

Major funding initiatives resulting from Education for All and the Millennium Development Goals have been directed toward improving the education system in Bangladesh. Studies have determined that quality teaching is a significant factor in improving educational outcomes for students. However, long-held beliefs about learning, teachers' roles, classrooms, and schools can challenge the pre-service teachers' ability to transfer new concepts in pedagogy to the classroom. Therefore, in order to effectively influence teachers' professional identity and foster professional traits associated with an effective teacher, the Primary Training Institutes (PTI) in Bangladesh must implement self-reflection, collaboration, and modeling strategies throughout the training program. Self-reflection is instrumental to the process of developing professional identities of teacher trainees. Collaboration during training is a crucial element in the development of professional identities and behavioral practices of new teachers. The literature on learning transfer and teacher training consistently recommends modeling pedagogical techniques during training and professional development. Such programs could easily be accomplished in the Bangladeshi context with the PTI on-site experimental schools. Small cohorts of teacher trainees could be paired with experimental school teachers for regular classroom observations, as well as, practice teaching session for the trainees. These trainee cohorts could also be collaborative groups that work together on instructional planning and the process of sharing critical feedback to one another. Thus, modeling, peer collaboration, practice teaching, self-reflection and critical feedback would all be incorporated meaningfully into the PTI training experience. If quality improvements in education are the goal of government initiatives, then it is necessary to put aside ambiguous policy language such as "increasing child-friendly and participatory teaching techniques." Quantifiable improvements must center on evidence-based program components during training. Bangladeshi PTIs already have the infrastructure in place, namely the on-site experimental schools, but they need to function in a more comprehensive way.