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## **PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP) AS A WAY OF TRANSFORMING TEACHERS: A CASE FROM PAKISTAN**

Key words: Teacher learning strategies; Portfolio, Teachers, Transformation, Change

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### **Introduction**

A good education system is one that is purposeful, practical and effective. The international best practices in development and education have proved this beyond any shadow of doubt that education is a stepping stone to best things in life (Malik 2004).

Like every other social institution, educational institutions too have undergone many changes over the past few years. Globalization, knowledge economy and life long learning are the major factors that have brought about educational change, and this change and improvement in the quality of education, to a great extent, depends on the nexus of teaching and learning, which in turn is influenced by the quality of teachers. The teacher has been identified as the most single important factor influencing the quality of education (National Policy on Education, 2003-2008, 1998).

However, in Pakistan the current status of education demonstrates that there are several issues in the provision of quality education (Ministry of Education, 2006). Many of these issues pertain to teachers, teaching and teacher education (Khalid, 1996). Teacher education at pre-service and in-service level mostly takes an “adoptive approach” (Hopkins, 2002) to prepare teachers in educational institutions. This approach is a top down approach to change with the assumption that change is linear, initiated by an authority figure and is motivated by an external pressure. This approach to change was developed to assist the implementation of centralized curriculum innovations in mid 60’s and later (Anderson 2002).

At a private international university: the Aga Khan University, Institute for Educational Development (AKU-IED) an “adaptive approach” to educational change is taken which is more sensitive to individual, educational institutions and local situations to prepare teachers. It appreciates the environment in which it intertwines and is concerned with developing a capacity for change within the educational institutions rather than adopting a specific approach (Hargreaves and Hopkins, 1991). The educational change that directly impacts students learning usually involves teachers not only in adopting new or additional teaching materials but also acquiring new knowledge, adopting new behaviors and sometimes modifying their own personal beliefs or values (Fullan, 1991).

Besides, at AKU-IED the global changes and developments in the teaching and learning are taken into consideration because they are equally beneficial for teachers and for the learners. Learning is considered as a process and not as an institutional phenomenon. To achieve this various innovative practices are adopted such as organizing classrooms from teacher-centered to student centered, laying equal emphasis to the theoretical and practical, moving from single disciplinary knowledge to multi-disciplinary to integrated knowledge approach, making a paradigm shift from rote learning to reflective practice, informing the informal pedagogy of everyday life, applying variety of teaching modes; face-to-face to distance and to e-learning (Jarvis, Holford & Griffin, 2004). All such opportunities and environment are provided to the students (in-service teachers) at AKU-IED.

This paper attempts to provide one example of such a development and change. It analyzes 6 M.Ed. students (in-service teachers) Professional Development Portfolios (PDP), which are perceived by the course as a way of transforming teachers. These Professional Development Portfolios were developed by the students in a core course “Teacher Learning” offered in M.Ed(2006-2008). These PDPs were based on activities and particular ways of thinking which led students’ further growth by expanding, confirming and strengthening (Dewey, 1916) their understanding in light of the experience, enquiry and critique. Throughout the course there remained a close connection between learning that is acquired and the process through which it was attained, making it personal and adaptive in nature rather than as indoctrination or conditioning (Pring, 2000). The course attempted to respect the personal commitment to understanding of each student’s learning style and him/her making sense of his/her experience, what knowledge is of most worthwhile to acquire, recognizing that such a commitment would shape each individual student in different ways rather than producing standardized and stringent outcomes.

### **Perspective(s) or theoretical framework**

Professional Development Portfolio (PDP) is a very well recognized tool for professional development of individual teachers which has been used world wide (Loughran & Corrigan, 1995; Klenowski, 2002; Mosely, 2004 and Chetcuti, 2007). It has been defined as “an envelope of the mind, a collection of essential questions, artefacts, and the evidences that represent growth, continuous learning, and the current level of performance and interests of the learner. It is meant to be dynamic and changing as the learner experiences discoveries that lead to new directions and activities (Dietz, 1993. p.8.) Recognizing its significance as a way of professional development it was introduced in the context of Pakistan for the first time at AKU-IED to transform teachers from traditional practices to new and innovative ways of professional development. This paper analyzes 6 students’ (M.Ed. 2007, 2008, 2009) PDPs to see continuous learning and transformation. The process of transforming teachers involved reflection, rationalization, selection and evaluation (Winsor and Ellefson, 1995). The students were required to reflect at two levels: micro and macro which became part of their PDPs. . At micro level

they reflected on specific models of teacher development, which made the process a dynamic and ongoing. At a macro level they critically analyzed their learning; addressed issues and challenges faced, and in the process constructed new knowledge, skills and understanding acquired during the Teacher Learning course, keeping in perspective their future role as change agents. Their growth and development through portfolio also provided evidence for evaluation (Stone, 1998) as learners.

