



## National and Regional Policy Learning: 2022 Workshop Series

### International Task Force on Teachers for Education 2030

#### Latin America and the Caribbean: Teacher professional development and standards

**6 July 2022, 9h00 Kingston time, UTC -5hrs // 10:00 am EST time**

#### Concept Note

##### Background

In April 2022, the International Task Force on Teachers for Education 2030 (TTF) released its new Strategic Plan (2022-2025). It emphasizes three main lines of action (MLAs): i) knowledge production and dissemination; ii) advocacy and iii) national and regional policy learning. The third MLA was developed to ensure ministries have full opportunity to share knowledge and experiences of teacher policy with each other, which may foster countries' renewed efforts to adapt and apply lessons learned to their own national context to meet teacher policy learning needs.

To achieve this, the Teacher Task Force (TTF) will organize regional peer-to-peer workshops with its members in 2022 to discuss the most relevant and timely policy issues for teachers and teaching. Workshops will be organized by region based on members' priority policy learning needs.

In particular, the workshops aim to foster exchange and discussion in support of holistic and comprehensive teacher policy development as illustrated in the [Teacher Policy Development Guide \(TPDG\)](#) and its nine interconnected dimensions as a framework. More recently, the TTF developed and published a tenth cross-cutting dimension on [crisis-sensitive teacher policy and planning](#).

National and regional policy learning activities should meet countries' most critical priorities. Therefore, a structured regional needs analysis was concluded in two stages. It includes insights and feedback collected from regional participants during the Policy Dialogue Forum (PDF) 2021 in Kigali, Rwanda, and through a subsequent online survey. Findings were later validated by the Steering Committee members from the region.

##### Main theme and learning objectives

The socio-economic, cultural and political situation in Latin America and the Caribbean varies across countries. However, countries have identified similar challenges and common policy learning needs related to **teacher professional development and standards**. Regional standard frameworks and how these can be translated into countries are critical to organise **teacher education**, teacher qualifications, licensing of teachers, **career structure** and teacher motivation. In addition to this, countries demonstrated an interest in the **pedagogical skills in hybrid and remote education** of teacher education including **innovative practices** to share across countries. Lastly, they demonstrated learning needs related to **social dialogue** and **school leadership**.

Due to the interactive nature of the workshops, members will exchange information and experiences in a manner that serves to strengthen their regional communities of practice and build national-level capacity. More specifically, the workshops aim to:

- Foster peer-learning around common and distinct experiences, challenges, and solutions related to policy for teacher professional development and standards, licensing and qualifications.
- Identify good and innovative regional and national practices related to teacher education, professional development and qualifications and examine the enabling conditions and key factors that lead to policy change and scaling-up.
- Explore the regional partners, channels and mechanisms to foster and support further policy learning for current and emerging national and regional policy learning needs.
- Build partnerships amongst country and institutional members with regional remits to initiate specific policy development objectives and change.

### **Participants, timeframe and modality**

Co-organised by the CARICOM Secretariat, the GPE KIX LAC hub, SUMMA and the Teacher Task Force (TTF), country focal points and deputies, including both country and organisational members, will be invited to the Latin America and the Caribbean regional workshop. Other key partners with regional remits will be consulted and invited to actively participate as they are familiar with regional policy learning needs.

In 2022, two workshops for the Latin America and the Caribbean region will take place on the same issue to promote deeper learning in one topic. The first workshop will be held on 6 July, followed by a second workshop in October/November. Between the two workshops, additional reflection by the TTF Secretariat and the regional Steering Committee members will take place to verify assumptions and refine regional policy learning needs for the second workshop.

The workshops will be conducted online via Zoom or Microsoft Teams Platform with a duration of 120 minutes. All relevant documents will be circulated in advance to give participants enough time to familiarize themselves with the information.

#### Expected outcomes and outputs:

The workshops aim to foster emulation between countries towards the development of effective, holistic and comprehensive teacher policies that address common national needs and priorities as a mechanism to support quality teaching and achieving SDG 4, particular SDG.4c – the target on teachers.

Expected outputs from the regional policy learning workshops include:

- Strengthened understanding of effective policy responses related to teacher education and professional development;
- Strengthened communities of practice and regional partnership to continue discussing and sharing lessons on teacher policy issue to initiate change; and
- Synthesis reports of the workshops, including lessons learned, good practices, tools, and national case studies and recommendations for further policy learning and transformational change based on consultation with regional Steering Committee members and disseminated through the TTF Knowledge Platform.

#### Provisional Agenda (120 minutes)

Date – Time	Date <b>6 July 2022, 9:00 am Kingston UTC -5hrs / 10:00 am EST time</b>
Venue	Videoconference (Zoom/Teams)
Languages	Interpretation: Spanish and English
Time	Agenda items and speakers:
9.00 -9.05 (5 mins)	Welcome and introduction
9.05 -9.13 (8 mins)	<ul style="list-style-type: none"> <li>• Overview of regional challenges; The Teacher Standard Framework, CARICOM. Mrs. Denise Stoney James, Deputy Programme Manager, Education, and Dr. Laurette Bristol, Programme Manager, Human Resource Development, CARICOM Secretariat.</li> </ul>
9.13 -9.20 (7 mins)	<ul style="list-style-type: none"> <li>• Presentation of the TTF’s TPDG and the dimension (module) on teacher</li> </ul>

	education and on teaching standards
9.20 -9.45 (25 mins)	<p>Country/organisation presentations</p> <ul style="list-style-type: none"> <li>Country Presentation 1 (10 min): St Kitts and Nevis, Ms. Carla Diamond, Education Officer, Ministry of Education.</li> <li>Discussant 1 (3 min): Jamaica, Ms. Winsome Gordon, Chief Executive Officer (CEO), Jamaica Teaching Council, Ministry of Education</li> <li>Question and Answer period 1 (12 min)</li> </ul>
9.45 -10.10 (25 mins)	<ul style="list-style-type: none"> <li>Country Presentation 2 (10 min): Ecuador, Lizeth Carolina Cueva Montaluisa, National Director of Continuous Education, Ministry of Education, Ecuador.</li> <li>Discussant 2 (3 min)</li> <li>Question and Answer period 2 (12 min)</li> </ul>
10.10 -10.35 (25 mins)	<ul style="list-style-type: none"> <li>Country/ Organizational Presentation 3 (10 min)</li> <li>Discussant 3 (3 min)</li> <li>Question and Answer period 3 (12 min)</li> </ul>
10.35 -10.55 (20 mins)	Final questions and answers and group discussion (20 min)
10.55 -11.00 (5 mins)	Closing remarks, Rafael Carrasco, Deputy Director, SUMMA