggled significantly with time management, particularly in task organization and meeting deadlines. Based on these findings, the study recommends there is need for specialized training programs to enhance time management skills among prospective teachers. Various training approaches are available; literature suggests that reflective practices are the most effective method. By fostering self-regulation, structured reflection, and targeted time management training these practices can help prospective teachers develop sustainable time management habits, ultimately these interventions can improve academic performance, productivity, and overall effectiveness.

Keywords*: Time Management, Prospective Teachers, Reflective Practices, Self-Regulation.*

PREPARING PROSPECTIVE TEACHERS FOR LEADERSHIP ROLE: A ROADMAP TO STRENGTHENING TEACHER EDUCATION

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ABSTRACT

Developing leadership skills among prospective teachers is important for aligning with developing roadmap for teacher education. Many universities provide students with academic knowledge but with less mastery in leadership skills. The objectives of this study were to identify prospective teachers' readiness to develop leadership skills among students, highlight the techniques that prospective teachers use to develop leadership skills, to identify the problems that prospective teachers face during developing leadership skills. The prospective teachers of the International Islamic University Islamabad, National University of Modern Languages Islamabad, Peer Mehr Ali Shah Arid Agriculture University and Fatima Jinnah Women University Rawalpindi were considered as population. A descriptive research design and mix method was used. The quantitative data were calculated by mean, percentage. Thematic analysis was done for qualitative data. The results highlighted that prospective teachers' had high level of readiness level for development of leadership skills among student. Prospective teachers use different techniques for development of leadership skills among students that are assigning group tasks, different activities during class, motivating students, presentations and discussion on different topics as a technique for development of leadership skills among students. The results highlighted that prospective teachers face different difficulties during development of leadership skills among students like lack of motivation among students, lack of confidence, shyness, lack of teamwork among students, student' diverse mindset and conflict between academic pursuits and leadership role. It is recommended to prospective teachers may create leadership opportunities like student council positions, peer mentoring programs, or project-based activities.

Keywords*: Teacher education roadmap, Prospective teachers, Leadership Skills, teacher readiness.*

PERCEPTIONS OF SECONDARY SCHOOL TEACHERS ON THE INTRODUCTION OF TEACHING LICENSES IN SINDH: A QUALITATIVE STUDY

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ABSTRACT

The teaching license acts as a crucial element of educator development & teaching licenses become essential for advancing both professional skills and career advancement goals. Statistical evidence shows teaching licenses allow educators to obtain ongoing professional development which keeps them informed about innovative educational approaches: Anabo & Fischl, 2025 . Open licensing policies guarantee fair hiring procedures by selecting personnel based on their merits while promoting accountability throughout the educational system: Saranich, 2025 . Secondary school instructors from Sindh Pakistan are evaluated on their views regarding the newly instituted teaching license system within their province. A qualitative phenomenological study design was used to obtain data from teachers through semi-structured interview methods. With 30 teachers from three public schools in Karachi. The research team selected participants through purposive sampling because they possessed teaching experience and specialized understanding of educational licensing. The results verify research findings about licensed educators who show enhanced instructional capabilities and improved student accommodativeness: Lam et al., 2025 . The research shows that teaching licenses could reduce the public-private disparity in teaching quality because they integrate standardized teaching competencies and educational methods into practice. The implementation of teaching licenses in Sindh will enhance the teaching career by giving educators both professional credibility and opportunities for professional advancement: Kristanto & Amalia, 2025 . The research adds important information to the license policy discussion which will help educational administrators and those working in teacher development systems. A transparent and fair licensing system based on competency assessment ensures the recruitment of qualified educators who will improve the entire educational standard of Sindh.

