



*International Task Force on Teachers for Education 2030*

*Knowledge Platform Curation Guidelines:  
Policy Knowledge Hub and Teacher Resource Centre*

**Updated March 2024**

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## Overview and objectives

The Knowledge Platform of the Teacher Task Force was created to become the knowledge hub on subjects pertaining to teachers and teaching, as well as offer a tool to facilitate knowledge exchange and collaborative work between TTF members. The Platform was a flagship activity of the TTF Strategic Plan 2018-2021, and it responds to objective 1 of the Strategic Plan 2022-2025: Knowledge gaps are identified and filled, and monitoring strengthened to ensure that relevant and up-to-date knowledge on teachers and teaching is available to inform the formulation and implementation of comprehensive teacher policies. Output 1.1 of the Strategic Plan 2022-2025 includes the development of a new *Teachers' Resource Centre* on the Knowledge Platform, which is a repository of resources for teachers and teacher educators, including training materials and resources for use in classrooms

The [Knowledge Platform](#) has four main objectives:

1. Host timely and relevant resources on teacher policies and practices for TTF members through a centralized repository;
2. Disseminate the latest research on teachers and education policy pertaining to teachers;
3. Foster knowledge sharing within the TTF membership and externally to a wider audience; and
4. Serve as a networking tool for TTF members to exchange information, best practices and experiences, and solicit assistance from other relevant members.

The curation guidelines define the processes, roles and responsibilities involved in the development, input and maintenance of the TTF Knowledge Hub. They will guide the work of the Knowledge Hub Curator and will evolve as the platform is used and improved.

A Reference Group was appointed by the TTF Secretariat to provide advice at key stages of the development of the Knowledge Platform. Each member brought expertise from one of three categories:

1. TTF Members who bring an end user point of view in addition to their institutional knowledge.
2. Knowledge Platform experts who have participated actively in the creation or curation of similar platforms.
3. Researchers in the field of Education and Teachers.

## Structure

The [Knowledge Platform](#) consists of three components:

1. The **public website** which features information about the Teacher Task Force's history, mission, activities, governance and membership, both for TTF members and for an external audience. The website also regularly publishes upcoming [events](#) on teachers and teacher issues organized by TTF members and other partners. News, blogs, country stories and videos are featured in a [dedicated page](#) where members can follow the latest developments.
2. The **[Policy Knowledge Hub](#)**: the database of publications and documents on teacher issues, practices, and various research to inform policy-making. Some of the publications and documents will not be accessible to an external audience but only to logged-in members. The Hub also hosts teacher policy documents, which for greater visibility will be featured in a dedicated space on the platform -a Global Observatory of Teacher Policy-, together with country notes and other analytical materials. The Global Observatory will start to be developed in 2024.
3. The **[Teacher Resource Centre](#)**: The Teacher Resource Centre (TRC) collects and makes available materials directly related to teaching practices and benefiting teachers. It works as both a

repository of hosted resources and a directory of hyperlinks to teacher resource centres of TTF members.

4. The [Members' Working Space](#): only accessible to TTF members' focal points, this space allows member interactions and collaboration through online fora. It is also through the Working Space that members can upload resources to the Policy Knowledge Hub and the Teacher Resource Centre.

## Platform activities, roles and responsibilities

Disseminating timely and relevant resources on teacher policies and practices to TTF members is among the key objectives of the Knowledge Platform. Three main activities are required to achieve this:

- **Curation:** The selection of content, such as documents, research, news, or multimedia content to be featured on the website based on set themes and topics. The platform content will be both curated by a dedicated Knowledge Platform curator and crowdsourced from Knowledge Platform members. Part of the curator's role is to mitigate crowdsourcing issues such as quality control and bias generating. Curation will be based on the criteria in this document to sort and evaluate contributions made by external entities, such as members logged into the Working Space. Curation determines whether content proposed by the external entities meets the criteria set for inclusion.
- **Moderation:** The method used to facilitate the interaction of users in the members' Working Space. The aim of this space of the Knowledge Platform is for it to be a living space with continuous engagement and user interaction. Moderation of the Working Space is to encourage and ensure engaging communication among members.
- **Administration:** The day-to-day technical management of the website, such as page updates, facilitating user access and credentialing, resolving technical issues, and ensuring the Knowledge Platform provides an intuitive user experience. Administration also encompasses performance analytics (e.g. monitoring monthly page views and social media mentions to track the impact of the different contents published).

