A Report on
Status of Teacher Professional Development
Of Early Educators
in Affordable Private Schools

Acknowledgement

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Context of the Research

Early Childhood Education [ECE] in India has been an area of interest only in the recent decade and has a long way to go in terms of investment and focus on quality.

Some of the major challenges within the ECE ecosystem:

| Lack of effective standards for schools | Lack of developmentally appropriate curriculum | Limited options of professional development for early educators |

Very less research data is available on these educators in the APS

APS refers to the Affordable Private Schools of India (also known as Low-Income Private schools) where the fees of a student on an early basis is below 25000 rupees. Our research concerns the early educators (pre-primary educators) of these schools in different districts of Karnataka.

Why study Affordable Private Schools ?

> 3 Lakh APSs in India

Schools where the fees is between Rs.10,000 and Rs. 25,000 per year

~40% of children in the early years are being enrolled in APSs

69% of 4-year-olds cannot complete a 4-piece puzzle

Only 1 in 6 children aged 5 could complete a simple pictorial pattern

1 - 9

35.7% of 6-year olds could not recognise numbers from 1-9

54% of 5-year-olds could not count 14 pencils from a bunch of 20 pencils

abc

42.7% of 6-year-olds cannot recognise the letters of the alphabet in their medium of instruction

Only 1 in 10 children aged 5 could match two pictures beginning with the same letter

In the recent years, we have seen a massive increase in the enrollment of children between 3-6 enrolled in the APS schools. As parents have higher aspirations for their children, almost 40% of children in the early years in India are enrolled in these schools. Their performance however, does not meet this aspiration with less than 50% of these children being school ready by the age of 6. A lack of regulatory structures including those around quality teacher professional development impact quality and in this study, we attempt to better understand 'Who is the early educator?' for the children in the APS.

Why study Early Educator in Affordable Private Schools?

Key Education Foundation has worked with pre-primary teachers in affordable private schools for over five years now. We have often observed that these teachers are the least paid, least motivated and least qualified in the school. Resulting from this, their own sense of self and willingness to grow and learn is impacted.

We have also seen the immense potential of quality professional development on early educators and the impact it has on their classrooms.

In this study we attempt to better understand these teachers, their aspirations and challenges with an intention to advocate for quality professional development that takes into consideration their requirements. We also hope that a research lens applied to this space will help make a case for improved professional conditions and regulations for these teachers in the APS

Objective of the Research

To answer our question, 'What defines a quality early educator?' it requires studying different aspects of the professional life of the early educator. Thus the study aims to understand the early educator in the Affordable Private Schools, shed light on their professional journey and what the ecosystem can do to support them, thus advocating for the improvement of the quality of ECE in India.

The **objectives of the study** are,

1. To understand where and how early educators in Affordable Private Schools access professional development

2. To understand the knowledge early educators from Affordable Private Schools have on developmentally appropriate practices of teaching children in the early years

3. To understand the needs, aspirations and challenges of early educators in the Affordable Private Schools

Each of these above objectives were addressed in one or more stages of this research study, to paint a holistic picture of the early educator in the affordable private schools space

Research Methodology

The research was conducted in the following four stages catering to different parts of the research objectives,

Stage 1 - Secondary Research

Evaluating the training available to an Early Educator
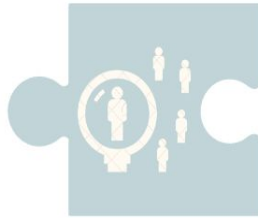
Stage 2 - Teacher Survey

Understanding who the Early Educator is through a quantitative online survey
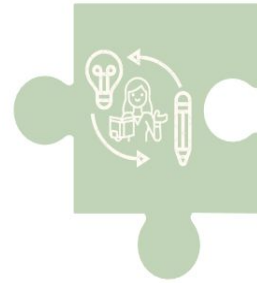
Stage 3 - Teacher Assessment

Evaluating teacher understanding of Developmentally Appropriate Practices

Stage 4 - Teacher Interview

Understanding the needs, aspirations, challenges and mindset of an Early Educator

Stage 1: Secondary Research

Big Question

What Teacher Professional Development (TPD) is available for early educators?