### **Methods, techniques or modes of inquiry**

This research employed a qualitative case study which according to Hitchcock and Hughes (1995) “...evolves around the in-depth study of a single case or series of events linked cases over a defined period of time. The researcher tries to locate...a certain aspect of social behaviour in a particular setting and the factors influencing the situation.” (p.137). Yin (1994) defines case study as “An empirical inquiry that investigates a contemporary phenomenon within its real-life context, specially when the boundaries between the phenomenon and context is not clearly evident” (p.13).

The case study design allowed us to explore the transformation of teachers through analyzing their reflections in their PDPs which was developed over a period of one semester (16 weeks) in a natural setting; the teacher learning classroom. As researchers we tried to locate their professional development over the semester. For the purpose of this paper we selected 6 PDPs as cases out of 120 cases, (2 from each cohort of M.Ed. 2006, 2007 and 2008). The criteria used for selecting these cases were as follows:

- Critical reflections and analysis. This included the richness, quality and analysis of the reflection both at micro and macro level.
- Transformation of ‘self’ both in terms of growth and development. This included their conceptual understanding and its implication on their professional knowledge and learning within their respective contexts.
- Coherence and representation. This includes the language, expression and coherence in the text, representation of their continuous journey of teacher learning expressed by using various

mediums; metaphors, biographies representation of career maps and reflections

The mode of inquiry used was the critical analysis of the document (PDP). This analysis focused on the students' transformation during the course through reflective practice. We analyzed each case based on their PDP.

### **Data sources or evidence**

The data source was 6 PDP's which had the following purpose and requirements:

The assignment was to develop a professional development portfolio. The purpose of this assignment is:

- to help students to develop knowledge and skills required for developing a portfolio as well as demonstrate their ability to reflect on their learning;
- students to recognize the value of developing a portfolio as a way of teacher learning as well as an assessment process.

The task assigned to the students is as follows:

Maintain a portfolio during the case which should include the following

- Definition and purpose of Portfolio;
- Career map; stages of growth in the form of map/diagram/ brief dot points
- Micro level reflections on:
  - biography as a way of professional development
  - essential particular reading from theme 1;
  - learning from the PLOT website;
  - on workshop planning and presentation

- Macro level reflection

Critically analyze your learning, issues and challenges during teacher learning course? How does this knowledge, skills and understanding of teacher learning help you in your future role as a teacher educator?

Criteria for assessment

- Clearly stated definition of Portfolio and purpose of portfolio: 5 marks
- Career map: 5 marks
- Reflection on your learning:
- Micro level : formative feedback
- Macro level: 30 marks

### **Analysis**

Based on the above tasks we analyzed the PDPs to see the growth and development over a period of time. The two major themes emerging from the data analysis are both process oriented in nature: Transforming their learning during the development of PDP through micro level reflections and change after the development of PDP

#### ***Transforming their learning during the development of PDP through micro level reflections***

#### ***Biography as a way of professional development***

Reflection on writing a biography showed the development of students awareness of the fact that there are many things common among them as teachers and that teaching after all does not have to be a lonely profession, as Feiman-Nemser (1983) pointed out.

They also realized that though they have been working alone most of the time and have many differences yet many perceptions and ways about teaching are quite similar. One of them reflected, “I was surprised. Previously, I had always thought of myself as different from other teachers; I could not really relate to them. I did not think myself as better or worse, just different. Though we shared the same context I still thought of them as different. This distance no doubt has implications for inter institutional collegiality and peer support. It was not easy for me to work with others. I always preferred to work alone. Now, working with someone else might not become as big an issue as it previously was”.

This indicates how a professional development strategy of writing a biography makes students reflect on their past and how it helps them in transforming their beliefs and future expectations.