Despite the key role played by the Secretariat in the three abovementioned activities, the Knowledge Platform should be seen as a collective initiative also involving TTF members, and a broader education development audience working on teacher issues. Each actor has a different responsibility in regard to the platform:

### Knowledge Platform Curator

- Dedicated full time role to oversee the work and activity of the platform,
- Tasked with the implementation of the Curation guidelines,
- Responsible for the moderation and curation activities,
- Day-to-day selection of content to be included in the Knowledge Hub,
- Responsible to review documents uploaded in the platform ensuring that all publications are curated, relevant and aligned with the guidelines,
- Contacts and organizes Reference Group meetings, as required,
- Is responsible for facilitating a regional and language balance in the resources that are included in the Knowledge Hub.

### TTF Secretariat

- Develops the curation guidelines under the guidance of a Reference Group composed of TTF Members, Knowledge Platform Experts, and Research Experts,
- Curates the initial content for the Knowledge Platform based on UN resources on teachers and teaching, previous content from TTF work, and resources added during the pilot of the curation guidelines,
- Engages various partners to disseminate information about the platform,

- Invites members and non-members to consult and be active in the work related to the platform,
- Oversees the work of the Knowledge Platform Curator.

#### **Reference Group**

- Helps in the establishment of the curation guidelines defining what should be published, the type of data, the criteria for the selection of the documents and helps answer other similar questions,
- Thinks strategically regarding the classification of data, the presentation and promotion of the platform, and how to keep the platform relevant,
- Guides the work of the curator,
- Provides guidance when new cases come up that are not covered in the guidelines.

#### **TTF Steering Committee**

- Acts as the governance and advisory body,
- Provides comments and direction related to the platform activities and makes strategic decisions.

#### **TTF members**

- Engage with the platform to consult, download and upload resources,
- Exchange information with one another,
- Connect with other members to collaborate.

#### **Other actors**

- Non-members to the TTF working with teachers and teaching are invited to actively participate in consulting the Knowledge Platform and engage with the Secretariat for possible collaborations.

#### **Maintenance and Technical Support**

- An external web design and development vendor will be in charge of making updates to the platform,
- Making UI/UX improvements,
- Facilitating bulk upload requests, and
- Troubleshooting technical issues.

## **The Policy Knowledge Hub**

### **Rationale**

The Policy Knowledge Hub is a regularly updated online catalogue featuring a diverse range of evidence-based knowledge products on teacher policies from across the world. It was created as a global one-stop shop meant to ease access to the vast amount of valuable information, data, analysis and publications on teachers and teaching relevant to policies that otherwise tends to remain dispersed and not easily available to policy-makers. Through the centralization of a valuable set of policy-relevant materials, the hub becomes a key tool for the implementation and monitoring of target 4.c of the SDG 4 and wider teacher policies within the framework of Education 2030.

Building on the engagement of the TTF network the Hub aims to become a unique catalogue among other online repositories, giving access to resources (e.g. policies, grey literature, research) that are not easily accessible elsewhere.

## Scope

### Thematic focus

The target contents of the Policy Knowledge Hub are in alignment with the TTF's thematic priorities and main lines of action. The monitoring strategy is guided by key thematic areas that have been defined building on flagship publications and activities by the TTF, such as the Teacher Policy Development Guide (TPDG), the Global Report on Teachers, the Policy Dialogue Forum or the policy learning regional workshops. Some of the areas specifically targeted have been: the 9 policy dimensions of the TPDG; the new and planned modules of the TPDG (teacher management in crisis and emergency situations, costing teacher policies, gender, greening education); the futures of teaching and the digital transformation; and the monitoring of SDG 4.c.

Once identified and selected, resources are indexed using a topic taxonomy (Table 1) that enhances the search and exploration of contents. The taxonomy is defined in a bottom-up fashion, *i.e.* indexing terms are only retained insofar as they are used to index at least one resource in the catalogue. As the corpus of documents expands, the taxonomy will most likely also undergo slight adjustments over time, e.g. to add new terms or combine several terms into broader ones to avoid having an excessively long list that would go against the user-friendliness of the catalogue. There are currently implicit semantic relations between some terms in the taxonomy (e.g. *psychosocial well-being* can be seen as being part of or related to *teacher working conditions*), but so far these relations are not formalized, and the taxonomy reads as a flat alphabetical list. The Secretariat will explore in future user tests if the introduction of a hierarchical tree-like structure would improve user experience. Other areas to explore to improve search results and navigation are the introduction of term variants to supplement the canonical terms included in the taxonomy (e.g. *initial teacher education/ ITE/ initial teacher preparation/ initial teacher training/ pre-service teacher training*).