Scope

- Exploring different programs available for TPD and their structure -curriculum, mode, duration
- Assessing their accreditations /affiliations

Methodology

- **Open Access Research :**
  - Internet search to identify institutions that provide TPD, determine their credibility and standards for certification
  - 19 institutions found online and verified through phone calls
- **School Leader Interviews:**
  - Interviews to understand standards for hiring, perceived need for teacher training and scope for growth in the school
  - Phone Interviews with School Leaders in Bangalore, Mangalore and Mysore

Secondary Research: Observation

Despite of best efforts there were information of only about 19 institution which could be verified. There were a mention of few other but their credibility couldn't be assessed.

Types of Institutions

- National Teacher Training (NTT)
- Government recognised courses
- Private courses

Average cost of course:
Rs.10,000 - Rs.40,000

Mode of Instruction

- Online (most popular)
- Hybrid
- In-person (only found in 3/19)

Curriculum

- Course content unavailable even upon request
- Course structures and level of certification are flexible

Certification

- Only 1/19 institutes was government certified
- Inconsistent standard of certification across institutes

Marketing/Advertisement

- Limited online presence
- Inactive website and contact for govt-recommended college
- Local institutes market through posters

Information about the course content, details of curriculum and accreditation is scarcely available making it hard for the candidate to make an informed decision on the TPD course they choose to take up.

Secondary Research: Observation

We went in detail to track NTT courses from its inception to access and this is what we found. While anybody can host a NTT center as the eligibility criteria is mostly focused on basic infrastructural needs, they still need to be recognised by a government or international accreditation body. The eligibility also talks about 'qualified faculty' we tried to understand who exactly is termed 'qualified' and found that it is defined to be anyone who themselves had taken the 'NTT' or has a background in education. Moreover, since the course duration, content and certification differs across each course provider, hence benchmarking the quality of NTT courses is difficult.

What makes them eligible?

Who certifies them?

- UGC
- NCTE
- RUCSVS
- International Accreditation

- 200-300 sq. ft area
- 15km dist from the existing centre
- Qualified faculty
- 2/3 computers,1 printer, wifi or internet facility
- Proper sitting arrangements
- Training tools and equipment as per course

How do they advertise for admission?

- Physical posters (locally put up)
- Directly to schools
- Extremely low online presence

Who accesses these courses?

- Aspiring preschool teachers
- Teachers teaching preschool grades
- Women looking to get a quick job
- Students facing trouble pursuing higher studies

NTT Centres
(computer centres/ preschools/ universities/ colleges)

Secondary Research: Learnings

One of the major learnings after the first stage of research was if it was this hard for the researcher to compare the TPD course options based on information available, we can imagine how difficult it would be for an educator with limited web experience to make the decision on the kind of course she should take for her professional development. Her choices are thus limited and based on cost, convenience and ease of getting a certificate. This leads to a pool of pre-primary educators with incomparable and sometimes inadequate skill sets.

Key question to ask here is,

- Should we have a governing body that ensures that TPD providers have a guideline that follows consistent course structure and accreditation across board?

- Should there be a learning path that guides the educator with required skill sets and potential courses throughout different stages of her career path, so that she can grow holistically as an educator?

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There are a number of providers of ECE courses, not aligned to any one standard.
What does it mean for the impact that it creates on teachers knowledge, skill and mindsets?
Does different courses create teachers of different levels?

Stage 2 : Teacher Survey

Big Question

Who is the Early Educator in an APS?

Scope

- Profile of the educator: age, education, training, experience
- Educator's perception of need for continued professional development
- Educator's understanding of pedagogy and developmentally appropriate practices

Methodology

- Quantitative data collection on predetermined questions through phone survey
- Sample Size*: 100 teachers from across karnataka participated in the survey

*Sample size is small to make statistically significant conclusions but sufficient to guide us towards the general trend

Teacher Survey: Observation

90% of pre-primary teachers are ECE trained*

Profile of an average ECE educator in APS,

- 20-40 year olds with a basic teacher training certificate and a graduate degree.

- Most of them have been engaged in the profession for 5 or more years.