Keywords: *teaching license, teachers accountability, teaching competecies*

DECODING GLOBAL TEACHER LICENSING: A COMPARATIVE ANALYSIS AND DATA-DRIVEN RECOMMENDATIONS FOR FUTURE PRACTICE

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ABSTRACT

Background

Teacher licensing is essential for ensuring education quality, professional accountability, and student success. However, countries adopt different models, from centralized, standardized systems: e.g., Finland, Singapore to flexible, competency-based pathways: e.g., the United States, Canada . While standardized systems maintain high teaching quality, they may lack adaptability. In contrast, flexible models address teacher shortages but raise concerns about consistency. This study examines licensing frameworks to determine best practices for a balanced, effective system.

Method

A comparative analysis was conducted using qualitative and quantitative data from government policies, global education reports, and case studies. Metrics included teacher qualification standards, certification pathways, professional development, and student performance correlations. A mixed-method approach combined statistical analysis and policy evaluation to identify challenges and best practices.

Results

Findings indicate that centralized licensing systems ensure high teaching standards but may restrict workforce diversity. Conversely, decentralized models increase accessibility but create inconsistencies in teacher

preparedness. Countries adopting competency-based assessments and ongoing professional development demonstrate stronger alignment with evolving educational needs. Technology-driven credentialing and micro-credentialing are emerging as effective tools for balancing rigor and flexibility. Conclusion

A hybrid licensing framework is recommended, incorporating competency-based assessments, continuous professional development, and digital credentialing. Policymakers should integrate standardized quality measures with flexible pathways to ensure an equitable, future-ready teaching workforce.

Keywords: hybrid licensing, competency-based assessment, CPD

Paper ID: 76 Theme: Teachers' Licensing

NAVIGATING THE TEACHER LICENSING LANDSCAPE: A SWOT ANALYSIS OF TEACHER EDUCATORS' PERCEPTIONS AND READINESS

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ABSTRACT

The study explores teachers' perceptions and readiness regarding Pakistan's newly introduced teacher licensing system in Islamabad's university context. It employs a phenomenological design with a qualitative approach and applies the SWOT analysis framework. The study population consists of teacher educators from public universities in Islamabad, with purposive sampling used for participant selection. Semi-structured interviews were conducted with six teacher educators, recorded, transcribed, and analyzed using inductive thematic analysis. Findings revealed that a key strength identified by the teacher educators was that a well-communicated and supported licensing system could foster a more trusting environment for professional growth. However, resource constraints, transparency, and accountability were common concerns, seen as potential threats to the system's success. Two primary opportunities were highlighted: on an individual level, the system could provide a transparent roadmap for professional development, and on a policy level, it could align with international licensing standards. The study also points to skepticism among teachers towards the licensing policy, driven by concerns about its implementation and clarity. Participants emphasized the importance of enhanced stakeholder engagement and better communication about the system's benefits and impact on professional growth. The study advocates for refining the licensing process to align with Pakistan's educational goals of inclusivity and quality teaching to improve academic outcomes.

Keywords: teacher readiness, teacher license, SWOT analysis

Paper ID: 89 Theme: Teachers' Licensing

PERCEPTION OF TEACHERS AND HEAD TEACHERS ABOUT TEACHER'S LICENSING SYSTEM IN PAKISTAN

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ABSTRACT

Teacher licensing systems have been implemented worldwide to standardize education, enhance professional credibility, and improve educational outcomes. However, in Pakistan there appears little progress regarding the application of concept of teacher licensing. To explore teachers' perceptions of the licensing system a quantitative approach is applied. A structured questionnaire was given to a sample of 500 teachers from different educational setups, to evaluate their understanding, acceptance, and concerns about licensing policies. Teacher's perception, comments and suggestions on initiating teachers licensing make insights particularly relevant and indispensable for the study. Factor analysis was performed to identify the main factors shaping teachers' perceptions. Initial findings indicate that although teachers are aware of licensing system and they recognized the potential advantages of licensing. They have considerable concerns regarding the practicality and fairness of its implementation. Preliminary survey results show that majority of respondents view licensing as beneficial for professional credibility, yet feel it lacks adequate institutional backing. According to data licensing can enhance the status of the teaching profession, attract top-tier professionals, and build public trust in the education system by ensuring that only qualified educators enter the field. Furthermore, tackling licensing challenges in an equitable manner can create more inclusive opportunities for

teachers from various socio-economic backgrounds, thereby promoting workforce stability and advancing educational equity. Academically, it adds to the discussion on teacher licensing by presenting empirical evidence on teachers' perceptions, filling gaps in current literature, and offering a comparative view of global licensing practices. It also provides valuable insights for future research on policy implementation in education management and teacher professional development.