Table 1. Thematic focus and topic taxonomy in the Policy Knowledge Hub

Areas guiding the monitoring of new resources	Current terms in taxonomy	
	Broader terms	Narrower terms
<i>9 policy dimensions of the Teacher Policy Development Guide</i>	<ul style="list-style-type: none"> <li>Teacher recruitment and retention</li> <li>Teacher education / Continuing professional development</li> <li>Teacher deployment</li> <li>Teacher career structure</li> <li>Teacher employment and working conditions</li> <li>Teacher reward and remuneration</li> <li>Teaching standards</li> <li>Teacher accountability</li> <li>School governance</li> </ul>	<ul style="list-style-type: none"> <li>Psychosocial well-being</li> <li>Contract teachers</li> <li>Teacher motivation</li> <li>School leadership</li> </ul>
<i>Thematic modules of the Teacher Policy Development Guide</i>	<ul style="list-style-type: none"> <li>Teacher management in crisis and emergency situations</li> <li>Gender equality</li> <li>Financing</li> <li>Education for sustainable development</li> </ul>	
<i>Monitoring SDG4c</i>	<ul style="list-style-type: none"> <li>Monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher shortages</li> </ul>
<i>Forecasting and digital transformation</i>	<ul style="list-style-type: none"> <li>Futures of teaching</li> <li>Artificial intelligence</li> <li>Distance education</li> <li>Information and communication technologies</li> <li>COVID-19 response</li> <li>Teacher innovation</li> </ul>	

<i>Equity and inclusion</i>	<ul style="list-style-type: none"> <li>• Equity</li> <li>• Inclusion</li> <li>• Social dialogue</li> </ul>
<i>Specific groups of educators</i>	<ul style="list-style-type: none"> <li>• ECCE</li> <li>• TVET</li> <li>• Adult and learning education</li> </ul>

## Document types

The Policy Knowledge Hub aims to create a comprehensive catalogue of resources that responds to the knowledge needs of those responsible for teacher policy-making. These knowledge needs are varied, depending on the profile of the user (high-level decision-maker, policy advisor, data analyst, etc.), and can range, for example, from an interest on global policy trends and the global agenda on teachers, to an interest in the status of SDG 4.c indicators. Therefore, the Hub targets a varied range of document types, including academic articles; project reports; case studies; research-oriented blogs; meeting documents; presentations; policy planning tools and guidelines; international treaties, conventions and recommendations; national policy documents, strategies and laws, among others.

Policy documents are a particularly relevant document category within the Policy Hub that makes it stand out among other online repositories. These documents are not always easily attainable and even when they are publicly available online, they tend to be spread across national webpages, so having them available through a single entry-point brings an added value to users.

It is important to note that by mapping teacher policy documents the Knowledge Hub is not meant to compare country level teacher policies to the general guidelines and recommendations given by UNESCO and other international organisations, as the website does not play the role of a normative mechanism. Rather it is an open repository meant to support exchanges of experiences and good practices in teacher policy-making.

Below is a sample of document types targeted as part of the TTF collection of policy documents:

- **National teacher policy document:** the document that sets out the policy. In some cases, this document will also include a description of the process that led to the adoption of the policy. E.g.
  - ✓ [Politique enseignante. Madagascar](#)
  - ✓ [The National Teacher Policy. The Republic of Uganda](#)
- **Implementation plans:** specifies how a policy should be implemented.
  - ✓ [Teacher policy action plan. Cambodia](#)
- **Teaching standards and competency frameworks**
  - ✓ [CARICOM standards for the teaching profession: teachers, educational leaders and teacher educators](#)
  - ✓ [Southeast Asia Teachers Competency Framework \(SEA-TCF\)](#)
- **Other elements of teacher policy:** This can include Continuous Professional Development frameworks, teacher education provider standards, etc. E.g.
  - ✓ [Continuous professional development framework for teachers and school directors. Cambodia](#)
  - ✓ [Teacher education provider standards. Cambodia](#)
- **Education sector plans with a specific section on teachers,** as shown in this example: [Education strategic plan 2019-2023, Cambodia](#)

As of March 2024, teacher policy documents have been mapped for about 20 countries and they can be accessed in two ways: (1) Through the [search page](#) using the filter “Policy document”; (2) Through the [webpage](#)

[devoted to Teacher Policy Development](#), where they are grouped by region and by country. Given the centrality of policy documents to the Knowledge Hub as an enabler of policy learning, future plans include to pursue a comprehensive mapping of teacher policies across TTF members, as well as to develop brief analytical pieces to present the status of teacher policies at a glance, such as country profiles.