Knowing about themselves and others was a way of professional development because it gave them an insight not only into others teaching experience and how they became teachers but also about themselves and their own teachers. One of the students wrote:

Firstly, when my colleague was interviewing me to write his biography, he asked me a few questions. When he asked me who the people responsible for shaping my personality were? During the course of my reply to his question I had a very significant Aha moment. I did not realize till that instant in time the extent to which my parents have influenced and shaped me as a person and as a teacher. I realized that they have bred an independent outlook in me; I also realized why it mattered to me greatly that my students be independent in their outlook as well. It seems obvious now, but then it is always easy to be wise in hindsight.

Writing and reflecting on their biography also reveals that they could look back into their past and learn from their experiences. One of the students in the reflections noted:

Writing the biography of my colleague helped me in to reviving many forgotten lessons in life. Firstly, I learnt that education is an on going process and getting education is never a matter of age for teachers, as my colleague joined formal education nearly after ten years to improve his professional skills. Secondly, I encountered that dealing with human being

is a delicate matter. Each human being has its individual and unique life trajectory, which needs careful listening and correct representation.

They also found this as a way of professional development which changed their points of view about teachers. This is very clearly indicated by one of the students: “I initially believed on the basis of my observation of teachers’ turnover “He who can, does. He, who cannot teaches.” (Shaw in Shulman, 1986). But after writing biography and interaction with other classmates I constructed it as ‘those who are sincere and motivated keep themselves updated through continuous professional development”.

However, they also felt that research into teachers lives also has challenges because “it needs rigor and willingness to write an effective biography with honesty and from reader it needs critical thinking and analyses to learn from a particular critical incident”.

The analysis show that they have all recognized that in traditional modes of teaching in developing countries such as Pakistan the teacher works in isolation, the notion of collaborative cultures is not practiced. Teachers’ beliefs about their teaching practices and their mode of teaching are quite similar because they all are products of the same system. This also indicates that there are individual learning and teaching styles but in spite of this peer and institutional support can add value to teachers’ professional growth. Furthermore, students also acknowledged that each individual brings in uniqueness in “becoming” a teacher and that this must be respected and honored.

This also has implications on teacher education and teacher professional development courses which continue to be planned and implemented in a very traditional mode. Students’ reflections also show that alternative ways of professional development can play a vital role in teachers’ beliefs and practice and enables them to think out of the box.

The students’ reflection on the process of writing biographies clearly indicates that they had not considered this as a strategy for professional development. It was only during the Teacher Learning course that they had the opportunity to reflect deliberately,

consciously and systematically on how their professional growth was shaped through interaction with various people, situations and happenings. The analysis of their reflections also demonstrates the awareness that learning is a life long process and it is not time-bound. The old traditional notion of anyone who does not find another job ends up becoming a teacher has been challenged by the students after they interacted with each other to write biographies. They now feel that teaching is a profession which requires commitment and sincerity.

### ***Reflections on a reading***

In reflection on reading an article all the students choose articles which were about the knowledge base of teachers. All of them found that various knowledge bases are important for teacher learning. One of the students' wrote: "This article helped me get a strong research base for what vague notions I had before. It gave me references, names and a vast array of explorations I have to do. It may have even given me an area I want to work on for my educational project". This shows that the awareness of such research based knowledge plays an important part in changing the students own understanding and perceptions.

Many of them were aware of the content knowledge which they previously thought was important for a teacher to have, but Pedagogical Content Knowledge was a new concept which made them re-conceptualize their own knowledge base and accordingly change their practices. One of the students wrote: "...pedagogical content knowledge was a new learning for me. Now I believe that both the knowledge of content and pedagogy are important for a teacher to be effective".

Their knowledge about the various knowledge bases such as subject matter knowledge, general pedagogical knowledge, pedagogical content knowledge, knowledge of context was enhanced and their approach to thinking about future teacher education programmes that they will have to conduct in their contexts started changing. By recalling their past experiences of developing teacher education programmes students found that they often emphasized either on content or on pedagogy and this posed a problem for them because it was always difficult to strike a balance between teaching of

pedagogy and content. However, now that they have learnt about pedagogical content knowledge they feel that this could help them resolve issues while designing future teacher education programmes. A student's reflections show the recognition of what was missing in teacher education programmes and what can be incorporated in future. She wrote: I think the aspect of pedagogical content knowledge is totally missing from teachers' training programs. As a teacher educator in the subject of science and mathematics this aspect is necessary to include in the workshops and training programs because this will help teachers to relate different concept with real life situation while in problem solving it also help as a remedial action for teachers, allowing the use of alternative frame works and remove misconceptions which are the sources of creating confusions among students".

