Development of an International Guidance Framework for Professional Teaching Standards

Joint Consultations on Teacher Development in Africa
International Institute for Capacity Building in Africa, Addis Ababa
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How the research is structured:

• A review of research and policy literature exploring issues related to the definition of teacher quality, teacher competences and teacher professionalism.

• An international questionnaire to gather information on the design and development of regional and/or national frameworks for professional teaching standards.

• A mapping and comparative analysis of existing professional teaching standards (national, regional, or sub-national in nature) based on analysis of questionnaire results (see draft report).
Teacher policy within the education policy ecosystem

Source: European Commission, 2018
Teaching standards are used for:

• Teacher recruitment and retention
• Teacher education (initial and continuing)
• Teacher sorting
• Career structures(paths)
• Teacher employment and working conditions
• Teacher reward and remuneration
• Teaching standards
• Teacher accountability
Preliminary findings from the survey questionnaire and comparison of national and regional frameworks
Preliminary findings from the survey questionnaire

- The questionnaire is designed as an online consultation.
- Respondents are experts who have been engaged with the design and implementation of their country or regional framework for professional teaching standards. They are from development agencies, universities, and/or government ministries.
- Respondents to the questionnaire are from the Asia Pacific, Europe, Latin American and Caribbean countries, Arab-speaking countries in North Africa and the Middle East, and sub-Saharan African countries.
Questionnaires completed so far....

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<tr>
<th>Region</th>
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<td>LATIN AMERICA AND CARRIBEAN</td>
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Figure 2: Timeline, from consultation to adoption of professional teaching standards in selected countries.

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**KEY**
- **Green** for Consultation
- **Red** for Validation
- **Blue** for Official Framework
- **Gray** for Piloting
| Region          | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  | Year 7  | Year 8  | Year 9  | Year 10 | Year 11 | Year 12 | Year 13 | Year 14 | Year 15 | Year 16 | Year 17 | Year 18 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| **ARAB REGION** |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Oman            |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Palestine       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| **LATIN AMERICA** |       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Argentina       |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| **EUROPE**      |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Serbia          |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Slovenia        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| **ASIA**        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| P.R. China      |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Kazakhstan      |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Myanmar         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Nepal           |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Uzbekistan      |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
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| PACIFIC    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Cook Islands | 2014-15 |      |      |      |      |      |      |      |      |      |      |      |      |      |
|            | Sept 2015 |      |      |      |      |      |      |      |      |      |      |      |      |      |
|            | March 2016 |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Kiribati   |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Marshall Islands | 2016 |      |      |      |      |      |      |      |      |      |      |      |      |      |
|            | 2016-17 |      |      |      |      |      |      |      |      |      |      |      |      |      |
|            | 2017-18 |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Tonga      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Tuvalu     | 2011-2012 |      |      |      |      |      |      |      |      |      |      |      |      |      |
|            | Jan 2013 |      |      |      |      |      |      |      |      |      |      |      |      |      |
|            | Nov 2013 |      |      |      |      |      |      |      |      |      |      |      |      |      |
|            | 2014     |      |      |      |      |      |      |      |      |      |      |      |      |      |
Preliminary findings from the UNESCO questionnaire (cont.)

• Countries have taken an aspirational approach to the design of professional teaching standards.

• They incorporate a broad range of teacher competences important for 21st century teaching, learning and assessment and for achieving greater equity and quality of student outcomes.

• Investments in capacity building are made.
Preliminary findings on the most (and least) frequent uses of teaching frameworks:

• Design of curriculum for initial teacher education (28 countries)
• Identification of continuing professional development needs (29 countries)
• Reference standards to support teacher self-appraisal (27 countries)
• The least frequently indicated use is to support disciplinary processes in cases of a teacher’s serious misconduct (14 countries)
• Standards are not necessarily used to support equitable teacher sorting
Preliminary findings (cont.)
Respondents were asked to indicate the basis for the design of teaching standards

• The most frequently indicated were:

  – analysis of pedagogical knowledge (29 countries)
  – a set of guiding principles (26 countries)
  – analyses of content knowledge (27 countries)
  – analysis of the attitudes and values considered as important for teachers' work (25 countries)

• Several countries noted that their professional teaching standards were inspired by models in other countries.
Stakeholder engagement in design process

• Most countries have included stakeholders in the design process:
  – initial teacher education providers (31)
  – teachers (30)
  – school leaders (28)

• Most frequently used consultation methods include:
  – focus groups (27)
  – stakeholder panels or advisory committees (19)
  – surveys (18)
Respondents were positive about the potential usefulness of and international guidance framework for professional teaching standards.

An international guidance framework may:

• provide an opportunity for countries to harmonize their frameworks, and could provide some guiding principles for national or regional work.

• raise the profile of the national standards and support countries in their efforts to professionalize their teacher workforce and identify their core competences

• facilitate peer learning across countries

• set out a common conceptual basis for understanding teaching methods and facilitate research on teaching.

An international guidance framework must also be open and flexible enough to allow contextualization.
Challenges

• Respondents have noted a number of challenges, including teacher shortages, low availability and quality of teacher training and professional development, non-competitive teacher salaries, and difficulty in recruiting teachers for remote areas.

• The standards do not respond directly to the issue of non-competitive teacher salaries, but most respondents indicated that their countries use their professional teaching standards frameworks to set out career development opportunities.

• Well-designed long-term strategies will be needed to address these fundamental issues while also advancing teacher professionalism.
Gaps?

- There are few references to learning among schools (e.g. peer learning in school networks), or sectors (e.g. with creative professionals, with university researchers, and so on), or to wider dissemination.

- There is a need for consideration of how standards can support teacher sorting so that every school has staff with varied levels of experience, complementary areas of expertise.

- More specific standards or competence profiles to support initial teacher education and teachers working in different settings, for example in teachers working in emergency contexts, in increasingly diverse classrooms, in disadvantaged schools or remote areas may be needed.

- More on communication strategies and efforts to influence attitudes about teaching.

- Guidance on development of coherent and integrated approaches.

- Other?
Area of Competence: Professional Knowledge and Understanding

Standard:

Knowledge and understanding of

• ... human development and the learner
• ... the curriculum
• ... the subject matter
• ... interdisciplinary learning
• ... education theory, pedagogy and teaching practice
• ... assessment, feedback, monitoring, and evaluation of the learner
• ... education-related policies and legislation
• ... digital technologies for teaching and learning
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Area of Competence: Professional Skills and Practices

Standards:
• Effective teaching and learning
• Effective classroom organization and management
• Effective learner assessment
• Administration of learning
• Effective use of technologies for teaching and learning
• Guidance and counselling, support, school health, and safety
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Area of Competence: Professional values, attributes and commitment

Standards:
• Awareness of and respect for learners’ diversity
• Respect for learners’ rights and dignity
• Respect for school system and colleagues
• Role model to learners
• Commitment to continued professional development
Area of Competence: Professional partnerships

Standards:

• Partnerships with learners, parents, carers, guardians, communities, and other stakeholders
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Area of Competence: Professional Leadership

Standards:

• Leadership and management
Questions for Discussion

• What content would you like to see in a guiding framework of professional teaching standards?
• How could such a framework be used to support teacher quality and development in your context?
• What support would countries need to design and implement national teaching standards?
Thank you

Please contact us at:

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We value your input!