## Teacher Resource Centre (TRC)

### Rationale

The Teacher Resource Centre was launched in 2023 as an extension of the Knowledge Platform aiming to provide a space for TTF members to disseminate (and host when needed) the materials they have produced for teachers.

Apart from the hosting and dissemination support to members, the Teacher Resource Centre responds to the need of easing access to already existing teacher resources. Studies have shown that whereas in recent years there has been an increase in repositories of open teaching and learning resources, teachers still struggle to find high-quality resources adapted to their needs. This is in part because repositories and digital libraries are often decentralized and disconnected, making it very challenging for teachers to discover resources beyond the platforms they are already familiar with. Even when they are aware of the existence of different platforms, teachers have limited time available to examine repositories separately and will often resort to generic search engines which do not necessarily take into account their specific pedagogical needs (Otto and Kerres 2022<sup>1</sup>).

Beyond its direct relevance to teachers, the Teacher Resource Centre can also function as a support to policy learning. Through a compilation of pedagogical resources and teacher courses developed by TTF members, the Centre provides an eye into how teacher competencies and pedagogical transformations promoted by standards and curriculum reforms are being enabled across countries and regions. Furthermore, many of the materials in the repository are available under open licenses, which makes them suitable to be contextualized and develop local materials in support of the implementation of national teacher policies.

### Scope

#### Types of resources

The Teacher Resource Centre aims to provide comprehensive support to the knowledge needs of teachers as reflective practitioners, recognizing that teachers' knowledge needs are diverse and linked to the different contexts of their professional practice. In the framework of the Teacher Resource Centre, teachers' professional practice is considered to extend over a variety of environments understood as an ecosystem in which teachers apply pedagogical tools, observe the results they obtain, identify learning needs to strengthen some of their competencies, follow trainings, apply those learnings in their practice, and so on in a lifelong learning cycle that lasts a whole career (Figure 1).

Building on this framework, the Teacher Resource Centre has been designed to host three kinds of resources for teachers, all of them free of access:

- **Teaching resources:** resources to be used in the classroom, to support their teaching practice. This includes Open Educational Resources, learning activities, assessment materials, teacher guides to teach emergent areas such as sustainable education or Artificial Intelligence, etc.
- **Research insights:** resources that support teachers' reflection on their own practice. These include summaries to inform teachers of the latest research findings on pedagogies, learning, etc. that would be applicable to their practice.

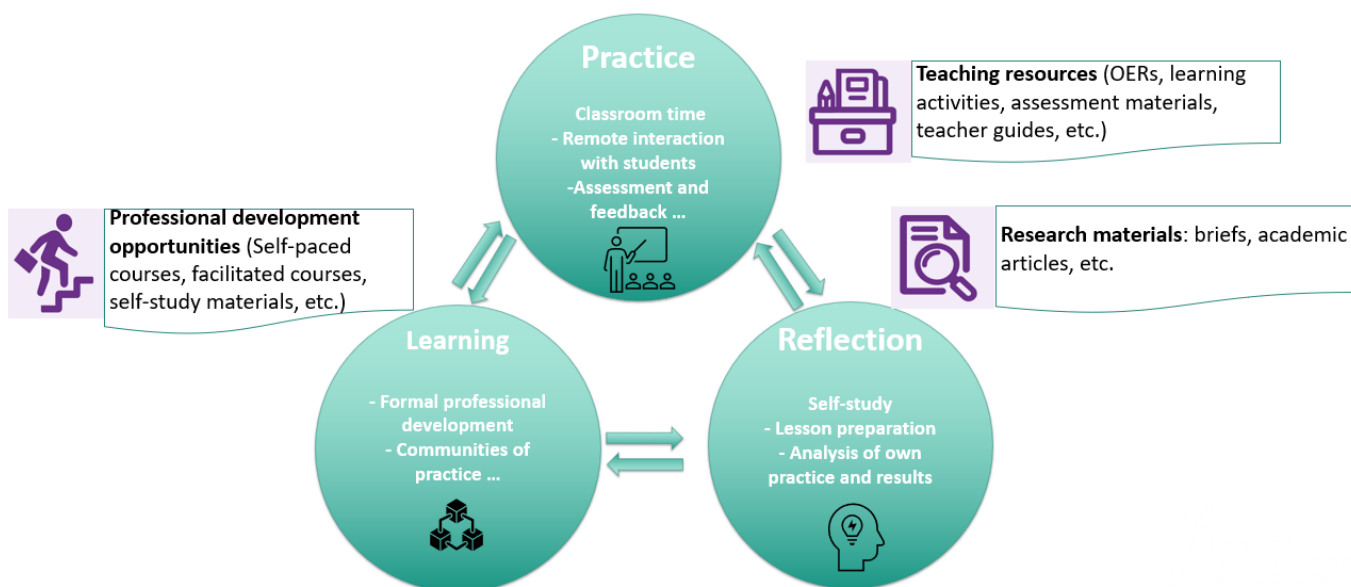
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<sup>1</sup> Otto Daniel, Kerres Michael (2022) [Increasing Sustainability in Open Learning: Prospects of a Distributed Learning Ecosystem for Open Educational Resources](#), in *Frontiers in Education*, Volume 7.