- They are 'aware' of best practices in an ECE classroom:
  - Play based learning
  - Teaching through multisensory activities
  - Using teaching and learning materials
  - Periodic assessments
  - Incorporating home language to help multilingual children
  - Dedicated time for play

- Most of them do not have information on where to find suitable training for professional development

*ECE trained refers to any form of an early childhood training from colleges/NGO partners/independent institutes

Teacher Survey: Observation

- Educators found their NTT courses useful in terms of laying foundation to teaching young children but expressed need for additional and continuous training to keep them updated on ever changing challenges of an ECE classroom

- Educators have a broad understanding of the key principles of teaching young children in ECE, when supported by a developmentally appropriate curriculum. But the responses seem to lack depth in knowledge, so the question is will the teachers still effectively run an ECE classroom that is developmentally appropriate, if they are given a different curriculum to execute?

- From the teachers surveyed, a sample of teachers belonged to the same school cluster and among them there was a trend of high motivation for professional growth, which was a reflection of the investment from the school management. Hence, it is imperative that where school management invests in TPD and provides a supportive ecosystem, teachers are more committed and engaged in their role.

from survey data and surveyor insights

88% of teachers believes that a teacher needs to be updated with current pedagogy and practices

Teacher Survey: Learnings

- Teachers show a lack of know-how on how to and as evident from first stage information is very scarcely accessible. Given this scenario,
    - How do we build agency in teachers to be able to access TPD for themselves?
    - Is there any opportunity in the ecosystem for teachers to seek out TPD for themselves?

- The professional pathway of an early educator isn't clear in the ecosystem, currently the system shows most teachers get pre-service training and that's it. How does this address teacher motivation, upskilling and growth in their years of service?

- Survey questioned if there exists a gap in teachers' knowledge of developmentally appropriate pedagogy and practices. Are these gaps getting addressed currently in the available trainings and opportunities of TPD ? If not what can measure this gap and remedy for it?

?

The TPD which is available in the system, what is it targeting? Professional development of a teacher or growth in classroom learning outcomes?

Stage 3: Teacher Assessment

Big Question

What are the knowledge and mindsets teachers in the APS currently possess?

Scope

- To assess knowledge, skills and mindsets on three domains -
  - Knowledge and Pedagogy
  - Classroom Practices and
  - Stakeholder Engagement

Methodology

- Teacher Baseline Skill Assessment :
  - Participating teachers took an assessment via an online form.
  - The assessment checked for knowledge of ECE pedagogy
- Comparing the baseline skill assessment scores of the teachers based on the teacher profile that emerged from the survey.
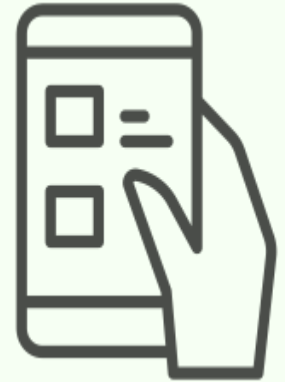
Teacher Assessment: Observation
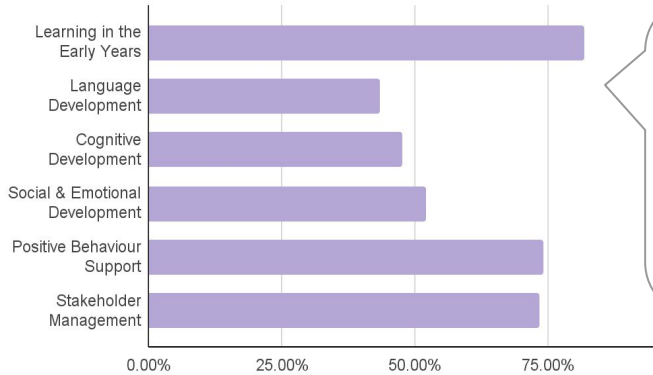
Teachers have a broad sense of the right terminologies when it comes to early childhood education. The gap is when it comes to in-depth knowledge on concepts