Another important aspect of change that came about was students self-actualization that they themselves also need to develop their understanding and develop their professional self. For example, one of the students felt that this article can help him in his own professional development when he wrote: "In short, the article proves to be a road map for me to go where I want to go in my professional development in all three areas about my teacher learning; content, pedagogy and curriculum. Without reading the article I might have been able to reach my objective, but I would have been much poorer in terms of clarity, speed, and focus along my journey".

Students have also recognized that teaching is a complex phenomenon and simply teaching content is not enough. One needs to be familiar with the pedagogy to teach that content as content knowledge differs over different subjects. Moreover, learning for each differs, while for one it is planning ahead and the professional self is the focus, for another the emphasis is more on designing future training programmes—a directive for the role s/he has to play after the conclusion of this programme. And yet for the third it is reconceptualization of previous learning—looking at teaching as generating new knowledge—the research base. Whatever the direction it is clear for all that it is about improving the self and building it to relational learning experiences both personally and professionally.

### ***Reflections on the Professional Learning Online Tool ( PLOT)***

The reflections indicate that PLOT, which is a web-based tool for teachers, was an effective online tool for teachers professional development; providing opportunity for self reflection and self improvement. This is evident in one of the student's reflection who states that the website has helped in recognizing that knowledge is continuously changing according to the time and needs of human societies; therefore the knowledge gained from this website could play an important role in changing the attitude of teachers.

Furthermore, the students also realized that learning is self-actualization and self-directed. PLOT provided them the opportunity to take responsibility and maximize their own learning. A reflection by one of the students supports this as she points out, "Teachers need to take responsibility of their own continuous learning by reflecting on their practice and studying from different sources".

They realized that certain theoretical concepts which they used to teach in isolation can be taught in an integrated manner. One of the students reported: "While exploring, the PLOT gives me an implicit message that concepts are interrelated to each other and it is effective strategy for teachers to teach concept in integration".

The students' reflections acknowledge their awareness about the significance of the world as a global village and the teachers' role as significant in a developing country. They reiterated that it has to be progressive and meet the challenges, expectations and changes in teaching and learning in the wider contexts. This is clearly stated by one of the students, "I learnt from this particular website the importance of teacher's development according to the need and requirement of the society (globalization) and modern teaching and learning methods". Another similar reflection shared by a student with a constructivist philosophy is that "Teacher Learning is also to understand the importance of the teachers' knowledge base in building new knowledge and skills in this global world which she could develop by using PLOT".

These reflections also indicate that PLOT did not only provide theoretical underpinnings rather it gave them various practical models which they can adapt

according to their contextual needs. One student posits, “PLOT was found to be a great learning resource for teachers and educators as it contains not only lots of information but also gives practical models of how to introduce a topic to the class and offer different opportunities of learning”.

The exploration of PLOT and the tasks given to the students’ facilitated the notion of using what they have learnt from PLOT in their own contexts. Some thought that similar software needs to be developed to address the need of teachers in their contexts where they can learn certain concepts and apply in their classrooms. A student reported that,

PLOT revived another applicable strategy to me about use of our IT department for designing software, which provides a platform to teachers in my system, where they can share their teaching and learning along with their lesson plans, challenges and problem solving strategies in classrooms management and school events. This platform would be an effective way of helping teachers in developing their professional and ICT skills. While integrating PLOT with our workshop reflection, it gives us another learning opportunity to contextualize themes and ideas from PLOT before adapting them in our context.

This new experience of learning through ICT suggests that the students can learn from various innovative teaching strategies and resources and that the text books and the faculty is not the only legitimate authority through which they can acquire knowledge and skills. It gave them an opportunity to acquire content knowledge and skills outside the classroom time to work independently on my own pace.

They gained experience and exposure to the global world and the kinds of knowledge and information they can acquire through the internet and how can they apply in their respective contexts. This also indicated that the change that they want to bring about they should look for relevant resources to bring about meaningful and sustainable changes.

### ***Reflections on workshop planning and presentation***

The reflection on planning and conducting a workshop reveals the effectiveness of collaborative work in cooperative groups. As one of the students reflected, “The success was our collaborative work and cooperation in planning. Moreover, I learnt how to function and work together and to develop rapport with the group to achieve a common goal [plan and present a workshop]”. Another student acknowledging the value of team work wrote, “Reflecting on the group process I have come to realize the importance of working in teams to accomplish such a task”.