- **Professional development materials and opportunities**, such as self-paced courses and facilitated courses on a variety of subject areas and competencies.

Figure 1. Comprehensive support of teachers' knowledge needs as reflective practitioners through the Teacher Resource Centre



## Thematic scope

The Teacher Resource Centre is open to all educational levels and subject areas but there is a special emphasis on key priority areas such as Education for Sustainable Development, Global Citizenship Education, Gender responsive pedagogies, Inclusive Education, Peace Education and Digital Literacy among others.

## Document workflow

The Policy Knowledge Hub and the Teacher Resource Centre are two separate document databases hosted in the TTF Knowledge Platform. The two databases are fed through a standard workflow (Figure 2) that starts with the identification of candidate resources. Candidate resources are identified either by the TTF Secretariat or submitted by TTF members through the Working Space. For the identification of relevant resources, the Secretariat relies on a monitoring strategy according to which a selection of online knowledge repositories and newsletters from relevant partners are regularly consulted. For greater efficiency the process is supported by tools such as [Inoreader](#), a web-based content and RSS feed reader.

Candidate resources are checked against the list of criteria for inclusion defined by the curation guidelines (Table 2). Beyond falling within the scope of the repositories, resources also need to meet a series of format and copyright requirements to be included in the catalogue. Firstly, they need to be freely available online, at least for consultation in case they are not available under open licenses allowing download and reuse. They also need to be in a finalized version, with some exceptions, for example draft documents shared with members for consultation in the Working Space. To ensure the repositories are up-to-date, resources should not have been published before 2010, except for exceptional cases that bring an added value, like seminal papers.

Figure 2. Document workflow in the Policy Knowledge Hub and the Teacher Resource Centre

