A PROFESSIONAL TEACHING STANDARDS FRAMEWORK

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Overview

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Purpose

• Professional Teaching Standards Framework for teachers for clarifying and specifying the standards of teaching that teachers can aspire to for enhancing equitable and quality education for all.

• Sets out key elements of a Framework of Professional Teaching Standards that could be adopted as a common international approach and used by teacher professional associations, education unions and teachers themselves to enhance their professional work.

• Intended audience: teachers, particularly and their union representatives, and education policy makers
Delimiting the framework

- This framework does not cover all aspects that relate to processes for developing teaching standards. It is focused on professional practice and as such on teaching.
- Governance arrangements, either for developing or for applying Standards, are not addressed.
- The framework is limited to setting possible common and agreed reference points for describing, and therefore promoting and defending, the core work of teachers, in the interests of both teachers and the community.
- The Professional Teaching Standards Framework is not intended to undermine the standing of teachers, and their working arrangements.
- Credible, well considered Standards are intended to protect teachers from bureaucratic managerialism and regulation and designed to promote teacher professionalism and teacher interest.
• Quality education is a universal right of children, young people and adults, in the interests of individuals, communities and societies.

• Quality education is predicated on high quality teaching, for all students, in all circumstances.

• Teachers’ work is organised around maximising student learning and wellbeing.

• Teachers are defined as individuals holding formally recognised teaching qualifications and who meet standards of practice that are defined, judged and recognised through the teaching profession.

• All teachers should be trained at university or equivalent institutions and have the requisite knowledge, skills and competences to meet the diverse needs of students.
• The teaching profession is constituted by teachers so defined, and in alignment with teacher representative organisations

• It is in the interest of the community generally and children particularly, that only trained and qualified members of the teaching profession be engaged to undertake teachers’ work

• Effective and ethical school organisational practice is built on teachers’ professional judgment and standards of practice defined by the teaching profession

• Members of the teaching profession with leadership and administrative responsibilities in schools and other education institutions support teachers at all levels to achieve, maintain and defend professional standards
Principles

• Professional teaching standards address and actively support universal access and opportunity for quality education for all

• The teaching profession as a whole, and its individual members, are ethically and actively committed to supporting the principles, precepts and standards of teachers’ professional practice in the interests of all students, teachers and the community, globally.

• Governments and education authorities have an obligation to ensure that teachers receive the necessary support, training and professional development in order to enable all students to develop to their full potential.
Standards: Domain 1: Teaching Knowledge and Understanding

- Practising teachers know and understand:
  - How students learn, and the particular learning, social and development needs of their students
  - Implications of students’ physical, social and intellectual development
  - Implications of social, cultural and economic diversity, and related circumstances of students and their learning environment
    - The content and related methodologies of the subject matter or content being taught
  - Core content knowledge and skills
  - Implications of the content knowledge for teaching methodologies
    - Core research and analytical methods that apply in teaching, including with regard to student assessment
  - Research methodologies and related analytical skills that can be applied to new learning
  - Principles and practices of effective student assessment
Standards: Domain 2: Teaching Practice

- Teachers’ practice consistently demonstrates:
  - Planning and preparation to meet the learning objectives held for students
  - Identifying specific learning objectives for students
  - Researching, organising and scheduling lessons to meet those objectives
    - An appropriate range of teaching activity that reflects and aligns with both the nature of the subject content matter being taught, and the learning, support and development needs of the students
  - Practice of teaching processes and structuring of learning activities that align with the requirements of the subject content
  - Variations in teaching and learning that facilitate engagement of students
    - Organisation and facilitation of student activity so that students are able to participate constructively, in a safe and cooperative manner
  - A safe and secure environment
  - Effective classroom management having regard to the needs of all individuals and the class as a whole
    - Assessment and analysis of student learning that informs the further preparation for, and implementation of, teaching and learning activity required
  - Consistent fair, valid and reliable assessment of student work using an appropriate range of methods
  - Analysis of information to adjusting planning and practice of lessons toward achieving learning objectives.
• Teachers’ professional relations include active participation in:
  • Cooperative and collaborative professional processes that contribute to collegial development, and support student learning and development
  • Collaborative processes with regard to lesson planning, teaching activity and student welfare, that support students
  • Cooperative processes that support teacher professional learning, development and welfare
    • Communications with parents, caregivers and members of the community, as appropriate, to support the learning objectives of students, including formal and informal reporting
  • Formal and informal reporting to parents, caregivers and the community on student learning and welfare
  • Presentation of a range of professional issues, including with regard to the expertise and status of the profession
    • Continuous professional development to maintain currency of their professional knowledge and practice
  • Participation in formal professional learning and development
  • Ongoing analysis and reflection on practice to develop professional practice.
Implementation

- Standards as Reference for further development.
- Developing the measures for the Attainment of Standards
The implementation of this Framework of Professional Teaching Standards with integrity and fidelity relies on teachers’ professional judgment, the fundamental expectation of which is stated in the Principles of Professional Teaching Practice. It is designed to support teachers in their work and practice to ensure equitable and quality education for all as articulated in SDG 4.