They also felt that it has given them a different perspective of working which was not so common in the schools. Most of the time they were working in isolation but this collaborative work made them aware of its effectiveness. A student commented that, “Overall, the workshop that we conducted together enabled me to understand the effectiveness of having diverse perspectives which improves the quality of my own learning. I realized that when different people work together in planning and presenting to the class they come out with various views and ideas which gives a broader knowledge and understanding of the issue/s. This is how I learnt how to plan strategically and practically”.

While planning the workshop they also learned how to choose a topic, plan and design activities so that they are useful for all the participants. In a reflection a student wrote: “I learnt that it is also very important to look at the level of the participants in selection of the topic and designing of the activities. The participants may be of different levels but we need to balance in such a way that all can participate and benefit equally”.

As an outcome of this workshop students felt engaged and involved in the process of teacher learning which enabled them to construct further knowledge and skills. A student’s reflection demonstrates this learning:

In addition, I learnt from all other workshops that in order to have effective school teachers need to be equipped with diverse skills and knowledge, and in order to do that teachers must learn through variety of ways such as collaborative working, communication, dialogue and discussions, giving and receiving feedback and social skill (how to take

the perspective of others). Thus, all these mentioned areas could play an important role for teachers to learn for quality teaching. Thus, I as a teacher could improve myself and others effectively through utilizing of all these diverse aspects in professional life in order to give benefits to the students.

The workshops as a strategy in teacher learning were meaningful as the students not only gained knowledge about certain topics and issues in teacher learning but also acquired the skill of receiving and giving constructive feedback for improvement. One way of developing the skill was the role faculty played in giving critical feedback. Taking that as a model in which students learned that constructive feedback is not targeted at criticizing a person but to improve ideas and practices. This is evident in one of the students' reflection, "Participating in giving constructive feedback to my peers was also an aspect which sharpened my observation skills during these workshops. It was a good experience to know that we had to learn from the feedback given after every presentation to develop ourselves further. It was a wonderful experience of learning by doing, a very effective method in adult education".

The above analysis reveals that students' engagement in the activity of developing, presenting and giving feedback was an educative and transformative learning experience. Normally schools in Pakistan do not encourage collaborative cultures in which teachers can work and learn together. This was a way of re-conceptualizing their roles as teachers and teacher educators. Students moved from isolation to collaboration; they learned that knowledge is not static nor limited rather it is evolving and each member contributes in the construction of knowledge. Moreover, they also recognized the importance of constructive feedback as a means for improvement.

### ***Change after the development of PDP***

The course encompassed a wide range of content knowledge about how teachers learn; teachers knowledge base, adult learning theories, basic philosophical underpinnings of various innovative strategies to improve teachers professionally, evaluation models of teacher education programmes. Various modes of teaching and

learning and tasks based on seminal readings were used to develop their theoretical knowledge.

Furthermore, the above was translated into practice through multiple activities such as reflective dialogues, discussions, using internet, presenting workshops. All this enabled them to ponder on how they can interpret and apply these strategies in their respective contexts. Some of them felt that first they have to change themselves in order to bring about change in others. The course was not only to develop their knowledge but also their attitude. One of the students stated: “Shamim (2004) says that there is a tendency to make the teacher educator the expert and just listen blindly to him or her. I did not want to become that person, nor do I want the teachers I educate to become like that. So I have to change, first, in this respect”. More so, a student reiterates, “The knowledge acquired from seminal readings to modern technology gives the message to me that as a teacher educator I should be able to provide multiple sources of learning to my colleagues. These efforts may include helping them in finding relevant readings material, workshops on variety of topics, internet surfing opportunities, reflective dialogues among their groups and practical demonstration of teaching and continuous professional development”.

As a further note on the processes of reflection a student stated,

A major learning form this course is development in my reflective practices. Reflecting on teaching is a vital aspect of the course. I learnt to reflect on my own teaching practices, and on my past experiences. Such type of reflection help teacher in understanding their ways of teaching and learning. For instance by analyzing my critical incident and reading another’s life experience I learned about the different ways of teachers learning. An important tool for reflecting on teaching and learning process which I learned in this course is portfolio. This portfolio also helps teachers to reflect on their own teaching practices. It provides better evidences of learning for reflection, discussion and evaluation

This was another aspect to learning among the students. Earlier, learning for them was a one time affair which was deeply rooted in their beliefs and experience as in-service teachers. Through this course they recognized that knowledge, skills and attitudes

develop gradually over a period of time. They need to nurture them to be fruitful to themselves and their colleagues. A student's reflection demonstrates this: "I realize that I cannot be impatient and rush like this, because teacher learning is rarely an event, almost always a process. Processes take time to mature and bear fruit. I have to be patient with teachers I educate, and make them realize, gently, that there are no quick fixes; they have to be patient and perseverant too". Additionally, a student remarked, "I learnt professional development as an on going process for teacher development, where system, teacher educators and individual are in mode of constant up gradation of their knowledge, skills and dispositions".