ROLE OF SCHOOL MANAGEMENT IN EFFECTIVE IMPLEMENTATION OF TEACHER'S LICENSING SYSTEM IN PUNJAB

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ABSTRACT

Teacher licensing is a crucial step in ensuring quality education and maintaining professional standards in the teaching profession. Effective implementation of a licensing system requires active involvement from educational management, who play a central role in assessing teacher performance and professional development. This study explores how school management can facilitate the initiation of a teacher licensing system, emphasizing their role in evaluation, mentoring, and policy enforcement. A quantitative survey was conducted among 500 head teachers from diverse educational institutions to assess their perspectives on the feasibility, challenges, and potential benefits of a licensing framework. The findings highlight that school management can contribute by developing performance evaluation metrics, conducting structured professional development programs, and collaborating with education authorities to set licensing criteria. Additionally, head teachers can ensure compliance with standards by providing structured feedback, mentoring teachers for continuous growth, and recommending licensing renewals based on performance assessments. The study also identifies challenges, including resistance to change, resource constraints, and the need for clear policy guidelines. By integrating management insights, a structured licensing framework can enhance teaching quality, promote accountability, and elevate the status of the profession. The results emphasize the necessity of management-led training sessions, standardized evaluation tools, and collaboration between school leadership and policymakers. This research provides a foundation for developing a management-driven licensing approach that ensures teacher competency, continuous professional growth, and adherence to educational standards. The findings offer valuable insights for policymakers, administrators, and educational leaders aiming to implement a sustainable and effective teacher licensing system.

EFFECTS OF TEACHER LICENSING ON EDUCATORS' PROFESSIONALISM IN GLOBAL CONTEXT: SINDH CASE IN LOCAL EXPERTS' PERCEPTIONS

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ABSTRACT

Teacher licensing is recognized globally as a cornerstone for enhancing educator professionalism, fostering accountability, and improving educational outcomes. The Sindh Teaching License framework was introduced to help to elevate the professional norms of teaching in Sindh, Pakistan. It is supposed effects, particularly from the viewpoints of local authorities, have been little studied though. Emphasizing education specialists, legislators, teacher trainers, and licensed teachers, this research investigates how teacher licensing influences the professionalism of instructors in Sindh. The scientists' compiled information using semi structured interviews and document analysis employing a qualitative phenomenological technique. The findings show that adoption of the plan presents both difficulties and chances, including the need of procedural openness, consistency with global norms, and availability of career training. The research gives policy suggestions designed to increase the effectiveness of the framework and to promote more worldwide acceptance. By including view from Sindh and recommending ideas for the education field of the region, this study helps to

advance the worldwide discussion on teacher licensing. This research also recommended a framework for international integration of teaching license for Sindh.

Paper ID: 138 Theme: Teachers' Licensing

TEACHERS' LICENSING: ENSURING PROFESSIONAL STANDARDS IN EDUCATION, A STUDY IN THE PAKISTANI CONTEXT

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ABSTRACT

Teachers' licensing is a critical measure for maintaining quality and accountability in education systems worldwide. In Pakistan, however, no unified national licensing system for teachers exists, resulting in inconsistencies in teacher quality and professional standards. This study examines the necessity, potential benefits, and challenges of introducing a structured teachers' licensing system in Pakistan. Using a mixed-methods design, the research collects data from policymakers, teacher educators, and pre-service teachers across major regions. The findings highlight strong support for licensing to enhance teacher professionalism, accountability, and student outcomes. Recommendations include developing a tiered licensing framework integrated with continuous professional development requirements.

