Themes for Teachers' Capacity Development Program

Part I - Sharing Best Practices

Module 1: Advanced Pedagogical Practices

- Modern learning theories and applications
- Differentiated instruction for diverse learners
- Competency-based education (CBE) & mastery learning
- Flipped classroom, blended & hybrid learning
- Project-based, inquiry-based, and phenomenon-based learning

---

Module 2: Curriculum Design & Innovation

- Curriculum mapping and alignment with national/international standards
- Designing interdisciplinary and STEAM programs
- Integration of digital literacy and 21st-century skills
- Assessment for learning (formative, performance-based, authentic assessment)
- Innovation in lesson planning

Module 3: Educational Technology & Digital Pedagogy

- Effective integration of ICT tools in teaching
- Learning Management Systems (LMS) and e-learning platforms
- Use of AI, AR/VR, and gamification in the classroom
- Data-driven teaching & learning analytics
- Cyber safety and digital citizenship for teachers and students

---

Module 4: Inclusive & Special Needs Education

- Universal Design for Learning (UDL)
- Teaching strategies for SEN students (dyslexia, ADHD, autism, etc.)
- Inclusive classroom management techniques
- Gender equity and culturally responsive pedagogy
- Differentiation and scaffolding for multilingual learners

Module 5: Educational Psychology & Student Well-Being

- Adolescent development and learning
- Emotional intelligence and social-emotional learning (SEL)
- Stress management and mindfulness in education
- Building resilience and motivation in students
- Teacher well-being and professional balance

Module 6: Leadership & Professional Development

- Teachers as leaders and change agents
- Coaching, mentoring, and peer learning communities
- Classroom-based action research and reflective practice
- School-community partnerships
- Global citizenship education and sustainability leadership

Module 7: Research & Innovation in Education

- Research methodology for teachers
- Action research cycles and case studies
- Using evidence to improve teaching practices
- Innovation labs and experimentation in schools
- Writing and presenting research papers

Module 8: Assessment & Quality Assurance

- Advanced techniques in formative and summative assessments
- Competency-based assessment and rubrics
- Using student portfolios and digital tools for assessment
- School inspection frameworks and quality assurance models
- Data interpretation for school improvement

-

Part II - Quality Assurance in Education

Module 1: Introduction to Quality in Education

- Concept of quality in education: definitions and perspectives
- Global and national trends in quality assurance
- Quality as continuous improvement vs. compliance
- Stakeholders' role (students, teachers, parents, community, government)

Module 2: Standards and Frameworks for Quality Assurance

- International quality benchmarks (UNESCO, OECD, ISO, etc.)
- National standards and accreditation systems
- School performance indicators (inputs, processes, outcomes)
- Quality in Early Childhood, Primary, and Secondary education

---

Module 3: Internal Quality Assurance (IQA)

- School self-evaluation frameworks
- Classroom observation and peer review systems
- Teacher appraisal and professional development
- Using data for school improvement

Module 4: External Quality Assurance (EQA)

- School inspections, audits, and accreditation processes
- National testing and benchmarking systems

- The role of education ministries, boards, and independent bodies
- Balancing accountability with autonomy

Module 5: Tools & Techniques for QA

- Key Performance Indicators (KPIs) in education
- Student achievement data analysis
- Stakeholder feedback (surveys, focus groups)
- Quality management tools (SWOT, Balanced Scorecard, PDCA cycle)

Module 6: Leadership and Quality Culture

- Role of principals and school leaders in QA
- Building a culture of continuous improvement
- Motivating teachers and staff for quality goals
- Ethical leadership and integrity in QA

Module 7: Innovations and Challenges in QA

- Digital tools for monitoring and evaluation
- Quality assurance in online/blended learning environments
- Addressing equity, inclusiveness, and well-being in QA systems
- Future trends: AI, data analytics, and global benchmarking

Capstone Project

- Each participant conducts **Action Research** or an **Innovation Project** in their school.
- Final presentation and reflective portfolio submission.

Part III - Research Paper Writing with Action Research

🔹 Topics for Teaching Research Paper Writing with Action Research

1. Introduction to Action Research

- What is action research?
- Differences between traditional research and action research
- Why action research is important for teachers/principals
- Examples of successful action research in schools

---

2. Identifying the Research Problem

- Selecting real issues from classroom or school practice
- Narrowing down a topic to make it researchable
- Framing research questions in action research
- Aligning problems with educational improvement goals

---

3. Review of Literature

- Purpose of literature review in action research
- Finding reliable sources (journals, books, policy papers)
- Summarizing previous studies related to the problem
- Building a theoretical or conceptual framework

---

4. Action Research Cycle

- **Plan** → **Act** → **Observe** → **Reflect** (the core cycle)
- Writing research objectives and action plans
- Integrating interventions into regular teaching/leadership work
- Ethical considerations in action research (students, data use, consent)

---

5. Data Collection in Action Research

- Choosing tools: questionnaires, observation checklists, journals, interviews, student work samples
- Designing simple and effective instruments
- Ensuring validity, reliability, and trustworthiness

---

6. Data Analysis & Interpretation

- Qualitative analysis: coding, themes, reflection notes

- Quantitative analysis: simple statistics (percentages, averages, comparisons)
- Linking data back to the research question and cycle
- Reflecting on findings to adjust practice

---

7. Writing the Action Research Paper

- Structure of an action research paper:
    1. Title & Abstract
    2. Introduction (problem + context)
    3. Literature review
    4. Methodology (action research cycle, participants, instruments)
    5. Findings & discussion
    6. Reflections, challenges, and next steps
    7. Conclusion & recommendations
    8. References & appendices
- Using tables, graphs, and reflection logs in reports
- Academic writing style (APA/Harvard citations)

---

8. Presenting & Sharing Results

- Writing for academic journals vs. school reports
- Creating presentations or posters from action research
- Using findings to inform school improvement plans
- Networking and sharing with peers

---

9. Common Challenges & How to Overcome Them

- Time management for busy educators
- Limited resources or data
- Maintaining objectivity in self-study
- Encouraging a culture of collaborative action research

Part IV – Proposal of New Modules for Teacher Professional Development

Applicants are invited to propose additional modules that they consider highly relevant for the professional development of teachers. Each proposed module should be accompanied by a list of 10 session topics, clearly outlining the content to be covered in each session.

Alternatively, if selecting from the modules already provided, Presenters must expand the chosen module into a detailed outline of 10 sessions (some has given just for idea), including appropriate session titles and topics. This expanded module should be submitted with your application.

Fore More Details: https://www.iafqe.org/ipfcd/