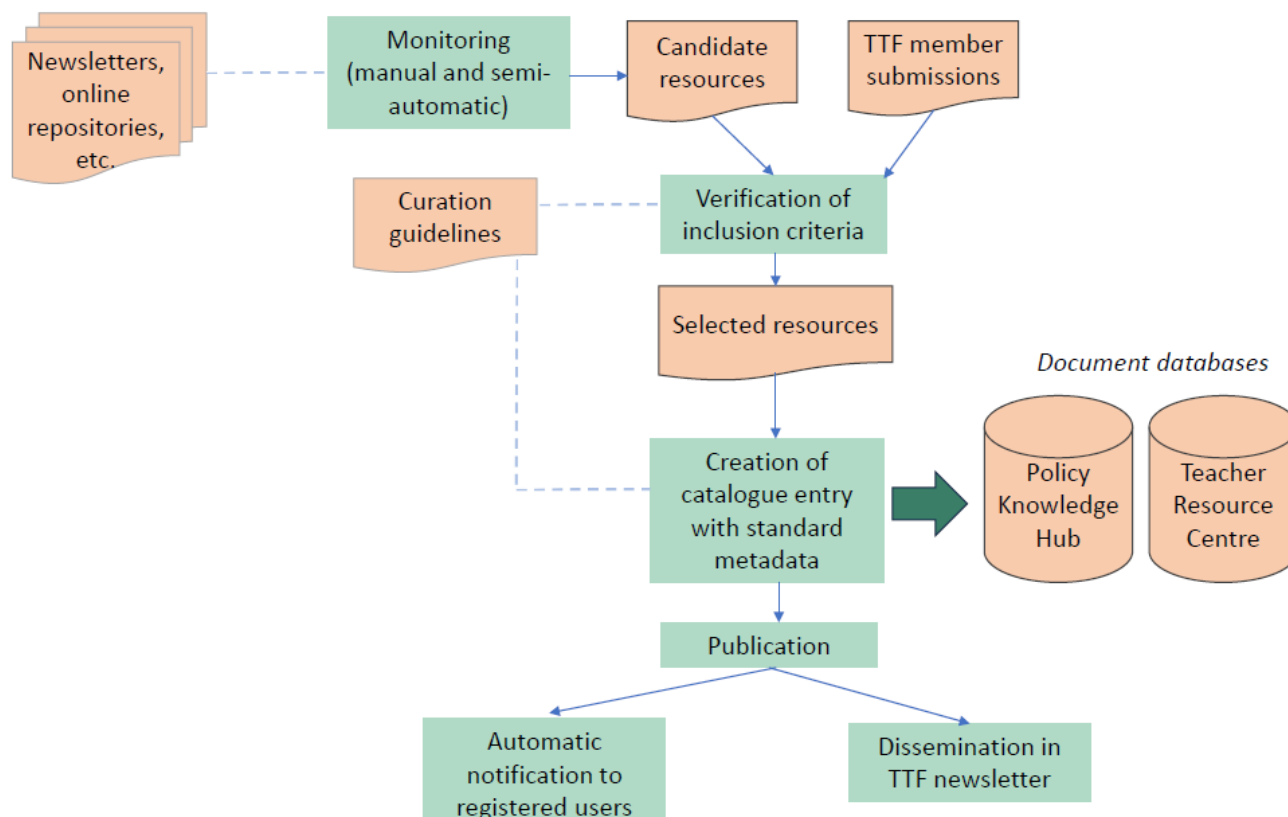


Table 2. Checklist of criteria for inclusion in the Policy Knowledge Hub and the Teacher Resource Centre

	Policy Knowledge Hub	Teacher Resource Centre
Content	In alignment with thematic scope and target document types. Resources where only a chapter or section refer to teachers can also be relevant provided that the chapter or section are comprehensive enough so they can be read as a stand-alone piece.	
Access	Full text freely available online (not necessarily downloadable, but at least readable by any user with an Internet connection). Availability under open licenses allowing further transformation (adaptation, translation) is not required, but content must be accessible.	
Publication date	Published after 2010 except in exceptional cases (e.g. seminal paper).	
Format	All publications must be in a finalized published document format. The platform will not include drafts unless in exceptional cases where it will be specified by the institution or organization producing the document. Exceptional cases might include drafts that are placed in the member Working Space as working documents to be shared between TTF members as part of a consultation process.	
Author	<ul style="list-style-type: none"> <li>• The Knowledge Hub shall collect materials from both TTF members and non-members. The criteria on whether to include materials is not differentiated between TTF Member materials and non-member materials.</li> <li>• Resource has an identified author working in the field of teachers or teaching (e.g. organization, country, TTF linked experts or partners).</li> <li>• The time an organization has existed will not be part of the criteria to decide whether to publish a resource, as the Reference Group noted some newly formed organizations can produce resources of value.</li> <li>• Research articles should preferably come from peer reviewed journals.</li> </ul>	
Languages	Arabic, English, French, Spanish	Teaching materials catalogue and teacher training catalogue: Materials in the languages

		of TTF member states may be submitted to these sections. - Research catalogue: English, French, Spanish and Arabic.
Exclusions	Materials of a commercial or ideological nature.	

## How can TTF members contribute?

### Creating an account in the Working Space

To be able to contribute to the Policy Knowledge Hub or the Teacher Resource Centre, TTF members need to create an account in the Working Space. The Working Space is meant as a space for members to connect and share their experiences, policy work, best practices, and consult with each other. The members' Working Space is only accessible to TTF member focal points and a small group of TTF-related experts. It was incorporated to the Platform at the request of TTF members who expressed the need for a dedicated space that would allow the network to be more active in-between meetings.