Paper ID: 20 Theme: Teachers' Induction & Career Pathways

SUSTAINABLE DEVELOPMENT GOALS AND TEACHER EDUCATION: A ROADMAP FOR QUALITY AND ACCREDITATION IN PAKISTAN

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ABSTRACT

Teacher education serves as a fundamental pillar in achieving the Sustainable Development Goals: SDGs , particularly SDG 4, which emphasizes inclusive and equitable quality education. This study critically examines the role of teacher education in advancing sustainable development by evaluating accreditation mechanisms, licensing frameworks, and quality assurance standards. The research identifies existing deficiencies in teacher education policies and proposes strategic reforms to enhance curricula, elevate pedagogical standards, and align licensing protocols with internationally recognized benchmarks. By fostering institutional collaboration, integrating sustainability-driven methodologies, and reinforcing continuous professional development: CPD , this study presents a comprehensive roadmap for strengthening teacher education systems. The findings contribute to the global discourse on sustainable education, offering actionable insights for policymakers, academic institutions, and accreditation bodies to ensure long-term quality assurance and professional excellence in teacher education.

ELEVATING THE RESILIENCE OF POSTGRADUATE STUDENTS THROUGH TEACHERS' PROFESSIONALISM: A CROSS-SECTIONAL STUDY OF PUBLIC SECTOR UNIVERSITIES OF PUNJAB, PAKISTAN

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ABSTRACT

This study examined the impact of teachers' professionalism on elevating the resilience of postgraduate students at public-sector universities in Punjab, Pakistan. Moreover, the study investigated the relationship between teachers' professionalism and the resilience of postgraduate students. The researchers followed the cross-sectional survey design. The study sample: 241 postgraduate students of the Department of Education from 10 public-sector universities in Punjab, Pakistan was selected by employing a stratified random sampling technique. This quantitative study used two scales one adopted "Brief Resilience Scale": Smith et al., 2008 and the second one self-structured and self-validated the "Teachers Professionalism Scale" to collect data. We gathered data by distributing it via Google Forms through WhatsApp and email. We analyzed the data using inferential statistics, specifically Pearson correlation and linear regression analysis. Results revealed a positive impact of university teachers' professionalism on the resilience of postgraduate students. Additionally, it was found that there was a significant relationship between university teachers' professionalism and the resilience of postgraduate students. The study recommended focusing on the professionalism of university teachers and developing more interventions to enhance the resilience of postgraduate students.
Keywords: Teachers' Professionalism, Resilience, Postgraduate Students, Cross-sectional Study

NEWLY QUALIFIED TEACHERS' PERCEPTIONS OF SCHOOL-COLLEGE LIAISON SUPPORT IN TWO GOVERNMENT SCHOOLS IN KARACHI

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ABSTRACT

Teacher education programs globally face challenges in bridging theoretical learning with practical classroom implementation, creating difficulties for Newly Qualified Teachers: NQTs . In Pakistan, despite enhancements through the four-year B.Ed.: Hons Curriculum, this transition remains problematic. To address these challenges, Durbeen, in collaboration with Zindagi Trust: ZT , introduced School-College Liaisons: SCLs — experienced faculty providing contextualized support to NQTs at two government schools in Karachi. SCLs offer guidance in lesson planning, interpreting Scheme of Studies: SoS documents, integrating supplementary materials, conducting weekly lesson discussions, classroom observations, co-teaching, and demonstration lessons, alongside logistical and professional development support. This qualitative study, aligned with the conference theme "Teachers' Induction & Career Pathways," explores NQTs' perceptions of SCL effectiveness through Focus Group Discussions: FGDs and semi-structured interviews. FGDs involve subject-specific groups: e.g., mathematics, English, Urdu, Science of NQTs supported by assigned SCLs, with additional interviews conducted with SCLs and ZT leadership for triangulation. Preliminary feedback indicates improvements in lesson planning, instructional delivery, and classroom management due to SCL support. However, areas needing refinement include aligning curricular expectations, clarifying institutional roles, and enhancing administrative support. The study explicitly employs a feedback loop where practical insights from NQTs continuously inform curricular improvements in the B.Ed. program. Findings from this research-in-progress aim to demonstrate how structured mentorship models effectively bridge theoretical teacher

education and classroom practice. Insights from this study will directly enhance teacher education curricula, potentially serving as a sustainable model for improving teacher quality and retention.