Teachers are able to recollect information and respond to direct MCQs but struggle to apply this and articulate at the level of designing classroom experiences.
This indicates that there will be a gap in implementation of the age-appropriate practices, even when they are able to identify them.
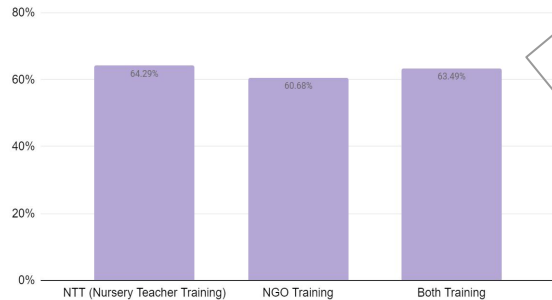
Irrespective of experience or the type of training, teachers' performance remains uniform. This shows that none of the current training options are catering to holistic capacity building of teachers
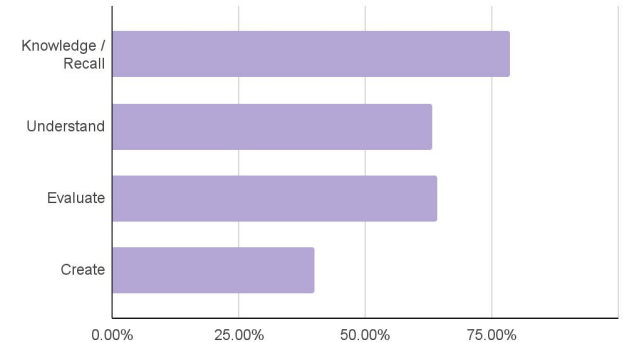
Teacher Assessment: Sample Responses

Teacher responses from the assessment on recognising age-appropriate practices

	Agree	Disagree
Children learn English by first memorising all letters	○	◉
Children learn English by listening to stories told in that language	◉	○
Children need to be able to write in complete sentences before 1st Standard	◉	○
Children with neat handwriting learn English faster	○	◉
Children should learn how to speak in English before learning how to write in English	○	◉
It is okay for children to take till 2nd Standard to learn how to hold a pencil with three fingers	○	◉
It is more important to learn letter sounds than letter names	○	◉

Imagine you were conducting an art period in UKG classroom. The children were sitting in a circle, so you took crayon boxes and paper and distributed them to each child one by one. Once you were done, you noticed Arun was throwing the crayons on the ground instead of colouring. So you go up to him and ask him to not throw the crayons and complete his drawing. But Arun shouted 'No!' and threw another crayon to the ground. List some ways how you would handle this child's behaviour.

"I will ask why he is throwing. Try not to overreact. and I will explain some classroom rules"

"I will ask him why he is doing like that?"

"By taking the child outside to play."

" A teacher should speak soft and politely to the child. Teacher should make him understand that this is an art period. "

	Age Appropriate	Not Age Appropriate
Children will identify numbers upto 20	◉	○
Children will be able to identify greater and lesser numbers.	◉	○
Children will write number names	◉	○
Children will count and match quantities	◉	○
Children will sort items based on colour	◉	○
Children will learn place values	◉	○
Children will add and subtract single digit numbers	◉	○
Children will recite tables upto 5	○	

26% teachers could recognise all milestones correctly

	Agree	Disagree
Children below six are too young to be taught SEL	○	◉
Children can be taught SEL by telling them good and bad behaviours	◉	○
SEL skills can be taught through activities in class but must be reinforced by the teacher by modeling good behaviour	◉	○
If a child has a difficult home environment there is no use in teaching SEL in school	◉	○

Teacher Assessment: Sample Responses

Teacher responses from the assessment on articulating activities for classroom

Look at the image below. A teacher is using this poster to engage her UKG class in a conversation. She wants to help children develop their speaking skills and critical thinking skills. List about 4-5 questions you would ask children using this poster to ensure these skills are practiced.

- 40% of teachers articulated only fact based questions
- 23% teacher could not articulate an appropriate question.
- 11% could articulate a Critical Thinking question
- 18% could articulate Social & Emotional question

1. What the children in the poster doing? 2. Name any game that you see in the poster. 3. How many children are sitting on the benches? 4. What numbers do you see on the floor?

Can you write the number names ? How many kids were playing? Can you tell me the table of 5? Add the number in the hopscotch game

Describe an activity to teach the objective: "Children will be able to match the quantity to the number 5" , in your LKG classroom.

Ganitmala

Real Objects and number flash can be used. Authentic materials can be used. Classroom things can be used with number flash cards. Number story can be narrated for children.