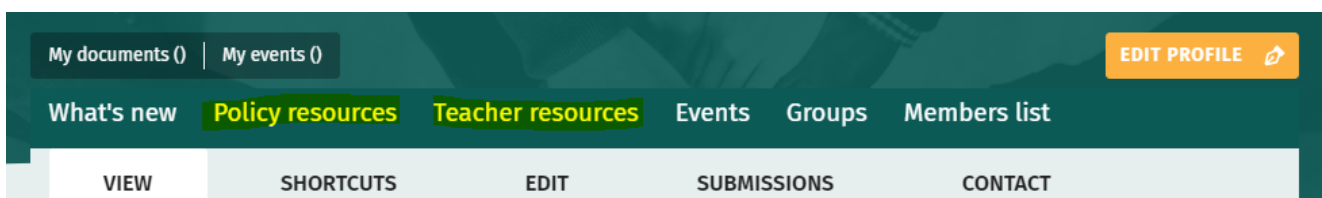
Through the Working Space, members can:

1. Upload documents to the Knowledge Hub. These documents are then reviewed and approved by the curator according to the criteria established in the curation guidelines;
2. Upload events;
3. Join [thematic](#) and [regional groups](#). Each regional and thematic group includes:
  - a. a list of its members,
  - b. a list of associated documents/publications and events,
  - c. a comment section allowing members to discuss among themselves.

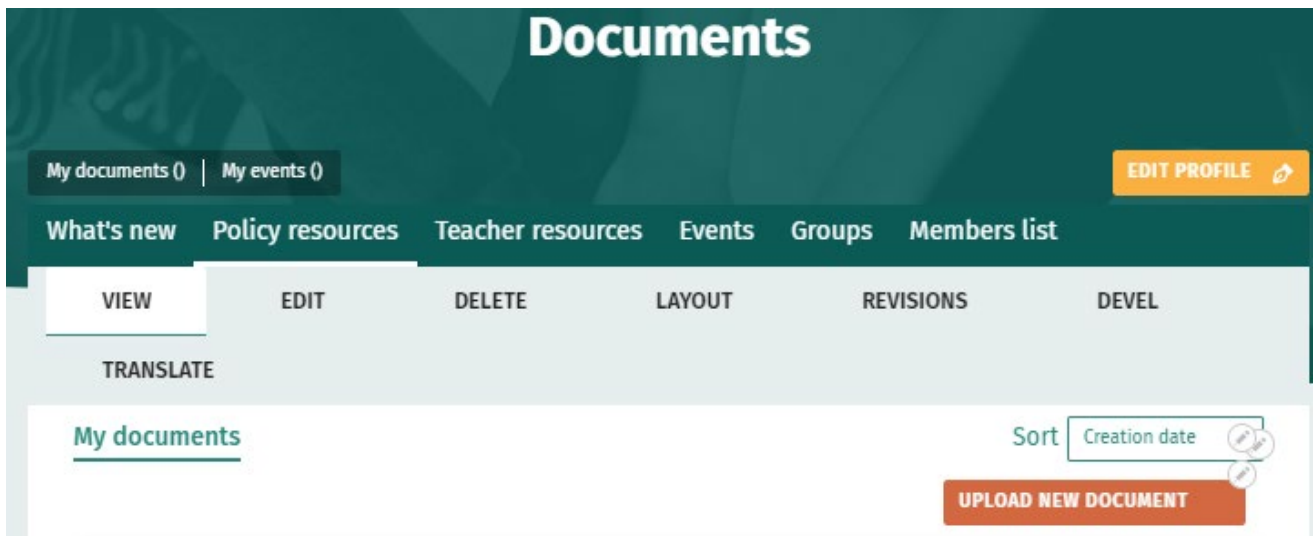
The success of member collaboration within the Working Space relies on the commitment of members to participate actively.

### Practical steps to upload resources

1. Request an account [here](#). Once the Secretariat has processed the request you will receive a confirmation that your account has been activated.
2. Log into the Working Space [here](#).
3. At the top of your profile page, select the type of resource that you want to upload:
  - For resources to be uploaded to the Policy Knowledge Hub, select *Policy resources*.
  - For resources to be uploaded to the Teacher Resource Centre, select *Teacher resources*.



- 3.1. If you have selected *Policy resources*, click on *Upload new document*.