Similarly the students also acknowledged that teachers are powerful capable people who if empowered can develop their potential for personal, profession and social change. This was also pointed out by one of the students when he wrote: "Every reading, every strategy has contributed towards empowering me more. There is so much I can do individually, collectively and systemically. I think that most teachers in my context suffer from lack of empowerment". Another student felt that this change is self-driven and only if they are empowered change occurs. She reflects: "No one can persuade another to change. Each of us guards a gate of change that can only be opened from the inside". (Ferguson, 1980). Change in the teacher's life means inspiration and persuasion from inside. Teacher Learning course provided me an opportunity to reflect on my own assumption and practices of teacher learning".

They also felt that they were given the responsibility and independence to work and develop on their own through various strategies of teacher learning, for example, writing biographies, surfing PLOT website, preparing and presenting. workshops. Many thought that this was a very effective way of transformation because previously they had the tendency to rely on tutors for support all the time, or on others. They realized that they need to derive strength from various sources including from themselves.

Evaluating several teacher education programmes gave them insights into why some education programmes are not effective and sustainable. It also gave them a framework to design a short course with achievable learning outcomes for other teachers.

Regarding this a student wrote, “Knowledge of adults learning theories and professional life cycles of teacher will help me in planning and conducting professional development activities such as workshop, peer, coaching, maintaining portfolios by keeping my colleagues age and their learning style in mind” .

### **Conclusion**

The analyses of the 6 PDPs bring out many themes that suggest transformation and change. The major findings revealed that the teachers found the PDPs as a ‘powerful reflective tool of professional and personal teacher growth and development’ (Lyons, 1998, p. 12). The major themes show that reflective practice provided a process of learning experiences, these experiences were internal since students were empowered not only to build their current knowledge but also to explore new knowledge being generated in the global trends of teacher education. This knowledge transformed their thinking and learning accordingly. It also indicated that their orientation of teacher learning shifted from a transmission to a transformative mode of thinking. Besides, this systematic and organized approach to teacher learning enabled each of them to grow and develop according to their own capacity and their contextual needs. Considering that the students came from urban and indigenous population in their action plans they selected those teacher learning strategies which were doable and sustainable. However, since this was their first experience of developing a PDP they found it to be challenging in many ways such as: writing continuous reflections, developing their career maps and writing analytical macro reflection. They learnt that constructive feedback is a way to improve oneself and that knowledge can be constructed by themselves and through others. Students also recognized that there were many alternate ways to teachers’ development strategies.

The results of the study show that through PDP there was a change in the students knowledge, skills and disposition as a teacher. This shows that the PDP was a way of transformational learning which is “...about change ...transformational learning produces more far-reaching changes in the learners than does learning in general, and these changes have a significant impact on the learner’s subsequent experiences...[it] *shapes* people; they are different afterwards, in ways both they and others can recognize. The

process can be gradual or sudden, and it can occur in a structured education environment or in the classroom of ordinary life. Transformational learning is, in short, a normal part of our lives and intimately connected to the developmental process” Clark 1993, pp.47). The PDP offered the opportunity to students to go through a transformative process, which was gradual and reflective in nature spread over sixteen weeks of the Teacher Learning course.

Through PDP students acquired and reflected upon all teacher learning strategies and how they need to be implemented in various diverse contexts. This study’s importance lies in its contribution to a systematic and organized collection of work and assessment that documents students’ efforts, progress and achievement. Further more, it enhanced education career and personal purposes which were formative or developmental as well as summative. It highlights what the student knows with respect to knowledge, skills and disposition but also serves as a guide for future direction. Presenting this study shows that PDPs is an innovative tool and can be effectively used in transforming individuals in a developing world context. This can also be applied in various contexts to further this research initiative. This would hopefully open an academic dialogue among teacher educators and other stakeholders and would influence the policy regarding change in teacher education which allows teachers to change and transform.

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