Matching

1.Trace and count the five fingers in their hand. 2.Colour the five petal flower.

- 52% teachers could not articulate an age-appropriate and objective aligned activity.

- Out of the teachers who could articulate an activity,
  - 80% where age-appropriate
  - 53% where objective aligned

Teacher Assessment: Learnings

Considering and thinking in the lines of the questions that emerged from the survey stage of the research the few major learnings here was -

- Teachers could successfully recall age appropriate classroom practices when given multiple options but had difficulty applying these concepts in mock scenarios. This could be because of either,
    - *Language barrier:* which makes us wonder if TPD should be provided in multiple Indian languages so that native speaking teacher has complete grasp of the pedagogy concepts .

    - *Articulation:* there appears to be a gap in knowing the concepts and being able to apply it independently.

- Without the in-depth understanding of the pedagogy, there will be a gap in implementing curriculum that is developmentally appropriate and lose its significance for children in the classroom.

- It showed that irrespective of experience or type of training, that teacher performance across was average without any difference. Then what is the gap that professional development courses need to fill to help teachers enhance their knowledge, skills and mindsets?

?

What can be done to bridge this gap between knowledge and implementation? More immersive and practical based approaches? Different in-depth interventions for teacher's at various stages of their career?

Stage 4: Teacher Interview

Big Question

What are the needs, aspirations and challenges of an early educator?

Scope

- Profile of the educator: journey of becoming a teacher, aspirations and outlook for the future.
- Understanding the apprehensions/perceived challenges faced by an early educator in the classroom.
- Understanding their needs, wants, aspirations with regards to their own learning and growth.

Methodology

- One-to-one 60 min interviews conducted with early educators
- Sample size: 15 teachers from Affordable Private Schools across Karnataka

Teacher Interview: Observation

The teacher interviews brings out their **journey to ECE**, **aspirations**, perception of TPD along with her needs and challenges.

What brings a teacher to ECE?

- Love for children
- Family pressure
- Exposure to teaching
- Assurance of livelihood

They like small kids and thus choose the profession. Some had other career aspirations but family insisted the teaching helpful for women to balance their family and work life. A few had the experience of teaching and thus veered towards the profession.They believe getting any ECE training, guarantees a job.

How does a teacher want to grow?

"Since I have done my training I do not want to change. Besides, with younger kids we're teaching the basics which is so important."

Staying where they are and growing in ECE

Starting out a school or creche on their own

"Want to be able to open my own preschool down the line. Want something of my own, don't always want to work for others."

Being recognized professionally for their work

"The way the parents talk to us, being their child's teacher makes us feel special."

Understanding child psychology and brain development

"I could also become a teacher trainer. If I go as a teacher trainer - there are changes or additions to the syllabus, I can learn that."

Moving to a bigger, better school and upgrading skills

"I would like to join some other school, by doing the same work but moving to a better school. I would like to experience different kind of people and children. "

Teacher Interview: Observation

The teacher interviews brings out their journey to ECE, aspirations, **perception of TPD along** with her needs and challenges.

Why do teachers get trained?

- A shorter learning curve
- English language skills
- Subject Knowledge
- Making learning aids
- Confidence to deal with kids
- Most important - guarantee of a job

HOW DO TEACHERS DECIDE ON TRAINING?

PROXIMITY TO HOME	FEE AMOUNT
WORD OF MOUTH	ACCREDITATION BY GOVT.
EASE OF COMMUTE	RECOMMENDATION BY FAMILY
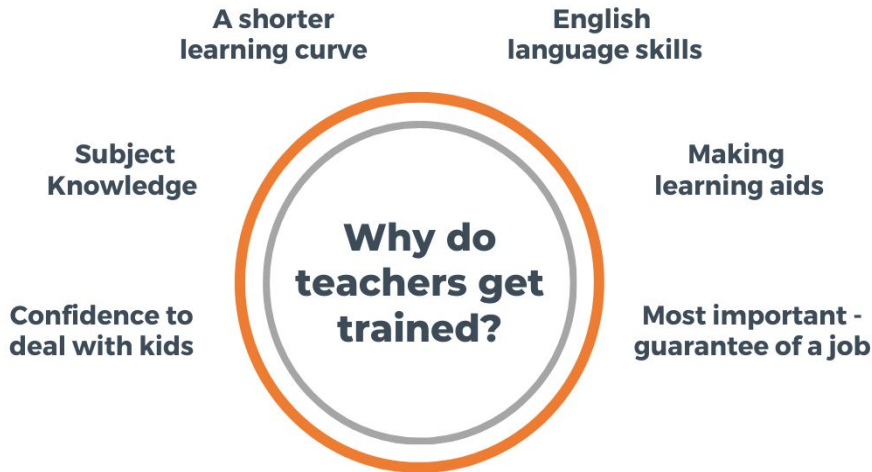
All teachers interviewed expressed that they believe when one gets trained, they become more skilled and invested towards the early childhood education. Whereas they believe if somebody is not trained they will be an ineffective teacher, they won't be respected or recognised as equals by fellow teachers and school leaders. Teachers expressed along with training they also get exposed to different career possibilities.