Keywords: *newly qualified teachers, focus group discussion, lesson planning*

Paper ID: 5 Theme: Teachers' Standards

NAVIGATING ACADEMIC TENSIONS: EXAMINING THE IMPACT OF TEACHING-RESEARCH CONFLICT ON CAREER GROWTH THROUGH ROLE AMBIGUITY AND THE MODERATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT

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ABSTRACT

The dual demands of teaching and research create significant challenges for faculty members, often resulting in teaching-research conflict: TRC , which can hinder their professional development. This study investigates the impact of TRC on career growth, with role ambiguity as a mediating factor and perceived organizational support: POS as a moderating variable. Drawing on role stress theory and social exchange theory, it is proposed that TRC increases role ambiguity, which in turn negatively affects career growth opportunities. Furthermore, it is argued that higher levels of POS can buffer the adverse effects of TRC on role ambiguity, mitigating its negative impact on career growth. Using a quantitative approach, data is collected from faculty members across various academic institutions and analyzed through structural equation modeling: SEM . The findings provide valuable insights into how universities can enhance faculty career growth by addressing role ambiguity and strengthening organizational support mechanisms. This study contributes to the academic discourse on work-related conflicts in higher education and offers practical implications for institutional policies aimed at improving faculty well-being and professional advancement.

Keywords: *teaching research conflict, perceived organizational support*

Paper ID: 13 Theme: Teachers' Standards

TEACHERS' PERSPECTIVES ON TEACHING GLOBAL CITIZENSHIP IN SCHOOLS: CHALLENGES AND OPPORTUNITIES

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ABSTRACT

In the epoch of globalization, Global Citizenship Education: GCE has become an essential pedagogical approach in order to develop the students' critical thinking, cross-cultural awareness, and social responsibility. This research investigates teachers' perspectives on incorporating GCE in schools, highlighting both challenges and opportunities in various educational contexts. It will also examine the relevance of primary and secondary school teachers` status as global citizens, advocating for a more well-organized approach that helps the learners comprehend in navigating towards a more globalized world. A qualitative methodology will be used to analyze teachers` perspectives. The results will indicate that the teachers recognize the significance of GCE in developing inclusivity and international awareness and its longterm effects on the students. However, they are impeded by manifold barriers, which includes minimal support from institutions, curricular restraints, and no professional preparation and alongside that cultural as well as political sensitivities that hinder its fruitful application. This study will highlight the reasons that halt teachers' accessibility to GCE material that restricts them from providing holistic guidance. Despite the challenges, the study guides promising avenues of developing GCE through innovative teaching methods, new technologies, and collaborative global projects. To conclude, it will amplify the voices of teachers, by presenting suggestions for the policy makers, curriculum developers, and trainers to include relevant content for the students that can lead them towards global competence.

Keywords: *Global Citizenship Education, Teachers' Perspectives, Educational Challenges, Curriculum Integration, Policy Support, Global Perspectives*

Paper ID: 29 Theme: Teachers' Standards

EXAMINING THE ROLE PROFESSIONAL TEACHER STANDARDS OF PAKISTAN IN ENHANCING THE TEACHING QUALITY: A CRITICAL REVIEW OF POLICY AND PRACTICE