3.2. If you have selected *Teacher resources*, specify the kind of resource that you want to upload:

- For pedagogical materials, select *Upload teaching resource*.
- For materials that summarize research insights relevant to teachers, select *Upload research material*.
- For teacher professional development opportunities and materials, select *Upload Development material*.



4. At this point you will be directed to a form where you will insert the resource's metadata and either upload the file or insert an external URL. Please refer to the following section for more detailed instructions on how to fill out metadata.

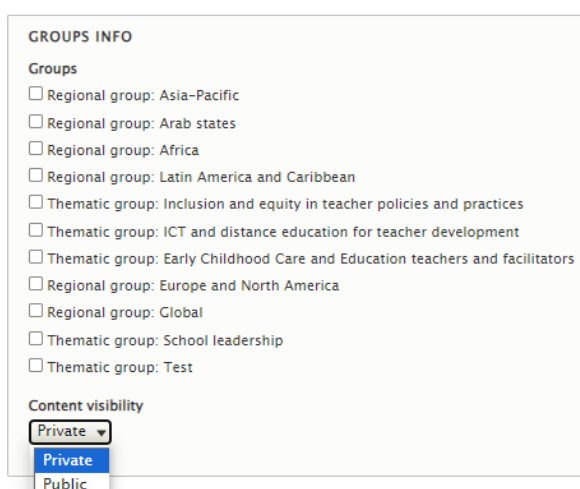
## General guidelines on metadata

The specific metadata fields for each type of resource are slightly different, but the following are some general guidelines that apply across upload forms.

### Resource visibility

If the resource is relevant particularly to a region or to a thematic group, the corresponding box should be ticked under “Groups info”. When the resource is published by the Secretariat this will trigger a notification to the selected groups.

It is also necessary to indicate if the resource should be publicly available (select *Public*) or only visible to registered users who are members of the groups to which the resource has been assigned (select *Private*).



**GROUPS INFO**

**Groups**

- Regional group: Asia-Pacific
- Regional group: Arab states
- Regional group: Africa
- Regional group: Latin America and Caribbean
- Thematic group: Inclusion and equity in teacher policies and practices
- Thematic group: ICT and distance education for teacher development
- Thematic group: Early Childhood Care and Education teachers and facilitators
- Regional group: Europe and North America
- Regional group: Global
- Thematic group: School leadership
- Thematic group: Test

**Content visibility**

Private ▼

Private

Public

### Abstract

A short description of the resource no longer than 100 words should be provided. This should clearly indicate how the resource is relevant to teacher issues or teacher policies. URL linking to related resources in the Hub or to other external resources are welcome in the abstract.

### File upload vs external URL

Copyright status needs to be checked before uploading a resource to the platform. Only when the submitter is the copyright holder or when the resource is available under an open license (e.g. [Creative Commons](#)) can it be uploaded to the platform. When this is not the case, then an external URL directly leading to the resource should be inserted instead.



**EXTERNAL LINK**

URL

Start typing the title of a piece of content to select it. You can also enter an internal path such as `/node/add/` or an external URL such as `http://example.com`. Enter `<front>` to link to the front page. Enter `<noLink>` to display link text only. Enter `<button>` to display keyboard-accessible link text only.

Link text

**RESOURCE**

Document \*

Upload | Remote URL

Choose File No file chosen

One file only.  
32 MB limit.  
Allowed types: pdf.

Note that the availability of a resource online and its copyright status are not directly linked: even when a file is downloadable its copyright might be restricted. It is therefore a requirement to check the license that applies to the file before uploading it.

Independently of copyright restrictions, users might decide to provide an external URL which will drive traffic to the website where the document is hosted.

### File naming convention

The recommended file naming for any resources uploaded to the repositories is as follows:

Year\_(monthversion)\_Author1-Author2-Author3-Publisher\_Title\_Language, e.g.:  
2022\_April\_TTF\_Crisis sensitive teacher policy\_EN

If there are more than 3 authors, then the following should be used: "Author1-et-al-Publisher"

### Authors

In the Policy Knowledge Hub there is for now only an Author field, where both individual authors and institutional publishers should be recorded. Future developments foresee to create the two separate fields Individual author and Institutional author, which already exist in the Teacher Resource Centre.

### Geographic topic

For every resource a Region and a Country should be assigned whenever possible. If more than one region or country are concerned, they should all be entered.

For reference, on the following links can be found the countries comprised in each region:  
<https://en.unesco.org/culture-development/regional-trends>.