The majority of teachers rely on the above factors to make a decision about the kind of training they want to take. The big factor missing from the process is the quality and content of training, evidently implying that the training providers aren't being evaluated or held accountable for the content they deliver.

Teacher Interview: Observation

The teacher interviews brings out their journey to ECE, aspirations, perception of TPD along with **her needs and challenges**.

All teachers interviewed in this phase mentioned that being trained has been really beneficial for them, they also shared certain challenges they face with accessing trainings and while implementing the learning from the same. Some key points that they mentioned regarding both were,
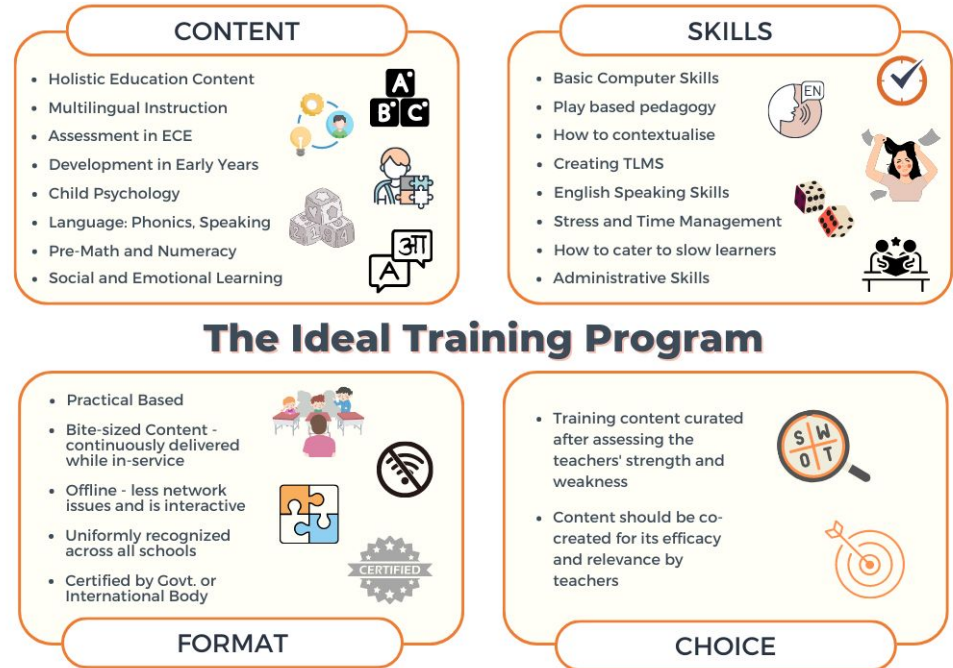
Access Challenges:
1. Lack of information about training
2. Managing time between home, work and training assignments
3. The pace of the training program

Implementation Challenges:
1. Contextualising the learning for their own classrooms based on their student needs
2. Implementing teaching methods when the student-teacher ratio is high
3. Conflict between school culture/ management and the teaching methods they are being trained on

Keeping these challenges in mind they also shared what an ideal training program for them would look like,

The Ideal Training Program

CONTENT
- Holistic Education Content
- Multilingual Instruction
- Assessment in ECE
- Development in Early Years
- Child Psychology
- Language: Phonics, Speaking
- Pre-Math and Numeracy
- Social and Emotional Learning