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ABSTRACT

This paper possesses considerable significance in educational landscape of Pakistan, as it highlights a critical review of the Professional Teacher Standards: PTS and their role in improving teaching quality. Using narrative literature review, this study assembles existing knowledge regarding formulation, implementation, and effectiveness of PTS in Pakistan. It investigates how these standards impact pedagogical practices, professional development, and teaching effectiveness while addressing challenges faced by educators in following them. Simultaneously, it explores policy gaps and inconsistencies in integration, providing insights into how PTS can be refined to better encourage teachers in enhancing teaching quality. The review uses narrative analysis by studying international and national research, policy documents and reports related to teacher standards in Pakistan. The researched outcomes confirm that PTS generate significant pedagogical methods to improve teaching quality standards in the context of Pakistan. The evaluation demonstrates that standardized professional standards make systematic teacher education paths that produce skilled educators. PTS also continue to face barriers such as poor educator training quality, uneven standard enforcement, insufficient training opportunities and public-school funding shortages. The paper suggests implications regarding educational policy and teaching theory and practice in Pakistan such as educational professionals need structure-based professional development programs which align with PTS to obtain needed skills and knowledge. Policy leaders need to maintain systematic monitoring systems which allow them to evaluate how PTS influences teaching performance metrics. Overall, this paper contributes to ongoing discourse on teacher professionalization and addressing gaps in existing research, suggesting practical recommendations for strengthening implementation of PTS in educational sector of Pakistan.

Keywords: *teacher standards, policy & practice, teaching quality*
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DEVELOPMENT OF ACADEMIC WRITING SKILLS THROUGH COMMUNICATIVE TASKS AMONG VARSITY SCHOLARS

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ABSTRACT

The major goal of communicative language education approaches is to train students to be confident communicators in a variety of real-life situations by working together. The purpose of this study was to see how a communicative strategy affected academic writing in university level English academic writing. In this work, Pretest Post-test Non-equivalent Control Group Design was employed, which is a quasi-experimental approach. The total number of participants in the experiment was 61. The test to measure academic writing skills at the university level among students of grade 3 was administered as a data collection tool. The results were analyzed by using SPSS and the t- statistics for the control and experimental groups were used. It has been found that there is exceptional improvement in students by experimental process as gain in every aspect of scoring rubrics i.e., Originality, Grammar, Vocabulary, Mechanics, Fluency and Form is very much high. Therefore, CLT is recommended to teach academic writing skills in university of Rawalpindi: Pakistan .

Keywords: *academic writing skills, communicative tasks*

IMPACT OF TEACHER-STUDENT RELATIONSHIP: A STUDY OF UNDERGRADUATE STUDENTS' WELL-BEING, ACADEMIC ACHIEVEMENT AND MOTIVATION

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ABSTRACT

Teacher-student relationship is one of the critical aspect of learning processes influencing both learning environment and learners. This study examines the impact of teacher-student relationship on students' well-being, academic achievement and motivation with an emphasis on final-year students of Sukkur IBA University. The quality of teacher-student relationship influences students' performance, however, the literature is still under exploration on how the relationship between a Teacher and student can be used to increase the performance of students within educational settings. Based on the Self-Determination theory, this qualitative study explores how teachers' support help students in fulfilling their needs and improving performance. The data was gathered from 12 final year students which included 6 males and 6 females, in the form of interviews and observational studies while the results were synthesized using thematic analysis. The findings reveal that the positive teacher-student relationship promotes academic outcomes, self-esteem and resilience of students. Nevertheless, several students reported healthy teacher-student relationships which resulted in better performance. Despite this certain barrier are limiting the development of teacher-student relationships such as large classrooms and lack of training in building relationship, the study emphasizes the need for universities to cultivate supportive relationships between teacher and students in order to foster holistic development of institutions.
Keywords: teacher-student relationship, academic achievement, well-being, motivation