SKILLS
- Basic Computer Skills
- Play based pedagogy
- How to contextualise
- Creating TLMS
- English Speaking Skills
- Stress and Time Management
- How to cater to slow learners
- Administrative Skills

FORMAT
- Practical Based
- Bite-sized Content - continuously delivered while in-service
- Offline - less network issues and is interactive
- Uniformly recognized across all schools
- Certified by Govt. or International Body

CHOICE
- Training content curated after assessing the teachers' strength and weakness
- Content should be co-created for its efficacy and relevance by teachers

Teacher Interview: Observation

The teacher interviews brings out their journey to ECE, aspirations, perception of TPD along with **her needs and challenges**.

Given the current time where schools are reopening after a while being closed, the conversation with teachers automatically brought out **few challenges that they are facing post-pandemic**.

"We'll have to do lots of activities to engage them and draw them to school. First thing to do is to actually get them to the school. "

Students have fallen out of the school routine and thus now lack the ability to sit in one place and concentrate

"We will need to give them that homely atmosphere to get them adjust soon everyday we will need to do something new to keep their interest. They were stubborn and was difficult to control them."

Identifying and tackling learning gaps after two years of school closure is a challenge.

"We had to put all the kids together - UKG, LKG, 1st std and taught them together for 6 months and then pushed them to the next class. "

"Kids had forgotten everything they had learnt. We will need to go over the basics again before we move forward."

"The kids did not know how to behave, they would run out. They would be like sheep, one following the other. It was hard as I found it difficult to cope."

Students need time to settle down and adjuts, thus showing multiple behavioural challenges

"We have to engage with them and gain their interest in school before actually starting to teach them. They'll be very restless and will not be disciplined."

Children are being taught by parents at home and are learning different things, so they have to be tackled differently.

"When children have been taught by their parents, we have to be careful with them. So have to find some new materials for them. We cannot even tell the parents to not teach them, so it is better to use their knowledge to teach others. "

Summary and Insights

Different stages of the research gave us some insight on the larger question we had set out to answer - "What defines a quality Early Educator?" Each stage catered to a specific objective while answering the larger question and thus to summarise let's look at our learning for each of the objectives we had defined,

> Where and how do early educators in APS access professional development?

- There is no credible source for teachers to access information on available training options and their quality for ECE

- As a result of this teachers seek out opportunities that are either closer to their home or is recommended by family or friends. They tend to prefer courses such as the NTT which are recognised by institutions and add value through certification, although the quality of NTT provided by different institutions is questionable.

- Teachers are unable to compare and identify courses that add to their skills. There is a need to build agency in teachers for them to evaluate available training options. In all our interactions with teachers we observe that they have very little agency to make decisions towards their own growth and professional development.

Summary and Insights

What is the knowledge early educators from APS have on developmentally appropriate practices of teaching children in the early years ?

- Irrespective of the source of training or number of years of experience, the pre-primary teachers' knowledge on ECE only scratches the surface. The single biggest driver that pushes teachers to seek and attend training programs is when the school management mandates it, and schools prefer shorter courses for on-the-job training.

- These factors combined with a lack of standardised training outcomes leads to training providers packaging their training programs as short, bite-sized programs that focus on quick changes in the classroom but often de-prioritize holistic development of the teacher.

What are the needs, aspirations and challenges of early educators in the Affordable Private Schools?

- Early Educators from APS aspire to stay in ECE and see the need to upskill themselves. However they are not able to identify a clear path towards their own professional development.

- It was interesting to find that teachers want to be trained on skills beyond pedagogy and curriculum of ECE. This includes topics such as stress management, time management and communication skills.

- Post pandemic, pre-primary teachers are most worried about bridging the learning gap and tackling those children who would have already learnt concepts taught in primary grades.