RETHINKING THE TRAINING NEEDS OF SECONDARY SCHOOL TEACHERS IN PAKISTAN

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ABSTRACT

The article focuses on the training needs of secondary school teachers related to the knowledge component of instructional planning and strategies as stated in the National professional standards for teachers in Pakistan. Teachers are considered agents of change and their training according to the professional standards may provide a solid base for "rethinking education". Therefore, the study aimed to determine the training needs of secondary school teachers on different aspects of knowledge & understanding component of instructional planning and strategies standard. The target population of the study was the secondary school teachers across Pakistan. For this purpose, a sample of 400 secondary school teachers was selected through multistage sampling from the four provinces and Federal capital area. Survey method was adopted to assess the training needs by using a self-reporting questionnaire. The questionnaire helped to gauge the training needs of secondary school teachers through indirect inventory questions as well as a ranking list in which the respondents themselves prioritized their training areas. The results showed variation between the direct and indirect reporting of the teachers on the basis of which it was concluded that the secondary school teachers needed awareness about the knowledge component of instructional planning and strategies in order to redefine their actual training needs. The researcher further identified the training needs of secondary school teachers within each province and Islamabad capital territory, including an analysis of variations between strata.
Keywords: teacher training needs, teachers training methods

INVESTIGATING TEACHERS' PERCEPTIONS ABOUT THE INTEGRATION OF GENERATIVE AI TOOL: CHATGPT, FOR THEIR PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION INSTITUTIONS IN CITY SKARDU

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ABSTRACT

Artificial Intelligence: AI has been increasingly utilized in various sectors, including education, to enhance efficiency and effectiveness. This research investigated the perceptions of higher education teachers in Skardu regarding the integration of the generative AI tool, ChatGPT, for their professional development. The study employed a quantitative research approach, collecting data from 100 teachers through structured questionnaires. Various statistical tests, including t-tests, Pearson correlation, Kolmogorov-Smirnov test, Shapiro-Wilk test, and ANOVA, were used to analyze the data. The majority of the participants were male: 60% and from public institutions: 60% . The mean values and standard deviations of the constructs: competencies, concerns, effects on teaching quality, benefits, and challenges were calculated. The findings showed that teachers generally agreed on the competencies, benefits, and positive impacts of ChatGPT on teaching quality, with mean values around 2. However, responses regarding concerns and challenges were neutral, with mean values around 3. T-tests were conducted to examine the significant differences in perceptions among different groups: e.g., gender, institution type . Pearson correlation coefficients were calculated to determine the relationships between variables. The analysis revealed no significant relationships between the tested variables and teachers' perceptions about the integration of ChatGPT for professional development. The study highlighted that while higher education teachers recognized the benefits and positive impacts of ChatGPT on teaching quality, concerns and challenges remained undecided. The findings suggested the need for institutions to address these concerns through workshops and informational sessions and to provide inclusive training programs that catered to teachers of various experience levels, genders, and institution types.

Keywords: artificial intelligence, chatgpt, teacher perception

ASSERTIVE OR NON-ASSERTIVE; EXPLORING THE COMMUNICATION STYLES OF PROSPECTIVE TEACHERS

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ABSTRACT

Assertive communication is the ability to express oneself and behave in a way that respects the rights and opinions of others while also stepping up for your own needs and rights: Maria &Muhammad, 2010 The ability to be assertive is seen as a skill in interpersonal communication. Assertive communication has a great influence on improving self –confidence, self–esteem, reducing anxiety and stress. It helps in building strong interpersonal skills which result into long lasting relationships. Antonio Ragusa at.al 2022 highlight the assertiveness as one the most crucial soft skills for teachers. It assists teachers in professional development regarding classroom management and maintaining conducive classroom environment result into improved learning. The present study aimed at exploring the communication styles of prospective teachers. The study adopted survey method to proceed. All the prospective teachers enrolled in teacher education programs at university of Sargodha were population. Through random sampling 197 students from eight classes: B. Ed 1st,5th,7th intake 8th regular &self, Bs3rd,4th,5th were selected.: N=197, Male=29, Female=168 . ZandaX Assertiveness Test was used to explore communication styles of prospective teachers. Based on the results, the study found that 104 respondents: 53% were non-assertive: 19%agressive14%passive,20%passive aggressive . and 93: 47% were assertive in their communication style. To address the need of more than half of the sample it is recommended to develop assertive communication skills of prospective teachers through relevant training program.

Keywords: *Assertive communication, prospective teachers, social skills*