Conclusion

At KEF, this study validated many of the hypotheses we had on what teachers' want to learn and how they would like to learn. This study is a first step in helping us make more teacher-centric decisions in our approach to training and coaching. Looking at the gaps in knowledge and skills as well as the lack of awareness on available opportunities, we are inclined to recommend that:

There is a need to focus on making training holistic, standardised and regulated : Reach exists but we must shift from a narrow 'training view' to one of professional development and universal certification.
As an extension of the above, we must include an equal focus on essential skills like articulation, reflection, and managing time for teachers, all of who performed poorly in these regards
We extend this study to better understand the role of coaching in professional development for early educators to be able to integrate it into training

We also hope this study can benefit all other organisations working with early educators to reflect on their own practices. It is most heartening to understand that teachers, want to grow in the ECE space and want more choice in what they are learning. We believe these insights can have implications for organisations in this space to make small shifts in ensuring more agency for the teachers in her L&D.

Annexure

Glossary

1. **APS** - Affordable Private School
2. **ECE** - Early Childhood Education
3. **KEF** - Key Education Foundation
4. **NCTE** - National Council for Teacher Education
5. **NTT** - Nursery Teacher Training
6. **RUCSVS** - Rural Urban Council of Skills & Vocational Studies
7. **TLM** - Teaching and Learning Material
8. **TPD**- Teacher Professional Development
9. **UGC** - University Grant Commissions

Stage-wise Reports

1. **Stage -1:** Stage-1: Secondary Research_TPD in APS Research Report.pdf
2. **Stage 2 and 3:** Stage-2&3: Survey and Assessment_TPD in APS Research Report.pdf
3. **Stage 4:** Stage-4: Teacher Interview_TPD in APS Research Report.pdf

Way Forward

- **Dissemination -** The intention behind communicating this research to a larger audience [Why & How]
- **Application -** What the major takeaways were for KEF internally and its implications for TPD in APS [Our big questions]
- **Extension -** Further questions arising from this. Opportunities for other organizations. Extension of methodology and tools.

Way Forward - Dissemination

Why share this?
- Advocate for an urgent improvement in quality of TPD for pre-primary teachers in APS
- Advocate for standardised certification : Push for NTT at quality [improve NTT , not replace it]
- Inspire other training focussed organisations to bring in the voice of the teacher in training design
- Call out current gaps & opportunities in TPD for APS - lack of standards, quality, information [not access]

With whom?
- Other Education focussed organisations
- School Leadership - APS
- Funders??
- Govt regulatory bodies - NIPCCD?

How?
- Media - PR [Via KEF and others like EkStep] - Articles in the paper,
- Social media - blogs, FB. Instagram, Twitter, Podcast, Mailers etc.
- Launch report - House on website, other portals, Share via CSF, Publish in journals - Teacher Plus , DCPCR
- Event/s - Online event to share learnings + Launch - Not just for this but as a part of a collective?

Way Forward - Application of Research

What did we as KEF learn from this study?
- This study validated many of our hypotheses on what teachers would like to learn, their limitations in knowledge and skills specific to ECE and factors that motivate them.
- We were surprised to find that many teachers want to stay in ECE, almost all of them have some access to training but there are many gaps in quality, approach to training and especially a need to standardise certification of teachers.
- It was also interesting to learn that teachers are seeking out TPD [but are unable to find relevant choices] and **want to have a say in choosing what they learn**.

What are the implications for the way we do TPD in APS?
- At KEF while standard training modules are delivered, we will explore **making spaces to co-create learning experiences** by including teachers' voices more prominently [Existing structures include - feedback, BOY assessment to help choose modules, regular checks on topics of interest]

Ideas - Offer more optional trainings - digital avenues ; Set up Teacher Advisory Panel ; Review design process to include teachers actively
- Explore certification of teachers - KEF to offer modules that are NTT aligned and **see if we can do NTT certifications**
- Advocate for quality in NTT for the state - Too soon to do this but add it into long term plan

Way Forward - Extending the study

Who else can apply these learnings?
This report can be of use to any organization that works in TPD for early educators or educators in general specific to the APS context as a tool to reflect on their approach and design.

Who else can extend this research?
- Any organisation working in the same context [in same/different state] can conduct this with their teachers
- Standardise tools & methods and share it out for organisations from other states to conduct the study - This can turn into a comparative study between APSs in different states

Future scope for research:
- **Mini Pilot** - Creating a local model for quality NTT implementation
- **Showcase examples** of integrating teacher-voice in design
- Comparing state of TPD in ECE between private and public space
- Studying the impact of coaching on teaching and learning practices in ECE